

May 23–27 2014

CHICAGO

40TH ANNUAL CONVENTION

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#ABAI2014

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Chicago, IL 60616

www.abainternational.org

CONVENTION PROGRAM



EVERGREEN CENTER

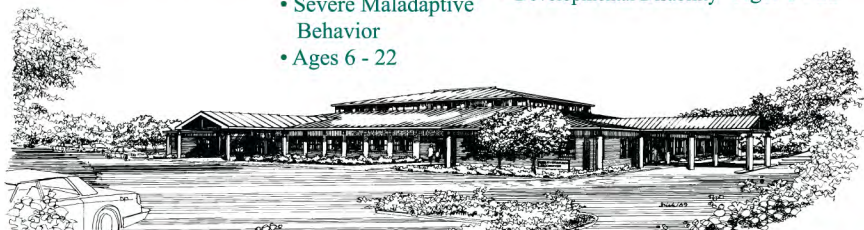
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- Ages 6 - 22

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The Association for Behavior Analysis
International contributes 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.

Friday, May 23 to
Tuesday, May 27
2014



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40TH ANNUAL CONVENTION

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Acknowledgements

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Co-chair: Jesse Dallery, Ph.D. (University of Florida; BPH, EAB, EDC, OTH, SCI, TBA, TPC, VRB)

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Verbal Behavior (VRB): Barbara E. Esch (Esch Behavior Consultants, Inc.) and Anna Ingeborg Pétursdóttir (Texas Christian 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 72 workshops, 119 papers, 286 panels and symposia, 837 posters, 155 Expo posters, 59 business meetings, 18 reunions, 40 invited addresses (including 19 B. F. Skinner Lectures), 10 tutorials, and 24 special events. We appreciate the support of ABAI's 37 special interest groups. They have made significant contributions to the quality and richness of the 2014 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 37 special interest groups, maintains a mutually beneficial relationship with 87 affiliated chapters located across the USA and around the world, and organizes an annual convention in addition to other conferences and events. ABAI publishes three scholarly journals, distributes a triannual newsletter, provides 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 40-year history. The event gathers over 4,500 behavior analysts from all over the world; typically, more than 50 countries are represented. ABAI also conducts an annual autism conference, an international conference every 2 years, and other topical events, including those covering 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/membership.aspx.

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"
- The 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"

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2014 Annual Convention Program Schedule

Thursday, May 22

12:00 pm–8:00 pm	Registration and bookstore open
5:00 pm–8:00 pm	Society for the Quantitative Analyses of Behavior

Friday, May 23

7:00 am–8:00 pm	Registration and bookstore
7:00 am–9:00 pm	Society for the Quantitative Analyses of Behavior
10:00 am–6:00 pm	Seminar on Leadership and Cultural Change (additional registration fee required)
8:00 am–3:00 pm	Pre-convention workshops
2:00 pm–5:00 pm	Exhibits (Employment Day in the Exhibit Hall)
4:00 pm–7:00 pm	Pre-convention workshops

Saturday, May 24

7:00 am–9:00 pm	Registration and bookstore open
7:15 am–4:50 pm	Society for the Quantitative Analyses of Behavior
8:00 am–11:00 am	Pre-convention workshops
9:00 am–11:30 am	Exhibits open
9:30 am–11:00 am	International Breakfast
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 session
5:00 pm–9:00 pm	Exhibits open
7:00 pm–7:50 pm	Business meetings
8:00 pm–10:30 pm	ABAI Expo

Sunday, May 25

7:00 am–9:00 pm	Registration and bookstore open
7:30 am–9:00 am	Student Reception Breakfast
9:00 am–11:50 am	Sessions
11:00 am–2:00 pm	Exhibits open
12:00 pm–2:00 pm	Poster session
2:00 pm–4:50 pm	Sessions
5:00 pm–5:50 pm	Presidential Scholar's Address
5:00 pm–9:00 pm	Exhibits open
6:00 pm–6:50 pm	Business meetings
7:00 pm–9:00 pm	Poster session
9:00 pm–11:00 pm	Reunions and receptions

Monday, May 26

8:00 am–9:00 pm	Registration and bookstore open
8:00 am–8:50 am	ABAI Business Meeting
9:00 am–11:50 am	Sessions
11:00 am–2:00 pm	Exhibits open
12:00 pm–2:00 pm	Poster session
2:00 pm–4:50 pm	Sessions
5:00 pm–5:50 pm	Presidential Address
6:00 pm–6:50 pm	Business meetings
6:00 pm–9:00 pm	Exhibits open
7:00 pm–9:00 pm	Poster session
9:00 pm–1:00 am	ABAI Social

Tuesday, May 27

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

Note: The schedule for the 2014 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 structure of this book, the next few sections explain the various terms and codes used 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 2014 convention includes 10 tutorials invited by the Program Committee senior co-chair with input from area coordinators. All may attend invited tutorials.

Symposia consist of a series of moderated related speeches by different people with no interaction between the speakers. Sessions may also include a discussant.

Paper Sessions include papers of theoretical, philosophical, or methodological issues assembled by the area coordinators.

Panel Discussions are moderated discussion sessions with panel members responding to a theme.

Poster Sessions are displays of information relevant to data-based research projects; authors are available during 90-minute sessions to discuss their work. Presenters should set up their posters at 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 undergraduate and 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 sessions 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 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 each presentation falls. Presentations may also indicate a secondary specialty area. The second area is listed directly after the first area in symposia, invited events, and panel discussions and after the title of the presentation in posters and paper sessions.

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

OBM:	Organizational Behavior Management
OTH:	Other
PRA:	Practice
SCI:	Science
TBA:	Teaching Behavior Analysis
TPC:	Theoretical, Philosophical, and Conceptual Issues
VRB:	Verbal Behavior

Online Scheduling

Use ABAI's online scheduling option to make sure you don't miss an important session in Chicago! To create a personalized convention schedule, visit the ABAI website (www.abainternational.org) and log in to your 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 pre-convention workshop to your personalized schedule does not register you for that workshop. Once you are ready to purchase the workshops in your schedule, select the button "Pay for workshops in your Personalized Schedule" located under the list of events.

Sample Program Entry

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

#492 Symposium

5/28/2011	(Date)
4:00 pm–5:20 pm	(Time)
403 (Convention Center)	(Room and building—see maps pages 369–370)
AUT; Applied Behavior Analysis	(Area; Category)
BACB CE offered. CE Instructor: Joe Smith	(CE available—see page 12 for details)

General Information

Registration Hours

On-site registration and pre-registration badge pick-up are located in the Skyline Ballroom foyer on Level Three of the West Building of the McCormick Place 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 listed below:

Thursday, May 22	12:00 pm–8:00 pm
Friday, May 23	7:00 am–8:00 pm
Saturday, May 24	7:00 am–9:00 pm
Sunday, May 25	7:00 am–9:00 pm
Monday, May 26	8:00 am–9:00 pm
Tuesday, May 27	8:00 am–2:00 pm

Membership

Current (2014) ABAI members receive discounted pricing on event registrations and ABAI products. Registered as a nonmember? Check at the registration desk to learn how to become a member and take advantage of member pricing. You may also become a member online at www.abainternational.org/membership.aspx.

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 40th Annual Convention in Chicago, IL—minus a \$50 cancellation fee—will be met provided they are made prior to midnight (EDT) May 1, 2014.

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 40th Annual Convention in Chicago, IL, received by midnight (EDT) May 1, 2014, will be processed in the ABAI office prior to the convention. Requests made after this date will be processed on site 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 and presentation rooms, and for access to ABAI on-site services, including the bookstore, exhibits, and job placement services. Registrants receive a name badge on site. Replacement name badges will be provided for \$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 for \$10 or they will not be permitted into your event. Name badges may be purchased on site at the registration desk.

Convention Materials

Attendees may pick up their convention badges, any workshop tickets, and other materials at the pre-registration desk in the Skyline Ballroom foyer on Level Three of the West Building of the McCormick Place Convention Center.

Preconvention Workshops

Admission to workshops is by ticket only. You must present your ticket at the door to attend. Workshops may be canceled 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 (CE) program for membership, involvement is encouraged.

The 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 CE credits.

CE for Psychologists and Behavior Analysts

ABAI is approved by the American Psychological Association (APA) to sponsor CE 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 CE for Board Certified Behavior Analysts and Board Certified Assistant Behavior Analysts.

Workshop Registration Instructions

You may pay membership dues and register for workshops and the convention online at www.abainternational.org. Workshops are subject to cancellation due to low enrollment, so advance registration is advised.

Detailed Instructions

Review workshop offerings on pages 41–51 and pages 57–61. Descriptions of all workshops are located on the ABAI website. CE credit is included in the workshop fees. After determining which workshops you would like to attend, go to 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 “40th Annual ABAI Convention, Chicago, IL, 2014” in the “Personal Schedule” tab.

You may pay for workshops by selecting the “Add to Cart” button 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 check out, you will be asked to log in to 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 you have added to your cart for purchase. All payments must be made in U.S. funds.

Convention registrants may purchase a complete CE package for a flat fee of \$85 at the Registration Desk on site.

Cancellations and Refunds

Registrants may cancel convention registration and tickets for workshops or other events before May 1, 2014. A handling fee of \$50 per cancellation will be deducted from all refunds. Refunds will not be granted after May 1, 2014.

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

CE for psychologists and behavior analysts will be available for select preconvention workshops. Sign-in/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 CE or registration desks prior to attending sessions.

The intended audience for CE for convention sessions is Board Certified Behavior Analysts, Board Certified Assistant Behavior Analysts, and psychologists.

Documentation

CE 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 email at mail@abainternational.org.

Convention Services

ABAI Cooperative Bookstore

The ABAI Cooperative Bookstore is pleased to offer titles relating to the field of behavior analysis at the 40th Annual Convention in Chicago. The bookstore will be in the Skyline Ballroom foyer on Level Three of the West Building of the McCormick Place Convention Center. Books in the following categories will be available:

AAB:	Animal Behavior
AUT:	Autism
BPH:	Behavioral Pharmacology
CBM:	Clinical, Family, Behavioral Medicine
CSE:	Community Interventions, Social and Ethical Issues
DDA:	Developmental Disabilities
DEV:	Human Development
EAB:	Experimental Analysis of Behavior
EDC:	Education
OBM:	Organizational Behavior Management
OTH:	Other
PD:	Professional Development
PRA:	Practice
SCI:	Science
TBA:	Teaching Behavior Analysis
TPC:	Theoretical, Philosophical, and Conceptual Issues
VRB:	Verbal Behavior

Bookstore Hours

Thursday, May 22	12:00 pm–8:00 pm
Friday, May 23	7:00 am–8:00 pm
Saturday, May 24	7:00 am–9:00 pm
Sunday, May 25	7:00 am–9:00 pm
Monday, May 26	8:00 am–9:00 pm
Tuesday, May 27	8:00 am–12:00 pm

Author Signing

When on site, look for announcements on the time and location of the author signing. This event will feature some of the convention's invited presenters. Visit and have your purchased books signed. For more information and a complete list of authors, please visit the bookstore.

Promotional Items

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

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

ABAI Learning Center

ABAI's exciting Learning Center offers online access to popular sessions from ABAI events; it allows you to listen to and view presentations and includes opportunities to earn continuing education credit for behavior analysts from selected sessions.

Employment Events

Look for the latest on our employment events during the convention in your program addendum. Both recruiters and job seekers will want to make plans to participate. Job seekers can build awareness about their skills while recruiters can build awareness about their organizations' missions and services.

During the convention, employers seeking to fill positions may reserve interview rooms at no charge. Job seekers are welcome to bring their résumés or get assistance uploading them to our job placement board. See the job or exhibitor center for more details.

JobTarget: Our Premier Job Placement Service

Connecting employers and job seekers in behavior analysis is the goal of our 24-hour online job placement service.

New this year, all registered students are invited to attend the Student Breakfast networking event on Sunday morning, 7:30–9:00 am. This presents a unique opportunity to network with your peers and meet with recruiters. Additionally, recruiters are eager to meet with job seekers in the Exhibit Hall, where students can discover and discuss available jobs. This initiative is designed to provide resources and opportunities for career building.

B. F. Skinner Lecture Series

ABAI's B. F. Skinner Lecture Series 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. Attendees will not want to miss these presentations.

Applied Animal Behavior

What's the Motivation?

Steve Martin (Natural Encounters, Inc.)
Saturday, May 24, 1:00 pm

Behavioral Indicators of Welfare: A Balance-Based Approach

Jason Watters (San Francisco Zoo)
Saturday, May 24, 2:00 pm

Autism

Pushing the Envelope: Just How Early Can We Identify Anomalous Development in ASD?

Pauline A. Filipek (University of Texas Health Science Center)
Saturday, May 24, 1:00 pm

Behavioral Pharmacology

Examining the Relationship Between Subjective and Reinforcing Effects of Stimulant Drugs: Implications for Human Laboratory and Clinical Trial Research

William W. Stoops (University of Kentucky College of Medicine)
Sunday, May 25, 9:00 am

Adolescents and Alcohol: Acute Sensitivities, Enhanced Intake, and Later Consequences

Linda P. Spear (Binghamton University, State University of New York)
Sunday, May 25, 3:00 pm

Community Interventions, Social and Ethical Issues

Is There a Fix for Behavior Analysis' Perception Problem?

David Freedman (journalist)
Sunday, May 25, 9:00 am

Human Development

Behavior Modification Through the Lens of the Polyvagal Theory

Stephen Porges (University of North Carolina)
Sunday, May 25, 10:00 am

Experimental Analysis of Behavior

Reward, Reinforcement, and the Neural Bases of Decision-Making

Bernard Balleine (University of Sydney)
Monday, May 26, 10:00 am

Education

Rocky Waters or Smooth Sailing: Student-Teacher Relationships and Autism Spectrum Disorder

Jan Blacher (University of California, Riverside)
Saturday, May 24, 1:00 pm

Key Themes in School-Based Mental Health

Mark D. Weist (University of South Carolina)
Saturday, May 24, 2:00 pm

Organizational Behavior Management

Culture Change in a Medical School: The Role of Behavioral Assessments

Thomas L. Schwenk, Melissa Piasecki, and Timothy Baker (University of Nevada School of Medicine)
Saturday, May 24, 1:00 pm

Science

Repetitive Behavior in Neurodevelopmental Disorders: Clinical and Translational Findings

Mark Henry Lewis (University of Florida)
Saturday, May 24, 3:00 pm

Not-So-Sweet Revenge—Unintended Consequences of Artificial Sweeteners

Susie Swithers (Purdue University)
Sunday, May 25, 4:00 pm

Why Brains Are Not Computers, Why Behaviorism Isn't Satanism, and Why Dolphins Are Not Aquatic Apes

Louise Barrett (University of Lethbridge)
Monday, May 26, 2:00 pm

Teaching Behavior Analysis

Positive Reinforcers, Pills, and Physicians: Collaborating to Help Children With ASD Learn

Alvin Loh (Surrey Place Centre)
Saturday, May 24, 4:00 pm

Theoretical, Philosophical, and Conceptual Issues

Thinking Scientifically About Clinical Psychology: A Prescription for Narrowing the Science-Practice Gap

Scott O. Lilienfeld (Emory University)
Monday, May 26, 11:00 am

Verbal Behavior

From Action to Interaction to Learning: How Parental Responsiveness Promotes Children's Language Development

Catherine Tamis-Lemonda (New York University)
Monday, May 26, 9:00 am

Professional Development Series

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

#16 Applied Benefits of Translational Research

Chair: Clare Liddon (Florida Institute of Technology)
Saturday, May 24, 1:00 pm

#148 Running a Behavior Analytic Business: Some Ethical Considerations

Chair: Andrew Bulla (Western Michigan University)
Sunday, May 25, 9:00 am

#190 On Being a Post-Doc: A Panel Discussion by Behavior Analysts in Applied Settings

Chair: Aaron D. Lesser (Munroe-Meyer Institute, University of Nebraska Medical Center)
Sunday, May 25, 11:00 am

#220 Navigating the Grant World as a Behavior Analyst

Chair: Shrinidhi Subramaniam (West Virginia University)
Sunday, May 25, 2:00 pm

#318 Applied Animal Behavior

Chair: Joanna Thompson (McNeese State University)
Monday, May 26, 9:00 am

#388 Advice to Behavior Analysts Serving Rural and Remote Communities

Chair: Brianna Dellezay (The Sage Colleges)
Monday, May 26, 2:00 pm

#396 Tired of Autism? A Beginners Guide to Working Within Brain Injury Rehabilitation

Chair: Chris M. Schaub (ReMed)
Monday, May 26, 2:00 pm

#397 Introduction to Preference Assessments

Chair: Erin Smith (The Sage Colleges)
Monday, May 26, 2:00 pm

#402 Advice From the Recently Hired in Academia

Chair: Mary Sawyer (The Ohio State University)
Monday, May 26, 2:00 pm

#421 Parent Training and Its Importance

Chair: Jordan Ashley Hall (Spalding University)
Monday, May 26, 3:00 pm

#439 Discussion on the Growth of Applied Behavior Analysis and the Need for Expanded Ethical Standards

Chair: Kelsey Owen (Florida State University)
Monday, May 26, 4:00 pm

#442 Some Perspectives on Being a Post-Doc in a Basic or Translation Setting

Chair: Vanessa Minervini (University of Florida)
Monday, May 26, 4:00 pm

#445 Group Contingencies: Randomization and Other Intervention Procedures to Increase Intervention Effectiveness

Chair: Austin Johnson (University of Connecticut)
Monday, May 26, 4:00 pm

#448 Exploring Alternative Career Paths in Behavior Analysis

Chair: Elizabeth Solley (University of South Florida)
Monday, May 26, 4:00 pm

#519 Developing Lines of Research in Clinical and Educational Environments: The Process, the Pitfalls, and Overcoming Challenges

Chair: Adam M. Briggs (University of Kansas)
Sunday, May 27, 12:00 pm

Orientation for Parent Attendees: About the ABAI Annual Convention

The 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, Professionals, and Students: Welcome to the ABAI Convention**

Parents attending the ABAI convention 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**

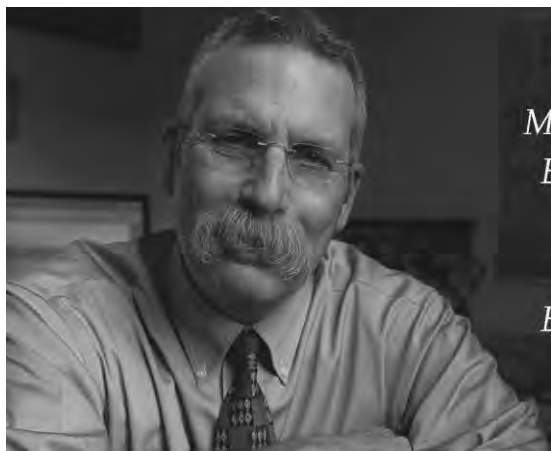
These events are brief meetings for those who share specific interests. We strongly encourage you to attend the PPP SIG and the Autism SIG meetings. The PPP SIG meets Sunday at 8:00 am, and the Autism SIG meets Saturday at 7:00 pm. You may be interested in attending other SIG meetings as well (e.g., Verbal Behavior SIG, Positive Behavior Support SIG).

- **ABAI Expo** is a social gathering featuring presentations of graduate training programs, internship and employment opportunities, ABAI affiliated 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 convention 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 to peruse this program book and the session descriptions in the online program (<http://www.abainternational.org/events/program-details.aspx?intConvID=39>) to find the events that will be most relevant to you. A detailed description of each event type can be found on pages 8–9.



*Master of Science in
Behavior Analysis*

*Ph.D. in
Behavior Analysis*

Dr. Russell Maguire, BCBA™
Chair, Department of Behavior Analysis

SIMMONS
BOSTON • MASSACHUSETTS

Graduate Studies Admission
(617) 521-2915 • gsa@simmons.edu
www.simmons.edu/gradstudies

Exhibitors and Supporting Organizations

ABAI exhibitors will be located in the Skyline Ballroom foyer on Level Three of the West Building of the McCormick Place 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 23	2:00 pm–5:00 pm
Saturday, May 24	9:00 am–11:30 am and 5:00 pm–9:00 pm
Sunday, May 25	11:00 am–2:00 pm and 5:00 pm–9:00 pm
Monday, May 26	11:00 am–2:00 pm and 6:00 pm–9:00 pm

Following are descriptions of some of the 2014 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 Supporting Organizations 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.

ABA of Illinois

8200 Woodglen Ln, #201
Downers Grove, IL 60516
(630) 709-5910
karenharperbcba@aol.com
www.abaoillinois.org
Booth Number: 128

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.

Amvik Solutions

7840 Foothill Blvd. Suite E
Sunland, CA, 91040
(888) 277-3392
vicky@amviksolution.com
www.amviksolutions.com
Booth Number: 203

Amvik Solutions is a practice management company specializing in agencies providing ABA therapy. We offer credentialing, enrollment, authorization, and billing services. Our web-based practice management application, Web-ABA (www.webaba.com), handles scheduling, payroll, HR, and billing.

Association for Behavior Analysis International

550 West Centre Ave.
Portage, MI 49024
(269) 492-9310
mail@abainternational.org
www.abainternational.org
Booth Number: Outside of Bookstore

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.

Autism Home Support Services*ABAI Supporting Organization*

85 Revere Dr., Suite AA
Northbrook, IL 60062
(847) 564-0822
contact@autismhomesupport.com
www.autismhomesupport.com
Booth Number: 124

Autism Home Support Services (AHSS) was founded four years ago to provide ABA therapy in the home. We now have the largest group of BCBAs in Chicago. AHSS partners with parents, schools, psychologists, social workers, physicians, hospitals, and clinics to ensure therapy is enhanced. Parents access their children's development plans and reports online. We also provide school consulting. Our headquarters is in Northbrook, IL.

Bancroft*ABAI Supporting Organization*

425 Kings Highway East
Haddonfield, NJ 08033
(800) 774-5516
Amanda.hopkins@bancroft.org
www.bancroft.org
Booth Number: 130

Bancroft is a leading nonprofit organization that serves 1,400 children and adults with intellectual and developmental challenges and acquired brain injuries. We offer educational, vocational, residential, structured day, rehabilitation, and behavioral programs, as well as in-home and outpatient services. Founded in 1883, Bancroft operates in New Jersey, Pennsylvania, and Delaware.

Beacon ABA Services*ABAI Supporting Organization*

321 Fortune Blvd.
Milford, MA 01757
(508) 476-0207
swoolf@beaconservices.org
www.beaconservices.org
Booth Number: 104

Beacon ABA Services provides home-based EIBI to children and families affected by ASD across the Commonwealth of Massachusetts. The practice implements ABA-based treatments sponsored by the Massachusetts Department of Public Health, health insurance, public schools, and private contracts. As a comprehensive ABA provider, Beacon conducts ABA-related trainings, professional staff development, and neurodevelopmental assessments. Beacon serves more than 800 families annually and employs more than 280 behavior professionals.

Behavior Analysis Center for Autism

9929 E. 126th St.
Fishers, IN 46038
(317) 288-5232
scox@thebaca.com
www.thebaca.com
Booth Number: 305

The Behavior Analysis Center for Autism (BACA) uses the principles of applied behavior analysis to teach language, social, self-help, academic, daily living, and life skills to children with autism and related disorders. BACA is committed to the continuous education and training of its staff by hosting regular seminars and training sessions from its esteemed clinical team.

Behavior Analyst Certification Board

8051 Shaffer Parkway
Littleton, CO 80127
(720) 438-4321
info@bacb.com
www.bacb.com
Booth Number: 220

The Behavior Analyst Certification Board (BACB) is a 501(c)(3) nonprofit 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 of boards that grant professional credentials. Our global mission: we protect consumers of behavior analysis services worldwide by systematically establishing, promoting, and disseminating professional standards. Our global vision: solve a wider variety of socially significant problems by increasing the availability of qualified behavior analysts around the world. Our core values: as an international nonprofit, standard-setting organization, the BACB is responsive, data-driven, and accountable.

Behavior Development Solutions

80 Paper Mill Rd.
Woodbury, CT 06798
(203) 263-0892
seversol@aol.com
www.behaviordevelopmentsolutions.com
Booth Number: 110

Behavior Development Solutions provides training products, services, and tools for behavior analysts. The CBA Learning Module Series is the premier BACB exam prep resource. We also offer distance learning CE courses and an online bookstore with more than 100 titles.

Behavior Frontiers

18726 S. Western Ave, Suite 408
Los Angeles, CA 90248
(888) 922-2843
info@behaviorfrontiers.com
www.behaviorfrontiers.com
Booth Number: 205

Behavior Frontiers offers state-of-the-art applied behavior analysis (ABA) training and treatment to help children with special needs reach their potential. Our innovative ABA training program is designed to help professionals and parents confidently use research-based ABA methods. Additionally, ABA treatment is delivered by our knowledgeable and highly trained clinical staff using results-driven ABA methods to improve quality of life for children and their families.

Behavior Momentum India

#407, 7th Main, 80 Feet Rd.
Bangalore, Karnataka, India 56 0043
+91 80 2545 3726
Manoj.sharma@behaviormomentum.com
www.behaviormomentum.com
Booth Number: 209

Behavior Momentum India (BMI) is a pioneer in providing ABA therapy to autistic children in India. BMI is an international BACB-approved ABA course sequence provider. International students can work as volunteers with an honorarium at BMI therapy centers and do ABA course fieldwork. Complete 270/180 supervisory hours in 18/12 months and enjoy incredible India with free accommodations. Details: www.bmi-abacertification.com.

Center for Autism and Related Disorders
ABAI Supporting Organization

19019 Ventura Blvd., Suite 300
Tarzana, CA 91356
(818) 345-2345
s.price@centerforautism.com
www.centerforautism.com
Booth Number: 213

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 23 years, CARD has maximized each child's learning potential through ABA. CARD provides therapy, supervision, and training/consultation across the globe, as well as SKILLS, a comprehensive online system for staff training, assessment, curriculum, treatment design, and progress tracking. CARD is a BACB-approved CE provider.

CodeMetro, Inc.

1333 S. Mayflower Ave., Suite 350
Monrovia, CA 91016
(877) 796-9883
abustos@codemetro.com
www.npaworks.com
Booth Number: 120-122

CodeMetro is the foremost company offering management software and insurance billing solutions focused on simplifying the ABA business process. Everyday clinicians and their staff rely on CodeMetro and its offerings to increase efficiency and profitability and to save money. For nearly a decade, CodeMetro has had a positive impact on the ABA industry, providing special needs organizations with business management and billing solutions that ensure success.

Continuous Learning Group

500 Cherrington Parkway, Suite 350
Pittsburgh, PA 15108
(412) 269-7240 ext. 2038
info@clg.com
www.clg.com
Booth Number: 211

Continuous Learning Group (CLG) is a worldwide leader of behavior-based strategy execution, performance improvement, and leader-led and health-behavior change consulting that enables companies to achieve lasting results consistently with speed, precision, and control. Whether your goal is improved cost management, reliability, quality, safety, environment, productivity, utilization, or overall culture change, CLG can customize a solution based on your specific requirements.

Creating Behavioral and Educational Momentum

3732 Mount Diablo Blvd., Suite 395
Lafayette, CA 94549
(925) 283-9000
info@cbemllc.com
www.cbemllc.com
Booth Number: 102

Creating Behavioral and Educational Momentum (CBEM) is a certified Pivotal Response Treatment practice that employs Board Certified Behavior Analysts; a master's-level program manager; highly trained tutors; and supporting team members who are committed to upholding CBEM's values of integrity, inclusivity, excellence, and service. We provide behavioral and educational intervention, language and communication skill teaching, play and social development, discrete trial training, task analysis and functional skill acquisition, and consequence/antecedent-based interventions.

DataFinch Technologies

47 Perimeter Center East, Suite 640
Atlanta, GA 30346
(855) 598-3282
sales@datafinch.com
www.datafinch.com
Booth Number: 225

DataFinch Technologies is an Atlanta-based organization specializing in technology solutions for treating individuals with disabilities, as well as for providers and consumers of applied behavior analysis. DataFinch is the industry leader in solutions that integrate a variety of mobile and cloud-based data collection and management tools. For parents of individuals with special needs, for teachers of students with disabilities, and for schools and organizations that provide state-of-the-art behavioral interventions, DataFinch Technologies is the technology of choice for change.

Endicott College Institute for Behavioral Studies

376 Hale St.
Beverly, MA 01915
(978) 232-2599
mdorsey@endicott.edu
www.endicott.edu/VanLoan/Institute-Behavioral-Studies.aspx
Booth Number: 229

The Institute for Behavioral Studies (IBS) at Endicott College was established in 2007 to provide students the opportunity to focus on academic curricula related to the study of applied behavior analysis (ABA) in the context of delivering effective educational services to learners with special needs. The primary mission of IBS is to infuse the science of human behavior into the art of teaching, by offering educational programs focused on ABA.

Evergreen Center

ABAI Supporting Organization

345 Fortune Blvd.
Milford, MA 01757
(508) 478-2631
jvedora@evergreenctr.org
www.evergreenctr.org
Booth Number: 222

The Evergreen Center provides day and residential treatment services for children and adolescents with developmental disabilities. The Evergreen Center emphasizes building communication, academic, self-care, and social interaction skills. Evergreen uses applied behavior analysis as the cornerstone of its instruction and relies on the best evidence-based practices available.

Florida Institute of Technology

150 W. University Blvd.
Melbourne, FL 32901
(321) 674-8382
abareg@fit.edu
www.fit.edu/bst
Booth Number: 323

Learn ABA any time, any day! Florida Tech Behavioral Science and Technology offers a comprehensive program in behavior analysis. All courses meet instructional requirements for Board Certified Behavior Analyst (BCBA) or Board Certified Assistant Behavior Analyst (BCaBA) certification by the Behavior Analyst Certification Board, Inc. Courses are offered 100% online in a user-friendly format. No special computer skills are needed. Visit our website at <http://aba.fit.edu>, or call 1 (800) 676-9245 or (321) 674-8382.

Heartspring
ABAI Supporting Organization

8700 E. 29th Street North
Wichita, KS 67226
(800) 835-1043
kbaker@heartspring.org
www.heartspring.org
Booth Number: 322

Heartspring is a nonprofit day and residential school serving ages 5 through 21, from across the country. Students come to Heartspring with developmental disabilities such as autism, speech and language impairments, vision and/or hearing impairments, and multiple disabilities. Most students also have challenging behaviors that interfere with their academic progress. Our program focuses on decreasing inappropriate behaviors and increasing independence in activities of daily living.

Institute of Professional Practice, Inc.
ABAI Supporting Organization

P.O. Box 1249
Montpelier, VT 05601
(603) 249-9553
kkelly@ippi.org
www.ippi.org
Booth Number: 112

The Institute of Professional Practice, Inc. is an innovative, multi-state nonprofit provider of residential, day, and educational services to people with disabilities and autism spectrum disorders. Established in the 1980s, the institute has an extensive history of providing 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.

Judge Rotenberg Educational Center
ABAI Supporting Organization

250 Turnpike St.
Canton, MA 02021
(781) 828-2202
m.ferns@judgerc.org
www.judgerc.org
Booth Number: 324

The Judge Rotenberg Educational Center (JRC) 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 JRC's key features, please visit our website at www.judgerc.org.

May Institute and National Autism Center
ABAI Supporting Organization

41 Pacella Park Dr.
Randolph, MA 02368
(781) 440-0400
info@mayinstitute.org
www.mayinstitute.org
Booth Number: 310

May Institute is an award-winning nonprofit organization with nearly 60 years of experience serving children and adults with autism spectrum disorders and other developmental disabilities, brain injury, mental illness, and behavioral health needs across the lifespan. The National Autism Center is the institute's Center for the Promotion of Evidence-based Practice. It is dedicated to supporting effective, evidence-based treatment approaches for autism spectrum disorders.

McGinnis Dean Press

1091 Twin Oaks Trail
Watkinsville, GA 30677
(614) 353-8773
info@mcginnisdeanpress.com
www.mcginnisdeanpress.com
Booth Number: 210

The primary focus of McGinnis Dean Press is publishing behavior analytic resources with a special emphasis on B. F. Skinner's analysis of verbal behavior. McGinnis Dean Press will be showcasing our newest publication, Assessing Language and Learning With Pictures (ALL-PICS). ALL-PICS is an assessment tool designed to make administration of the VB-MAPP more accurate, efficient, and cost-effective.

Michigan State University ASD and ABA Programs

620 Farm Lane, 343A, Erickson Hall
East Lansing, MI 48824
(517) 432-2013
sferreri@msu.edu
www.education.msu.edu/cepse/specialed/default.asp
Booth Number: 208

The special education program at Michigan State University offers two online graduate programs for individuals seeking careers in behavior analysis. The master's degree with an endorsement in autism spectrum disorders and the graduate certificate in applied behavior analysis prepare students as scientist-practitioners to develop, supervise, and deliver behavior analytic programming to children with autism and related disorders.

National Institute for Direct Instruction

P.O. Box 11248
Eugene, OR 97440
(877) 485-1973
info@nifdi.org
www.nifdi.org
Booth Number: 204

The National Institute for Direct Instruction is your source for all things related to direct instruction (DI). We provide training and implementation support, and conduct and disseminate research on DI. This summer we will be holding major DI training in Eugene, Oregon, and San Antonio, Texas. Come by and learn how we can assist you in your efforts to maximize your effectiveness with all learners.

Nova Southeastern University

3301 College Ave.
Ft. Lauderdale-Davie, FL 33314
(954) 262-5702
perez@nova.edu
www.nova.edu/humandevlopment/discover/index.html
Booth Number: 311

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

Paint the Music Now

Blk 35 Flat 1-B Parc Versailles, 3 Mui Shu Hang Rd.
Tai Po, NT, Hong Kong
(852) 9826-1631
paintthemusic@gmail.com
www.paintthemusicnow.com
Booth Number: 309

Tailored for any child—with a variety of music from Mozart to pop—Paint the Music Now is a method especially effective and enjoyed by children diagnosed with autism. Painting the music involves your mind by blending colors, letting the music inspire your strokes, and listening to the different sounds and beats. Paint the Music Now and the Children's Institute of Hong Kong conducted the world's first study

of how painting to music can help autistic children improve their social skills. Paint the Music is enjoyed by all children. In the course, children use three of the five senses—touch, hearing, and sight. They learn new techniques as they are guided to reach their creativity through the music and splash of colors that lead to a new dimension of inspirational direction. This method is musical and lively, resembling an aerobics class in an art studio.

Partners in Behavioral Milestones
ABAI Supporting Organization

10330 Hickman Mills Dr.
Kansas City, MO 64137
(816) 501-5138
info@pbmkc.com
www.pbmkc.com
Booth Number: 425

Partners in Behavioral Milestones (PBM) is dedicated to creating meaningful change for individuals with disabilities and their families. Located in the greater Kansas City area, PBM provides services based on the principles of ABA. Services include in-home early intervention; behavioral consultation to schools, group homes, and other service providers; residential educational services in a private school setting; speech language pathology; and specialized transportation and crisis services.

Professional Crisis Management Association

10269 NW 46th St.
Sunrise, FL 33351
(954) 746-0165
pcma@pcma.com
www.pcma.com
Booth Number: 108

Since 1981 the Professional Crisis Management Association (PCMA) has provided crisis management and behavior analysis training, certification, consulting, and technology-based solutions that help individuals and organizations. Professional Crisis Management (PCM), the flagship course offered by PCMA, is the safest and most advanced, ethical, and effective crisis management system in existence.

QBS, Inc.

257 Turnpike Rd., Suite 320
Southborough, MA 01772
(508) 281-0246
info@qbscompanies.com
www.qbscompanies.com
Booth Number: 202

QBS, Inc., a leading national behavioral training company, offers Safety-Care™ Behavioral Safety Training. Much more than the typical crisis prevention course, Safety-Care is founded upon the principles and procedures of applied behavior analysis and positive behavior support and trains staff in evidence-based practices toward the prevention, minimization, and management of behavioral challenges. QBS offers a variety of other behaviorally based training, consulting, and software.

The Shape of Behavior

13831 Northwest Freeway #575
Houston, TX 77040
(832) 358-2655
events@shapeofbehavior.com
www.shapeofbehavior.com
Booth Number: 224

The Shape of Behavior is an applied behavior analysis (ABA) health and behavior intervention clinic for individuals with autism spectrum disorders and other disabilities. Our clinic uses ABA, a behavioral health treatment approach that relies on the application of principles to shape behaviors. By observing the relationship between the environment and a targeted behavior, we are able to minimize unwanted behaviors and increase desirable behaviors.

St. Amant
ABAI Supporting Organization

440 chemin River Rd.
Winnipeg, Manitoba, Canada R2M 3Z9
(204) 256-4301 ext. 3476
kwirth@stamant.mb.ca
www.stamant.ca
Booth Number: 308

St. Amant is a comprehensive nonprofit 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.

Summit Educational Resources

150 Stahl Rd.
Getzville, NY 14068
(716) 629-3400
info@summitted.org
www.summitted.org
Booth Number: 223

Summit Educational Resources offers evidence-based educational, clinical, family support, and adult services to more than 2,000 individuals each year with autism, related developmental disabilities, and social and behavioral challenges. We operate an EIBI program for children with autism and a year-round school for more than 320 students. Our services extend to more than 50 school districts. Our staff of 550 includes nine Ph.D.s., 15 BCBAs, and more than 200 master's-level professionals with experience in the identification and treatment of children with autism.

University of West Florida

11000 University Parkway
Pensacola, FL 32514
(850) 474-2704
aba@uwf.edu
www.uwf.edu/aba
Booth Number: 221

The Office of Applied Behavior Analysis at the University of West Florida provides BACB-approved online coursework to prepare for BCBA certification. A master's degree in exceptional student education that includes BCBA coursework is available. Private classes for organizations are also available. Classes start year-round. Online CEUs at uwf.edu/aba.

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Booth #120



Society for the Quantitative Analyses of Behavior
37th Annual Meeting, May 22–May 24, 2014
McCormick Place Convention Center (Chicago, Illinois)

Thursday evening, May 22, Room W471A
First Poster Session, cash bar, and registration (5:00 pm–8:00 pm)

Friday, May 23, Room W470AB
Registration, coffee and pastries (7:00 am–8:30 am)

8:30 Timothy Shahan (Utah State University): President's Introduction

Quantitative Analysis of Behavior

8:45 Jay Moore (University of Wisconsin-Milwaukee): Pragmatism, Models, and the Ideal of Prediction and Control

9:20 Terry Smith (Edinboro University of Pennsylvania): A Philosophy of Science Perspective on the Quantitative Analysis of Behavior

9:55 William Baum (University of California, Davis): The Role of Induction in Applying Matching theory to Schedule Performance

Break and Refreshments (10:30 am–10:55 am)

10:55 Elliot Ludvig (University of Warwick): Reinforcement Learning Models of Conditioning

11:30 M. Jackson Marr (Georgia Tech University): Mathematics and Verbal Behavior

Lunch (12:05 pm–1:45 pm)

1:45 Amy Odum (Utah State University): Delay Discounting as a Process

2:20 Christopher Newland (Auburn University): Modeling Impairment: Quantitative Analysis and Environmental Contaminants

Break and Refreshments (2:55 pm–3:15 pm)

3:15 Steven Hursh (Institutes for Behavior Resources Inc.): Generalized Essential Value Based on Exponential Demand

3:50 Suzanne Mitchell (Oregon Health & Science University): Using Quantitative Models of Impulsive Behavior to Inform Neurobehavioral Research

Business meeting, Room W470AB (5:00 pm)

Second Poster Session and cash bar, Room W471A (6:30 pm–9:00 pm)



Society for the Quantitative Analyses of Behavior
37th Annual Meeting, May 22–May 24, 2014
McCormick Place Convention Center (Chicago, Illinois)

Saturday, May 24, Room W470AB
Registration, coffee and pastries (7:15 am–8:30 am)

8:30 **José E. Burgos (University of Guadalajara):** Neural Network Simulations of Autosshaped Choice

9:05 **Takayugi Tanno (Kwansei Gakuin University):** Contiguity and Shaping View of Reinforcement:
The Copyist Model

Break and refreshments (9:40 am–10:00 am)

10:00 **Jack McDowell (Emory University):** Predictions of an Evolutionary Theory of Behavior Dynamics

10:35 **Peter Killeen (Arizona State University):** Behavioral Contrast: Action at a Distance or Dark Matter?

11:10 **Awards and Closing Remarks**

***sqab* Invited Preeminent Tutorials: From Basics to Contemporary Paradigms**

Saturday afternoon, May 24, Room W470AB, McCormick Place Convention Center

<u>Time</u>	<u>Speaker</u>	<u>Affiliation</u>	<u>Title</u>	<u>Chair</u>
1:00	Claudia Drossel	University of Michigan	<i>Behavior Analysis: Translation of Principles and Clinical Applications in General Practice</i>	Patrick Friman (Boys Town)
2:00	Daniel Gottlieb	Sweet Briar College	<i>Bringing Pavlov's Science to Behavior Analysis II</i>	Patrick Friman (Boys Town)
3:00	John Staddon	Duke University	<i>Willie Sutton – or Where the Real Reinforcers Are</i>	Patrick Friman (Boys Town)
4:00	Anna Kukekova	University of Illinois at Urbana-Champaign	<i>The Fox Domestication Project and the Genetics of Social Behavior</i>	Patrick Friman (Boys Town)

For further information, visit the SQAB website at <http://www.sqab.org> or contact Lewis Bizo, SQAB program chair, at Lbizo@waikato.ac.nz.



SEMINAR ON LEADERSHIP AND CULTURAL CHANGE

FRIDAY, MAY 23, 2014

The Seminar on Leadership and Cultural Change is designed to aid organizations and leaders to create new models of stewardship and open opportunities for innovation while adjusting to growing social upheaval, technological advances, and environmental concerns, as well as crises in the global economy, health, education, and environment. It will address how behavior analysis finds common ground with other sciences and highlight the potential for collaborative research to improve the wellbeing of populations and forestall crises.

The seminar will take place on Friday and the leadership theme will continue through the annual convention. There is an additional fee to attend the seminar's Friday events; registration can be purchased at the Registration Desk.



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1 Invited Presenter

10:00 AM - 10:20 AM

W190a (McCormick Place Convention Center)

OBM; Applied Research

Leadership and Cultural Change: A Behavior Scientific Overview

Chair: Ramona Houmanfar (University of Nevada, Reno)

RAMONA HOUMANFAR (University of Nevada, Reno)



Dr. Ramona Houmanfar joined the faculty of the Department of Psychology at the University of Nevada, Reno (UNR) in 1998. She is currently an associate professor and serves as the director of the Behavior Analysis Program at UNR, trustee of the Cambridge Center for Behavioral Studies, chair of the Organizational Behavior Management Section of the Cambridge Center for Behavioral Studies, editor of the *Journal of Organizational Behavior Management*, and an editorial board member of *Behavior and Social Issues*. Dr. Houmanfar is also the former senior co-chair of ABAL's Program Committee, director of the Organizational Behavior Management Network, and president of the Nevada Association for Behavior Analysis. Dr.

Houmanfar has published dozens of articles and chapters, and delivered more than 100 presentations at regional, national, and international conferences in the areas of rule governance, communication networks, organizational change, cultural psychology, and bilingual repertoire analysis and learning. She has published two co-edited books titled *Organizational Change* (Context Press) and *Understanding Complexity in Organizations* (Taylor & Francis Group).

Abstract: Behavior analysis finds common ground with other sciences investigating leadership behavior and practices that influence not only organizations but also cultures. Recent trends interrelating the global economy and socially significant practices (related to health, education, and sustainability, etc.) highlight the role of leadership and related behaviors (e.g., decision-making) as among the key factors influencing cultural change. By drawing upon these points, this presentation will provide a set of opening comments for the Seminar on Leadership and Cultural Change, which is designed to aid organizations and leaders to create new models of stewardship and open opportunities for innovation while adjusting to growing social upheaval, technological advances, and environmental concerns, as well as crises in global health, the economy, education, and the environment.

2 Invited Presenter

10:30 AM - 11:20 AM

W190a (McCormick Place Convention Center)

OBM; Theory

PSY/BACB CE Offered. CE Instructor: Jon E. Krapfl, Ph.D.

Leadership in Organizations

Chair: Ramona Houmanfar (University of Nevada, Reno)

JON E. KRAPFL (Retired from the Mason School of Business at the College of William & Mary)



Jon E. Krapfl has spent an entire career on the intersection of business and psychology. After operating a construction business in the 1960s, he earned a Ph.D. in clinical psychology from the University of Missouri in 1967. By 1969, he began directing training programs first at Drake University, and then as chair at West Virginia University, and as director of the Systems Center at the University of Houston. He also developed a number of treatment centers for the states of Missouri, Iowa, and West Virginia. From 1980–1997, Dr. Krapfl was president of Corporate Behavior Analysts, Inc., a consulting firm of behavioral psychologists with a

worldwide client base, headquartered in Chicago, IL. After retiring for several years, he became associate dean and chief operating officer of the Mason School of Business at the College of William & Mary, a

position from which he retired in 2012. His primary interests have been in business strategy, business cultures, leadership, and instruction in higher education.

Abstract: Businesses are crying out for leadership. Businesses need managers and executives to guide them through an environment that is high risk and in flux. Changing markets and business environments require rapid and creative responses and the taking of measured risks to achieve positive results. Higher education has failed miserably at preparing leaders because of its traditional concepts of both leadership and instruction. One cannot learn leadership from a book any more than one can learn golf that way. The problem is exacerbated by the fact that our modern regimented society prepares children to be less, not more, capable of either accepting responsibility or taking a leadership role. This paper will focus on both what contemporary leaders must do and how they can be prepared to do it.

3 Invited Presenter

1:00 PM - 1:50 PM

W190a (McCormick Place Convention Center)

OBM; Theory

PSY/BACB CE Offered. CE Instructor: Mark P. Alavosius, Ph.D.

Behavioral Engineering: Step Change in the Integration of Management Across Critical Functions in a Global Energy Services Company

Chair: Mark P. Alavosius (University of Nevada, Reno)

JUAN CARLOS LOPEZ, Amir Nessim, and Chris Fox (Schlumberger Limited); Mark P. Alavosius (University of Nevada, Reno); and Timothy D. Ludwig (Appalachian State University)



Juan Carlos Lopez is a civil engineer who earned his degree from the Universidad Nacional de Colombia. Mr. Lopez has 25 years of engineering, management, and leadership experience in the oil and gas industry. He joined Schlumberger Limited, the leading oilfield services company, in 1999 as quality, health, safety, and environment (QHSE) manager and led the implementation of the corporate management system in various countries in Latin America and the Middle East. He led development of an innovative behavior-based program resulting in a significant reduction of injuries and losses in the biggest and most complex operational oilfield services areas. Mr. Lopez serves as the

behavioral engineering subject matter expert at Schlumberger and received the Performed by Schlumberger CEO Award in 2012 for creating and implementing a Global Journey Management Center. This has led the organization to a step change in driving safety. This award represents the highest recognition in the company. Mr. Lopez also received the Gold Award in 2002 for being part of the Injury Prevention Program team. He is now vice president of quality, health, safety, and environment with global responsibility for the Integrated Project Management Segment. Mr. Lopez is leading the development of methodology to apply behavioral engineering to reduce human error across Schlumberger operations. Schlumberger leads its industry as the world's largest oilfield services company in terms of revenue and market capitalization, and employs about 120,000 people worldwide representing more than 140 nationalities and working in more than 85 countries. Schlumberger provides the industry's widest range of products and services from exploration through production.

Abstract: This session will trace the history of Schlumberger Limited (SLB) from its inception to its current status as the world's leading supplier of technology, integrated project management, and information solutions to customers working in the oil and gas industry worldwide. SLB employs about 120,000 people representing more than 140 nationalities and working in more than 85 countries. The organization is committed to technology innovation, research, and engineering to provide value to customers. The SLB chief executive officer has established a blueprint for corporate directions that includes emphasis on behavior change related to teamwork, innovation, and engagement. This talk provides an update on recent work across geo-markets and business segments and illustrates the integration of engineering and behavior science.

4 Invited Presenter

2:00 PM - 2:50 PM

W190a (McCormick Place Convention Center)

OBM; Basic Research

PSY/BACB CE Offered. CE Instructor: Gordon R. Foxall, Ph.D.

Consumer Behavior Analysis and Cultural Change: Understanding and Addressing Environmental Concern

Chair: Ramona Houmanfar (University of Nevada, Reno)

GORDON R. FOXALL (Cardiff University)



Gordon Foxall is a distinguished research professor at Cardiff Business School, Cardiff University, where he directs the Consumer Behaviour Analysis Research Group (CBAR). He holds Ph.D.s in industrial economics and business (University of Birmingham) and in psychology (University of Strathclyde), and a higher doctorate (DSocSc) from the University of Birmingham. He is the author of more than 200 refereed papers and more than 20 books. He has held visiting appointments at the Universities of Michigan and Oxford. A fellow of the British Psychological Society (FBPsS) and the British Academy of Management (FBAM), he is an academician of the Academy of Social Science (AcSS). His research

interests are in psychological theories of choice and their neuroeconomic underpinnings and in the explanation of consumer choice and the behavior of the marketing firm. He has published in journals including *Journal of Consumer Research*, *Journal of the Academy of Marketing Science*, *Journal of the Experimental Analysis of Behavior*, *Behavioural Processes*, *The Behavior Analyst*, *Journal of Economic Psychology*, *Psychology and Marketing*, and *Journal of Business Research*. His monograph, *Interpreting Consumer Choice: The Behavioural Perspective Model*, was published in paperback by Routledge in 2013.

Abstract: Consumer behavior analysis employs explanatory variables honed in experimental analyses to understand complex human socio-economic behaviors that are not amenable to laboratory investigation. A synthesis of behavior analysis and consumer science, it involves both the behavioral economics of choice in the marketplace and—the subject of this talk—the interpretation of consumer behavior in natural settings that suggests solutions to pressing cultural concerns such as environmental despoliation through consumption. The paper examines three aspects of this problem: the nature of consumer behavior as a set of contingent activities, the nature of marketing response, and the opportunities for remedial action that follow from the interaction of consumer choice and the marketing firm. Translating what we have discovered through the experimental analysis of behavior into applicable solutions to social and economic problems requires a willingness to adapt our science to the demands of social technology, to recognize the complexities inherent in the reinforcement of complex behavior, and to make our unique approach to behavior—in this case, consumer behavior and marketing response—available to a broader community. The paper deals therefore with the pattern of reinforcement (consisting of both utilitarian and informational reward) that shapes consumer choice, the bilateral contingencies that integrate consumer and corporate behaviors, and the particular requirements of any program that seeks to redress the effects of over-consumption on the physical and social environment. An important subtheme will address what this kind of response to social and environmental concerns requires of behavior analysts.

5 Invited Presenter

3:00 PM - 3:50 PM

W190a (McCormick Place Convention Center)

OBM; Applied Research

PSY/BACB CE Offered. CE Instructor: Ramona Houmanfar, Ph.D.

Using Behavioral Science in Marathon Petroleum to Impact the Industry, Its Contractors, and Region

Chair: Ramona Houmanfar (University of Nevada, Reno)

KEVIN BOGARD (Marathon Petroleum)



Kevin Bogard is the general manager of Marathon Petroleum's Robinson, Illinois refinery. He has 25 years of experience with Marathon and has held many positions of escalating responsibility in technical, economic, and leadership positions. Mr. Bogard has worked at five different sites across Marathon's Refining Division where behavior-based safety programs were being used to shape the safety culture and drive performance to a point where "nobody gets hurt." He is focused on using the same scientific approaches used to drive the Robinson refinery's personal safety initiatives, which have achieved industry-leading levels of performance, toward other key performance areas across the refinery.

Abstract: Marathon Petroleum's Illinois Refining Division (IRD) adopted a behavioral science approach to its safety operations, becoming one of the first sites to have its behavioral safety program accredited by the Cambridge Center for Behavioral Studies. With this success came the challenge to use behavioral science to impact the company, its contractors, and its region. Marathon now has three refining divisions with behavioral safety programs accredited by the Cambridge Center. The Illinois Refining Division led its contractors in adopting behavioral safety, leading to nearly half of them receiving accreditation themselves. Evidence indicates that the contracting workforce adopts behavioral safety best practices in other regional businesses as well. Therefore, the Illinois Refining Division has embarked on efforts to teach behavioral science to regional industry to broaden its impact. This talk will review the growth of behavioral science within Marathon Petroleum and its outreach efforts as well as introduce some new areas of application within other business systems.

6 Invited Panel

4:30 PM - 5:50 PM

W190a (McCormick Place Convention Center)

OBM; Applied Research

PSY/BACB CE Offered. CE Instructor: Ramona Houmanfar, Ph.D.

Leadership Influence in Organizations and Society

Chair: Ramona Houmanfar (University of Nevada, Reno)

WILLIAM B. ABERNATHY (Southeastern Louisiana University, Aubrey Daniels International)

DONALD A. HANTULA (Temple University)

MARK P. ALAVOSIUS (University of Nevada, Reno)



Dr. William Abernathy received his doctorate in I/O psychology from The Ohio State University and taught at Ohio University. He joined Edward J. Feeney and Associates, a consulting firm that specialized in performance improvement. As a consultant, he worked with Victoria Stations Restaurants, Security Pacific Bank, Sovran Bank, and the Franklin Mint. Dr. Abernathy founded his own consulting firm in 1981. Abernathy & Associates specialized in the implementation of organization-wide performance measurement and performance pay systems and worked with more than 170 client organizations in the US, Europe, Canada, and Central America. In 2004, he sold his company to Aubrey Daniels

International and now assists in its client implementations. Dr. Abernathy developed and coordinates a new master's degree in I/O psychology at Southeastern Louisiana University. He is the author of *The Sin of Wages, Pay for Profit*, and *Human Performance Diagnostics*.



Dr. Donald A. Hantula directs the Decision Making Laboratory at Temple University. He specializes in organizational behavior and evolutionary behavioral economics. His work combines behavior analytic, economic, and evolutionary theories to explore the ways in which we adapt to a complex and uncertain world.



Dr. Mark Alavosius received his BA in psychology from Clark University in 1976 and earned his MS (1985) and Ph.D. (1987) in psychology from the University of Massachusetts at Amherst. He is an assistant professor of psychology in the Behavior Analysis Program at the University of Nevada, Reno. He held faculty appointments in the Behavior Analysis and Industrial/Organizational Program at Western Michigan University and the Behavior Analysis Program at West Virginia University. He is a trustee of the Cambridge Center for Behavior Studies (CCBS), member of the CCBS team for accreditation of behavior-based occupational safety programs, and chair of the CCBS environmental/green solutions area. Dr. Alavosius

was an executive for a management firm providing workers' compensation services to small and mid-sized employers in New England. He has been principal investigator on small business innovations research grants to develop and test behavioral safety technologies for employers. With more than 25 years of experience in behavioral approaches to work performance and occupational health and safety, Dr. Alavosius has more than 120 publications and conference presentations.

Abstract: Leadership of the private sector affects socially significant practices inside (e.g., employees' health, safety, and financial well-being) and outside (e.g., consumer practices) of organizations. By drawing upon their pioneering work in organizational behavior management, panelists will provide comments regarding this theme of the Seminar on Leadership and Cultural Change. The panelists will discuss ways organizational leaders can promote stewardship and open opportunities for innovation while adjusting to growing social upheaval, technological advances, and environmental concerns, as well as crises in global health, the economy, education, and the environment. It will address how behavior analysis finds common ground with other sciences by investigating the behavior of leaders who influence organizations and society.

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Friday, May 23

Day Schedule

Workshops

HSF SIG Fun Run

McCormick Place Convention Center; Friday, May 23

[illegible]

McCormick Place Convention Center; Friday, May 23

3 pm		4 pm		5 pm		6 pm		7 pm		8 pm		9 pm		10 pm		11 pm		Room	Level 4 3 Level 1
:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30		
SQAB Plenary																		W470ab	
SQAB Posters																		W471a	
																		W474a	
																		W375a-d	
																		W375e	
		WK#29 AUT Martineau						†‡										W175a	
		WK#48 VRB Adema						†‡										W175b	
		WK#36 CSE Williams						†‡										W175c	
		WK#39 DDA Miller						†‡										W176a	
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		WK#43 OBM Maguire						†‡										W176c	
Speaker Ready Room																		W177	
																		W178a	
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		WK#33 AUT Everett						†‡										W179b	
																		W180	
		WK#37 CSE Ross						†‡										W181a	
		WK#30 AUT Callahan						†‡										W181b	
		WK#41 EDC Twyman						†‡										W181c	
		WK#42 OBM Bruce						†‡										W182	
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		WK#40 EDC Golden						†‡										W183c	
		WK#44 PRA Kryzak						†‡										W184a	
		WK#45 PRA Schaub						†‡										W184b	
		WK#47 TBA Clarke						†‡										W184c	
		WK#31 AUT Partington						†‡										W184d	
		WK#35 CBM Flora						†‡										W185a	
		WK#32 AUT Rios						†										W185bc	
		WK#34 CBM Rolider						†‡										W185d	
		WK#38 CSE Little						†‡										W186	
		WK#49 VRB Esch						†‡										W187ab	
		WK#46 PRA Wenig						†										W187c	
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Speaker Ready Room																		W191	
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Workshop #1
8:00 am–11:00 am
W178a (Convention Center)
AUT
CE Instructor: Jennifer Dantzer, M.Ed.

A Comprehensive Merging of Applied Behavior Analysis, Technology, and Visual Supports

HOWARD SHANE (Boston Children's Hospital), STACY CIANCIOLO (private practice), and JENNIFER DANTZLER (Including Kids, Inc.)

Audience: Do you currently teach communication and language using symbol-based approaches? Are you finding your learner is successful with manding but is unable to comprehend more complex symbol representations and language? The intended audience includes licensed psychologists and Board Certified Behavior Analysts currently providing behavior analytic services in home, school, and/or community settings; speech and language pathologists; and other professionals implementing communication and language programs on low-tech and high-tech devices who find themselves having difficulties with teaching comprehension of language using traditional approaches.

Level: Introductory

Pre-registration: \$150 (member); \$175 (nonmember)
On-site: \$175 (member); \$215 (nonmember)

Workshop #2
8:00 am–11:00 am
W184d (Convention Center)
DDA
CE Instructor: Isaac Bermudez, MS

Designing Ethical and Effective Behavior Plans Through Formal Case Formulation

ISAAC BERMUDEZ (Love 2 Learn Consulting LLC), JOSE D. RIOS (private practice), DOUGLAS P. BEATTY (The Chicago School of Professional Psychology), and KRISTINE DICKSON (Inclusive Education & Community Partnership)

Audience: BCBAs, supervising practitioners, licensed psychologists and related professionals, graduate students.

Level: Intermediate

Pre-registration: \$150 (member); \$175 (nonmember)
On-site: \$175 (member); \$215 (nonmember)

Workshop #3
8:00 am–11:00 am
W185a (Convention Center)
EAB
CE Instructor: A. Charles Catania, Ph.D.

The ABCs of Behavior Analysis: The Basics, Their Interactions, and Their Implications

A. CHARLES CATANIA (University of Maryland, Baltimore County) and MARNIE NICOLE SHAPIRO and JOSHUA GARNER (The Ohio State University)

Audience: This workshop is appropriate for BACB certificants and licensed psychologists as well as (1) students of behavior analysis, especially those completing degrees or preparing for certification examinations; (2) those seeking a refresher overview of basic phenomena; and (3) those teaching or assisting in courses covering the basics of behavior analysis. Those seeking an introductory treatment may also find this workshop appropriate, on the assumption that anyone attending these meetings will already have at least some familiarity with these topics from undergraduate coursework or independent reading.

Level: Intermediate

Pre-registration: \$150 (member); \$175 (nonmember)
On-site: \$175 (member); \$215 (nonmember)

Workshop #4
8:00 am–3:00 pm
W181a (Convention Center)
AUT
CE Instructor: Jamie Siden Salter, Ed.S.

Work Smarter, Not Harder! "Self & Match": An Interactive Workshop to Develop a Comprehensive Self-monitoring and Motivational System

JAMIE SIDEN SALTER (San Diego County Office of Education) and KATHARINE M. CROCE ("Self & Match")

Audience: Participants will engage in active learning to increase their knowledge of systematic self-monitoring and motivational systems as behavior interventions. Workshop attendees will gain a tool/guide to develop their own "Self & Match" systems to utilize in school, home, or clinic settings. This workshop is designed for BACB certificants and licensed psychologists, behavior analysts, consultants, school psychologists, autism specialists, special educators, teachers, administrators, parents, students, and/or others who primarily support individuals from K to 21.

Level: Intermediate

Pre-registration: \$227 (member); \$272 (nonmember)
On-site: \$252 (member); \$307 (nonmember)

Workshop #5 CE: PSY/BACB
8:00 am–3:00 pm
W176b (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 (University of North Texas), MARY ELIZABETH HUNTER (Pappy's Pet Lodge), and KATHLEEN DIGNAN and ERICA FOSS (University of North Texas)

Audience: This workshop is designed for BACB certificants and licensed psychologists, as well as 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: \$240 (member); \$285 (nonmember)

On-site: \$265 (member); \$320 (nonmember)

Workshop #6 CE: PSY/BACB
8:00 am–3:00 pm
W184b (Convention Center)
AUT
CE Instructor: James Ellis, Ph.D.

Socially Savvy: Assessing and Teaching Social Skills to Young Children With Autism

JAMES T. ELLIS (Step By Step Behavioral Solutions) and CHRISTINE DANIELLE ALMEIDA (Newton Public Schools)

Audience: Target audience includes BACB certificants and licensed psychologists, preschool and early elementary special educators, behavior analysts, speech-language pathologists, and other professionals working with young children with autism or other social impairments.

Level: Intermediate

Pre-registration: \$240 (member); \$285 (nonmember)

On-site: \$265 (member); \$320 (nonmember)

Workshop #7 CE: PSY/BACB
8:00 am–3:00 pm
W175a (Convention Center)
AUT
CE Instructor: David A. Celiberti, Ph.D.

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

DAVID A. CELIBERTI (Association for Science in Autism Treatment)

Audience: This workshop will benefit professionals from a variety of disciplines—including BACB

certificants and licensed psychologists—as well as parents who are significantly involved in the educational programming of learners with autism and related disorders. Participants should already be familiar with behavior analytic teaching procedures, such as discrete trial instruction.

Level: Intermediate

Pre-registration: \$235 (member); \$280 (nonmember)

On-site: \$260 (member); \$315 (nonmember)

Workshop #8 CE: PSY/BACB
8:00 am–3:00 pm
W183b (Convention Center)
AUT
CE Instructor: William Tim Courtney, MS

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

OLIVER WENDT (Purdue University), MIRIAM C. BOESCH (University of North Texas), WILLIAM TIM COURTNEY (Little Star Center), RAVI NIGAM (Governors State University), and KASEY PHILPOTT (Little Star Center)

Audience: This workshop is intended for professionals working in the autism field who have an interest in AAC interventions for individuals presenting with little or no functional speech. Specifically, practitioners with motivation to implement evidence-based practices in AAC and particular interest in learning about iDevices and tablets for autism intervention will find this workshop very suitable for their needs. These can include BACB certificants and licensed psychologists, applied researchers, behavior analysts, special education teachers, speech-language pathologists, graduate students in any of these disciplines, and other practitioners serving individuals with autism. A basic understanding of single-subject research methodology is advantageous to fully benefit from this workshop, but not strictly necessary.

Level: Intermediate

Pre-registration: \$215 (member); \$260 (nonmember)

On-site: \$240 (member); \$295 (nonmember)

Workshop #9 CE: PSY/BACB
8:00 am–3:00 pm
W179b (Convention Center)
AUT
CE Instructor: Rebecca Thompson, Ph.D.

Fun and Effective Programs to Teach and Promote Nonverbal Communication

REBECCA THOMPSON and MARY HOPTON-SMITH (Wisconsin Early Autism Project, Inc.)

Audience: BACB certificants and licensed psychologists, ABA clinicians, teachers, and parents.

Level: Introductory

Pre-registration: \$215 (member); \$260 (nonmember)

On-site: \$240 (member); \$295 (nonmember)

Workshop #10 CE: PSY/BACB

8:00 am–3:00 pm

W176a (Convention Center)

AUT

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

Developmental Perspective on the First 3 Months of Behavioral Intervention for Youngsters With Autism: Working With Children and Their Parents

MONIKA M. SUCHOWIERSKA (University of Social Sciences and Humanities), LINDA S. HEITZMAN-POWELL (The University of Kansas Medical Center), and PAUL W. STEPHANY (Stanislaus County Office of Education)

Audience: This workshop is designed for BACB certificants, licensed psychologists, and behavior analysts who work with families of young children with autism and are responsible for programming therapeutic goals for their pupils, as well as for training parents.

Level: Intermediate

Pre-registration: \$230 (member); \$275 (nonmember)

On-site: \$255 (member); \$310 (nonmember)

Workshop #11 CE: PSY/BACB

8:00 am–3:00 pm

W183c (Convention Center)

AUT

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

Speech Program Development

BARBARA E. ESCH (Esch Behavior Consultants, Inc.)

Audience: This workshop is appropriate for BACB certificants and licensed psychologists, and anyone who has responsibility for speech development and speech-training programs for individuals who haven't yet learned to speak fluently. Participants will have an opportunity to submit individual cases for consultation-model review during the workshop.

Level: Intermediate

Pre-registration: \$225 (member); \$270 (nonmember)

On-site: \$250 (member); \$305 (nonmember)

Workshop #12

CE: PSY/BACB

8:00 am–3:00 pm

W175b (Convention Center)

AUT

CE Instructor: Alexia Stack, M.Ed.

Programming for Pragmatics: Bringing Assessment to Practice for High Functioning Learners on the Autism Spectrum

ALEXIA STACK and MAGDALENA A. MARKIEWICZ (A Block Above Behavioral Consulting)

Audience: BACB certificants and licensed psychologists, behavior analysts, and service delivery staff.

Level: Intermediate

Pre-registration: \$225 (member); \$270 (nonmember)

On-site: \$250 (member); \$305 (nonmember)

Workshop #13 CE: PSY/BACB

8:00 am–3:00 pm

W184a (Convention Center)

AUT

CE Instructor: Richard M. Kubina Jr., Ph.D.

Solving Behavior Problems With Precision Teaching

RICHARD M. KUBINA JR. (Penn State University) and KIRSTEN K. YURICH (The Vista School)

Audience: This workshop is designed for BACB certificants and licensed psychologists, teachers, precision teachers, behavior analysts, supervisors, or anyone with responsibility for systematically evaluating individual performances and learning environments in order to produce maximum behavior change. The material presented will be appropriate for participants with a moderate understanding of behavior analysis and/or a minimal knowledge of precision teaching, as well as those well versed in traditional practices. The workshop is specifically designed for individuals who routinely review learner behavior and have the responsibility to modify programming in order to produce positive learning outcomes and improve behavior challenges.

Level: Intermediate

Pre-registration: \$220 (member); \$265 (nonmember)

On-site: \$245 (member); \$300 (nonmember)

Workshop #14 CE: PSY/BACB

8:00 am–3:00 pm

W185d (Convention Center)

AUT

CE Instructor: Seth W. Whiting, MS

Teaching Skinner's Verbal Behavior and Far Beyond Using the PEAK Relational Training System

SETH W. WHITING and MARK R. DIXON (Southern Illinois University)

Audience: This workshop is appropriate for BACB certificants and licensed psychologists, applied behavior analysts who wish to train verbal behavior skills to their clients, administrators who are seeking a verbal behavior program to implement, or verbal behavior researchers.

Level: Intermediate

Pre-registration: \$235 (member); \$280 (nonmember)

On-site: \$260 (member); \$315 (nonmember)

Workshop #15 CE: PSY/BACB

8:00 am–3:00 pm

W185bc (Convention Center)

AUT

CE Instructor: Robert Schramm, MA

Motivating Learner Participation Without Blocking Escape, Forced Physical Prompts, or Nagging
ROBERT SCHRAMM (Knospe-ABA)

Audience: BACB certificants and licensed psychologists, as well as other professionals who are working directly with children with autism or other challenging disabilities find themselves having trouble developing motivated learning settings regularly or are responsible to teach others how to earn instructional control in home, clinic, or school settings.

Level: Intermediate

Pre-registration: \$220 (member); \$265 (nonmember)

On-site: \$245 (member); \$300 (nonmember)

Workshop #16 CE: PSY/BACB

8:00 am–3:00 pm

W187c (Convention Center)

CSE

CE Instructor: Alyssa L. Famiglietti, MS

Running Effective Behavior Analytic Social Skills Groups

ALYSSA L. FAMIGLIETTI, GINA FUGAZZOTTO, and KATHERINE FRANCES COREY (Advances Learning Center)

Audience: The intended audience includes Board Certified Behavior Analysts who train staff to run social skills groups; licensed psychologists; 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: \$230 (member); \$275 (nonmember)

On-site: \$255 (member); \$310 (nonmember)

Workshop #17 CE: PSY/BACB

8:00 am–3:00 pm

W181b (Convention Center)

DEV

CE Instructor: Maranda Trahan, Ph.D.

Introduction to Behavior Analysis and Dementia

MARANDA TRAHAN (Trahan Behavioral Services), CLAUDIA DROSSEL (University of Michigan), and JONATHAN C. BAKER (Southern Illinois University)

Audience: BACB certificants and licensed psychologists, including practitioners or caregivers who work with older adults with developmental disabilities or older adults with dementia. Students and scientists who are interested in breaking into this new field are also welcome.

Level: Introductory

Pre-registration: \$230 (member); \$275 (nonmember)

On-site: \$255 (member); \$310 (nonmember)

Workshop #18 CE: PSY/BACB

8:00 am–3:00 pm

W182 (Convention Center)

OBM

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

Board Certified Behavior Analyst Supervisor Training Part I: Effective Supervisors Do What It Takes

GUY S. BRUCE (Appealing Solutions, LLC)

Audience: This two-part workshop is for supervisors “of those who deliver behavior-analytic services and those who are pursuing BACB certification.” The Behavior Analyst Certification Board has developed a curriculum outline of the skills required for effective supervision. “After December 31, 2014, only individuals who complete a training experience based on this curriculum outline will be permitted to supervise individuals pursuing the BCBA or BCaBA credentials or practicing BCaBAs.” “This training program is based on the *BACB Supervisor Training Curriculum Outline* but is offered independent of the BACB.” Part I will train supervisors to (1) define the staff performance necessary to achieve desired client results and to evaluate current staff performance and client results; (2) analyze causes of inadequate staff performance; (3) recommend the best solutions, which may include resources, training, and performance management; and (4) design and implement those solutions. Part II will train supervisors to (5) design and implement the solutions to staff performance problems, which may include resources, training, and performance management and (6) evaluate their effectiveness, efficiency, and return on investment. To meet the

board's eight-hour supervisor-training requirement, participants should sign up for both parts of the workshop.

Level: Introductory

Pre-registration: \$235 (member); \$280 (nonmember)

On-site: \$260 (member); \$315 (nonmember)

Workshop #19 CE: PSY/BACB

8:00 am–3:00 pm

W181c (Convention Center)

PRA

CE Instructor: James Chok, Ph.D.

A Comprehensive Training Program for Functional Analyses and Treatment Development
JAMES CHOK (Melmark Pennsylvania)

Audience: This workshop is intended for BACB certificants and licensed psychologists, including individuals who are responsible for training others to conduct functional analyses and develop treatments.

Level: Intermediate

Pre-registration: \$215 (member); \$260 (nonmember)

On-site: \$240 (member); \$295 (nonmember)

Workshop #20 CE: PSY/BACB

8:00 am–3:00 pm

W186 (Convention Center)

PRA

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

BACB-Compliant Supervisor Training, Mixed Media Workshop

KAREN R. WAGNER (TheBehaviorAnalyst.com)

Audience: Participants should be practicing BCBAs with clinical experience who are already providing supervision or who are in the process of determining if they want to become supervisors.

Level: Advanced

Pre-registration: \$235 (member); \$280 (nonmember)

On-site: \$260 (member); \$315 (nonmember)

Workshop #21 CE: BACB

8:00 am–3:00 pm

W187ab (Convention Center)

PRA

CE Instructor: Rany Thommen, M.Ed.

Strategies in Developing and Operating a Successful Applied Behavior Analysis Business for Individuals With Autism Spectrum Disorders

REBECCA RYAN (Sandbox ABA), JENNIFER CRAWFORD (Crawford Strategies), GIA VAZQUEZ ORTEGA (The Blossom Center), and RANY THOMMEN (ABA Today)

Audience: BACB certificants, practicing behavior analysts, supervisors of practicing behavior analysts, administrators of ABA practices.

Level: Intermediate

Pre-registration: \$225 (member); \$270 (nonmember)

On-site: \$250 (member); \$305 (nonmember)

Workshop #22 CE: PSY/BACB

8:00 am–3:00 pm

W176c (Convention Center)

PRA

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

Supervision: Understanding Features and Purposes and Demonstrating Skills in Behavioral Training, Performance Feedback, and Evaluations

MELISSA L. OLIVE (Applied Behavioral Strategies LLC) and DEIRDRE LEE FITZGERALD (University of Saint Joseph)

Audience: BCBAs and BCBA-Ds only.

Level: Advanced

Pre-registration: \$245 (member); \$290 (nonmember)

On-site: \$270 (member); \$325 (nonmember)

Workshop #23 CE: PSY/BACB

8:00 am–3:00 pm

W184c (Convention Center)

PRA

CE Instructor: Aaron Barnes, Ph.D.

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

AARON BARNES (Michigan's Integrated Behavior and Learning Support Initiative) 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 BACB certificants and licensed psychologists, educators, therapists, social workers, clinic- or school-based psychologists, graduate-level students, and behavior specialists or analysts.

Level: Intermediate

Pre-registration: \$230 (member); \$275 (nonmember)

On-site: \$255 (member); \$310 (nonmember)

Workshop #24 CE: PSY/BACB
8:00 am–3:00 pm
W183a (Convention Center)
VRB
CE Instructor: Mark L. Sundberg, Ph.D.

B. F. Skinner's Analysis of Verbal Behavior
MARK L. SUNDBERG (Sundberg and Associates)

Audience: Participants, including BACB certificants and licensed psychologists, should have formal training in behavior analysis, and interest in learning or reviewing the basic aspects of Skinner's analysis of verbal behavior.

Level: Intermediate

Pre-registration: \$230 (member); \$275 (nonmember)

On-site: \$255 (member); \$310 (nonmember)

Workshop #25 CE: PSY/BACB
8:00 am–3:00 pm
W175c (Convention Center)
VRB
CE Instructor: Derek Jacob Shanman, Ph.D.

Verbal Behavior Development Protocols: The Foundations of Language Development From Imitation to Naming

DEREK JACOB SHANMAN (Fred S. Keller School) and SUSAN BUTTIGIEG, TIMOTHY MICHAEL YEAGER, LAURA E. LYONS, CRYSTAL LO, AMANDA C. PHILP, and HALEY PELLEGRIN (Teachers College, Columbia University)

Audience: The target audience for this workshop includes BACB certificants and licensed psychologists, behavior analysts, speech therapists, supervisors, or paraprofessionals who are working with children with and without disabilities. Participants should be well versed in the vocabulary of the science of behavior and have some understanding of verbal behavior, including basic verbal operants. Graduate students are encouraged to attend.

Level: Intermediate

Pre-registration: \$230 (member); \$275 (nonmember)

On-site: \$255 (member); \$310 (nonmember)

Workshop #26 CE: PSY/BACB
12:00 pm–3:00 pm
W178a (Convention Center)
CBM
CE Instructor: Abigail B. Calkin, Ph.D.

Inner Behavior: How to Change Thoughts, Feelings, and Urges

ABIGAIL B. CALKIN (Calkin Consulting Center)

Audience: This workshop is for BACB certificants and licensed psychologists, clinicians, people teaching behavior analysis, graduate students in behavior

analysis and psychology, special education teachers who work with students with behavior disorders and those on the autism spectrum, and others interested in changing inner behaviors.

Level: Intermediate

Pre-registration: \$165 (member); \$190 (nonmember)

On-site: \$190 (member); \$230 (nonmember)

Workshop #27 CE: PSY/BACB
12:00 pm–3:00 pm
W184d (Convention Center)
DDA
CE Instructor: Ennio C. Cipani, Ph.D.

Bedtime Problems, Sibling Rivalry, Toileting Training, and More: Family Advice Packages for the BCBA Clinician

ENNIO C. CIPANI (National University)

Audience: BACB certificants and licensed psychologists who are involved with providing services (directly to the child or consultation) to families with children with developmental disabilities.

Level: Introductory

Pre-registration: \$150 (member); \$175 (nonmember)

On-site: \$175 (member); \$215 (nonmember)

Workshop #28 CE: PSY/BACB
12:00 pm–3:00 pm
W185a (Convention Center)
VRB
CE Instructor: A. Charles Catania, Ph.D.

The ABCs of Verbal Behavior: The Basics, Their Interactions, and Their Implications

A. CHARLES CATANIA (University of Maryland, Baltimore County), ANITA LI (Florida Institute of Technology), and ZIWEI XU (The Ohio State University, Columbus)

Audience: This workshop may be useful to BACB certificants and licensed psychologists, as well as to (1) those who have read Skinner's book *Verbal Behavior* and who would like a contemporary update of the issues treated there, and/or (2) those familiar with the concepts of verbal behavior mainly as used in applied settings who would like a more systematic overview, and/or (3) those with a general background in behavior analysis who would like to extend such basic concepts as reinforcement and stimulus control to important aspects of human behavior, and/or (4) those involved in the teaching of verbal behavior, especially at the undergraduate level. A reading of Skinner's book is recommended to participants but is not required. For those who would also like a review of the basic phenomena upon which the analysis of verbal behavior is built, a workshop on the ABCs of

behavior analysis may be of interest, but it is not a prerequisite for this verbal behavior workshop.

Level: Intermediate

Pre-registration: \$150 (member); \$175 (nonmember)

On-site: \$175 (member); \$215 (nonmember)

Workshop #29 CE: PSY/BACB

4:00 pm–7:00 pm

W175a (Convention Center)

AUT

CE Instructor: Elizabeth Martineau, Ed.S.

Preparing for Adulthood: Skill Assessment and Life Skills Programming for Young Adults With Autism

ELIZABETH MARTINEAU, STEPHANIE DANIELS, JESSICA TILLEY, and KELLEY WARD (Nashoba Learning Group)

Audience: This workshop is designed for licensed psychologists, 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 young adulthood. Participants should have a strong interest in developing individualized programs for children, teenagers, and young adults with autism that result in the students achieving independence on core life skills and work readiness.

Level: Intermediate

Pre-registration: \$175 (member); \$200 (nonmember)

On-site: \$200 (member); \$240 (nonmember)

Workshop #30 CE: PSY/BACB

4:00 pm–7:00 pm

W181b (Convention Center)

AUT

CE Instructor: Emily Huber Callahan, Ph.D.

Group Social Skills Instruction for Children With Autism Spectrum Disorders: From Design to Implementation

JULIE PATTERSON, PEGGY W. HALLIDAY, and EMILY HUBER CALLAHAN (Virginia Institute of Autism)

Audience: The intended audience for this workshop includes licensed psychologists, Board Certified Behavior Analysts, special education teachers, general education teachers, speech/language pathologists, behavioral technicians, and other individuals who currently are or who are intending to implement social skills instruction in a group setting.

Level: Introductory

Pre-registration: \$155 (member); \$180 (nonmember)

On-site: \$180 (member); \$220 (nonmember)

Workshop #31

CE: PSY/BACB

4:00 pm–7:00 pm

W184d (Convention Center)

AUT

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

Behavioral Strategies to Ensure Caregivers of Children and Adults With a Diagnosis of Autism Implement Effective Teaching Interventions During Daily Activities

JAMES W. PARTINGTON (Behavior Analysts, Inc.)

Audience: Licensed psychologists, BCBAs, and BCaBAs who are currently supervising or implementing behavioral teaching interventions with individuals with autism.

Level: Intermediate

Pre-registration: \$155 (member); \$180 (nonmember)

On-site: \$180 (member); \$220 (nonmember)

Workshop #32 CE: BACB

4:00 pm–7:00 pm

W185bc (Convention Center)

AUT

CE Instructor: Jose D. Rios, MS

Technology Now: Useful Communication and Behavior Recording Apps for Behavior Analysts

JOSE D. RIOS (private practice), ISAAC BERMUDEZ (Love 2 Learn Consulting LLC), and E. CHERYL FLETCHER (Integrated Therapy Services)

Audience: This workshop is geared toward BACB certificants, including new professionals as well as seasoned veteran professionals who are new to app technology or who want to learn more about the technological advances in the fields of communication instruction and behavior recording.

Level: Introductory

Pre-registration: \$150 (member); \$175 (nonmember)

On-site: \$175 (member); \$215 (nonmember)

Workshop #33 CE: PSY/BACB

4:00 pm–7:00 pm

W179b (Convention Center)

AUT

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

Systematic Program Evaluation of Educational Services for Students With Autism Spectrum Disorders

JESSICA R. EVERETT and BARBARA O'MALLEY CANNON (Melmark New England) and JAMES T. ELLIS (Step By Step Behavioral Solutions)

Audience: The target audience is BACB certificants and licensed psychologists, including behavior analysts working with students with autism spectrum disorders who may be asked to complete

programmatic evaluation reviews. Behavior analysts who are asked to complete programmatic reviews of effective services related to individual students will also benefit from this workshop.

Level: Intermediate

Pre-registration: \$160 (member); \$185 (nonmember)

On-site: \$185 (member); \$225 (nonmember)

Workshop #34 CE: PSY/BACB

4:00 pm–7:00 pm

W185d (Convention Center)

CBM

CE Instructor: Amos E. Rolider, Ph.D.

Teaching Parents How to Deal Effectively With Their Children's Behavioral Difficulties

AMOS E. ROLIDER (The Academic College of Kinneret, Israel)

Audience: This workshop is appropriate for practitioners, including BACB certificants and licensed psychologists, who work with or are interested in working with parents of children who exhibit a variety of behavioral issues; parents; and educators.

Level: Introductory

Pre-registration: \$160 (member); \$185 (nonmember)

On-site: \$185 (member); \$225 (nonmember)

Workshop #35 CE: PSY/BACB

4:00 pm–7:00 pm

W185a (Convention Center)

CBM

CE Instructor: Stephen Ray Flora, Ph.D.

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

STEPHEN RAY FLORA (Youngstown State University)

Audience: The target audience is BCBA's, BCaBAs, licensed psychologists, personal trainers, and others interested in learning to use behavior analytic procedures to change unhealthy behaviors; promote and develop healthy lifestyles, fitness, and weight loss and maintenance; or to optimize elite performance. Professionals with a strong interest in behavioral medicine or health and fitness will also benefit.

Level: Intermediate

Pre-registration: \$150 (member); \$175 (nonmember)

On-site: \$175 (member); \$215 (nonmember)

Workshop #36 CE: PSY/BACB

4:00 pm–7:00 pm

W175c (Convention Center)

CSE

CE Instructor: W. Larry Williams, Ph.D.

Ethics for Behavior Analysts: Fluency Style

MELISSA NOSIK (University of Nevada, Reno), MARK MALADY (HSI/WARC), and W. LARRY

WILLIAMS and STUART M. LAW (University of Nevada, Reno)

Audience: BACB certificants, licensed psychologists, and graduate level students of behavior analysis.

Level: Intermediate

Pre-registration: \$165 (member); \$190 (nonmember)

On-site: \$190 (member); \$230 (nonmember)

Workshop #37 CE: PSY/BACB

4:00 pm–7:00 pm

W181a (Convention Center)

CSE

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

Teaching Creativity in Play Skills: Why and How Behavior Analysis Can Do This Well

ROBERT K. ROSS and JENNIFER SMITH (Beacon ABA Services)

Audience: BACB certificants and licensed psychologists, including persons providing home- and school-based EIBI services to individuals on the autism spectrum.

Level: Introductory

Pre-registration: \$150 (member); \$175 (nonmember)

On-site: \$175 (member); \$215 (nonmember)

Workshop #38 CE: PSY/BACB

4:00 pm–7:00 pm

W186 (Convention Center)

CSE

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

Ethical and Professional Practice With Individuals With Autism and Their Families

AMANDA L. LITTLE (University of Texas at Austin, The Meadows Center) and NANETTE L. PERRIN (University of Kansas)

Audience: Board Certified Behavior Analysts and Board Certified Assistant Behavior Analysts (as well as those seeking these credentials), licensed psychologists, and others looking for additional practice identifying and appropriately responding to ethical dilemmas they may face in their professional interactions with individuals with autism and their families.

Level: Introductory

Pre-registration: \$150 (member); \$175 (nonmember)

On-site: \$175 (member); \$215 (nonmember)

<p>Workshop #39</p> <hr/> <p>4:00 pm–7:00 pm W176a (Convention Center) DDA CE Instructor: Megan Miller, MS</p> <p>Rediscover Your Roots: Using Discrepancy Analysis to Increase Learner Performance MEGAN MILLER (Navigation Behavioral Consulting) and STEVEN J. WARD (Whole Child Consulting LLC)</p> <p>Audience: BCBAs, BCaBAs, licensed psychologists, and other behavior analytic providers who need to learn how to conduct a more in-depth problem-solving analysis when their learners are not making progress. Attendees may have an in-depth understanding of behavior analysis and/or be relatively new to the field but have a lack of training or experience with using behavior analysis to determine why their clients are not making progress when using standard behavior analytic techniques such as reinforcement, prompting, shaping, differential reinforcement, and functionally analyzing challenging behavior.</p> <p>Level: Intermediate</p> <p>Pre-registration: \$155 (member); \$180 (nonmember) On-site: \$180 (member); \$220 (nonmember)</p>	<p>CE: PSY/BACB</p>	<p>Workshop #41</p> <hr/> <p>4:00 pm–7:00 pm W181c (Convention Center) EDC CE Instructor: Janet S. Twyman, Ph.D.</p> <p>How to Engineer Learning: Fundamentals of Iterative Design and Development JANET S. TWYMAN (University of Massachusetts Medical School), MARTA LEON (Headsprout), and MELINDA SOTA (University of Oregon)</p> <p>Audience: BACB certificants, licensed psychologists, teachers, trainers, educators, and others interested in or involved in the design of instruction.</p> <p>Level: Introductory</p> <p>Pre-registration: \$160 (member); \$185 (nonmember) On-site: \$185 (member); \$225 (nonmember)</p>	<p>CE: PSY/BACB</p>
<p>Workshop #40</p> <hr/> <p>4:00 pm–7:00 pm W183c (Convention Center) EDC CE Instructor: Jeannie A. Golden, Ph.D.</p> <p>Integrating Functional Behavioral Assessment and Positive Behavioral Interventions in a School System JEANNIE A. GOLDEN (East Carolina University)</p> <p>Audience: Participants would include Board Certified Behavior Analysts, behavioral consultants, licensed psychologists, counselors, health care providers, social workers, and/or teachers who serve children with developmental disabilities or children who are typically developing who have behavioral and/or emotional difficulties in schools.</p> <p>Level: Intermediate</p> <p>Pre-registration: \$150 (member); \$175 (nonmember) On-site: \$175 (member); \$215 (nonmember)</p>	<p>CE: PSY/BACB</p>	<p>Workshop #42</p> <hr/> <p>4:00 pm–7:00 pm W182 (Convention Center) OBM CE Instructor: Guy S. Bruce, Ed.D.</p> <p>Board Certified Behavior Analyst Supervisor Training Part II: How to Evaluate Staff Effectiveness and Efficiency GUY S. BRUCE (Appealing Solutions, LLC)</p> <p>Audience: This two-part workshop is for supervisors “of those who deliver behavior-analytic services and those who are pursuing BACB certification.” The Behavior Analyst Certification Board has developed a curriculum outline of the skills required for effective supervision. “After December 31, 2014, only individuals who complete a training experience based on this curriculum outline will be permitted to supervise individuals pursuing the BCBA or BCaBA credentials or practicing BCaBAs.” “This training program is based on the <i>BACB Supervisor Training Curriculum Outline</i> but is offered independent of the BACB.” Part I will train supervisors to (1) define the staff performance necessary to achieve desired client results and to evaluate current staff performance and client results; (2) analyze causes of inadequate staff performance; (3) recommend the best solutions, which may include resources, training, and performance management; and (4) design and implement those solutions. Part II will train supervisors to (5) design and implement the solutions to staff performance problems, which may include resources, training, and performance management and (6) evaluate their effectiveness, efficiency, and return on investment. To meet the board’s eight-hour</p>	<p>CE: PSY/BACB</p>

supervisor-training requirement, participants should sign up for both parts of the workshop.

Level: Introductory

Pre-registration: \$160 (member); \$185 (nonmember)

On-site: \$185 (member); \$225 (nonmember)

Workshop #43 CE: PSY/BACB

4:00 pm–7:00 pm

W176c (Convention Center)

OBM

CE Instructor: Helena L. Maguire, MS

Procedural Integrity of Clinical Programming in Applied Settings

HELENA L. MAGUIRE and AMANDA KENNEDY (Melmark New England), SILVA ORCHANIAN (Regular Affiliate Member), and PATRICIA A. FINNEY (Melmark New England)

Audience: BACB certificants and licensed psychologists, as well as new supervisors or individuals with the responsibility of training or overseeing the training of direct service staff and development of supervisory training programs.

Level: Introductory

Pre-registration: \$170 (member); \$195 (nonmember)

On-site: \$195 (member); \$235 (nonmember)

Workshop #44 CE: PSY/BACB

4:00 pm–7:00 pm

W184a (Convention Center)

PRA

CE Instructor: Lauren Kryzak, MA

Generalization: Don't Put It on the Back Burner

LAUREN KRYZAK (Queen's College, City University of New York) and CHRISTEN RUSSELL and JENNIFER CAROLAN (Above and Beyond Learning Group)

Audience: BCBAs, licensed psychologists, home- and school-based ABA providers, graduate students, and parents.

Level: Intermediate

Pre-registration: \$170 (member); \$195 (nonmember)

On-site: \$195 (member); \$235 (nonmember)

Workshop #45 CE: PSY/BACB

4:00 pm–7:00 pm

W184b (Convention Center)

PRA

CE Instructor: Chris M. Schaub, M.Ed.

From Stabilization to Generalization: The Role and Importance of Behavior Analysis in All Phases of Post-Acute Interdisciplinary Treatment Planning With Survivors of Traumatic Brain Injury

CHRISTINA M. PETERS (University of Nevada, Reno) and CHRIS M. SCHAUB, KEVIN ERDNER, and JIM CONWAY (ReMed)

Audience: This workshop is intended for BACB certificants and licensed psychologists, as well as behavior analysts and/or interdisciplinary treatment team members currently working or interested in working with survivors of traumatic brain injury with complex neurobehavioral sequelae.

Level: Intermediate

Pre-registration: \$300 (member); \$325 (nonmember)

On-site: \$325 (member); \$365 (nonmember)

Workshop #46 CE: BACB

4:00 pm–7:00 pm

W187c (Convention Center)

PRA

CE Instructor: Jessica Wenig, MS

Incorporating iOS (Apple) Apps Into Effective Behavioral Programming in Applied Settings

JESSICA WENIG and WENDY GREENHALGH (Advances Learning Center)

Audience: The intended audience includes Board Certified Behavior Analysts currently providing behavior analytic services in the home, school, and/or community setting; teachers; speech and language pathologists; physical therapists; behavioral instructors or therapists who facilitate behavior analytic services; school staff intending to utilize apps to access portions of the curriculum, or who work with students who have an assistive technology written into their individualized education plans; and anyone currently using applications in the field or wishing to use them in the future.

Level: Intermediate

Pre-registration: \$165 (member); \$190 (nonmember)

On-site: \$190 (member); \$230 (nonmember)

Workshop #47 CE: PSY/BACB

4:00 pm–7:00 pm

W184c (Convention Center)

TBA

CE Instructor: Shelley Clarke, MA

Measuring Fidelity: How Fidelity Measures Have Evolved in ABA Research and Current Applications for Direct Observation Measures to Ensure Implementation Fidelity of EBPs for Toddler Behavior Issues

MICHELLE A. DUDA (University of North Carolina at Chapel Hill) and SHELLEY CLARKE (University of South Florida)

Audience: BACB certificants, licensed psychologists, researchers, behavioral consultants, program

developers, and purveyors who may be involved in conducting applied intervention research.

Level: Introductory

Pre-registration: \$170 (member); \$195 (nonmember)

On-site: \$195 (member); \$235 (nonmember)

Workshop #48

CE: PSY/BACB

4:00 pm–7:00 pm

W175b (Convention Center)

VRB

CE Instructor: Marleen T. Adema, Ph.D.

Skinner's *Verbal Behavior*, Chomsky's Review, and the Naming Account

MARLEEN T. ADEMA (private practice)

Audience: This workshop is appropriate for BACB certificants, licensed psychologists, and anyone else seeking an introduction (or refresher) to Skinner's book *Verbal Behavior*, Chomsky's review, and naming.

Level: Introductory

Pre-registration: \$165 (member); \$190 (nonmember)

On-site: \$190 (member); \$230 (nonmember)

#1 Special Event

8:00 am–10:00 am

W190b (McCormick Place Convention Center)

Health, Sports, and Fitness Special Interest Group Fun Run

Chair: Annabelle Winters (Garden Center Services, Inc.)

Please join us for our annual fun run! This year's run will be just over 4 miles and loop around Northerly Island. Please meet us in the meeting room, dressed in your running gear. Please be prompt as we'll depart as a group from there. Please stick around for post-run photo ops! No pre-registration is required.

Workshop #49

CE: PSY/BACB

4:00 pm–7:00 pm

W187ab (Convention Center)

VRB

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

Improving Acquisition of Intraverbal Language

Skills: The Role of Verbal Conditional Discriminations

BARBARA E. ESCH (Esch Behavior Consultants, Inc.)

Audience: BACB certificants, licensed psychologists, speech pathologists, behavior analysts, teachers, clinical directors, program managers, or others responsible for creating and managing language acquisition programs.

Level: Intermediate

Pre-registration: \$153 (member); \$178 (nonmember)

On-site: \$178 (member); \$218 (nonmember)

**GIVING CHILDREN WITH AUTISM A
BRIGHTER FUTURE**



For more than 30 years, Trumpet Behavioral Health has been helping to maximize the potential of children, adolescents, and adults with autism and other developmental delays. Under the clinical leadership of Linda A. LeBlanc, Ph.D., BCBA-D, we offer an Ethics Network, Journal Club with free CEUs, Literature Request Portal, Research Lab, Research Review Committee and more. We believe in always putting our clients and families first, doing what's right, striving to improve every day, working as a team and having fun!

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TRUMPET
BEHAVIORAL HEALTH

Saturday, May 24

Day Schedule

Workshops

International Reception

Opening Events/SABA Awards

Sessions

Business Meetings

ABAI Expo







McCormick Place Convention Center; Saturday, May 24

[illegible]

McCormick Place Convention Center; Saturday, May 24

3 pm		4 pm		5 pm		6 pm		7 pm		8 pm		9 pm		10 pm		11 pm		Room	Level 4	Level 3	Level 1
:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30				
SQAB Plenary								SQAB Plenary										W470ab			
SQAB Posters								SQAB Posters										W471a			
								#110 Board Coordinators Mtg.										W474a			
				Poster Session 1#93-#100						ABAI Expo#115-120								W375a-d			
#63 SCI Lewis †		#90 TBA Loh †																W375e			
								#102 Univ. W. Florida										W175a			
#77 TPC Ch. O'Donnell †																		W175b			
#72 EAB Ch. Call								#103 Feeding Disorders SIG										W175c			
#73 EAB Ch. Hoane								#104 Neuroscience SIG										W176a			
#71 EAB Ch. Reeve †																		W176b			
#59 EAB Ch. Daar †		#86 EAB Ch. Jacobs																W176c			
Speaker Ready Room																		W177			
#60 EAB Staddon		#85 EAB Kuisekova																W178a			
#54 OBM Ch. Zapala		#81 OBM Ch. Caldes †																W179a			
#55 OBM Ch. Dolezal		#79 OBM Ch. Cullinan †						#102a BAT SIG										W179b			
#70 DEV Ch. Mayville †																		W180			
								#114 Ethics SIG										W181a			
								#93 Direct Instr. SIG										W181b			
								#112 Spanish SIG										W181c			
#51 AAB Ch. Bright		#78 AAB Ch. Protopopova						#106 ABA India										W182			
																		W183a			
#67 AUT Ch. Potter †								#101 Autism SIG										W183b			
#66 AUT Ch. Betz †																		W183c			
#53 AUT Ch. Cox †		#79 AUT Ch. Cronin						#113 Hawaii ABA										W184a			
#65 AUT Ch. St. Clair †								#109 KY ABA										W184b			
#52 AUT Ch. Frieswyk †		#80 AUT Ch. Gutierrez †						#107 NY ABA										W184c			
#76 PRA Ch. Dingus †								#108 WisABA										W184d			
#69 DDA Ch. Shamlian †																		W185a			
#49 VRB Ch. Petursdottir †		#92 VRB Ch. Kodak †																W185bc			
#50 Ch. Cesari		#91 VRB Ch. Smith																W185d			
#57 DDA Ch. Cannella-Malone †		#63 DDA Ch. Chan †																W186			
#56 DDA Ch. Irov †		#84 DDA Ch. McAdam †																W187ab			
#58 DDA Ch. Hustyl																		W187c			
#62 OBM Ch. Hourmanfar ††																		W190a			
#68 CSE Ch. Smith																		W190b			
Speaker Ready Room																		W191			
#61 OBM Ch. Carter		#89 OBM Ch. Mawhinney																W192a			
		#88 OBM Ch. Matthews †																W192b			
#64 TBA Ch. Hoch †																		W192c			
																		W193a			
																		W193b			
#75 EDC Ch. Austin †																		W194a			
#74 EDC Ch. Geller †																		W194b			
		#87 EDC Ch. Mullican																W195			
																		W196a			
																		W196b			
																		W196c			

LEGEND

-  = Special and Invited Events
-  = B. F. Skinner Lecture Series
-  = ABAI Services
-  = Stdnt Comm.
- * = Leadership Seminar
- † = Continuing education credit available for behavior analysts
- ‡ = Continuing education credit available for psychologists
- Ch. = Chairperson

Hyatt Regency McCormick Place; Saturday, May 24

	Room	6 am		7 am		8 am		9 am		10 am		11 am		12 pm		1 pm		2 pm	
		:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30
Third Floor	Ontario																		
	Erie																		
	Huron																		
	Michigan																		
	Superior																		
Second Floor	Hyatt Regency Ballroom A																		
	Hyatt Regency Ballroom B																		
	Hyatt Regency Ballroom A-B							#6 International Reception											
	Hyatt Regency Ballroom C																		
	Hyatt Regency Ballroom D																		
	Hyatt Regency Ballroom C-D					#4 Chapter Training													
	Hyatt Regency Ballroom E							#5 SIG Training											
Second Floor Conference Center	Adler A-C																		
	Burnham A-C																		
	Clark A-C																		
	DuSable A-C																		
	Field A-C																		
First Floor Conference Center	Grant Park A-B																		
	Grant Park C-D																		
	Hyde Park A																		
	Hyde Park B																		
	Jackson Park A																		
	Jackson Park B																		
	Jackson Park C																		
	Jackson Park D																		

LEGEND



= Special and Invited Events

Workshop #50 CE: PSY/BACB
 8:00 am–11:00 am
 W176a (Convention Center)
 AUT
 CE Instructor: Ennio C. Cipani, Ph.D.

The Cipani Get Me Game for Children With ASD: Developing a Parental Repertoire

ENNIO C. CIPANI (National University) and
 ALESSANDRA LYNN CIPANI (University of
 California, Riverside)

Audience: BCBAs and licensed psychologists who are involved with in-home programs who also conduct parent training. This training is ideally suited for the attendee wanting to develop behavioral skills in a child's parent, starting with a structured training format for building instructional responsiveness to their directives.

Level: Intermediate

Pre-registration: \$150 (member); \$175 (nonmember)
On-site: \$175 (member); \$215 (nonmember)

Workshop #51 CE: PSY/BACB
 8:00 am–11:00 am
 W185bc (Convention Center)
 AUT
 CE Instructor: Mary Lynch Barbera, Ph.D.

No More Diapers: Using a Behavioral Approach for Toilet Training Success!

MARY LYNCH BARBERA (Barbera Behavior Consulting)

Audience: The primary audience for this workshop is BCBAs, licensed psychologists, and educators. Direct therapists, students, parents, and anyone involved or interested in toilet training are also welcome.

Level: Introductory

Pre-registration: \$160 (member); \$185 (nonmember)
On-site: \$185 (member); \$225 (nonmember)

Workshop #52 CE: PSY/BACB
 8:00 am–11:00 am
 W176c (Convention Center)
 AUT
 CE Instructor: Jacquelyn M. MacDonald, MS

Building General Repertoires for Children With Autism: Instruction That Adds Value

JACQUELYN M. MACDONALD, KELLY L. MCCONNELL, RENEE C. MANSFIELD, and CHATA A. DICKSON (New England Center for Children)

Audience: The target audience is teachers, practitioners of applied behavior analysis, licensed

psychologists, and BCBAs (especially those in the first 5 years of their practice).

Level: Introductory

Pre-registration: \$159 (member); \$184 (nonmember)
On-site: \$184 (member); \$224 (nonmember)

Workshop #53 CE: PSY/BACB
 8:00 am–11:00 am
 W181b (Convention Center)
 AUT
 CE Instructor: Elizabeth Martineau, Ed.S.

Designing an Adult Program to Provide a Meaningful Adulthood for Individuals More Impaired by Autism

ELIZABETH MARTINEAU, HEATHER M. BAIROS, STEPHANIE DANIELS, TOM PETRINI, and JESSICA TILLEY (Nashoba Learning Group)

Audience: This workshop is designed for BCBA-level clinical directors, as well as program administrators and licensed psychologists. Presenters will assume that participants are familiar with a variety of ABA techniques and with individualized curriculum design and behavior plan development. Participants should have a strong interest in developing adult programs that provide participants with meaningful work, community, and life skills development activities.

Level: Intermediate

Pre-registration: \$175 (member); \$200 (nonmember)
On-site: \$200 (member); \$240 (nonmember)

Workshop #54 CE: BACB
 8:00 am–11:00 am
 W184c (Convention Center)
 AUT
 CE Instructor: Thomas L. Zane, Ph.D.

Use of Technology and Tablet-Based Data Collection in Community-Based Instruction for Individuals With Autism

GLORIA M. SATRIALE (Preparing Adolescents and Adults for Life), AVI GLICKMAN (Mission for Educating Citizens With Autism), and THOMAS L. ZANE (Institute for Behavioral Studies, Endicott College)

Audience: This workshop is appropriate for BACB certificants, behavior analysts, special education teachers, administrators, program developers, and parents who develop and implement instructional programs to teach academic, social, vocational, and ADL skills. In addition, the target audience includes all teachers, professionals, and parents who take data on learning and behavioral targets.

Level: Introductory

Pre-registration: \$175 (member); \$200 (nonmember)
On-site: \$200 (member); \$240 (nonmember)

Workshop #55 CE: PSY/BACB

8:00 am–11:00 am

W179a (Convention Center)

AUT

CE Instructor: Jennifer Yakos, MA

Practical Strategies for Teaching Higher Order Social Skills to Individuals With Autism Spectrum Disorder

CECILIA KNIGHT and JENNIFER YAKOS (Institute for Behavioral Training)

Audience: This workshop is appropriate for BACB certificants and licensed psychologists, behavior analysts, clinicians, teachers, and therapists interested in teaching advanced social skills and social language skills to individuals with autism spectrum disorder. Parents and graduate students may also benefit.

Level: Intermediate

Pre-registration: \$150 (member); \$175 (nonmember)

On-site: \$175 (member); \$215 (nonmember)

Workshop #56 CE: PSY/BACB

8:00 am–11:00 am

W183c (Convention Center)

AUT

CE Instructor: Adel C. Najdowski, Ph.D.

Teaching Perspective Taking to Individuals With Autism: Research and Practical Strategies

ADEL C. NAJDOWSKI and ANGELA M. PERSICKE (Center for Autism and Related Disorders)

Audience: This workshop is appropriate for clinicians interested in delivering intervention for perspective taking to children and adolescents with autism, including BACB certificants and licensed psychologists. Schoolteachers and administrators, parents, researchers, professors, and graduate students would also benefit.

Level: Introductory

Pre-registration: \$150 (member); \$175 (nonmember)

On-site: \$175 (member); \$215 (nonmember)

Workshop #57 CE: PSY/BACB

8:00 am–11:00 am

W183b (Convention Center)

AUT

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

Improving Classroom Behavior Support Practices Through Applied Behavior Analysis for Students With Autism Spectrum Disorder

ROBERT F. PUTNAM and MEGAN R. JOY (May Institute)

Audience: BACB certificants and licensed psychologists, as well as behavior analysts who provide training and consultation to schoolteachers or paraprofessionals.

Level: Intermediate

Pre-registration: \$150 (member); \$175 (nonmember)

On-site: \$175 (member); \$215 (nonmember)

Workshop #58 CE: PSY/BACB

8:00 am–11:00 am

W184a (Convention Center)

AUT

CE Instructor: Laura Kenneally, Ed.D.

Why Typical Peers Matter: Evidence-Based Practices

LAURA KENNEALLY (Advance Inc.)

Audience: BCBA's, special education teachers, licensed psychologists.

Level: Intermediate

Pre-registration: \$160 (member); \$185 (nonmember)

On-site: \$185 (member); \$225 (nonmember)

Workshop #59 CE: PSY/BACB

8:00 am–11:00 am

W185d (Convention Center)

AUT

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

The Science of Effective Learning Environments: The Importance of Stimulus Control for Students With Autism

KATHLEEN MCCABE-ODRI, JENNIFER CORNELLY, LAUREN DEGRAZIA, NICOLE M. RZEMYK, and NICOLE PEASE (Partners in Learning, Inc.)

Audience: BACB certificants, licensed psychologists, behavior consultants, classroom teachers, and child study team case managers.

Level: Intermediate

Pre-registration: \$160 (member); \$185 (nonmember)

On-site: \$185 (member); \$225 (nonmember)

Workshop #60 CE: PSY/BACB

8:00 am–11:00 am

W175b (Convention Center)

CBM

CE Instructor: Victoria Stout Kubal, MS

Behavioral Relaxation: Training and Scale

VICTORIA STOUT KUBAL (California Consulting and Research Institute) and VANESSA STOUT HUAMAN (360 Core Studio)

Audience: The target audience includes licensed psychologists and practitioners certified by the Behavior Analyst Certification Board at the doctoral (BCBA-D), master's (BCBA), or bachelor's (BCaBA) degree levels and 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: \$150 (member); \$175 (nonmember)
On-site: \$175 (member); \$215 (nonmember)
 Workshop #61 CE: PSY/BACB

8:00 am–11:00 am
 W179b (Convention Center)
 CBM
 CE Instructor: Jeannie A. Golden, Ph.D.

Treating Children With Behavioral and Emotional Disorders: Integrating Emotional and Moral Behaviors to Promote Generalization
 JEANNIE A. GOLDEN (East Carolina University)

Audience: Participants may include BACB certificants, licensed psychologists, counselors, health care providers, social workers, and/or teachers who serve children with developmental disabilities, or typically developing children who have emotional difficulties and/or have been given psychiatric diagnoses.

Level: Intermediate
Pre-registration: \$150 (member); \$175 (nonmember)
On-site: \$175 (member); \$215 (nonmember)
 Workshop #62 CE: PSY/BACB

8:00 am–11:00 am
 W184d (Convention Center)
 CBM
 CE Instructor: Jane E. Fisher, Ph.D.

A Contextual Model for Promoting Quality of Life in Elderly Persons With Dementia
 JANE E. FISHER, CYNDY SOTO, ALEXANDROS MARAGAKIS, OLGA CIRLUGEA, and SUSAN LONGCHAMP (University of Nevada, Reno)

Audience: This workshop will appeal to a broad audience. Attendance will be appropriate for BACB certificants, licensed psychologists, and others who wish to gain exposure to the application of behavioral principles to the care of elderly persons with dementia.

Level: Introductory
Pre-registration: \$155 (member); \$180 (nonmember)
On-site: \$180 (member); \$220 (nonmember)

Workshop #63 CE: PSY/BACB
 8:00 am–11:00 am
 W175a (Convention Center)
 CSE
 CE Instructor: Rebecca Thompson, Ph.D.

Responding to Ethical Dilemmas in Everyday Practice
 REBECCA THOMPSON and MARY HOPTON-SMITH (Wisconsin Early Autism Project, Inc.)

Audience: Licensed psychologists, BCBAs, BCaBAs, BCBA candidates, and ABA clinicians.

Level: Intermediate
Pre-registration: \$150 (member); \$175 (nonmember)
On-site: \$175 (member); \$215 (nonmember)

Workshop #64 CE: PSY/BACB
 8:00 am–11:00 am
 W175c (Convention Center)
 CSE
 CE Instructor: Robert K. Ross, Ed.D.

A Novel Approach to Parent Training: Establishing Critical Discrimination and Responding Repertoires
 STEVEN RIVERS, ROBERT K. ROSS, and DENA SHADE-MONUTEAUX (Beacon ABA Services)

Audience: Practicing behavior analysts (including BACB certificants and licensed psychologists) who provide home-based services and struggle with changing the behavior of parents with respect to behavioral interventions and implementation of teaching procedures.

Level: Intermediate
Pre-registration: \$150 (member); \$175 (nonmember)
On-site: \$175 (member); \$215 (nonmember)
 Workshop #65 CE: PSY/BACB

8:00 am–11:00 am
 W185a (Convention Center)
 DDA
 CE Instructor: Patrick E. McGreevy, Ph.D.

Using Essential for Living: A Functional Skills Curriculum With the Essential Eight Skills and the Speaker Initiative
 PATRICK E. MCGREEVY and TROY FRY (Patrick McGreevy, Ph.D., P.A. and Associates)

Audience: The target audience is behavior analysts, including BACB certificants; psychologists, teachers; residential coordinators; and speech-language pathologists.

Level: Introductory
Pre-registration: \$165 (member); \$190 (nonmember)
On-site: \$190 (member); \$230 (nonmember)

Workshop #66	CE: PSY/BACB	Workshop #68	CE: PSY/BACB
8:00 am–11:00 am W176b (Convention Center) OBM CE Instructor: Steven Celmer, MA		8:00 am–11:00 am W181a (Convention Center) PRA CE Instructor: Steven J. Ward, MA	
Just Do What I Said! Using Performance Engineering to Improve Consultative Practice STEVEN CELMER (Virginia Commonwealth University) and BLAKE GRIDER (Quality Behavior Solutions, Inc.)		Teaching Good Learner Repertoires STEVEN J. WARD and TERESA A. GRIMES (Whole Child Consulting LLC)	
Audience: This workshop will be of interest to individuals working in consultative roles in the fields of education and developmental disabilities, including BACB certificants and licensed psychologists. The workshop's primary focus is the professional whose role is to consult with others but who, due to this consultative position, has less control over organizational outcomes because of a lack of direct influence over clients. Examples and discussion will primarily revolve around consultation in educational settings.		Audience: This workshop is intended for experienced BCBAs, BCaBAs, licensed psychologists, and teachers/specialists with a background in behavioral teaching techniques.	
Level: Intermediate		Level: Intermediate	
Pre-registration: \$155 (member); \$180 (nonmember)		Pre-registration: \$150 (member); \$175 (nonmember)	
On-site: \$180 (member); \$220 (nonmember)		On-site: \$175 (member); \$215 (nonmember)	
Workshop #67	CE: PSY/BACB	Workshop #69	CE: PSY/BACB
8:00 am–11:00 am W182 (Convention Center) PRA CE Instructor: R. Wayne Fuqua, Ph.D.		8:00 am–11:00 am W181c (Convention Center) PRA CE Instructor: Ryan Lee O'Donnell, MS	
Acting Out: Learning BACB Ethics Through Interactive Teams JON S. BAILEY (Florida State University) and R. WAYNE FUQUA (Western Michigan University)		Self-Management for a Better Tomorrow MARK MALADY and RYAN LEE O'DONNELL (Brohavior), SCOTT A. MILLER (University of Nebraska Medical Center), ANITA LI (Florida Institute of Technology), MARC D'ANTIN (Brohavior), NICHOLE L DAVIS (Lodestone Academy), MICHAEL FANTETTI (Western New England University), and ALISON SZARKO (University of Nevada, Reno)	
Audience: This workshop is designed primarily for practitioners who have BACB credentials and wish to (1) hone their skills to tactfully and effectively resolve ethical challenges and (2) acquire CEUs in the ethics domain as required for BACB recertification. Others, including licensed psychologists, who are interested in acquiring competence in applying BACB ethical guidelines to real-world challenges and resolving ethical challenges in practice and research are also encouraged to attend.		Audience: This workshop is suitable for practitioners (human service professionals, BACB certificants, licensed psychologists, and others) and students of behavior analysis.	
Level: Intermediate		Level: Introductory	
Pre-registration: \$190 (member); \$215 (nonmember)		Pre-registration: \$150 (member); \$175 (nonmember)	
On-site: \$215 (member); \$255 (nonmember)		On-site: \$175 (member); \$215 (nonmember)	
		Workshop #70	CE: PSY/BACB
		8:00 am–11:00 am W187ab (Convention Center) PRA CE Instructor: Lisa N. Britton, Ph.D.	
		BACB Experience Supervision: Preparing the Next Generation of Behavior Analysts LISA N. BRITTON, AMY CRYE, THELMISHA VINCENT, and KATE MATEO ASIS (Spectrum Center)	
		Audience: The target audience for this workshop includes BCBA and BCBA-D practitioners who are providing BACB experience supervision to others preparing for careers in behavior analysis.	
		Level: Intermediate	
		Pre-registration: \$150 (member); \$175 (nonmember)	
		On-site: \$175 (member); \$215 (nonmember)	

Workshop #71

CE: PSY/BACB

8:00 am–11:00 am

W187c (Convention Center)

PRA

CE Instructor: Kent Corso, Psy.D.

Cultural Competence in Delivering ABA to Military Service Members, Veterans, and Their Families
KENT CORSO (NCR Behavioral Health, LLC)**Audience:** Behavior analysts (master's and doctoral level), assistant behavior analysts, and licensed psychologists who work within the TRICARE ECHO Autism Demonstration Program; anyone wishing to pursue work with this population; and those who desire ethics continuing education credits.**Level:** Intermediate**Pre-registration:** \$170 (member); \$195 (nonmember)**On-site:** \$195 (member); \$235 (nonmember)**Workshop #72**

CE: PSY/BACB

8:00 am–11:00 am

W184b (Convention Center)

VRB

CE Instructor: Gladys Williams, Ph.D.

On Becoming Fully Verbal

GLADYS WILLIAMS (Centro de Investigacion y Ensenanza del Lenguaje) and STEPHEN JOHN WUENSCH (David Gregory School)

Audience: This workshop is appropriate for BACB certificants, licensed psychologists, behavior analysts, teachers, consultants, ABA therapists, administrators, speech-language pathologists, and school personnel.**Level:** Intermediate**Pre-registration:** \$155 (member); \$180 (nonmember)**On-site:** \$180 (member); \$220 (nonmember)**Saturday, May 24***Florida Institute of Technology*
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#3 Special Event

6:00 am–9:00 am

W190b (McCormick Place Convention Center)

Health, Sports, and Fitness Special Interest Group Soldier Field 10-mile Run

Chair: Annabelle Winters (Garden Center Services, Inc.)

Please join participating SIG members for the 11th running of the Fleet Feet Sports Soldier Field 10 Mile, which includes a memorable finish on the 50-yard line of Soldier Field! Event details and registration can be found at www.soldierfield10.com. (Please note that this run is not organized by the HSF SIG. Registration and compliance with all event policies and procedures is required.) Please join us in the meeting room at 6:00 am, dressed in your running gear. The HSF SIG is happy to pick up registration packets and bibs for those traveling from outside Chicago. If you would like us to do this for you, please forward the bib number confirmation email to hsf.abai@gmail.com. In the text of your forwarded email, be sure to state that you are providing authorization for Annabelle Winters to pick-up your packet. Please be prompt as we will depart as a group from the meeting room and walk the 0.5 mile from McCormick Place to Soldier Field.

#4 Special Event

8:00 am–11:00 am

Regency Ballroom C-D (Hyatt Regency McCormick Place)

Closed Meeting: Affiliated Chapters Leadership Training

Chair: Gordon Bourland (Trinity Behavioral Associates)

ABAI's 2014 chapter leadership training will include a panel discussing ways chapters can influence public policy. Lorri Unumb, Esq., vice president for State Government Affairs for Autism Speaks; Dr. Jim Carr, CEO of the Behavior Analyst Certification Board; and Dr. Eitan Eldar of Israel ABA will be panelists; other participants may be added. Breakout sessions for moderated discussion are also planned. Attendance is by invitation only.

#5 Special Event

9:00 am–11:00 am

Regency Ballroom E (Hyatt Regency McCormick Place)

Closed Meeting: Special Interest Group Leadership Training

Chair: Kurt Salzinger (Hofstra University)

ABAI is pleased to offer a Leadership Training Session for officers of ABAI Special Interest Groups (SIGs) for the purpose of providing strategies for guiding the growth of SIGs and providing services to members and constituents. This training is for SIG leaders only. Although the SIG training is free for up to three officers per SIG, registration is required. This event is closed; attendance is by invitation only.

The ABAI Special Interest Group Board: A New Resource for Special Interest Groups

Christy Alligood (Disney's Animal Kingdom)

This year, the ABAI Executive Council unanimously approved a proposal to establish a board specifically charged with furthering ABAI's mission as it pertains to special interest groups (SIGs). The SIG Board will engage in activities to provide resources to SIGs with the ultimate goal of strategically promoting the diversity of interests within the field of behavior analysis. Board coordinator, Christy Alligood, will share the specific goals and current initiatives of the SIG Board, and lead a discussion with SIG leaders to gather input on board activities and the needs of SIGs.

The Role of the ABAI Program Committee

Mark Mattaini (Jane Addams College of Social Work, University of Illinois at Chicago)

Both new and seasoned SIG leaders often have questions about the role of the ABAI Program Committee and its relationship to SIGs. Mark Mattaini, senior co-chair of the ABAI Program Committee and chair of the Behaviorists for Social Responsibility SIG, will share the functions and processes of the Program Committee, current connections between the Program Committee and SIGs, and plans for promoting increased coordination going forward.

#6 Special Event

9:30 am–11:00 am

Regency Ballroom A-B (Hyatt Regency McCormick Place)

International Reception

Chair: Martha Hübner (Universidade de São Paulo)

The International Reception is scheduled to welcome international members and review the international development of behavior analysis being conducted at ABAI. All members are welcome.

#7 Special Event

10:00 am–10:50 am

W190b (McCormick Place Convention Center)

Parents, Professionals and Students: Welcome to the ABAI Convention

Chair and presenter: Kerry Ann Conde (Trumpet Behavioral Health)

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. We will provide an overview of ABAI and its convention and highlight the types of events that parents, professionals and students will encounter.

#8 Special Event

11:30 am–12:50 pm

W375e (McCormick Place Convention Center)

OTH

Society for the Advancement of Behavior Analysis Awards

Chair: Kurt Salzinger (Hofstra University)

Award for Distinguished Service to Behavior Analysis: J. Carl Hughes (Bangor University), “On Some Ways to Have a Behavior Analyst or Two”



Dr. J. Carl Hughes, BCBA-D, is senior lecturer and consultant behavior analyst at the School of Psychology, Bangor University, Wales, and director of the MSc in Applied Behavior Analysis and the Wales Centre for Behaviour Change. He is also the deputy head for teaching and learning of the College for Health and Behavioural Science. He studied for his BSc in psychology in 1993 and obtained his Ph.D. in behavior analysis and verbal behavior in 2000, following which he took a fellowship at the School of Psychology teaching behavior analysis to psychology students. In 2003, he and colleagues started the first BCBA approved MSc in applied behavior analysis program in Europe. The program now enrolls more than 60 master's degree students each year. In 1998, Dr. Hughes took over the organization of the Experimental Analysis of Behaviour Group, UK and Europe, the longest-standing organization devoted to behavior analysis in Europe. Dr. Hughes is a founder and active member of the European Association for Behaviour Analysis, an organization that aims to promote dissemination and training in behavior analysis across Europe. Dr. Hughes was also on the inaugural board of the newly founded UK Society for Behaviour Analysis, the first membership-based body aimed at promoting behavior analysis in the UK. Dr. Hughes has more than 30 peer-reviewed publications in several journals, including the *Journal of the Experimental Analysis of Behavior*, *European Journal of Behavior Analysis*, *American Journal on Intellectual and Developmental Disabilities*, *Behavior Modification*, and *Journal of Clinical Child and Adolescent Psychology*. Dr. Hughes is an elected advisor for the Cambridge Centre for Behavioral Studies. Dr. Hughes has a number of research interests, including effective teaching methods, behavioral measurement, early behavioral intervention programs, reading instruction, and verbal behavior.

Abstract: On behalf of those working to develop behavior analysis throughout Europe, it is Dr. Hughes's great honor to accept this award. He said he has been lucky enough to work with a host of talented and motivated colleagues from all over the globe who have shared the common goal and value of promoting behavior analysis. In the United Kingdom, they focused on developing training programs that will build a critical mass of competent behavior analysts who are able to contribute across a number of areas to help improve lives. In 2003, Dr. Hughes and Dr. Steve Noone started the first BCBA accredited course in ABA in Europe at Bangor University. The course currently enrolls about 60 students a year, and now 18 similar courses across Europe are training the next generation of behavior analysts. The BACB was an important catalyst to this growth, and Dr. Jerry Shook in particular was instrumental in supporting the efforts in Europe. In this talk, Dr. Hughes describe the conditions that helped bring this about, some of the lessons they learned, and thank some of the people who helped make this happen. Behavior change has become the buzzword for politicians, policymakers, and nonbehavioral psychologists. Recently, Dr. Hughes received almost \$3 million (U.S.) in funding from the Welsh European Funding Office to develop the Wales Centre for Behaviour Change. The center will bring together designers, sustainability expertise, neuroscientists, behavioral economists, and crucially, behavior analysts. This represents an exciting area for behavior analysis. However, behavior analysts remain in the minority, and there is much still to do. If we are to continue to grow we must work together, clarify and communicate our values and mission, be nice (especially to those who do not share our perspective), and think bigger in terms of where behavior analysis can have influence.

Award for International Dissemination of Behavior Analysis: Barry S. Parsonson and JaneMary Castelfranc-Allen Rawls (Applied Psychology International), "Effecting Social Change in Georgia by Applying Behavior Analysis"



Barry Parsonson received his master's degree and post-graduate diploma from the University of Canterbury, New Zealand. Following this, he gained an assistant professorship at Waikato University in New Zealand and established an ABA-focused clinical program in 1973. Donald Baer supervised his Ph.D. in 1977 at Kansas. Later, they co-authored several book chapters on analyzing graphed data. Dr. Parsonson served as department chair and faculty dean at Waikato University and is a past president of the New Zealand Psychological Society.



JaneMary Castelfranc-Allen Rawls completed her master's degree and post-graduate diploma in clinical psychology at Waikato University and her Ph.D. in 1991 at Kansas, supervised by Donald Baer. She is a clinical practitioner, researcher, and court assessor with emphasis on interviewing, trauma, and child protection. Dr. Castelfranc-Allen and Dr. Barry S. Parsonson established the Children of Georgia NGO after teaching ABA theory and practice in the former Soviet Georgia in 1997-99, and discovering abandoned and disabled children in terrible institutional conditions. A SABA International Development Grant in 2000 funded advanced ABA training and a manual introducing ABA. A revised edition

has been translated as an introductory university text. For more than 15 years, Dr. Parsonson and Dr. Castelfranc-Allen have taught and promoted ABA in Georgia and now proudly see ABA practitioners there who are completing BCBA qualifications

Abstract: Georgia was a Soviet Republic from 1924 to 1991, the birthplace of Joseph Stalin and of Eduard Shevardnadze. The Soviet Union's collapse threw Georgia into civil war and, eventually, a break from Russian influence. Introducing applied behavior analysis in Georgia in 1997 resulted from an invitation to teach "modern Western" clinical psychology at Tbilisi State University. Our clinical training was behavioral, and our Kansas Ph.D.'s supervised by Donald Baer, with influence from Risley, Wolf, Sherman, Sheldon, Spradlin, and Morris, prepared us to apply behavior analysis in its widest sense to systems, organizations, programs, training, and individuals. Teaching ABA Practicum led us to institutions where children languished without proper care, food, or education. We saw a need, we had the knowledge and skills, and we had to challenge and change the system at government, university, and

grass-roots levels. Courageous Georgian colleagues and cooperation of other organizations helped overcome hurdles. The closure of institutions, the emergence of inclusive education, the training of foster parents, caregivers, and teachers, and the support of families with children with special needs all required ABA skills, which we provided. The future is in the hands of a new generation of Georgian psychologists keen to apply behavior analysis widely and effectively.

Enduring Programmatic Contributions to Behavior Analysis: George E. Bigelow, Ph.D. (Johns Hopkins University School of Medicine), “Integration of Behavioral and Pharmacological Methods in the Study and Treatment of Substance Use”



George E. Bigelow, Ph.D., is a professor of behavioral biology at the Johns Hopkins University School of Medicine in Baltimore, where he is director of the Behavioral Pharmacology Research Unit (BPRU) and director of its postdoctoral research training program on the human behavioral pharmacology of substance abuse. His graduate and postdoctoral training was in experimental psychology and psychopharmacology at the University of Minnesota. Dr. Bigelow's research has focused on the determinants and consequences of human drug self-administration, and on the use of behavior analysis methods in the study and treatment of substance abuse.

His research has included many self-administered and abused substances—alcohol, tobacco, heroin, cocaine, and others—and has included controlled human laboratory research demonstrating drugs functioning as reinforcers and the controllability of drug self-administration by its consequences, as well as outpatient clinical trials of incentive-based behavior therapies both alone and when integrated with pharmacotherapies. He, Roland Griffiths and Maxine Stitzer have worked together for nearly four decades in leading the Hopkins/BPRU research and training program, in applying behavior analysis principles and methods to the study and treatment of substance use, and in training the next generations of clinical research scientists in this area.

Abstract: For more than 35 years, BPRU at the Johns Hopkins University School of Medicine has been a leading clinical research and research training program applying behavior analysis methods to the study and treatment of substance use. BPRU research has used the perspective and methodology of behavior analysis to study substance use and abuse as operant behavior that is influenced and/or controlled by its context and consequences. Human laboratory studies have examined the discriminative and reinforcing effects of drugs, examining influences on drug self-administration, choice behavior, and other indices of drug abuse liability. Outpatient therapeutic trials have integrated incentive-based behavior therapies with pharmacotherapies to assess their individual and interactive contributions to outcome. The most enduring contribution of BPRU is its National Institutes of Health-supported postdoctoral research-training program. With more than 100 graduates, the program has provided a research training and scientific productivity foundation for generations of scientists in the substance use and human behavioral pharmacology fields.

#9 B. F. Skinner Lecture Series

1:00 pm–1:50 pm

W180 (McCormick Place Convention Center)

AAB; Service Delivery

PSY/BACB CE Offered. CE Instructor: Steve Martin, None

What's The Motivation?

Chair: Susan G. Friedman (Utah State University)

STEVE MARTIN (Natural Encounters, Inc.)



Steve Martin has been a master falconer for more than 45 years, a parrot trainer for 50 years, and began his professional animal-training career when he set up the first-of-its-kind, free-flight, educational bird show at the San Diego Wild Animal Park in 1976. Since then, he has produced or consulted on educational bird shows at more than 80 facilities in 15 countries. In 1984, Mr. Martin began teaching the science of behavior change to animal keepers at zoos and aquariums to enhance the husbandry, medical care, and enrichment of exhibit animals. He has now served as an animal behavior consultant for more than 50 zoological

facilities in more than 20 countries. He also has served as a core team member of the California Condor Recovery Team. Currently, he currently an instructor at the Association of Zoos and Aquariums' Animal Training School; an instructor at the Elephant Training and Management School in Hamburg, Germany; a trustee with the World Parrot Trust; and president of Natural Encounters, Inc. (NEI), a company of more than 30 professional animal trainers. He earned his certification as a professional bird trainer and continues to teach workshops for professional animal trainers at the NEI training facility in Florida.

Abstract: In this presentation, the construct of motivation will be explored. A motivated animal is operationalized as one who engages in the training dialogue with quick response to discriminative stimuli. Historically, force and coercion were the tools used to motivate animals in zoological settings. Fortunately, those methods are being replaced with more positive approaches. But, even with the current groundswell of positive reinforcement training in zoos, much mythology and poor training practices surround the need to motivate animals. These include putting the blame on the animal, misrepresenting scientific principles, as well as lowering animals' weights to unacceptable levels. Mr. Martin's experience has shaped a training technology, based on antecedent arrangement and positive reinforcement that allows him to successfully work with highly empowered animals. This success depends on approaches such as sensitive reading of body language, high rates of reinforcement, and clear communication of criteria. With these approaches, welfare is increased as animals learn to use their behavior more effectively.

#10 B. F. Skinner Lecture Series

1:00 pm–1:50 pm

W375e (McCormick Place Convention Center)

AUT; Service Delivery

PSY/BACB CE Offered. CE Instructor: Jennifer N. Fritz, Ph.D.

Pushing the Envelope: Just How Early Can We Identify Anomalous Development in ASD?

Chair: Jennifer N. Fritz (University of Houston-Clear Lake)

PAULINE A. FILIPEK (University of Texas Health Science Center)



Dr. Pauline A. Filipek is a professor of pediatrics in the Children's Learning Institute (CLI) and Division of Child and Adolescent Neurology at the University of Texas Health Sciences Center in Houston. She received her BS and MD from Georgetown University and she completed a pediatric residency (including chief residency) at the University of Massachusetts Medical Center in Worcester and a child neurology fellowship and MRI-based Morphometry Fellowship at Massachusetts General Hospital/Harvard Medical School. She was recruited to the Children's Learning Institute because of her expertise in clinical and research aspects of children with autistic spectrum disorders and is the director of

the CLI's Autism Center. Although her clinical practice is open to children of all ages with autistic spectrum disorders, her specific clinical and research interests surround the earliest identification of warning signs for autism and related disorders in very young infants, even before the first birthday. Dr. Filipek also is the ambassador for Texas to the Center for Disease Control and Prevention's "Learn the Signs, Act Early" initiative and recently received the Texas Early Childhood Comprehensive Systems and the Texas Autism State Planning grants, both from Health Resources and Services Administration.

Abstract: The earliest identification of atypical development among very young infants at risk for a later diagnosis of an autistic spectrum disorder (ASD) is important to facilitate the earliest possible intervention. Existing literature generally presents that anomalous development is not identifiable until the end of the first year of life. However, this is discordant with clinical anecdotes supporting the premise that, in at least some infants, consistent anomalous behaviors may be identified very early, as early as at ages 3–6 months or even before, that may reliably predict an eventual determination of ASD. Dr. Filipek will first present the course of typical development in the first year of life through video segments to focus on the development of social communication as the hallmark target of atypical development. The existing literature pertaining to findings of anomalous development in the first year of life will be briefly reviewed, with specific attention to study designs focusing on infants who are or are not "at risk" versus infants who eventually are or are not diagnosed with ASD. The newest findings will be presented to document the existence of anomalous development as early as at 3 months of age.

#11 Symposium

1:00 pm–1:50 pm

W187ab (McCormick Place Convention Center)

DDA/AUT; Applied Research

Evaluating Behavioral Interventions for Children and Their Caregivers: A Focus on Treatment Integrity

Chair: Caitlin Shea Peplinski (University of Wisconsin-Milwaukee)

Further Evaluation of the High-Probability Instruction Sequence With and Without Programmed Reinforcement

David A. Wilder, LINA M. MAJDALANY, Latasha Sturkie, and Lindsay Smeltz (Florida Institute of Technology)

Use of Feedback to Improve Treatment Integrity Globally and in Individual Components of Discrete-Trial Instruction

JAMES E. COOK, Claire C. St. Peter, Lashanna Brunson, Shrinidhi Subramaniam, and Nicholas Larson (West Virginia University)

Parent Training to Implement Three-Step Prompting: A Component Analysis and Generalization Assessment

MELISSA KRABBE, Brittany Catherine Putnam, and Jeffrey H. Tiger (University of Wisconsin-Milwaukee)

#12 SQAB Tutorial

1:00 pm–1:50 pm

W178a (McCormick Place Convention Center)

EAB; Service Delivery

Behavior Analysis: Translation of Principles and Clinical Applications in General Practice

Chair: Patrick C. Friman (Boys Town)

CLAUDIA DROSSEL (University of Michigan)



Dr. Claudia Drossel holds experimental and clinical doctoral degrees in behavior analysis. She is specialized in the assessment of and interventions for affective, behavioral, and cognitive changes associated with central nervous system disorders and injuries that occur in adulthood. Among those are neurodegenerative diseases, cerebrovascular accidents, traumatic brain and spinal cord injuries, and brain and spinal cord tumors. As a clinical expert in behavioral gerontology, she has co-authored a step-by-step manual illustrating a behavior analytic approach to degenerative diseases such as Alzheimer's. Currently a fellow at the University of Michigan Health System, Department of Physical Medicine &

Rehabilitation, Claudia's clinical and research interests involve tertiary prevention and health promotion for adults with central nervous system injuries or disorders; aging with disabilities; collaborative care planning, and clients' and families' understanding and implementation of treatment recommendations.

Abstract: Early experimentalists, such as Azrin, Ferster, Sidman and many more, had a vision of exporting laboratory-derived operant principles to clinical practice settings. Systematically exploring the possibilities inherent in behavior analytic assessments and interventions, these pioneers and their students markedly raised the standards of care, most notably in areas limited to mere custodial or restraint-based services at the time, where progress had been deemed beyond clinician's reach. Fast forward to more than half a century later: What do consumers in general clinical practice settings need today? How are the advances in the experimental analysis of behavior used to meet our most pressing public health concerns? This tutorial will link current public health issues with advances in the operant analysis of behavior. It will illustrate how an experimental approach to clinical questions, assessments, and interventions is relevant and timely in today's health care environment, both as a problem-solving tool and a source of clinical innovation.

#13 B. F. Skinner Lecture Series

1:00 pm–1:50 pm

W196b (McCormick Place Convention Center)

EDC; Applied Research

BACB CE Offered. CE Instructor: Jan Blacher, Ph.D.

Rocky Waters or Smooth Sailing: Student-Teacher Relationships and Autism Spectrum Disorder

Chair: Florence D. DiGennaro Reed (University of Kansas)

JAN BLACHER (University of California, Riverside)



Jan Blacher is a distinguished professor of education and the University of California presidential chair at the University of California, Riverside. She holds a Ph.D. in special education/developmental psychology from the University of North Carolina, Chapel Hill. Dr. Blacher is a fellow of the American Association for the Advancement of Science, the International Association for the Scientific Study of Intellectual Disability, the American Association on Mental Retardation, and the American Psychological Association. She has an international reputation for her research in autism spectrum disorder (ASD) and other developmental disabilities, and she has published widely in these areas. Her work has examined the effects of

out-of-home placement on children and young adults; family functioning when a child has a disability; and the impact of diagnosis, assessment, services, and coping in Latino children and families. Dr. Blacher has two current lines of research, both supported by external funding. One line of research, funded by the Institute for Education Sciences, examines factors affecting transition to school for young children with a diagnosis of ASD. A second line, funded by the National Institute on Child Health and Human Development, examines familial relationships when a child has a diagnosis of intellectual delay.

Abstract: Inclusive school settings for young children with autism spectrum disorder are increasingly the norm. However, we know little about how to ensure a successful transition from early intervention to public or nonpublic schooling. All too often disputes about where and how a child with ASD will be placed when beginning school lead to mediation, fair hearings, or even court. It is important to obtain empirical evidence on aspects of the classroom, the teacher, the family, and the child that could affect these placement decisions and maximize a successful transition. This presentation will draw on data from two longitudinal studies (National Institute of Child Health and Human Development and the Institute of Education Sciences) that specifically address the role of student-teacher-relationships (STRs) in positive school outcomes for children with ASD. Predictors of STRs will be identified for children with ASD as well as for two comparison groups (typically developing children and children with intellectual disabilities). For the ASD group, the role of parent involvement and parent-teacher-relationships in determining STRs also will be highlighted. New data on the role of STRs, child characteristics, and parenting behaviors in children's emergent literacy skills will be discussed, and implications for school practices identified.

#14 B. F. Skinner Lecture Series

Leadership Seminar

1:00 pm–1:50 pm

W190a (McCormick Place Convention Center)

OBM; Applied Research

PSY/BACB CE Offered. CE Instructor: Thomas L. Schwenk, MD

Culture Change in a Medical School: The Role of Behavioral Assessments

Chair: Ramona Houmanfar (University of Nevada, Reno)



THOMAS L. SCHWENK, Melissa Piasecki, and Timothy Baker (University of Nevada School of Medicine) Thomas L. Schwenk, MD, is a professor of family medicine, dean of the University of Nevada School of Medicine, and vice president for Health Sciences, University of Nevada, Reno. Before this role, he was chair of the Department of Family Medicine at the University of Michigan for 25 years. He earned a bachelor of science degree in chemical engineering and an MD from the University of Michigan, and trained in family medicine, including a Robert Wood Johnson Foundation Faculty Development Fellowship at the University of Utah. He is board-certified in

family medicine and sports medicine. His research primarily focuses on the care of depression and mental illness in primary care. His more recent work has addressed the issue of depression in special populations, including medical students and physicians. He served on the board of the American Board of Family Medicine and was elected to the Institute of Medicine of the National Academies in 2002.

Abstract: The nature of clinical practice, biomedical research, and medical education in a medical school rewards independent, entrepreneurial, risk-taking behavior by its faculty. These behaviors, while successful in many regards, also result in a fragmented, nonhierarchical, “flat” faculty structure and culture that is somewhat peculiar to medical schools. These cultural forces have been magnified at the University of Nevada School of Medicine (UNSOM) by years of economic and political assaults that left UNSOM with a particularly high level of disengagement, reduced faculty satisfaction and a highly centralized leadership structure that disempowered department chairs and detracted from faculty ownership and investment in UNSOM missions. The speakers will describe strategies used to assess and transform the culture of UNSOM using behavioral systems approaches in order to adapt to changing social demands on the organization (e.g., culturally competent physicians and community engagement). The goals are greater faculty engagement, an emphasis on faculty career development, explicit commitments to achieving individual career and institutional objectives, more decentralized leadership, and a focus on communication, investment, accountability, transparency, and partnership. The use of behavioral assessments will drive socially significant practices within and external to the organization.

#15 Symposium

1:00 pm–1:50 pm

W192b (McCormick Place Convention Center)

OBM/EDC; Applied Research

Create, Adapt, Adopt: Tools to Inform Decision-Making and Promote Organizational Change in a Medical School

Chair: Daniel Reimer (University of Nevada, Reno)

The Creation of a Descriptive Analysis of Collaborative and Emerging Leadership During Curricular Restructuring: A Story of Faculty Engagement

Daniel Reimer (University of Nevada, Reno), GWEN SHONKWILER (University of Nevada School of Medicine), Ramona Houmanfar (University of Nevada, Reno), and Robbyn, Nicole Jacobs, and Melissa Piasecki (University of Nevada School of Medicine)

The Adaptation of the Implicit Relational Assessment Procedure to Guide Curriculum Development

Gregory S. Smith (University of Nevada, Reno), NICOLE JACOBS (University of Nevada School of Medicine), Ramona Houmanfar (University of Nevada, Reno), and Timothy Baker, Melissa Piasecki, Robbyn Tolles, and Kate Martin (University of Nevada School of Medicine)

The Customized Adoption of the Association of American Medical College’s Faculty Forward Survey: Determining Faculty Involvement and Driving Faculty Engagement

JENNIFER HAGEN and Melissa Piasecki (University of Nevada School of Medicine)

#16 Panel Discussion

Student Committee Event

1:00 pm–1:50 pm

W185a (McCormick Place Convention Center)

PRA; Applied Research

Professional Development Series: Applied Benefits of Translational Research

Chair: Clare Liddon (Florida Institute of Technology)

JOHN A. NEVIN (University of New Hampshire)

MICHAEL E. KELLEY (The Scott Center for Autism Treatment, Florida Institute of Technology)

JOEL ERIC RINGDAHL (Southern Illinois University)

#17 Symposium

1:00 pm–1:50 pm

W184d (McCormick Place Convention Center)

PRA/CSE; Service Delivery

Cultural Sensitivity and Behavior Analysis: A Theoretical and Practical Discourse

Chair: David J. Cox (STE Consultants, LLC)

Cultural Competency as It Relates to Delivering Behavior-Analytic Services

SEAN FIELD and Shawn Patrick Quigley (Western Michigan University) and Matthew T. Brodhead (Utah State University)

Strategies for Tacting and Responding to Mands for Cultural Sensitivity Emitted by Clients

DAVID J. COX (STE Consultants, LLC)

Cultural Sensitivity: Translated Lessons From Clinical Counseling Through Verbal Behavior

SARA BOLLMAN (student)

#18 Paper Session

1:00 pm–1:50 pm

W175b (McCormick Place Convention Center)

TPC

Studies in the History of Behavior Analysis

Chair: Kristjan Gudmundsson (Reykjavik College of Women)

B. F. Skinner and E. G. Boring: A Love-Hate Relationship (Theory)

KRISTJAN GUDMUNDSSON (Reykjavik College of Women)

The Construction of the Drive Concept in B. F. Skinner's Work Between 1930 and 1938 (Theory)

MATEUS BRASILEIRO PEREIRA and Maria Amalia Andry (Pontificia Universidade Catolica de São Paulo)

#19 Symposium

1:00 pm–1:50 pm

W185d (McCormick Place Convention Center)

VRB/AUT; Applied Research

BACB CE Offered. CE Instructor: Jacob H. Daar, MA

Encouraging the Emergence of Advanced Language Skills: Contemporary Approaches to Teaching Complex Language Skills to Individuals With ASD

Chair: Ashley Shayter (Southern Illinois University)

Establishing Social Skills in Autism Through Derived Relational Responding

SAMANTHA BRODERICK, Timothy M. Weil, and Jeffrey Oliver (University of South Florida)

Who, What, and Where; A contextual approach to teaching “Wh-” Questions to Children With ASD

JACOB H. DAAR, Stephanie Negrelli, Angelina Perdikaris, and Mark R. Dixon (Southern Illinois University)

On the Relationship Between the PEAK Relational Training System and Standardized Measures of IQ

KYLE ROWSEY and Mark R. Dixon (Southern Illinois University)

#20 Symposium

1:00 pm–1:50 pm

W185bc (McCormick Place Convention Center)

VRB/TPC; Theory

BACB CE Offered. CE Instructor: Andresa A. De Souza, MS

Analysis of Verbal Generative Repertoires and Promising Instructional Intervention Models

Chair: Marta Leon (Headsprout)

ABLLS Verbal Repertoires and Their Classification According to Types of Learning

ANDRESA A. DE SOUZA, Ana Carolina Sella, and Nicole M. Rodriguez (University of Nebraska Medical Center)

Language-Teaching Best Practices and Types of Learning: An Analysis of ABLLS Verbal Repertoires
ANA CAROLINA SELLA, Andresa A. De Souza, and Nicole M. Rodriguez (University of Nebraska Medical Center)

What Does It Mean to Think Mathematically and How Can These Skills Be Developed?
MELINDA SOTA (University of Oregon)

#21 Symposium

1:00 pm–2:50 pm
W187c (McCormick Place Convention Center)
AUT/DDA; Applied Research
BACB CE Offered. CE Instructor: Eileen Roscoe, Ph.D.

Refining Function-Based Interventions for Practical Implementation

Chair: Eileen M. Roscoe (New England Center for Children)
Discussant: Gregory P. Hanley (Western New England University)

An Evaluation of Differential Reinforcement Procedures for Treating Automatically Reinforced Stereotypy

CHELSEA HEDQUIST, Eileen M. Roscoe, and Amanda Verriden (New England Center for Children)

Developing Stimulus Control Over Stereotypic Behavior Within a Multiple Schedule

BRITTANY CATHERINE PUTNAM and Jeffrey H. Tiger (University of Wisconsin-Milwaukee)

Evaluation of Demand Fading Without Extinction

Brittany Rothe, Jennifer N. Fritz, JELISA SCOTT, and Trena M. Rouse (University of Houston-Clear Lake)

Using Natural Stimuli as a Signal for Reinforcement During Functional Communication Training

AGUSTIN JIMENEZ and Michele D. Wallace (California State University, Los Angeles)

#22 Symposium

1:00 pm–2:50 pm
W179b (McCormick Place Convention Center)
CBM; Applied Research
BACB CE Offered. CE Instructor: Ann Rost, Ph.D.

Mind Full or Mindful? Exploring and Facilitating Mindfulness and Present Moment Processes

Chair: Emily Allen (University of Louisiana at Lafayette)
Discussant: Ann Rost (Missouri State University)

Picking Up on Presence: Identifying Present Moment Behaviors

EMILY ALLEN, Stephanie Caldas, Nick Mollere, and Emily Kennison Sandoz (University of Louisiana at Lafayette)

The Effects of Mindfulness Training on Stress in Graduate Students

TESS GELDERLOOS, Scott A. Herbst, and Fawna Stockwell (The Chicago School of Professional Psychology)

Surviving Undergrad: What Can Meditation Do?

MATTHEW WILLIAMS, Solomon Kurz, Kate Kellum, and Kelly G. Wilson (University of Mississippi)

Presenting With Presence: An Examination of Shared Presence and Effective Communication in the Context of Public Speaking

KRISTIAN LAGRANGE, Stephanie Caldas, Ashlyne Mullen, and Emily Kennison Sandoz (University of Louisiana at Lafayette)

Saturday, May 24

#23 Symposium

1:00 pm–2:50 pm

W179a (McCormick Place Convention Center)

CBM; Applied Research

Current Research in the Treatment of Pediatric Feeding Disorders

Chair: Suzanne M. Milnes (Munroe-Meyer Institute, University of Nebraska Medical Center)

Discussant: Meeta R. Patel (Clinic 4 Kidz)

Further Examination of the Role of Positive Reinforcement in the Treatment of Food Refusal

DIANE BERTH, Melanie H. Bachmeyer, Caitlin A. Kirkwood, Courtney Mauzy, Emily G. Blinn, Jonathan V. Mariano, and Lindsay E. Gordon (University of North Carolina Wilmington)

Treating Expulsion in Children With Feeding Disorders: When Re-presentation Is Not Enough

REBECCA A. SHALEV, Cathleen C. Piazza, Suzanne M. Milnes, and Jennifer M. Kozisek (Munroe-Meyer Institute, University of Nebraska Medical Center)

Use of a Side Deposit to Increase Consumption in Children With Food Refusal

EMILY KATE RUBIO, Carrie S. W. Borrero, and Tessa Christine Taylor (Kennedy Krieger Institute, Johns Hopkins University School of Medicine)

Using a Chaser to Increase Swallowing in Children With Feeding Disorders: A Replication and Extension

HEATHER KADEY, Janet Diaz, and Christie McCarthy (The Kelberman Center and State University of New York Upstate Medical University)

#24 Symposium

1:00 pm–2:50 pm

W190b (McCormick Place Convention Center)

CSE/OBM; Applied Research

Field Approaches to Reducing College Drinking: Environmental Influences and Interventions Beyond Self-Report

Chair: Ryan C. Smith (Virginia Tech Transportation Institute)

Discussant: E. Scott Geller (Virginia Tech University)

Costumes, Celebrations, and Consequences: Do College Students Drink More on Alcohol holidays?

VICTORIA DEAL (Virginia Tech Transportation Institute) and Joseph DeRoma, William Parker, M. Cecilia Montoya, and Brock Bosack (Center for Applied Behavior Systems)

Feeling Peer Pressure: How Does the Alcohol Consumption of Students' Drinking Groups Influence Their Intoxication?

MOLLY BOWDRING, Ryan C. Smith, Zechariah Robinson, and Victoria Deal (Virginia Tech University) and Johnathan Eisenheimer (Center for Applied Behavior Systems)

Assessing the Validity and Efficacy of Standardized Field Sobriety Tests in a University-Downtown Setting

ZACH MANNES (Virginia Tech University), Alexandra Bazdar and Nicole Good (Center for Applied Behavior Systems), and Molly Bowdring and E. Scott Geller (Virginia Tech University)

A Longitudinal Investigation of Alcohol Consumption Among University Students: Impact of Repeated Breathalyzer Feedback

RYAN C. SMITH (Virginia Tech University Transportation Institute), Sarah Robinson and Maggie Dassira (Center for Applied Behavior Systems), Zach Mannes (Virginia Tech University), and Kristina Clevinger (Center for Applied Behavior Systems)

#25 Symposium

1:00 pm–2:50 pm

W192a (McCormick Place Convention Center)

CSE/DDA; Service Delivery

The Azrin-Foxx Self-Initiation Legacy: Toileting Practices and Social Validity

Chair: Amanda W. Doll (Hawthorne Foundation, Inc.)

Discussant: Peter J. Blechman (Hawthorne Foundation, Inc.)

Willowbrook Cohort Data as an Historical Frame of Reference for Toileting Self-Initiation Training

ALBERT PFADT (Quality Improvement Consultant)

Forget “Readiness.” Start Teaching Toileting by Assessing Toileting Skills With a Toileting Skill Survey

AMANDA W. DOLL (Hawthorne Foundation, Inc.)

Self-Initiation Status of Students at the Eden School

FRANK R. CICERO (Eden II Programs)

Self-Initiation Status of Students at Hawthorne Country Day School

DAREN CERRONE and Kim Arruda (Hawthorne Country Day School)

#26 Symposium

1:00 pm–2:50 pm

W181a (McCormick Place Convention Center)

DEV/PRA; Service Delivery

BACB CE Offered. CE Instructor: Albert Malkin, MA

Health, Sports, & Fitness Special Interest Group Symposium 2: Variables Affecting Children’s Engagement in Physical Exercise and Play

Chair: Annabelle Winters (Garden Center Services, Inc.)

Discussant: Albert Malkin (ErinoakKids)

Behavioral Techniques for Teaching Pre-requisite Swim Skills to Water-Avoidant Young Children

NICOLE A. HILL (The Chicago School of Professional Psychology, Los Angeles Campus)

The Potential Value of Classwide Peer Tutoring to Enhance Social Competence of Children in Physical Activity and Education Settings

SHIRI AYVAZO (David Yellin Academic College)

Behavior Analytic Interventions to Increase Young Children’s Physical Activity in Outdoor Play Settings

SHERRY L. SCHWEIGHARDT, Michael Sachs, and Philip N. Himeline (Temple University)

Variables of Importance in Creating an Exercise Program for Improving Behavior in ADHD and EBD Students

JEFFERY HART (Penn State University)

#27 Symposium

1:00 pm–2:50 pm

W176b (McCormick Place Convention Center)

EAB/TPC; Applied Research

BACB CE Offered. CE Instructor: Denise Kerth, Ph.D.

Applications and Evaluations of Stimulus Equivalence-Based Instruction With Advanced Learners

Chair: Jessica Day-Watkins (Caldwell College)

Discussant: Caio F. Miguel (California State University, Sacramento)

Teaching Concepts of Behavior Analysis Using Stimulus Equivalence-Based Instruction

DENISE KERTH (Bancroft), Kenneth F. Reeve (Caldwell College), Daniel Mark Fienup (Queens College, City University of New York), and Sharon A. Reeve and Patrick R. Progar (Caldwell College)

Teaching Graduate Students About Prominent Behavior Analysts Using Stimulus Equivalence-Based Instruction

JESSICA DAY-WATKINS (Caldwell College), Denise Kerth (Bancroft), and Kenneth F. Reeve and Carol McPheters (Caldwell College)

Teaching College Students the Concept of Statistical Variability Using Stimulus Equivalence-Based Instruction

LEIF ALBRIGHT, Kenneth F. Reeve, Sharon A. Reeve, and April N. Kisamore (Caldwell College)

Effects of Mastery Criteria on Equivalence Class Formation

DANIEL MARK FIENUP (Queens College, City University of New York) and Julia Brodsky (The Graduate Center, City University of New York)

#28 Symposium

1:00 pm–2:50 pm

W176a (McCormick Place Convention Center)

EAB/AUT; Applied Research

BACB CE Offered. CE Instructor: John C. Neill, Ph.D.

Experimental Behavior Analysis of Auditory Discrimination in Humans With Neurodevelopmental Disabilities and Related Animal Models

Chair: John C. Neill (Long Island University)

Discussant: James S. MacDonall (Fordham University)

Seizures Impair Auditory Discrimination in Mammals

JOHN C. NEILL (Long Island University)

Assessing Pitch Discrimination in Children With Neurodevelopmental Disabilities

RICHARD W. SERNA (University of Massachusetts Lowell)

Using a Computer Game to Assess Auditory Stimulus Control in Children With Autism

BERTRAM O. PLOOG (City University of New York)

Cosmic Rays Are Neurotoxic

TERRESA AUBELE (Wabash College), Rachel Kristiansen (Sheridan College), Matthew Murphy (Tufts University), S. John Gately (Northeastern University), and John C. Neill (Long Island University)

#29 Symposium

1:00 pm–2:50 pm

W176c (McCormick Place Convention Center)

EAB/OTH; Basic Research

BACB CE Offered. CE Instructor: Jacob H. Daar, M.S.

Operant Conditioning in Invertebrates

Chair: Chris Varnon (Oklahoma State University)

Discussant: Susan M. Schneider (University of the Pacific)

The Impact of Reinforcement Delays on Honey Bee (*Apis mellifera* L.) Operant Responding

DAVID CRAIG, James W. Grice, and Chris Varnon (Oklahoma State University); Michel Sokolowski (Universite de Picardie); and Charles I. Abramson (Oklahoma State University)

Aversive Conditioning in Honeybees (*Apis mellifera anatolica*): A Comparison of Drones and Workers

CHRISTOPHER DINGES, Charles I. Abramson, David Craig, Zoe M. Austin, and Chris Varnon (Oklahoma State University); Fatima Nur Dal and Tugrul Giray (Beekeeping Research Centre, Uludag University); and Harrington Wells (University of Tulsa)

Positive Reinforcement and Extinction in the Madagascar Hissing Cockroach

MATTHEW L. JOHNSON (Southern Illinois University, Carbondale) and Jacob H. Daar, Ashley Shayter, and Mark R. Dixon (Southern Illinois University)

Spatial Learning in the Lobster

KELTI OWENS (Southern Illinois University); Anna Cronin (Southern Illinois University, Carbondale); and Rachel Enoch, Maggie Molony, and Mark R. Dixon (Southern Illinois University)

#30 Paper Session

1:00 pm–2:50 pm

W175c (McCormick Place Convention Center)

EAB

Impulsivity and Delay Discounting

Chair: Carlos F. Aparicio Naranjo (Salem State University)

Effect of Order of Delays to LL-Reinforcers in Lewis and Fischer 344 Rats (Basic Research)

CARLOS F. APARICIO NARANJO (Salem State University)

Effects of Exposure to Alternate Macrocontingencies and Metacontingencies in the Production and Maintenance of Ethical Self-Control Responses (Basic Research)

AECIO DE BORBA VASCONCELOS NETO and Emmanuel Z. Tourinho (Universidade Federal do Para)

Experimental Analysis of Risk and Recidivism (Applied Research)

JORDAN HOATH (Behaviour Management Services) and Luke Lynn and Katie Miller (Vita Community Living Services)

Multifinality and Equifinality in an Evolutionary Theory of Behavior Dynamics (Basic Research)

ANDREI POPA, Nicholas Calvin, and Jack J. McDowell (Emory University)

Analyzing the Complexity of Delay Discounting of Losses (Basic Research)

FABIO LEYSER GONCALVES (Universidade Estadual Paulista)

#31 Symposium

1:00 pm–2:50 pm

W186 (McCormick Place Convention Center)

PRA/AUT; Applied Research

BACB CE Offered. CE Instructor: Kerry A. Conde, M.S.

Evaluating Treatment Integrity of Behavior Analytic Interventions

Chair: Kerry A. Conde (Trumpet Behavioral Health)

Discussant: Claire C. St. Peter (West Virginia University)

Integrity and Social Validity of Parent-Implemented Discrete-Trial Training

KERRY A. CONDE (Trumpet Behavioral Health) and Amanda Karsten (Western New England University)

Examining Treatment Selection and Implementation in Special Education Classrooms

TOM CARIVEAU, Tiffany Kodak, Brittany LeBlanc, and Jake Mahon (University of Oregon) and Regina A. Carroll (West Virginia University)

The Effects of Video Modeling With Voiceover Instruction to Train Staff to Implement a Token Economy

HEATHER PELTACK, Sharon A. Reeve, Jason C. Vladescu, Ruth M. DeBar, and Jessica L. Rothschild (Caldwell College)

Effects of a Video-Based Pre-service Training Package on Animal Shelter Volunteers' Integrity

VERONICA J. HOWARD (University of Alaska, Anchorage) and Florence D. DiGennaro Reed (University of Kansas)

#32 Symposium

1:00 pm–2:50 pm

W193a (McCormick Place Convention Center)

TBA/PRA; Service Delivery

BACB CE Offered. CE Instructor: Timothy C. Fuller, MA

Behavior Analysis Around the World: Current Efforts in Bringing our Discipline to Everyone

Chair: Timothy C. Fuller (University of Nevada, Reno)

Discussant: Joseph E. Morrow (Applied Behavior Consultants, Inc.)

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The Development of Behavior Analysis in a Multicultural, Multilingual, and Conventional India (2004–2013)

SMITA AWASTHI (Association for Behavior Analysis of India)

The Development of Applied Behavior Analysis in China and Taiwan

SHU-HWEI KE (SEEK Education, Inc.)

Behavior Analysis Training Efforts in the Middle East

TIMOTHY C. FULLER and Linda J. Parrott Hayes (University of Nevada, Reno)

#33 Paper Session

2:00 pm–2:20 pm

W184a (McCormick Place Convention Center)

AUT

How Has DSM-V Changed Our Understanding of Autism Spectrum Disorders? Considerations for Applied Behavior Analysis

Chair: David Donnelly (University of Rochester)

How Has DSM-V Changed Our Understanding of Autism Spectrum Disorders? Considerations for Applied Behavior Analysts (Theory)

DAVID DONNELLY (University of Rochester)

#34 Paper Session

2:00 pm–2:20 pm

W184b (McCormick Place Convention Center)

AUT

All in the Family: Parents of Autism Utilizing Behavioral Techniques

Chair: Deborah L. Hatton (University of Manitoba)

All in the Family: Parents of Autism Utilizing Behavioural Techniques (Service Delivery)

DEBORAH L. HATTON (University of Manitoba)

#35 B. F. Skinner Lecture Series

2:00 pm–2:50 pm

W180 (McCormick Place Convention Center)

AAB; Applied Research

PSY/BACB CE Offered. CE Instructor: Jason Watters, Ph.D.

Behavioral Indicators of Welfare: A Balance-Based Approach

Chair: Lindsay Mehrkam (University of Florida)

JASON WATTERS (San Francisco Zoo)



Jason Watters received his Ph.D. in animal behavior from the University of California at Davis. His research interests have covered numerous topics in animal behavior. For example, he has studied mating systems, behavioral development, and the causes and consequences of behavioral syndromes' animal personalities. Dr. Watters' research program currently focuses on learning and behavioral indicators of welfare in zoo animals. His studies have investigated behavioral issues in numerous species including insects, fish, reptiles, birds, and mammals. In addition to his Ph.D. in animal behavior, he earned a certificate in exotic animal training and management and has held positions at zoos and aquariums. Currently, Dr. Watters oversees a

program charged with measuring and ensuring animal wellness at the San Francisco Zoo and is also the executive editor of the journal *Zoo Biology*. (Photo by Jim Schultz, Chicago Zoological Society.)

Abstract: Individuals who manage the welfare of zoo animals seek practical approaches to caring for a diversity of species. In general, animal managers hope to understand animals' behavioral needs, how animals express their experiences of positive welfare, and how to ensure that positive experiences

balance any negative ones. Research findings in several fields, including psychology, neuroscience, animal behavior, and zoo biology, indicate core behavioral needs. Combined, the evidence suggests that animals who can express these needs are psychologically and emotionally enriched. Here, Dr. Watters will describe the core behavioral needs of investigating, acquiring reward and exerting control. He will describe a developing “balance-based” approach designed to ascertain the frequency with which these needs are met and not met in an animal’s life through behavioral observation. Various behaviors indicate the presence or absence of opportunities to meet the core needs and Dr. Watters will challenge the assumption that the behavioral repertoire of zoo animals should mirror that of animals in the wild. He will emphasize that animal welfare depends upon the balance individuals can obtain between meeting and not meeting their behavioral needs. Animals that are out of balance in the simple sense that they have few opportunities for positive experiences are in a state of welfare that can be improved.

#36 Panel Discussion

2:00 pm–2:50 pm

W184d (McCormick Place Convention Center)

AUT; Service Delivery

BACB CE Offered. CE Instructor: Daniel E. Hursh, Ph.D.

What Comprehensive Evaluation Can Contribute to Complex Behavioral Programs for the Treatment of Autism

Chair: Dana Cihelkova (West Virginia University)

DANIEL E. HURSH (West Virginia University)

SUSANNAH POE (West Virginia University)

VICCI TUCCI (Tucci Learning Solutions, Inc.)

#37 Symposium

2:00 pm–2:50 pm

W183b (McCormick Place Convention Center)

AUT/PRA; Service Delivery

BACB CE Offered. CE Instructor: Amanda N. Adams, Ph.D.

Factors Affecting Early Progress in EIBT Programs

Chair: Amanda N. Adams (Central California Autism Center)

An Examination of Different Categories of Visual Stimuli/Art as a Factor in Children With Autism and Attending Skills

KATY LEWIS and Eduardo Avalos (Fresno State University) and Amanda N. Adams (Central California Autism Center)

Team Stability and the Effects on Inappropriate Behavior in Children With Autism

EDUARDO AVALOS (Fresno State University), Shady Alvarez (California State University, Fresno), and Amanda N. Adams (Central California Autism Center)

Evaluating Levels of Attending With Various Degrees of Distraction in the Work Environments of Children With Autism: Implications for Intervening on Early Learning Issues

JULAYNE JORGE (California State University, Fresno), Eduardo Avalos (Fresno State University), and Amanda N. Adams (Central California Autism Center)

#38 Symposium

2:00 pm–2:50 pm

W183c (McCormick Place Convention Center)

AUT/PRA; Applied Research

BACB CE Offered. CE Instructor: Nicole Luke, Ph.D.

Teaching Children With Autism New Tricks: Complex Verbal Responses, Pretend Play, and Replacements for Repetitive Behavior

Chair: Nicole Luke (Surrey Place Centre)

Teaching Divergent Intraverbal Responding With Verbal Prompts Involving Convergent Multiple Control
WAN-CHI CHOU (National ChangHua University of Education), Gabrielle T. Lee (Teachers College, Columbia University), and Hua Feng (National ChangHua University of Education)

Teaching Children With Autism Creative Use of Common Objects to Engage in Symbolic Pretend Play Activities

HUA FENG (National ChangHua University of Education), Sheng Xu (ChongQing Normal University), Gabrielle T. Lee (Teachers College, Columbia University), and Wenchu Sun (National Changhua University of Education)

Just Because It Makes “Sense” Doesn’t Mean It’s Real: Untangling a Sensory Based Rationale for Treating Self-Injurious Behavior

GRANT GAUTREAUX and Katie Jenkins (Nicholls State University)

#39 Panel Discussion

2:00 pm–2:50 pm

W184c (McCormick Place Convention Center)

AUT; Service Delivery

A Mile in my Moccasins: Living the Autism Life

Chair: Mary Jane Weiss (Endicott College)

MARY ROSSWURM (Little Star Center)

GLORIA M. SATRIALE (Preparing Adolescents and Adults for Life)

MARY BETH WALSH (Rutgers University Behavioral Healthcare)

#40 Symposium

2:00 pm–2:50 pm

W185a (McCormick Place Convention Center)

AUT; Applied Research

Evaluating the Efficiency and Efficacy of Instructional Procedures for Teaching Beginning Learner Skills

Chair: Tamara L. Pawich (Scott Center for Autism Treatment at Florida Institute of Technology)

A Comparison of Two Instructional Strategies for Teaching Receptive Identification of Sight Words

REBECCA VAN DER HIJDE and Laura L. Grow (University of British Columbia)

Comparative Evaluation of Error-Correction Strategies: With and Without Positive Reinforcement

GLORIA N. MAILLARD and Karen A. Toussaint (University of North Texas)

Evaluating the Efficiency of Teaching Multiple Exemplars Concurrently Versus Successively on Skill Acquisition and Generalization in Children With Autism Spectrum Disorders

Nicole M. Rodriguez (Munroe-Meyer Institute, University of Nebraska Medical Center); Tamara L. Pawich (The Scott Center for Autism Treatment at Florida Institute of Technology); and NITASHA DICKES, Kari J. Adolf, and Amber R. Paden (Munroe-Meyer Institute, University of Nebraska Medical Center)

#41 Symposium

2:00 pm–2:50 pm

W187ab (McCormick Place Convention Center)

DDA/PRA; Service Delivery

BACB CE Offered. CE Instructor: Megan Miller, MS

Precision Teaching: To Infinity and Beyond

Chair: Megan Miller (Navigation Behavioral Consulting)

Discussant: Richard M. Kubina Jr. (Penn State University)

Potential Effects of Increasing Reaching Fluency for Students With Intensive Disabilities

MEGAN MILLER (Navigation Behavioral Consulting)

Evaluating the Effects of Timed Practice on Reading Endurance

JOSHUA GARNER (The Ohio State University)

#42 SQAB Tutorial

2:00 pm–2:50 pm

W178a (McCormick Place Convention Center)

EAB; Service Delivery

Bringing Pavlov's Science to Behavior Analysis II

Chair: Patrick C. Friman (Boys Town)

DANIEL GOTTLIEB (Sweet Briar College)



Daniel Gottlieb, Ph.D., received his BS in psychology from Yale University, where he spent time in Allan Wagner's animal learning laboratory. He received his Ph.D. in psychology from the University of Pennsylvania under the guidance of Robert Rescorla and spent 2 years as a post-doc in C. R. Gallistel's laboratory at Rutgers University. He is now an associate professor of psychology at Sweet Briar College, where he studies appetitive conditioning in rats and people. During the course of his career, Dr. Gottlieb has studied learning and decision-making processes in mice, rats, pigeons, rabbits, and people, and has published his work in the *Journal of Experimental Psychology: Animal Behavior Processes*, *Journal of the Experimental Analysis of Behavior*, *Behavioral Processes*, and *Psychological Science*. He received APA's 2006 Young Investigator Award in Experimental Psychology: Animal Behavior Processes, and Sweet Briar College's 2007 Connie Burwell White Excellent in Teaching Award. Recent projects include an entry for Pavlovian conditioning in Springer's *Encyclopedia of the Sciences of Learning* and a book chapter on the principles of Pavlovian conditioning for the upcoming Wiley-Blackwell *Handbook of Operant and Classical Conditioning*.

Abstract: Last year, I talked about the breadth of Pavlovian processes before discussing the different types of Pavlovian stimuli and how they might not all be equally amenable to intervention. This year, my focus is on how Pavlovian processes may be a driving force in a number of areas in which people are failing to properly regulate, leading to such problems as obesity, drug addiction, immune system dysfunction, and disorders of attention. These problems are likely the result of exposure to stimuli that were not present in the environment in which modern humans evolved. Because a characteristic of Pavlovian learning is an indifference to instrumental contingencies, dysfunction relating to Pavlovian conditioning is likely going to be ill-served by current behavior analytic methods. Although it is not clear how to treat most dysfunctions driven by Pavlovian processes, recent advancements from basic research provide powerful new methodological and conceptual tools of which few outside the field are aware. General options for moving forward will be discussed in light of these recent advancements.

#43 B. F. Skinner Lecture Series

2:00 pm–2:50 pm

W196b (McCormick Place Convention Center)

EDC; Service Delivery

PSY/BACB CE Offered. CE Instructor: Cynthia M. Anderson, Ph.D.

Key Themes in School-Based Mental Health

Chair: Cynthia M. Anderson (Appalachian State University)

MARK D. WEIST (University of South Carolina)



Mark D. Weist is a professor and director of the Clinical-Community Program in the Department of Psychology at the University of South Carolina. He received his Ph.D. in clinical psychology from Virginia Tech in 1991. For 19 years, he was on the faculty of the University of Maryland, where he helped to found and direct the Center for School Mental Health, one of two national centers providing leadership to the advancement of school mental health policies and programs in the United States. He is currently leading federally and university funded research grants on Quality in School Mental Health, Assisting High School Youth with

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Emotional Disabilities, and Developing and Testing Integrated Health-Mental Health Promotion for Youth in Schools. He helped found the International Alliance for Child and Adolescent Mental Health and Schools. Dr. Weist has edited seven books and has two more in progress. He has published and presented widely in the school mental health field and in the areas of trauma, violence, and youth, evidence-based practice, and cognitive behavioral therapy. With colleagues from the Clifford Beers Foundation and the University of Maryland, he edits *Advances in School Mental Health Promotion* with new publisher Routledge of Taylor & Francis.

Abstract: School mental health programs and services reflect a “shared agenda” involving schools, families, and other community systems working together to promote student health and wellness and reduce nonacademic barriers to learning. With its emphasis on research-proven intervention strategies and low-inference, decision-making behavior analysis (and behavioral psychology more generally) plays a key role in school mental health. A main focus of school mental health programs is to help schools adopt and sustain evidence-based practices with a focus on prevention and intervention. School mental health has received increased attention in recent years, because of wider recognition of difficulties students can face and policy changes reflecting renewed interest in social behavior interventions and data-based, decision-making. In this presentation, key themes facing the school mental health movement will be described. In addition, strategies for assisting schools in the identification, adoption and high fidelity implementation of evidence-based interventions will be described. Dr. Weist will review prominent policy directions and describe the National Community of Practice and its initiatives and resources.

#44 Invited Presenter

Leadership Seminar

2:00 pm–2:50 pm

W190a (McCormick Place Convention Center)

OBM: Theory

PSY/BACB CE Offered. CE Instructor: Anthony Biglan, Ph.D.

Creating the Organizations Needed to Evolve a More Caring Society

Chair: Ramona Houmanfar (University of Nevada, Reno)

ANTHONY BIGLAN (Oregon Research Institute)



Anthony Biglan, Ph.D., is a senior scientist at the Oregon Research Institute. He has been conducting research on the development and prevention of child and adolescent problem behavior for the past 30 years. He is a former president of the Society for Prevention Research. His work has included studies of the risk and protective factors associated with tobacco, alcohol, and other drug use; high-risk sexual behavior; and antisocial behavior. He has conducted numerous experimental evaluations of interventions to prevent tobacco use both through school-based programs and communitywide interventions. And, he has evaluated interventions to prevent high-risk sexual behavior, antisocial behavior, and reading failure. In recent years, his work has shifted to more comprehensive interventions that have the potential to prevent the entire range of child and adolescent problems. He was a member of the Institute of Medicine Committee on Prevention, which released its report in 2009 documenting numerous evidence-based preventive interventions that can prevent multiple problems. His recent review of preventive interventions concluded that diverse psychological, behavioral, and health problems can be prevented through the promotion of nurturing families, schools, and communities.

Abstract: An emerging convergence in the human sciences can guide the evolution of more caring societies. Biological and behavioral research has produced an integrated understanding of the biological and social conditions needed to ensure the successful development of children and adolescents. A growing body of experimental evidence has identified family, school, and community interventions that are capable of nurturing development from the prenatal period through adolescence. Increasingly research is turning to how these interventions can be widely and effectively implemented. At the same time, research in economics, political science, and sociology has delineated key features of the larger social context, including especially the recent evolution of corporate capitalism, that are more distal, but nonetheless critical influences on the wellbeing of young people. This converging understanding

provides a framework for intentional efforts to evolve societies that have fewer psychological and behavioral disorders, less crime, less academic failure and much higher levels of prosociality. This session will focus on how we can organize the educational, nonprofit, for-profit, and governmental organizations to evolve cultural practices that achieve a society that sees to everyone's wellbeing.

#45 Paper Session

2:00 pm–2:50 pm

W192b (McCormick Place Convention Center)

OBM

Multilevel Analyses of Organizational Behavior

Chair: Ryan B. Olson (Oregon Health & Science University)

Multilevel and Behavioral Logic for Total Worker Health (Theory)

RYAN B. OLSON (Oregon Health & Science University)

"Visual Management" Level Specific Contingency Management at a Canadian Mine (Service Delivery)

JENNIFER RODRIGUEZ, Gerta Dume, and Laura L. Methot (Continuous Learning Group)

#46 Invited Presenter

2:00 pm–2:50 pm

W375e (McCormick Place Convention Center)

PRA; Service Delivery

PSY/BACB CE Offered. CE Instructor: Judith R. Mathews, Ph.D.

Don Baer Invited Address: Outside the Box: Unique Applications of Applied Behavior Analysis

Chair: Mark D. Shriver (Munroe-Meyer Institute, University of Nebraska Medical Center)

JUDITH R. MATHEWS (University of Nebraska Medical Center)



Dr. Judith Mathews received her BS in special education from Syracuse University in 1971. Her original foundation in ABA came from looking for an effective way to teach deaf and blind children. In 1988, she received her Ph.D. in developmental and child psychology from the Department of Human Development and Family Living at the University of Kansas with Don Baer as her primary adviser. She worked clinically as a pediatric psychologist at the IWK Children's Hospital in Halifax, Nova Scotia, for 7 years and taught child clinical psychology at West Virginia University for three years. In 1994, she accepted a position in the Psychology Department at Munroe-Meyer Institute (MMI) at the University of Nebraska Medical

Center, where she remained as a pediatric psychologist and associate professor of pediatrics until her retirement in October 2013. At MMI, her position combined clinical practice and research, and teaching graduate students, doctoral interns, and medical students. In 2009, she received her master's degree in public health from the University of Nebraska, and in 2011 received a Fulbright Scholarship to teach psychology and ABA in Kenya and to conduct public health research with adolescent girls in Nairobi slums. In her retirement, she plans to continue to help establish child clinical training in Kenya.

Abstract: Don Baer was a master at viewing applied behavior analysis as a philosophy of life. This was exemplified in his writings, in the manner in which he mentored students, and in his discussion of its application to varied topics, some of which were well outside the common behavioral realm of investigation. His model has guided Dr. Judith R. Mathews' clinical practice and opened her to looking beyond the strictly behavioral literature to learn from other disciplines. This paper will discuss practical applications of applied behavior analysis in the field of pediatrics. It will present unusual clinical cases, including problems of attachment, parenting skills, unique challenges in medical adherence, habit reversal, pain management, and feeding disorders. More recently, this curiosity for the intersection between ABA and other disciplines has led Dr. Mathews to investigate the field of public health, in terms of social determinants of health, community-based participatory research and global public health. In this context, applications of ABA in the field of public health will then be discussed. The paper will conclude with discussion of the difficulties that practitioners and public health providers face in conducting practical research and finally will propose ways to disseminate unique ideas in need of empirical validation.

#47 Panel Discussion

2:00 pm–2:50 pm

W175b (McCormick Place Convention Center)

TPC; Theory

BACB CE Offered. CE Instructor: T. V. (Joe) Layng, Ph.D.

Philosophy, Neuroscience, and Behavior Analysis: Is There a Converging Consensus?

Chair: Patrick B. Marcotte (Mimio)

T. V. (JOE) LAYNG (Generategy, LLC)

PAUL THOMAS ANDRONIS (Northern Michigan University)

RUSSELL LAYNG (Tulane University)

#48 Symposium

2:00 pm–2:50 pm

W185d (McCormick Place Convention Center)

VRB/PRA; Theory

BACB CE Offered. CE Instructor: Andrew W. Gardner, Ph.D.

The Roles of Cultural Competency, Cultural Values, and Verbal Behavior in Behavior-Analytic Service Delivery

Chair: Andrew W. Gardner (Northern Arizona University)

Culture Competence in Applied Behavior Analysis: The Role of Cultural Values

ANNA GARCIA, Jessica Sykes, and Mario Hernandez (University of South Florida)

The Verbal Aspect of Culture: Rules, Values, and Mores

ANNA GARCIA, Timothy M. Weil, and Jessica Sykes (University of South Florida)

Cultural and Linguistic Diversity in Recent Language Acquisition Research: A Review and Implications for Research and Practice

MATTHEW T. BROADHEAD and Lillian Durán (Utah State University) and Sarah E. Bloom (University of South Florida)

#49 Symposium

2:00 pm–3:50 pm

W185bc (McCormick Place Convention Center)

VRB/AUT; Applied Research

BACB CE Offered. CE Instructor: Anna I. Petursdottir, Ph.D.

Response Modalities in Early Mand Training and Prerequisites for Vocal Communication

Chair: Anna I. Petursdottir (Texas Christian University)

Discussant: Sarah A. Lechago (University of Houston-Clear Lake)

Evaluation of Mand Modalities for Individuals With Limited Verbal Repertoires

CATHERINE BAKER and Timothy R. Vollmer (University of Florida)

Using a Pre-requisite Skills Assessment to Identify Optimal Modalities for Mand Training

AMBER VALENTINO (Trumpet Behavioral Health, Monterey Bay), Linda A. LeBlanc and Paige Raetz (Trumpet Behavioral Health), and Lauren A. Weaver (Vanderbilt Kennedy Center, Treatment and Research Institute for Autism Spectrum Disorders)

Effects of Response-Contingent Pairing, Response-Independent Pairing, and Differential Reinforcement on Vocalizations of Children With Autism

TRACY L. LEPPER and Anna I. Petursdottir (Texas Christian University)

A Systematic Comparison of Commonly Used Echoic Teaching Procedures

CATIA CIVIDINI-MOTTA CIVIDINI, Nicole Scharrer, and William H. Ahearn (New England Center for Children)

#50 Paper Session

3:00 pm–3:20 pm

W185d (McCormick Place Convention Center)

AUT

Comparing Efficacy, Effectiveness and Efficiency of Individualized Programs for Children With a Disability After 2 Years of Applied Practice in Public Schools, Homes, and Learning Centers

Chair: Fabiola Casarini (Tice Learning Centre)

Comparing Efficacy, Effectiveness, and Efficiency of Individualized Programs for Children With a Disability After 2 Years of Applied Practice in Public Schools, Homes, and Learning Centers (Applied Research)

FABIOLA CASARINI (Tice Learning Centre), Francesca Cavallini and Vanessa Artoni (Università degli Studi di Parma), and Valentina Tirelli (Tice Learning Centre)

#51 Symposium

3:00 pm–3:50 pm

W182 (McCormick Place Convention Center)

AAB; Applied Research

Applications of Behavior Analysis for Basic and Applied Questions in Canine Behavior

Chair: Terri M. Bright, Ph.D., BCBA-D (Simmons College)

Evaluation of Behavioral Interventions to Decrease Unattractive Behavior in Shelter Dogs

ALEXANDRA PROTOPOPOVA (University of Florida) and Clive Wynne (Arizona State University)

The Effects of Prior Pavlovian Conditioning to an Odor on Resistance to Disruption of a Discrimination Task Involving That Odor in Dogs

NATHANIEL HALL (University of Florida) and Clive Wynne (Arizona State University)

When Dogs Judge Less as More

Kristina Pattison and THOMAS ZENTALL (University of Kentucky)

#52 Symposium

3:00 pm–3:50 pm

W184c (McCormick Place Convention Center)

AUT/PRA; Service Delivery

BACB CE Offered. CE Instructor: John W. Eshleman, Ed.D.

Family, School, and Sleep: Contending With Outside Factors When Trying to Provide the Most Effective ABA Therapy Possible.

Chair: Bradley G. Frieswyk (BGF Performance Systems, LLC)

Discussant: John W. Eshleman (The Chicago School of Professional Psychology)

Addressing Sleep Problems in a Child With Autism Spectrum Disorder

NICOLE ANN CISSELL (BGF Performance Systems, LLC), Colleen Sweeney (The Chicago School of Professional Psychology), and Bradley G. Frieswyk (BGF Performance Systems, LLC)

Arguing Against Limits on ABA: A Case Study of Moving From 12 Hours of ABA to 40

JACLYN GUTIERREZ (BGF Performance Systems, LLC), Shant Demirjian (The Chicago School of Professional Psychology), and Bradley G. Frieswyk (BGF Performance Systems, LLC)

#53 Symposium

3:00 pm–3:50 pm

W184a (McCormick Place Convention Center)

AUT/PRA; Applied Research

BACB CE Offered. CE Instructor: Rebecca Cox, M.A.

Intervention Strategies for Supporting Individuals With Autism Spectrum Disorder

Chair: Rebecca Cox (The Gevirtz School, Graduate School of Education, University of California, Santa Barbara)

Effects of Video Self-Monitoring Procedures on Interventionist Implementation of Pivotal Response Treatment

REBECCA COX (The Gevirtz School, Graduate School of Education, University of California, Santa Barbara)

Targeting Question-Asking Initiations Through Video-Feedback to Improve Social Conversation in College Students With Autism Spectrum Disorders

WHITNEY J. DETAR SMITH (The Gevirtz School, Graduate School of Education, University of California, Santa Barbara)

Increasing Socialization in Adults With Asperger's Syndrome

KRISTEN ASHBAUGH (Koegel Autism Center)

#54 Paper Session

3:00 pm–3:50 pm

W179a (McCormick Place Convention Center)

CBM

Behavioral Assessment and Self-Management

Chair: Robson Zazula (Universidade Estadual de Londrina)

Problem Behavior and Medical Treatment: Direct and Indirect Measures in Behavioral Assessment (Applied Research)

ROBSON ZAZULA and Márcia Cristina Gon Caserta (Universidade Estadual de Londrina)

Self-Management: Self-Monitoring, Self-Regulating, and the Escalation Chain (Applied Research)

CHRIS M. SCHAUB (ReMed)

#55 Symposium

3:00 pm–3:50 pm

W179b (McCormick Place Convention Center)

CBM/DEV; Applied Research

The Use of Antecedent Manipulations to Augment the Effects of Treatment in Toddlers

Chair: Danielle N. Dolezal (Seattle Children's Hospital and The Autism Center)

Discussant: William H. Ahearn (New England Center for Children)

Effect of Time-In on Dangerous Behavior Exhibited by Toddlers in the Home

Lauren Melen and MICHELE D. WALLACE (California State University, Los Angeles)

An Evaluation of the Interaction of Response Effort and Food Preference to Increase Food Consumption

BROOKE M. HOLLAND, David P. Wacker, Linda J. Cooper-Brown, and Ashley Willms (University of Iowa)

#56 Symposium

3:00 pm–3:50 pm

W187ab (McCormick Place Convention Center)

DDA; Applied Research

BACB CE Offered. CE Instructor: Lauren F. Troy, MA

Further Applications and Extensions of Functional Analysis Methodology

Chair: Lauren F. Troy (Bancroft)

Discussant: Frances A. Perrin (Rider University)

An Assessment to Identify the Relation Between Repetitive Mands and Problem Behavior

SEAN SMITH, Tracy L. Kettering, Sonam G. Dubal, and Katie Chamberlin (Bancroft) and Frances A. Perrin (Rider University)

Identification of Idiosyncratic Variables Evoking Problem Behavior During Transitions

NICOLE KEYS, Tracy L. Kettering, Katie Chamberlin, and Sean Smith (Bancroft)

Single-Room Functional Analysis of Elopement

PATRICK GRUGAN, Lauren F. Troy, Jacqueline Milligan, and Kristin Vespe (Bancroft); Jennifer Hackney (Rowan University); and Kimberly Fenton (Rider University)

Comparison of Functional Analyses With Single and Multiple Topographies of Behavior

KIRSTEN SWENSON, Tracy L. Kettering, Nicole Keys, and Sean Smith (Bancroft)

#57 Symposium

3:00 pm–3:50 pm

W186 (McCormick Place Convention Center)

DDA/EDC; Applied Research

BACB CE Offered. CE Instructor: Helen I. Cannella-Malone, Ph.D.

Using Mobile Technologies to Teach Students With Autism and Other Developmental Disabilities

Chair: Helen I. Cannella-Malone (The Ohio State University)

A Comparison of Mobile Devices to Teach Individuals With ASD and/or ID Vocational Skills Using Universally-Designed Prompting Systems

TONI R. VAN LAARHOVEN (Northern Illinois University), Wendy Bonneau (DeKalb High School), and Adam Carreon and Ashli Lagerhausen (Northern Illinois University)

An Examination of the Effectiveness of Continuous Video Prompting

HELEN I. CANNELLA-MALONE (The Ohio State University), Linsey M. Sabielny (DePaul University), Eliseo D. Jimenez (The Ohio State University), Megan Miller (Navigation Behavioral Consulting), and Olivia Miller and Hollie Byrum (The Ohio State University)

Using Video Prompting for Skill Acquisition With Individuals With Moderate to Intensive Disabilities: Generalization and Maintenance Literature Review

ELISEO D. JIMENEZ and Helen I. Cannella-Malone (The Ohio State University)

#58 Paper Session

3:00 pm–3:50 pm

W187c (McCormick Place Convention Center)

DDA

Application of Applied Behavior Analysis in the Assessment of Physiologic Processes

Chair: Kristin M. Hustyi (Stanford University)

Behavior Management Services of York and Simcoe: The Use of Technology in Anger

Management Groups: Supporting Persons With Intellectual Disabilities (Applied Research)

CHRISTA SALMON, Ateeq Awan, and Samantha Ge (Mackenzie Health) and Kerry-Anne Robinson (Kinark Child and Family Services)

Integrating Physiological Monitoring in the Functional Analysis of SIB (Applied Research)

SCOTT S. HALL and Kristin M. Hustyi (Stanford University) and Clara Chui (Palo Alto University)

Toilet Training: Alternatives to and Extensions on Traditional Methods (Applied Research)

KARLEE D. MILLER, Amy J. Davies Lackey, Nicole Herz, and Patricia Paloma (Manhattan Childrens Center)

#59 Symposium

3:00 pm–3:50 pm

W176c (McCormick Place Convention Center)

EAB/TBA; Basic Research

BACB CE Offered. CE Instructor: Jacob H. Daar, M.A.

Learning in Invertebrate Subjects: New Avenues for Behavior Analysis

Chair: Jacob H. Daar (Southern Illinois University)

Discussant: Jeffrey N. Weatherly (University of North Dakota)

Issues in the Study of Invertebrate Learning

CHARLES I. ABRAMSON (Oklahoma State University)

How to Bring Animal Labs Back Into Behavior Analysis Training Programs: The Promise of Invertebrates

MARK R. DIXON (Southern Illinois University)

#60 SQAB Tutorial

3:00 pm–3:50 pm

W178a (McCormick Place Convention Center)

EAB; Service Delivery

Willie Sutton—or Where the Real Reinforcers Are

Chair: Patrick C. Friman (Boys Town)

JOHN E. R. STADDON (Duke University)



John Staddon is the James B. Duke professor of psychology and professor of biology and neurobiology emeritus at Duke University. He has served as faculty secretary and ex-officio member of the Executive Committee of the Academic Council since 2002. He has obtained his Ph.D. in experimental psychology from Harvard University, conducted research at the MIT Systems Lab, and taught at the University of Toronto. He also has done research at Oxford University in the United Kingdom, the University of São Paulo at Riberão Preto, the University of Mexico, the Ruhr Universität, Universität Konstanz, the University of Western

Australia, and is an honorary visiting professor at the University of York in the United Kingdom. He is a fellow of several scientific organizations including the American Association for the Advancement of Science and the Society of Experimental Psychologists, and has a “docteur honoris causa” from the Université Charles de Gaulle, Lille 3, France. His research is on the evolution and mechanisms of learning in humans and animals and the history and philosophy of psychology and biology. Dr. Staddon is a past editor of the journals *Behavioural Processes* and *Behavior & Philosophy*. His laboratory has studied the simulated detection of landmines, optimality analysis and behavior, mechanisms of choice behavior, and interval timing in animals. His recent theoretical work includes papers on operant conditioning, memory, timing, and psychobiological aspects of ethical philosophy. He has written and lectured on public-policy issues such as education and evolution, traffic control, smoking, and the effects of social and biological processes on financial markets. He is the author of more than 200 research papers and five books, including *The New Behaviorism: Mind, Mechanism and Society*; *Adaptive Dynamics: The Theoretical Analysis of Behavior*; *Adaptive Behavior and Learning*; and *The Malign Hand of the Markets*.

Abstract: This tutorial is an exploration of the reinforcement contingencies set up by the financial industry with instruments such as credit default swaps and other insurance-like products. The question a behavior analysis must ask is what are the implications of these instruments for economic stability and the functionality of the allegedly optimizing, but invisible, hand of Adam Smith. Once again, globally destructive behavior can best be explained in terms of a contrast between short-term and long-term consequences. It should come as no surprise that given the option, the financial industry pursues short-term gains and long-term losses and focused benefits with dispersed losses.

#61 Symposium

3:00 pm–3:50 pm

W192b (McCormick Place Convention Center)

OBM; Applied Research

Research in Practice; Some OBM Examples

Chair and discussant: Ned Carter (SALAR, Stockholm, Sweden)

The Do's and Don'ts of Integrating Behavioral Science Into OBM Practice

THOMAS E. BOYCE (Center for Behavioral Safety, LLC)

Can Leaders See Leadership When They Watch Leaders in Action?

SIMON ELVNÄS (Royal Institute of Technology)

3:00 pm–3:50 pm

W190a (McCormick Place Convention Center)

OBM; Basic Research

Educating Future Generations: Behavioral Education in the 21st Century

Chair: Ramona Houmanfar (University of Nevada, Reno)

KEVIN GRIGSBY (Association of American Medical Colleges)

KENT JOHNSON (Morningside Academy)



R. Kevin Grigsby, MSW, DSW, is senior director of leadership and talent development at the Association of American Medical Colleges. He served as vice dean for faculty and administrative affairs from 2000–09 at Penn State College of Medicine in Hershey, PA, where he continues to hold an academic appointment as clinical professor of psychiatry. Dr. Grigsby's clinical experience includes a history of program planning, implementation, and evaluation in the area of innovative home- and community-based health and mental health services. His clinical practice experience has been primarily in underserved rural and inner city areas and includes perinatal intervention with substance-abusing women,

mental-health service delivery to children and adolescents in shelter care, provision of home-based services to parents and children with HIV-related illnesses, and the use of advanced telecommunications technology in health services delivery. During the past decade, the focus of Dr. Grigsby's work shifted to organizational development in academic health centers including developing a future-oriented perspective in academic leaders and the alignment of resources with missions. Dr. Grigsby remains active in promoting effective interpersonal communication within academic health centers and in implementing alternative conflict resolution/management strategies at the department and institutional levels. The use of teams and other nontraditional organizational models in higher education settings is another area of scholarship. As an expert on the use of teams in academic health centers, Dr. Grigsby has presented at regional and national conferences and has consulted with a number of academic health centers and professional organizations. He and his colleagues published an account of the use of teams to unify the clinical, academic, and research enterprises in an academic health center. This approach was instrumental in breaking down barriers that typically separate academic departments and resulted in reducing traditional barriers between employees and management, promoting faculty and staff participation in decision-making processes, and solving organizational problems that seemed to be intractable in the past. At the Association of American Medical Colleges, he and his team offer programs to improve organizational and leadership performance at medical schools and academic medical centers, address the needs of women and underrepresented minorities at academic medical centers, and link individual professional development to improved organizational performance.



Dr. Kent Johnson founded Morningside Academy, in Seattle, WA, in 1980, and currently serves as its executive director. Morningside is a laboratory school for typical children and youth, investigates effective curricula and teaching methods, and has provided training and consulting to more than 125 schools throughout the world. Dr. Johnson's many publications about research-based curriculum and teaching methods include *The Morningside Model of Generative Instruction*, and *Response to Intervention and Precision Teaching* with Dr. Elizabeth Street. More than 40,000 students and more than 1,000 teachers have implemented Morningside's *Generative Instruction*. Dr. Johnson is also a co-founder of Headsprout, Inc.—now

Mimio—a company that develops web-based, interactive, cartoon-driven instructional programs, including *Mimiosprout Early Reading* and *MimioReading Comprehension Suite*. Dr. Johnson is recipient of the Award for Public Service in Behavior Analysis from the Society for the Advancement of Behavior Analysis, the Anderson Award for Exemplary Contributions to Behavioral Education from the Cambridge Center for Behavioral Studies, the Award for Excellence in Evidence-based Education from the Wing Institute, the Allyn and Bacon Exemplary Program Award from the Council for Exceptional Children, and the Lindsley Lifetime Achievement Award in Precision Teaching from the Standard Celeration Society.

Abstract: The quality of education is critical to producing knowledgeable citizens able to adapt to a changing world. Students' education and cultural influences set the stage for their future professions, and as leaders or educators in an increasingly interconnected global community. By drawing upon their pioneering work in the area of education, panelists will provide comments regarding this theme of the Seminar on Leadership and Cultural Change. The seminar is designed to aid educational leaders to create new models of stewardship and open opportunities for innovation while adjusting to growing social upheaval, technological advances, and environmental concerns, as well as crises in the global economy, health, education, and environment. It will address how behavior analysis finds common ground with other sciences by investigating the behavior of leaders who influence organizations and society.

#63 B. F. Skinner Lecture Series

3:00 pm–3:50 pm

W375e (McCormick Place Convention Center)

SCI; Basic Research

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

Repetitive Behavior in Neurodevelopmental Disorders: Clinical and Translational Findings

Chair: Iser Guillermo DeLeon (Kennedy Krieger Institute)

MARK HENRY LEWIS (University of Florida)



Dr. Lewis joined the Department of Psychiatry in the College of Medicine at the University of Florida in 1992 as an associate professor of psychiatry and neuroscience. He completed a bachelor's degree in psychology graduating magna cum laude at Bowdoin College, a master's degree in psychology at Western Michigan University, and a doctorate in psychology at Vanderbilt University. Dr. Lewis also completed postdoctoral training in neuropharmacology at the University of North Carolina. He is currently associate chair for research in the Department of Psychiatry, a professor of psychiatry, neuroscience, and psychology and the executive director of the Center for Autism and Related Disabilities at

the University of Florida. Dr. Lewis is a highly respected member of some of the most prestigious federal peer review groups including chair of the Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD), the Special Emphasis Panel on Chronic Aberrant Behavior and a member of the NICHD Intellectual and Developmental Disabilities Research Centers, the NIMH ARRA Autism Review, and the Department of Defense Autism Research Program. He is also an ad hoc reviewer for the National Science Foundation and the National Institutes of Health. Dr. Lewis is on the External Advisory Board for the Neurodevelopmental Disorders Research Center at the University of North Carolina and the editorial review boards for the *American Journal on Mental Retardation* and the *Journal of Mental Health Research in Intellectual Disabilities*. Dr. Lewis is a highly respected teacher and faculty adviser mentoring many students in the field of research. He is the recipient of the Georgia Department of Human Resources Educational Stipend Award, the University of Medicine and Dentistry of New Jersey Exceptional Merit Award, and the Frank Porter Graham Innovative Research Award.

Abstract: Aberrant repetitive behaviors (e.g., stereotypies, compulsions, and rituals) are diagnostic for autism and frequently observed in related neurodevelopmental disorders. Despite this, relatively little is known about the neurobiological mechanisms that mediate the development and expression of these repetitive behaviors. This lack of knowledge precludes effective early intervention and prevention strategies. Clinical studies have provided only very limited findings based on a small number of neuroimaging and genetic studies. Moreover, there is little evidence for the efficacy of pharmacotherapy for repetitive behaviors in individuals with neurodevelopmental disorders. Valid animal models can aid substantially in identifying pathophysiological factors mediating aberrant repetitive behavior and aid in treatment development. The talk will review findings from animal models of repetitive behavior, highlighting environmental factors and the role of altered cortical-basal ganglia circuitry in the development and expression of these behaviors. Dr. Lewis also will review pharmacological studies that have identified novel potential therapeutic targets for clinical drug development.

#64 Panel Discussion

3:00 pm–3:50 pm
W193a (McCormick Place Convention Center)
TBA; Service Delivery
BACB CE Offered. CE Instructor: Theodore A. Hoch, Ed.D.

When You're a Behavior Analyst, You Can Work Anywhere in the World!

Chair: Theodore A. Hoch (George Mason University)

ADAM DREYFUS (Sarah Dooly Center in Richmond Virginia)
DOROTHY XUAN ZHANG (George Mason University)
ALAN EL TAGI (Alternative Paths Training School)

#65 Symposium

3:00 pm–4:50 pm
W184b (McCormick Place Convention Center)
AUT; Applied Research
BACB CE Offered. CE Instructor: Angela M. Persicke, M.A.

Recent Advances in Skill Acquisition Research With Children With Autism

Chair: Megan St. Clair (Center for Autism and Related Disorders)
Discussant: Amanda N. Adams (Central California Autism Center)

Establishing a Generalized Repertoire of Predicting the Cause of Others' Emotions

ANGELA M. PERSICKE, Jonathan J. Tarbox, Adel C. Najdowski, and Megan St. Clair (Center for Autism and Related Disorders)

The Effectiveness of a Self-Monitoring Intervention on Reducing Stereotypic Behaviors in Children With Autism

Angela M. Persicke, Jennifer Ranick, Jonathan J. Tarbox, and MEGAN ST. CLAIRE (Center for Autism and Related Disorders)

Teaching Children With Autism Spectrum Disorders to Respond Appropriately to Disguised Mands

RYAN BERGSTROM, Adel C. Najdowski, Jonathan J. Tarbox, and Megan St. Clair (Center for Autism and Related Disorders)

Using a Percentile Schedule to Shape Waiting in Young Children With Autism

AINSLEY B. LEWON, Patrick M. Ghezzi, Ashlie Senko, and Vanessa Willmoth (University of Nevada, Reno)

#66 Symposium

3:00 pm–4:50 pm
W183c (McCormick Place Convention Center)
AUT; Applied Research
BACB CE Offered. CE Instructor: Alison M. Betz, Ph.D.

Further Evaluations of the Efficiency of Teaching Procedures Used With Children With Autism

Chair: Alison M. Betz (Florida Institute of Technology)
Discussant: Edward J. Daly III (University of Nebraska-Lincoln)

Evaluation of Teaching Procedures Resulting in Prompt Dependence

KORY MADDEN, Amanda Karsten, and Emily White (Western New England University)

Evaluating the Emergence of Reverse Intraverbals in Children With Autism

ALICIA ALLAN, Jason C. Vladescu, Sharon A. Reeve, Tina Sidener, and April N. Kisamore (Caldwell College)

A Comparison of Computer-Assisted and Person-Based Tact Training for Children Diagnosed With Autism

BRITTANY LEBLANC, Tiffany Kodak, Vincent E. Campbell, Tom Cariveau, Sienna Schultz, and Annie Bailey (University of Oregon)

The Evaluation of the Efficiency of Prompt Only and Prompt Plus Instructive Feedback Procedures in Teaching Children With Autism Categorical Relations

JUSTINE HENRY, Alison M. Betz, Natasha Sturkie, and Katrina L. Bartell (Florida Institute of Technology)

#67 Symposium

3:00 pm–4:50 pm

W183b (McCormick Place Convention Center)

AUT/PRA; Applied Research

BACB CE Offered. CE Instructor: Jacqueline N. Potter, Ph.D.

Extending Preference Assessment Methodology and Applications

Chair: Jacqueline N. Potter (Melmark New England)

Discussant: Richard B. Graff (New England Center for Children)

Assessing the Efficacy of Pictorial Preference Assessments for Children With Autism Spectrum Disorders

MEGAN R. HEINICKE (California State University, Sacramento), James E. Carr (Behavior Analyst Certification Board), and Sacha T. Pence (Auburn University)

Evaluating Efficacy and Preference of Parameters of Positive Reinforcement

LAURA ANN HANRATTY and Gregory P. Hanley (Western New England University)

A Comparison of Methods to Assess Preference for Work Activities With Adolescents Diagnosed With an Intellectual Disability

BRITTNEY LUCIBELLO and Jacqueline N. Potter (New England Center for Children), Gregory P. Hanley (Western New England University), and Michele F. Klein (New England Center for Children)

Evaluating Efficacy and Child Preference for Treatments for Problem Behavior Maintained by Negative Reinforcement

TODD M. OWEN, Kevin C. Luczynski, and Wayne W. Fisher (University of Nebraska Medical Center)

#68 Symposium

3:00 pm–4:50 pm

W190b (McCormick Place Convention Center)

CSE/OBM; Applied Research

Behavioral Community Intervention and Actively Caring: From Dream Chasing to Making a Difference

Chair: Ryan C. Smith (Virginia Tech Transportation Institute)

Discussant: Timothy D. Ludwig (Appalachian State University)

Intervening to Increase Interpersonal Thanking: Behavioral Impact of a Social Label on Commitment

MICHAEL EKEMA-AGBAW, Jenna McCutchen, Micah Roediger, and E. Scott Geller (Virginia Tech University)

Identifying Prosocial Change Agents for Organizational Change: An AC4P Application for University Student Organizations

KYLE PACQUE, Shane McCarty, and Tanner Kluth (Virginia Tech University)

Prompting Cashiers to Request Identification: A Community-wide Intervention to Prevent Identity Theft

CHRISTOPHER DOWNING, Nicole Capriola, Megan Tucker, and E. Scott Geller (Virginia Tech University)

Do As I Say Not As I Do: Influence of Parenting on College Students' Drinking

ZECHARIAH ROBINSON, Stephanie Cario, Suzana Pratt, Ryan C. Smith, and E. Scott Geller (Virginia Tech University)

#69 Symposium

3:00 pm–4:50 pm

W185a (McCormick Place Convention Center)

DDA/AUT; Applied Research

BACB CE Offered. CE Instructor: Kenneth Shamlian, Ph.D.

Extensions in the Assessment and Treatment of Automatically Maintained Behavior

Chair: Kenneth Shamlian (Nova Southeastern University)

Discussant: Michael E. Kelley (The Scott Center for Autism Treatment, Florida Institute of Technology)

Effects of Brief and Extended Access to Competing Auditory Stimuli on Vocal Stereotypy During Academic Demands

KIMBERLY SLOMAN, Matthew L. Edelstein, Katelyn Selver, Rebecca Schulman, Mariana Torres-Viso, and Amy Paige Hansford (Rutgers University)

Extension of Assessment Methods for Determining the Reinforcing Functions of Property Destruction

KRISTINA SAMOUR, Kenneth Shamlian, Brenna Cavanaugh, and F. Charles Mace (Nova Southeastern University)

Comparison of the Effects of Preferred and Competing Stimuli on the Treatment of Destructive Behavior

BRENNA CAVANAUGH, Kenneth Shamlian, Kristina Samour, and F. Charles Mace (Nova Southeastern University)

Analysis of the Effects of an Extended Competing Stimulus Assessment

DANIELLE TARVER, Brenna Cavanaugh, Kenneth Shamlian, and F. Charles Mace (Nova Southeastern University)

#70 Invited Symposium

3:00 pm–4:50 pm

W180 (McCormick Place Convention Center)

DEV

BACB CE Offered. CE Instructor: Erik A. Mayville, Ph.D.

Autism in Infancy: Behavioral Systems Conceptualization and Practical Considerations

Chair: Erik A. Mayville (Connecticut Center for Child Development)

Discussant: Linda A. LeBlanc (Trumpet Behavioral Health)

An Overview of Established and Emerging Methods of Early Identification of Autism Spectrum Disorder

ERIK A. MAYVILLE (Connecticut Center for Child Development)



Erik Mayville is the clinical director of the Institute for Educational Planning, subsidiary agency of the Connecticut Center for Child Development. He has a BA in psychology from the University of Nevada; a MA in applied behavior analysis from the University of the Pacific; and a Ph.D. in clinical psychology with a developmental disabilities emphasis from Louisiana State University. He completed his predoctoral internship in applied behavior analysis and developmental disabilities at the Kennedy Krieger Institute and Johns Hopkins School of Medicine in Baltimore, MD. Dr. Mayville has co-authored more than 20 refereed articles and book chapters on various topics relevant to people with autism and

developmental disabilities, including curriculum content in ABA, problematic behavior, social skills, psychiatric disorders, and psychotropic medication. He has served on the editorial boards of several peer-reviewed journals, including *Behavior Analysis in Practice* and *Research in Autism Spectrum Disorders*, and he is co-editor of the book *Behavioral Foundations of Effective Autism Treatment*. He also has served as an adjunct professor in the Department of Behavior Analysis at the University of North Texas. Dr. Mayville's practice focuses on psychological evaluation, intervention consultation, and educational program evaluation for children and adolescents with autism spectrum disorders.

Abstract: Behavioral intervention initiated early in childhood is associated with positive outcomes in autism spectrum disorder (ASD). As such, early identification of ASD-related behavioral deficits and excesses is viewed as central to achieving the best long-term intervention outcome, with the goal for treatment professionals being to intervene from the moment a diagnosis is confirmed. Current validated diagnostic procedures are based in observation of behavior and do not allow for diagnosis any earlier than 18 months of age. However, behavioral deficits indicative of high-risk status for ASD can be identified at 12 months of age, and technologies utilizing potential biomarkers in infants younger than 12 months are emerging. Therefore, ABA practitioners are likely to face demands to work with infant populations in the future. This presentation will provide a review of established and emerging technologies for identifying behavioral characteristics and biological associations of ASD, with a critical review of methods of identification for children younger than 12 months.

Infant Development as the Behavior Analyst Views It

GARY D. NOVAK (California State University Stanislaus)



Gary Novak is professor emeritus of psychology and child development at California University, Stanislaus. He has a BA in psychology from Rutgers University, a MA in psychology from Temple University, and earned his Ph.D. in developmental psychology from the State University of New York at Stony Brook. Dr. Novak was founding dean of the College of Human and Health Sciences at CSU, Stanislaus, where he taught for more than 35 years. He was twice Psychology Department chair, 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*. Retired and living in California wine country, Dr. Novak continues to publish and lecture on behavioral development. His most recent publications have focused on hidden skills in the development of autism.

Abstract: Previously defined by DSM IV-R as a “developmental disorder,” DSM 5 now categorizes autism spectrum disorder (ASD) as a “Neurodevelopmental Disorder.” Although evidence of specific neurological dysfunction is lacking, the developmental basis for behavioral development in autism is not. Behavioral Systems Theory provides a framework for understanding the development, prevention, and treatment of the constellations of behaviors that characterize ASD and explains how multiple factors, including neurological, historical, and current environmental ones lead to the emergence of patterns seen in individuals. This paper will outline the basic principles of development in infancy as viewed from a behavior analytical perspective. It will focus on processes that produce typical development as well as the acquisition of the behavioral excesses and deficits characteristic of ASD. Among the key developmental concepts involved in understanding typical and atypical are skills learning, “hidden” skills and deficits, and behavioral cusps. Some of the crucial early hidden skills and deficits in infant development will be identified and the implications for early intensive behavioral intervention discussed.

Intervention for Developmental Delays in Infancy

MARTHA PELAEZ (Florida International University)



Martha Pelaez is the Frost Professor at Florida International University. Her research is in the areas of mother-infant interactions and infant social learning processes. She has developed intervention protocols for infants at risk of developmental delays published in her book with G. Novak, *Child and Adolescent Development: A Behavioral Systems Approach*, in a chapter in Rehfeldt & Barnes-Holmes (2009), and in Mayville & Mulick (2011, Eds.), on effective autism treatment. Her theoretical and experimental contributions include a recently revised taxonomy of rules and rule-governed behavior (Pelaez, in press *European Journal of Behavior Analysis*); a behavior-analytic approach to moral

development (Pelaez & Gewirtz, 1995) and the relation between derived relational responding and intelligence (with D. O'Hara & D. Barnes-Holmes, 2005). Dr. Pelaez has published more than 80 refereed articles in mainstream journals including the *American Psychologist*, the *Journal of Child Development*, the *Journal of Applied Behavior Analysis*, and *Infant Behavior and Development Journal*. She has served as program chair for the American Psychological Association Division 25 and past program co-chair for the Association for Behavior Analysis International. She is the founding editor (1990) of the *Behavior Development Bulletin* and has served on editorial boards including *The Behavior Analyst*. She was awarded fellowship status by the American Psychological Association and is a trustee of the Cambridge Center for Behavior Studies. Dr. Pelaez also served as a member of the Florida Board of Governors.

Abstract: In the U.S. alone, more than 1 million children are on record as having some form of autism or learning disability. This number continues to increase. Researchers have begun to recognize the enormous value of behavior analysis and early interventions in encouraging children to focus attention

and shaping their early social behavior. Dr. Pelaez will present interventions with infants “at risk” of later developmental delays using specific forms of social reinforcers like synchronized touch and cooing that increase infant’s eye contact and gaze at mother’s face. Infant massage provides the occasion for synchronized mother-infant interactions that include many of the social reinforcers outlined in this presentation. She will explain a procedure where a caregiver’s vocal imitation and motherese speech increases infant vocalizations, smiles, and directs infant attention. In older infants, maternal social contingencies in the form of gestural expressions can work as signals for the infant on when and how to respond toward an ambiguous object in the context of uncertainty—a phenomenon known as social referencing. In summary, these techniques developed for early interventions with infants have shown to be effective in improving their social behavior and explain early social learning phenomena as attachment, joint attention, and social referencing.

Ethical Issues in Autism Intervention With Infants

SUZANNE LETSO (Connecticut Center for Child Development)



Suzanne Letso is the co-founder and CEO of the Connecticut Center for Child Development. Mrs. Letso currently serves as treasurer and a member of the board of directors of the Behavior Analyst Certification Board, on the Scientific Advisory Council, a member for the Organization for Autism Research, Association for Professional Behavior Analysts’ advisory board, and is vice chair of the board of directors for Marrakech, Inc. She also has participated in the establishment of a number of other service organizations and autism-related initiatives. Mrs. Letso holds a BA in elementary education from Southern Connecticut State University, a MA in leadership from Duquesne University, and is a Board Certified

Behavior Analyst. Before her work related to behavior analysis, Mrs. Letso worked as a marketing executive for international medical product manufacturers, where she was involved in new product, business, and venture capital start-up initiatives. In addition, she has been involved in organizational assessment and development of for-profit enterprises in other fields. Mrs. Letso is a registered lobbyist for the Connecticut General Assembly and has worked as an advocate on a number of legislative issues within the state of Connecticut including sustainment of funding for those served by the Department of Developmental Services, autism insurance legislation, continuation of public school funding for people with disabilities through their 21st school year, and recognition of Board Certified Behavior Analysts.

Abstract: Applied behavior analysis has been demonstrated to be the most effective intervention for children with autism spectrum disorders (ASD). Following recommendations for intervention for ASD as early as possible, means of identifying infants at risk for ASD are emerging. For example, researchers have determined that younger siblings of children with ASD are at a much higher risk of developing the disorder than the general population. Additionally, biologically based tests purported to identify infants at risk for developing ASD are becoming commercially available. As a result, behavior analysts working in the field of ASD education and treatment can anticipate an increase in requests for ABA interventions for infants. This presentation will outline some of the practical and ethical issues behavior analysts must address in providing services to at-risk infants and very young children. Topics include the competencies of the behavior analyst working with infants, working within the bounds of evidence-based practice, and the potentially multifaceted role the practitioner may need to serve for caregivers through the child’s infancy and into early childhood.

#71 Symposium

3:00 pm–4:50 pm

W176b (McCormick Place Convention Center)

EAB/TPC; Applied Research

BACB CE Offered. CE Instructor: Kenneth F. Reeve, Ph.D.

Teaching Social, Academic, and Music Concepts With Stimulus Equivalence-Based Instruction

Chair: Kenneth F. Reeve (Caldwell College)

Discussant: Daniel Mark Fienup (Queens College, City University of New York)

Equivalence Class Formation of Contextual Emotion Identification by Children With Autism
MATTHEW R. COLLIGAN and Kenneth F. Reeve (Caldwell College), Dawn B. Townsend (Institute for Educational Achievement), and Sharon A. Reeve (Caldwell College)

Using Stimulus Equivalence-Based Instruction to Teach Multiplication Concepts to Elementary School Learners

CASI HEALEY, Kenneth F. Reeve, Sharon A. Reeve, and Ruth M. DeBar (Caldwell College)

Effects of Conditional Discrimination Training on the Emergence of Music Skills

KELLI KENT and Amber Robinson (California State University, Sacramento), Jonathan K Fernand (University of Florida), and Kristin Griffith, Emily Darcey, and Caio F. Miguel (California State University, Sacramento)

Comparison of the Stimulus Equivalence Paradigm and Traditional Study: Learning Skinner's Taxonomy of Verbal Behavior

John O'Neill (Southern Illinois University, Carbondale), Ruth Anne Rehfeldt (Southern Illinois University), Bridget Munoz (Southern Illinois University, Carbondale), Chris Ninness (Stephen F. Austin State University), and JAMES R. MELLOR (Southern Illinois University)

#72 Symposium

3:00 pm–4:50 pm

W175c (McCormick Place Convention Center)

EAB/DDA; Basic Research

Discounting of Delayed and Probabilistic Rewards: From Basic Research to Applications

Chair: Nathan Call (Marcus Autism Center)

Discussant: Amy Odum (Utah State University)

Discounting of a Monetary Reward That Is Both Delayed and Probabilistic

Ariana Mae Vanderveldt, LEONARD GREEN, and Joel Myerson (Washington University)

Discounting of Delayed Gains and Losses: Evidence for an Anomalous Group of Debt-Averse Individuals

JOEL MYERSON, Ana A. Baumann, Leonard Green (Washington University)

The Generality of Steep Discounting in Smokers

JONATHAN E. FRIEDEL, William DeHart, Gregory J. Madden, and Amy Odum (Utah State University)

Discounting of the Results of Treatments by Caregivers of Children With Autism as a Result of Delay to Treatment Outcome

NATHAN CALL, Andrea R. Reavis, and Addie F. Andrus Findley (Marcus Autism Center)

#73 Symposium

3:00 pm–4:50 pm

W176a (McCormick Place Convention Center)

EAB; Basic Research

Experimental Analysis of Behavior and Animal Models of Traumatic Brain Injury

Chair and discussant: Michael R. Hoane (Southern Illinois University, Carbondale)

The Effects of a Frontal Traumatic Brain Injury on a Conditional Discrimination Task

TRAVIS RAY SMITH and Eric A. Jacobs (Southern Illinois University, Carbondale)

Insensitivity to Contingency Changes Following Frontal Traumatic Brain Injury and Medial Prefrontal Lesions

KRIS M. MARTENS (University of Lethbridge)

The Effects of a Frontal Traumatic Brain Injury on a Multiple Schedule and Generalization Performance

ERIC JAMES FRENCH (Central Michigan University)

Simple Operant Tasks Show Promise for the Assessment of Therapeutic Agents Following Experimental Traumatic Brain Injury

COLE VONDER HAAR (University of British Columbia)

#74 Symposium

3:00 pm–4:50 pm

W195 (McCormick Place Convention Center)

EDC/OBM; Applied Research

BACB CE Offered. CE Instructor: Derek D. Reed, Ph.D.

Behavior Analysis to Improve Education: An Actively Caring for People (AC4P) Approach

Chair: E. Scott Geller (Virginia Tech University)

Discussant: Derek D. Reed (University of Kansas)

Behavior-Based Intervention to Prevent Bullying in Elementary Schools: Prompting and Rewarding Prosocial Behaviors

JENNA MCCUTCHEN, Shane McCarty, Christian Holmes, and Kelsey Toney (Virginia Tech University)

A Positive Approach to Prevent Bullying in Middle Schools: Promoting Prosocial Behavior and Character Strengths

SHANE MCCARTY, Sophia Teie, Melissa Langerman, and E. Scott Geller (Virginia Tech University)

Fighting Death by PowerPoint: Exploring Ways to Motivate Student Engagement

RUTH-ANNE E. POLI, Maria Sugastti, Cailin Clinton, and E. Scott Geller (Virginia Tech University)

Applying AC4P in a Large College Course: From a Class Assignment to Active Engagement

JASON M. HIRST, Derek D. Reed, Brent Kaplan, and Amel Becirevic (University of Kansas)

#75 Symposium

3:00 pm–4:50 pm

W194b (McCormick Place Convention Center)

EDC; Applied Research

BACB CE Offered. CE Instructor: Jennifer L. Austin, Ph.D.

School-Based Functional Behavior Assessment and Intervention: Considerations for Research, Training, and Practice

Chair: Jennifer L. Austin (University of South Wales)

Discussant: Jennifer J. McComas (University of Minnesota)

Functional Analysis and Treatment of Selective Mutism

ADAM M. BRIGGS, Claudia L. Dozier, Jessica Foster, and Louisa Hussein (University of Kansas)

Examining Children's Perceptions of the Fairness of Behavior Programs and Rewards for Peers With Challenging Behaviour

JENNIFER L. AUSTIN and Charlotta Watson (University of South Wales) and Alexandra Sewell (Herefordshire Council)

Improving School-Based Functional Behavior Assessments by Teaching Experimental Analyses

BRENDA J. BASSINGTHWAITE (University of Iowa Children's Hospital), Michael Scheib (University of Southern Maine), John F. Lee and David P. Wacker (University of Iowa), and Sean D. Casey (Iowa Department of Education)

Functional Analysis in School Settings: Current Status and Future Directions

CYNTHIA M. ANDERSON (Appalachian State University), Billie Jo Rodriguez (University of Texas at San Antonio), and Justin Boyd (Kennedy Krieger Institute)

#76 Symposium

3:00 pm–4:50 pm

W184d (McCormick Place Convention Center)

PRA/CBM; Service Delivery

BACB CE Offered. CE Instructor: Joshua K. Pritchard, Ph.D.

Behaving and ACTing Great: Infusing Components From Acceptance and Commitment Training in Our Behavioral Work

Chair: Charles Kate Dingus (University of Mississippi)

Discussant: Catherine H. Adams (private practice)

Skills Training Is Not Enough in Behavioral Parent Training: Utilizing ACT to Positively Affect Parenting Practices

JILL DEFREITAS and Timothy M. Weil (University of South Florida)

When M&Ms Just Don't Cut It Anymore! Using ACT to Enhance Your Behavior Analytic Programming

JOSHUA K. PRITCHARD (Florida Institute of Technology)

Integrating Heart and Science in Parent Training: Combining Parent Training With Acceptance and Commitment Therapy

KATHERINE SANDRA MACLEOD (Florida Institute of Technology)

Values, Acceptance and Mindfulness With Parents of Children Diagnosed With Autism

LESLIE ROGERS (State of Louisiana)

#77 Symposium

3:00 pm–4:50 pm

W175b (McCormick Place Convention Center)

TPC/TBA; Theory

BACB CE Offered. CE Instructor: Ryan Lee O'Donnell, M.S.

Nonlinear Approaches to Behavior: Kantor, Kuo, Goldiamond, & Schiller

Chair: Ryan Lee O'Donnell (Brohavior)

Discussant: T. V. (Joe) Layng (Generategy, LLC)

Sorting the Ashes of the Behaviorisms

CAMERON GREEN (Florida State University)

Exploring a Couple Gems of Behaviorism

MARK MALADY (Brohavior)

Chows, Chicks and the Epigenetic Behaviorist: The Importance of Zing-Yang Kuo

RYAN LEE O'DONNELL (Brohavior)

The Whole Is Greater Than the Sum of Its Parts: A Nonlinear Behavioral Approach From Israel Goldiamond

SCOTT A. MILLER (University of Nebraska Medical Center)

#78 Symposium

4:00 pm–4:50 pm

W182 (McCormick Place Convention Center)

AAB/EAB; Basic Research

Why Do Dogs Engage Socially With Other Dogs and With Humans? Operant Aspects of Conspecific and Heterospecific Social Behavior in Dogs

Chair: Alexandra Protopopova (University of Florida)

Identifying Potential Controlling Variables of Social Play in the Domestic Dog

LINDSAY MEHRKAM (University of Florida) and Clive Wynne (Arizona State University)

Will Your Dog Work to Be With You? Domestic Dogs' Preferences for Types of Human Social Interaction and Owner Return as a Reinforcer for Dog Behavior

ERICA N. FEUERBACHER (University of Florida) and Clive Wynne (Arizona State University)

Are Dogs That Exhibit Separation-Related Problem Behaviors More Sensitive to Social Reinforcement?

KRISTY MUIR (Animal Behavior Training Solutions) and Erica N. Feuerbacher (University of Florida)

#79 Symposium

4:00 pm–4:50 pm

W184a (McCormick Place Convention Center)

AUT/VRB; Service Delivery

BACB CE Offered. CE Instructor: Seth W. Whiting, MS

Advancing Beyond Skinner’s Basic Verbal Operants With PEAK: Reliability, Validity, and Practical Implementation

Chair: Anna Cronin (Southern Illinois University, Carbondale)

Real World Implementation of PEAK by BCBAs With Children With Autism

CANDACE STADLER and Karen R. Harper (ABA of Illinois, LLC)

Establishing the Psychometric Properties of PEAK in ABA Assessment and Curriculum for Children With Autism

SETH W. WHITING and Kyle Rowsey (Southern Illinois University), Autumn N. McKeel (Aurora University), and Mark R. Dixon (Southern Illinois University)

Developing the Normative Sample of the PEAK Assessment for Comparison to Children With Autism

JORDAN BELISLE, Seth W. Whiting, Rachel Enoch, and Mark R. Dixon (Southern Illinois University)

#80 Symposium

4:00 pm–4:50 pm

W184c (McCormick Place Convention Center)

AUT/VRB; Applied Research

BACB CE Offered. CE Instructor: Anibal Gutierrez Jr., Ph.D.

Evaluating Aspects of Verbal Behavior Intervention for Children With Autism

Chair: Anibal Gutierrez Jr. (Florida International University)

Evaluating the Effectiveness of Discrete Trial Procedures for Teaching Receptive Discrimination to Children With Autism Spectrum Disorders

DESIREE ESPINAL and Anibal Gutierrez Jr. (Florida International University)

The Sequence Effects of Two Types of Training on Verbal Behavior Acquisition Rates in Children With Autism

ALEJANDRO DIAZ and Anibal Gutierrez Jr. (Florida International University)

A Parametric Analysis of the Optimal Number of Targets Taught Concurrently

KATIE A. NICHOLSON, Alison M. Betz, and Catalina Rey (Florida Institute of Technology)

#81 Panel Discussion

4:00 pm–4:50 pm

W179a (McCormick Place Convention Center)

CBM; Applied Research

BACB CE Offered. CE Instructor: Timothy M. Weil, Ph.D.

Taking Perspective: A Discussion of Research on Deictic Framing and Future Implications

Chair: Stephanie Caldas (University of Louisiana at Lafayette)

TIMOTHY M. WEIL (University of South Florida)

DAVID E. GREENWAY (University of Louisiana at Lafayette)

JOHN O’NEILL (Southern Illinois University, Carbondale)

#82 Paper Session

4:00 pm–4:50 pm

W179b (McCormick Place Convention Center)

CBM

Behavioral Medicine and Pediatric Encopresis

Chair: Colleen Cullinan (Western Michigan University)

Behavioral Medicine and Applied Behavior Analysis: Contributions and Limitations (Theory)

ASHLEY EDEN GREENWALD, Kathryn M. Roose, and W. Larry Williams (University of Nevada, Reno)

Evaluation of a Parent-Administered Intervention and Investigation of Factors Associated With Pediatric Encopresis (Applied Research)

COLLEEN CULLINAN and Galen J. Alessi (Western Michigan University)

#83 Symposium

4:00 pm–4:50 pm

W186 (McCormick Place Convention Center)

DDA; Applied Research

BACB CE Offered. CE Instructor: Jeffrey Michael Chan, Ph.D.

Advances in the Application of Visual Supports and Video-Based Instruction With Individuals With Developmental Disabilities

Chair: Jeffrey Michael Chan (Northern Illinois University)

A Picture-Based Activity Schedule Intervention to Teach Adults With Intellectual Disability to Use an iPad During a Leisure Activity

JEFFREY MICHAEL CHAN (Northern Illinois University), Lindsay Lambdin and Kimberly Graham (Helping Hand), Christina Fragale (University of Texas, The Meadows Center for the Prevention of Educational Risk), and Tonya Nichole Davis (Baylor University)

Evaluating the Effectiveness of Video Modeling Delivered on an iPod Touch to Facilitate Students' Independent Use of a Community Fitness Center

TRISTA BODEN, Jesse W. Johnson, and Erika Blood (Northern Illinois University)

The Effectiveness and Efficiency of Video Prompting Across Different Types of Tasks

Helen Irene Malone (The Ohio State University), Linsey M. Sabielny (DePaul University), Eliseo D. Jimenez (The Ohio State University), Megan Miller (Navigation Behavioral Consulting), and Olivia Miller and HOLLIE BYRUM (The Ohio State University)

#84 Symposium

4:00 pm–4:50 pm

W187ab (McCormick Place Convention Center)

DDA/AUT; Applied Research

BACB CE Offered. CE Instructor: Jonathan Dean Schmidt, Ph.D.

Contemporary Applications for Assessing and Treating Complex Problem Behavior

Chair: David McAdam (University of Rochester)

Correspondence Between a Tool to Identify Non-preferred Events and Functional Assessment Outcomes

BAILEY SCHERBAK (University of Maryland Baltimore County) and Griffin Rooker, Jennifer R. Zarcone, Jonathan Dean Schmidt, and Louis P. Hagopian (Kennedy Krieger Institute)

Reducing Opportunities for Pica by Increasing Functional Behaviors

ABBY LONG, Jonathan Dean Schmidt, Christopher Tung, Mindy Christine Scheithauer, and Jennifer R. Zarcone (Kennedy Krieger Institute)

Evaluative Summary of Assessment and Treatment Procedures for Problem Behavior Maintained by Compliance With Mands

JONATHAN DEAN SCHMIDT, Samantha Hardesty, Theodosia R. Paclawskyj, Lynn G. Bowman, and Chloe J. McKay (Kennedy Krieger Institute)

#85 SQAB Tutorial

4:00 pm–4:50 pm

W178a (McCormick Place Convention Center)

EAB; Service Delivery

The Fox Domestication Project and the Genetics of Social Behavior

Chair: John E. R. Staddon (Duke University)

ANNA V. KUKEKOVA (University of Illinois at Urbana-Champaign)



Anna Kukekova graduated from St. Petersburg State University in 1993. She obtained her Ph.D. at the Institute of Cytology of the Russian Academy of Sciences in 1999. She then proceeded to a post-doctoral program at the Baker Institute for Animal Health at Cornell University where she was a research associate and subsequently a principal research scientist in the laboratory of Dr. Greg Acland. In 2002, she established a consortium to study the genetics of complex behaviors in

the fox model of animal domestication. The collaboration included Dr. Trut's group at the Institute of Cytology and Genetics of the Russian Academy of Sciences, Dr. Acland's laboratory at Cornell University, and Dr. Lark's laboratory at the University of Utah. In order to identify the genetic loci involved in the regulation of fox social behavior Dr. Kukekova developed a method for quantitative assessment of fox behavioral phenotypes. This work was supported by grants from the NIMH. In 2012, Dr. Kukekova became an assistant professor at the Department of Animal Sciences at the University of Illinois at Urbana-Champaign. The genetics of complex social behaviors remains the main focus of her research.

Abstract: Domestication as a special form of evolution offers valuable insights into how genomic variation contributes to complex differences in behavioral and morphological phenotypes. The genetics-centered view of the domestication is supported by experimental selection of farm-bred foxes (*Vulpes vulpes*) that begun at the Russian Institute of Cytology and Genetics in the 1950s. Selection of foxes for either tame or aggressive behavior, has yielded two strains with markedly different, genetically determined behavioral phenotypes. Tame-strain foxes communicate with humans in a positive manner and are eager to establish human contact. Foxes from the aggressive strain are aggressive to humans and difficult to handle. Although the foxes were selected solely for behavior, changes in physiology, morphology, and appearance with significant parallels to characteristics of the domestic dog, were observed in tame-strain foxes. These two fox strains provide a rich resource for investigating the genetics of complex social behaviors. Although the focus of our work is on the genetics of domestication in the silver fox, there is a broader context. In particular, one expectation of the silver fox research is that it will be synergistic with studies in other species, including humans, to yield a more comprehensive understanding of the molecular mechanisms and evolution of a wider range of social interactive behaviors.

#86 Symposium

4:00 pm–4:50 pm

W176c (McCormick Place Convention Center)

EAB/VRB; Basic Research

Experimental Analysis of Human Behavior Special Interest Group Career Award: Celebrating the Contributions of Dr. Harry MacKay.

Chair and discussant: Eric A. Jacobs (Southern Illinois University, Carbondale)

Dr. Harry Mackay's Contributions to the Experimental Analysis of Human Behavior

WILLIAM V. DUBE (E. K. Shriver Center, University of Massachusetts Medical School)

Conditional Stimulus Control and the Acquisition and Emergence of Pre-academic Skills

HARRY MACKAY (University of Massachusetts Medical School)

#87 Panel Discussion

4:00 pm–4:50 pm

W196a (McCormick Place Convention Center)

EDC; Theory

Using Behavior Analysis to Get Through Graduate School

Chair: Callum Mulligan (Capilano University)

GUY S. BRUCE (Appealing Solutions, LLC)

R. DOUGLAS GREER (Teachers College, Columbia University and Graduate School of Arts and Sciences)

CAIO F. MIGUEL (California State University, Sacramento)

#88 Symposium

4:00 pm–4:50 pm

W192c (McCormick Place Convention Center)

OBM/TBA; Applied Research

BACB CE Offered. CE Instructor: Jinhyeok Choi, Ph.D.

Scientific Secret: Advanced Training Procedure for Teacher Behaviors and Its Student Outcomes

Chair: Katherine M. Matthews (Faison School for Autism)

The Effects of Video Instruction on New Teachers Performing Protocol Procedures

ROBIN A. NUZZOLO-GOMEZ (Fred S. Keller School) and Lin Du and R. Douglas Greer (Teachers College, Columbia University)

Adding an In-Situ Component to a Didactic Staff Training Package: Using a Dynamic Algorithm to Increase Correspondence for Saying and Doing for Completion of Complex Tasks

KATHERINE M. MATTHEWS (Faison School for Autism), Dolleen-Day Keohane (Nicholls State University), Adam S. Warman (Faison School for Autism), and Louis P. Hagopian (Kennedy Krieger Institute)

How Teacher and Paraprofessional Training Impacts Student Outcomes

JINHYEOK CHOI and Katherine M. Matthews (Faison School for Autism), Dolleen-Day Keohane (Nicholls State University), and R. Douglas Greer (Teachers College, Columbia University)

#89 Paper Session

4:00 pm–4:50 pm

W192b (McCormick Place Convention Center)

OBM

Analyses of Complex Organizational Contingencies

Chair: Thomas C. Mawhinney (University of Detroit Mercy)

Error Sequence, Leadership Levels and Loss of 88 Souls on Alaska Airline's Flight 261 (Theory)

THOMAS C. MAWHINNEY (University of Detroit Mercy)

Walden Three: The Liberated Organization (Service Delivery)

WILLIAM B. ABERNATHY (Southeastern Louisiana University)

#90 B. F. Skinner Lecture Series

4:00 pm–4:50 pm

W375e (McCormick Place Convention Center)

TBA; Service Delivery

BACB CE Offered. CE Instructor: Nicole Luke, Ph.D.

Positive Reinforcers, Pills, and Physicians: Collaborating to Help Children With ASD Learn

Chair: Nicole Luke (Surrey Place Centre)

ALVIN LOH (Surrey Place Centre)



Dr. Alvin Loh is the developmental pediatrician and chief of medical services at Surrey Place Centre. He is an assistant professor in the Division of Developmental Pediatrics at the University of Toronto. He is one of the lead investigators in the Autism Treatment Network, Toronto site, which is one of 17 sites in North America. The network aims to improve the standard of medical care for children with autism, through research and the creation and sharing of clinical toolkits and algorithms. He has current research interests in toddlers with autism and regression. Dr. Loh is passionate about improving collaboration between medical professionals and behaviorists to improve the care for children and youth with challenging behaviors.

Abstract: This talk will cover core symptoms of autism spectrum disorder and will discuss the current pharmacological approach to targeting symptoms of ASD. Educating caregivers is important when considering medication, and it is helpful to remember the medical contributors to disruptive behavior. Behavior analysts can help to identify the function of behavior and how the environment may be arranged to improve outcomes. Physicians can help treat symptoms of a disorder and identify interfering medical issues. Both have common goals for an individual client and the family's improved quality of life. When doctors and behavior analysts can work together, they can improve the support they provide to families and children.

#91 Symposium

4:00 pm–4:50 pm

W185d (McCormick Place Convention Center)

VRB; Applied Research

Procedural Analysis in the Training of Verbal Behavior

Chair: Victoria Smith (Childhood Autism Services)

A Comparison of a Matrix Programming and Standard Discrete Trial Training Format to Teach Two-Component Tacts

EMILY BRAFF (Engage Behavioral Health) and Timothy M. Weil (University of South Florida)

Verbal Operant Transfer With Mands and Tacts Using Multiple Exemplars

JESSICA SHEA and Raymond G. Miltenberger (University of South Florida)

Comparison of Acquisition Rates and Child Preference for Varying Amounts of Teacher Directedness When Teaching Intraverbals

VICTORIA SMITH (Childhood Autism Services) and Kimberly Crosland (University of South Florida)

#92 Symposium

4:00 pm–4:50 pm

W185bc (McCormick Place Convention Center)

VRB/EDC; Applied Research

BACB CE Offered. CE Instructor: Tiffany Kodak, Ph.D.

Examining the Role of Echoic Behavior During Skill Acquisition

Chair: Tiffany Kodak (University of Oregon)

The Effect of Instructive Feedback for Students With Language and Learning Disabilities

CHRISTIA ANTHONY, Jason C. Vladescu, and Tina Sidener (Caldwell College) and Tiffany Kodak (University of Oregon)

An Evaluation of Variables That Impact the Efficacy of Instructive Feedback

PATRICIA ZEMANTIC, Tiffany Kodak, Brittany LeBlanc, Traci Elaine Ruppert, Shaji Haq, Marilynn Porritt, Vincent E. Campbell, and Tom Cariveau (University of Oregon)

An Unexpected Effect of Adding Echoic Response Requirements to Picture Prompts During Auditory-Visual Conditional Discrimination Training

CHARLOTTE LYNN CARP and Erika Zeno (McNeese State University) and Anna I. Petursdottir (Texas Christian University)

#93 Poster Session

5:00 pm–7:00 pm

W375a-d (McCormick Place Convention Center)

EAB

Chair: Michael Perone (West Virginia University)

Discussants: Travis Smith (Southern Illinois University), Aecio Borba (Universidade Federal do Para), and Christopher Dinges (Oklahoma State University)

1. Occasion Setting and Sensory Preconditioning (Basic Research) GABRIEL VELAZQUEZ GONZALEZ, Carlos Javier Flores Aguirre, and Oscar Garcia Leal (Universidad de Guadalajara)

2. Influence of Age and IQ on Visual Discrimination Ability in Children (DEV; Basic Research) SARAH BETH BELL, Shelly Baldwin, and Suzanne Bussard (University of Arkansas for Medical Sciences) and Merle G. Paule and John J. Chelonis (National Center for Toxicological Research)

3. Relationship Between Performance on a Progressive Ratio Task and a Delayed Matching-to-Sample Task (DEV; Basic Research) SARAH BETH BELL and Grace Irons (University of Arkansas for Medical Sciences) and Merle G. Paule and John J. Chelonis (National Center for Toxicological Research)

- 4. Neuroimaging the Temporal Dynamics of Delayed Stimulus Control: Effects of Distracters and Differential Reinforcement on Regional Response Profiles** (CBM; Basic Research) SANDY MAGEE and Michael W. Schlund (University of North Texas)
- 5. Effects of Varying the Spatial Position of the Signaling and Water on the Differential Adjustment** (Basic Research) FELIPE PATRON (Universidad de Guadalajara)
- 6. Contextual Effects on Decision Making in the Sharing Game** (Basic Research) FANNY SILVA (Universidade Federal de São Carlos) and Diogo Conque Seco Ferreira (Universidade Federal de Sergipe)
- 7. Observing Responses Maintained by Stimulus-Classes Formed Through Repeated Reversal Shifts** (Basic Research) CATALINA SERRANO and Gerson Yukio Tomanari (Universidade de São Paulo)
- 8. Modified Observing Response Fails to Produce Near Miss Effect** (Basic Research) MORGAN L. MANSON (University of Nevada, Reno), Benjamin N. Witts (St. Cloud State University), and Patrick M. Ghezzi (University of Nevada, Reno)
- 9. Stimulus Duration Effects in an Observing Response Procedure With Rats** (Basic Research) GONZALO FERNANDEZ, Carlos Torres, and Carlos Javier Flores Aguirre (Universidad de Guadalajara)
- 10. Measuring the Moment of Stimulus Control Transfer Using iPad Technology** (DDA; Basic Research) JESSICA SYLVIA (Ball State University)
- 11. Abstract Stimulus Control Development Under Pavlovian, Operant and Conditional-Discrimination Contingencies** (VRB; Basic Research) MARIO SERRANO and Edgar Eduardo Montes Castro (Universidad Veracruzana)
- 12. Modality of Instructions and Abstract Stimulus Control Development** (VRB; Basic Research) ZAIRA JACQUELINE GARCÍA PÉREZ, Mario Serrano, Agustín Daniel Gómez Fuentes, Enrique Zepeta García, and Cecilia Magdalena Molina López (Universidad Veracruzana)
- 13. Intensity Fading of Incorrect Comparisons in Matching-to-Sample** (Basic Research) MICHAEL MAURANTONIO and James S. MacDonall (Fordham University)
- 14. Acquisition and Transfer of a Second Order Conditional Discrimination Using an Arbitrary Matching-to-Sample Task** (VRB; Basic Research) AGUSTIN DANIEL GOMEZ FUENTES and Emilio Ribes (Universidad Veracruzana)
- 15. The Relationship Between the BAS-BIS Scales and the Frustration Effect on a Delayed Match-to-Sample Task** (TPC; Basic Research) DAVID WAYNE MITCHELL, Matthew R. Underwood, and Bret T. Eschman (Missouri State University); Keith M. Gora (Bemidji State University); and Jacob Ham, Robert E. Saab, Jenna J. Rakestraw, and Stephanie L. Aholt (Missouri State University)
- 16. Individual Differences in Anticipatory Heart Rate and Visual Scanning on a Delayed Match-to-Sample Task** (TPC; Basic Research) BRET T. ESCHMAN and David Wayne Mitchell (Missouri State University); Keith M. Gora (Bemidji State University); and Nonah M. Olesen, Jacob Ham, and Kirsty M. Kulhanek (Missouri State University)
- 17. Quantifying the Forgetting Rates of Children With and Without Major Depression** (CBM; Basic Research) LOUIS JOHNSTON (University of Arkansas for Medical Sciences); Halley Jarrett (Harding University); Shelly Baldwin (University of Arkansas for Medical Sciences); and Andrea Sutton, Merle G. Paule, and John J. Chelonis (National Center for Toxicological Research)
- 18. Effects of Variability in Duration of Reinforcement on Food-Reinforced Responding in Rats** (Basic Research) WHITNEY BAKARICH, Eric S. Murphy, and Audrienne Manansala (University of Alaska, Anchorage)
- 19. An Exploration of Reinforcing Behavioural Variability in Discrete Dimensions** (Basic Research) XIUYAN (KIT) KONG, James McEwan, Lewis A. Bizo, and Therese Mary Foster (University of Waikato)
- 20. The Effects of Lag Reinforcement Schedules on the Drawing Behavior of Typically Developing Children** (TPC; Applied Research) JOHN O'NEILL, Kristen Whiteford, and Ruth Anne Rehfeldt (Southern Illinois University)

21. Parametric Analysis of Fixed Lag Schedule Performance in Humans (Basic Research) ERIN M. CARR, Tara Michelle Brush, and Patrick M. Ghezzi (University of Nevada, Reno)

22. Use of a Variable Lag Schedule of Reinforcement to Increase Varied Activity Selection by Children With Autism Spectrum Disorder (PRA; Applied Research) KELLY DULAK, Kelly Dulak, and Tracy L. Kettering (Bancroft) and Michelle Ennis Soreth (Rowan University)

#94 Poster Session

5:00 pm–7:00 pm

W375a-d (McCormick Place Convention Center)

EDC

Chair: JoAnn Pereira Delgado (Teachers College, Columbia University)

Discussants: Veronica Howard (University of Alaska, Anchorage), Bryan Saville (James Madison University), and Aaron Barnes (Michigan's Integrated Behavior and Learning Support Initiative)

23. Cross-Cultural Challenges to University Collaboration: Creating Sustainable Training in ABA (CSE; Service Delivery) MARY E. BRADY (University of Massachusetts, Boston), Pooja Panesar (Kaizora Consultants), and Molly Ola Pinney (Global Autism Project)

24. Reducing College Students' Procrastination: A Review and Future Research Suggestions (DEV; Applied Research) ZIWEI XU, Marnie Nicole Shapiro, and Nancy A. Neef (The Ohio State University)

25. The Prevalence of the Overjustification Effect in Undergraduate Students When Rewards Are Expected Versus Unexpected (EAB; Applied Research) ZACH TROUTMAN (Penn State University) and Jeremy DaShiell and Julie A. Ackertlund Brandt (Penn State University, Harrisburg)

26. The Relationship Between Completion of Quizzes, Impulsivity Scores, and Estimated Study Time (EAB; Basic Research) DEBRA J. SPEAR (South Dakota State University)

27. The Effects of Lighting on Student Behavior: An Experimental Analysis. (EAB; Applied Research) RYAN SAIN (Eastern Washington University), Benjamin Kowal (University of Arkansas at Little Rock), Mark Lee Olsen (Eastern Washington University)

28. Cumulative Record of Student Exam Attempts in a Mastery Based University Course (EAB; Applied Research) RYAN SAIN (Eastern Washington University), Benjamin Kowal (University of Arkansas at Little Rock), and Lan Tran (Eastern Washington University)

29. Within-Session Changes in Attentive Behavior Among College Students During Class (EAB; Applied Research) BENJAMIN KOWAL (University of Arkansas at Little Rock) and Ryan Sain, Mark Lee Olsen, and Justine Recor (Eastern Washington University)

30. Enhancing Traditional Medical Education (and the Resulting Clinical Care) Using Behaviorally Based Principles (Applied Research) RICHARD COOK (Penn State University)

31. Examining the Components of Online Inter-teaching (Applied Research) ANITA LI and Joshua K. Pritchard (Florida Institute of Technology)

32. An Evaluation of Computer-Based Instruction on the Visual Analysis of Single-Subject Data (Applied Research) KATIE WOLFE (University of South Carolina) and Timothy A. Slocum (Utah State University)

33. Stimulus Equivalence and the Emergence of Topography-Based Driving Behavior (Applied Research) ANDREW BLOWERS and Ruth Anne Rehfeldt (Southern Illinois University)

34. The Impact of Applied Behavior Analysis on Law Enforcement Video Simulation Training (Applied Research) JAMES MEADOR (student) and Kent Corso (NCR Behavioral Health, LLC)

35. The Effects of Single Versus Multiple Exemplar Training on Vocal Identification of Artists' Styles (Applied Research) MARCHELE TUCKER, Jessica Gamba, Diana J. Walker, and Fawna Stockwell (The Chicago School of Professional Psychology)

36. The Effects of Voluntary Versus Cold-Calling Participation on Class Discussion and Performance Measures in an Undergraduate Course (Basic Research) BRITTANY A. CARSTENS, Tiffany Best, Eleanore Claire Trant, Katie Crabtree, Leslie Hart, Samantha Adair, Carrie Jaquett, and Robert Lee Williams (University of Tennessee)

37. The Effects of Unstructured Laptop Use Within a Highly Structured Undergraduate Class (Applied Research) BRITTANY A. CARSTENS (University of Tennessee), Tiffany Best, Eleanore Claire Trant, Jennifer Wright, Jeremy Coles, and Robert Lee Williams (University of Tennessee)

38. Behavior Oriented Analysis: A Behavior Analysis Approach to Computer Systems Analysis (TPC; Theory) CELSO S. OLIVEIRA (Universidade de São Paulo)

39. Ex-posto Facto Analysis of Influence of Feedback on Enhancing Students' Learning in University Class (TBA; Applied Research) MASAKO YOSHIOKA (Aichi University)

40. Charting the Future Course of SAFMEDS (TPC; Theory) SCOTT A. MILLER, Michael Fantetti, Cameron Green, Ryan Lee O'Donnell, and Mark Malady (Brohavior)

41. Evaluating Behavioral Research Skills of Students in a Psychology Master's Program. (TBA; Applied Research) MARCO WILFREDO SALAS-MARTINEZ (Universidad Veracruzana), Hilda Lopez Dominguez (Universidad Veracruzana), Esperanza Ferrant-Jimenez (Universidad Veracruzana), Martin Ortiz Beno (Universidad Veracruzana), Minerva Perez Juarez (Universidad Veracruzana)

42. A Digital Method for Developing Reading and Writing Skills for Illiterate Adults (VRB; Applied Research) MARCO WILFREDO SALAS-MARTINEZ, Esperanza Ferrant-Jimenez, Amelia Sarco Santo, Christian Mendoza Juarez, Rafael de Jesus Jacome Serena, Martin Ortiz Beno, and Graciela Patricia Huerta Giles (Universidad Veracruzana)

43. Comparing Fluency and Accuracy: Response Rates at a 4-Week Follow-Up (TPC; Theory) SCOTT A. MILLER (University of Nebraska Medical Center), Cameron Green (Florida State University), and David A. Wilder (Florida Institute of Technology)

44. Elementary Statistics Courses Fail Miserably in Teaching the P-Value (TPC; Basic Research) Bradley E. Huitema and JESSICA L. URSCHER (Western Michigan University)

#95 Poster Session

5:00 pm–7:00 pm

W375a-d (McCormick Place Convention Center)
CSE

Chair: Amanda N. Kelly (Malama Pono Autism Center)

Discussants: Lee Mason and Allegra Montemayor (University of Texas at San Antonio)

45. Consumer Behavior of Public Managers Responsible for Sustainable Buying: Individual and Organizational Patterns (Basic Research) Hugo Leonnardo Gómes do Couto (Universidade Federal de Goiás) and CRISTIANO COELHO (Universidade Católica de Goiás)

46. Family Violence in General Population: Comparative Study Mexico-Spain (CBM; Applied Research) MARIA ANGELA GOMEZ PEREZ, Josue Marcial Navarro Carlos, and Pilar Matud Aznar

47. Factors Related to Sexual Harassment Against Women (CBM; Applied Research) ALFONSO AGUSTIN VALADEZ RAMÍREZ and Laura Abril Ríos Rivera (Universidad Nacional Autónoma de México)

48. An Analysis of the Metacontingency in a Juvenile Offender's Family (CBM; Applied Research) FABIANE FOGACA (Universidade Federal de São Carlos), Ramona Houmanfar and Bailey Wilcox (University of Nevada, Reno), and Almir Del Prette and Zilda Aparecida Del Prette Pereira (Universidade Federal de São Carlos)

49. An Evaluation of Free-Pour Training Procedures for College Students (CBM; Applied Research) TYLER NIGHBOR, Emily Metz, Audrey Campbell, Katrina Bettencourt, Katie Uhlhorn, Nicole Schultz, and Carolyn S. Kohn (University of the Pacific)

50. Fair Prices for Fair Trade Tariffs: Insights From Behavioral Economic Demand Curves (EAB; Applied Research) ANDREA PHILLIPS, Amel Becirevic, Brent Kaplan, and Derek D. Reed (University of Kansas)

51. Bicycle Safety: A Call for Intervention (EAB; Basic Research) MICAH ROEDIGER, Cory Furrow, Michael Ekema-Agbaw, Amanda K. Denson, and E. Scott Geller (Virginia Tech University)

52. Job Stress Perception in University Teaching (EDC; Applied Research) ALFONSO AGUSTIN VALADEZ RAMÍREZ, Cristina Bravo González, José Esteban Vaquero Cázares, and Patricia Ortega Silva (Universidad Nacional Autónoma de México)

53. Perception of Ethical Values Training in College Students of Mexico (EDC; Applied Research) NORMA COFFIN, Lourdes Jimenez Renteria, Ariel Vite Sierra, and Angeles Mata Mendoza (Universidad Nacional Autónoma de México)

54. The Effects of Bin Proximity and Visual Prompts on Recycling in University Classrooms (EDC; Applied Research) NEAL MILLER, James Nicholson Meindl, and Mallorie Hutton Caradine (University of Memphis)

55. Dog Breed Stereotypes and Effects of Handler Appearance on the Perception of Pit Bulls (Applied Research) LISA GUNTER (Arizona State University)

56. An Investigation of Factors Influencing Matter Out of Place Collection at the Burning Man Festival (Applied Research) GENEVIEVE M. DEBERNARDIS and Molli Luke (University of Nevada, Reno)

57. How Honorable Honor Crimes Are? (VRB; Theory) THOURAYA AL-NASSER (University of Nevada, Reno)

#96 Poster Session

5:00 pm–7:00 pm

W375a-d (McCormick Place Convention Center)

AAB

Chair: Terri Bright (Simmons College)

Discussants: Nathaniel Hall (University of Florida) and Laura Bassette (Indiana Mentor)

58. The Treatment of Intraspecific Dog Aggression With a Negative Reinforcement Package (CSE; Applied Research) ASHLEY DUNBAR (Fresno State University), Amanda N. Adams (Central California Autism Center), and Marianne L. Jackson (California State University, Fresno)

59. Use of Timeout as Treatment for Canine Aggression: A Pilot Study (Applied Research) GINNIE L. HERSHBARGER (Arizona State University) and Wendy A. Williams (Central Washington University)

60. Investigating Interactions Between Shelter Dogs and Potential Adopters: Behavioral and Contextual Predictors of Adoption (Applied Research) ALEXANDRA PROTOPOPOVA (University of Florida) and Clive Wynne (Arizona State University)

61. Maximizing Animal Care by Utilizing Enrichment Preference Assessments: Lions, Tigers, and Cheetahs (Applied Research) LANCE MILLER (Chicago Zoological Society)

62. Functional Analysis of Resource Guarding in Dogs in Home Settings (Applied Research) BRANDON PEREZ, Lindsay Mehrkam, and Nicole R. Dorey (University of Florida)

63. Utilizing Preference Assessments to Eliminate Inappropriate Scratching Behavior in Domestic Cats (Applied Research) KAITLYNN GOKEY (Behavior Consultants, Inc.)

64. Success and Failure in Spontaneously Following Different Human-Point Cues by Adult Shelter Dogs (EAB; Basic Research) ISABELA ZAINÉ and Camila Domeniconi (Universidade Federal de São Carlos) and Clive Wynne (Arizona State University)

#97 Poster Session

5:00 pm–7:00 pm

W375a-d (McCormick Place Convention Center)

CBM

Chair: Steve Lawyer (Idaho State University)

Discussants: Sabrina Darrow (University of California, San Francisco) and Suzanne Milnes (Munroe-Meyer Institute, University of Nebraska Medical Center)

65. Distributed Range-Bound Criterion Design: Preliminary Exploration of Utility for Self-Management (Applied Research) JANIE GUNTHER (University of Nevada, Reno), Emily Darcey (California State University Sacramento), and W. Larry Williams (University of Nevada, Reno)

66. Cognitive Anxiety Iztacala's Mexican University Students (EAB; Applied Research) BENITA CEDILLO, Veronica Monroy Cedillo, Alejandra Pérez López, Paulina Espindola Domínguez, Norma Angelica Cortés Noguero, Antonio Ramos García, Osvaldo Alvarez Herrera, and Efren García Luis (Universidad Nacional Autónoma de México)

67. The Experiential Avoidance as Functional Dimensions of Depression, Anxiety, and Psychotic Disorders (Applied Research) FELIPE PATRÓN (Universidad Autonoma de Yucatan)

68. Assessment of Impulsivity and the Development of Self-Control in Obesity Children (EAB; Applied Research) ARIEL VITE SIERRA, Alejandra Cavita, and Anayeli Hernández (Universidad Nacional Autónoma de México)

69. The Association Between Mindfulness Levels and Performance on a Spatial Reasoning Task (Applied Research) ADELIN LEON (Illinois Institute of Technology)

70. Prevalence of OCD Diagnoses in Behavior-Analytic Literature (TPC; Applied Research) Elizabeth Ghezzi and JANIE GUNTHER (University of Nevada, Reno)

71. Contemporary Changes in the Conceptualization of Mental Health: Challenges and Opportunities for Clinical Behavior Analysis (TPC; Theory) DAVID PHILLIPS and Thomas J. Waltz (Eastern Michigan University)

72. Olfactory Stimulation, Limbic System Activity, and Memory Recall on Subject With Traumatic Brain Injuries (EAB; Applied Research) COREY MILBURN (Western Michigan University) and Michael P. Mozzoni (Lakeview NeuroRehabilitation Center)

73. A Comparison of Four Self-Report Measures of Reactions to Aversive Private Experiences (Basic Research) JORDAN T. BONOW (Veterans Affairs Puget Sound: Seattle Division) and William C. Follette (University of Nevada, Reno)

74. Alcohol Related and Unrelated Reinforcement, Negative Reinforcement, and Psychological Distress (VRB; Basic Research) LAUREN OSTARELLO, Cory Stanton, and Thomas J. Waltz (Eastern Michigan University)

75. What Drives the Dive? Social Goals and Barriers in Therapeutically Relevant Discounting (EAB; Basic Research) CORY STANTON, Lauren Ostarelo, and Thomas J. Waltz (Eastern Michigan University)

76. Behavioral Relaxation Training: A Stress Management Tool for Graduate Students (OBM; Applied Research) NATALIE JUHLIN, Savannah Warrington, Sadie L. Lovett, and Susan Lonborg (Central Washington University)

77. Testing Gallup's Hypothesis About Semen's Protective Effects (DEV; Applied Research) JESSICA KAFFMAN, Diana Sanchez, Christon Floberg, Charalambos C. Cleanthous, and Ryan Sain (Eastern Washington University)

78. Psychopathy and Sensitivity: Examining Punishment in Children With Callous and Unemotional Traits Utilizing Electrophysiological and Task Measures (EAB; Basic Research) ANDRE MAHARAJ and Anibal Gutierrez Jr. (Florida International University), Daniel Waschbusch (Penn State University), and Camilo Bandes and Stella Villalobos (Florida International University)

79. Does the Behavioral Progress Made at Judge Rotenberg Educational Center Generalize Across Settings and Over Time? A Follow-up Study of Former Judge Rotenberg Educational Center Students (PRA; Service Delivery) NICK LOWTHER and Maryellen Newman (Judge Rotenberg Educational Center)

81. A Clinical Protocol to Increase Chewing and Assess Mastication in Children With Feeding Disorders (EAB; Applied Research) JASON R. ZELENY, Valerie M. Volkert, Kathryn M. Peterson, and Cathleen C. Piazza (Munroe-Meyer Institute, University of Nebraska Medical Center)

82. Producing Meaningful Improvements in the Severe Problem Behavior of Children With Autism via Synthesized Contingency Analyses and Skill-Based Treatments (Applied Research) SANDY JIN (Eastern Connecticut State University), Gregory P. Hanley (Western New England University), Nicholas Vanselow (Salve Regina University), and Laura Ann Hanratty (Western New England University)

83. Behavioral Medicine: Definitions and Trends (Theory) KATHRYN M. ROOSE, Ashley Eden Greenwald, and W. Larry Williams (University of Nevada, Reno)

#98 Poster Session

5:00 pm–7:00 pm

W375a-d (McCormick Place Convention Center)
PRA

Chair: Jennifer Zarcone (Kennedy Krieger Institute)

Discussants: Sakurako (Sherry) Tanaka (Multicultural Alliance of Behavior Analysts) and Melissa Olive (Applied Behavioral Strategies)

84. Affirming Control by Multiple Reinforcers via Progressive Treatment Analysis (TPC; Applied Research) MAHSHID GHAEMMAGHAMI, Gregory P. Hanley, and Chunying S. Jin (Western New England University) and Nicholas Vanselow (Salve Regina University)

85. A Comparison of the Behavior Analyst Profession in Poland and the US (TBA; Theory) KINGA WOLOS-ZACHMEIER (Unlocking the Spectrum, LLC) and Przemyslaw Babel (Jagiellonian University)

86. Survey Says: BACB Certificant Perspectives About Certification Experiences (TBA; Applied Research) AMANDA N. KELLY (Malama Pono Autism Center)

87. The Effects of a Systematic Desensitization Procedure on Treating Arachnophobia (Applied Research) SARAH J. PASTRANA (University of British Columbia)

88. An Automated Training Program to Teach Observers to Accurately Measure Problem Behavior Using an Accelerated, Fast-Forwarding Measurement System (Applied Research) MYCHAL MACHADO and Kevin C. Luczynski (University of Nebraska Medical Center)

89. A Translational Evaluation of Renewal of Responding (Applied Research) AURELIA RIBEIRO, Clare Liddon, and Michael E. Kelley (Florida Institute of Technology)

90. The Practice and Prevalence of Priming (Applied Research) NATALIA GARRIDO, Patrick M. Ghezzi, and W. Larry Williams (University of Nevada, Reno)

91. Technology to the Rescue: Providing Behavioral Intervention Services and Parent Feedback Through the Use of a FlipCam, Motivaider, and Dropbox (Service Delivery) ELIZABETH HERRERA, Holly Ayn White, and Heather Zerger (University of the Pacific)

92. Generalized Matching in Professional Sports: Ice Hockey and Major League Baseball (Applied Research) VAL SAINI (University of Nebraska Medical Center) and Michael Fantetti (Western New England University)

93. The Relation Between Bilateral Knee Muscle Strength and Gait Behavior after Stroke (Applied Research) MAKOTO WATANABE, Makoto Suzuki, Takayuki Kawaguchi, Kayoko Narita, Aki Watanabe, Akie Kawamura, and Michinari Fukuda (Kitasato University)

94. Using Video to Bridge the Gap Between Behavior and Delayed Consequences (Applied Research) SARA COPPAGE and James Meindl (University of Memphis)

- 95. Time Course of Change in Movement Structure During Learning of Goal-Directed Behavior** (Applied Research) TAKAYUKI KAWAGUCHI, Makoto Suzuki, Makoto Watanabe, Kayoko Takahashi, Aki Watanabe, Akie Kawamura, and Michinari Fukuda (Kitasato University)
- 96. Examining Components of a Training Package Designed to Train Parents to Enhance Social Skills in Children With Developmental Delays** (Applied Research) KELLY D. SCHLEISMANN (Auburn University) and Jennifer M. Gillis Mattson (Binghamton)
- 97. Reduction of Screaming Associated With Rigid Play and Item Arrangement** (Applied Research) KELLY D. SCHLEISMANN (Auburn University), Amie Collins and Cassandra M. Gayman (Marcus Autism Center), Nicole M. Powell (Nationwide Children's Hospital Center for Autism Spectrum Disorders), and M. Alice Shillingsburg (Marcus Autism Center)
- 98. The Impact of Liquid Preference in the Treatment of Liquid Refusal** (Applied Research) ALISON KOZLOWSKI, Denise Dieter, Evan Raines, Tessa Christine Taylor, and Peter Girolami (Kennedy Krieger Institute)
- 99. Function-Based Treatment of Inappropriate Mealtime Behavior in the Context of Choice** (Applied Research) TONYA LAMBERT, Tessa Christine Taylor, Alison Kozlowski, and Melissa Luke Gonzalez (Kennedy Krieger Institute)
- 100. A Program Evaluation of a University Reading Intervention Clinic** (Service Delivery) ANDREW COOK, Jessica Sevecke, Maria Alejandra Ramirez, Heidi Fisher, and Valerie Weber (Central Michigan University)

#99 Poster Session

5:00 pm–7:00 pm

W375a-d (McCormick Place Convention Center)

DDA

Chair: Anjali Barretto (Gonzaga University)

Discussant: Terrance Blackwell (Services for the Underserved) and Jeffrey Chan (Northern Illinois University)

- 101. An Evaluation of the Efficacy of Caregiver-Produced Video Self-Modeling to Improve Independence in an Adolescent With an Autism Spectrum Disorder** (AUT; Applied Research) KEITH D. ALLEN (Munroe-Meyer Institute, University of Nebraska Medical Center), Christopher H. Vatland (University of South Florida), and Scott L. Bowen and Ray Burke (The Prevention Group)
- 102. The Effects of Motivating Operations on the Acquisition of Imitation Skills** (AUT; Applied Research) MEGHAN DESHAIS and Cara L. Phillips (Kennedy Krieger Institute), Jeanne M. Donaldson (Texas Tech University), and SungWoo Kahng (Kennedy Krieger Institute)
- 103. The Effectiveness of Behavioral Interventions in Treating Feeding Disorders in Children With Cerebral Palsy** (AUT; Service Delivery) FIORELLA FERRANDO, Alison Kozlowski, Tessa Christine Taylor, and Peter Girolami (Kennedy Krieger Institute)
- 104. Services for Children With Developmental Disabilities: Frequency, Satisfaction, and Associated Child Factors** (AUT; Service Delivery) ODETTE WEISS, Adrienne M. Perry, Rebecca Shine, Jonathan Weiss, and Melissa Rourke (York University)
- 105. Resolving Control-Countercontrol Issues in an ABA Setting** (AUT; Applied Research) DELAINEY BARKES, Miranda Depoy, Justin McCammon, and Sorah Stein (Partnership for Behavior Change)
- 106. A Comparison of Chained Schedules for Negative Reinforcement Including and Excluding Tangible Items** (AUT; Applied Research) MELINDA COLE, Ashley Shier, Wayne W. Fisher, and Todd M. Owen (University of Nebraska Medical Center)
- 107. An Analysis of Academic Treatment Components** (AUT; Applied Research) Cara L. Phillips, MOLLY GEMP, Jennifer R. Zarcone, Louis P. Hagopian, Catherine Chaille, and Allen Porter (Kennedy Krieger Institute)
- 108. An Evaluation of Analog Functional Analyses** (AUT; Applied Research) SCOTT DACOSTA, Chelsea Fortier, Mark P. Groskreutz, and Joseph M. Vedora (Evergreen Center)

109. The Assessment of Communication Modalities During Functional Communication Training (AUT; Applied Research) VICKI ROZELL, Kathleen MacDonald, Anjali Barretto, Christopher Doll, and Kimberly P. Weber (Gonzaga University)

110. Comparing Communication Systems for Individuals With Developmental Disabilities: A Review of Single-Case Research Studies (AUT; Theory) CINDY GEVARTER (University of Texas); Mark O'Reilly, Laura Rojeski, and Nicolette Sammarco (University of Texas at Austin); Russell Lang (Texas State University); Giulio Lancioni (University of Bari); and Jeffrey S. Sigafoos (Victoria University of Wellington)

111. Closing the Bathroom Door: The Effect of Teaching a Categorization Task on a Crucial Safety Behavior (AUT; Applied Research) SHELLEY GORSKI (Indiana University, South Bend) and Sorah Stein (Partnership for Behavior Change)

112. The Use of a Treatment Package to Increase Independent Transfers Between Siblings With and Without Disabilities and the Effect of the Treatment Package on Initiation of Adult Interaction and Aberrant Behavior (AUT; Applied Research) SAMANTHA CAGLE, Anjali Barretto, and Kimberly P. Weber (Gonzaga University)

113. Caregiver Acceptability of Treatment Components for Children With Developmental Delays Who Engage in Problematic Behaviors (AUT; Applied Research) KERRI C. SUITER (Marcus Autism Center), Natalie A. Parks (Trumpet Behavioral Health), and Laura D. Fredrick (Georgia State University)

114. Immediate and Distal Effects of Supplemental Food and Fluid Delivery on Rumination (AUT; Applied Research) BRITTANY CATHERINE PUTNAM and Jeffrey H. Tiger (University of Wisconsin-Milwaukee)

115. Behavioral Treatment of Rapid Eating (CBM; Applied Research) DEBORAH LOU GROSSETT and Chikadibia Amagwula (The Center), Gretchen Arian (Charis Psychological Associates), and Karen Webb (Different Directions)

116. An Evaluation of a Brief Preliminary Component Analysis for Evaluating Treatment (PRA; Applied Research) ELIANA PIZARRO, Amanda Goetzel, Sara Deinlein, Carlos Sanchez, and Jonathan Dean Schmidt (Kennedy Krieger Institute)

117. The Use of Within Session Analyses of Motivating Operations to Clarify Ambiguous Functional Analyses (PRA; Applied Research) STEVEN W. PAYNE (Melmark)

118. The Right to Effective Treatment: A Retrospective Look at a Controversy in the Field of Behavioral Treatment of Individuals With Intellectual Disabilities (TPC; Theory) DAVID DONNELLY (University of Rochester)

#100 Poster Session

5:00 pm–7:00 pm

W375a-d (McCormick Place Convention Center)

AUT

Chair: Anibal Gutierrez (Florida International University)

Discussants: Anibal Gutierrez (Florida International University), Mark Sundberg (Sundberg and Associates), Amy Kenzer (Southwest Autism Research and Resource Center), Robert LaRue (Douglass Developmental Disabilities Center), and Janet Whiley (TreeHouse School)

119. The Use of Shaping to Teach a Play Skill (Applied Research) KATIE WISKOW and Jeanne M. Donaldson (Texas Tech University) and Steven Hudkins and SungWoo Kahng (Kennedy Krieger Institute)

120. Generalization of Conversation and Play Skills in Two Children With Autism Spectrum Disorder (Applied Research) Aneta Czerwonka, Joel P. Hundert, and ERIN TROUBRIDGE (Behaviour Institute)

121. A Preliminary Investigation Comparing the Preference Values of Digital and Nondigital Items for Children With Autism Using Standard Behavior Analytic Preference Assessment Strategies (Applied Research) ANA BIBAY (IME MAIA) and Neal Fleisig (Professional Crisis Management Association)

- 122. Teaching Hand Raising and Appropriate Vocalizations to Children With Autism Across Various Instructions** (Applied Research) JENNIFER FELBER, Andrea Clements, Amber R. Paden, and Wayne W. Fisher (Munroe Meyer Institute, University of Nebraska Medical Center)
- 123. The Effects of Narrative Behaviors for Two Adults With Autism** (Applied Research) WENCHU SUN (National Changhua University of Education)
- 124. Assessment of Challenging Behavior Maintained by Access to iPads' for Children With Autism Spectrum Disorder** (Basic Research) LAURA ROJESKI and Mark O'Reilly (University of Texas at Austin); Cindy Gevarter (University of Texas); Nicolette Sammarco, Heather Gonzales, and Deanna Longino (University of Texas at Austin); and Cara Davitt and Michelle Lesser (University of Texas)
- 125. Modified Exposure Protocol for the Reduction of Repetitive Behavior in Children With Autism** (Applied Research) ELIZABETH MANSDORF (Kennedy Krieger Institute), Elizabeth C. Pignatelli (Loyola University, Maryland), Jay Saul (Just Kids Early Childhood Learning and Diagnostic and Treatment Center), and Mitchell L. SchAre (Hofstra University)
- 126. The Effectiveness of Graduated Exposure and Shaping in Reducing Fear and Avoidance of Using Public Restrooms** (Applied Research) KELLY WORKMAN (private practice)
- 127. Differential Reinforcement of Other Behavior in the Treatment of Inappropriate Loud Vocalizations** (Applied Research) ZACHARY VARGO (Youngstown State University), Rocio Rosales (University of Massachusetts, Lowell), and Stephen Ray Flora (Youngstown State University)
- 128. Treatment of Self-Injurious Behavior Using a Schedule of Differential Punishment of High Rates of Behavior** (Applied Research) CHRISTOPHER MANENTE, Suzanne Wichtel, Fatoumata Saccoh, Jenna Budge, Megan Ambrosy, Edina Bekesi, Jennifer McCallum, and Robert LaRue (Rutgers University)
- 129. Evaluating Outcomes for Children With Autism Spectrum Disorders Following One Year of Centre-Based ABA Services** (Applied Research) HAYLEY VININSKY and Nathalie Garcin (Gold Learning Centre), Ali Dussault (ABIL-T ABA Programme), and Alexandra Rothstein Small (Miriam Foundation)
- 130. The Effects of a Cool Versus Not Cool Social Skills Group Intervention for Individuals With Autism Spectrum Disorder** (Applied Research) SAMANTHA CERMAK (The Homestead), Elizabeth Schieber (Drake University), Callie Sharp (Florida State University), Kelsey Meyn and Evelyn Jo Horton (The Homestead), and Maria G. Valdovinos (Drake University)
- 131. Experimental Evaluation of a Parent-Training Protocol for Augmentative and Alternative Communication in Severe Autism** (PRA; Applied Research) OLIVER WENDT, Ning Hsu, Kara Simon, Katelyn Warner, and Kayla Marie Dunbar (Purdue University)
- 132. Effects of an iPad-Based Picture Exchange Communication System for Young Adults With Severe Autism** (PRA; Applied Research) NING HSU, Oliver Wendt, Lauren Cain, Alyssa Diehart, and Kara Simon (Purdue University)
- 133. A Preliminary Investigation of Self-Management to Improve the Presentation of Clinical Cases** (TBA; Applied Research) MARK P. GROSKREUTZ and Joseph M. Vedora (Evergreen Center)
- 134. Effects of the Quantity of Comparison Stimuli in a Match-to-Sample Procedure Used to Teach Geography Conditional Relations** (TPC; Applied Research) CRAIG H. DOMANSKI (The DATA Group); Kenneth F. Reeve, Sharon A. Reeve, and Tina Sidener (Caldwell College); and David M. Wilson (Georgian Court University)
- 135. The Role of Joint Control in Teaching Listener Responding to Children With Autism** (VRB; Applied Research) KAITLIN GRACE CAUSIN, Kristin M. Albert, Vincent Joseph Carbone, and Emily Sweeney Kerwin (Carbone Clinic)
- 136. An Assessment of Children's Preference for Error Correction Procedures** (DDA; Applied Research) TRACI ELAINE RUPPERT, Tiffany Kodak, Tom Cariveau, Patricia Zemantic, Samantha Moberg, and Megan Ledoux (University of Oregon)

- 137. The Effects of Stimulus Presentation Mode on Rates of Acquisition of Receptive Identification by Function** (DDA; Applied Research) KRISTIN LAMOTHE and Robert K. Ross (Beacon ABA Services)
- 138. Crawling Pattern Movement Effects on Fine Motor Skills of Individuals With Autism Spectrum Disorder** (DDA; Basic Research) Kristian L. Stewart, Tona M. Hetzler, DAVID WAYNE MITCHELL, and Carrie Melia (Missouri State University)
- 139. Effects of Video Modeling and Reinforcement on Asking About and Declining Foods With Allergens** (CSE; Applied Research) KAREN NAULT, John Claude Ward-Horner, and Robert K. Ross (Beacon ABA Services)
- 140. Increasing Compliance With Assisted and Independent Walking by Using Naturalistic Reinforcers in an Analog Versus Non-analog Setting** (DDA; Applied Research) AMBER GODSEY, Caitlin Fulton, Amanda Zangrillo, Brian D. Greer, and Wayne W. Fisher (University of Nebraska Medical Center)
- 141. Use of Mobile Devices During Instructional Programming for Individuals With Autism Spectrum Disorders: A Review of the Literature** (TBA; Applied Research) FRAN VITALE and Josh Plavnick (Michigan State University)
- 142. Acquisition of Analogues of Complex Verbal Behavior in Typically Developing Adults and Adults With ASD** (VRB; Basic Research) MARIE LAURE JOELLE NUCHADEE (French ABA) and Vinca Riviere (University of Lille III)
- 143. Establishing Stimulus Control of Motor Stereotypy in a Home Setting** (DDA; Applied Research) AMANDA P. LAPRIME and Jill L. Mengel (ABACS, LLC)
- 144. Combined Effects of Response Interruption and RIRD and Noncontingent Auditory Stimulation on Vocal Stereotypy in Children With Autism** (DDA; Applied Research) MAGALI DA COSTA-MERENDA (Agir et Vivre l'Autisme) and Cherice R. Cardwell (Association Francaise Les Professionnels de l'Anal)
- 145. Further Analysis of Sensory Extinction: Treatment of Automatically Maintained Disruptive Behavior** (DDA; Applied Research) Nicole Marchetto, Nicole Lynn Hausman, and Amanda Goetzel (Kennedy Krieger Institute); REBECCA KATE DOGAN (private practice); and SungWoo Kahng (Kennedy Krieger Institute)
- 146. Reinforcing Compliance in an Adult With Autism** (DDA; Service Delivery) ALLISON PARKER (private practice) and Rebecca Holden (Bancroft)
- 147. An Analysis of Verbal Instruction Components and Corresponding Compliance in Children With Autism** (DDA; Service Delivery) WHITNEY MCROBBIE, Andrea Martino, Alexander Fleming, Kelsey Hanrahan, Ashley Kucharski, Alexandra Rodriguez, Zachary Varin, and Patricia Egan (State University of New York, Plattsburgh)
- 148. Self-Management of Disruptive Behavior by Three Students With Autism Using Covert Electronic Prompting** (EDC; Applied Research) Bobby Newman (Room to Grow) and ASHLEY KROKOWSKI and Allison Epstein (Association for MetroArea Autistic Children)
- 149. The Effects of Using Response Interruption and Redirection on Vocal Stereotypy in Children With Autism** (EDC; Service Delivery) SAMANTHA M. SOLOW, Amy J. Davies Lackey, Marisa Savard, Karlee D. Miller, and Nicole Herz (Manhattan Childrens Center) and Melissa Liu (Teachers College, Columbia University)
- 150. The Effects of a Written Expression Strategy, POW+TREE on Escape-Motivated Behaviors on Three Students With Autism** (EDC; Applied Research) ERIN WILSON, Jordan Politte, Alexandra Beckman, and Linda G. Garrison-Kane (Missouri State University)
- 151. Internet Restriction During Functional Communication Training for the Reduction of Aggressive and Disruptive Behavior** (Applied Research) WENDY KINKEL, Wayne W. Fisher, Todd M. Owen, and Sean Peterson (University of Nebraska Medical Center)
- 152. No More Nose-picking: Teaching a Young Child to Self-Manage** (Service Delivery) SEAN SAUNDERS (University of Nevada, Reno), Jennifer A. Bonow (private practice), and Patrick M. Ghezzi (University of Nevada, Reno)

- 153. Effect of Visual Feedback for Oral Expression on a Student With Autistic Spectrum Disorders** (DDA; Applied Research) HIROSHI SUGASAWARA, Hiromi Morita, Rie Simoyamada, and Tuguo Koujirō (Tokai University)
- 154. Using Normative Data From Typically Developing Children on the ABLIS-R to Guide Program Development for Children With Autism** (DEV; Applied Research) JAMES W. PARTINGTON and Autumn Bailey (Behavior Analysts, Inc.)
- 155. Development of a Computerized Face Perception Training Program for Autism Spectrum Disorder: A Pilot Study** (EAB; Basic Research) Kyong-Mee Chung, EUIHYUN KWAK, Sang Chul Chong, Jae-Won Yang, and Oakyoon Cha (Yonsei University)
- 156. The Effects of Continuous and Discontinuous Data Collection on Clinical Decision Making** (DDA; Applied Research) COLLEEN DEMELLO and Emily W. Harris (Beacon ABA Services of Connecticut) and Robert K. Ross (Beacon ABA Services)
- 157. The Effects of a Video-Modeling Package on the Correct Implementation of Discrete-Trial Teaching Components by Direct-Care Staff** (DDA; Applied Research) CYNTHIA E. PICHARDO, Shauna Gehshan, and Ronald Lee (Quality Services for the Autism Community)
- 158. Validity and Reliability of the Korean Version Autism Spectrum Disorder-Problem Behavior for Children** (Basic Research) MINJOO LEE, Hyunji Choi, and Kyong-Mee Chung (Yonsei University)
- 159. Peer-Mediated Interventions for Secondary Students With Autism: Evaluation and Predictability** (EDC; Applied Research) REBECCA A. SHALEV (Munroe Meyer Institute, University of Nebraska Medical Center), Gregory L. Lyons and Jennifer M. Asmus (University of Wisconsin-Madison), Erik Carter (Vanderbilt University), and Daniel Bolt (University of Wisconsin-Madison)
- 160. The Comparison of PECS With and Without Video Modeling to Increase Independent Communicative Initiations** (EDC; Applied Research) Serhat Yildirim, HATİCE DENİZ DEĞİRMENÇİ, Alper Kapan, and İclal Adalıoğlu Adalıoğlu (Anadolu University)
- 161. Effectiveness of Home-Based Responsive Teaching Intervention on the Children With Autism Spectrum Disorder and Their Mothers** (EDC; Applied Research) OZLEM TOPER KORKMAZ and Ibrahim Hali Diken (Anadolu University)
- 162. Reach Preschool Autism Program Assessment: Evaluation of Student Outcomes** (EDC; Applied Research) JUDITH SYLVA (California State University, San Bernardino) and Gabriela Toledo (Riverside County Office of Education)
- 163. Increasing Prompted and Unprompted Vocalizations in Adolescents With Autism Using a Progressive Reading Procedure** (EDC; Applied Research) KATIE DICOLA and Stephen Ray Flora (Youngstown State University)
- 164. The Effects of First- and Second-Order Conditioning Procedures to Establish Coins as Reinforcers for Learners With Autism.** (Applied Research) KARRIE LINDEMAN, Shauna Gehshan, and Ronald Lee (Quality Services for the Autism Community)
- 165. Further Evaluation of Blocked-Trials to Teach Intraverbal Conditional Discriminations: Effects of Criterion-Level Probes** (VRB; Applied Research) JENNIFER HAGGAR and Einar T. Ingvarsson (University of North Texas)
- 166. Establishing Approval and Disapproval as Learned Reinforcers and Aversive Conditions** (VRB; Applied Research) KELLY KOHLER and Richard W. Malott (Western Michigan University)
- 167. Continuous Task Presentation Eliminates Noncompliant Behavior in Young Children With Autism** (DDA; Applied Research) Ainsley B. Lewon, SARA L. STRATZ, Lauren Jones, and Patrick M. Ghezzi (University of Nevada, Reno)
- 168. Evaluating the Effectiveness of DRO, DRA, and the Combination of Both Procedures to Decrease Aggression in Students With ASD** (DDA; Applied Research) ALEX ZAVLUNOVA, J. Helen Yoo, Jenny E. Tuzikow, Niall James Toner, Nicole Pearson, and Maya Madzharova (Institute for Basic Research)

#101 Business Meeting

7:00 pm–7:50 pm

W183b (McCormick Place Convention Center)

Autism Special Interest Group

Chair: Robert K. Ross (Beacon ABA Services)

A business meeting will be held to address various administrative matters relevant to the Autism SIG. The Autism SIG brings together those who specialize in or have an interest in the application of behavior analysis to the education and treatment of individuals with autism throughout the lifespan. The SIG was created to promote behavior analytic research and the exchange of scientific information in the area of autism treatment, to advocate for and promote high standards in the application of behavior analytic treatment, and to support consumers of ABA services. The Autism SIG maintains a website and publishes a quarterly newsletter to provide clinicians, educators, and parents with information regarding scientifically supported interventions for individuals with autism. Other ongoing initiatives include participating in the ABAI annual convention and autism conference exhibitions, presenting an annual student research award, and maintaining consumer guidelines for identifying, selecting, and evaluating behavior analysts working with individuals with autism. All are welcome to attend.

#102 Business Meeting

7:00 pm–7:50 pm

W175a (McCormick Place Convention Center)

University of West Florida Office of Applied Behavior Analysis

Chair: Leasha Barry (University of West Florida)

Faculty appreciation meeting. Instructors of the office of ABA at the University of West Florida are welcome to meet and greet with office of ABA staff and fellow instructors. Come meet with us! We work together in an online community. This is an opportunity to connect with your peers and support staff.

#102a Business Meeting

7:00 pm–7:50 pm

W179b (McCormick Place Convention Center)

Behavior Analysis and Technology Special Interest Group

Chair: Zachary H. Morford (University of Nevada, Reno)

The Behavior Analysis and Technology SIG (BAT SIG) was created in 2014 with the mission to advance the science of behavior through the development, dissemination, and application of technology in basic and applied settings. Technology can refer to developments in behavioral science, as well as developments in computer science, information technology, and related fields. The organization will also serve as an outlet for open-source hardware and software technologies relevant to behavioral research and application. The organization strives to (1) Serve as a scientific and professional reference and networking group for its members, (2) disseminate information to inform its membership and promote its mission to a wider audience, and (3) organize an annual meeting to provide a forum for discussion of the affairs of the SIG. Join us at our inaugural business meeting, where we'll further organize the SIG, elect officers, and set initial and longer term goals and activities.

#103 Business Meeting

7:00 pm–7:50 pm

W175c (McCormick Place Convention Center)

Pediatric Feeding Disorders Special Interest Group

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

The purpose of the Pediatric Feeding Disorders Special Interest Group meeting is to generate interest, foster collaborative research, share clinical information, and impact training, practice, and reimbursement for pediatric feeding disorders.

#104 Business Meeting

7:00 pm–7:50 pm

W176a (McCormick Place Convention Center)

Neuroscience Special Interest Group

Chair: John C. Neill (Long Island University)

To discuss the revitalization of the Neuroscience Special Interest Group and establish a leadership structure.

#105 Business Meeting

7:00 pm–7:50 pm

W181b (McCormick Place Convention Center)

Direct Instruction Special Interest Group

Chair: Ann Filer (Beacon ABA Services)

Evidence-based instructional practices benefit all students and are essential for effective outcomes. Direct instruction is effective, efficient, and evidence-based. Please plan to attend the Direct Instruction special interest group business meeting and join us in promoting research-validated instructional practices.

#106 Business Meeting

7:00 pm–7:50 pm

W182 (McCormick Place Convention Center)

Applied Behavior Analysis India

Chair: Smita Awasthi (Association for Behavior Analysis of India)

The purpose of this business meeting is to provide information on India through a short, 10-minute video presentation. This will show what India looks like, how special needs centers in India work with children, and how ABA is practiced. For those interested in studying ABA in India, information on travel and work opportunities will be provided. We invite all students and professionals to attend this meeting.

#107 Business Meeting

7:00 pm–7:50 pm

W184c (McCormick Place Convention Center)

New York State Association for Behavior Analysis

Chair: Deborah A. Napolitano (University of Rochester)

The New York State Association for Behavior Analysis (NYSABA) is the official representative for behavior analysis across New York. NYSABA is the state affiliate of ABAA and the Association for Professional Behavior Analysts. NYSABA represents families, practitioners, and scholars committed to research and practice of behavior analysis. We sponsor local events and run an annual conference. NYSABA currently has more than 400 members and keeps them in touch with events that affect those of us here in New York State. NYSABA supports quality education for human services in New York state through the applications of ethical, humane, and effective principles of behavior analysis. NYSABA is committed to continuing its leadership in New York on behalf of our constituents—researchers, practitioners, and the consumers of behavior analytic services.

#108 Business Meeting

7:00 pm–7:50 pm

W184d (McCormick Place Convention Center)

Wisconsin Association for Behavior Analysis

Chair: Ellie C. Hartman (University of Wisconsin-Stout)

Wisconsin ABA's quarterly membership meeting, with a special welcome to new and interested members.

#109 Business Meeting

7:00 pm–7:50 pm

W184b (McCormick Place Convention Center)

Kentucky Association for Behavior Analysis

Chair: Jason N. Simmons (Clinical Behavior Analysis)

Kentucky Association for Behavior Analysis (KYABA) meets each year at the ABAI annual convention to review and update members and potential members on the recent accomplishments and the upcoming year's initiative. This year, the discussion will focus on increased membership, discussion of fall events, and planning for future endeavors. In addition, updates to our interactive website (www.kentuckyaba.org) as well as ongoing state issues will be addressed.

#112 Business Meeting

7:00 pm–7:50 pm

W181c (McCormick Place Convention Center)

Spanish Special Interest Group (Special Interest Group Espanol)

Chair: Mapy Chavez Cueto (Alcanzando)

To serve as a meeting point for ABAI members from countries where Spanish is the first language. The purpose is to establish communication and idea exchanges among this group.

#113 Business Meeting

7:00 pm–7:50 pm

W184a (McCormick Place Convention Center)

Hawaii Association for Behavior Analysis

Chair: Kimberly Henkle (Hawai'i Association for Behavior Analysis)

This is an open meeting for anyone who wants to know more about Hawai'i ABA's efforts to disseminate behavior analysis to the island of Hawaii. The purpose of this meeting is to review the year 2013 and to outline future directions. All behavior analysts, consumers, or students residing or practicing in Hawai'i are invited to attend.

#114 Business Meeting

7:00 pm–7:50 pm

W181a (McCormick Place Convention Center)

Ethics and Behavior Analysis Special Interest Group

Chair: Matthew T. Brodhead (Utah State University)

The annual business meeting of the Ethics and Behavior Analysis SIG of ABAI will consist of reviewing the annual goals from the previous year (May 2013 through April 2014) as well as to develop annual goals for the coming year (May 2014 through April 2015). All current and potential members are welcome to attend and participate in the business meeting.

#115 ABAI Expo

8:00 pm–10:30 pm

W375a-d (McCormick Place Convention Center)

1. ABAI Accredited Graduate Programs in Special Education at The Ohio State University SHEILA R. ALBER-MORGAN, Helen I. Cannella-Malone, and Ralph Gardner III (The Ohio State University); Terri Hessler (The Ohio State University at Newark); and Moira Konrad, Kathy Lawton, Nancy A. Neef, and Diane M. Sainato (The Ohio State University)

2. Applied Behavior Analysis at California State University Los Angeles MICHELE D. WALLACE, Mitch Frying, and Randy V. Campbell (California State University, Los Angeles)

3. Applied Behavior Analysis at McNeese State University JOANNA THOMPSON, Alfred Royal Tuminello Jr., Kaycie A. Frey-Stacy, Lettie Alexander, Cam L. Melville, and Charlotte Lynn Carp (McNeese State University)

- 4. Applied Behavior Analysis at University of Maryland, Baltimore County** JOHN C. BORRERO (University of Maryland, Baltimore County) and SungWoo Kahng and Iser Guillermo DeLeon (Kennedy Krieger Institute)
- 5. Applied Behavior Analysis at University of Houston-Clear Lake** LAUREN PLAISANCE, Trena Rouse, Molly Shireman, and Kally Luck (University of Houston-Clear Lake)
- 6. Behavior Analysis Ph.D. Program at West Virginia University** KAREN G. ANDERSON, Regina A. Carroll, Ezra Garth Hall, Stephanie L. Kincaid, Elizabeth Kyonka, Kennon Andy Lattal, Michael Perone, and Claire C. St. Peter (West Virginia University)
- 7. Behavior Analysis at California State University, Stanislaus** WILLIAM F. POTTER, Jane S. Howard, Bruce E. Hesse, and Carrie M. Dempsey (California State University, Stanislaus)
- 8. Behavior Analysis at Queens College and The Graduate Center, The City University of New York** JACK SPEAR (Queens College and the Graduate Center, City University of New York)
- 9. Behavior Analysis at the Florida Institute of Technology** DAVID A. WILDER, Alison M. Betz, Ivy M. Chong Crane, Ada C. Harvey, Mark T. Harvey, Michael E. Kelley, Jose A. Martinez-Diaz, and Sigurdur Oli Sigurdsson (Florida Institute of Technology)
- 10. Doctoral Degree, Masters Degree, and Minor in ABA the the University of South Florida** RAYMOND G. MILTENBERGER, Kwang-Sun Blair, Sarah E. Bloom, Kimberly Crosland, Andrew L. Samaha, and Timothy M. Weil (University of South Florida)
- 11. Florida State University Panama City 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)
- 12. Graduate Training in Applied Behavioral Science at the University of Kansas** DEREK D. REED, Florence D. DiGennaro Reed, Adam M. Briggs, Todd Merritt, Austin O'Neal, Jessica Foster, Brent Kaplan, Edward K. Morris (University of Kansas)
- 13. Hybrid Graduate Training From Southern Illinois University in Chicagoland and Online** RACHEL ENOCH, Mark R. Dixon, Joel Eric Ringdahl, and Seth W. Whiting (Southern Illinois University) and Kelly M. Vinquist (Trinity Services, Inc.)
- 14. MS Program at Jacksonville State University in Alabama** PAIGE M. MCKERCHAR, Todd L. Mc Kerchar, Makenzie Williams Bayles, and William L. Palya (Jacksonville State University)
- 15. Behavior Analysis Program at University of Nevada Reno** RAMONA HOUMANFAR, Patrick M. Ghezzi, Linda J. Parrott Hayes, and W. Larry Williams (University of Nevada, Reno)
- 16. Satellite Master's Program in Behavior Analysis at the University of Nevada, Reno** LINDA J. PARROTT HAYES (University of Nevada, Reno)
- 17. St. Cloud State University: Applied Behavior Analysis Program** ERIC RUDRUD, Kimberly A. Schulze, and Benjamin N. Witts (St. Cloud State University)
- 18. The Graduate Programs in Teaching as Applied Behavior Analysis at Teachers College, Columbia University** JESSICA SINGER-DUDEK, R. Douglas Greer, and Laura E. Lyons (Columbia University)
- 19. University of Cincinnati ABAI Accredited School Psychology Programs** RENEE HAWKINS, Janet L. Graden, Julie Morrison, of Tai Collins (University of Cincinnati)
- 20. Western Michigan University's Behavior Analysis Program** JESSICA E. FRIEDER, Cynthia J. Pietras, Stephanie M. Peterson, Ron Van Houten, and R. Wayne Fuqua (Western Michigan University)
- 20a. 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. Cihon, Jonathan W. Pinkston, Karen A. Toussaint, and Einar T. Ingvarsson (University of North Texas)

#116 ABAI Expo

8:00 pm–10:30 pm

W375a-d (McCormick Place Convention Center)

21. Western Michigan University: Industrial-Organizational Psychology Master's Program HEATHER M. MCGEE and Alyce M. Dickinson (Western Michigan University)

22. ABA Master's Program at California State University, Fresno MARIANNE L. JACKSON (California State University, Fresno), Amanda N. Adams (Central California Autism Center), and Criss Wilhite and Jonpaul D. Moschella (California State University, Fresno)

23. Applied Behavior Analysis at Aurora University STEPHEN F. WALKER and Autumn N. McKeel (Aurora University)

24. Applied Behavior Analysis at Central Washington University WENDY A. WILLIAMS and Sadie L. Lovett (Central Washington University)

25. Applied Behavior Analysis at California State University, Northridge: Master's in Behavioral Clinical Psychology ELLIE KAZEMI, Tara A. Fahmie, and Debra Berry Malmberg (California State University, Northridge)

26. Applied Behavior Analysis at George Mason University THEODORE A. HOCH, Christine Hoffner Barthold, and Kristy Park (George Mason University)

27. Applied Behavior Analysis in Downtown Chicago: MS and Ph.D. Programs at The Chicago School of Professional Psychology DIANA J. WALKER, John W. Eshleman, Scott A. Herbst, Jennifer Klapatch, and Fawna Stockwell (The Chicago School of Professional Psychology)

28. Applied Behavior Analysis Programs at Georgian Court University DAVID M. WILSON, Christopher J. Perrin, Stephen M. Levine, and Theresa Brown (Georgian Court University)

29. Applied Behavior Analysis Programs at Regis College LAUREN BEAULIEU (Regis College)

30. Behavior Analysis and Behavior Therapy Graduate Training Programs at Eastern Michigan University JAMES T. TODD, Aimee Moore, Chelsea Dore, and Caitlyn Sorensen (Eastern Michigan University)

31. Behavior Analysis at Auburn University TYLER GODSY, Odessa Luna, Sacha T. Pence, and John T. Rapp (Auburn University)

32. Behavior Analysis at Missouri State University ANN ROST and David Wayne Mitchell (Missouri State University)

33. Behavior Analysis at Rowan University MICHELLE ENNIS SORETH, Mary Louise E. Kerwin, and Bethany R. Raiff (Rowan University)

34. Behaviour Analysis at the University of South Wales Jennifer L. Austin, AIMEE GILES, and Richard May (University of South Wales)

35. Brandman University Pre-approved BCBA Course Series MICHAEL WEINBERG (Orlando Behavior Health Services, LLC)

36. California State University, Sacramento: Applied Behavior Analysis Program MEGAN R. HEINICKE, Becky Penrod, and Caio F. Miguel (California State University, Sacramento)

37. Capilano University Bachelor of Applied Behaviour Analysis—Autism RICHARD A. STOCK and Brenda Fossett (Capilano University)

38. Centre for Applied Disability Studies Applied Behavior Analysis Graduate Opportunities ALISON ROTHWELL and Maurice Feldman (Brock University)

39. Chicago School of Professional Psychology in Los Angeles: MS and Ph.D. programs in Applied Behavior Analysis LESLIE A. MORRISON (The Chicago School of Professional Psychology, Los Angeles)

Saturday, May 24

- 40. Clinical Health/Pediatric School Psychology Doctoral Programs With ABA Specialty at East Carolina University** JEANNIE A. GOLDEN and Emmi Scott (East Carolina University)
- 41. Graduate Programs in Applied Behavior Analysis at Caldwell College** TINA SIDENER, April N. Kisamore, Jason C. Vladescu, Ruth M. DeBar, Sharon A. Reeve, and Kenneth F. Reeve (Caldwell College)
- 43. Low Incidence Disabilities and Autism Program at Sam Houston State University** AMANDA BOSCH and Kristina Vargo (Sam Houston State University)
- 44. Master's Program in ABA at the University of Nebraska-Omaha** JENNIFER M. KOZISEK and Mark D. Shriver (Munroe-Meyer Institute, University of Nebraska Medical Center) and Lisa Kelly-Vance (University of Nebraska-Omaha)
- 45. Masters in Behavior Analysis Program at LIU Post** JOHN C. NEILL and Gerald Lachter (Long Island University)
- 46. Masters Programme in Applied Behaviour Analysis at the Bangor University, Wales UK** MARGUERITE L. HOERGER, J. Carl Hughes, Sandy Toogood, Stephen J. Noone, and Elin Mair Walker Jones (Bangor University)
- 47. Online Graduate Education in ABA at The Sage Colleges** DANA R. REINECKE and Benjamin C. Mauro (The Sage Colleges)
- 48. Penn State University, Harrisburg Master of Arts Degree in Applied Behavior Analysis** JULIE A. ACKERLUND BRANDT and Kimberly A. Schreck (Penn State University, Harrisburg) and Richard M. Foxx (Penn State University)
- 49. Saint Louis University Applied Behavior Analysis Programs** JOLENE R. SY and Alyssa N. Wilson (Saint Louis University)
- 50. Science, Skinner, and Surf: Behavior Analysis at the University of North Carolina Wilmington** EMILY G. BLINN, Kathleen L. Hodskins, Billie J. Klein, and Christine E. Hughes (University of North Carolina Wilmington)
- 51. The University of Texas-Pan American: Board Certified Behavior Analyst Concentration/Certificate Program** ZINA A. ELURI, Frederick A. Ernst, Mark Winkel, Valerie Nicole Neeley, and Valerie (Wendy) James-Aldridge (University of Texas-Pan American)
- 52. Munroe-Meyer Institute, University of Nebraska Medical Center: Doctoral Training in Applied Behavior Analysis** CHRISTY WILLIAMS, Wayne W. Fisher, Joseph H. Evans, Cathleen C. Piazza, Valerie M. Volkert, Nicole M. Rodriguez, Kevin C. Luczynski, and Suzanne M. Milnes (Munroe-Meyer Institute, University of Nebraska Medical Center)
- 53. University of Oregon Graduate Training Program** TIFFANY KODAK (University of Oregon)
- 54. University of Saint Joseph Behavior Analysis Programs** DEIRDRE LEE FITZGERALD and John D. Molteni (University of Saint Joseph)
- 55. Michigan State University: Graduate Training Programs in Applied Behavior Analysis and Autism Spectrum Disorders** SUMMER FERRERI, Marisa H Fisher, and Josh Plavnick (Michigan State University)
- 56. Applied Behavior Analysis and Temple Univesity** MATTHEW TINCANI, Donald A. Hantula, Philip N. Hineline, and Saul Axelrod (Temple University) and Amanda Guld Fisher (Melmark)
- 57. Applied Behavior Analysis at the University of Arkansas** ELIZABETH R. LORAH (University of Arkansas)
- 57a. Shenandoah University's Graduate Program in Applied Behavior Analysis** BRANDON GREENE (Shenandoah University), Jason Herbert Craig (Grafton), Autumn Kaufman (Commonwealth Autism Services), and Courtney L. Vaughan (The Aurora School)

#117 ABAI Expo

8:00 pm–10:30 pm

W375a-d (McCormick Place Convention Center)

58. ABAI Membership Board PHILIP N. HINELINE (Temple University)

59. ABAI Science Board M. CHRISTOPHER NEWLAND (Auburn University)

60. ABAI Student Committee ZACHARY H. MORFORD (University of Nevada, Reno), Megan D. Aclan (The Chicago School, Los Angeles), and Jonathan E. Friedel (Utah State University)

#118 ABAI Expo

8:00 pm–10:30 pm

W375a-d (McCormick Place Convention Center)

61. Autism Special Interest Group ROBERT K. ROSS (Beacon ABA Services) and John D. Molteni (University of Saint Joseph)

62. Behavior Analysis for Sustainable Societies Special Interest Group JULIA H. FIEBIG (The Chicago School of Professional Psychology) and Mark P. Alavosius (University of Nevada, Reno)

63. Behavior Analyst Online Journals: Special Interest Group MICHAEL LAMPORT COMMONS (Harvard Medical School)

64. Behavioral Gerontology Special Interest Group JONATHAN C. BAKER (Southern Illinois University), Maranda Trahan (Trahan Behavioral Services), Allison A. Jay (American Lake Veterans Administration), Vinh Dang (The Chicago School of Professional Psychology), and Yash P. Manchanda (private practice)

65. Behavioral Medicine Special Interest Group GRETCHEN A. DITTRICH (Simmons College)

66. Behaviorists for Social Responsibility RICHARD F. RAKOS (Cleveland State University) and Mark A. Mattaini (Jane Addams College of Social Work at the University of Illinois at Chicago)

67. Clinical Societies Special Interest Group EMILY THOMAS JOHNSON (Behavior Attention and Developmental Disabilities Consultants LLC) and Thomas J. Waltz (Eastern Michigan University)

68. Direct Instruction Special Interest Group: All Students Can Learn and All Teachers Can Be Successful! ANN FILER (Beacon ABA Services) and Wendy L. Littleton-Kozma (Evergreen Center)

69. Dissemination of Behavior Analysis AMANDA N. KELLY (Malama Pono Autism Center), Benjamin N. Witts (St. Cloud State University), Megan Miller (Navigation Behavioral Consulting), Melissa Engasser (The Bedrock Clinic & Research Center), and Rachel N. T. Freedman (Massachusetts School of Professional Psychology)

70. Ethics and Behavior Analysis Special Interest Group DAVID J. COX (STE Consultants, LLC)

71. Evidence-Based Practice Special Interest Group SUSAN WILCZYNSKI (Ball State University)

72. Experimental Analysis of Human Behavior Special Interest Group ERIC A. JACOBS (Southern Illinois University, Carbondale) and Manish Vaidya (University of North Texas)

73. Health, Sports, & Fitness Special Interest Group JENNIFER KLAPATCH (The Chicago School of Professional Psychology), Annabelle Winters (Garden Center Services, Inc.), and Bobby Newman (Room to Grow)

74. History of Behavior Analysis EDWARD K. MORRIS (University of Kansas)

75. Human Development Special Interest Group MARTHA PELAEZ (Florida International University) and Hayne W. Reese (West Virginia University)

76. Military and Veterans' Issues Special Interest Group: By the Numbers KENT CORSO (NCR Behavioral Health, LLC) and Abigail B. Calkin (Calkin Consulting Center)

Saturday, May 24

77. Multicultural Alliance of Behavior Analysts: ABAI Special Interest Group PREETINDER NARANG (University of Toronto), Robyn M Catagnus (Ball State University), Elizabeth Hughes Fong and Sakurako Sherry Tanaka (Multicultural Alliance of Behavior Analysts), Dana Garner (Penn State University), Jane Yip (Purdue University), and Kozue Matsuda (Children's Center)

78. Organizational Behavior Management Network HEATHER M. MCGEE and Yngvi F. Einarsson (Western Michigan University)

79. Parent Professional Partnership Special Interest Group DAVID A. CELIBERTI (Association for Science in Autism Treatment) and Pamela H. Gorski (Reaching Potentials, Inc.)

80. Positive Behavior Support Special Interest Group ROSE IOVANNONE (University of South Florida) and Robert F. Putnam (May Institute)

81. Practitioner Issues in Behavior Analysis MICHAEL WEINBERG (Orlando Behavior Health Services, LLC)

82. Rehabilitation and Independent Living Special Interest Group CHRIS PERSEL (Centre for Neuro Skills)

83. Sex Therapy and Educational Programming Special Interest Group BRIGID MCCORMICK (Instructional ABA Consultants) and Fawna Stockwell (The Chicago School of Professional Psychology)

84. Special Interest Group Español MAPY CHAVEZ CUETO and Antuanete Chavez (Alcanzando)

85. Speech Pathology and Applied Behavior Analysis Special Interest Group TRACIE L. LINDBLAD (Four Points), Barbara E. Esch (Esch Behavior Consultants, Inc.), Landa L. Mark (Little Steps Therapy Services), and Amanda Karsten (Western New England University)

86. Standard Celeration Society KERRI L. MILYKO (Precision Teaching Learning Center), Carl V. Binder (The Performance Thinking Network), Kent Johnson (Morningside Academy), Richard M. Kubina Jr. (Penn State University), Kelly J. Ferris (Organization for Research and Learning), and Charles T. Merbitz (Behavior Development Solutions)

87. Teaching Behavior Analysis Special Interest Group CHRISTINE HOFFNER BARTHOLD (George Mason University)

88. Verbal Behavior Special Interest Group JUDAH B. AXE (Simmons College), Traci M. Cihon (University of North Texas), Kerry Ann Conde (Trumpet Behavioral Health), April N. Kisamore (Caldwell College), Rocio Rosales (University of Massachusetts, Lowell), Einar T. Ingvarsson (University of North Texas), Laura L. Grow (University of British Columbia), and Sarah Dickman (Marcus Autism Center)

89. Applied Animal Behavior Special Interest Group TERRI M. BRIGHT (Simmons College and Massachusetts Society for the Prevention of Cruelty to Animals), Susan G. Friedman (Utah State University), and Christy A. Alligood (Disney's Animal Kingdom)

90. Pediatric Feeding Disorders Special Interest Group and the Pediatric Feeding Disorders Consortium Initiative TESSA CHRISTINE TAYLOR (Kennedy Krieger Institute, Johns Hopkins University School of Medicine), Cathleen C. Piazza (Munroe-Meyer Institute, University of Nebraska Medical Center), Keith E. Williams (Penn State University Hershey Medical Center), and Michael F. Cataldo and Peter Girolami (Kennedy Krieger Institute)

90a. Behavior Analysis and Technology Special Interest Group JANET S. TWYMAN (University of Massachusetts Medical School)

#119 ABAI Expo

8:00 pm–10:30 pm

W375a-d (McCormick Place Convention Center)

91. ABA Germany CHRISTOPH BOERDLEIN and ROBERT SCHRAMM (Knospe-ABA)

92. ABA Saudi Arabia MICHELLE P. KELLY and Mona Al Haddad (Dar Al-Hekma College), Susan Ainsleigh (Bay Path College), and Bethany L. Condo (Little Leaves Behavioral Services)

- 93. Berkshire Association for Behavior Analysis and Therapy** STEVEN RODRIGUEZ (May Institute) and Alan E. Harchik (Harchik and Associates, LLC)
- 94. British Columbia Association of Behavior Analysis** HEIDI ST. PIERRE (consultant) and Joan Broto (Semiahmoo Behaviour Analysts, Inc.)
- 95. California Association for Behavior Analysis** MICHELE D. WALLACE (California State University, Los Angeles), Daniel B. Shabani (Shabani Institute Center for Behavior Analysis & Language Development), and Joyce C. Tu (Center for Behavioral Sciences, Inc.)
- 96. Chapter Mexican Society of Behavior Analysis** ROSALINDA ARROYO (Universidad Nacional Autónoma de México)
- 97. Connect With Korea ABA at KACBT** JUNG YEON CHO (Daegu Cyber University)
- 98. Connecticut Association for Behavior Analysis: A Year in Review** SOLANDY FORTE, Elizabeth C. Nulty, Mark J. Palmieri, Steven Woolf, Kristine L. Marino, Felicia Morgan, and James W. Diller (Connecticut ABA)
- 99. Delaware Association for Behavior Analysis** CHRISTINE HOFFNER BARTHOLD (George Mason University)
- 100. European Association for Behavior Analysis** ROBERT C. MELLON (Panteion University of Social and Political Sciences), Karola Dillenburger (Queens University of Belfast), Borge Stromgren (Oslo and Akershus University College of Applied Sciences), Martti T. Tuomisto (University of Tampere), Neil T. Martin (Antam Ltd.), and Erik Arntzen (Oslo and Akershus University College of Applied Sciences)
- 101. Experimental Analysis of Behaviour Group—UK and Europe** J. CARL HUGHES, Michael Beverley, and Marguerite L. Hoerger (Bangor University)
- 102. Florida Association for Behavior Analysis** KEVIN MURDOCK (Hillsborough County Public Schools, Florida), Dawn Allison Bailey (Florida State University), Amy S. Polick (Florida State University, Panama City), Kevin Jackson (State of Florida), and Jon S. Bailey (Florida State University)
- 103. Four Corners Association for Behavior Analysis** DIXIE D. EASTRIDGE (Learning Services), Nicole L. Bank (The PartnerShip, LLC), Michele Bishop (Center for Autism and Related Disorders), Leigh Schrimpf (Imagine!), Jeff Kupfer (Jeff Kupfer, PA), Zach Maple (Altitude Behavioral Services), Travis Blevins (Behavior Services of the Rockies)
- 104. Hawai'i Association for Behavior Analysis** KIMBERLY HENKLE (University of Nevada, Reno)
- 105. Heartland Association for Behavior Analysis** KATHRYN M. PETERSON (University of Nebraska Medical Center), Elizabeth Bullington (Childhood Autism Services, Inc.), Amber R. Paden and Daniel R. Mitteer (Munroe-Meyer Institute, University of Nebraska Medical Center), Steven L. Taylor (Glenwood Resource Center), Terri Newton (Childhood Autism Services, Inc.), and Bobbi Hightree (Educational Service Unit #1)
- 106. Illinois Association for Behavior Analysis** AUTUMN N MCKEEL (Aurora University)
- 107. Iowa Association for Behavior Analysis** EVELYN JO HORTON and Samantha Gernak (The Homestead), Susan M. S. Smith and John J. Pokrzywinski (Woodward Resource Center), Sean D. Casey (The Iowa Department of Education), and Josh Cobbs (Pier Center for Autism)
- 108. Japanese Association for Behavior Analysis** NAKO SUGIYAMA (Seisa University) and Kenjiro Aoyama (Doshisha University)
- 109. Kansas Association for Behavior Analysis** EDWARD K. MORRIS, Linda S. Heitzman-Powell, Jason M. Hirst, Jill M. Koertner, Todd Allen Merritt, and Nanette L. Perrin (University of Kansas)
- 110. Kentucky Association for Behavior Analysis** STEPHEN FOREMAN (Bingham Gardens)
- 111. Korean ABA** YUNHEE SHIN (Daegu University)
- 112. Korean Association of Child and Adolescent Behavior Therapy** SANGMIN HAN (Korean Association of Child and Adolescent Behavior Therapy)
- 113. Lone Star Association for Behavior Analysis** GERALD E. HARRIS (Texas Young Autism Project)

- 114. Louisiana Behavior Analysis Association** JANICE L. HUBER (Louisiana Behavior Analysis Association), Kathleen Fontenot (Behavioral Intervention Group), and Grant Gautreaux (Nicholls State University)
- 115. Manitoba Association for Behaviour Analysis** GENEVIEVE N. ROY-WSIAKI, Kirsten M. Wirth, and Kerri L. Walters (St. Amant Research Centre, University of Manitoba)
- 116. Massachusetts Association of Applied Behavior Analysis** STEVEN WOOLF (Beacon ABA Services) and John C. Randall (Amego)
- 117. Mid-American Association for Behavior Analysis** CARLA H. LAGORIO (University of Wisconsin-Eau Claire) and Jonathan C. Baker (Southern Illinois University)
- 118. Minnesota Northland Association for Behavior Analysis** NATALIE DONALDSON (St. Cloud State University) and Timothy R. Moore (University of Minnesota)
- 119. Montana Association for Behavior Analysis** CHERYL A. YOUNG-PELTON (Montana State University in Billings)
- 120. Nevada Association for Behavior Analysis** REBECCA K. ARVANS FEENEY (Complete Behavior Health, LLC) and Lauren Diane Brown, Brian James Feeney, and Janie Gunther (Nevada Association for Behavior Analysis)
- 121. New Hampshire Association for Behavior Analysis** THEA H. DAVIS (Autism Bridges), Cathy Booth (New Jersey ABA), and Jennifer Odierna and Rachel Alling (Autism Bridges)
- 122. New York State Association for Behavior Analysis** Deborah A. Napolitano (University of Rochester) and HEATHER WALKER (Pacific Child and Family Associates)
- 123. New Zealand Association for Behavior Analysis** DENYS BRAND (University of Auckland)
- 124. North Carolina Association for Behavior Analysis** KRISTIE M. THOMPSON (OptumHealth Behavioral Services), Jim Phillips (Carolina Center for ABA), Vicki Harper and Nancy Poteet (J. Iverson Riddle Developmental Center), Beth Schmitt (Murdoch Developmental Center), Amy Inman (University of North Carolina at Charlotte), R. M. (Duke) Schell (J. Iverson Riddle Developmental Center), and Chris Wensil (Mariposa School)
- 125. Norwegian ABA** TERJE GUNDHUS (Norwegian Association for Behavior Analysis), Jon A. Lokke (University College of Ostfold), and Erik Arntzen (Oslo and Akershus University College of Applied Sciences)
- 126. Ohio Association for Behavior Analysis** MORTEN HAUGLAND (Haugland Learning Center), Katelyn M. Fishley (Ohio Dominican University), Maria K. Baerkircher (The Ohio State University), Tracy D. Guiou (B.E.C.A.), Marla Root (Step By Step Academy, Inc.), Jennifer Sweeney (Solutions Behavioral Consulting), Bryan Dreesch (Haugland Learning Center), and Quinn Catherine Montgomery (The Ohio State University)
- 127. Ontario Association for Behaviour Analysis** ALBERT MALKIN (ErinoakKids), Jennifer Alice Cunningham (Durham Behaviour Management Services), David Phillips (George Brown College), Nicole Luke (Surrey Place Centre), and Kerry-Anne Robinson (Kinark Child and Family Services)
- 128. Oregon Association for Behavior Analysis** JENNY FISCHER (Cascade Behavioral Intervention), Maria Lynn Kessler (Oregon Institute of Technology), Jennifer L. Knipling and Robbin Sobotka-Soles (Oregon Association for Behavior Analysis), and Analise A. Herrera-Minteer (St. Cloud State University)
- 129. Polish Society for Behavioral Psychology** MONIKA M. SUCHOWIERSKA (University of Social Sciences and Humanities)
- 130. Québec Association for Behaviour Analysis** MARC J. LANOVAZ (Université de Montréal), Sylvie Donais (Clinique ABA), Myra-Jade Lui and Kirsty Robertson (ASD Montreal), Sylvie Bernard (Clinic ABA), Gisela Regli (QcABA Canada), and Thiago Lopes (Université du Québec à Montréal)
- 131. Rhode Island Association for Behavior Analysis** ANDREA CHAIT (Trudeau Center) and Jane I. Carlson (The Groden Center)
- 132. Southeastern Association for Behavior Analysis** KAREN G. ANDERSON and Claire C. St. Peter (West Virginia University), Wendy Donlin Washington (University of North Carolina Wilmington), and Christy A. Alligood (Disney's Animal Kingdom)
- 133. Swedish Association for Behavior Analysis** ULRIKA LANGH (Stockholm Autism Center and Karolinska Institutet) and Ned Carter (SALAR, Stockholm, Sweden)

- 134. Taiwan Association for Behavior Analysis** SHU-HWEI KE and Yiing Feng Huang (Taiwan Association for Behavior Analysis) and Sharon Chien Chien and Shu-Fen Kuo (SEEK Education, Inc.)
- 135. Texas Association for Behavior Analysis** JENNIFER N. FRITZ (Texas Association for Behavior Analysis)
- 136. Utah Association for Behavior Analysis** THOMAS S. HIGBEE (Utah State University), Shawnee D. Collins (Chrysalis), and Blake Hansen (Brigham Young University)
- 137. Virginia Association for Behavior Analysis** KATHERINE C. LEWIS MASINCUP (Commonwealth Autism Services), Christine Evanko (Snowflakes ABA), Kristin Helgersen (Applied Behavior Consulting, LLC), and Charles Brent Martin (Commonwealth Autism Services)
- 138. Washington Association for Behavior Analysis—Formerly Northwestern Association for Behavior Analysis** Stacey Shook (Washington Association for Behavior Analysis), Christopher Jones (Maxim Healthcare), and RICK SHAW (Behavior Issues)
- 139. Wisconsin Association for Behavior Analysis** ROGER FRANK BASS (Bass Behavioral Consulting) and Ellie C. Hartman (University of Wisconsin-Stout)
- 140. Behavior Analysis Association of Michigan** JAMES T. TODD, Chelsea Dore, Aimee Moore, and Caitlyn Sorensen (Eastern Michigan University)
- 141. Behaviour Analysis in Ireland** JULIAN C. LESLIE (University of Ulster), Jennifer Holloway (National University of Ireland, Galway), and Maeve Bracken (Trinity College Dublin)
- 142. The Israeli ABA Chapter** EITAN ELDAR and Michal Hirschmann (Kibbutzim College)
- 143. ABAI China Chapter** CHEUNG MIAO MIAO (Chinese ABA), Yanqing Guo (Institute of Mental Health, Beijing University), Youjia Hua (University of Iowa), and Jing Zhu (IDEA Specialist Services)
- 144. Association for Behavior Analysis India** SMITA AWASTHI (Association for Behavior Analysis of India), Sridhar Aravamudhan (Behavior Momentum India), and Geetika Kapoor and Razia Shahzad Ali (Association for Behavior Analysis India)
- 145. Arizona Association for Behavior Analysis** ABIGAIL M. TWYMAN (BASIC in Arizona), Diana M. Davis (HOPE Group), Laura Sabin (The BISTA Center), Bryan J. Davey (private practice), Donald M. Stenhoff (The BISTA Center), Erica Babino (Positive ABA), and Sarah Gentry (Gentry Pediatric Behavioral Services)
- 146. Alabama Association for Behavior Analysis** Todd L. McKerchar and PAIGE M. MCKERCHAR (Jacksonville State University) and Sacha T. Pence (Auburn University)

#120 ABAI Expo

8:00 pm–10:30 pm

W375a-d (McCormick Place Convention Center)

- 147. Advanced Training at the Kennedy Krieger Institute and the Johns Hopkins University School of Medicine** TONYA LAMBERT, David Cernikovsky, Jocelyn Stokes, Jennifer L. Crockett, and Michael F. Cataldo (Kennedy Krieger Institute)
- 148. Association for Science in Autism Treatment** DAVID A. CELIBERTI (Association for Science in Autism Treatment)
- 149. Behavior as the Brohaviorist Views It: The Brohaviorside Chatters!** RYAN LEE O'DONNELL and Mark Malady (Brohavior); Scott A. Miller (University of Nebraska Medical Center); Cameron Green, Michael Fantetti, and Marc D'Antin (Brohavior); Val Saini (University of Nebraska Medical Center); and James Booth (Brohavior)
- 150. Division 25 American Psychological Association** MATTHEW T. WEAVER (Mercyhurst University) and Todd L. McKerchar (Jacksonville State University)
- 151. Graduate Internet Coursework in Behavior Analysis at the University of North Texas** BROOK B. WHEETLEY and Todd A. Ward (University of North Texas)
- 152. ABA in Saudi Arabia: Dar Al-Hekma College BCaBA Course Sequence** Mona Al Haddad and MICHELLE P. KELLY (Dar Al-Hekma College)

Sunday, May 25

Day Schedule

Student Reception

Business Meetings

Sessions

Presidential Scholar Address

Reunions/Receptions







McCormick Place Convention Center; Sunday, May 25

	Room	6 am		7 am		8 am		9 am		10 am		11 am		12 pm		1 pm		2 pm					
		:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30				
Level 4	W470ab					SQAB Plenary																	
	W471a					SQAB Posters																	
	W474a					#136 ABAI Prog. Committee																	
Level 3	W375a-d													Poster Session 2 #202-#209									
	W375e							#140 BPH Stoops	††	#175 TPC Ardila	††							#210 AUT Ahearn	††				
Level 1	W175a											#185 BPH Ch. Grant						#211 BPH Ch. DeJulio	†				
	W175b									#174 TPC Ch. Thompson								#223 TPC Ch. Israeli					
	W175c							#159 EAB Ch. Robinson		†	#194 EAB Ch. Wilson		†					#230 EAB Ch. St. Peter	†				
	W176a							#157 EAB Ch. Carnathan		†								#231 EAB Ch. Lewon					
	W176b							#160 EAB Ch. Fields			#192 EAB Ch. Markovits							#232 EAB Ch. Arntzen					
	W176c							#158 EAB Ch. Kuhn			#193 EAB Ch. Reilly							#229 EAB Ch. Doughty					
	W177					Speaker Ready Room														Speaker Ready Room			
	W178a						#149 TPC Lattai	††	#165 BPH Galizo		†	#201 TPC Branch	††					#235 SCI Ch. Soto	†				
	W179a						#142 CBM Ch. Wong		†	#176 CBM Ch. Briggs													
	W179b						#141 CBM Ch. Cooper-Brown			#166 CBM Ch. Bachmeyer		†	#186 CBM Ch. Penrod		†			#212 CBM Ch. Perkins					
	W180									#167 DEV Forges	††	#191 DEV Morris	††										
	W181a								#144 DEV Ch. Baker		†							#228 DEV Ch. Dozier	†				
	W181b																						
	W181c																						
	W182						#122 Pilates & Yoga																
	W183a								#150 VRB Miquel		†	#178 VRB Ch. Esch	††					#221 PRA Ch. Ross	††				
	W183b						#125a JABA		#153 AUT Ch. Rodriguez			#183 AUT Ch. Miklos		†									
	W183c								#151 AUT Ch. Lanovaz			#182 AUT Ch. Shillingsburg		†									
	W184a								#152 AUT Ch. Mason			#184 AUT Ch.† Krstovska-Guerrero		†									
	W184b								#137 AUT Ch. Rue			#164 AUT Ch. Broto		†	#180 AUT Ch. Nguyen								
	W184c								#138 AUT Ch. Gilic			#163 Ch. Cherkova			#181 AUT Ch. Davis								
	W184d											#179 Ch. Narang			#198 PRA Ch. Hoch								
	W185a								#148 PRA Ch. Bulla		†	#173 PRA Ch. Carr		†	#199 PRA Ch. Whitehouse		†						
	W185bc								#161 PRA Ch. Schreck			†						#225 VRB Ch. Seaver	†				
	W185d								#139 AUT Ch. LeBlanc		†							#224 VRB Ch. Barbera	†				
	W186								#156 DDA Ch. Fahmie			†	#189 DDA Ch. Dayton		†			#213 DDA Ch. Rooker	†				
	W187ab								#155 DDA Ch. Luczynski			†	#188 DDA Ch. Davis		†			#214 DDA Ch. Wagner					
	W187c								#154 DDA Ch. Ringdahl			†	#190 DDA Ch. Lesser					#215 DDA Ch. Sidener	†				
	W190a						#125 Clinical SIG		#143 OBM*† Freedman	††	#171 OBM*†† Tosolin	††	#196 OBM*†† Malott	††				#219 OBM*†† Ch. Houmanfar	††				
	W190b	#121 HSF SIG Group Bike											#187 CSE Ch. Hebert		†			#226 CSE Ch. Purnoy	†				
	W191						Speaker Ready Room													Speaker Ready Room			
	W192a						#131 BAT											#227 CSE Ch. Sweeney					
	W192b						#128 NV ABA	#147 OBM Ch. Staff		†	#172 OBM Ch. Heward		#197 OBM Ch. McGee					#234 OBM Ch. Henley					
	W192c						#127 NH ABA											#218 OBM Ch. Prochak					
	W193a						#126 OR ABA	#162 TBA Ch. Vladescu				†	#200 TBA Ch. Young-Peltori		†								
	W193b						#129 PPP SIG																
W194a										#177 OTH Ch. Hustyl				†			#220 OTH Ch. Subramaniam						
W194b						#123 SPABA SIG	#146 EDC Ch. Ward		†	#169 EDC Ch. Detrich							#233 EDC Ch. Samaha	†					
W195						#130 SCS				#168 EDC Ch. Dunlap							#216 EDC Ch. McCoy						
W196a						#124 WABA / NWABA	#145 EDC Ch. Field			#170 EDC Ch. Donaldson		†					#217 EDC Ch. Schnerch	†					
W196b						#134 Atlantic Province ABA						#195 EDC Peterson		†			#222 TBA Feng	†					
W196c						#132 TBA SIG																	

McCormick Place Convention Center; Sunday, May 25

3 pm		4 pm		5 pm		6 pm		7 pm		8 pm		9 pm		10 pm		11 pm		Room	Level
:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30		
																		W470ab	Level 4
																		W471a	
																		W474a	
				#272 Pres. Schol. Taubes	†			Poster Session 3 #292–#299										W375a-d	Level 3
#239 BPH Spear	†	#269 SCI Switthers	†															W375e	
		#256 EAB Ch. Diaz				ABAI Pract. Board												W175a	
#246 Ch. Bruce	†	#271 TPC Ch. Sandaker				#287 AAB SIG												W175b	Level 1
#230 cont.						ABAI Mem. Board												W175c	
#231 cont.						#280 Enycl. of Psychology												W176a	
#232 cont.						#282 ABAI Student Comm.												W176b	Level 1
#229 cont.						#283 RIL SIG												W176c	
Speaker Ready Room						Speaker Ready Room												W177	
#235 cont.		#263 EAB Catania	††															W178a	Level 1
#249 CBM Ch. Protti			†			#276 EBP SIG												W179a	
#240 CBM Ch. Kazmerski						#281 EAHB SIG												W179b	
																		W180	Level 1
#228 cont.		#262 DEV Ch. Greer	†			#277 Global Autism												W181a	
						#288 BFSR SIG												W181b	
						#284 HSF SIG												W181c	Level 1
						#290 ABAI Science Board												W182	
#241 DDA Piazza	†	#261 DDA Richman	†															W183a	
#247 AUT Ch. Charlop			†															W183b	Level 1
#238AUT Ch. Satriale		#258 Ch. Verriden				#273 STEP SIG						#304 ORLS Chart Share						W183c	
#237 AUT Ch. Hundert	†	#259 AUT Ch. Gately	†			#275 VRB SIG												W184a	
#248 AUT Ch. Gokey						#279 BACB Cert. Board												W184b	Level 1
		#257 Ch. Leslie	†			#274 LA ABA												W184c	
#243 PRA Ch. Hoff	†	#267 PRA Ch. Mahmeister	†			#285 Multi ABA												W184d	
#244PRA Ch. Daly	†	#268 PRA Ch. Williams				#289 OBMM and JOBM												W185a	Level 1
#254 VRB Ch. Axe			†															W185bc	
#255 VRB Ch. Pistojevic						#291 PBS SIG												W185d	
#236 AUT Ch. Harris	†																	W186	Level 1
																		W187ab	
#253 PRA Ch. Tanaka			†			#286 History of BA												W187c	
#242 OBMM*††	††					SEAB												W190a	Level 1
		#260 CSE Ch. Morrow	†															W190b	
Speaker Ready Room						Speaker Ready Room												W191	
#227 cont.																		W192a	Level 1
#234 cont.		#265 OBMM Ch. Wine																W192b	
		#266 OBMM Ch. Dams																W192c	
		#270 TBA Ch. Fshleman	†															W193a	Level 1
#245 Ch. McGuire																		W193b	
#252 OTH Ch. Lattal			†															W194a	
#233 cont.		#264 EDC Ch. Sanchez	†															W194b	Level 1
#251 EDC Ch. Kearns			†															W195	
#250 EDC Ch. Robbins			†															W196a	
																		W196b	Level 1
																		W196c	
																		W196c	

LEGEND

-  = Special and Invited Events
-  = B. F. Skinner Lecture Series
-  = ABAI Services
-  = Stdnt Comm.
- * = Leadership Seminar
- † = Continuing education credit available for behavior analysts
- †† = Continuing education credit available for psychologists
- Ch. = Chairperson

Hyatt Regency McCormick Place; Sunday, May 25

[illegible]

Hyatt Regency McCormick Place; Sunday, May 25

3 pm		4 pm		5 pm		6 pm		7 pm		8 pm		9 pm		10 pm		11 pm		Room	Third Floor
:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30		
												#313a BACB						Ontario	
																		Erie	
																		Huron	
																		Michigan	
																		Superior	Second Floor
												#316 The Ohio State University						Hyatt Regency Ballroom A	
												#305 Western Michigan University						Hyatt Regency Ballroom B	
																		Hyatt Regency Ballroom A-B	
												#309 University of North Texas						Hyatt Regency Ballroom C	
												#307 University of Kansas						Hyatt Regency Ballroom D	
																		Hyatt Regency Ballroom C-D	
												#313 University of Nevada, Reno						Hyatt Regency Ballroom E	
																		Adler A-C	Second Floor Conference Center
												#315 Southern Illinois University						Burnham A-C	
												#312 The Chicago School of Psychology						Clark A-C	
												#306 University of Florida						DuSable A-C	
												#310 University of Wisconsin						Field A-C	
												#314 Beacon						Grant Park A-B	First Floor Conference Center
												#301 CARD						Grant Park C-D	
												#308 MultiABA						Hyde Park A	
												#300 Global Autism						Hyde Park B	
												#301a Florida Institute of Technology						Jackson Park A	
												#302 University of North Carolina Wilmington						Jackson Park B	
												#311 Brohavior						Jackson Park C	
												#303 Speech Path SIG						Jackson Park D	

LEGEND



= Special and Invited Events

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INDIANAPOLIS, IN

BEHAVIOR ANALYSIS CENTER FOR AUTISM

#121 Special Event

6:00 am–9:00 am

W190b (McCormick Place Convention Center)

Health, Sports, and Fitness Special Interest Group Bike the Drive Group Cycle

Chair: Jeanne M. Brower (Clearbrook)

Please join participating SIG members for Bike the Drive. Bike the Drive is a recreational, noncompetitive bicycle ride held each year in Chicago, in which Lake Shore Drive is cleared of motor vehicle traffic and opened exclusively to bicyclists for several hours beginning at dawn. The event benefits bicycling advocacy work in the region by the Active Transportation Alliance, formerly known as the Chicagoland Bicycle Federation. (Please note that this event is not organized by the HSF SIG. Registration and compliance with all event policies and procedures is required.) SIG members will lead groups from both the Hyatt Regency McCormick Place and the Hyatt Regency Chicago hotels to the entry point to Lakeshore Drive at Grant Park. Please meet at 6:00 am outside the main lobby of either hotel, dressed appropriately with your bicycle. Registration is required and is available at www.bikethedrive.org. Additional information, including where to rent bicycles if needed, will be posted on the HSF SIG website closer to the conference date.

#121a Special Event

7:30 am–9:00 am

Regency Ballroom C-D (Hyatt Regency McCormick Place)

ABAI Student Reception Breakfast

Chair: Zachary H. Morford (University of Nevada, Reno)

ABAI welcomes all of its members to Chicago. Join us for a student breakfast 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 other members of ABAI.

#122 Special Event

8:00 am–8:50 am

W182 (McCormick Place Convention Center)

Pilates & Yoga Session

Chair: Amanda N. Adams (Central California Autism Center)

Join us for this annual event offered for over ten years now at ABAI. No experience is necessary. Bring a towel or mat and dress comfortably. This 1-hour session strengthens and lengthens with a half hour of Pilates, followed by half hour of yoga. Instructors are certified in each discipline and are BCBA-Ds. Rejuvenate after long conference days with this session. Come early, we fill the room! (The Sport, Health and Fitness SIG have supported the inclusion of this and other physical activity sessions.)

#123 Business Meeting

8:00 am–8:50 am

W194b (McCormick Place Convention Center)

Speech Pathology and Applied Behavior Analysis Special Interest Group

Chair: Tracie L. Lindblad (Four Points)

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. Admission is free and membership in the SIG is not required in order to attend. The meeting will consist of member reports on SIG mission-related activities and several invited presentations of professional interest to attendees. The two SPABA award winners, the Student Research Grant award winner and the Dissemination Award winner, will present their winning submissions. The SPABA business meeting also will include a social reception to encourage interaction and discussion among SIG members, new members, and interested attendees. Please feel free to join us and bring your friends.

#124 Business Meeting

8:00 am–8:50 am

W196a (McCormick Place Convention Center)

Washington Association for Behavior Analysis, formerly the Northwestern ABA

Chair: Christopher Jones (Maxim Healthcare)

To address the state of Washington Association for Behavior Analysis, increase membership, discuss issues of concern in the state of Washington and the Northwest, and connect with behavior analysts, families, students, and professionals in the Great Northwest.

#125 Business Meeting

8:00 am–8:50 am

W190a (McCormick Place Convention Center)

Clinical Special Interest Group

Chair: Emily Thomas Johnson (Behavior Attention and Developmental Disabilities Consultants, LLC)

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 ABAA 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 the next year. Everyone is welcome to attend and learn more about this exciting area of behavior analysis.

#125a Business Meeting

8:00 am–8:50 am

W183b (McCormick Place Convention Center)

Journal of Applied Behavior Analysis

Chair: Kara L. Wunderlich (University of Florida)

The business meeting will review annual events and initiatives for the *Journal of Applied Behavior Analysis*, presented by the current editor.

#126 Business Meeting

8:00 am–8:50 am

W193a (McCormick Place Convention Center)

Oregon Association for Behavior Analysis

Chair: Jenny Fischer (Cascade Behavioral Intervention)

The Oregon Association for Behavior Analysis (ORABA) is a member organization for professionals, parents, caregivers, educators, researchers, and others who are interested in promoting the field of behavior analysis within Oregon. ORABA is an approved chapter of ABAA, an affiliate of the Association for Professional Behavior Analysts, and an approved continuing education provider by the Behavior Analyst Certification Board.

#127 Business Meeting

8:00 am–8:50 am

W192c (McCormick Place Convention Center)

New Hampshire Applied Behavior Analysis

Chair: Rachel Alling (Autism Bridges)

Meeting open to all interested in discussing the business of New Hampshire Applied Behavior Analysis.

#128 Business Meeting

8:00 am–8:50 am

W192b (McCormick Place Convention Center)

Nevada Association for Behavior Analysis

Chair: Rebecca K. Arvans Feeney (Complete Behavior Health, LLC)

At this meeting, members will review business items associated with the Nevada Association for Behavior Analysis. This meeting is open to all sustaining, full, affiliate, and student members.

#129 Business Meeting

8:00 am–8:50 am

W193b (McCormick Place Convention Center)

Parent Professional Partnership Special Interest Group

Chair: David A. Celiberti (Association for Science in Autism Treatment)

Behavior analysts involved in clinical practice recognize that we owe much to parents 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 Special Interest Group (PPP SIG) is one such opportunity. A business meeting will be held to provide a forum for networking, to outline the PPP SIG's goals and objectives, and to discuss ways to improve upon the SIG's joint website with the Autism SIG. All interested parents and professionals are encouraged to attend this meeting chaired by co-presidents David Celiberti and Pamela Gorski and visit our webpage at www.AutismPPPSIG.org.

#130 Business Meeting

8:00 am–8:50 am

W195 (McCormick Place Convention Center)

Standard Celeration Society

Chair: Kerri L. Milyko (Precision Teaching Learning Center)

Members of the Standard Celeration Society will congregate to discuss business-related matters regarding the society, including but not limited to membership, finances, and the annual International Precision Teaching Conference.

#131 Business Meeting

8:00 am–8:50 am

W192a (McCormick Place Convention Center)

Behavior Analyst Today

Chair: Darlene E. Crone-Todd (Salem State University)

The purpose of the business meeting will be to vote on a recommended editor for the next 3 years, and to update members on submissions, publications, and developments in the BAT journal. Prospective authors are also welcome to attend to learn about submissions.

#132 Business Meeting

8:00 am–8:50 am

W196c (McCormick Place Convention Center)

Teaching Behavior Analysis Special Interest Group

Chair: Christine Hoffner Barthold (George Mason University)

The Teaching Behavior Analysis Special Interest Group (TBA SIG) is one of the largest SIGs in ABAI. We discuss all aspects of teaching behavior analysis at the business meeting. Also, we will discuss this year's activities as well as set goals for the following year. It is not necessary to be in the SIG leadership or a member of the SIG to attend.

#134 Business Meeting

8:00 am–8:50 am

W196b (McCormick Place Convention Center)

Atlantic Provinces Association of Behavior Analysis

Chair: Paul M. McDonnell (University of New Brunswick)

This will be the first business meeting of the newly formed association. The Atlantic Provinces ABA (APABA) consists of members from the four Atlantic Provinces of Canada—New Brunswick, Newfoundland and Labrador, Nova Scotia, and Prince Edward Island. There are 55 members of ABAI in this region whom we hope will become members of APABA. The population of this region of Canada consists of more than 2 million inhabitants. Our goal at this meeting is to attract new members as well as to elect an executive to replace our pro-tem executive.

#136 Special Event

8:00 am–8:50 am

W474a (McCormick Place Convention Center)

OTH

ABAI Program Committee Meeting

Chair: Mark A. Mattaini (Jane Addams College of Social Work at the University of Illinois at Chicago)

AUT: Autism JENNIFER N. FRITZ (University of Houston-Clear Lake), Jessica Thompson-Sassi (New England Center for Children), and Jennifer Lynn Hammond (Trumpet Behavioral Health)

BPH: Behavioral Pharmacology JONATHAN W. PINKSTON (University of North Texas) and Paul Soto (Texas Tech University)

CBM: Clinical; Family; Behavioral Medicine SCOTT T. GAYNOR (Western Michigan University) and Steven R. Lawyer (Idaho State University)

CSE: Community Interventions; Social and Ethical Issues MARK P. ALAVOSIUS (University of Nevada, Reno) and Angela Sanguinetti (University of California, Irvine)

DDA: Developmental Disabilities ANJALI BARRETTO (Gonzaga University) and Andrew W. Gardner (Northern Arizona University)

DEV: Human Development MARTHA PELAEZ (Florida International University) and Per Holth (Oslo and Akershus University College of Applied Sciences)

EAB: Experimental Analysis of Behavior MATTHEW C. BELL (Santa Clara University) and Federico Sanabria (Arizona State University)

EDC: Education CYNTHIA M. ANDERSON (Appalachian State University) and Florence D. DiGennaro Reed (University of Kansas)

OBM: Organizational Behavior Management LORI H. DIENER-LUDWIG (Zimmet Group) and Sigurdur Oli Sigurdsson (Florida Institute of Technology)

PRA: Practice JENNIFER R. ZARCONI (Kennedy Krieger Institute) and Mark D. Shriver (Munroe-Meyer Institute, University of Nebraska Medical Center)

SCI: Science M. CHRISTOPHER NEWLAND (Auburn University)

TBA: Teaching Behavior Analysis GRANT GAUTREAUX (Nicholls State University) and Nicole Luke (Surrey Place Centre)

TPC: Theoretical, Philosophical, and Conceptual MARLEEN T. ADEMA (Bangor University) and Edward K. Morris (University of Kansas)

VRB: Verbal Behavior ANNA I. PETURSDOTTIR (Texas Christian University) and Barbara E. Esch (Esch Behavior Consultants, Inc.)

#137 Paper Session

9:00 am–9:20 am

W184b (McCormick Place Convention Center)

AUT

Evaluation of Behavior Analytic Interventions for Individuals With Autism: National Standards Project 2

Chair: Hanna C. Rue (National Autism Center)

Evaluation of Behavior Analytic Interventions for Individuals With Autism: National Standards Project 2 (Applied Research)

HANNA C. RUE and Maria Knox (National Autism Center)

#138 Paper Session

9:00 am–9:20 am

W184c (McCormick Place Convention Center)

AUT

Developing Play and Leisure Skills in Children With Autism

Chair: Lina Gilic (St. John's University)

Increasing the Cooperative Play of a Young Student With Autism Utilizing Contingent and Noncontingent Reinforcement (Applied Research)

LINA GILIC (St. John's University)

#139 Symposium

9:00 am–9:50 am

W185d (McCormick Place Convention Center)

AUT/VRB; Service Delivery

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

A Behavioral Approach to Play: Analysis, Assessment, and Applications

Chair: Linda A. LeBlanc (Trumpet Behavioral Health)

A Behavioral Analysis of Play

MARK L. SUNDBERG (Sundberg and Associates) and Cindy Sundberg (Parenting Partnerships)

"Let's Have Some Fun!" Embedding Mixed Verbal Behavior Trials in Social Play Contexts

CRISTIN JOHNSTON (Castro Valley Unified School District)

Increasing Verbal Compliments During Games for Children With Autism Spectrum Disorders

Kevin MacPherson and MARJORIE H. CHARLOP (Claremont McKenna College)

#140 B. F. Skinner Lecture Series

9:00 am–9:50 am

W375e (McCormick Place Convention Center)

BPH; Basic Research

PSY/BACB CE Offered. CE Instructor: William Stoops, Ph.D.

Examining the Relationship Between Subjective and Reinforcing Effects of Stimulant Drugs: Implications for Human Laboratory and Clinical Trial Research

Chair: Paul L. Soto (Texas Tech University)

WILLIAM STOOPS (University of Kentucky College of Medicine)



Dr. William Walton Stoops, an associate professor in the Departments of Behavioral Science and Psychology at the University of Kentucky, earned his bachelor's degree in psychology from Davidson College in Davidson, NC, and his master's degree and Ph.D. in psychology from the University of Kentucky. His research utilizes sophisticated human laboratory methods like self-administration and drug-discrimination to examine behavioral and pharmacological factors contributing to drug-use disorders. He has written more than 75 manuscripts and book chapters as author or co-author. His recent work has centered specifically on evaluating laboratory models of

pharmacological and behavioral interventions for stimulant-use disorders and determining the neuropharmacological effects of stimulants and opioids. This research has resulted in numerous awards from professional societies including the 2013 Joseph Cochin Young Investigator Award from the College on Problems of Drug Dependence, the 2006 Outstanding Dissertation Award and the 2008 Wyeth Young Psychopharmacologist Award from Division 28 (Psychopharmacology and Substance Abuse) of the American Psychological Association. Dr. Stoops is a Fellow of APA and the Midwestern Psychological Association and will serve as president of APA Division 28 in 2015.

Abstract: Subject-rated measures and drug self-administration represent two of the most commonly used methods of assessing the behavioral effects of drugs in the human laboratory. Although the results from these methods are often consistent, dissociations between subjective and self-administration data have been observed. This presentation will first introduce basic human behavioral pharmacology methods for measuring subjective and reinforcing effects of drugs, focusing on representative data from commonly abused stimulants. Second, correlational and regression analyses that examined the relationships between subjective and reinforcing drug effects will be presented to demonstrate which subjective measures best predict stimulant self-administration. Third, examples of divergence between subjective and reinforcing drug effects will be explored to show how these measures provide different and complementary information about stimulant drug effects. Potential mechanisms underlying this divergence also will be considered. Finally, the implications of these outcomes as they relate to future human laboratory research and intervention development for managing drug-use disorders will be reviewed.

#141 Symposium

9:00 am–9:50 am

W179b (McCormick Place Convention Center)

CBM; Applied Research

Extensions in Empirical Methods of Behavioral Assessment

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

Correlating Reinforcer Magnitude and Response Rate to Assess the Operant Component of Inattention

KEITH LIT and F. Charles Mace (Nova Southeastern University); Tara M. Sheehan (Mailman Segal Institute); and Jillian Benson, John Borgen, Brenna Cavanaugh, Stephanie Trauschke, and Danielle Tarver (Nova Southeastern University)

Assessment of Signaled Transitions as a Reflexive Conditioned Motivating Operation

STEPHANIE TRAUSCHKE, Kenneth Shamlan, Iriny Boules, John Borgen, Brenna Cavanaugh, and F. Charles Mace (Nova Southeastern University)

Cumulative Record Versus Latency to First Occurrence to Analyze a Response Class Hierarchy

JILLIAN BENSON, Keith Lit, and Stephanie Trauschke (Nova Southeastern University); Tara M. Sheehan (Mailman Segal Institute); and F. Charles Mace (Nova Southeastern University)

#142 Symposium

9:00 am–9:50 am

W179a (McCormick Place Convention Center)

CBM/TPC; Theory

BACB CE Offered. CE Instructor: Stephen E. Wong, Ph.D.

Behavioral Perspectives on the DSM-V and the Biomedical Model of Mental Disorders

Chair: Stephen E. Wong (Florida International University)

Behavior Analysis Revisits Schizophrenia: What's in a DSM-V Diagnosis?

STEPHEN E. WONG (Florida International University)

Doctor! There's a Behavior Analyst in My DSM-5!

MERRILL WINSTON (Professional Crisis Management, Inc.)

The Walking Dead of Pseudo-Explanation: Rise of the DSM-V

W. JOSEPH WYATT (Marshall University)

9:00 am–9:50 am

W190a (McCormick Place Convention Center)

CSE; Basic Research

PSY/BACB CE Offered. CE Instructor: David Freedman, BA

Is There a Fix for Behavior Analysis' Perception Problem

Chair: Ramona Houmanfar (University of Nevada, Reno)

DAVID FREEDMAN (Journalist)



David H. Freedman is a contributing editor at *The Atlantic* and at *Inc. Magazine*, a contributor to *Scientific American*, and a consulting editor for Johns Hopkins Medicine International. He is the author of five books, the most recent being *Wrong*, about the problems with the published findings of medical scientists and other experts. Much of his recent work is related to obesity, nutrition, and health-related behavior change. He received the 2011 ABAL Dissemination of Behavior Analysis-Special Interest Group's B. F. Skinner Journalism Award and was awarded a Rockefeller Bellagio Residency to study global obesity. He is the author of an *Atlantic* cover story calling for a new appreciation of B. F. Skinner and behaviorism.

Abstract: The public's attitude toward the principles and practice of behavior analysis tends to range from complete unawareness to misguided hostility. The result is that the field is often marginalized, even as it becomes potentially ever more valuable as a means of addressing difficult, widespread problems in society in important behavior-related domains, including education, population, health, economics, and climate change. The public's ignorance, misperceptions, and apprehensions about behavior analysis stem in part to a long history of prominent antagonism toward the field on the parts of those invested in alternative and generally less effective approaches to dealing with behavior. The problem also has been exacerbated by a sharp failure on the part of the field, dating back to B. F. Skinner himself, to present itself in ways likely to resonate with the public. Meanwhile, leaders in what might be considered "rival" fields have often been, and continue to be, highly effective in doing so, sometimes to behavior analysis's detriment. Ironically, behavior analysis's fidelity to the rigors of scientific evidence has worked against the field in this regard. This rigor has produced effective treatments, but leaves lay people cold when it comes to understanding and appreciating this effectiveness, given that most of the public has little feel or empathy for scientific rigor, and is instead easily swayed by emotional and narrative appeal. The challenge that therefore lies before the field is this: Can and should behavior analysis present itself to an often gullible and easily misled public in a more resonant, less scientifically stiff way that wins it more appreciation and thus opportunity to achieve impact? It almost certainly could, and it's worth considering possible approaches for doing so, as well as weighing the potential costs.

#144 Symposium

9:00 am–9:50 am

W181a (McCormick Place Convention Center)

DEV/VRB; Applied Research

BACB CE Offered. CE Instructor: Jonathan C. Baker, Ph.D.

Behavior Analytic Approaches to Preference, Language, and Memory Among Older Adults With Dementia

Chair: Jonathan C. Baker (Southern Illinois University)

Assessing Preferences in Older Adults With Dementia

SANDRA GARCIA and Leilani Feliciano (University of Colorado, Colorado Springs)

Contriving Establishing Operations to Train Mands Among Older Adults With Dementia

CHELSEY OLESON and Jonathan C. Baker (Southern Illinois University)

Improving Recall Using Spaced Retrieval Stimulus Sets for an Older Adult With Cognitive Impairment

DAWN SEEFELDT, Jonathan C. Baker, and Kathleen Fairchild (Southern Illinois University)

#145 Symposium

9:00 am–9:50 am

W196a (McCormick Place Convention Center)

EDC/OBM; Applied Research

An Evaluation of Various Methods of Feedback on Performance Across a Variety of Treatment and Intervention Settings

Chair: Sean Field (Western Michigan University)

The Evaluation of Two Feedback Schedules on Teaching Performance of Undergraduate Applied Behavior Analysis Students Delivering Direct Instruction lessons

ELIAN ALJADEFF-ABERGEL, Stephanie M. Peterson, Mariah Cole, Kristin Hagen, and Rebecca Wiskirchen (Western Michigan University)

The Effects of the Temporal Placement of Feedback on Performance

NATHAN T. BECHTEL and Heather M. McGee (Western Michigan University)

Assessing Observer Effects on the Fidelity of Implementation of Functional Analysis Procedures

SHAUNA COSTELLO, Sean Field, Jessica E. Frieder, Heather M. McGee, and Stephanie M. Peterson (Western Michigan University)

#146 Symposium

9:00 am–9:50 am

W194b (McCormick Place Convention Center)

EDC; Applied Research

BACB CE Offered. CE Instructor: Todd A. Ward, PhD, BCBA-D, Ph.D.

Instructional Design: Advances in Theory and Application

Chair: Todd A. Ward, PhD, BCBA-D (University of North Texas)

Discussant: Benjamin N. Witts (St. Cloud State University)

The Prevention of Student Procrastination in an Online, Self-Paced, BCBA Course Sequence

TODD A. WARD, Brook B. Wheatley, Rita Olla, and Cliff Whitworth (University of North Texas)

The Future of Interteaching: An Interdisciplinary Agenda for Behavioral Researchers

WADE BROWN and Mark P. Alavosius (University of Nevada, Reno)

#147 Symposium

9:00 am–9:50 am

W192b (McCormick Place Convention Center)

OBM/AUT; Service Delivery

BACB CE Offered. CE Instructor: Celina Lopez, MS

What are Employees Doing? How to Ensure They are Doing the Right Thing

Chair: Donnie Michael Staff (Optimal)

What Are Employees Doing? Measuring Performance and Providing Feedback

DONNIE MICHAEL STAFF (Optimal)

Ensuring Treatment Fidelity

BRIDGETTE BROOKS (CARE, Inc.)

Implementation Tips and Quips

CELINA LOPEZ (CARE, Inc.)

9:00 am–9:50 am

W185a (McCormick Place Convention Center)

PRA; Applied Research

BACB CE Offered. CE Instructor: Megan Miller, MS

Professional Development Series: Running a Behavior Analytic Business: Some Ethical Considerations

Chair: Andrew Bulla (Western Michigan University)

MEGAN MILLER (Navigation Behavioral Consulting)

ADAM E. VENTURA (World Evolve, Inc.)

JESSICA S. BENSIMON (Navigation Behavioral Consulting)

#149 Invited Tutorial

9:00 am–9:50 am

W178a (McCormick Place Convention Center)

TPC; Theory

PSY/BACB CE Offered. CE Instructor: Kennon Andy Lattal, Ph.D.

A Primer of Conceptual Issues for Applied Behavior Analysts

Chair: Marleen T. Adema (Senior TPC co-coordinator)

KENNON ANDY LATTAL (West Virginia University)



Andy Lattal is the centennial professor of psychology at West Virginia University, where he has taught since 1972. He is the author of more than 150 research articles and chapters on a variety of topics in several areas of behavior analysis. He also is curator of the Behavioral Apparatus Virtual Museum (<http://aubreydaniels.com/institute/museum>.) Most germane to today's tutorial, Dr. Lattal has served as guest editor of a special issue of the *American Psychologist* commemorating the professional life of B. F. Skinner and, with Philip Chase, edited a volume entitled *Behavior Theory and Philosophy*, and has authored chapters and articles on several conceptual topics. A former editor of the *Journal of the Experimental*

Analysis of Behavior (1999–2003) and president of ABAI (1993–94), he was the 2012 recipient of the SABA Award for Distinguished Service to Behavior Analysis. During the 2012–13 academic year, he was a Fulbright Research Scholar at Universite Charles de Gaulle in Lille, France.

Abstract: Consider the activities during a typical day in the life of an applied behavior analyst: observing clients' behavior, integrating those observations to develop a plan for treatment, implementing and assessing the treatment plan, explaining the client's behavior and the treatment plan to those responsible for the clients' well-being, confronting complicated issues related to the causes of behavior and its explanation, discussing with nonbehavior analysts the client as the agent of his or her own behavior and the client's thoughts and intentions, and confronting a myriad of ethical issues that arise in the course of treatment. Many of these daily activities require a firm grounding in the science of behavior. Others require an equally firm grounding in the philosophy of that science, in issues that underpin the science of behavior and that rely on that science to provide a coherent framework for processes that do not lend themselves to experimental analysis. This tutorial introduces to practitioners some of the conceptual issues that they face in their interactions with clients and caregivers. Four broad issues will be considered: observations and their integration, cause and explanation, privacy, agency and intention, and responsibility and ethics.

#150 Invited Tutorial

9:00 am–9:50 am

W183a (McCormick Place Convention Center)

VRB; Theory

BACB CE Offered. CE Instructor: Caio F. Miguel, Ph.D.

Verbal Mediation as Behavior

Chair: Anna I. Petursdottir (Texas Christian University)

CAIO F. MIGUEL (California State University, Sacramento)



Dr. Caio Miguel received his BA in psychology from the Pontificia Universidade Catolica de São Paulo and his Ph.D. in applied behavior analysis from Western Michigan University. Dr. Miguel is an associate professor of psychology at California State University, Sacramento. He is also an adjunct professor at the University of São Paulo in Brazil. Dr. Miguel is the past-editor (2009–2011) and current associate editor of the journal *The Analysis of Verbal Behavior* and currently serves on the editorial boards of many behavioral journals including the *Journal of the Experimental Analysis of Behavior* and the *Journal of Applied Behavior Analysis*. Dr. Miguel has given more than 100 professional presentations

about behavior analysis and verbal behavior and has had more than 40 papers published in English, Portuguese, and Spanish. His research focuses on the development of verbal and verbally mediated behaviors in children with and without disabilities.

Abstract: Humans often solve problems by engaging in a variety of strategies, some of which involve sequences of covert verbal behavior. The purpose of this talk is to discuss how verbal behavior serves to mediate complex performances such as stimulus categorization. Dr. Miguel will present several studies that have directly manipulated verbal behavior to produce both novel verbal and nonverbal behavior such as arbitrary matching, visual categorization, and analogical responding. Evidence for verbal mediation comes from positive performances on complex conditional discrimination tasks after the use of speaker training alone, and also from spontaneous vocalizations on the specific verbal strategies utilized by participants during or after task completion. He will argue that behavior analysts should continue investigating verbal mediation as a problem-solving strategy, especially in applied settings.

#151 Symposium

9:00 am–10:50 am

W183c (McCormick Place Convention Center)

AUT/DDA; Applied Research

BACB CE Offered. CE Instructor: Marc J. Lanovaz, Ph.D.

Effects of Multiple Interventions Designed to Reduce Engagement in Stereotypy

Chair: Marc J. Lanovaz (Université de Montréal)

Discussant: Thomas S. Higbee (Utah State University)

An Evaluation of Interrupted and Uninterrupted Measurement of Vocal Stereotypy on Perceived Treatment Outcomes

REGINA A. CARROLL (West Virginia University) and Tiffany Kodak (University of Oregon)

Effects of Noncontingent Social Interaction on Immediate and Subsequent Engagement in Vocal Stereotypy and Motor Stereotypy

KIMBERLEY ANDREA ENLOE (Easter Seals Southern California) and John T. Rapp (Auburn University)

Response Interruption Redirection, Penalty, and Differential Reinforcement to Decrease Stereotypy

JESSICA ANN KORNERED and Richard W. Malott (Western Michigan University)

Effects of the Snug Vest on Stereotypy in Children With an Autism Spectrum Disorder

NICHOLAS WATKINS (Douglas College) and Elizabeth J. Sparling, Lexie Kosick, Katie Treleaven, Stephanie Omeasoo, Kelly Laferriere, and Sanpreet Samra (Pivot Point Family Growth Centre, Inc.)

#152 Symposium

9:00 am–10:50 am

W184a (McCormick Place Convention Center)

AUT/EDC; Applied Research

BACB CE Offered. CE Instructor: Rose A. Mason, Ph.D.

Promoting Inclusion of Students With ASD in General Education Settings: An Exploration of Behaviorally Based Interventions

Chair and discussant: Rose A. Mason (Juniper Gardens Children's Project, University of Kansas)

Behaviorally Based Interventions for Teaching Social Interaction Skills to Children With ASD in Inclusive Settings: A Meta-analysis

SIGLIA P. H. CAMARGO (Universidade Federal de Pelotas); Mandy J. Rispoli, Jennifer Ganz, Ee Rea Hong, and Heather S. Davis (Texas A&M University); and Rose A. Mason (Juniper Gardens Children's Project, University of Kansas)

The Use of a Technology Delivered Self-Monitoring Application to Decrease Stereotypic Behavior in Middle School Students With ASD

STEPHEN CRUTCHFIELD, Rose A. Mason, and Angela Chamgers (University of Kansas)

Self-Monitoring Interventions for Students With Autism Spectrum Disorders: A Single Case Meta-analysis

HEATHER S. DAVIS and John Davis (Texas A&M University) and Ben A. Mason and Rose A. Mason (Juniper Gardens Children's Project, University of Kansas)

The Effects of Point of View Video Modeling in Teaching Conversational Skills to High School Students With Autism Spectrum Disorders

MARGOT BOLES, Jennifer Ganz, and Libby Kite (Texas A&M University)

#153 Symposium

9:00 am–10:50 am

W183b (McCormick Place Convention Center)

AUT; Applied Research

BACB CE Offered. CE Instructor: Nicole M. Rodriguez, Ph.D.

Response Variability and Autism

Chair: Nicole M. Rodriguez (Munroe-Meyer Institute, University of Nebraska Medical Center)

Discussant: Allen Neuringer (Reed College)

Developing a Novel Treatment for Restricted Inflexible Behavior

SARAH K. SLOCUM, Mark Henry Lewis, Timothy R. Vollmer, Krestin Radonovich, Cristina M. Whitehouse, and Kerri P. Peters (University of Florida) and Cara Phillips (Kennedy Krieger Institute)

The Effects of Modeling Variable Responding and Programming Lag Contingencies on Response Variability

SEAN PETERSON and Nicole M. Rodriguez (University of Nebraska Medical Center) and Tamara L. Pawich (Scott Center for Autism Treatment at Florida Institute of Technology)

Increasing Variability in the Response Greetings of Children With Autism Using Lag Schedules of Reinforcement

MIA CACCAVALE (Trumpet Behavioral Health) and Sarah A. Lechago and Taylor Sweatt (University of Houston-Clear Lake)

Increasing Mand Frame Variability: Acquisition Using Textual Prompts and Lag Schedules of Reinforcement

CASSONDRA M. GAYMAN (Marcus Autism Center), Kiley Bliss (Munroe-Meyer Institute, University of Nebraska Medical Center), and M. Alice Shillingsburg, Brittany Lee, and Julia Kincaid (Marcus Autism Center)

Sunday, May 25

#154 Symposium

9:00 am–10:50 am

W187c (McCormick Place Convention Center)

DDA; Applied Research

BACB CE Offered. CE Instructor: Joel Eric Ringdahl, Ph.D.

Stimulus and Consequence Variables That Influence Response Persistence and Resurgence: Translational Evidence and Applied Demonstration

Chair: Joel Eric Ringdahl (Southern Illinois University)

Discussant: William V. Dube (E. K. Shriver Center, University of Massachusetts Medical School)

Comparing Response Persistence to Autism Symptom Severity During Operant and Respondent Procedures

LAURA MELTON GRUBB, Adam Brewer, David M. Richman, and Layla Abby (Texas Tech University)

An Evaluation of Resistance to Change With Unconditioned and Conditioned Reinforcers

KRISTINA VARGO (Sam Houston State University) and Joel Eric Ringdahl (Southern Illinois University)

The Relation Between Reinforcer Potency and the Persistence of Task Completion

PATRICK ROMANI, David P. Wacker, Nicole H. Lustig, and Brooke M. Holland (University of Iowa)

Stimulus- and Consequent-Control Refinement of Functional Communication Training Using Behavioral Momentum Theory

WAYNE W. FISHER (Munroe-Meyer Institute, University of Nebraska Medical Center)

#155 Symposium

9:00 am–10:50 am

W187ab (McCormick Place Convention Center)

DDA/OTH; Applied Research

BACB CE Offered. CE Instructor: Kevin C. Luczynski, Ph.D.

Applied Research on Measurement and Instrumentation

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

Discussant: Brian A. Iwata (University of Florida)

A Comparison of the Accuracy and Efficiency of Measurement Systems to Score Sleep Disturbances Exhibited by Children With an Autism Spectrum Disorder

AARON D. LESSER, Kevin C. Luczynski, and Mychal Machado (Munroe-Meyer Institute, University of Nebraska Medical Center)

Measuring the Force of Problem Behavior

JENNIFER R. ZARCON, Griffin Rooker, Mindy Christine Scheithauer, Jonathan Dean Schmidt, and Iser Guillermo DeLeon (Kennedy Krieger Institute)

Interval Length Influences on Proportional Reliability

SARAH C. MEAD and Brian A. Iwata (University of Florida)

Methods for Descriptive Analysis Data Collection

KYLIE ROBERTS and Jason C. Bourret (New England Center for Children)

#156 Symposium

9:00 am–10:50 am

W186 (McCormick Place Convention Center)

DDA; Applied Research

BACB CE Offered. CE Instructor: Tara A. Fahmie, Ph.D.

Optimizing Assessment and Treatment Through Methodological and Translational Research

Chair: Tara A. Fahmie (California State University, Northridge)

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

Pairing Versus Discriminative Training for Establishing Conditioned Reinforcement Effects

LISA HUNTER, Alison Cox, Gabriel Schnerch, and Javier Virues Ortega (University of Manitoba)

Reinforcing Effects of Items Ranked According to the Thurstone Comparative Law

JANINE URBANO, Flavia Julio, and Javier Virues Ortega (University of Manitoba)

A Review and Analysis of the Consistency of MSWO Assessments

LORRAINE BECERRA and Tara A. Fahmie (California State University, Northridge)

An Animal Model of Differential Reinforcement of Alternative Behavior

MICHAEL E. KELLEY (The Scott Center for Autism Treatment, Florida Institute of Technology) and Christopher A. Podlesnik (University of Auckland)

#157 Symposium

9:00 am–10:50 am

W176a (McCormick Place Convention Center)

EAB; Basic Research

BACB CE Offered. CE Instructor: Ann Rost, Ph.D.

If Flexibility Is Emitted in a Forest.. Issues With Defining and Observing Flexibility

Chair: Desiree Carnathan (University of Mississippi)

Discussant: Ann Rost (Missouri State University)

Cognitive Flexibility and Psychological Flexibility: Methodological Issues

RAWYA AL-JABARI, Amy Murrell, Teresa Hulsey, Melissa L. Connally, and Nina Laurenzo (University of North Texas)

Flexibility in Context: Exploring the Use of Ecological Momentary Assessment of Psychological Flexibility

RYAN ALBARADO, Gina Quebedeaux Boullion, Ashlyne Mullen, and Emily Kennison Sandoz (University of Louisiana at Lafayette)

Seeing Is Believing: Towards a Behavioral Measure of Psychological Flexibility

EMMY LEBLEU, Gina Quebedeaux Boullion, and Jessica Auzenne (University of Louisiana at Lafayette); Emmie Hebert (University of Mississippi); Shelley Greene (University of Louisiana at Lafayette); Michael Bordieri (University of Mississippi Medical Center); and Emily Kennison Sandoz (University of Louisiana at Lafayette)

Use of Word-level IRAP Analyses to Identify Relative Flexibility and Inflexibility With Specific Verbal Stimuli

Kate Kellum, Kerry C. Whiteman, Kelly G. Wilson, and CALEB STANLEY (University of Mississippi)

#158 Symposium

9:00 am–10:50 am

W176c (McCormick Place Convention Center)

EAB; Basic Research

Contemporary Issues in Conditioned Reinforcement: Basic Research

Chair: Robin Kuhn (Central Michigan University)

Discussant: David Wayne Schaal (Accuray, Inc.)

Conditioned Reinforcement Established Through Temporal Integration

ERIC A. THRAILKILL (University of Vermont) and Timothy A. Shahan (Utah State University)

Conditioned Reinforcement Within Reinforcement Delays: Examining Observing of and Preference for Delay Signals

ROBIN KUHN and Mark P. Reilly (Central Michigan University)

Conditioned Reinforcement and Multi-stimulus Sequences

MATTHEW C. BELL (Santa Clara University)

The Role of Conditioned Reinforcement and Conditioned Inhibition in Suboptimal Choice (Gambling-Like Behavior)

THOMAS ZENTALL (University of Kentucky), Jessica Stagner (University of Florida), and Jennifer Laude (University of Kentucky)

Sunday, May 25

#159 Symposium

9:00 am–10:50 am

W175c (McCormick Place Convention Center)

EAB/VRB; Basic Research

BACB CE Offered. CE Instructor: John M. Guercio, Ph.D.

Basic and Translational Investigations of Gambling Behavior

Chair: Kristin Robinson (Saint Louis University)

Discussant: John M. Guercio (AWS)

Human Preference for Variable Versus Fixed Outcomes: Implications for Gambling

STEPHEN RAY FLORA and Kristopher Brown (Youngstown State University)

Using Behavioral Skills Training and Video Rehearsal to Teach Blackjack Card Counting

RYAN C. SPEELMAN, Seth W. Whiting, and Mark R. Dixon (Southern Illinois University)

Preference of Losses Disguised as Wins

Mark R. Dixon (Southern Illinois University) and KARL GUNNARSSON (Southern Illinois University, Carbondale)

Replication and Extension of Derived Rule-Following in Gambling Contexts

Alyssa N. Wilson, TARA M. GRANT, Scott Rupp, Melaney Inman, and Erin Kasson (Saint Louis University)

#160 Symposium

9:00 am–10:50 am

W176b (McCormick Place Convention Center)

EAB/EDC; Basic Research

Equivalence Class Formation: Meaning, Classroom Utilization, Writing, Delayed Emergence and Theory

Chair: Lanny Fields (Queens College, City University of New York)

Discussant: Julio C. De Rose (Universidade Federal de São Carlos)

Learning to Write Without Writing: Effects on Writing of Relational and Nonrelational Descriptions

JACK SPEAR and Lanny Fields (Queens College, City University of New York)

Using Clicker Training in a Standard Low-Tech Classroom Setting to Teach Biology-Based

Equivalence Classes

ANTONIO VARELAS (Hostos Community College, City University of New York) and Lanny Fields (Queens College, City University of New York)

Enhancement of Equivalence Class Formation by Prior Conditional Discrimination Training; Functions of Meaningful Stimuli

ROXANA I. NEDELCU (The Graduate Center, City University of New York) and Lanny Fields (Queens College, City University of New York)

Extended Testing and Delayed Emergence of Derived Relations

TORUNN LIAN and Erik Arntzen (Oslo and Akershus University College of Applied Sciences)

#161 Symposium

9:00 am–10:50 am

W185bc (McCormick Place Convention Center)

PRA/AUT; Service Delivery

BACB CE Offered. CE Instructor: Kimberly A. Schreck, Ph.D.

Behavior Analysts Behaving Badly? Topography, Analysis, and Implications for Our Profession

Chair: Kimberly A. Schreck (Penn State University, Harrisburg)

Discussant: R. Wayne Fuqua (Western Michigan University)

They Should Know Better: A Description of the Drift From Our Ethical Code

THOMAS L. ZANE and Nancy Ellis (Endicott College)

Behavior Analyst Businesses Behaving Badly

JON S. BAILEY (Florida State University)

The A-B-C's of Behaving Badly: An Assessment of the Variables That Maintain BCBA's Use of Nonscientific Treatments

KIMBERLY A. SCHRECK, Lindsay M. Knapp, and Heather Wilford (Penn State University, Harrisburg)

The Long-Term Impact of Scientifically Risky Behavior

JAMES T. TODD (Eastern Michigan University)

#162 Symposium

9:00 am–10:50 am

W193a (McCormick Place Convention Center)

TBA/DDA; Applied Research

BACB CE Offered. CE Instructor: Jason C. Vladescu, Ph.D.

Recent Advances in Staff and Parent Training of Assessment and Treatment Procedures

Chair: Jason C. Vladescu (Caldwell College)

Discussant: Richard G. Smith (University of North Texas)

Using Telehealth Technologies to Remotely Teach Caregivers to Conduct Discrete Trial Instruction

WILLIAM J. HIGGINS, Leny Velasquez, and Wayne W. Fisher (Munroe-Meyer Institute, University of Nebraska Medical Center)

Training Staff to Implement a Paired-Stimulus Preference Assessment Using Video Modeling With Voiceover Instruction

PRISCA DELIPERI, Jason C. Vladescu, Ruth M. DeBar, Kenneth F. Reeve, and Sharon A. Reeve (Caldwell College)

Teaching Behavioral Therapists to Implement a Maintenance Procedure During Therapy Sessions

MICHELE BISHOP (Center for Autism and Related Disorders) and Amy Kenzer (Southwest Autism Research & Resource Center)

Behavioral Skills Training to Teach Daycare Providers Infant Sign Language Procedures

VALERIE LYNN VANTUSSI, Tayla Cox, and Karen A. Toussaint (University of North Texas)

#163 Paper Session

10:00 am–10:20 am

W184c (McCormick Place Convention Center)

AUT

A Model for Uncovering the Relations Among Symptoms, Treatments, and Outcomes for Autism Spectrum Disorders

Chair: Dana Cihelkova (West Virginia University)

A Model for Uncovering the Relations Among Symptoms, Treatments, and Outcomes for Autism Spectrum Disorders (Service Delivery)

DANA CIHELKOVA, Daniel E. Hursh, Reagan Curtis, Kim Floyd, and Amy Root (West Virginia University)

#164 Symposium

10:00 am–10:50 am

W184b (McCormick Place Convention Center)

AUT/VRB; Applied Research

BACB CE Offered. CE Instructor: Joan Broto, Ph.D.

Pre-Verbal Foundations: Conditioned Reinforcement for Observing 3D Objects

Chair: Joan Broto (Semiahmoo Behaviour Analysts, Inc.)

The Effects of the Acquisition of Conditioned Reinforcement for Observing 3D Stimuli on Stereotypy and Match-to-Sample Responding

JACQUELINE MAFFEI-LEWIS and Jessica Singer-Dudek (Teachers College, Columbia University)

Sunday, May 25

The Effects of Conditioning Observing 3D Stimuli on Following Classroom Routines, Identity Matching, and Imitative Responses in Young Children With Autism

JEANNE MARIE SPECKMAN, Jennifer Longano, and Noor Younus Syed (Teachers College, Columbia University)

The Effects of a Visual Tracking Protocol on the Acquisition of 3D Stimuli as Conditioned Reinforcement for Observing and Generalized Matching Repertoire

Lin Du (Teachers College, Columbia University) and JOAN BROTO (Semiahmoo Behaviour Analysts, Inc.)

#165 Invited Tutorial

10:00 am–10:50 am

W178a (McCormick Place Convention Center)

BPH; Basic Research

BACB CE Offered. CE Instructor: Jonathan W. Pinkston, Ph.D.

New Approaches to the Behavioral Pharmacology of Remembering

Chair: Jonathan W. Pinkston (University of North Texas)

MARK GALIZIO (University of North Carolina Wilmington)



Dr. Mark Galizio has been a prominent figure in the experimental analysis of behavior for more than 30 years. He has published more than 65 peer-reviewed publications; and he has received numerous extramural grants to fund his research. He is a fellow of Divisions 3, 25, and 28 of the American Psychological Association, past associate editor of *The Experimental Analysis of Behavior*, and has served as the chair of the National Institutes of Health BRLE (Biobehavioral Regulation, Learning, & Ethology) review panel. Dr. Galizio is a recognized expert in the areas of stimulus control and behavior. This talk will focus on some of his innovative research exploring translational models to identify amnesic effects of pharmacological agents.

Abstract: The predictive validity of animal models of memory has been disappointing, suggesting a need for new approaches to development of drug treatments. Many of the traditional procedures derive from the cognitive neuroscience approach and pose interpretive difficulties from a stimulus control perspective. EAB-based techniques (e.g., delayed matching to sample) may not address the complexity of stimulus control necessary for translational significance, but can be adapted to do so. This tutorial will provide a brief overview of procedures used in the behavioral pharmacology of remembering and a consideration of their strengths and weaknesses. It also will provide a more detailed analysis of research using novel procedures that vary the number of stimuli to remember as well as the retention interval. For example, the odor span task can be described as an incrementing nonmatch to sample procedure in which the number of sample stimuli to remember increases on each trial. Early results have shown that NMDA-antagonists, but not other classes of compounds, produce selective impairments on performance in this procedure. Variations of these procedures will be described that develop stimulus control by specific combinations of stimulus properties (what stimulus, when it occurred, and where it was presented), making it possible to study drug effects on “episodic” stimulus control.

#166 Symposium

10:00 am–10:50 am

W179b (McCormick Place Convention Center)

CBM/DDA; Applied Research

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

Further Advancements in the Treatment of Pediatric Feeding Disorders

Chair: Melanie H. Bachmeyer (University of North Carolina Wilmington)

Stimulus Fading to Establish Cup Drinking in a Pediatric Feeding Disorder

MEGHAN A WALL, Roseanne Lesack, and William G. Sharp (Marcus Autism Center)

Further Examination of the Treatment of Multiply Controlled Inappropriate Mealtime Behavior
CAITLIN A. KIRKWOOD, Melanie H. Bachmeyer, Courtney Mauzy, Amanda L. Gibson, Jonathan V. Mariano, and Lindsay E. Gordon (University of North Carolina Wilmington)

Backward Chaining to Establish Self-Drinking
KRISTEN K CRIADO and William G. Sharp (Marcus Autism Center)

#167 B. F. Skinner Lecture Series

10:00 am–10:50 am

W180 (McCormick Place Convention Center)

DEV; Applied Research

PSY/BACB CE Offered. CE Instructor: Hayne W. Reese, Ph.D.

Behavior Modification Through the Lens of the Polyvagal Theory

Chair: Hayne W. Reese (West Virginia University)

STEPHEN PORGES (University of North Carolina)



Dr. Stephen Porges is a professor of psychiatry at the University of North Carolina. He is professor emeritus of psychiatry at the University of Illinois at Chicago, where he directed the Brain-Body Center, and professor emeritus at the University of Maryland, where served as chair of the Department of Human Development and director of the Institute for Child Study. He was president of the Society for Psychophysiological Research and the Federation of Behavioral, Psychological, and Cognitive Sciences. He is a recipient of a National Institute of Mental Health Research Scientist Development Award. He has published more than 200 peer-reviewed scientific papers across several disciplines. In 1994, he

proposed the Polyvagal Theory, a theory that links the evolution of the mammalian autonomic nervous system to social behavior. The theory has stimulated research and treatments that emphasize the importance of physiological state and behavioral regulation in the expression of several psychiatric disorders and provides a theoretical perspective to study and to treat stress and trauma. He is the author of *The Polyvagal Theory: Neurophysiological Foundations of Emotions, Attachment, Communication, and Self-Regulation* (Norton, 2011) and is currently writing *Clinical Applications of the Polyvagal Theory: The Transformative Power of Feeling Safe* (Norton, 2014).

Abstract: The Polyvagal Theory describes the role physiological state has in facilitating the expression of different classes of behavior. Applying the theory to behavior modification protocols leads to a refinement in the historical S-O-R model in which the state of the organism (O), now indexed by autonomic state, influences the accessibility of classes of behavior to stimulus control. Polyvagal Theory, based on evolutionary biology and comparative neurophysiology, identifies autonomic states that facilitate or impede the expression of specific classes of behavior. The theory identifies three stages of phylogenetic development that are characterized by parallel changes in behavioral repertoire and neural regulation of the autonomic nervous system: (1) an ancient autonomic system (i.e., unmyelinated “vagal” pathways) shared with most vertebrates that conserves metabolic resources (e.g., slows heart rate and breathing, decreases blood pressure) and supports immobilization behaviors (e.g., passive avoidance, fainting); (2) a system that increases metabolic output (i.e., sympathetic nervous system) and supports mobilization of the trunk and limbs (e.g., active avoidance, fight-flight behaviors); and (3) a uniquely mammalian system integrating the regulation of striated muscles of the face and head with the heart (i.e., myelinated “vagal” pathways) to create a functional social engagement system that regulates the phylogenetically older systems, often through social interaction, to promote physiological resilience and optimize health growth and restoration. Functionally, the theory proposes that modification of these “classes” of behaviors (immobilization, mobilization, and social engagement) will be optimized by monitoring autonomic variables and understanding the contextual cues that trigger transitions in autonomic state. Consistent with this model several variables, independent of stimulus manipulations, characterizing experimental conditions, and participants in behavior modification protocols (e.g., context, development, illness, medication, etc.) will influence the accessibility of different classes of behavior to stimulus control.

Sunday, May 25

#168 Paper Session

10:00 am–10:50 am

W195 (McCormick Place Convention Center)

EDC

Efficacy and Fidelity in School-Based Behavioral Support

Chair: Richard W. Malott (Western Michigan University)

Efficacy and Fidelity in School-Based Behavior Support (Service Delivery)

GLEN DUNLAP (University of South Florida)

#169 Symposium

10:00 am–10:50 am

W194b (McCormick Place Convention Center)

EDC/PRA; Service Delivery

Bridging the Education Culture Gap

Chair: Ronnie Detrich (The Wing Institute)

Culture Mapping: A Functional Analysis of the Education Culture Landscape

RANDY KEYWORTH (The Wing Institute)

Why Science Has Not Had a Greater Impact on Education?

JOHN E. STATES (The Wing Institute)

Stranger in a Strange Land: Implementation Science for Behavior Analysis

RONNIE DETRICH (The Wing Institute)

#170 Symposium

10:00 am–10:50 am

W196a (McCormick Place Convention Center)

EDC; Applied Research

BACB CE Offered. CE Instructor: Jeanne M. Donaldson, Ph.D.

Behavior Analysis in Educational Settings

Chair: Jeanne M. Donaldson (Texas Tech University)

Some Determinants of Verbal-Nonverbal Correspondence

KATHRYN GUENEVERE HORTON, Brian A. Iwata, and Sarah C. Mead (University of Florida)

Immediate Effects of the Good Behavior Game on Individual Student Behavior and Academic Performance

Jeanne M. Donaldson (Texas Tech University), ALYSSA FISHER (Kennedy Krieger Institute), Paul L. Soto (Texas Tech University), and SungWoo Kahng (Kennedy Krieger Institute)

Implementation of the Good Behavior Game in Classrooms With Children With Behavior Disorders

P. RAYMOND JOSLYN and Timothy R. Vollmer (University of Florida)

#171 Invited Presenter

Leadership Seminar

10:00 am–10:50 am

W190a (McCormick Place Convention Center)

OBM; Basic Research

PSY/BACB CE Offered. CE Instructor: Fabio Tosolin, Ph.D.

Leadership Networks and Dissemination of Behavior Science: A National Agenda in Italy

Chair: Ramona Houmanfar (University of Nevada, Reno)

FABIO TOSOLIN (Association for the Advancement of Radical Behavior Analysis)



Since the 1980s, Fabio Tosolin has been introducing and spreading the organizational behavior management (OBM) and performance management (PM) methodologies in Italy. In the 1990s, he began to apply the O. Lindsley's Precision Teaching and Fluency Building Approach to the growing up e-learning and introduced and spread in Italy the Behavior-Based Safety process (B-BS). Since 1985, he has guided Fabio Tosolin & Associates, in Milan, his management consulting firm that deals with performance management, learning technologies and behavioral safety for many national and multinational companies. He is currently professor of human factor in the management of HSEQ at the Milan Polytechnic, Department of Engineering of the Industrial

Processes. He has been the chair of the last seven editions of the European B-BS and OBM Conference. He is author of more than 100 scientific communications, experimental researches, articles, and books on behavior management, B-BS, leadership, psychology of learning, didactic communication, and learning technologies. He is the president of the Association for the Advancement of Radical Behavior Analysis, the Italian Chapter of ABAL, and adviser of the Cambridge Center for Behavior Studies.

Abstract: Since the 1980s, OBM and PM methodologies have been introduced and spread in Italy. Fabio Tosolin has been at the forefront of this dissemination. In the 1990s, he began to apply O. Lindsley's Precision Teaching and Fluency Building Approach to e-learning and introduced BBS process in Italy. Since 1985, he has led the Milan-based management consulting firm, Fabio Tosolin & Associates, which deals with PM, learning technologies, and behavioral safety for many national and multinational companies. This talk will highlight the role leadership networks and decision making play in the process of large-scale dissemination of behavior analysis across sectors of Italy.

#172 Symposium

10:00 am–10:50 am

W192b (McCormick Place Convention Center)

OBM/CSE; Service Delivery

Green Initiatives in Business: Linking Conservation and Profit Through Behavior

Chair: William L. Heward (The Ohio State University)

Green Programs at Morningside Academy: Lessons Learned and Future Possibilities

KENT JOHNSON (Morningside Academy)

Establishing and Supporting Sustainable Practices in Human Service Agencies

WENDY KOZMA (Evergreen Center), Robert K. Ross (Beacon ABA Services)

Sustaining Environments With Corporate Sustainability Teams and Implications for Training Future Behavior Analysts

KENNETH J. KILLINGSWORTH, Mark P. Alavosius, and Ramona Houmanfar (University of Nevada, Reno)

#173 Panel Discussion

10:00 am–10:50 am

W185a (McCormick Place Convention Center)

PRA; Service Delivery

BACB CE Offered. CE Instructor: James E. Carr, Ph.D.

The Behavior Analyst Certification Board: Update and New Developments

Chair: James E. Carr (Behavior Analyst Certification Board)

JAMES E. CARR (Behavior Analyst Certification Board)

JANE S. HOWARD (California State University Stanislaus)

NEIL T. MARTIN (European Association for Behaviour Analysis)

#174 Paper Session

10:00 am–10:50 am

W175b (McCormick Place Convention Center)

TPC

Behavior Analysis and Physiology

Chair: Travis Thompson (University of Minnesota)

Integrative Behavior Analysis: Resolving Some of Radical Behaviorism's Anachronisms (Theory)

TRAVIS THOMPSON (University of Minnesota)

Levels of Analysis in Neurobehavioral Research (Theory)

DANIELE ORTU (University of North Texas)

#175 Invited Presenter

10:00 am–10:50 am

W375e (McCormick Place Convention Center)

TPC; Theory

PSY/BACB CE Offered. CE Instructor: Martha Hubner, Ph.D.

Going International: Behavior Analysis at the Global Level, a Success Story

Chair: Martha Hübner (Universidade de São Paulo)

RUBEN ARDILA (National University of Colombia)



Dr. Ruben Ardila is a Colombian research psychologist and a professor at the National University of Colombia. He received a Ph.D. in experimental psychology from the University of Nebraska-Lincoln. He has conducted research on experimental analysis of behavior, history of psychology, and the application of psychology to socioeconomic development. Dr. Ardila has published 32 books and more than 300 scientific papers in journals from several countries. Some of his books have been translated into English, German, Portuguese, and other languages. As a visiting professor in several countries, including the United States, Germany, Puerto Rico, Spain, and Argentina, he has promoted behavior analysis,

international psychology, and history of psychology. Dr. Ardila has been president of the Inter-American Society of Psychology, the International Society for Comparative Psychology, and the Latin American Association for the Analysis and Modification of Behavior. He founded the *Revista Latinoamericana de Psicología* (*Latin American Journal of Psychology*) and edited the journal from 1969–2003. He was a member of the executive committee of the International Union of Psychological Science from 1992–2004. He is on the board of directors of the International Association of Applied Psychology (2006–2014). In 2004, he received the Colombian Science Award. His most recent recognition is the American Psychological Association Award for Distinguished Contributions to the International Advancement of Psychology (2007). His most recent books are *Autobiografía, un Punto en el Tiempo y en el Espacio* (*Autobiography, a Point in Time and Space*, 2012) and *Historia de la Psicología en Colombia* (*History of Psychology in Colombia*, 2013).

Abstract: The roots of behavior analysis are found on empirical philosophers, on Pavlov, Pieron, and other thinkers. However, during the larger part of its history behavior analysis has been a discipline cultivated mainly in the United States and other English-speaking countries. The pioneers of behavior analysis as an area of research were part of the Anglo-Saxon culture (Watson, Skinner, and Baum) and was also the case with applied workers (Wolpe, Eysenck, Rachman, Keller, and Azrin). Probably the philosophical assumptions of the Anglo-Saxon culture were in tune with behavior analysis as a science and applied area. On the other hand, during the past few decades, an internationalization of behavior analysis has taken place. Work of high quality is carried out in Norway, Japan, Spain, Brazil, and other nations. The situation of behavior analysis and its international growth is analyzed, including the role of the ABAI in this process. At the present time, behavior analysts are “thinking globally and acting locally.”

#176 Symposium

10:00 am–11:50 am

W179a (McCormick Place Convention Center)

CBM; Applied Research

New Developments in Dissemination, Application, and Measurement of Contemporary Behavior Therapies

Chair: Christopher Briggs (Western Michigan University)

Discussant: Thomas J. Waltz (Eastern Michigan University)

Evaluating a Therapist Training on Values-Based Behavioral Activation for Adolescent Depression

JULISSA DUENAS and Scott T. Gaynor (Western Michigan University)

Motivational Interviewing: A Single-Day Workshop Training Study

JUSTIN A. MOORE and Scott T. Gaynor (Western Michigan University)

Motivational Interviewing and Acceptance and Commitment Therapy: A Stepped-Care Approach to the Treatment of Adolescent Depression

RACHEL PETTS, Julissa Duenas, and Scott T. Gaynor (Western Michigan University)

The Predictive Validity of the FIAT-Q

Daniel W. Maitland, Rebecca Rausch, KELLIE REYNOLDS, and Scott T. Gaynor (Western Michigan University)

#177 Symposium

10:00 am–11:50 am

W194a (McCormick Place Convention Center)

OTH; Applied Research

BACB CE Offered. CE Instructor: Kristin M. Hustyi, MA

ABA Applications in Sports, Health, and Fitness

Chair: Kristin M. Hustyi (Stanford University)

Discussant: Jesse Dallery (University of Florida)

Utilizing TAGteach to Enhance Proficiency in Dance Movements

MALLORY J. QUINN, Raymond G. Miltenberger, and Victoria Fogel (University of South Florida)

Evaluating the Effectiveness of an Internet-Based Behavioral Weight Loss Program With and Without a Behavioral Coach

DIEGO VALBUENA, Raymond G. Miltenberger, and Elizabeth Solley (University of South Florida)

Increasing Physical Activity of Children During Recess

LYNDA HAYES and Carole M. Van Camp (University of North Carolina Wilmington)

Behavioral Assessment of Physical Activity Preferences of Young Children

BRYON MILLER, Matthew P. Normand, Heather Zerger, and Tracy A. Larson (University of the Pacific)

#178 Invited Symposium

10:00 am–11:50 am

W183a (McCormick Place Convention Center)

VRB

PSY/BACB CE Offered. CE Instructor: Barbara E. Esch, Ph.D.

How Machine Implementations of Simple Verbal Operants Demonstrate the Emergence of Complex and Diverse Verbal Behavior

Chair: Barbara E. Esch (Esch Behavior Consultants, Inc.)

Discussant: Greg Stikeleather

An Overview of How Adaptive Networks Can Generate Simple Verbal Operants

WILLIAM F. POTTER (California State University Stanislaus)



After obtaining a bachelor's degree in business administration and a minor in journalism, Dr. Potter worked briefly as a journalist for a small daily newspaper, then left that to work in a small advertising agency in New York City. After 4.5 years of this, his true passion emerged—the pursuit of science. He obtained a spot in the behavior analysis graduate program at Western Michigan University, which eventually resulted in a Ph.D. and much training in behavior analysis under the tutelage of Dr. Jack Michael and Dr. Alan Poling, both of whom he owes much. Throughout the years, he has dabbled in many things (VB, CBT, OBM, ANS, MOs, and a few other obscure acronyms), making him a jack of all trades but a master of none. He

currently chairs the Psychology/Child Development Department at California State University, Stanislaus, and is director of the International Dual Behavior Analysis Degree in collaboration with universities in Warsaw, Poland and Bangor, Wales.

Abstract: Adaptive networks are in essence, computer programs that learn. This very fact places them squarely in the domain of behavior analysis, although few in the field conduct research with them, or develop them for commercial or other purposes. This talk will provide an overview of what adaptive network systems (ANS) are and how they differ from typical computer programs; provide insight into how they work; and show how they can adhere to the behavioral principles that the experimental analysis of behavior has uncovered over the years. The basic components of such a network will be explored including the architecture, some simple learning algorithms, and design features which preclude hard-wiring responses, or using brute computer power to solve problems or to produce more complex behaviors. Finally, some simple examples of ANS will be illustrated, particularly related to the elementary verbal operants.

How Adaptive Networks Can Aid in the Interpretation of Complex Linguistic Puzzles

DAVID C. PALMER (Smith College)



With bachelor's degrees in geology and English, Dr. David Palmer was devoting his post-graduate years to avoiding the draft when he chanced to pick up a copy of *Walden Two* from a friend's bookshelf. It changed the direction of his life. He promptly read the rest of the Skinner canon and spent the next decade trying to start an experimental community and preaching radical behaviorism to anyone who would listen. Eventually, he took some classes with Beth Sulzer-Azaroff, who urged him to apply to graduate school. Thanks to a dyslexic secretary, who entered his undergraduate GPA backward, he was admitted and began working with John Donahoe. He was happy in grad school and would be there still if the University of Massachusetts had not threatened

to change the locks. He has spent the past 25 years as the token behaviorist at Smith College. During that time he co-authored, with John W. Donahoe, *Learning and Complex Behavior*, a book which attempts to integrate adaptive network simulation with experimental analysis and verbal interpretation of complex cases. He continues to puzzle over the interpretation of memory, problem-solving, and, particularly, verbal behavior. He still thinks Skinner was right about nearly everything.

Abstract: Because the experimental analysis of verbal behavior is constrained by practical and ethical considerations, most of our understanding of complex cases arises from verbal interpretations. However, the sheer number of relevant variables and our ignorance of subjects' histories limit such interpretations. In contrast, adaptive network simulations permit complete control over both complex contextual variables and historical variables. If such simulations are tightly constrained by behavioral principles, they offer powerful demonstrations of the explanatory adequacy of such principles. Dr. Palmer will discuss several examples that seem to defy verbal interpretation, examples such as the problems of novelty, nesting, generalization of neologisms according to apparent grammatical form, conditioning the behavior of the listener, mysterious structural regularities in verbal behavior, and the problem of acquisition of complex forms. He will suggest that adaptive network simulations of verbal behavior may be the best interpretive tool and in some cases the only one.

A Demonstration of Teaching Verbal Behavior to an Operant Robot

WILLIAM R. HUTCHISON (Behavior Systems)



William Hutchison earned his bachelor's degree from Kansas University with majors in psychology and mathematics, then entered the Ph.D. program in clinical psychology at State University of New York at Stony Brook, the first purely behavioral clinical psychology program. His major adviser was Leonard Krasner, one of the pioneer generation of researchers in behavior modification, token economies, and verbal conditioning. Equally influential on his career was his work as teaching assistant to Howard Rachlin, a leading figure in quantitative analysis of behavior. He then taught at one of the hotbeds of radical behaviorism, West Virginia University, in its Ph.D. program in behavioral systems

analysis. In 1983, he developed a behavioral alternative to cognitive artificial intelligence, a computer system based on the equations from quantitative experimental analysis of behavior. That system became one of the first adaptive ("neural") networks and was the foundation for one of the first companies, BehavHeuristics, applying that methodology to commercial software. The company's focus was on resource allocation in changing environments, but a subsequent company, Applied Behavior Systems, embodied the adaptive network in robots and developed software for computerized training of verbal behavior to the robot and to children. Hutchison continued the robotics direction in a 4-year stint with the government's Intelligence Technology Innovation Center.

Abstract: The presentation will describe a robot whose behavior is learned via an adaptive network based on behavior analytic principles, embedded in a body with sensors including vision and hearing and with responses including spatial movements and vocalizations. The demonstration will first show how that robot learns elementary verbal operants, then more complex verbal behaviors based on them. We will examine in detail how some of the puzzling verbal behaviors described in the preceding papers in the symposium are learned, illustrating how using a robot makes it possible to examine moment-to-moment changes in the conditions that control the behavioral sequence.

#179 Paper Session

10:30 am–10:50 am

W184d (McCormick Place Convention Center)

AUT

Crossing the Border: ABA in Inclusive Settings

Chair: Preetinder Narang (University of Toronto)

Crossing the Border: ABA in Inclusive Settings (Service Delivery)

PREETINDER NARANG (University of Toronto)

#180 Paper Session

11:00 am–11:50 am

W184b (McCormick Place Convention Center)

AUT

Teaching Verbal Operants to Children With Autism

Chair: Hoang T. Nguyen (Center for Behavioral Sciences, Inc.)

Teaching Intraverbal Responses to Children With Autism (Service Delivery)

HOANG T. NGUYEN, Johanna F. Lorca, Junelyn Lazo, and Joyce C. Tu (Center for Behavioral Sciences, Inc.)

Inducing MO Driven First Instances of Speech in Nonvocal Children With Autism (Applied Research)

SMITA AWASTHI (Association for Behavior Analysis of India) and Sridhar Aravamudhan (Behavior Momentum India)

Sunday, May 25

#181 Symposium

11:00 am–11:50 am

W184c (McCormick Place Convention Center)

AUT/EDC; Service Delivery

BACB CE Offered. CE Instructor: Ilene S. Schwartz, Ph.D.

Intervention and Comprehensive Program Practices for Very Young Children With ASD

Chair: Carol Ann Davis (University of Washington)

Interventions for Toddlers With Autism: A Review of Research

EMILY LEVY and Diane M. Sainato (The Ohio State University)

Project DATA for Toddlers: Blending Approaches to Meet the Needs of Toddlers With ASD

ILENE S. SCHWARTZ (University of Washington) and Bonnie J. McBride (University of Oklahoma Health Sciences Center)

Service Delivery Challenges and Strategies for a Statewide Behavioral Program for Young Children With ASD

ANN N. GARFINKLE (University of Montana), Jackie Emerson (Developmental Disabilities Program), and Karlyn Gibbs (The Child Development Center)

#182 Symposium

11:00 am–11:50 am

W183c (McCormick Place Convention Center)

AUT; Applied Research

BACB CE Offered. CE Instructor: M. Alice Shillingsburg, Ph.D.

Outcomes of Applied Behavior Analytic Interventions for Children With ASD

Chair: M. Alice Shillingsburg (Marcus Autism Center, Emory University School of Medicine)

Outcomes of an In-Home Parent Training Curriculum for Children With ASD

ASHLEY BAKER, Caitlin H. Delfs, Hannah Robinson, Andrew A. Fulton, and Christopher M. Furlow (Marcus Autism Center)

Outcomes of Behavioral Intervention to Increase Single Word Mand to Multiword Mand in Children With ASD

RACHEL YOSICK (Georgia School of Professional Psychology) and M. Alice Shillingsburg, Caitlin H. Delfs, and Crystal N. Bowen (Marcus Autism Center)

Effectiveness of Stimulus-Stimulus Pairing: A Review of the Literature

DIANE HOLLANDER (Georgia Neurobehavioral Associates), M. Alice Shillingsburg and Crystal N. Bowen (Marcus Autism Center), and Lori R. Muskat (Georgia School of Professional Psychology)

#183 Symposium

11:00 am–11:50 am

W183b (McCormick Place Convention Center)

AUT/VRB; Service Delivery

BACB CE Offered. CE Instructor: Michael Miklos, MS

The VB-MAPP as an Outcome Tool: Practical Applications Across School and Center-Based Settings

Chair: Michael Miklos (Pennsylvania Training and Technical Assistance Network)

Discussant: John W. Esch (Esch Behavior Consultants, Inc.)

Instructing Functional Verbal Behavior in Public Schools: Recent Outcomes From the PATTAN Autism Initiative

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

Assessing Outcomes of Intensive ABA/Verbal Behavior Therapy for Children With Autism Using the VB-MAPP

CARL T. SUNDBERG, Genae Hall, and Jennifer Elia (Behavior Analysis Center for Autism)

#184 Symposium

11:00 am–11:50 am

W184a (McCormick Place Convention Center)

AUT; Applied Research

BACB CE Offered. CE Instructor: Ivana Krstovska-Guerrero, MA

Addressing Gaze Behavior in Toddlers With Autism

Chair: Ivana Krstovska-Guerrero (The Graduate Center, City University of New York)

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

Gaze Behavior in the Context of Requesting and Joint Attention: Intervention for Toddlers With Autism

IVANA KRSTOVSKA-GUERRERO and Emily A. Jones (Queens College, City University of New York)

Generalization of Gaze Shift Across Responding and Initiating Roles of Requesting and Joint Attention

MADIHA MUZAMMAL and Emily A. Jones (Queens College, City University of New York)

#185 Symposium

11:00 am–11:50 am

W175a (McCormick Place Convention Center)

BPH/EAB; Basic Research

Ability of Behavioral Traits (Temperament) to Predict Response to and Use of Drugs and Alcohol

Chair: Kathleen A. Grant (Oregon Health & Science University)

Discussant: Harriet de Wit (University of Chicago)

Temperament as a Risk Factor for Heavy Drinking in Male and Female Rhesus Monkeys

MEGAN MCCLINTICK and Kathleen A. Grant (Oregon Health & Science University)

Delay Discounting Predicts Response to Alcohol in Rodents but not in Social Drinkers

SUZANNE H. MITCHELL and Travis Moschak (Oregon Health & Science University)

#186 Symposium

11:00 am–11:50 am

W179b (McCormick Place Convention Center)

CBM/AUT; Applied Research

BACB CE Offered. CE Instructor: Becky Penrod, Ph.D.

New Directions in Research and Treatment of Pediatric Feeding Problems

Chair: Becky Penrod (California State University, Sacramento)

Evaluation of Two Extinction Procedures During Feeding Protocols: Nonremoval of the Spoon and Three-Step Prompting

CHRISTINE SEUBERT, Michele D. Wallace, and Vikanda Meechan (California State University, Los Angeles)

The Effects of Modeling in the Treatment of Food Selectivity in Children With Autism

Shu-wing Brice Fu and BECKY PENROD (California State University, Sacramento); Jonathan K Fernand (University of Florida); and Colleen Whelan, Shannon Medved, and Kristin Griffith (California State University, Sacramento)

Antecedent Interventions for Pediatric Feeding Problems

Christine Seubert, MITCH FRYLING, Michele D. Wallace, and Agustin Jiminez (California State University, Los Angeles) and Aimee E. Meier (Autism Spectrum Therapies)

Sunday, May 25

#187 Panel Discussion

11:00 am–11:50 am

W190b (McCormick Place Convention Center)

CSE; Applied Research

BACB CE Offered. CE Instructor: Scott Warren Ross, Ph.D.

Smack Talk: Bullying and Behavior Analysis

Chair: Emmie Hebert (University of Mississippi)

ANTHONY BIGLAN (Oregon Research Institute)

DENNIS D. EMBRY (Peace Builders)

SCOTT WARREN ROSS (Utah State University)

#188 Symposium

11:00 am–11:50 am

W187ab (McCormick Place Convention Center)

DDA; Applied Research

BACB CE Offered. CE Instructor: Tonya Nichole Davis, Ph.D.

The Effects of Motivating Operations on the Assessment and Treatment of Individuals With Developmental Disabilities

Chair: Tonya Nichole Davis (Baylor University)

Mand Training Satiation Procedures to Reduce Challenging Behavior in Instructional Environments for Children With ASD

LAURA ROJESKI, Mark O'Reilly, Cindy Gevarter, Heather Gonzales, Nicolette Sammarco, Michelle Kuhn, and Laci Watkins (University of Texas at Austin) and Mandana Kajian (Building Blocs)

An Evaluation of the Use of Within Session Analyses to Clarify Functional Analysis Results Influenced by Over-Arousal

LAUREN ALISON PEPA, Robert LaRue, Kimberly Sloman, Shawna Ueyama, Erica Dashow, and Ethan Eisdorfer (Rutgers University)

Identification of Systematic Durations of Reinforcer Access Prior to Intervention

TAMARA ZOCH, Tonya Nichole Davis, Rachel Scalzo, Sarah Turchan, Tara Wagner, Kally Amos, Kelsey Henry, and Alicia Kobylecky (Baylor University)

#189 Symposium

11:00 am–11:50 am

W186 (McCormick Place Convention Center)

DDA/EDC; Applied Research

BACB CE Offered. CE Instructor: Christopher J. Perrin, Ph.D.

Current Research on Effective Educational Technologies: Meeting the Needs of Individual Students

Chair: Elizabeth Dayton (Melmark)

Evaluating the Reinforcing Effectiveness of Three Different Types of Stimuli Identified by a Competing Stimulus Assessment for Children With Autism Spectrum Disorders

SOYEON KANG, Mark O'Reilly, Laura Rojeski, Heather Koch, and Garrett Roberts (University of Texas at Austin)

Evaluation of Progressive Ratio Reinforcement Schedules in Clinical Practice: Matching Reinforcer Strength to Response Effort

CHRISTOPHER J. PERRIN, Elizabeth Dayton, Jennifer Hanson, Lauren Davison, and Jennie Dorothea England (Melmark)

A Preliminary Investigation of Graduated Guidance

LINSEY M. SABIELNY (DePaul University) and Helen Irene Malone (The Ohio State University)

11:00 am–11:50 am

W187c (McCormick Place Convention Center)

DDA; Applied Research

Professional Development Series: On Being a Post-doc: A Panel Discussion by Behavior Analysts in Applied Settings

Chair: Aaron D. Lesser (Munroe-Meyer Institute, University of Nebraska Medical Center)

BRIAN D. GREER (University of Nebraska Medical Center)

AUGUST F. HOLTYN (Johns Hopkins University School of Medicine)

CARA L. PHILLIPS (Kennedy Krieger Institute, Johns Hopkins University School of Medicine)

#191 Invited Tutorial

11:00 am–11:50 am

W180 (McCormick Place Convention Center)

DEV; Applied Research

PSY/BACB CE Offered. CE Instructor: Martha Pelaez, Ph.D.

Childrearing as the Behaviorist Viewed It: John B. Watson's Advice in Perspective

Chair: Martha Pelaez (Florida International University)

EDWARD K. MORRIS and Kathryn M. Bigelow (University of Kansas)



Edward K. Morris (University of Illinois, MA 1974, Ph.D. 1976) has been a faculty member in the Department of Applied Behavioral Science (ABS), formerly the Department of Human Development and Family Life, at the University of Kansas since 1975. He has been the ABS chairperson since 2000. In the profession, he has been editor of the *The Behavior Analyst*, *The Interbehaviorist*, and the APA Division 25 *Recorder*. In governance, he has been president of ABAL, Division 25 for Behavior Analysis of the American Psychological Association (APA), and University of Kansas's chapter of Sigma Xi. He is currently president of the Kansas Association for Behavior Analysis, president of ABAL's History of Behavior Analysis

Special Interest Group, and a member of the Executive Committee of Cheiron—the International Society for the History of the Behavioral Sciences. He is a fellow in ABAL, APA Divisions 25 and Division 26 (Society for the History of Psychology), and the Society for Psychological Science. His current research and scholarship is on the historical and conceptual foundations of behavior analysis and its complementarities with the psychological sciences. His professional interests include the teaching and dissemination of behavior analysis.

Abstract: Other than research on behavior's basic principles, the analysis of child behavior is the longest sustained program of research in behavior analysis. It includes replications of the basic principles (e.g., reinforcement), analyses of behavior of societal importance (e.g., cooperation), applications to behavior of individual importance (e.g., temper tantrums), and extensions of these applications to parent training (e.g., child socialization). This program's brief history, however, has a long past that includes the histories of behavior analysis (e.g., childrearing practices in Skinner's *Walden Two*, Bijou's Institute of Child Development, Bijou and Baer's theory of child development), behaviorism (e.g., Watson's classical behaviorism), psychology (e.g., child and developmental psychology), and childrearing and child welfare in America (e.g., Child Welfare Stations). A common connection among these histories is Watson and Watson's 1928 book of childrearing advice, *The Psychological Care of Infant and Child*. Now more infamous than famous (e.g., "pathological," "punitive") the book is, in part, Watson's legacy to research, application, and theory in the behavior analysis of development. As such, its fame and infamy bear close examination. In this presentation, Dr. Bigelow will describe Watson's childrearing advice in the context of the culture, the childrearing, and the advice of his day—and our day; address the criticisms of it in those contexts—and at present; consider the nature and existence of "behavioristic" childrearing advice—then and now; and comment on the legacy of Watson's advice for the behavior analysis of development today.

#192 Symposium

11:00 am–11:50 am

W176b (McCormick Place Convention Center)

EAB; Basic Research

Advancements in the Development of Novel Complex Behavior Through the Use of Equivalence Relations

Chair: Rebecca A. Markovits (Seven Hills Foundation)

A Stimulus Equivalence Analysis of Emergent Tact, Mands and Intraverbals

CHRISTINA M. BOYD-PICKARD and Jacqueline Adams (RCS Learning Center) and Russell W. Maguire (Simmons College)

The Formation and Expansion of Functional and Equivalence Classes

RUSSELL W. MAGUIRE (Simmons College)

Evaluating the Development of Novel Rule-Governed Behavior During Complex Discrimination Training

REBECCA A. MARKOVITS (Seven Hills Foundation) and Ronald F. Allen, Judah B. Axe, and David C. Palmer (Smith College)

#193 Panel Discussion

11:00 am–11:50 am

W176c (McCormick Place Convention Center)

EAB; Basic Research

Contemporary Issues in Conditioned Reinforcement: Concept and Theory

Chair: Mark P. Reilly (Central Michigan University)

MARK P. REILLY (Central Michigan University)

MICHAEL PERONE (West Virginia University)

TIMOTHY A. SHAHAN (Utah State University)

#194 Symposium

11:00 am–11:50 am

W175c (McCormick Place Convention Center)

EAB/PRA; Basic Research

BACB CE Offered. CE Instructor: Alyssa N. Wilson, Ph.D.

Assessment and Treatment of Disordered Gambling

Chair: Alyssa N. Wilson (Saint Louis University)

Validating the Gambling Functional Assessment-Revised in a Sample of Problem/Disordered Gamblers and in Treatment-Seeking Gamblers

JEFFREY N. WEATHERLY and Heather K. Terrell (University of North Dakota) and Halley Claudel and Cam L. Melville (McNeese State University)

Toward a Behavioral Functional Analysis of Gambling

MACK S. COSTELLO, Jamie Hirsh, Neil Deochand, and R. Wayne Fuqua (Western Michigan University)

Assessing the Effectiveness of Acceptance and Commitment Therapy for Disordered Gambling

Alyssa N. Wilson, KRISTIN ROBINSON, and Tara M. Grant (Saint Louis University)

#195 Invited Tutorial

11:00 am–11:50 am

W196b (McCormick Place Convention Center)

EDC; Applied Research

BACB CE Offered. CE Instructor: Cynthia M. Anderson, Ph.D.

The Role of Choice Making in School

Chair: Cynthia M. Anderson (Appalachian State University)

STEPHANIE M. PETERSON (Western Michigan University)



Dr. Stephanie M. Peterson, Ph.D., BCBA-D, is a professor and chair in the Department of Psychology at Western Michigan University. Dr. Peterson earned her doctorate in special education from the University of Iowa in 1994. She has taught courses in behavior analysis and special education at several different universities (Gonzaga University, Utah State University, The Ohio State University, and Idaho State University). She also served as chair of the Department of Special Education, School Psychology, and Literacy at Idaho State University. Dr. Peterson is senior co-editor of *Education and Treatment of Children* and has served on or currently serves on the editorial boards of the *Journal of Applied Behavior Analysis* and *Behavior Analysis in Practice*, to name a few. Dr. Peterson is also an elected member of the Board of Directors for the Behavior Analyst Certification Board. Her research interests include the assessment and treatment of problem behavior in individuals with developmental disabilities, choice making, functional communication training, and behavior analysis in education.

Abstract: “Choice” can be viewed in at least a couple of different ways in school settings. First, it can be viewed as a discrete skill children must display when faced with a choice opportunity. For example, a teacher may say, “Do you want chocolate or white milk with your lunch?” To make a choice in this context, the child must display a specific response to indicate his or her choice. Second, it can be viewed as a free operant, in which a discrete “choice” response is not displayed. Rather, in this situation, allocation of behavior is examined. For example, when a teacher asks a question, a child could either shout the answer out or raise his/her hand. This second situation is often misunderstood as a “choice” context. This tutorial will discuss the concept of “choice” in school settings, how choice responding is taught and managed, and the role choice can play in effective behavior management.

#196 Invited Presenter

Leadership Seminar

11:00 am–11:50 am

W190a (McCormick Place Convention Center)

OBM; Basic Research

Leadership and the Science of Behavior Change

Chair: Ramona Houtmanfar (University of Nevada, Reno)

MARIA E. MALOTT (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 included Meijer, Inc.; Kellogg's; Pharmacia & Upjohn; and General Motors Corp.

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 at 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 SABA, the 2004 Award for Outstanding Contributions to Organizational Behavior Management from the Organizational Behavior Management Network, the 2002 Outstanding Alumni Award from the Department of Psychology at Western Michigan University, and the 2013 Award for Distinguished Service to Behavior Analysis from SABA.

Sunday, May 25

Abstract: Throughout history and more recently, countless people have changed the world in significant ways. They forged new paths and demonstrated a remarkable ability to inspire others to follow. Margaret Mead suggested, “Never doubt that a small group of thoughtful committed citizens can change the world. Indeed, it is the only thing that ever has.” Was she right that the actions of not one but a few individuals under special motivating circumstances are what account for profound change? Or is it the case that leaders possess incomparable and unique repertoires that enable them to affect change single-handedly? Are there common traits and systems-based strategies that effective leaders use to bring about change? As behavior analysts, we must reflect on these questions and wonder if our scientific approach can account for the change.

#197 Symposium

11:00 am–11:50 am

W192b (McCormick Place Convention Center)

OBM/TPC; Theory

Goal Setting and Organizational Behavior Management: Reviews and Research

Chair: Heather M. McGee (Western Michigan University)

An Objective Review of Goal Setting in the *Journal of Organizational Behavior Management*

JESSICA L. URSCHER and Alyce M. Dickinson (Western Michigan University)

Goal Setting and Incentive Research Outside Behavior Analytic Literature

DANIEL B. SUNDBERG and Alyce M. Dickinson (Western Michigan University)

Influence of Computer Monitoring, Feedback Medium, and Goals on Work Performance and Feedback Seeking

JULIE M. SLOWIAK (University of Minnesota Duluth)

#198 Symposium

11:00 am–11:50 am

W184d (McCormick Place Convention Center)

PRA/DDA; Service Delivery

BACB CE Offered. CE Instructor: Christine Hoffner Barthold, Ph.D.

Using ABA to Increase Community Participation for Adults With Developmental Disabilities

Chair: Theodore A. Hoch (George Mason University)

Discussant: Peter F. Gerhardt (JPG Autism Consulting, LLC)

The Use of Current Technology to Support Adults With Autism in the Community

Gloria M. Satriale (Preparing Adolescents and Adults for Life), AVI GLICKMAN (Mission for Educating Citizens with Autism), and Thomas L. Zane (Institute for Behavioral Studies, Endicott College)

Functional Behavior Assessment and Interventions in Community Supported Employment

CHRISTINE HOFFNER BARTHOLD (George Mason University) and Brian Freedman, Natalie Castelluccio, and Matther Wattenmaker (University of Delaware)

#199 Symposium

11:00 am–11:50 am

W185a (McCormick Place Convention Center)

PRA/CSE; Applied Research

BACB CE Offered. CE Instructor: Cristina M. Whitehouse, Ph.D.

Applied Behavior Analysis in Child Welfare

Chair: Cristina M. Whitehouse (University of Florida)

Evaluation of a Method to Match Foster Children and Foster Parents Using Preference Assessment Results

CRISTINA M. WHITEHOUSE and Timothy R. Vollmer (University of Florida) and Bennie Colbert (University of South Florida)

Decreasing Runaway Behavior of Youth in Foster Care Using a Function Based Approach

KIMBERLY CROSLAND, Rose Iovannone, and Hewitt B. Clark (University of South Florida)

Can Caseworkers Develop Function-Based Interventions? How Behavior Analysts Can Help!

JESSICA MOORE, Kimberly Crosland, and Hewitt B. Clark (University of South Florida)

#200 Panel Discussion

11:00 am–11:50 am

W193a (McCormick Place Convention Center)

TBA; Service Delivery

BACB CE Offered. CE Instructor: Cheryl A. Young-Pelton, Ed.D.

Distance/Remote Supervision of Pre-professional Behavior Analysts: Where We've Been, Where We Are Headed

Chair: Cheryl A. Young-Pelton (Montana State University in Billings)

ROBYN M. CATAGNUS (Ball State University)

SUSAN AINSLEIGH (Bay Path College)

MICHAEL WEINBERG (Orlando Behavior Health Services, LLC)

#201 Invited Presenter

11:00 am–11:50 am

W178a (McCormick Place Convention Center)

TPC; Theory

PSY/BACB CE Offered. CE Instructor: Marc N. Branch, Ph.D.

The Hoped-for Demise of Significance Testing: Why and How

Chair: M. Jackson Marr (Georgia Tech University)

MARC N. BRANCH (University of Florida)



Marc N. Branch was introduced to behavioral approaches while an undergraduate at Stanford University in the 1960s. After graduate-school stints at Arizona State University and the University of Maryland, followed by a post-doctoral year at the Worcester Foundation for Experimental Biology, Dr. Branch took a position as a faculty member in the Psychology Department at the University of Florida in fall of 1973. During his time there he served, among other duties, as editor of the *Journal of the Experimental Analysis of Behavior* and *The Behavior Analyst*, as chairman of the Psychology Department, and as president of ABAI. He retired from teaching in the summer of 2012 and is now professor emeritus of psychology.

Abstract: Despite more than 60 years of published information clearly showing that null-hypothesis significance tests (NHSTs) and the *p* values associated with them provide essentially no information about the reliability (i.e., probability of replication) of research outcomes, they remain at the core of editorial decision-making in the behavioral sciences, including psychology, with statistical significance serving as the major gateway to publication of research results. Two reasons appear to contribute to the continuing practice. One, information available suggests that a majority of psychological researchers incorrectly believe that *p* values do provide information about the reliability of research results. Two, among the minority that are aware that *p* values do no such thing, a position sometimes taken is that even though *p* values do not provide the information many think they do, using them to make decisions about whether to believe in research results is and has been essentially benign. This paper addresses both reasons. Because the first has been pointed out many times, it is briefly covered, because of the apparent persistence of the misunderstanding. The second, that NHSTs have no significant negative effects on behavioral sciences, is the focus of the major portion of the paper, which describes seven “side-effects” of NHSTs that continue to retard effective development of psychological science. The paper makes an appeal to journal reviewers and editors to de-emphasize or eliminate the role of NHSTs, and it closes by offering a few suggestions about alternatives that could be considered and with a challenge to psychological researchers to develop new methods that more fully assess the reliability and generality of research findings.

Sunday, May 25

#202 Poster Session

12:00 pm–2:00 pm

W375a-d (McCormick Place Convention Center)

EAB

Chair: Mark Reilly (Central Michigan University)

Discussants: William Justice (Behavioral Services of Tennessee), Elias Robles (Arizona State University), and Alyssa Wilson (Saint Louis University)

- 1. The Effect of Delay of Reinforcement on Reinforcer Accumulation by Rats** (Basic Research) Luis Cruz and CARLOS A. BRUNER (National University of Mexico)
- 2. Tastier Treats for Rats? An Investigation of Relative Reinforcer Effectiveness of Various Flavored Bio-Serv® Pellets** (Basic Research) JESSICA BUCCILLI, Robin Kuhn, and Mark P. Reilly (Central Michigan University)
- 3. Effects of Water Deprivation on Sucrose Consumption by Rats** (BPH; Basic Research) CLARISSA PEREIRA and Paula Debert (Universidade de São Paulo)
- 4. Effects of Moving Direction of an Imprinted Stimulus as a Reinforcer on Chicks' Operant Responses** (AAB; Basic Research) FUKUKO HASEGAWA and Tetsumi MoriYama (Tokiwa University)
- 5. Omnidirectional Light Device for Operant Conditioning in Planaria** (AAB; Basic Research) DALE C. GREGORY, Neil Deochand, and R. Wayne Fuqua (Western Michigan University)
- 6. Effects of Different Consequences Used in the Training of Pre-requisite Abilities to Solve a Problem in Pigeons (*Columba livia*)** (Basic Research) Hernando Borges Neves Filho, Rodrigo Dicezare, Daniel Assaz, and MIRIAM GARCIA-MIJARES (Universidade de São Paulo)
- 7. Stimulating Research in Comparative Psychology With the Affordable Propeller Experiment Controller** (TBA; Basic Research) CHRIS VARNON and Charles I. Abramson (Oklahoma State University)
- 8. Compound Symmetry With Matrix Algebra** (TPC; Theory) J. C. PEDRO ARRIAGA-RAMIREZ, María Guadalupe Ortega-Saavedra, Angela Maria Hermosillo-Garcia, and Sara E. Cruz-Morales (Facultad de Estudios Superiores Iztacala, Universidad Nacional Autónoma de México)
- 9. Choosing Conventional MTS Tasks Versus MTS Tasks Embedded in a Game Context: Effects on Reading Acquisition** (EDC; Basic Research) DEISY DAS GRAÇAS DE SOUZA and Leonardo Brandão Marques (Universidade Federal de São Carlos)
- 10. The Effects of Different Conditions of Shaping in Lever Pressing Acquisition** (Basic Research) IVÁN BÁRCENAS, Carlos Torres, Carlos Javier Flores Aguirre, and Gonzalo Fernandez (Universidad de Guadalajara)
- 11. Emergent Symbolic Matching in Elderly With Alzheimer's Disease** (DEV; Basic Research) MARIANA DUCATTI (Rosana Ducatti Souza Almeida) and Andreia Schmidt (Universidade de São Paulo)
- 12. How Hard is a Rat Willing to Work to Release a Trapped Rat?** (Basic Research) LISA HIURA, Lavinia C. M. Tan, and Timothy D. Hackenberg (Reed College)
- 13. Probability of Reciprocation in Situations of Risk** (Basic Research) STEPHANIE STILLING, Zachary Zimmermann, and Cynthia J. Pietras (Western Michigan University)
- 14. Risk as a Function of Response Effort to Gain Points** (Basic Research) RYAN C. SPEELMAN (Southern Illinois University)
- 15. Behavioral Analytical Measures of an Animal Model of Autism Based on Maternal Immune Activation** (AAB; Basic Research) MARIA ISABEL MUNOZ BLANCO, Kenneth Hunter, Linda J. Parrott Hayes, Rebekah Aquino, and David Legaspi (University of Nevada, Reno)
- 16. The Influence of Multivariable Data Displays on Problem Solving: An Analog of Resource Allocation** (CSE; Basic Research) MOLLI LUKE and Mark P. Alavosius (University of Nevada, Reno)

17. An Investigation of Social Values in Relation to Social Action by Way of the Implicit Relational Assessment Procedure (CSE; Basic Research) GENEVIEVE M. DEBERNARDIS and Linda J. Parrott Hayes (University of Nevada, Reno)

18. Probability and Accuracy of Feedback as Conditions to Analyze Interactive Styles in Ambiguous Situations (Basic Research) ELIA NATALIA FUENTES GONZALEZ, Carlos Torres, and Nora Rangel (Universidad de Guadalajara)

19. Chess and Behavioral Processes (EDC; Applied Research) MACK S. COSTELLO, Neil Deochand, and R. Wayne Fuqua (Western Michigan University)

20. Behavior of Young People in Final Competition of Tae Kwon Do (DEV; Basic Research) DEYANIRA SOLACHE, Ana del R. Cervantes-Herrera, and Francisco J. Pedroza-Cabrera (Universidad Autonoma de Aguascalientes)

21. Operant Recombination Applied to a Martial Arts Context: Teaching Karate-Do Fighting Through Recombination of Single Strikes and Sequences of Strikes (AAB; Applied Research) TIAGO FRANCA (i5 - Behavior Coaching Institute) and Elenice Seixas Hanna (Universidade de Brasilia)

22. Experimental Analysis of Fear Behavior in Children and Adults (TPC; Basic Research) LESLIE VALERIA BRISENO ZAMORA, Christian Cruz, Alejandro Ceron Martinez, and Veronica Luna Hernandez (Universidad Nacional Autonoma de Mexico)

23. The Contribution of Maximum Point Criteria and Treatment Integrity Failures on the Effectiveness of the Good Behavior Game (PRA; Applied Research) JOLENE R. SY, Kathleen Mack, Olivia Gratz, and Sarah Koerkenmeier (Saint Louis University)

24. Increasing Moderate-to-Vigorous Physical Activity in Preschool Children (Applied Research) ALLISON J. MORLEY, Brian K. Martens, Joseph E. Underberg, and Stephanie J. Long (Syracuse University)

25. Analysis of Challenging Behavior's Patterns Using Web System for School and Preschool Aged Children With Disabilities of South Korea Focused on Residential Facilities (PRA; Applied Research) YUNHEE SHIN, Hyo shin Lee, Mi Young Jin, Jungbae Kang, Sungbum Kim, and Chae jin Park (Daegu University)

26. The Application of Functional Analysis Procedures to Students' Academic Responding (EDC; Applied Research) MAUREEN O'CONNOR, Edward J. Daly III, Polly Daro, Mallory Johnson, Whitney Strong, and Mackenzie Sommerhalder (University of Nebraska-Lincoln)

27. The Relation Between Assessment Session Length and Identified Function(s) of Problem Behavior (PRA; Applied Research) JENNIFER ANDERSEN, Anna Ing, and Shaun Wilkinson (University of Iowa)

28. Analysis of the Scientific Practice in Research Training (TBA; Applied Research) ABDIEL FLORENTINO CAMPOS GIL, Zepeta García, and Agustín Daniel Gómez Fuentes (Universidad Veracruzana)

#203 Poster Session

12:00 pm–2:00 pm

W375a-d (McCormick Place Convention Center)

TPC

Chair: Ed Morris (The University of Kansas)

Discussants: Sigrid Glenn (University of North Texas) and Jay Moore (University of Wisconsin-Milwaukee)

29. Who Shot J. R.? An Analysis of Cumulative Kantor and Skinner References in *The Psychological Record* (Theory) Thomas Larum, Alexis Washa, and BENJAMIN N. WITTS (St. Cloud State University)

30. Detecting False Positives in Nonconcurrent Multiple Baselines (Basic Research) MARISSA A. NOVOTNY (Applied Behavior Consultants, Inc.), John T. Rapp (Auburn University) and Joel Jelinski, Elizabeth A. Lood, and Ayriel Steffes (St. Cloud State University)

31. Forced-Choice Philosophy (TBA; Theory) RYAN LEE O'DONNELL and Mark Malady (Brohavior)

32. Was Skinner a Sexist? An Analysis of Skinner's Use of Gender-Biased Language (VRB; Theory) ANNA MARIE WHALEY and Edward K. Morris (University of Kansas)

33. Using Correlation Notation to Represent Behavioral Phenomena (VRB; Theory) SHELDON EBBELER (Quest Kids)

34. The Experimental Design: It's all in the Name, Right? (TBA; Theory) MICHAEL FANTETTI (Western New England University) and Val Saini (University of Nebraska Medical Center)

35. A Meta-analytic Review of the Interrater Agreement Between Visual Analysts (TBA; Theory) JENNIFER NINCI and Kimberly Vannest (Texas A&M University)

36. On the Origin and Development of the Metacontingency Conceptual Framework: Variables That Controlled the Textual Verbal Behavior Related to Its Proposal (VRB; Theory) DIEGO ZILIO and Kester Carrara (State University of São Paulo)

#204 Poster Session

12:00 pm–2:00 pm

W375a-d (McCormick Place Convention Center)

EDC

Chair: Florence DiGennaro Reed (University of Kansas)

Discussants: Ronnie Detrich (The Wing Institute) and Nicole Rodriguez (Munroe-Meyer Institute, University of Nebraska Medical Center)

37. Brief Experimental Analysis of Modeling Interventions for Oral Reading Fluency: Results From a Summer Program (PRA; Applied Research) MELISSA COOLONG-CHAFFIN, Michael I. Axelrod, Reese Butterfuss, Arianna Brown, Nicole Fogarty, Hannah Kalmon, and Jordan Simpson (University of Wisconsin-Eau Claire)

38. Using a Prompt Fading Procedure to Teach Self-Questioning to Fifth Graders With Learning Disabilities: Effects on Reading Comprehension (PRA; Applied Research) CHRISTINA A. ROUSE and Sheila R. Alber-Morgan (The Ohio State University), Jennifer Cullen (Ball State University), and Mary Sawyer (The Ohio State University)

39. Effects of Basic Elements to Improve the Rate of Reading of Corrective Readers (PRA; Applied Research) SHEILA HABARAD and Geoff Martin (Morningside Academy)

40. Utilizing Student Performance to Select Appropriate Interventions for Reading Fluency and Comprehension (PRA; Applied Research) LAUREN MCKINLEY (University of Cincinnati)

41. Using a Cover Copy CompAre Study Strategy to Improve Spelling Performance (PRA; Service Delivery) TERYN BRUNI, Heidi Fisher, and Michael D. Hixson (Central Michigan University)

42. The Effect of Colored Overlay Versus No Overlay on Reading Fluency in Individuals With Dyslexia (PRA; Applied Research) TIFFANY FREEZE DENTON and James Nicholson Meindl (University of Memphis)

43. A Gadgeteer Goes to the Classroom: The History of Skinner's Teaching Machines (TPC; Theory) ROGELIO ESCOBAR (Universidad Nacional Autónoma de México) and Kennon Andy Lattal (West Virginia University)

44. A Comparison of a Singular Exemplar Correction Versus a Multiple Exemplar Correction Procedure on the Number of Untaught Arabic Number Textual Responses. (VRB; Applied Research) CAROLINE MARY LOUISE CROSBIE, Timothy Michael Yeager, and Derek Jacob Shanman (Teachers College, Columbia University)

45. Elementary Education in Mexico: Sequenced Conditions Versus Random Conditions (VRB; Applied Research) CHRISTIAN CRUZ, Veronica Luna Hernandez, Alejandro Ceron Martínez, and Leslie Valeria Briseno Zamora (Universidad Nacional Autónoma de México)

46. Teachers as Tutors of a Computerized Program to Teach Reading to Hearing Impaired Children (VRB; Applied Research) JACQUELINE P TENORIO, Raquel Melo Golfeto, and Deisy das Graças De Souza (Universidade Federal de São Carlos)

47. Hawai'i Preschool Positive Engagement Project: Parent Perceptions (CSE; Service Delivery) CARLA T. SCHMIDT, Charlye Ramsey, Jean Johnson, Naomi Romboao, Camille Rockett Rockett, and Matthew Schmidt (University of Hawaii at Manoa)

48. An Evaluation of the Effects of Task Preference on the Value of Choice in Typically Developing Preschool Children (Applied Research) ROCIO CUEVAS, Julie Spengler, Tyler Loy, and Julie A. Ackerlund Brandt (Penn State University, Harrisburg)

50. Using an Incremental Rehearsal Technique to Teach Letter Names to a Typically Developing 3-Year Old (Applied Research) AMANDA L. YURICK (Cleveland State University)

51. A Comparison of the Reinforcing Effectiveness of Different Types of Attention on Skill Acquisition in Typically Developing Preschool Children (Applied Research) VALERIE LACERRA, Brandi Shives, and Julie A. Ackerlund Brandt (Penn State University, Harrisburg)

#205 Poster Session

12:00 pm–2:00 pm

W375a-d (McCormick Place Convention Center)

TBA

Chair: Nicole Luke (Surrey Place Centre)

Discussants: Darlene Crone-Todd (Salem State University) and Mary Hoadley (Parley Services Limited)

52. Training Paraprofessionals in ABA Teaching Methods: Linear Versus Interactive Video Training Components (AUT; Service Delivery) DEVON WHITE, Richard W. Serna, Michelle M. Foran, and Patricia Luki (University of Massachusetts, Lowell) and Charles Hamad (University of Massachusetts Medical School)

53. The Trainer-Training of Pivotal Response Teaching for Students Majoring Pediatrics (AUT; Applied Research) AYUKO KONDO and Jun'ichi Yamamoto (Keio University)

54. The Effects of a Group Training Procedure on Staffs' Performance in Conducting Stimulus Preference Assessments (CSE; Applied Research) SUSAN A. RAPOZA-HOULE and Robert K. Ross (Beacon ABA Services)

55. ABAI Conferences as Learning Environments: CEUs and Associated Publication Rates (CSE; Applied Research) SARAH M. RICHLING (University of Nevada, Reno), John T. Rapp (Auburn University), and Janie Gunther, Vicki Moreno, Natalia Garrido, and Jaimi D'Agostini (University of Nevada, Reno)

56. Impacts on School-Based Functional Behavior Assessments After Training Behavioral Consultants on Experimental Analyses of Behavior (EAB; Service Delivery) MICHAEL SCHEIB (University of Southern Maine); Brenda J. Bassingthwaite, John F. Lee, David P. Wacker, and Todd G. Kopelman (University of Iowa); and Sean D. Casey (The Iowa Department of Education)

58. The Impact of Systematic Training to Conduct Experimental Analyses on Behavior Intervention Plans (EAB; Service Delivery) JOHN F. LEE, Brenda J. Bassingthwaite, and David P. Wacker (University of Iowa); Michael Scheib (University of Southern Maine); Jennifer Kuhle (University of Iowa); and Sean D. Casey (The Iowa Department of Education)

59. A Mobile Arduino-Based Interface for Experimental Control With Android Devices (EAB; Service Delivery) CARLOS ALEXIS PEREZ HERRERA and Rogelio Escobar (Universidad Nacional Autónoma de México)

60. A Further Analysis of the Impact of Pair Discussion During Interteaching (EDC; Applied Research) BEATRIZ ISABELLE D. QUEROL, Joseph Veneziano, and Rocio Rosales (University of Massachusetts Lowell) and James L. Soldner (University of Massachusetts, Boston)

Sunday, May 25

61. Evaluating the Classwide Instructional Fluency Related to Content Instruction in an University Course: Using SAFMEDs Combined With Precision Teaching Measurement Procedures (EDC; Applied Research) EMILY A. JANSEN, Tara J. Lombard, Emily R. Timmer, and William J. Sweeney (University of South Dakota)

62. Peer Interventions for Increased Productivity: The Tortures of Graduate School Completion (EDC; Applied Research) CHELSEA J. WILHITE, Emily Michelle Leeming, Thomas Wade Brown, and Daniel Reimer (University of Nevada, Reno)

#206 Poster Session

12:00 pm–2:00 pm

W375a-d (McCormick Place Convention Center)

DEV

Chair: Jonathan Baker (Southern Illinois University)

Discussants: Kathleen Fairchild (Rehabilitation Institute Southern Illinois University) and R. Douglas Greer (Teachers College, Columbia University)

63. The Effects of a Face Conditioning Procedure on Inducing Listener Behavior and Observing Responses in Children With Autism (AUT; Applied Research) Suzzanna Javed, Gabrielle Sweeney, and MARIA GARCIA (Teachers College, Columbia University)

64. The Effects of Auditory Match to Sample on Echoics for Children diagnosed With Autism. (AUT; Applied Research) Suzzanna Javed and YOUNGBIN KIM (Teachers College, Columbia University)

65. Establishing the Behavioral Function of Video Game Addiction-Revised: Utilization of the Video Game Functional Assessment (VGFA-R) (CBM; Applied Research) FRANK D. BUONO and Matthew E. Sprong (Southern Illinois University) and James Bordieri (Southern Illinois University, Carbondale)

66. Participants in Bullying and the Resource Control Theory (EAB; Applied Research) ANA DEL R. CERVANTES- HERRERA and Francisco J. Pedroza-Cabrera (Universidad Autónoma de Aguascalientes)

67. Observation of Social Interaction in Bullying Adolescents (EAB; Applied Research) ANA DEL R. CERVANTES-HERRERA and Francisco J. Pedroza-Cabrera (Universidad Autónoma de Aguascalientes)

68. An Evolutionary-Behavioral-Developmental Theory of Stage Development Based on Knowledge of Tool Usage (EDC; Basic Research) SAGUN GIRI (Dare Association, Inc.), Michael Lamport Commons (Harvard Medical School), and William Joseph Harrigan (Harvard University)

69. Literature Review of Stimulus Equivalence Research In Infants (EDC; Theory) CHRISTIANA ALMEIDA GONCALVES MEIRA, Grazielle Thomasinho de Aguiar, and MariaStella C. Alcantara-Gil (Universidade Federal de São Carlos)

70. Stability of Preschoolers' Preference for Edible and Leisure Items (EDC; Applied Research) ISAAC NZUKI, Marcella Hangen, Kelley L. Harrison, and Courtney Moore (University of Kansas); Brian D. Greer (University of Nebraska Medical Center); and Pamela L. Neidert (University of Kansas)

71. Validity of Indirect Versus Direct Preference Assessment Methods in Early Education Classrooms (EDC; Applied Research) KELLEY L. HARRISON, Courtney Moore, and Pamela L. Neidert (University of Kansas)

72. The Effects of Gardening Activities on Preschoolers' Choices for Fruits and Vegetables (EDC; Applied Research) COURTNEY MOORE, Kyle Dorsey, Kelley L. Harrison, and Pamela L. Neidert (University of Kansas)

73. A Component Analysis of Commonly Used Toilet-Training Procedures (EDC; Applied Research) COURTNEY MOORE (University of Kansas), Brian D. Greer (University of Nebraska Medical Center), and Pamela L. Neidert (University of Kansas)

74. An Affordance Analysis of an Arm Reaching Task With Younger and Older Adults (Basic Research) ANGEL JIMENEZ, Felipe Cabrera, and Pablo Covarrubias (Universidad de Guadalajara)

75. On the Additive Effects of Differential Reinforcement on Underwear Use During Toilet Training (Applied Research) BRIAN D. GREER (Munroe-Meyer Institute, University of Nebraska Medical Center) and Pamela L. Neidert (University of Kansas)

76. Using Habit Reversal to Decrease Filled Pauses and Nervous Habits in Public Speaking (Applied Research) CAROLYN MANCUSO and Raymond G. Miltenberger (University of South Florida)

77. “Smiling” as a Reinforcer for Face-Looking Behavior: Automated Reinforcement Using Eye-Tracking Device (Applied Research) SOICHIRO MATSUDA and Takahide Omori (Keio University), Joseph P. McCleery (Pyramid Educational Consultants), and Jun’ichi Yamamoto (Keio University)

78. Matching-to-Sample With Auditory Stimuli as Comparison (PRA; Applied Research) SABRINA OLIVEIRA, Deisy das Graças De Souza, Raquel Melo Golfeto, and Andreia Schmidt (Universidade de São Paulo)

79. Functional Analysis and Intervention for Perseverative Verbal Behavior of an Adult With Traumatic Brain Injury (PRA; Service Delivery) AMY GARCIA and Duane A. Lundervold (University of Central Missouri)

80. Out of Line: Chows, Chicks and Epigenetic Behaviorist (TPC; Theory) RYAN LEE O’DONNELL (Brohavior), Anita Li (Florida Institute of Technology), and Nichole L Davis (Lodestone Academy)

81. Research Examining Infant Moral Choices: Replication and Extension (TPC; Basic Research) TYLER NIGHBOR, Katrina Bettencourt, Audrey Campbell, Brittany Olisar, and Carolynn S. Kohn (University of the Pacific)

82. Verbal Repertoire and Equivalence Performances in Infants. (VRB; Basic Research) CHRISTIANA ALMEIDA GONCALVES MEIRA, Lara Rosa Cobucci, and MariaStella C. Alcantara-Gil (Universidade Federal de São Carlos)

83. Using Stimulus Equivalence to Teach Face and Relationship Recognition to Older Adults With Dementia (VRB; Applied Research) JELISA SCOTT, Sarah A. Lechago, Taylor Sweatt, and Tarah Bowser (University of Houston-Clear Lake)

#207 Poster Session

12:00 pm–2:00 pm

W375a-d (McCormick Place Convention Center)

VRB

Chair: Barbara Esch (Esch Behavior Consultants, Inc.)

Discussants: Tiffany Kodak (University of Oregon), Lee Mason (University of Texas at San Antonio), and Genae Hall (Behavior Analysis Center for Autism)

84. Mands for Information Using ‘How’ Under EO-Absent and EO-Present Conditions (Applied Research) CRYSTAL N. BOWEN and M. Alice Shillingsburg (Marcus Autism Center)

85. Contriving Motivation to Request Information: Which and Who (Applied Research) BRITTANY LEE, Cassandra M. Gayman, Addie F. Andrus Findley, Crystal N. Bowen, Ari Mazer, Bethany Talmadge, and M. Alice Shillingsburg (Marcus Autism Center)

86. Increasing the Mand Repertoire of Children With Autism Through the Use of an Interrupted Chain Procedure (AUT; Service Delivery) KRISTIN M. ALBERT, Vincent Joseph Carbone, Danielle D. Murray, Margaret Murdoch Hagerty, and Emily Sweeney Kerwin (Carbone Clinic)

87. Teaching Two Individuals With Developmental Disabilities to Mand for Multiple Items by Contriving Establishing Operations (DDA; Applied Research) AMARIE CARNETT, Hannah Waddington, Jeffrey S. Sigafos, and Michelle Stevens (Victoria University of Wellington)

88. Effects of PECS Phase III Application Training on Independent Mands in Young Children With Autism (AUT; Applied Research) JESSICA LOVE (University of Nevada, Las Vegas); Peggy Schaefer Whitby (University of Arkansas); and Susan Miller, Tom Pierce, and Catherine Lyons (University of Nevada, Las Vegas)

- 89. Teaching a Requesting and Social Communication Sequence to Three Children With Autism Spectrum Disorder Using Systematic Instruction and an iPad-Based Speech-Generating Device** (AUT; Applied Research) HANNAH WADDINGTON, Amarie Carnett, and Jeffrey S. Sigafos (Victoria University of Wellington)
- 90. Replacing Generalized Non-word Mand and Whine With One Word Specific Mand** (Basic Research) DRESDEN GOODWIN (Autism Behavior Network), Kerin Ann Weingarten (University of Wisconsin-Milwaukee), and Stephanie King (Autism Behavior Network)
- 91. Using an Auditory Conditioned Reinforcer to Increase the Complexity of Mand**s (AUT; Applied Research) MELISSA ENGASSER and Sarah Cohen (The Bedrock Clinic & Research Center)
- 92. Choosing an Alternative Communication Mode for a Preschool Aged Child With Apraxia** (DDA; Applied Research) AMANDA STANSELL, Jennifer Neyman, and Thomas Ford McLaughlin (Gonzaga University) and Sarah Mortensen (Spokane Public Schools)
- 93. The Effects of Methylphenidate on Manding** (BPH; Applied Research) ADAM BRESSLER, Kelly Alexandra Benhart, Jonathan Seaver, and Jason C. Bourret (New England Center for Children)
- 94. The Effects of Daily Tact Instruction on the Emission of Pure Mand**s and Tacts (AUT; Basic Research) Nicole Piechowicz (Hawthorne Country Day School) and KILEY LYNN COLE (Hawthorne Foundation)
- 95. Enhancing Tact Capabilities by Increasing “Wh” Questions in an Individual With High-functioning Autism** (AUT; Service Delivery) SHAWN PATRICK QUIGLEY, Jamie Hirsh, Jennifer Freeman, Kris Bodine, and Jessica E. Frieder (Western Michigan University)
- 96. Teaching Children With Social-Communication Delays to Label Actions Using Videos** (AUT; Applied Research) COLLIN SHEPLEY (Oconee County Schools) and Justin Lane and Sally Berezna Shepley (University of Georgia)
- 97. Matrix Training to Teach Expressive Labeling of Noun-Verb Combinations** (Applied Research) SARAH WYMER, Sarah Frampton, Cassandra M. Gayman, and M. Alice Shillingsburg (Marcus Autism Center)
- 98. Assessing Recombinative Generalization Following Matrix Training for Two-Step Receptive Instructions** (Applied Research) BETHANY JORDAHL, Sarah Frampton, Sarah Wymer, and M. Alice Shillingsburg (Marcus Autism Center)
- 99. Implementing a Lag Schedule of Reinforcement to Increase Intraverbal Responding for a Student With Autism: Answering “What Did You Do At Group Today?” With Variable Responses** (TBA; Applied Research) MELISSA FAGAN and Kendra McDonald (The Aurora School)
- 100. Acquisition of Intraverbal Responses: Verbal Prompt Versus Verbal Prompt Paired With American Sign Language** (AUT; Applied Research) RENEE MARIE TERRASI, Kurtis Shrewsbury, and Daniel Zink (Peace by Piece)
- 101. Tiered Narrative Intervention With Preschoolers: An Efficacy and Implementation Study** (EDC; Applied Research) SARAH WEDDLE (Northern Arizona University), Mandana Kajian (Building Blocs), and Levi Zitting and Trina Spencer (Northern Arizona University)
- 102. Teaching Pronoun Use To A Participant With English as a Second Language** (AUT; Applied Research) NICOLE SULLIVAN, Lindsay K. Prause, Erin Ullmann, and Kimberly Borgmann-Hayes (Bancroft)
- 103. Teaching Complex Grammatical Structures to Individual With Autism Spectrum Disorder and Severe Speech Delays** (AUT; Applied Research) MICHAEL SCHEIB (University of Southern Maine), Erin Conley (Woodfords Family Services), and Lindsay Payeur (Providence Service Corporation of Maine)
- 104. The Effects of a Conditioning Faces Procedure to Increase Observing Skills Among Individuals With Language Delays** (AUT; Applied Research) Matthew C. Howarth, CATHERINE E. POPE, and Kerry Udo (Verbal Behavior Associates)

105. The Effects of a Stimulus-Stimulus Pairing Procedure on the Acquisition of Conditioned Reinforcement for Attending to Faces in Children With Language and Developmental Delays (AUT; Applied Research) Matthew C. Howarth, KERRY UDO, and Catherine E. Pope (Verbal Behavior Associates)

#208 Poster Session

12:00 pm–2:00 pm

W375a-d (McCormick Place Convention Center)

DDA

Chair: Andrew Gardner (Northern Arizona University)

Discussant: Rishi Chelminski (Services for the Underserved) and David Donnelly (University of Rochester)

106. Using Applied Behavior Analysis and Smart Technology for Meeting the Health Needs of Individuals With Intellectual Disabilities (CBM; Service Delivery) LINDA K. HAYMES, Keith Storey, Ana Maldonado, and Michal Post (Touro University California) and Joyce Montgomery (Vallejo City Unified School District)

107. Assessing Visual Observation of Distress for Individuals With Intellectual and Developmental Disabilities (CBM; Applied Research) DANIEL CLARK, Griffin Rooker, Jennifer R. Zarcone, and Louis P. Hagopian (Kennedy Krieger Institute)

108. Effects of Extinction for Aggression and Elopement and Differential Reinforcement for Work Completion in a Sheltered Workshop (CSE; Applied Research) ZACHARY VARGO and Stephen Ray Flora (Youngstown State University)

109. Visual Scanning, Reaction Time, and Heart Rate: Indicators of Perceptual Deficits in Low Reading Ability Children (DEV; Basic Research) David Wayne Mitchell, NONAH M. OLESEN, Kirsty M. Kulhanek, Carrie Melia, and Bret T. Eschman (Missouri State University) and Keith M. Gora (Bemidji State University)

110. Teaching the Activity of Daily Living Skill of Table Setting to Individuals With Developmental Disabilities With the Instructional Method of Discrete Trial Teaching Using a Multiple Baseline Design (EAB; Applied Research) RENEE PILI (Hawthorne Foundation)

111. Functional Assessment of Problem Behavior Occurring During Transitions Between Activities (EAB; Applied Research) CLELIA GARANCE DELTOUR, William H. Ahearn, and Stacy Cohen (New England Center for Children)

112. Preparing Children With Multiple Disabilities to Take a Hearing Test: A Technology-Transfer Project (EAB; Applied Research) CAROL CUMMINGS (University of Kansas), Yusuke Hayashi (Penn State University, Hazleton), and Kathryn Saunders and Dean C. Williams (University of Kansas)

113. Increasing Child Compliance With Essential Routine Procedures: Acquisition and Generalization (EDC; Applied Research) KELLEY L. HARRISON, Kimberley Zonneveld, Kristin Miller, Courtney Moore, and Pamela L. Neidert (University of Kansas)

114. The Effects of Multiple Exemplar Instruction of the Induction of the Naming Capability: Determining Whether Naming can be Induced Prior to Mastery of All Response Topographies (EDC; Applied Research) SUSAN BUTTIGIEG and Lamis Baowaidan (Teachers College, Columbia University) and Ellen Henighan, Jessica Alverio, and Exodia Mack (Fred S. Keller School)

115. Effects of Noncontingent Reinforcement Within a Comprehensive Treatment Package to Reduce Physical Disruption During Work Tasks (EDC; Applied Research) JORDAN LILL and Julie McKibben (Urbandale Community School District), Sean D. Casey (The Iowa Department of Education), and Jennifer Gilmore (Heartland Area Education Agency)

116. Effects of Pressure Vest on Behavioral/Physiological Measures of a Child With Developmental Disability (EDC; Applied Research) MELINDA SNODGRASS, Mary Pietrowicz, Karrie Karahalios, Jennifer Kim, Mindy Borden, Laura DeThorne, Mariana Aparicio Betancourt, and James Halle (University of Illinois at Urbana-Champaign)

Sunday, May 25

117. Using Video Modeling to Train Staff to Conduct Task Analyses and Use Prompts Appropriately (EDC; Service Delivery) ALISON LAUBE (AdvoServ)

118. Segment-Unit Reading With MTS Procedure for the Students With Intellectual Disabilities (EDC; Applied Research) MIKIMASA OMORI and Jun'ichi Yamamoto (Keio University)

119. Training Parents From Distance via Internet Technology: A Pilot Study (EDC; Applied Research) HEDDA MEADAN, Melinda Snodgrass, Lori Meyer, Moon Chung, Kimberly Wolowiec-Fisher, and James Halle (University of Illinois at Urbana-Champaign)

120. Teaching Sexuality to Young Adults With Developmental Differences (EDC; Applied Research) JULIE LAROSA (University of Rochester)

121. An Assessment of Treatment Options Used to Decrease Packing Behavior During Meal Time (PRA; Applied Research) CHRISTOPHER MAYMON and Carrie S. W. Borrero (Kennedy Krieger Institute)

122. Correspondence Between Teacher-Conducted Trial-Based Functional Analyses and Traditional Functional Analyses With High-School Aged Students (TBA; Applied Research) CASEY CLAY (Utah State University), Sarah E. Bloom (University of South Florida), and Tashina Meeker and Heather Weese (Utah State University)

123. Alternate Means of Functional Assessment for Sexually Inappropriate Behavior (TPC; Applied Research) MIRANDA DEPOY and Sorah Stein (Partnership for Behavior Change)

#209 Poster Session

12:00 pm–2:00 pm

W375a-d (McCormick Place Convention Center)

AUT

Chair: Greg Hanley (Western New England University)

Discussants: Greg Hanley (Western New England University), Terry Falcomata (University of Texas at Austin), Deborah Hatton (University of Manitoba), Julian Leslie (University of Ulster), and Catherine Martinez (Florida Institute of Technology)

124. Increasing Food Acceptance in the School Setting for Children With Autism Spectrum Disorder Using High Probability Requests Sequences (Applied Research) MARISSA CONGDON (California State University, San Bernardino)

125. Comparing the Effectiveness and Efficiency of Error Correction Procedures (Applied Research) SAMANTHA MOBERG, Tiffany Kodak, Vincent E. Campbell, Tom Cariveau, Traci Elaine Ruppert, Kristin Rush, and Eva Kurtz-Nelson (University of Oregon)

126. Effects of Automatic Reinforcement on Basic Receptive Discriminations in Children Within Autism (Applied Research) HEGE AARLIE (Norway ABA), Kristine Berg Titlestad (Bergen Kommune), and Sigmund Eldevik (Oslo and Akershus University College of Applied Sciences)

127. Evaluating Single-Operant and Paired-Stimulus Free-Operant Reinforcer Assessments for Social Stimuli (Applied Research) ANDRESSA SLEIMAN, Anibal Gutierrez Jr., and Jessica Weber (Florida International University)

128. Training a Parent to Teach Their Child Three Qualitatively Different Skills Using Behavioral Skills Training (Applied Research) LEIGH COOPER, Emily Nickerson, Kyle Roberts, Jessica Seeman, and Julie Fisher (New York Center for Autism Charter School)

129. Assessment of Staff Affect on the Challenging Behavior of a Student With Autism (Applied Research) MATTHEW L. EDELSTEIN, Rebecca Schulman, Kyung Mo Nam, and Kimberly Soman (Rutgers University)

130. Evaluation of an Abolishing Operation Manipulation During Activity Transitions (Applied Research) WILLIAM SULLIVAN, Brian K. Martens, Joseph E. Underberg, Stephanie J. Long, and Michael Patrick Mullane (Syracuse University)

- 131. Assessment and Treatment of Rumination Displayed by a 10-Year-Old Male Diagnosed With Autism** (Applied Research) JESSICA MOLLOY (Arizona Centers for Comprehensive Education and Life Skills), Rebecca Wiskirchen (Western Michigan University), and Michelle Reed (Arizona ABA)
- 132. A Brief Assessment to Predict Multiple-Schedule and Response-Restriction Performance During Functional Communication Training** (Applied Research) DANIEL R. MITTEER, Wayne W. Fisher, and Brian D. Greer (Munroe-Meyer Institute, University of Nebraska Medical Center)
- 133. Treatment of High-Risk Elopement Across Clinic, Home, and School Settings** (Applied Research) TIMOTHY EDWARD GRAY and Jaclyn Brande (Kennedy Krieger Institute), Melissa F. Pohl (Calvert County Public Schools), and Huna Yim and Theodosia R. Paclawskyj (Kennedy Krieger Institute)
- 134. A Review of Hand and Object Mouthing Interventions for Young Children With Autism Spectrum Disorder** (Service Delivery) HAILEY ORMAND (University of Texas at Austin)
- 135. Efficacy of an Early Intervention Program for Children With Autism: Evaluation of Initial Outcomes** (Service Delivery) LAURYN M. TOBY (Kennedy Krieger Institute)
- 136. Effects of Fluency Training on Textual Responding to Words on Reading Comprehension in Children With Autism** (VRB; Applied Research) KI SOON HONG, Hyeim Kim, Eunhee Paik, Hye-Suk Lee Park, Youngmo Yang, Sukhee Kim, and Hyejin Shin (Kongju National University) and Sungbong Lee (Baekseok University)
- 137. Effects of Echoic Training on Listener Training and the Emergence of Speaker Relations** (VRB; Basic Research) PAULO AUGUSTO COSTA CHEREGUINI, Gardenia de Oliveira Barbosa, Nassim Chamel Elias, and A. Celso Goyos (Universidade Federal de São Carlos)
- 138. Use of a Pause Procedure to Teach Appropriate Echoic Responding Following the Instruction, "Say"** (VRB; Applied Research) MEGAN ASHLEY LEVESQUE, Nicole M. Rodriguez, and Jessica Niemeier (Munroe-Meyer Institute, University of Nebraska Medical Center)
- 139. Increasing Vocal Manding Through Assessment and Training Procedures** (VRB; Applied Research) KARI J. ADOLF, Amber R. Paden, Megan Ashley Levesque, and Wayne W. Fisher (Munroe-Meyer Institute, University of Nebraska Medical Center)
- 140. Using a Chaining Prompt Within Matrix Training to Evaluate Acquisition and Recombinative Generalization of Tacting Two-Digit Numbers** (VRB; Applied Research) ANDREA CLEMENTS (Munroe-Meyer Institute, University of Nebraska Medical Center), Tamara L. Pawich (The Scott Center for Autism Treatment, Florida Institute of Technology), and Wayne W. Fisher and Jennifer Felber (Munroe-Meyer Institute, University of Nebraska Medical Center)
- 141. Using an Alternate Approach to Toilet Train Students With Autism in Public School: A Replication of Wilson's Generic Habit-Training** (DDA; Applied Research) KATHLEEN MCCABE-ODRI, Lauren DeGrazia, Jennifer Cornely, Nicole M. Rzemysk, and Nicole Pease (Partners in Learning, Inc.)
- 142. Parent Training of Nail Cutting of a Phobic Child With Autism** (DDA; Applied Research) KARA REAGON (Reagon Behavioral Consulting)
- 143. Using a Post-reinforcement Expanded Language Model to Increase Language Production in Children With Autism** (DDA; Applied Research) LACIE BEATON and Robert K. Ross (Beacon ABA Services, Inc.)
- 144. Effect of a Lag Schedule of Positive Reinforcement on Sharing Toys by a Boy With Autism** (DDA; Applied Research) BRYANT C. SILBAUGH and Terry S. Falcomata (University of Texas at Austin)
- 145. Assessment of Motor and Vocal Imitation** (DEV; Applied Research) ELAINE ESPANOLA and Anibal Gutierrez Jr. (Florida International University)
- 146. Anxiety Presentation and Assessment in Nonhuman Primates: Implications for Autism Spectrum Disorder** (AAB; Basic Research) HEATHER GONZALES and Mark O'Reilly (University of Texas at Austin); Russell Lang (Texas State University); Jeffrey S. Sigafos (Victoria University of Wellington); Giulio Lancioni (University of Bari); and Michelle Kuhn, Laura Rojeski, and Deanna Longino (University of Texas at Austin)

- 147. Emotion Regulation in Autism Spectrum Disorder: A Review of the Current Literature and Future Directions** (CBM; Theory) KENDRA THOMSON, Lisa Chan, and Jonathan Weiss (York University)
- 148. The Effects of Free and Restricted Access to Stereotypy on Subsequent Teaching Sessions of a Child With Autism** (DDA; Applied Research) MEGAN VOSTERS, Jeffrey H. Tiger, and Marshall L. Dermer (University of Wisconsin-Milwaukee)
- 149. Parent-Implemented Behavioral Interventions for Stereotypy: Some Long-Term Effects** (DDA; Service Delivery) Marc J. Lanovaz (Université de Montréal); John T. Rapp (Auburn University); and MALENA ARGUMEDES, Isabella Maciw, Catherine Dorion, and Émilie Prigent-Pelletier (Université de Montréal)
- 150. Evaluation of Matched Stimulation in the Treatment of Self-Injury: Matching by Type and Location** (DDA; Applied Research) JILLIAN E. MCCANCE, Caitlin Shea Peplinski, and Jeffrey H. Tiger (University of Wisconsin-Milwaukee)
- 151. Assessment and Treatment of Chronic Rumination Emitted by a Young Boy With Autism** (DDA; Applied Research) JULYSE MIGAN-GANDONOU, Yanerys Leon, Janice Coronel, Melissa Almario, and Genevieve Macia (Florida International University)
- 152. An Evaluation of Sensory Breaks With and Without Differential Reinforcement to Reduce Stereotypy in an Applied Setting** (DDA; Applied Research) KAITLIN BALKA and Sara L. Kuperstein (The Ivymount School)
- 153. Identifying and Assessing Treatment Stimuli for the Treatment of Stereotypy** (Applied Research) ANALISE A. HERRERA-MINTEER (St. Cloud State University), John T. Rapp (Auburn University), Stephanie Sheridan (Applied Behavior Consultants, Inc.), Michelle L. Anderson (Florida Institute of Technology), and Sarah Hardison (Advanced Behavioral Concepts)
- 154. Function-Based Behavior Intervention for Children With Autism Spectrum Disorders in Japan: A Pilot Study** (Service Delivery) KOHEI TOGASHI (private practice) and Sakurako Sherry Tanaka (Multicultural Alliance of Behavior Analysts)
- 155. Using Differential Reinforcement to Replace Problem Behavior** (Applied Research) ALICE M. WALKUP (Florida Institute of Technology)
- 156. Differential Reinforcement of Other Behaviour for the Reduction of Severe Nail Biting** (Applied Research) LOUISE HEFFERNAN and Danielle Lyons (Irish Centre of Behavioural Support and Research)
- 157. Functional Analysis and Treatment of Noncontextual and Idiosyncratic Speech for a Child With Autism Spectrum Disorder** (Applied Research) ASHLEY MACKALL, Emily Huber Callahan, and Erin Bland (Virginia Institute of Autism)
- 158. A Comparison of Staff Training Procedures Using Teacher Performance and Rate Accuracy and Teacher Performance and Rate Accuracy Paired With Video** (DDA; Applied Research) Matthew C. Howarth and GRETCHEN S. GRUNDON (Verbal Behavior Associates)
- 159. The Effects of a Peer-Mediated Intervention on Social Competence of Children With ASD** (EDC; Applied Research) JOSE MARTINEZ (University of Florida), Maureen Conroy, Brittany Werch, Kaycee Reese, and Kathryn Marsh (University of Florida)
- 160. The Effects of a Self-Management System, I-Connect, on Escape-Motivated Behavior of a Secondary Student With Autism in a High School Classroom** (EDC; Applied Research) LACHELLE CLEMONS and Linda G. Garrison-Kane (Missouri State University), Howard P. Wills (Juniper Gardens Children's Project), and Ben A. Mason (University of Kansas)
- 161. The Effects of a Stimulus-Stimulus Pairing Procedure on the Acquisition of Conditioned Reinforcement for Observing Book Stimuli in Children With Autism** (EDC; Applied Research) Matthew C. Howarth, MATTHEW CARBONE, and Gretchen S. Grundon (Verbal Behavior Associates)
- 162. Teaching Games to Young Children With Autism Using Video Modeling and Restricted Interests** (EDC; Applied Research) SUNHWA JUNG (Otterbein University) and Diane M. Sainato (The Ohio State University)

163. An Analysis of the Effects of Antecedent Exercise on Maladaptive Behaviors (Applied Research)
DIANE MELICK and Laura Cwynar (The Aurora School)

164. Comparing the Effectiveness of Social Stories and Video Modelling on Social Skills (EDC; Applied Research) CEYDA TURHAN (Uludag University) and Sezgin Vuran (Anadolu University)

165. The Effects of iPad Based Video Modelling for Teaching Self-Care Skills to a Child With Autism Spectrum Disorders (EDC; Applied Research) Esin Pektaş and ELIF TEKİN-İFTAR (Anadolu University)

166. Utilizing a Curriculum-Based Measurement Model of Assessment and Progress-Monitoring for Supplemental Class-Wide Academic Interventions in an Autism Support Program. (EDC; Applied Research) SANDRA F. KOKOLIS and Philip L. Concors (ABC Consultants at Rowan University)

167. A Peer-Mediated Social Interaction Intervention for Toddlers With Autism (EDC; Applied Research) ROBYN MATSUMOTO (Applied Behavior Consultants, Inc.)

168. A Comparison of Different Error-Correction Procedures on Skill Acquisition During Discrete Trial Instruction (EDC; Applied Research) Regina A. Carroll, BRAD JOACHIM, Claire C. St. Peter, and Nicole Robinson (West Virginia University)

169. How Can Video Modeling Be Used to Increase Independence and Decrease Prompt Dependency in Students With Autism? (EDC; Applied Research) JILL SCIONTI (Eden II The Genesis School)

170. Video Self-Modeling as an Intervention to Increase the Social Skills of a Child With Autism (EDC; Applied Research) LAUREN SANTALY and Mary Ellen McDonald (Hofstra University)

#210 Invited Presenter

2:00 pm–2:50 pm

W375e (McCormick Place Convention Center)

AUT; Applied Research

PSY/BACB CE Offered. CE Instructor: Jessica L. Sassi, Ph.D.

Best Practices in Autism Treatment: The Importance of the Analysis in Applied Behavior Analysis

Chair: Jessica L. Sassi (New England Center for Children)

WILLIAM H. AHEARN (New England Center for Children)



William H. Ahearn, Ph.D. and BCBA-D, joined The New England Center for Children (NECC) in August 1996, and currently serves as NECC as the director of research. He is also an adjunct faculty member for Western New England University's master's and doctoral programs in applied behavior analysis. Currently, Dr. Ahearn serves as the president of the Board of Directors for the Association of Professional Behavior Analysts. Formerly, he served as president of the Berkshire Association for Behavior Analysis and Therapy. He was named the 2009 American Psychological Association—Division 25 awardee for Enduring Contributions to Applied Behavioral Research. Dr. Ahearn's research interests include social skills

in children with autism, verbal behavior, assessment and treatment of stereotypy, severe problem behavior, and pediatric feeding difficulties. He also is interested in resistance to change, behavioral economics, and conditioned reinforcement. His work has been published in the *Journal of Applied Behavior Analysis*, *Journal of the Experimental Analysis of Behavior*, *Behavioral Interventions*, *Behavior Modification*, *The Lancet*, *Journal of Autism and Developmental Disorders* and he has written book chapters on teaching children with autism and pediatric feeding problems in children with autism. He is currently the editor-in-chief for *Behavioral Interventions* and is on the editorial boards for the *Journal of Applied Behavior Analysis*, *The Analysis of Verbal Behavior*, and *The Behavior Analyst*.

Abstract: Applied behavior analysis is a best practice approach to providing educational and clinical services to children with autism spectrum disorders; however, applied behavior analysis consists of individually tailoring interventions to meet the educational and clinical goals of each child. This is a complex task for a clinician but if a systematic approach that involves regular review of progress through data analysis is

utilized, best practices may become apparent. This presentation will discuss systematic evaluations of teaching procedures conducted with students receiving educational instruction in a school for children with ASDs. Procedures evaluated include response prompting and prompt fading techniques for establishing behavior chains; video modeling for establishing play skills; and, remediation strategies implemented when students do not acquire educational objectives. The discussion of remediation procedures will focus on increasing response opportunities and evaluating differential reinforcement for prompt dependency. How to incorporate simple research questions into everyday practice also will be described.

#211 Symposium

2:00 pm–2:50 pm

W175a (McCormick Place Convention Center)

BPH/CBM; Applied Research

BACB CE Offered. CE Instructor: Anthony DeFulio, Ph.D.

We Must Be Doing Something Right: The Achievements and Bright Future of Contingency Management

Chair: Anthony DeFulio (Johns Hopkins University School of Medicine)

Discussant: Jesse Dallery (University of Florida)

A Brief History of Contingency Management in the Treatment of Drug Addiction

ANTHONY DEFULIO and Kenneth Silverman (Johns Hopkins University)

The Dissemination and Expansion of Contingency Management

LEONARDO F. ANDRADE and Nancy M. Petry (University of Connecticut School of Medicine)

#212 Symposium

2:00 pm–2:50 pm

W179b (McCormick Place Convention Center)

CBM/TPC; Theory

Music and the Behavior of the Listener: Theoretical Propositions and Future Research Directions.

Chair: David R. Perkins (University of Louisiana at Lafayette)

The Effects of Emotional Avoidance on Complex Human Experience: Developing Empirical Strategies

BRENTON ABADIE and David R. Perkins (University of Louisiana at Lafayette)

The Psychological Experience of Music: Tool for Emotional Avoidance or Facilitator of Psychological Flexibility? Yes!

SKYLAR FUSILIER, David R. Perkins, and Brenton Abadie (University of Louisiana at Lafayette)

Lyrical Content and Psychophysical Aspects of Music: A Discussion of Various Research Strategies

JANNA M BOURQUE, David R. Perkins, and Brenton Abadie (University of Louisiana at Lafayette)

#213 Symposium

2:00 pm–2:50 pm

W186 (McCormick Place Convention Center)

DDA/PRA; Applied Research

BACB CE Offered. CE Instructor: Griffin Rooker, Ph.D.

Procedural Modifications to Increase the Accuracy and Efficiency of Functional Analysis

Chair: Griffin Rooker (Kennedy Krieger Institute)

Within-Subject Comparison of Single and Multiple Topography Functional Analysis Outcomes

GRIFFIN ROOKER and Louis P. Hagopian (Kennedy Krieger Institute), Heather Jennett (Little Leaves Behavioral Services), Kevin J. Schlichenmeyer (E. K. Shriver Center, University of Massachusetts Medical School), Eileen M. Roscoe (New England Center for Children), and Iser Guillermo DeLeon (Kennedy Krieger Institute)

Identifying Potential Positive Reinforcement Contingencies During the Functional Analysis Escape Condition

KEVIN J. SCHLICHENMEYER (E. K. Shriver Center, University of Massachusetts Medical School), Griffin Rooker (Kennedy Krieger Institute), Eileen M. Roscoe and Jason M Keeler (New England Center for Children), and William V. Dube (E.K. Shriver Center, University of Massachusetts Medical School)

Evaluation of an Abbreviated Functional Analysis and Treatment Assessment

BRAD ASSENZIO and Eileen M. Roscoe (New England Center for Children)

#214 Symposium

2:00 pm–2:50 pm

W187ab (McCormick Place Convention Center)

DDA; Applied Research

Investigation of Interventions Targeting and Utilizing Repetitive Behaviors and Interests Among Individuals With Developmental Disabilities

Chair: Tara Wagner (Baylor University)

Interventions for the Treatment of Echolalia With Individuals With ASD: A Systematic Review

ERICA STRICKLAND, Leslie Neely, and Stephanie Gerow (Texas A&M University)

Effects of a Perseverative Interest-Based Token Economy on Challenging and On-Task Behavior of a 7-Year-Old Boy With Autism

TRACY RAULSTON (University of Oregon), Amarie Carnett (Victoria University of Wellington), Russell Lang and Allyson Lee (Texas State University), Amy Tostanoski (Vanderbilt University), Jeffrey S. Sigafoos (Victoria University of Wellington), and Wendy A. Machalicek (University of Oregon)

Comparisons of Treatments to Reduce Vocal Stereotypy in Children With Developmental Disabilities

KELSEY HENRY, Tonya Nichole Davis, Kally Amos, Rachel Scalzo, Emily Gregori, Sarah Turchan, Tamara Zoch, and Tara Wagner (Baylor University)

#215 Symposium

2:00 pm–2:50 pm

W187c (McCormick Place Convention Center)

DDA/AUT; Applied Research

BACB CE Offered. CE Instructor: Tina Sidener, Ph.D.

Recent Research on Maximizing Effects of Reinforcement and Maintenance Procedures

Chair: Tina Sidener (Caldwell College)

A Comparison of Reinforcement Delivery Methods to Teach Identity Matching

SARAH DICKMAN, M. Alice Shillingsburg, Cassandra M. Gayman, Sarah Wymer, and Emily Napier (Marcus Autism Center)

Response Patterns During Token Schedules of Reinforcement With Adolescents Diagnosed With Autism

KATHRYN ROSE GLODOWSKI and Jason C. Bourret (New England Center for Children), Joshua Jackson (University of Wisconsin-Madison), and Julie M. Stine and Jonathan Seaver (New England Center for Children)

Enhancing and Assessing Maintenance of Treatment Effects in Behavioral Interventions: A Review of the Literature

ERIN RICHARD WHITE (Alpine Learning Group), Tina Sidener and Kenneth F. Reeve (Caldwell College), Bridget A. Taylor (Alpine Learning Group), and Jason C. Vladescu (Caldwell College)

#216 Symposium

2:00 pm–2:50 pm

W195 (McCormick Place Convention Center)

EDC/PRA; Applied Research

Influences of Group Contingency Interventions on Disruptive Behavior in the Classroom Setting

Chair: Dacia McCoy (University of Cincinnati)

Sunday, May 25

Combining Group Contingency Components to Increase Effectiveness in Decreasing Disruptive Behaviors and Increasing Engagement

ASHLEY SHIER (University of Nebraska Medical Center)

Influence of Self-Monitoring on an Interdependent Group Contingency for Students With Emotional Disturbance

HILARY B. DENUENE, Dacia McCoy, and Renee Hawkins (University of Cincinnati)

Evaluating the Effects of Tootling on Disruptive and Appropriate Behaviors in Elementary School Children

ABIGAIL LAMBERT (University of Nebraska Medical Center's Munroe Meyer Institute) and Daniel H. Tingstrom and Brad A. Dufrene (University of Southern Mississippi)

#217 Symposium

2:00 pm–2:50 pm

W196a (McCormick Place Convention Center)

EDC/TBA; Applied Research

BACB CE Offered. CE Instructor: Gabriel Schnerch, MA

Using Self-Instructional Training and Computer-Aided Personalized System of Instruction to Facilitate Knowledge Translation to Direct-Service Providers

Chair: Gabriel Schnerch (University of Manitoba)

Teaching Individuals to Conduct Preference Assessment Using Computer-Aided Personalized System of Instruction

LINDSAY WISHNOWSKI (University of Manitoba) and Dickie C. T. Yu (St. Amant Research Centre)

Effects of a Self-Instructional Manual, Computer-Aided Personalized System of Instruction, and Video Demonstration on Declarative and Procedural Knowledge Acquisition of the ABLA

LEI HU and Joseph J. Pear (University of Manitoba)

Knowledge Translation of Discrete-Trials Teaching Using a Self-Instructional Manual and Computer-Aided Personalized System of Instruction

ASHLEY L. BORIS and Katherine M. Kenyon (University of Manitoba), Toby L. Martin (St. Amant Research Centre), Joseph J. Pear (University of Manitoba), and Dickie C. T. Yu (St. Amant Research Centre)

#218 Symposium

2:00 pm–2:50 pm

W192c (McCormick Place Convention Center)

OBM/DDA; Applied Research

Minimize Training, Maximize Performance: Research on Low-Cost Ways to Train Staff in Residential Settings

Chair: Sarah Prochak (The Chicago School of Professional Psychology)

Discussant: John W. Eshleman (The Chicago School of Professional Psychology)

Effects of a Tactile Prompt and Performance Feedback on Increasing Positive Interactions Between Clients and Staff in a Residential Setting

SARAH PROCHAK, Jennifer Klapatch, and John W. Eshleman (The Chicago School of Professional Psychology)

Using Checklists to Increase Treatment Integrity of Behavior Program Implementation

Allison Drake (Misericordia) and JENNIFER KLAPATCH and Scott A. Herbst (The Chicago School of Professional Psychology)

#219 Invited Panel

Leadership Seminar

2:00 pm–2:50 pm

W190a (McCormick Place Convention Center)

OBM; Basic Research

Charting a Course for Behavior Analysis: Signposts of Future Directions

Chair: Ramona Houmanfar (University of Nevada, Reno)

JULIE SMITH (Continuous Learning Group)

SIGRID S. GLENN (University of North Texas)

MARK A. MATTAINI (Jane Addams College of Social Work at the University of Illinois at Chicago)



Dr. Julie M. Smith is the co-founder of Continuous Learning Group (CLG), the world's largest behavior-based consultancy. She and her team have devoted the last quarter-century to pioneering the most powerful and practical behavior-centric business management system available today. Working with her global clients, Dr. Smith has created an extensive track record that proves CLG's behavior-centric approach leads to superior strategy execution and dramatic performance improvement. As a world-class business management consultant, Dr. Smith is noted for her astonishing energy and ability to help leaders achieve "mission impossible" while navigating their organizations' inevitable cycles of

challenge and change. Dr. Smith's engaging, motivating style makes her a sought-after speaker to address organizations, professional conferences, and forums on change and global leadership. Incorporating her extensive experience, humor, and real-world examples into her presentations, Dr. Smith brings a masterful clarity to even the most complex issues. She has a gift for taking complex behavior-change methods and making them simple, so leaders at all levels can achieve positive, measurable, and repeatable results while simultaneously improving employee engagement. Dr. Smith lives with her husband, Mickey, in Morgantown, WV, where they enjoy spending time with their family building Heston Farm, which includes Heston Farm Winery, Pinchgut Hollow Distillery, and Foxfire Restaurant. Identified as one of the fastest start-ups in West Virginia, Heston Farm already has won national awards for marketing, packaging, and product quality. In recognition of her visionary entrepreneurship, Dr. Smith was recently inducted into the West Virginia Business Hall of Fame.



Sigrid S. Glenn, regents professor emerita at the University of North Texas (UNT), is a past president of ABAI and was elected as one of ABAI's five founding fellows. Dr. Glenn's published work includes empirical and theoretical articles, as well as books and book chapters, targeting audiences within and outside behavior analysis. Her articles and chapters developing the concept of metacontingenies are used by behavior analysts all over the world in analyzing cultural problems and developing avenues of cultural change. She is widely recognized by behavior analysts as incorporating cultural phenomena in the behavior analytic worldview.

Dr. Glenn was the founding chair of the nation's first Department of Behavior Analysis and the primary author of its master's and bachelor's degree programs. She is a charter certificant of the Behavior Analysis Certification Board and for 10 years she founded and directed UNT's online academic certificate program. Dr. Glenn travels nationally and internationally, lecturing on behavior theory and philosophy as well as cultural processes from a behavior analytic perspective.



Mark Mattaini, DSW, is an associate professor in the Jane Addams College of Social Work at the University of Illinois at Chicago. Editor of the 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, with Bruce Thyer), and more than 80 other publications. Since the mid-1990s, Dr. Mattaini has focused his research and practice on behavioral systems analysis for violence prevention with youth, and analyses of the dynamics of nonviolent struggle. His new book, *Strategic*

Nonviolent Power: The Science of Satyagraha, published by Athabasca University Press and available in open access format online, analyzes potential contributions of behavioral systems science to nonviolent social action and civil resistance supporting justice and human rights. He also is consulting with the American Friends Service Committee on peace building projects.

Abstract: The field of behavior analysis and related disciplines offer much to promote behavioral solutions to socially significant practices. How our discipline is led and becomes more influential is a challenge we can apply our science toward. By drawing upon their pioneering work in behavior science, panelists will provide comments regarding this theme of the Seminar on Leadership and Cultural Change. The seminar is designed to help educational leaders to create new models of stewardship and open opportunities for innovation while adjusting to growing social upheaval, technological advances, and environmental concerns, as well as crises in the global economy, health, education, and environment. It will address how behavior analysis finds common ground with other sciences by investigating the behavior of leaders who influence organizations and society.

#220 Panel Discussion

Student Committee Event

2:00 pm–2:50 pm

W194a (McCormick Place Convention Center)

OTH; Basic Research

Professional Development Series: Navigating the Grant World as a Behavior Analyst

Chair: Shrinidhi Subramaniam (West Virginia University)

TIMOTHY D. HACKENBERG (Reed College)

NANCY A. NEEF (The Ohio State University)

TIMOTHY A. SHAHAN (Utah State University)

#221 Invited Symposium

2:00 pm–2:50 pm

W183a (McCormick Place Convention Center)

PRA

PSY/BACB CE Offered. CE Instructor: Susan Wilczynski, Ph.D.

What Does Evidence-Based Practice Have to do With Applied Behavior Analysis?

Chair: Robert K. Ross (Beacon ABA Services)

Discussant: Susan Wilczynski (Ball State University)

Evidence-Based Practice: A Framework for Professional Problem Solving

TIMOTHY A. SLOCUM (Utah State University)



Dr. Timothy A. Slocum earned his doctorate in special education at the University of Washington in 1991 and has been a faculty member at Utah State University (USU) in the Department of Special Education and Rehabilitation since then. He has been involved in reading instruction and reading research for more than 25 years. He has conducted research on phonological skills, vocabulary, and school-wide implementation of research-based reading instruction, and evidence-based practice. He teaches courses at the undergraduate, master's, and doctoral levels on topics including evidence-based reading instruction, research methods and statistics, advanced topics in behavior analysis, and language. Dr. Slocum

was recognized as 2011 Teacher of the Year by the USU College of Education, and he received the 2011 Fred S. Keller Behavioral Education award from Division 25 of the American Psychological Association.

Abstract: Dr. Slocum will suggest that evidence-based practice of behavior analysis (EBP-BA) be defined as a decision-making process that integrates (1) the best available evidence with (2) clinical expertise and (3) client values and context. This definition corresponds with definitions of EBP in other professions including medicine and psychology, supports the foundational principles of applied behavior analysis, and provides a framework that can be applied to virtually all of one's professional practice as a behavior analyst. In this definition, behavior analysts' practices are understood to encompass all of their professional behavior. It states that behavior analytic practice should be based on the best available evidence. The quality, volume, and relevance of evidence varies greatly across the decisions that behavior analysts make—what is constant is that behavior analysts should seek out and use the best of what is available. This approach to EBP-BA suggests that applied behavior analysis researchers (1) advance best available evidence through primary intervention research; (2) investigate how clinical expertise, client values, and context can be most effectively integrated into professional decision-making; and (3) develop ways to make the best available evidence functionally accessible to practitioners.

What Is Evidence-Based Behavior Analysis?

TRISTRAM SMITH (University of Rochester Medical Center)



Tristram Smith, Ph.D., is a 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 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: Although behavior analysts often say we engage in evidence-based practice, we express differing, sometimes contradictory views on what constitutes "evidence" and "practice." In order to provide useful guidance to consumers, providers, third-party payers, and researchers, we need to be clear on what is or is not a practice and what is or is not suitable evidence. This talk will critique applied behavior analytic interventions that behavior analysts have identified as evidence-based practices. It argues that establishing such practices involves more than analyzing the effects of discrete intervention procedures on behavior; it requires synthesizing findings into a package that is demonstrably usable by independent providers and useful to consumers. Recognizing the need for synthesis offers behavior analysts many promising opportunities to build on our existing research in order to increase the quality and quantity of evidence-based practices.

#222 Invited Presenter

2:00 pm–2:50 pm

W196b (McCormick Place Convention Center)

TBA; Applied Research

BACB CE Offered. CE Instructor: Gabrielle T. Lee, Ph.D.

Development of an Applied Behavior Analysis Program at the National Changhua University of Education in Taiwan

Chair: Gabrielle T. Lee (ABA Services, LLC)

HUA FENG (National Changhua University of Education)



Dr. Hua Feng completed her studies in educational psychology at National Taiwan Normal University and special education at The Ohio State University before assuming a position at National Changhua University of Education. The National Changhua University of Education was instituted in 1971, acquired national status in 1980, and reached university level along with its present name in 1989. It is the premiere university in Taiwan for training teachers. Dr. Feng served as a professor in the Department of Special Education there for nearly 10 years. She then became director of the Graduate Institute of Rehabilitation Counseling and continues to serve as a professor in that program. She trains teachers and conducts research in

assessment and teaching children with autism, teaching social skills for students with emotional/behavioral disorders, complex verbal behavior, a behavioral approach to counseling for disability, intraverbal training and teaching, and development of theory-of-mind testing and teaching strategies.

Abstract: This talk will present a brief history of the Applied Behavior Analysis Program at the National Changhua University of Education (NCUE) in Taiwan. Taiwan has actively promoted applied behavior analysis and its application for more than 10 years. The graduate program, which offers board

certification in behavior analysis, has been approved by the Behavior Analysis Certification Board since 2006. In 2011, a clinical center, which was based on behavior analytic principles, was established. Teachers who are trained in this center have contributed greatly to raising the awareness and profile of applied behavior analysis in academic circles in Taiwan. The students and professors at NCUE have contributed research findings in a number of important areas including verbal behavior, pretend play, joint attention, self-management skills, perspective-taking, and emotional skills training. Staff and students at the clinical center have developed training protocols and comprehensive assessment tools to assist them with the provision of evidence-based instruction for children with autism. Special education and rehabilitation teachers have the opportunity to access in-service training and practicum opportunities through the clinical center. Research findings suggest that these opportunities have had a favorable impact on the education system in Taiwan. Future development plans and proposed research also will be discussed as a part of this talk.

#223 Paper Session

2:00 pm–2:50 pm

W175b (McCormick Place Convention Center)

TPC

Behavior Analysis and Verbal Behavior

Chair: Naftally Israeli (Bar-Ilan University)

The Philosophical Roots of Equivalence (Theory)

NAFTALLY ISRAELI (Bar-Ilan University)

A Science of Verbal Behavior: Visions, Divisions, and Possible Integrations (Theory)

SAM LEIGLAND (Gonzaga University)

#224 Symposium

2:00 pm–2:50 pm

W185d (McCormick Place Convention Center)

VRB/AUT; Applied Research

BACB CE Offered. CE Instructor: Mary Lynch Barbera, Ph.D.

The Role of Verbal Behavior in ABA Intervention Programs

Chair: Mary Lynch Barbera (Barbera Behavior Consulting)

Discussant: Megan Miller (Navigation Behavioral Consulting)

Using the VB-MAPP to Measure the Effectiveness of Verbal Behavior Programming in Toddlers With Autism

MARY LYNCH BARBERA (Barbera Behavior Consulting)

Developing Learner Cooperation With VB Through the Seven Steps to Earning Instructional Control

ROBERT SCHRAMM (Knospe-ABA)

#225 Symposium

2:00 pm–2:50 pm

W185bc (McCormick Place Convention Center)

VRB/EAB; Basic Research

BACB CE Offered. CE Instructor: Jessica L. Seaver, MS

Sources of Control Exerted Over Response-Class Hierarchies and Verbal Behavior

Chair: Jessica L. Seaver (New England Center for Children)

A Comparison of Using a Conditional- Versus Simple-Discrimination Task in Assessing Intraverbal Control

MYCHAL MACHADO and Kevin C. Luczynski (University of Nebraska Medical Center)

An Evaluation of the Effects of an Alternative Response on Resurgence of Terminal Members of a Response-Class Hierarchy

JOSEPH D. DRACOBLY, Claudia L. Dozier, Adam M. Briggs, and Erica Jowett (University of Kansas)

Manipulation of Reinforcement Schedules, Discriminative Stimuli, and Motivating Operations in Producing Mands in Multioperant Environments

JONATHAN SEAVER and Jason C. Bourret (New England Center for Children)

#226 Symposium

2:00 pm–3:50 pm

W190b (McCormick Place Convention Center)

CSE/TPC; Service Delivery

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

Parents, Culture, and Shooters

Chair: Donald K. Pumroy (University of Maryland)

Discussant: Judy G. Blumenthal (Association for Behavior Change)

School Shooters: A Cultural Analysis

W. JOSEPH WYATT (Marshall University)

Learning as the Cause of Behavior

DONALD K. PUMROY (University of Maryland)

A Parenting Class for High School Students

ROGER W. MCINTIRE (University of Maryland, Summit Crossroads Press)

Antecedents to Shooter Behavior

JUDY G. BLUMENTHAL (Association for Behavior Change)

#227 Symposium

2:00 pm–3:50 pm

W192a (McCormick Place Convention Center)

CSE/EAB; Applied Research

Humans and Our Ecosystem: Using Behavior Analysis to Help the Environment and Understand How Our Environment Affects Behavior

Chair: Mary Margaret Sweeney (Utah State University)

Discussant: William L. Heward (The Ohio State University)

The Nature of Self Control: Visual Exposure to Natural Environments Decreases Impulsivity

MEREDITH STEELE BERRY and Mary Margaret Sweeney (Utah State University), Justice Morath (Salt Lake Community College), and Amy Odum and Kerry Jordan (Utah State University)

Behavioral Economic Demand for “Green” Bags Predicts Scores on the New Ecological Paradigm Scale

BRENT KAPLAN and Derek D. Reed (University of Kansas)

Developing a Sustainable Campus Using the Five-Term Metacontingency

CRISS WILHITE, Jonpaul D. Moschella, Mara Brady, Beth Weinman, and Peter Van de Water (California State University, Fresno)

The Cost of Recycling: Effects of Modifying the Operant

SCOTT COHN (Western State Colorado University)

#228 Symposium

2:00 pm–3:50 pm

W181a (McCormick Place Convention Center)

DEV/EDC; Applied Research

BACB CE Offered. CE Instructor: Claudia L. Dozier, Ph.D.

Interventions for Teaching Important Skills to Young, Typically Developing Children

Chair: Claudia L. Dozier (University of Kansas)

Discussant: Jeffrey H. Tiger (University of Wisconsin-Milwaukee)

Sunday, May 25

Massed Versus Distributed Practice for Acquisition of Tacts and Textual Behavior With Typically Developing Children

SHAJI HAQ, Tiffany Kodak, and Isabelle Carrell (University of Oregon)

An Evaluation of the Value and Conditioning of Choice as a Reinforcer for Typically Developing Children

JULIE A. ACKERLUND BRANDT (Penn State University, Harrisburg), Claudia L. Dozier and Jessica Foster (University of Kansas), Courtney Laudont (University of Houston-Clear Lake), and Bretta Rene Mick (University of Kansas)

An Evaluation of Item Preference in Increasing Tolerance to Delays in Typically Developing Children

JESSICA FOSTER and Claudia L. Dozier (University of Kansas), Julie A. Ackerland Brandt (Penn State University Harrisburg), and Steven W. Payne (Melmark)

A Comparative Analysis of Time-Based Versus Contingency-Based Strategies for Teaching Delay Tolerance

MAHSHID GHAEMMAGHAMI, Gregory P. Hanley, and Joshua Jessel (Western New England University)

#229 Symposium

2:00 pm–3:50 pm

W176c (McCormick Place Convention Center)

EAB; Basic Research

Behavioral Variability: Its Fundamental Importance and Relation to Other Phenomena

Chair: Adam H. Doughty (College of Charleston)

Discussant: Federico Sanabria (Arizona State University)

Understanding Behavioral Variability: Effects of Response Spacing and Reinforcement Contingency

ANN GALIZIO and Adam H. Doughty (College of Charleston)

Respondent Variability and Its Possible Relation to Creative Behavior

WILLIAM DAVID STAHLMAN (University of Mary Washington), Matthew Lau (University of California, Los Angeles), and Kenneth J. Leising (Texas Christian University)

Resurgence of Systematic and Random Patterns of Response Sequences

JOSELE ABREU-RODRIGUES and Thaissa Pontes (Universidade de Brasília)

Similarity of Choices under Concurrent and Operant-Variability Schedules of Reinforcement

ALLEN NEURINGER (Reed College) and Greg Jensen (Columbia University)

#230 Symposium

2:00 pm–3:50 pm

W175c (McCormick Place Convention Center)

EAB; Basic Research

BACB CE Offered. CE Instructor: Claire C. St. Peter, Ph.D.

Reducing Maladaptive Behavior During Transitions

Chair: Claire C. St. Peter (West Virginia University)

Discussant: Adam Brewer (Texas Tech University)

The Analysis and Treatment of Problem Behavior Related to Transitions From Rich to Lean Reinforcement

JOSHUA JESSEL, Gregory P. Hanley, and Mahshid Ghaemmaghani (Western New England University)

Things Just Got Worse! Does It Matter Now if They Get Much Better Later?

CHAD M. GALUSKA (College of Charleston) and Robert A. Sauer (Auburn University)

The Effects of Task-Related and Arbitrary Signaling on Aberrant Behavior During Transitions

KATIE HINE and Dean C. Williams (University of Kansas)

Activity Engagement and Challenging Behavior During Rich-to-Lean Transitions

APRAL FOREMAN, Claire C. St. Peter, Michael Kranak, and Katelynn Miller (West Virginia University)

#231 Symposium

2:00 pm–3:50 pm

W176a (McCormick Place Convention Center)

EAB/TPC; Basic Research

The Rat Is Always Right: Why the Experimental Analysis of Behavior Still Matters

Chair: Matthew Lewon (University of Nevada, Reno)

Discussant: Michael Perone (West Virginia University)

Back to Basics: Operants, Respondents, and “Instincts” in the Nature-Nurture System

SUSAN M. SCHNEIDER (University of the Pacific)

Pavlov’s Science Is Still at the Forefront of Methodological and Conceptual Advancement

DANIEL GOTTLIEB (Sweet Briar College)

Where There’s a Will, There’s a Way: Motivation and the Experimental Analysis of Behavior

MATTHEW LEWON and Linda J. Parrott Hayes (University of Nevada, Reno)

Persistently Momentous: Basic Research on Behavioral Momentum

AMY ODUM and Andrew R. Craig (Utah State University) and John A. Nevin (University of New Hampshire)

#232 Symposium

2:00 pm–3:50 pm

W176b (McCormick Place Convention Center)

EAB/OTH; Basic Research

Important Procedural Arrangements in Equivalence Class Formation

Chair: Erik Arntzen (Oslo and Akershus University College of Applied Sciences)

Discussant: Manish Vaidya (University of North Texas)

On the Role of Morphing in Expansion of Equivalence Classes

ERIK ARNTZEN, Hanna Steinunn Steingrimsdottir, and Richard Nartey (Oslo and Akershus University College of Applied Sciences)

The Class Enhancing Effects of Meaningful Stimuli Attributable to Their Discriminative and Conditional Discriminative Properties

LANNY FIELDS (Queens College, City University of New York) and Erik Arntzen (Oslo and Akershus University College of Applied Sciences)

Transformation of Meaning Through Relations of Equivalence and Opposition

JOÃO ALMEIDA, William Ferreira Perez, and Julio C. De Rose (Universidade Federal de São Carlos)

Effects of Positive and Negative Reinforcement on the Acquisition of Conditional Discriminations and Equivalence Class Formation

Paulo Sergio Dillon Soares Filho, Alvaro A. Clavijo Alvarez, and GERSON YUKIO TOMANARI (Universidade de São Paulo)

#233 Symposium

2:00 pm–3:50 pm

W194b (McCormick Place Convention Center)

EDC/DDA; Applied Research

BACB CE Offered. CE Instructor: Andrew L. Samaha, Ph.D.

Application and Investigations of Token Reinforcement Systems

Chair: Andrew L. Samaha (University of South Florida)

Discussant: John C. Borrero (University of Maryland, Baltimore County)

Using Progressive Ratio Schedules to Evaluate Edible, Leisure, and Token Reinforcement

DANIELLE MARIE RUSSELL, Einar T. Ingvarsson, and Jennifer Hagggar (University of North Texas)

Sunday, May 25

Effects of and Preference for Conditions of Token Earn Versus Loss

JEANNE M. DONALDSON (Texas Tech University) and Iser Guillermo DeLeon, Alyssa Fisher, and SungWoo Kahng (Kennedy Krieger Institute)

Increasing Unit Price: A Comparison of Fixed- and Variable-Ratio Token Schedules

MEGAN A. BOYLE (Utah State University) and Andrew L. Samaha and Sarah E. Bloom (University of South Florida)

Incorporating Self-Management Into a School-Based, Tier II Token Economy Intervention

MICHAEL PARRY (University of Oregon) and Cynthia M. Anderson (Appalachian State University)

#234 Symposium

2:00 pm–3:50 pm

W192b (McCormick Place Convention Center)

OBM; Applied Research

A Translational Approach to Investigating Work Performance: From the Lab to the Cubicle

Chair: Amy J. Henley (University of Kansas)

Discussant: Sigurdur Oli Sigurdsson (Florida Institute of Technology)

Should You Order the Feedback Sandwich? Efficacy of and Preference for Feedback Sequence

AMY J. HENLEY and Florence D. DiGennaro Reed (University of Kansas)

Further Analysis of the Sandwich Method of Feedback

MICHAEL FANTETTI (Western New England University), David A. Wilder (Florida Institute of Technology), and Courtney June (Western Michigan University)

Increasing Sale by Managing the Interlocking Contingencies Between Sales Representatives and Customers Using Behavioral Self-Monitoring

TIMOTHY D. LUDWIG and Jason Copeland (Appalachian State University)

Improving Customer Service Telephone Skills With Graphic Feedback and Task Clarification

BRENDAN J. BOEHR, David Kelley, Cindy Schmitt, David A. Wilder, and Sigurdur Oli Sigurdsson (Florida Institute of Technology)

#235 Invited Symposium

2:00 pm–3:50 pm

W178a (McCormick Place Convention Center)

SCI

BACB CE Offered. CE Instructor: Paul L. Soto, Ph.D.

Pursuing a Career in Behavioral Science? You Need Funding!

Chair: Paul L. Soto (Texas Tech University)

Discussant: Suzanne H. Mitchell (Oregon Health & Science University)

Funding Research for Behavioral Solutions

STEVEN R. HURSH (Institutes for Behavior Resources, Inc.)



Dr. Steven Hursh is president and chairman of the Institutes for Behavior Resources, where he directs research and application efforts on human performance and fatigue, behavioral economics, drug abuse, and cooperative team performance. He is also an adjunct professor of behavioral biology in the Department of Psychiatry and Behavioral Sciences at the Johns Hopkins University School of Medicine. Dr. Hursh is the world leader in theory and modeling in the behavioral economics subfield of psychology as defined by the application of economic concepts and metrics to individual and group behavior. In addition, Dr. Hursh is also the technical leader of an effort to model the relationship between sleep deprivation and performance.

His patented biomathematical model, the Sleep, Activity, Fatigue, and Task Effectiveness (SAFTE) Model, and the Fatigue Avoidance Scheduling Tool has been accepted by the U.S. Department of Defense as the

standard warfighter fatigue model; has been validated and calibrated by the Department of Transportation as a fatigue risk management tool; and is currently used by the Federal Railroad Administration, the Federal Aviation Administration, and the Federal Motor Carrier Safety Administration, and major corporations to assess fatigue in transportation and other industries to assess and manage fatigue in operational settings. Dr. Hursh earned his BA in psychology from Wake Forest University and a Ph.D. in experimental psychology from the University of California, San Diego. During his 35 years in research, Dr. Hursh has authored or co-authored more than 80 published articles, book chapters, and technical reports, and served as associate editor of the *Journal of the Experimental Analysis of Behavior*. Dr. Hursh has obtained grants and contracts from numerous sources including the National Space Biomedical Research Institute, NASA, Federal Railroad Administration, Federal Aviation Administration, Federal Motor Carriers Safety Administration, Transport Canada, Army, and Air Force, plus private industry consulting.

Abstract: Funding behavior analysis research through the National Institutes of Health (NIH) can be difficult. The challenge is not just about the shrinking available dollars. The more important difficulty is the NIH emphasis on clinically relevant research and the need to demonstrate that behavioral research will translate into improved treatment for a clinical disorder. Much important behavior research has little to do with clinical disorders but is about understanding the behavior of average people: how they make decisions that affect the economy, the environment, the safety of transportation and industry, and the functioning of communities. Solving behavioral problems in these domains are every bit as important as contributing to health care, so how does such research get funded? In this talk, Dr. Hursh will illustrate several strategies for successful research funding, using his experience as a case study. In particular, nearly all his research has been funded from sources other than NIH. Alternative funding requires a shift from being a behavior analyst to being a problem analyst and applying behavioral solutions.

Preparing Quality Grant Applications: Understanding the Process and the Context

WILLIAM J. MCILVANE (University of Massachusetts Medical School)



Dr. William McIlvane directs a broad research program that addresses a variety of scientific problems relevant to understanding and perhaps correcting behavior deficits of people with neurodevelopmental disabilities. One area of deficit, for example, is in symbolic behaviors involved in communication (speaking, listening, reading, writing, etc.). One focus of his program is development of methods to encourage progressively more rapid learning of symbolic behaviors. Another is to adapt behavioral neuroscience methods—including animal modeling—to further understanding of brain processes involved in symbolic behavior. A second focus of Dr. McIlvane's program is to develop valid nonverbal

neuropsychological testing methods for use with individuals and populations that do not understand verbal instructions. Methods developed in this aspect of his research have been adapted to further understanding of the behavioral profiles associated with disorders such as autism, depression, and neurotoxicant exposure. In addition, Dr. McIlvane's program has a strong research-to-practice emphasis. For example, methods emerging from laboratory research are being used to teach practical skills in regular and special education classrooms in both the United States and in Brazil. Dr. McIlvane has obtained funding from the Eunice Kennedy Shriver National Institute of Child Health and Human Development, the National Institute on Deafness and Other Communication Disorders, the National Institute on Environmental Health Services, the National Institute of Mental Health, the National Center for Research Resources, the Health Resources and Services Administration, and the National Science Foundation. He has been continuously funded since 1985.

Abstract: This presentation will convey perspectives on the process of preparing competitive grant applications for peer review. For more than 30 years, Dr. McIlvane has been writing applications to various federal funding agencies, most of which have been successful. He also has served on dozens of advisory panels that have reviewed grant applications or made recommendations about funding priorities and procedures. In his current position, he serves as principal investigator on five active National Institutes of Health grants. He also mentors colleagues in the process of preparing competitive grant applications. Through his combined experiences, he has come to understand quite a bit about the variables that determine whether or not grant applications are successful. Because he serves in multiple

roles (i.e., principal investigator, reviewer, mentor, and research administrator), he will convey multiple perspectives that may help behavior analysts understand the overall context within which grant applications are successful (or not). Also, he will discuss strategies and tactics for operating research programs within tight budgetary constraints such as those faced currently by researchers nationwide.

NIH Funding Opportunities in Behavioral Research

SUSAN VOLMAN (National Institute on Drug Abuse)



Dr. Susan Volman oversees a program at the National Institute on Drug Abuse that emphasizes a systems neurobiology approach in animal models, including electrophysiological recording of neural activity during drug-related activities; studies of learning and memory systems to elucidate how normal processes of neuronal plasticity contribute to drug addiction; and computational approaches to understanding the effects of drug-induced alterations on neural circuits. Dr. Volman obtained her Ph.D. in neurobiology and behavior from Cornell University in 1985 and was a postdoctoral fellow at the California Institute of Technology. She was a faculty member in the Department of Zoology and a member of the Neuroscience Graduate Studies

Program and the Center for Cognitive Science at The Ohio State University and then served as director of developmental neuroscience at the National Science Foundation before coming to National Institute on Drug Abuse in 1998. Dr. Volman has carried out NIH-funded research in a variety of neuroethological model systems with a common theme of neural circuit re-organization underlying behavioral change in response to injury, natural selection, and during ontogeny. Her most recent research had been on song learning in birds. She has served on the editorial board of *Brain, Behavior, and Evolution* and on the review panel for the behavioral and computational neuroscience programs at the National Science Foundation.

Abstract: Behavioral research is critically important to NIH's mission not only at the NIH institutes that have responsibility for behavioral disorders, but also because behavior has a pervasive effect on most health outcomes. Topics that will be covered in this talk include an overview of NIH-wide initiatives in behavioral research, such as the Science of Behavioral Change and the Basic Behavioral and Social Science Opportunity Network, and the funding priorities in behavioral research of the National Institute on Drug Abuse and other NIH Institutes. Strategies for finding the best home for your research at NIH also will be presented.

Funding Opportunities at the National Science Foundation

DONALD A. HANTULA (Temple University)



Donald Hantula is a visiting scientist and program director for decision, risk, and management sciences at the National Science Foundation, an associate professor of psychology and director of the Decision Laboratory at Temple University, and associate editor of the *Journal of Organizational Behavior Management*. His research includes behavior analysis, behavioral economics, human decision making in dynamic environments, and technological applications. He has previously held positions in occupational health promotion (The Johns Hopkins University School of Medicine), human resource management (King's College), and management information systems (St. Joseph's University), and as a visiting scholar at

the University of Nevada, Reno. His research has appeared in *American Psychologist*, *IEEE Transactions*, the *Journal of Applied Behavior Analysis*, the *Journal of Organizational Behavior Management*, the *Journal of Analytical Psychology*, and *Organizational Behavior and Human Decision Processes*. His most recent book is *Consumer Behavior Analysis: (A) Rational Approach to Consumer Choice* with Victoria Wells.

Abstract: The National Science Foundation funds basic and applied research in many areas of interest to behavior analysts. In general, funded research advances theory and has substantial broader impacts beyond the results of the research itself. This presentation reviews the proposal and review process including the criteria of intellectual merit and broader impact; highlights opportunities in *Decision, Risk & Management Sciences*; and describes three funding mechanisms that may be of special interest: dissertation improvement grants for doctoral students, CAREER grants for early-career behavioral scientists, and research in undergraduate institutions grants for faculty at undergraduate colleges and universities.

#236 Symposium

3:00 pm–3:50 pm

W186 (McCormick Place Convention Center)

AUT/AAB; Applied Research

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

Parameters of Reinforcement Based Procedures in Intervention for Individuals Diagnosed With Autism

Chair: Sandra L. Harris (Rutgers University)

How Effective Is Differential Reinforcement for Individuals Diagnosed With Autism?

ALYNE KUYUMJIAN, Jeremy Andrew Leaf, Justin B. Leaf, Ronald Leaf, Mitchell T. Taubman, John James McEachin, and Aditt Alcalay (Autism Partnership Foundation) and Misty Oppenheim-Leaf (Behavior Therapy and Learning Center)

Formal Preference Assessments Compared to In-the-Moment Analysis of Reinforcers for Increasing Rate of Behaviors

ADITT ALCALAY, Justin B. Leaf, Ronald Leaf, Mitchell T. Taubman, John James McEachin, Kathleen H. Tsuji, Stephanie Bloomfield, and Jeremy Andrew Leaf (Autism Partnership Foundation)

Formal Preference Assessments Compared to In-the-Moment Analysis of Reinforcers for Increasing Expressive Labeling

JUSTIN B. LEAF, Ronald Leaf, Aditt Alcalay, Jeremy Andrew Leaf, John James McEachin, Mitchell T. Taubman, Stephanie Bloomfield, and Kathleen H. Tsuji (Autism Partnership Foundation)

#237 Symposium

3:00 pm–3:50 pm

W184a (McCormick Place Convention Center)

AUT/EDC; Applied Research

BACB CE Offered. CE Instructor: Joel Hundert, Ph.D.

Supporting Children With ASD in General Education Classrooms: Priming, Embedded Instruction, and Social Script Training

Chair: Joel P. Hundert (Behaviour Institute and McMaster University)

The Effect of Social Script Training and Peer Buddies on Generalized Interactive Play

JOEL P. HUNDERT (Behaviour Institute and McMaster University)

Comparison of Embedded Self-Instruction and Teacher-Delivered Embedded Instruction on Classroom Performance of Children With ASD

DONNA C. CHANEY (Behaviour Institute)

The Effect of Priming on the Test-Taking Performance and Class Lesson Participation of Children With ASD in General Education Classrooms

NICOLE WALTON-ALLEN (Behaviour Institute)

#238 Panel Discussion

3:00 pm–3:50 pm

W183c (McCormick Place Convention Center)

AUT; Service Delivery

Beyond Behavior Analysis: Systemic Issues Impacting the Delivery of Community Services for Adults With Autism

Chair: Gloria M. Satriale (Preparing Adolescents and Adults for Life)

PETER F. GERHARDT (JPG Autism Consulting, LLC)

JOANNE GERENSER (Eden II Programs)

GLORIA M. SATORIALE (Preparing Adolescents and Adults for Life)

Sunday, May 25

#239 B. F. Skinner Lecture Series

3:00 pm–3:50 pm

W375e (McCormick Place Convention Center)

BPH; Basic Research

BACB CE Offered. CE Instructor: Jonathan W. Pinkston, Ph.D.

Adolescents and Alcohol: Acute Sensitivities, Enhanced Intake, and Later Consequences

Chair: Jonathan W. Pinkston (University of North Texas)

LINDA P. SPEAR (Binghamton University, State University of New York)



Dr. Linda Spear is a State University of New York distinguished professor in behavioral neuroscience in the Department of Psychology at Binghamton University, State University of New York. She has served as president of the International Behavioral Neuroscience Society, the International Society for Developmental Psychobiology, and the Neurobehavioral Teratology Society. Dr. Spear has been a member of the National Institute on Drug Abuse (NIDA), the National Institute on Alcohol Abuse and Alcoholism (NIAAA), and the National Center for Research Resources review committees, the extramural advisory boards of NIDA and NIAAA, as well as the NIAAA National Advisory Council. With more than 250 research publications,

including a book, *The Behavioral Neuroscience of Adolescence*, she conducts research largely using animal models to characterize neurobehavioral features of adolescence, with a particular focus on sensitivity to and long-term consequences of alcohol use during adolescence. Dr. Spear currently directs the Developmental Exposure Alcohol Research Center and is a member of the consortium on the Neurobiology of Adolescent Drinking in Adulthood—both NIAAA-funded initiatives. She was the 2005 recipient of the Keller Award, an award given annually by NIAAA to “an outstanding alcohol researcher who has made significant and long-term contributions” to the study of alcohol abuse and alcoholism, and in 2012 received the Henri Begleiter Excellence in Research Award from the Research Society on Alcoholism as well as the Elsevier Distinguished Lecture Award given by the Neurobehavioral Teratology Society.

Abstract: Adolescence is a conserved developmental period characterized by ontogenetic alterations in brain and behavior that often bear notable similarities across species, including increases in peer-directed social behaviors, risk-taking, as well as elevated per occasion use of alcohol. Studies using a rodent model of adolescence have shown that, seemingly due in part to age differences in brain function and in expression of acute tolerance, adolescents are more resistant than are adults to alcohol effects that normally serve as cues to moderate drinking, while conversely showing greater sensitivity to ethanol-induced social stimulation. To the extent that these findings in laboratory animals are relevant to human adolescents, this developmental blending of enhanced/attenuated ethanol sensitivities may encourage relatively high levels of consumption, particularly among adolescents who are otherwise at risk for especially elevated alcohol intake because of genetic or environmentally associated alterations in ethanol sensitivities. Such elevated ethanol exposures may lead to adverse consequences among at-risk adolescents that may persist into adulthood. Indeed, our findings to date have revealed certain long-lasting consequences of repeated exposure to ethanol during adolescence that are replicable, specific, and dependent on timing of the ethanol exposure, with early adolescence being perhaps an especially vulnerable period, and comparable exposures in adulthood generally not inducing similar effects.

#240 Paper Session

3:00 pm–3:50 pm

W179b (McCormick Place Convention Center)

CBM

Behavioral Assessment and Treatment of Problem Behavior in Children

Chair: Jennifer S. Kazmerski (East Carolina University)

An Evaluation of Deferred Time-out to Treat Attention-Maintained Noncompliance (Applied Research)

JENNIFER S. KAZMERSKI, Jessica Buzenski, and Ryan Ford (East Carolina University)

Using Sensorimotor Play as a Setting Event for the Rapid Acquisition of Core Socio-communicative Behaviors in Five Children With Autism (Service Delivery)

MALLORY SMITH and Gia Vazquez Ortega (Blossom Center for Children)

#241 Invited Presenter

3:00 pm–3:50 pm

W183a (McCormick Place Convention Center)

DDA; Applied Research

BACB CE Offered. CE Instructor: Anjali Barretto, Ph.D.

Mitigating the Risks Associated With Treatment of Pediatric Feeding Disorders

Chair: Anjali Barretto (Gonzaga University)

CATHLEEN C. PIAZZA (Munroe-Meyer Institute, University of Nebraska Medical Center)



Dr. Cathleen Piazza received her doctorate degree from Tulane University in New Orleans, LA. She completed her predoctoral internship and a postdoctoral fellowship at the Kennedy Krieger Institute and the Johns Hopkins University School of Medicine in Baltimore, MD. After her training, Dr. Piazza continued as a faculty member at the Kennedy Krieger Institute and Johns Hopkins University School of Medicine, where she served as the director of the Severe Behavior Unit, the chief psychologist of the Neurobehavioral Unit, and the director of the Pediatric Behavioral Sleep Clinic. In 1996, Dr. Piazza became the director of training for the Department of Behavioral Psychology. In 1997, she became the director

of the Pediatric Feeding Disorders Program. In 1999, the Kennedy Krieger and Marcus Institutes became affiliates, and Dr. Piazza moved to Atlanta, GA, to initiate the Pediatric Feeding Disorders Program at the Marcus Institute. She also served as the director of training for the Marcus Institute. Dr. Piazza is a former editor, former book editor, former associate editor, and former board member of the *Journal of Applied Behavior Analysis*. In 2002, the Chron's and Colitis Association named Dr. Piazza a Woman of Distinction. She also was identified as the most productive female researcher and one of the top five researchers in the world in the areas of behavior analysis and behavior therapy in the 1990s. Dr. Piazza has served as a mentor to more than 50 predoctoral interns and postdoctoral fellows who trained at the Kennedy Krieger, Marcus, and Munroe-Meyer institutes. Dr. Piazza currently is the director of the Pediatric Feeding Disorders Program and a professor at the University of Nebraska Medical Center's Munroe-Meyer Institute and Department of Pediatrics. Dr. Piazza has published more than 75 peer-reviewed studies on the assessment and treatment of severe behavior and feeding disorders.

Abstract: Treatments for pediatric feeding disorders based on applied behavior analysis have the most empirical support in the literature, even though the results of several studies have shown that the etiology of pediatric feeding disorders is often complex and multifactorial. Factors that contribute to the etiology of a feeding disorder include medical problems, oral-motor dysfunction, and nutritional and/or caloric deficits. Therefore, it is critical that the behavior analyst seek input from physicians, speech and/or occupational therapists, and dietitians before initiating treatment of a child with a feeding disorder. The first purpose of this presentation is to familiarize the audience with the potential risks associated with treatment of a pediatric feeding disorder. A second purpose is to teach the audience ways to mitigate these risks. A third purpose is to teach the audience why interaction with professionals from other disciplines is important for safe and effective treatment of a child with a feeding disorder.

#242 Invited Presenter

Leadership Seminar

3:00 pm–3:50 pm

W190a (McCormick Place Convention Center)

OBM; Applied Research

PSY/BACB CE Offered. CE Instructor: E. Scott Geller, Ph.D.

Leadership Lessons From Behavioral Science: Bringing the Best Out of Yourself and Others

Chair: Ramona Houmanfar (University of Nevada, Reno)

E. SCOTT GELLER (Virginia Tech University)

Sunday, May 25



E. Scott Geller, alumni distinguished professor at Virginia Polytechnic Institute and State University and senior partner of Safety Performance Solutions, Inc., has authored or co-authored 39 books, 56 book chapters, 38 training manuals, 234 magazine articles, and more than 350 research articles addressing the development and evaluation of behavior-change interventions to improve quality of life. His most recent books are *Actively Caring for People: Cultivating a Culture of Compassion* and *Actively Caring at Your School: How to Make it Happen*. He is a fellow of the American Psychological Association, the Association for Psychological Science, ABAI, and the World Academy of Productivity and Quality

Sciences. He is past editor of the *Journal of Applied Behavior Analysis* (1989-1992), current associate editor of *Environment and Behavior* (since 1982), and current consulting editor for *Behavior and Social Issues*, the *Journal of Organizational Behavior Management*, and the *Journal of Safety Research*. In 2005, Dr. Geller was awarded the Virginia Outstanding Faculty Award by the State Council of Higher Education. He has received Lifetime Achievement Awards from the International Organizational Behavior Management Network and the American Psychological Foundation. At the May 2009 graduation ceremonies at the College of Wooster, his alma mater, Dr. Geller was awarded the honorary degree doctor of humane letters.

Abstract: From dawn to dusk, psychology affects every aspect of our lives. For example, success in educational settings, at the workplace, on the athletic field, and at home is influenced dramatically by interpersonal and intrapersonal leadership. Are teachers facilitating motivation and learning among their students? Do supervisors empower workers to go beyond the call of duty to achieve organizational goals? Do coaches bring the best out of their players by enhancing self-motivation and cultivating interdependent teamwork? Do parents discipline their children so undesirable behaviors are not only eliminated but desirable behaviors and attitudes are promoted? This presentation will offer research-based principles and techniques teachers, coaches, supervisors, and parents can use to instruct and inspire others to perform at optimum levels of effectiveness. This is transformational leadership. Within this context, the vision of an Actively Caring for People Movement will be introduced—large-scale applications of behavioral science and leadership principles to cultivate cultures of compassion worldwide, thereby preventing interpersonal conflict, bullying, and violence.

#243 Symposium

3:00 pm–3:50 pm

W184d (McCormick Place Convention Center)

PRA/EAB; Applied Research

BACB CE Offered. CE Instructor: Sela Ann Sanberg, M.A.

STEP Special Interest Group Symposium 1 of 2: Analysis of Sexual Behavior in Research

Chair: Allison Hoff (The Chicago School of Professional Psychology)

Effects of an Educational Intervention on Adult Participants' Implicit & Explicit Attitudes About Female Sexual Assault Survivors

BRIGID MCCORMICK (Instructional ABA Consultants) and Fawna Stockwell and Diana J. Walker (The Chicago School of Professional Psychology)

Analysis of Prompt Salience and Condom Type on the Number of Condoms Taken in a Gay Bar

NICHOLAS SCHREIBER, Fawna Stockwell, and Diana J. Walker (The Chicago School of Professional Psychology)

Growing a Friendship Between LGBTQ and ABA: A Social Justice Approach to Practice and Research

SELA ANN SANBERG (University of Nebraska Medical Center, California) and Fawna Stockwell and Matt Gibson (The Chicago School of Professional Psychology)

#244 Symposium

3:00 pm–3:50 pm

W185a (McCormick Place Convention Center)

PRA; Service Delivery

BACB CE Offered. CE Instructor: Edward J. Daly III, Ph.D.

Evaluating the Professional Judgment of Behavior Analysts: How Do We Do?

Chair: Edward J. Daly III (University of Nebraska-Lincoln)

Discussant: Keith D. Allen (Munroe-Meyer Institute, University of Nebraska Medical Center)

Factors That Influence Our Professional Judgment: Heuristic Strategies and Cognitive Biases

MAUREEN O'CONNOR and Mackenzie Sommerhalder (University of Nebraska-Lincoln)

A Behavioral Analysis of the Controlling Variables Affecting Professional Judgment

WHITNEY STRONG and Polly Daro (University of Nebraska-Lincoln)

#245 Panel Discussion

3:00 pm–3:50 pm

W193b (McCormick Place Convention Center)

TBA; Service Delivery

International Service Delivery From Both Sides

Chair: Kaitlin McGuire (Global Autism Project)

SHINTA BARASA (Autism Care Indonesia)

MAMY CHAVEZ CUETO (Alcanzando)

MARISSA SALAT (Global Autism Project)

#246 Panel Discussion

3:00 pm–3:50 pm

W175b (McCormick Place Convention Center)

TPC; Theory

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

Those Troublesome Terms

Chair: Guy S. Bruce (Appealing Solutions, LLC)

PHILIP N. HINELINE (Temple University: Emeritus)

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

CHARLES T. MERBITZ (Behavior Development Solutions)

#247 Symposium

3:00 pm–4:50 pm

W183b (McCormick Place Convention Center)

AUT; Applied Research

BACB CE Offered. CE Instructor: Benjamin R. Thomas, MA

Behavioral Innovations: Social Skills Across the Spectrum

Chair: Marjorie H. Charlop (Claremont McKenna College)

Discussant: Debra Malmberg (California State University, Northridge)

Increasing Play Bids and Interactive Play in Children With Autism Spectrum Disorder

Denise Grosberg and VICKI NGUYEN (Claremont Graduate University) and Marjorie H. Charlop (Claremont McKenna College)

Simultaneously Teaching Dyads of Children With Autism Verbal Social Interaction Using Portable Video Modeling

Brenda Miranda and CATELYN GUMAER (Claremont Graduate University) and Marjorie H. Charlop (Claremont McKenna College)

Sunday, May 25

How to Ride a Skateboard: The Child With Autism as a Teacher

BENJAMIN R. THOMAS (Claremont Graduate University), Michael Lafasakis (Hospital Clinic Home Center, Inc.), and Silvana Z. Davila-Thomas (Brooklyn Behavior, Inc.)

An Evaluation of a Comprehensive Group Social Skills Program for Children With High Functioning Autism

Abbey Hye (Scripps College), GERIN GASKIN (Claremont Graduate University), and Marjorie H. Charlop (Claremont McKenna College)

#248 Paper Session

3:00 pm–4:50 pm

W184b (McCormick Place Convention Center)

AUT

Teaching and Refining Adaptive Skills in Individuals With Autism Spectrum Disorders

Chair: Kaitlynn Gokey (Behavior Consultants, Inc.)

Fading a Concurrent Activity During Self-Control Training in Children With Autism (Applied Research)

KAITLYNN GOKEY (Behavior Consultants, Inc.) and David A. Wilder, Aimee Stephens, and David Mathisen (Florida Institute of Technology)

Increasing Choice-Making Skills in Children With Autism With Limited Communications Skills

(Applied Research)

JANET ELIZABETH WHILEY (TreeHouse School)

Teaching Safety Awareness Skills to Both Verbal and Nonverbal Teens With Autism (Service Delivery)

RONALD MORENO, Hoang T. Nguyen, Junelyn Lazo, and Joyce C. Tu (Center for Behavioral Sciences, Inc.)

Decreasing Transition Latency Using iPad Activity Schedules For Students With ASD (Applied Research)

Carmen L. Hall (Fanshawe College) and KIMBERLY MAICH (Brock University)

#249 Symposium

3:00 pm–4:50 pm

W179a (McCormick Place Convention Center)

CBM; Applied Research

BACB CE Offered. CE Instructor: Scott T. Gaynor, Ph.D.

Interpersonal Functioning

Chair: Tracy Protti (University of Louisiana at Lafayette)

Discussant: Scott T. Gaynor (Western Michigan University)

Interpersonal Functioning: Flexible Relating and Loneliness

BRONWYN FREDERICK (University of Louisiana at Lafayette)

When Birds of a Feather Don't Flock Together: Validation of the Body Image and Interpersonal Relationship Survey

EMILY SQUYRES (University of Louisiana at Lafayette), Katie Thibaux (Louisiana Contextual Science Research Group), Jessica Auzenne (University of Louisiana at Lafayette), Glenn M. Callaghan (San Jose State University), and Emily Kennison Sandoz (University of Louisiana at Lafayette)

How Does Your Therapist Grow: Psychological Flexibility and Relationship Skills in the Developing Clinical Behavior Analyst

TRACY PROTTI and Emily Kennison Sandoz (University of Louisiana at Lafayette)

The Shaping Game: Contextual CBT Beyond the Treatment Package

SANDRA GEORGESCU (Chicago School of Professional Psychology)

#250 Symposium

3:00 pm–4:50 pm

W196a (McCormick Place Convention Center)

EDC/AUT; Service Delivery

BACB CE Offered. CE Instructor: Kent Johnson, Ph.D.

Generative Instruction in Classroom Management, for Academic Achievement, and With Both Typical and ASD Children

Chair: Joanne K. Robbins (Morningside Academy)

Discussant: Kent Johnson (Morningside Academy)

Organizational Interventions That Affect Classroom Material Consumption, With Generative Achievement, Self-Management, and Engagement

BRIEN MCGUIRE and Joseph Gleason (Morningside Academy)

Math Problem Solving: Discriminative and Generative Procedures

SHILOH ISBELL, Nicole Erickson, and Marianne Delgado (Morningside Academy)

Implementation of the Morningside Model of Generative Instruction With Students on the Autism Spectrum

ANDREW R. KIETA (Haugland Learning Center)

Creating Classroom Synergy Through a Marriage of Response to Intervention and Precision Teaching

ELIZABETH M. STREET (Central Washington University) and Kent Johnson (Morningside Academy)

#251 Symposium

3:00 pm–4:50 pm

W195 (McCormick Place Convention Center)

EDC/PRA; Applied Research

BACB CE Offered. CE Instructor: Rachel E. Robertson, Ph.D.

Intensive Intervention: Evidence for Bold New Directions in Special Education

Chair: Devin Kearns (Boston University)

Discussant: Joseph H. Wehby (Vanderbilt University)

Putting the “Special” Back in Special Education: Using Data-Based Individualization to Provide Intensive Interventions

REBECCA ZUMETA (American Institutes for Research)

Teachers’ Knowledge and Use of Research-Based Behavior Management Strategies: Implications for Intensive Interventions

TARA MOORE (University of Tennessee, Knoxville), Regina M. Oliver (University of Nebraska-Lincoln), and Joseph H. Wehby (Vanderbilt University)

Intensive, Effective, and Sustainable Behavior Interventions: Can We Prove Skinner Wrong?

RACHEL E. ROBERTSON (University of Pittsburgh)

Enhancing Interventions for Children With Intellectual Disabilities: Adaptation, Intensification, or Individualization?

CHRISTOPHER LEMONS (Vanderbilt University)

#252 Symposium

3:00 pm–4:50 pm

W194a (McCormick Place Convention Center)

OTH/PRA; Applied Research

BACB CE Offered. CE Instructor: Andy Lattal, Ph.D.

Adjustment to Change

Chair: Kennon Andy Lattal (West Virginia University)

Discussant: Cloyd Hyten (Aubrey Daniels International, Inc.)

Adjustment to Rapid and Gradual Schedule Thinning Transitions

STEPHANIE L. KINCAID and Kennon Andy Lattal (West Virginia University)

Schedule Thinning, Reinforcer Density, and Behavior Change

CARA L. PHILLIPS and Louis P. Hagopian (Kennedy Krieger Institute)

The Analysis of Behavior Change

KENNON ANDY LATTAL (West Virginia University)

Some Problems of Organizational Change

AUBREY C. DANIELS (Aubrey Daniels International, Inc.)

Sunday, May 25

#253 Symposium

3:00 pm–4:50 pm

W187c (McCormick Place Convention Center)

PRA/CSE; Applied Research

BACB CE Offered. CE Instructor: Sakurako Sherry Tanaka, Ph.D.

From Children to Elderlies: A Collaborative Translational Approach in Japan—With Participation From the Multicultural Special Interest Group: Multicultural Alliance of Behavior Analysts

Chair: Sakurako Sherry Tanaka (Multicultural Alliance of Behavior Analysts)

Discussant: Jane Yip (Purdue University)

Development of Behavioral Assessment Scale: The Upper-Body Dressing Scale for a Buttoned Shirt

ARISA ENDO (Department of Rehabilitation Medicine, Sakuradai Kojinkai Hospital) and Shotaro Sasaki (Department of Rehabilitation Medicine, St. Marianna University)

The Relation Between Knee Extension Strength and Lower Extremity Behavioral Functions

NAOYUKI CHIBA (Department of Rehabilitation Medicine, Sakuradai Kojinkai Hospital) and Yoshitsugu Onori (Department of Rehabilitation Medicine, St. Marianna University)

Predicting Recovery of Cognitive, Physical, and Behavioral Functions

MAKOTO SUZUKI (Kitasato University)

From Social Skills Training to Behavioral Cusps: Aren't We Just Having Fun?

KOZUE MATSUDA (Children Center) and Sakurako Sherry Tanaka (Multicultural Alliance of Behavior Analysts)

#254 Symposium

3:00 pm–4:50 pm

W185bc (McCormick Place Convention Center)

VRB; Applied Research

BACB CE Offered. CE Instructor: Judah B. Axe, Ph.D.

VB Special Interest Group Student Group Event: Emergent Responding via Direct Training, Conditioned Seeing, and Visual Imagining

Chair: Judah B. Axe (Simmons College)

Discussant: Mark L. Sundberg (Sundberg and Associates)

Evaluating the Efficiency of Listener and Tact Instruction

Caitlin H. Delfs, HANNAH ROBINSON, Sarah Dickman, Lauren Shibley, Sarah Wymer, Amanda Graham, M. Alice Shillingsburg, and Daniel Conine (Marcus Autism Center)

The Relation Between Components of Naming and Conditioned Seeing

DEREK JACOB SHANMAN and R. Douglas Greer (Teachers College, Columbia University)

The Establishment of Tacts From Past Experiences: Conditioned Seeing?

TIMOTHY MICHAEL YEAGER and R. Douglas Greer (Teachers College, Columbia University)

Effects of Visual Imagining and Instruction on the Spelling Performance of Adolescents With Learning Disabilities

ANGELICA A. AGUIRRE and Ruth Anne Rehfeldt (Southern Illinois University)

#255 Symposium

3:00 pm–4:50 pm

W185d (McCormick Place Convention Center)

VRB/AUT; Applied Research

More on the Emergence of Language Learning Capabilities and How to Induce Them in the Educational Settings

Chair: Nirvana Pistoljevic (CABAS and Teachers College, Columbia University)

Discussant: Grant Gautreaux (Nicholls State University)

Effects of Conditioning Voices as Reinforcers for Listener Responses on Rate of Learning, Awareness, and Preferences for Listening to Stories in Children With Autism

NIRVANA PISTOLJEVIC (Teachers College, Columbia University), Eldin Dzanko (EDUS-Education for All), and Lejla Buturovic (Special Education Institute "Mjedenica")

The Importance of Observational Learning and Naming for Success in Mainstream Education

STANISLAVA MAJUSEVIC and Zumreta Jeina (Special Education Institute "Mjedenica") and Admira Kaljanac (EDUS-Education for All)

Let's Learn Together! Teaching New Operants Through Peer-Yoked Contingencies

Fabiola Casarini (Tice Learning Centre) and VANESSA ARTONI (Universita degli Studi di Parma)

Effects of the Paint the Music Now Program on Expanding the Community of Reinforcers of Students With Special Education Needs

JEREMY H. GREENBERG (The Children's Institute of Hong Kong)

#256 Paper Session

4:00 pm–4:20 pm

W175a (McCormick Place Convention Center)

EAB

Comparison of Four Studies That Analyzed the Reader and Writer Behavior of Experimental Articles

Chair: Josue Gonzalez Diaz (University of Guadalajara)

Comparison of Four Studies That Analyzed the Reader and Writer Behavior of Experimental Articles (Basic Research)

Maria Antonia Padilla Vargas and JOSUE GONZALEZ DIAZ (University of Guadalajara)

#257 Symposium

4:00 pm–4:50 pm

W184c (McCormick Place Convention Center)

AUT/EDC; Applied Research

BACB CE Offered. CE Instructor: Julian C. Leslie, Ph.D.

Enhancing Teaching Effectiveness in Intervention Programs

Chair: Julian C. Leslie (University of Ulster)

Discussant: Jennifer Holloway (National University of Ireland, Galway)

A Comparison of Three Variations of the Prompt-Delay Procedure With Trial and Error Teaching or Differential Reinforcement in Match-to-Sample Instruction

SEAN J O'NEILL and Julian C. Leslie (University of Ulster) and Claire E. McDowell (University of Ulster, Coleraine)

Assessing Staff Agreement on Use of Effective Error Correction Procedures Used in Early Intervention Programmes for Children With Autism

CLAIRE E. MCDOWELL (University of Ulster, Coleraine), Shelley Alison Brady (Irish Centre of Behavioural Support and Research), and Julian C. Leslie (University of Ulster)

#258 Symposium

4:00 pm–4:50 pm

W183c (McCormick Place Convention Center)

AUT/DDA; Applied Research

Modifications of Functional Analysis Methodology to Address Idiosyncratic Forms of Socially Mediated Reinforcement

Chair: Amanda Verriden (New England Center for Children)

Assessment and Treatment of Problem Behavior Maintained by Divided Attention

JILL FODSTAD (Indiana University School of Medicine) and Griffin Rooker, Shari M. Pincus, Louis P. Hagopian, and Patricia F. Kurtz (Kennedy Krieger Institute)

The Role of Peer Attention on Problem Behavior for Individuals With Intellectual Disabilities

STEFANIE UPSHAW, Jason C. Bourret, and Kylie Roberts (New England Center for Children)

Response Latency and Response Allocation as Measures of Elopement

MICHELE R. TRAUB and Timothy R. Vollmer (University of Florida)

#259 Symposium

4:00 pm–4:50 pm

W184a (McCormick Place Convention Center)

AUT; Applied Research

BACB CE Offered. CE Instructor: Kate E. Fiske Massey, Ph.D.

Applications of Behavioral Economics in the Assessment and Treatment of Individuals With Autism Spectrum Disorders

Chair: Lara M. Delmolino Gately (Douglass Developmental Disabilities Center, Rutgers University)

Enhancing the Utility of Progressive-Ratio Analyses in Clinical Settings

KATE E. FISKE MASSEY, Robert W. Isenhower, Lauren Alison Pepa, and Robert LaRue (Douglass Developmental Disabilities Center, Rutgers University)

The Effects of Preession Access to Reinforcement on Delay Discounting in Individuals With Autism Spectrum Disorders

ROBERT LARUE, Lauren Alison Pepa, Kimberly Sloman, Kate E. Fiske Massey, Lara M. Delmolino Gately, Shawna Ueyama, Erica Dashow, and Ethan Eisdorfer (Rutgers University)

The Use of Complex Economies to Influence Choice Making in Adolescents and Adults With Autism Spectrum Disorders

CHRISTOPHER MANENTE, Robert LaRue, and Suzanne Wichtel (Rutgers University)

#260 Panel Discussion

4:00 pm–4:50 pm

W190b (McCormick Place Convention Center)

CSE; Theory

BACB CE Offered. CE Instructor: Robin Rumph, Ph.D.

Behavior Analysis and Progressive Social Action: The Legacy of the Past and Strategies for the Future

Chair: Joseph E. Morrow (Applied Behavior Consultants, Inc.)

RICHARD F. RAKOS (Cleveland State University)

MARK A. MATTAINI (Jane Addams College of Social Work at the University of Illinois at Chicago)

ROBIN RUMPH (Texas ABA)

#261 Invited Presenter

4:00 pm–4:50 pm

W183a (McCormick Place Convention Center)

DDA; Applied Research

BACB CE Offered. CE Instructor: Anjali Barretto, Ph.D.

Measuring Organism Variables in our Stimulus-Organism-Response-Consequence Model: Phenotypic Expression of Genetic Disorders and Neuroimaging Data

Chair: Anjali Barretto (Gonzaga University)

DAVID M. RICHMAN (Texas Tech University)



Dr. David Richman is a professor of educational psychology and leadership at Texas Tech University. He received his Ph.D. in school psychology and minor in applied behavior analysis from the University of Iowa, and he completed a research postdoctoral fellowship at the Johns Hopkins University School of Medicine and the Kennedy Krieger Institute. Dr. Richman has previously been on faculty at the University of Kansas School of Medicine, University of Maryland Baltimore County, and the University of Illinois. Dr. Richman's areas of research include assessment and treatment of problem behavior; phenotypic expression of genetic disorders correlated with intellectual disabilities and severe

behavior problems; family resiliency, parenting stress, familial quality of life; and cortical reorganization post-behavior therapy.

Abstract: Many behavior analysts have shown keen interest in how an animal's genetic endowment interacts with environmental variables to evoke and elicit responses and how these responses and associated consequences affect future responses and produce changes in organism variables. Throughout the years, great progress has been made in understanding biobehavioral interactions. However, our progress in understanding these complex interactions could be accelerated if more behavior analysts participated in transdisciplinary research teams that function as "think tanks" to develop studies that answer questions that could not be addressed by single-discipline research. The focus of this talk will be on (1) the potential benefits of incorporating indirect measures of behavior to document patterns of behavior within specific genetic disorders prior to costly large-scale direct observation studies, and (2) how technological advances such as functional magnetic resonance imaging (fMRI) can expand our range of dependent variables to facilitate our understanding of how organism variables interact with environmental variables. Specifically, this talk will describe Dr. Richmond's research on phenotypic expression of Cornelia de Lange Syndrome and Autism Spectrum Disorder that has incorporated parental report or fMRI dependent variables.

#262 Symposium

4:00 pm–4:50 pm

W181a (McCormick Place Convention Center)

DEV/VRB; Basic Research

BACB CE Offered. CE Instructor: R. Douglas Greer, Ph.D.

Controlling Social Learning Contingencies in the Development of Verbal Behavior

Chair: R. Douglas Greer (Teachers College, Columbia University)

The Effects of Pre-teaching the Echoic on Learning Tacts

R. Douglas Greer and LIN DU (Teachers College, Columbia University) and Luis Perez Gonzales (University of Oviedo)

Actions and Names: Observing Responses and Incidental Language Acquisition

CLAIRE S. CAHILL (Fred S. Keller School) and R. Douglas Greer (Teachers College, Columbia University)

Establishment of Social Listener Reinforcement in Fourth Graders With and Without Autism Spectrum Disorder

JO ANN PEREIRA DELGADO, Jennifer Weber, and R. Douglas Greer (Teachers College, Columbia University)

#263 Invited Tutorial

4:00 pm–4:50 pm

W178a (McCormick Place Convention Center)

EAB; Basic Research

PSY/BACB CE Offered. CE Instructor: Mark P. Reilly, Ph.D.

A Tutorial on Delay of Reinforcement

Chair: Mark P. Reilly (Central Michigan University)

A. CHARLES CATANIA (University of Maryland, Baltimore County) and Mark P. Reilly (Central Michigan University)



A. Charles Catania, professor emeritus at University of Maryland, Baltimore County (UMBC), is a past-president of ABAI and Division 25 of the American Psychological Association and has served as editor of the *Journal of the Experimental Analysis of Behavior*. He had the good fortune to start his career in 1954 in Fred Keller's introductory psychology course at Columbia University and later to serve as a teaching assistant in Nat Schoenfeld's experimental psychology sequence. He earned his Ph.D. at Harvard, where he then conducted postdoctoral research in B. F. Skinner's pigeon laboratory. After a stint in psychopharmacology, he moved to the University

Heights Campus of New York University and then to UMBC, where he maintained a pigeon laboratory with Eliot Shimoff, also a Columbia product. Much of their collaborative research was concerned with the behavior engendered and maintained by a variety of reinforcement schedules, with an abiding interest in relating schedule performances to fundamental behavioral processes and to the delay-of-reinforcement gradient in particular. His service as director of an applied behavior analysis master's track at UMBC allowed him to explore relations between basic and applied areas of our field. He remains professionally active and recently completed the fifth edition of his textbook, *Learning*.

Abstract: Delayed reinforcers are ubiquitous effects of operant contingencies. In psychology's early days, they were mostly viewed as impediments to learning: the more time between an act and its consequences, the slower the learning. Technical problems complicated studies of delay gradients (the functions relating rate of responding to delay): For example, can we ignore additional responses occurring between a response and its scheduled delayed reinforcer? When several successive responses are followed by a reinforcer, all are followed by that reinforcer, the most recent with the shortest delay. Peter Dews, recognizing the significance of this observation, showed how it could clarify our understanding of performances maintained by reinforcement schedules and pointed the way to surmounting the technical difficulties in determining delay gradients. This tutorial considers the relevance of that experimental history not only for the foundations of our science, but also for its applications. For example, in a vast array of instructional applications, correction procedures guarantee that correct responses eventually follow errors; those errors, followed after some delay by reinforcers produced by the subsequent corrects, may persist for that reason. Improving our understanding of delayed reinforcers in both basic and applied settings may therefore help us to enhance our instructional practices.

#264 Symposium

4:00 pm–4:50 pm

W194b (McCormick Place Convention Center)

EDC; Applied Research

BACB CE Offered. CE Instructor: Jackie Lansdale, MA

Applications of ABA for Decreasing Problem Behavior of Students in the Classroom

Chair: Sindy Sanchez (University of South Florida)

Evaluating Check-In Check-Out With Peer Tutors

SINDY SANCHEZ and Raymond G. Miltenberger (University of South Florida)

Effects of Response Cards on the Disruptive Behavior of Students

LESLIE SINGER and Kimberly Crosland (University of South Florida)

NCR Versus DRO: Evaluation of Effectiveness and Teacher Preference

JACKIE LANSDALE (Positive Behavior Supports Corp.) and Kimberly Crosland (University of South Florida)

#265 Symposium

4:00 pm–4:50 pm

W192b (McCormick Place Convention Center)

OBM; Applied Research

Preference Assessments in OBM Research

Chair: Byron J. Wine (ABA Technologies)

Improving Hand Hygiene in a Hospital: An Examination of Staff Preferences

REBECCA STERN, Samantha Hardesty, and Lynn G. Bowman (Kennedy Krieger Institute)

An Assessment of Optimal Preference Assessment Intervals Among Employees

DAVID KELLEY (Florida Institute of Technology), Byron J. Wine (ABA Technologies), and David A. Wilder (Florida Institute of Technology)

The Effects of Degree of Choice on the Performance of Employees

BYRON J. WINE (ABA Technologies) and David Kelley (Florida Institute of Technology)

#266 Paper Session

4:00 pm–4:50 pm

W192c (McCormick Place Convention Center)

OBM

Systems-Wide Interventions in OBM

Chair: Peter-Cornelius Dams (Dams and Associates, Inc.)

Scaling Up Positive Behavioral Interventions and Supports: Organization-Wide Adoption in Children's Behavioral Health (Service Delivery)

BARRY L. MCCURDY (Devereux Center for Effective Schools), Tamra Williams (Devereux Institute of Clinical and Professional Training & Research), and Juan Carlos Lopez and Lisa Thomas (Devereux Center for Effective Schools)

Applying Behavioral Systems Analysis to Strategic Planning (Service Delivery)

PETER-CORNELIUS DAMS (Dams and Associates, Inc.)

#267 Symposium

4:00 pm–4:50 pm

W184d (McCormick Place Convention Center)

PRA/OTH; Service Delivery

BACB CE Offered. CE Instructor: Laura Mahlmeister, MS

STEP Special Interest Group Symposium 2 of 2: Clinical Assessment and Treatment of Sexual Behaviors

Chair: Laura Mahlmeister (The Chicago School of Professional Psychology)

The Analysis of "Aberrant" Sexual Behavior in Persons With Disabilities; a Continuation of Sexual Education Research

JESSIE COOPERKLINE and Brigid McCormick (Instructional ABA Consultants)

Effects of a DRA and FCT on Decreasing Inappropriate Sexual Behaviors in an Adult With Autism

ANTHONY RUSSO and Kevin Schneider (LifeSpeed: Behavioral Support Services) and Brigid McCormick (Instructional ABA Consultants)

The Dos and Don'ts of Sex Ed

LORRAINE M. BOLOGNA (Autism Consulting and Therapy), Brigid McCormick (Instructional ABA Consultants), and Allison Hoff (The Chicago School of Professional Psychology)

#268 Symposium

4:00 pm–4:50 pm

W185a (McCormick Place Convention Center)

PRA/CSE; Applied Research

Utilization of Standard Measurement in a Clinical Behavior Therapy: History, Practice, and Training Implications

Chair: W. Larry Williams (University of Nevada, Reno)

An Overview of Standard Celeration Charting and the Advantages of Standard Measurement in Clinical and Training Settings

STUART M. LAW (University of Nevada, Reno)

A Review of Single-Subject Treatments in Clinical Settings, and the Utility of Standard Measurement in Historical and Current Outpatient Practices

BRIAN JAMES FEENEY (Complete Behavior Health, LLC)

Potential Application of Standard Measurement in Functional Analytic Psychotherapy

ALEXANDROS MARAGAKIS (University of Nevada, Reno)

Sunday, May 25

#269 B. F. Skinner Lecture Series

4:00 pm–4:50 pm

W375e (McCormick Place Convention Center)

SCI; Basic Research

BACB CE Offered. CE Instructor: Erin B. Rasmussen, Ph.D.

Not-so-Sweet Revenge—Unintended Consequences of Artificial Sweeteners

Chair: Erin B. Rasmussen (Idaho State University)

SUSIE SWITHERS (Purdue University)



Dr. Susie Swithers is a professor in the Department of Psychological Sciences at Purdue University. Her work examines how learning and experience affect the development of controls of ingestive behavior, using rats as a model system. Her recent studies have used concepts derived from basic Pavlovian conditioning to understand how changing the relationship between food cues and calories might contribute to disruptions in energy balance, as well as how exposure to high fat diets might disrupt basic learning processes that normally contribute to the inhibition of food intake. Dr. Swithers received her bachelor's degree from the University of Virginia and a Ph.D. in behavioral neuroscience from Duke University. She

joined the faculty at Purdue as an assistant professor in 1995 and helped found Purdue's Ingestive Behavior Research Center. She has received awards from the International Society for Developmental Psychobiology and the Academy of Behavioral Medicine Research and recently completed service as the chair of the National Institutes of Health Biobehavioral Regulation, Learning, and Ethology Study Section.

Abstract: One solution that has been proposed to combat the ongoing obesity epidemic has been to replace caloric sugars with artificial sweeteners that provide sweet tastes without providing the associated calories. While such an idea seems to be common sense, scientific data supporting artificial sweeteners as beneficial for weight loss are weak. Further, more recent epidemiological data from long-term studies in a variety of human cohorts have indicated that daily consumption of artificial sweeteners may exacerbate metabolic disturbances like type-2 diabetes, metabolic syndrome, and stroke. One explanation for such a counterintuitive result is that consuming sweet tastes without typical post-ingestive outcomes could interfere with basic learning processes that normally operate to regulate energy balance. Using data from an animal model, work from Dr. Swithers' lab has explored how interfering with predictive relations between tastes and calories may contribute to negative health outcomes. The results suggest that obesity and its attendant co-morbidities are unlikely to be helped by consuming "diet" foods manufactured with sugar substitutes.

#270 Symposium

4:00 pm–4:50 pm

W193a (McCormick Place Convention Center)

TBA/TPC; Theory

BACB CE Offered. CE Instructor: Darlene E. Crone-Todd, Ph.D.

Star Trek Into Behavior: To Go Where No Behavior Analyst Has Gone Before

Chair: John W. Eshleman (The Chicago School of Professional Psychology)

Does Data Have Feelings and Emotions? A Behavioral Analysis of a Star Trek Character

ANDY BONDY (Pyramid Educational Consultants)

Encounters at Datapoints: Behavior Analysis Through Star Trek

DARLENE E. CRONE-TODD (Salem State University)

Star Trek 3: The Search for Standard Celeration Charts

RICHARD M. KUBINA JR. (Penn State University)

#271 Symposium

4:00 pm–4:50 pm

W175b (McCormick Place Convention Center)

TPC/OBM; Applied Research

Behavior Analysis and Human Choice

Chair: Ingunn Sandaker (Oslo and Akershus University College of Applied Sciences)

Discounting of Losses

ELISE FRØLICH FURREBØ (Oslo and Akershus University College of Applied Sciences)

Procrastination: What Is It and Can It Be Reduced in College Students?

LARS INGE HALVORSEN (Oslo and Akershus University College of Applied Sciences)

Historical and Present Joint Scientific Enterprise Between Economics and Behavioral Analysis

INGUNN SANDAKER (Oslo and Akershus University College of Applied Sciences)

#272 Special Event

5:00 pm–5:50 pm

W375e (McCormick Place Convention Center)

OTH

PSY CE Offered. CE Instructor: Michael Perone, Ph.D.

Presidential Scholar Address: Why We Get Fat: Adiposity 101 and the Alternative Hypothesis of Obesity

Chair: Michael Perone (West Virginia University)

GARY TAUBES (Author)



Gary Taubes, author of the bestselling *Good Calories, Bad Calories: Fats, Carbs, and The Controversial Science of Diet and Health* and *Why We Get Fat: And What to Do About It*, is an award-winning science writer and a correspondent for *Science* magazine. The only print journalist to have won three Science in Society Journalism awards, given by the National Association of Science Writers, he has contributed articles to *The Best American Science Writing 2002* and *The Best American Science and Nature Writing 2000* and 2003. Taubes has spent years synthesizing research in every area of science connected with the impact of nutrition on health. His 2002 *New York Times Magazine* cover story, “What If It’s

All a Big Fat Lie?” caused a big stir in the ongoing fat-versus-carbohydrate discussions. In his book, *Good Calories, Bad Calories*, he went on to show that the key to good health is the kind of calories we take in, not the number. In it, he argues that it is refined carbohydrates and sugars that lead to heart disease and diabetes and cause us to gain weight, not fat and cholesterol. Through his research, Taubes shakes our preconceptions about diet and health to the core, and challenges scientific studies that have been misinterpreted and prescribed as advice for the general public for years. He offers instead new ways to eat, live, and think about health, based on the highest caliber of scientific research.

Abstract: Since the 1950s, the conventional wisdom has held that we get fat because we eat too much and move too little. Virtually all research on obesity and its related chronic diseases is predicated on this notion. The problem has always been that doing the opposite—eating less and exercising more—fails almost invariably to cure the problem, suggesting the possibility that our underlying hypothesis is simply incorrect. What’s the alternative? Before World War II, European clinicians argued that obesity was caused by a defect in the regulation of fat tissue metabolism. By the 1960s, it was clear that fat accumulation is fundamentally regulated by the hormone insulin, which in turn is secreted primarily in response to the carbohydrates in our diet. So a reasonable hypothesis is that we get fat not because we consume more calories than we expend, but because the carbohydrates that we eat happen to be uniquely fattening. A simple revision to first principles in our underlying assumption about the causes of weight gain will have profound and far-reaching implications.

Sunday, May 25

#273 Business Meeting

6:00 pm–6:50 pm

W183c (McCormick Place Convention Center)

Sex Therapy and Educational Programming Special Interest Group

Chair: Brigid McCormick (Instructional ABA Consultants)

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 SIG activities occurring both at and outside the ABAI convention, the sharing of relevant research findings, and plans for the next year of SIG activities.

#274 Business Meeting

6:00 pm–6:50 pm

W184c (McCormick Place Convention Center)

Louisiana Behavior Analysis Association

Chair: Melissa Raymond (Milestones Learning Center)

The purpose of this meeting is to provide an update on current issues and activities concerning the state and practice of behavior analysis in Louisiana. The Louisiana Behavior Analysis Association 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 services by professionals sufficiently trained in the discipline of behavior analysis and compliance with relevant ethical standards.

#275 Business Meeting

6:00 pm–6:50 pm

W184a (McCormick Place Convention Center)

Verbal Behavior Special Interest Group

Chair: Judah B. Axe (Simmons College)

The purpose of the Verbal Behavior Special Interest Group (VB SIG) business meeting is to update members on current activities of the SIG, including updates from the treasurer and website coordinator. We will present the awards to the winners of the VB SIG Student Research Competition, the VB SIG Student Grant Competition, and the Jack Michael Award. Finally, we will present the newsletter to all new members.

#276 Business Meeting

6:00 pm–6:50 pm

W179a (McCormick Place Convention Center)

Evidence-Based Practice Special Interest Group

Chair: Susan Wilczynski (Ball State University)

The purpose of the Evidence-Based Practice Special Interest Group (EBP SIG) is to promote socially important behavior by facilitating effective and sustainable practices in real-world settings. Our goal is to maintain a SIG that reflects member input and focuses on a select number of activities that can be completed within the year. We believe EBP serves as an important approach with which behavior analysts should be familiar. The purpose of this annual meeting to review our policies, objectives, and future directions of the SIG. In this meeting, we seek to identify new members who would like to learn about the benefits of participating in the EBP SIG.

#277 Business Meeting

6:00 pm–6:50 pm

W181a (McCormick Place Convention Center)

Global Autism Project

Chair: Molly Ola Pinney (Global Autism Project)

This annual meeting provides information about the Global Autism Project.

#279 Business Meeting

6:00 pm–6:50 pm

W184b (McCormick Place Convention Center)

Introduction to BACB Certification

Chair: Christine L. Ratcliff (BACB)

This meeting will cover important components of the Behavior Analyst Certification Board (BACB), including information on BACB credentials, eligibility requirements, approved course sequences, examination administration, and applying for examination. This meeting is intended for individuals who are planning to become certified.

#280 Business Meeting

6:00 pm–6:50 pm

W176a (McCormick Place Convention Center)

Encyclopedia of Psychology

Chair: William L. Palya (Jacksonville State University)

The *Encyclopedia of Psychology* (psychology.org) has a strong behavior analytic structure and is in the first five hits when “psychology” is entered into a Google search. It is very popular among high school and introductory college students, and receives more than 50,000 hits a day. This meeting is to discuss publication opportunities in the *Encyclopedia of Psychology*. The explicit goal of the *Encyclopedia of Psychology* is the dissemination of behavior analysis and to correct any erroneous psychological worldviews of its readers. Our intent is to provide a very broad range of short articles from a behavior analytic perspective. Articles could be applications (especially novel ones) of behavior analysis, short discussion/analyses of notable figures or perspectives in psychology from a behavior analytic perspective, and various white papers that articulate behavior analytic perspectives. Papers would typically be one to two pages, would include a figure and a short biography and picture of the author. The meeting is open to anyone, is conceptualized as a working group, and hopefully will include additional ideas and strategies from the floor.

#281 Business Meeting

6:00 pm–6:50 pm

W179b (McCormick Place Convention Center)

Experimental Analysis of Human Behavior Special Interest Group

Chair: Eric A. Jacobs (Southern Illinois University, Carbondale)

This will be the business meeting for the Experimental Analysis of Human Behavior Special Interest Group (EAHB-SIG). The mission of the EAHB-SIG is to promote the experimental analysis of behavior with human subjects as a means of addressing important fundamental questions about human problems and human nature. In recent years, the energies of EAHB-SIG members have focused on three continuing projects: (1) The EAHB-SIG Career Award: This award is designed to recognize substantive and sustained contributions to the EAHB literature. The award is presented at the annual convention. (2) The Student Paper Competition: The competition is designed to promote and recognize scholarly activity in the Experimental Analysis of Human Behavior. Students are encouraged to submit original research that has not been reviewed elsewhere. Participants receive high quality reviews from experts in their respective areas of research. (3) *The Experimental Analysis of Human Behavior Bulletin*: The SIG also maintains an online journal (ISSN 1938-7237) for the publication of empirical articles, technical reports, and other types of articles of interest to researchers engaged in the experimental analysis of human behavior.

#282 Business Meeting

6:00 pm–6:50 pm

W176b (McCormick Place Convention Center)

Association for Behavior Analysis International Student Committee

Chair: Zachary H. Morford (University of Nevada, Reno)

The ABAI Student Committee business meeting will be conducted for all student members of ABAI and any other interested parties. The meeting will cover the initiatives, events, and progress made by the ABAI Student Committee this past year leading up to and including the ABAI annual convention. Student representatives and student members will have an opportunity to review the committee's work, ask questions, receive information on student initiatives, and provide potential suggestions or recommendations for the committee to consider in future endeavors.

#283 Business Meeting

6:00 pm–6:50 pm

W176c (McCormick Place Convention Center)

Rehabilitation and Independent Living Special Interest Group

Chair: Chris Persel (Centre for Neuro Skills)

The purpose of the meeting is to review issues of interest affecting individuals with acquired and traumatic brain injuries and related neurological deficits. Treatment for this population is complex and requires the efforts of many therapeutic disciplines including behavior analysis. This group provides an opportunity to network with rehabilitation professionals working in neurorehabilitation programs across the country. Topics such as student programs, research, funding, staff training, sports concussion, community reintegration, and military-related injuries will be discussed. Search "Facebook: ABA Special Interest Group" to connect with this group and join us at the meeting.

#284 Business Meeting

6:00 pm–6:50 pm

W181c (McCormick Place Convention Center)

Health, Sport, and Fitness Special Interest Group

Chair: Jennifer Klapatch (The Chicago School of Professional Psychology)

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 also will 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.

#285 Business Meeting

6:00 pm–6:50 pm

W184d (McCormick Place Convention Center)

Multicultural Alliance of Behavior Analysts

Chair: Sakurako Sherry Tanaka (Multicultural Alliance of Behavior Analysts)

This is the annual business meeting of the Multicultural SIG: Multicultural Alliance of Behavior Analysts.

#286 Business Meeting

6:00 pm–6:50 pm

W187c (McCormick Place Convention Center)

History of Behavior Analysis Special Interest Group

Chair: Edward K. Morris (University of Kansas)

The purpose of the business meeting is to review the SIG's current status, that is, how well it is addressing its purpose, mission, and objectives (e.g., its Listserv) and consider new activities that may further advance them (e.g., a website, SIG symposia, an awards program).

#287 Business Meeting

6:00 pm–6:50 pm

W175b (McCormick Place Convention Center)

Applied Animal Behavior Special Interest Group

Chair: Terri M. Bright (Massachusetts Society for the Prevention of Cruelty to Animals)

The Applied Animal Behavior Special Interest Group (AAB SIG) brings together individuals who specialize in or who 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 to (1) promote

behavior analytic research and the exchange of scientific information in the area of animal behavior; (2) advocate for and promote high standards in the application of methods and techniques of behavior change with animals in applied settings; and (3) support in the application of methods and techniques of behavior change of animals 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.

#288 Business Meeting

6:00 pm–6:50 pm

W181b (McCormick Place Convention Center)

Behaviorists for Social Responsibility and Editorial Board of *Behavior and Social Issues*—Joint Meeting

Chair: Mark A. Mattaini (Jane Addams College of Social Work at the University of Illinois at Chicago)

Behaviorists for Social Responsibility and the editorial board of the journal *Behavior and Social Issues* will meet to review our current status and identify objectives and plans for the coming year for supporting global political liberation; participatory justice; environmental and “wild” justice; sustainable, aesthetically rich lifestyles; human and collective rights; and restorative and participatory justice through behavior analytic and behavioral systems science for practice, advocacy, activism, media outreach, and publication. Extended conversation following the meeting will be encouraged.

#289 Business Meeting

6:00 pm–6:50 pm

W185a (McCormick Place Convention Center)

Organizational Behavior Management Network and *Journal of Organizational Behavior Management*

Chair: Heather M. McGee (Western Michigan University)

This is the annual meeting of the Organizational Behavior Management Network and the *Journal of Organizational Behavior Management* (JOBM). All are invited to attend and discuss topics related to organizational behavior management, the Network, JOBM, and the JOBM editorial process. Additionally, network officers and the JOBM editor will present data summarizing the status and development of the organization and journal.

#290 Business Meeting

6:00 pm–6:50 pm

W182 (McCormick Place Convention Center)

Association for Behavior Analysis International Science Board

Chair: M. Christopher Newland (Auburn University)

Business meeting for the ABAI Science Board.

#291 Business Meeting

6:00 pm–6:50 pm

W185d (McCormick Place Convention Center)

Positive Behavior Support Special Interest Group

Chair: Rose Iovannone (University of South Florida/Florida Mental Health)

Positive behavior support uses behavioral principles to redesign environmental contexts that enhance quality of life while decreasing problem behavior and increasing socially valid replacement behaviors. Behavior analysts involved in positive behavior support operate in various levels including direct child and/or interventionist level to broad systems level (e.g., schools or organizations). The Positive Behavior Support Interest Group provides a forum for behavior analysts to discuss issues relevant to the profession. A business meeting will be held to provide a forum for networking, giving input on the goals and objectives, and developing plans for disseminating accurate information about positive behavior support while promoting its presence at future conferences. All interested people are encouraged to attend this meeting chaired by Rose Iovannone.

#292 Poster Session

7:00 pm–9:00 pm

W375a-d (McCormick Place Convention Center)

EAB

Chair: Federico Sanabria (Arizona State University)

Discussants: Nathan Call (Marcus Autism Center), Melissa Nosik (University of Nevada, Reno), Laura Casey (University of Memphis), and Yors Garcia (Fundacion Universitaria Konrad Lorenz)

1. Responding Under Escalating and Constant Unit Prices: Manipulation of Reinforcement Duration (Basic Research) JAMES ALLEN CHASTAIN, Christopher E. Bullock, and Iser Guillermo DeLeon (Kennedy Krieger Institute)

2. The Behavioral Economics of Effort: The Unspecified Role of the Sub-criterion Response (Basic Research) CHRISTINA M. NORD and Jonathan W. Pinkston (University of North Texas)

3. The Near-Miss Effect in Blackjack: Group Play and Lone Play (VRB; Basic Research) KARL GUNNARSSON (Southern Illinois University, Carbondale) and Seth W. Whiting and Mark R. Dixon (Southern Illinois University)

4. A Functional Exploration of the Near-Miss Effect in Slot-Machine Gambling (Basic Research) JORDAN BELISLE, Rachel Enoch, and Mark R. Dixon (Southern Illinois University)

5. Structural Characteristics and Slot Outcomes Impact Subject Evaluations of Slot Machine Likability (Basic Research) AMY K. LOUKUS (Southern Illinois University, Carbondale) and Mark R. Dixon (Southern Illinois University)

6. The Role of Conditioned Reinforcement in the Near Miss (Basic Research) ROBERT M. SCHIENLE and Patrick M. Ghezzi (University of Nevada, Reno) and Benjamin N. Witts (St. Cloud State University)

7. Persistence of Positive Reinforced Lever Pressing Following Variable Versus Fixed Negative Reinforced Water Maze Escape-Training (TPC; Basic Research) STEPHEN RAY FLORA and Sarah Biviano (Youngstown State University)

8. Probability Affects Choices Involving Negative Reinforcers: Experiment 1, Delay (Basic Research) JENNIFER A. BONOW (Blueprints) and Patrick M. Ghezzi (University of Nevada, Reno)

9. Probability Affects Choices Involving Negative Reinforcers: Experiment 2, Magnitude (Basic Research) Jennifer A. Bonow (Blueprints) and LAUREN JONES and Patrick M. Ghezzi (University of Nevada, Reno)

10. Avoidance Performances of Humans Under Negative Reinforcement With the Reduction of Task-Disturbing Events (Basic Research) DAIKI MISHIMA and Kaname Mochizuki (Teikyo University)

11. Demand Assessment for Quantifying the Value of Negative Reinforcers Using a Progressive Ratio Schedule With a Fixed Positive Reinforcer (Applied Research) MEGAN KLIEBERT, Andrea R. Reavis, and Nathan Call (Marcus Autism Center)

12. Effects of Early Big Wins and Probabilistic Wins on Progressive-Ratio Breakpoints in Rats (Basic Research) CAROLINE WILLIAMS, Christine Logan Chambers, Carolyn Kitts, and Chad M. Galuska (College of Charleston)

13. Resurgence in a Peak-Interval Procedure (Basic Research) MIRARI ELCORO (Armstrong Atlantic State University), Kennon Andy Lattal (West Virginia University), and April H. Graves, Michael J. Choromanski, and Kimberly R. Wise (Armstrong Atlantic State University)

14. Resurgence of Previously Reinforced Lever Pressing During a DRO Challenge (Basic Research) JENNIFER L. HUDNALL, David P. Jarmolowicz, Michael Sofis, Alexandria Darden, and Shea M. Lemley (University of Kansas)

15. Alternative Reinforcement Rates and the Magnitude of Resurgence (AUT; Basic Research) SHUN FUJIMAKI and Takayuki Sakagami (Keio University)

- 16. Repeated Resurgence Across Sessions** (Basic Research) JAMES E. COOK and Kennon Andy Lattal (West Virginia University)
- 17. Resistance to Change in Choice and Non-choice Contexts in Rats** (Basic Research) CALEY N. DOUD and Chad M. Galuska (College of Charleston)
- 18. Behavioral Resistance to Change and Ethanol Effects** (BPH; Basic Research) TALITA CUNHA and Miriam Garcia-Mijares (Universidade de São Paulo)
- 19. Pauses in Multiple Extinction Fixed-Interval Reinforcement Schedules With Fixed Durations of the Extinction Component: Implications for Timing** (TPC; Basic Research) KALLIU CARVALHO COUTO (Oslo and Akershus University College of Applied Sciences), João Claudio Todorov (Universidade de Brasília), and Lucas Couto de Carvalho (Oslo and Akershus University College of Applied Sciences)
- 20. Human Timing: A Comparison of Tree Procedures** (Basic Research) IVÁN BÁRCENAS, Gonzalo Fernandez, Carlos Torres, and Luis Hernando Silva Castillo (Universidad de Guadalajara)
- 21. A Neurocomputational Model of Stimulus Class Formation in Down Syndrome** (DDA; Basic Research) ALVARO TORRES CHAVEZ, Angel Tovar y Romo, and Adriel Ruiz (Universidad Nacional Autónoma de México)
- 22. A Comparison of Match-to-Sample and Respondent Training of the Blocking Effect in Equivalence Classes** (VRB; Basic Research) KRISTOPHER BROWN and Michael C. Clayton (Youngstown State University)
- 23. Equivalence Class Formation Without Explicit Reinforcement of Conditional Discriminations** (VRB; Basic Research) HANNA STEINUNN STEINGRIMSDOTTIR and Erik Arntzen (Oslo and Akershus University College of Applied Sciences)
- 24. The Effects of Experimentally Establishing Meaningful Stimuli on Equivalence-Class Outcomes** (TPC; Basic Research) KATERINA THANOPOULOS, Richard W. Serna, Ankit Patel, and Nicole Martocchio (University of Massachusetts, Lowell) and Lanny Fields (Queens College, City University of New York)
- 25. Effects of Different Emotional Expressions on the Relatedness of Stimuli in Equivalence Classes** (Basic Research) MARIELE CORTEZ and Julio C. De Rose (Universidade Federal de São Carlos)
- 26. Comparing the Effect of Emotions on False Memories Using the Stimulus Equivalence and DRM Paradigms** (Basic Research) NATALIA AGGIO and Julio C. De Rose (Universidade Federal de São Carlos)
- 27. Effects of Stimulus Discriminability on the Emergence of Symmetrical Relations in Adult Humans** (Basic Research) YUSUKE HAYASHI, James G. Modico, and Christopher T. Russo (Penn State University, Hazleton) and Manish Vaidya (University of North Texas)
- 28. Evaluating the Results of a Functional Analysis of Inappropriate Mealtime Behaviors Using a Trial-by-Trial Analysis** (AUT; Applied Research) LAUREN M. WORCESTER and Anjali Barretto (Gonzaga University)
- 29. A Function-Based Intervention for Decreasing Problem Behavior and Facilitating Conditional Requesting** (AUT; Applied Research) MO CHEN, Joe Reichle, and Shelley Kreibich (University of Minnesota)
- 30. Functional and Equivalence Class Formation via Specific Consequences in Children With Autism** (AUT; Basic Research) Eugenia Andrea Lee Santos, KATARINA KATAOKA DIAS, and Romariz Barros (Universidade Federal do Para)
- 31. Transfer of Emotional Meanings to Abstract Stimuli After Simple and Conditional Discrimination Training With Class-Specific Outcome** (Basic Research) MARCELO VITOR SILVEIRA and Julio C. De Rose (Universidade Federal de São Carlos)
- 32. Happy Faces Are More Salient Than Angry Faces in both Equivalence and ERP Experiments** (Basic Research) RENATO BORTOLOTTI, Naiene Pimentel, and Julio C. De Rose (Universidade Federal de São Carlos)

#293 Poster Session

7:00 pm–9:00 pm

W375a-d (McCormick Place Convention Center)

TPC

Chair: Marleen Adema (private practice)

Discussants: David Palmer (Smith College) and Julian Leslie (University of Ulster)

33. Conceptual Analysis of Social Behavior (EAB; Theory) IZABEL CARVALHO (Universidade de Brasília)

34. A Quantitative Analysis of Skinner's Criticisms Against Physiological Explanations of Behavior and His Main Targets (EAB; Theory) DIEGO ZILIO (State University of São Paulo)

35. Lies, Damn Lies, and Statistics: Examining Sports Records With the Standard Celeration Chart (OTH; Theory) ANDREW JOHN HOUVOURAS (Brevard Public Schools), Jess Webbe (Northeast Behavioral Associates), and Rayna Michelle Houvouras (Coastal Behavioral Therapy)

36. Spreading the Good Word of Behavior Analysis (Theory) MARK MALADY and Marc D'Antin (Brohavior)

37. Exploring the Behaviorisms (Theory) MARC D'ANTIN, Mark Malady, Cameron Green, and Ryan Lee O'Donnell (Brohavior) and Scott A. Miller (University of Nebraska Medical Center)

38. An Investigation of Topic and Data Depiction Trends in Articles Published in *The Psychological Record* (1937–2013) (Theory) VANESSA WILLMOTH, Gabby Watkins, Genevieve M. DeBernardis, and Linda J. Parrott Hayes (University of Nevada, Reno)

39. An Investigation of Interbehavioral Prevalence in Articles Published in *The Psychological Record* and *The Mexican Journal of Behavior Analysis* (1978–2013) (Theory) GABBY WATKINS, Vanessa Willmoth, Genevieve M. DeBernardis, and Linda J. Parrott Hayes (University of Nevada, Reno)

40. What is an Organism? (Theory) KIMBERLY G. VAIL and Manish Vaidya (University of North Texas)

41. Behavior Analysis and Religion (CSE; Theory) EVELYN BOATENG (Saint Xavier University)

#294 Poster Session

7:00 pm–9:00 pm

W375a-d (McCormick Place Convention Center)

EDC

Chair: Jessica Bennett (The Ohio State University)

Discussants: Kent Johnson (Morningside Academy) and Kevin Luczynski (Munroe-Meyer Institute, University of Nebraska Medical Center)

42. Effects of Parent Training on Treatment Integrity and Academic Skills (CBM; Applied Research) SARA S. KUPZYK and Mark D. Shriver (Munroe-Meyer Institute, University of Nebraska Medical Center)

43. Preliminary Analysis of a Simple Observational Tool for the Assessment of the Quality of Afterschool Reading Instruction: The Reading Environment Practices Survey (CSE; Applied Research) Samira Kaskel, DAVID REITMAN, and Sheree Tarver (Nova Southeastern University)

44. Incorporating iPad Technology Within Repeated Reading Interventions for Students With Learning Disabilities (DDA; Applied Research) WILLIAM J. SWEENEY and Krislyn J. Carlson (University of South Dakota)

45. Using Constant Time Delay to Teach Braille Word Recognition (DDA; Applied Research) SARAH IVY (Vanderbilt University)

46. Differential Effect of Pre-teaching Content Words on Accuracy in Connected Text for Students With Learning Disabilities and Typical Readers (DDA; Applied Research) Gail Coulter and MICHAEL C. LAMBERT (Western Washington University)

- 47. Efficacy of a Fluency-Based Training on Reading Performance in Students With Dyslexia** (DDA; Applied Research) SARA ANDOLFI (TICE Learning Centre), Iris Pelizzoni (University of Parma), Eleonora Villani (TICE Learning Centre), and Francesca Cavallini (University of Parma)
- 48. Ludic Contingencies as Enhancement to Reading Teaching Procedure** (EAB; Basic Research) DEISY DAS GRAÇAS DE SOUZA and Leonardo Brandão Marques (Universidade Federal de São Carlos)
- 49. The Effects of Token Economy on Rate of Correct Responses: Evaluating Math Performance in Students With Behavior Disorders** (EAB; Applied Research) UZMA MANZOOR and John W. Eshleman (The Chicago School of Professional Psychology)
- 50. Some Effects of Large and Small Numerosities Over the Discrimination of Quantities in Elementary Students** (EAB; Basic Research) ALESSANDRA CAMPANINI MENDES, Rogério Crevelenti Fioraneli, and João S. Carmo (Universidade Federal de São Carlos)
- 51. Effects of Response Cards Versus Hand-Raising During Smart Board Activities on Response Accuracy of Elementary Students With Language Impairments** (Applied Research) Kenda E. Smith and SARA C. BICARD (Auburn University at Montgomery)
- 52. Using Functional Analysis to Identify Effective Interspersal Ratios** (Service Delivery) SCOTT SINGLETON, Hailey Hinkle, Micah Highfill, and Jennifer Hancock (University of Central Oklahoma) and Patty Nuhfer (ABA Oklahoma)
- 53. A Comparison of Regressive and Progressive Prompt-Delay Procedures for Teaching Sight-Words** (Applied Research) MACKENZIE SOMMERHALDER, Polly Daro, Maureen O'Connor, Whitney Strong, and Edward J. Daly III (University of Nebraska-Lincoln)
- 54. A Computer-Based Multiplication Fact Fluency Intervention for High School Students With Emotional Disturbance** (Applied Research) WALLACE LARKIN, Renee Hawkins, and Emily Flowers (University of Cincinnati)
- 55. A Comparison of Two Different Teaching Methodologies in Learning Vocabulary Words—Computer and Flashcards** (Applied Research) JILL HUNT and Michelle Harrington (Judge Rotenberg Educational Center)
- 56. The Effects of Self-Monitoring on Academic Behaviors of 10th Grade Students With Learning Disabilities** (Service Delivery) ANDREA HOWARD and Melanie Schneider (University of Cincinnati)
- 57. The Effects of Multiple Exemplar Training on Emergent Literacy Skills** (Applied Research) BLAKE HANSEN and Mallory Roberts (Brigham Young University)
- 58. Decreasing the Off-Task Behaviors of Reluctant Adolescent Readers During Sustained Silent Reading Through Book Interest and Ability Matching** (Applied Research) NATALIE ALLEN-WILLIAMS, Kristin L. Nelson, Clay Rasmussen, and Melina Alexander (Weber State University) and April Ricks (Jefferson Academy)
- 59. Increasing Math Skills in Primary School Students With the Use of Flashcards Known as SAFMEDS (Say All Fast Minute Everyday Shuffled)** (Applied Research) STACEY HUNTER, J. Carl Hughes, John Parkinson, and Michael Beverley (Bangor University)
- 60. The Addition of a Sounding-Out Step to Cover-Copy-Compare for Spelling** (Service Delivery) HEIDI FISHER, Benjamin Kennert, Teryn Bruni, and Seraphim Mork (Central Michigan University)
- 61. Using Brief Experimental Analysis to Identify Reading Decoding Interventions** (Applied Research) MICHELLE HINZMAN, Barbara A. Pline, Chamoni J. DeLong, Pamela A. Fields, and Doug A. Penno (Keystone Area Education Agency)
- 62. The Effects of Manipulating Problem Completion Rates on Assignment Choice and Preference Consistency** (Applied Research) KILEY J BLISS (Munroe-Meyer Institute, University of Nebraska Medical Center) and Gary L. Cates, Kerry Pecho, and Jessica Fisher (Illinois State University)

#295 Poster Session

7:00 pm–9:00 pm

W375a-d (McCormick Place Convention Center)

TBA

Chair: Grant Gautreaux (Nicholls State University)

Discussants: Deirdre Fitzgerald (University of Saint Joseph) and Betty Williams (Whitworth University)

63. The Use of Invertebrates and Other Animals to Demonstrate Principles of Learning (EDC; Theory) CHRISTOPHER DINGES and Charles I. Abramson (Oklahoma State University)

64. Challenging Behavior Service: Analyzing Training Needs and Priorities for School District Challenging Behavior Consultants (EDC; Service Delivery) JAYME B. MEWS and Brenda J. Bassingthwaite (University of Iowa Children's Hospital) and Sean D. Casey (The Iowa Department of Education)

65. Evaluation of an Online Challenging Behaviour Course for School Staff and Parents. (EDC; Service Delivery) KIRSTEN M. WIRTH (St. Amant Research Centre), Kendra Thomson (York University), and Joseph J. Pear (University of Manitoba)

66. Exploring Perceptions of Doctor of Education Students, Candidates, and Alumni Relative to the Constructs of the Self-Determination Theory: A Case Study Analysis (EDC; Applied Research) JUANESSE JONES (University of West Florida)

67. The Effects of TPRA Observations and Feedback on the Emission of Errorless Instruction by Three Teaching Assistants in a Behavior Analytic Preschool (EDC; Applied Research) SUSAN BUTTIGIEG (Teachers College, Columbia University) and Michelle Cole-Hatchard (Fred S. Keller School)

68. An Operant Learning Story: Teaching Basic Principles of Behavior Analysis (Applied Research) LUCAS COUTO DE CARVALHO (Oslo and Akershus University College of Applied Sciences) and Márcio Borges Moreira (Instituto Walden4)

69. An Evaluation of a Baseline Assessment When Teaching Individuals to Conduct Discrete-Trial Teaching (Applied Research) ALISON COX, Jade Wightman, and Joseph J. Pear (University of Manitoba)

70. Fidelity of Supervision of Field Experience (Group and Individual) (PRA; Applied Research) MARY ANNETTE LITTLE (Lipscomb University), Sally M. Barton-Arwood (Belmont University), and Amber Music (May Center for Autism Spectrum Disorders)

71. Using BST for BCBA Supervision (PRA; Applied Research) AMBER MUSIC and Mary Annette Little (Lipscomb University) and Lynnette White (Nashville Public Schools)

72. Different Subfields, Different Language: Comparisons Between JEAB and JABA (TPC; Theory) JAMES W. DILLER and Kristalyn Salters-Pedneault (Eastern Connecticut State University)

73. Using Fluency Components in Training Staff Discrete Trial Instruction Procedures (DDA; Applied Research) ALISON SZARKO, Melissa Nosik, and Molli Luke (University of Nevada, Reno); Melany Denny (High Sierra Industries); and W. Larry Williams (University of Nevada, Reno)

#296 Poster Session

7:00 pm–9:00 pm

W375a-d (McCormick Place Convention Center)

CSE

Chair: Derek Reed (University of Kansas)

Discussant: Donald Pumroy (University of Maryland) and Zina Eluri (University of Texas-Pan American)

74. Real Advancement Independence Social Skills and Empowerment: An Employment Program for Adults With ASD (AUT; Service Delivery) ANN BEIRNE (Global Autism Project)

75. Increasing Engagement and Indices of Happiness in Adults With Psychological Disorders (CBM; Applied Research) HENRY AU and Chaturi Edrisinha (St. Cloud State University)

76. Evaluation of the Service Offered in the Area of Special Education: A Student Perspective (DDA; Service Delivery) Patricia Plancarte and ORTEGA SILVA PATRICIA (Universidad Nacional Autónoma de México)

77. Classroom Projects to Motivate Student Involvement in Behaviorally Based Community Initiatives (EAB; Applied Research) FORREST TOEGEL, Bryan Yanagita, Elizabeth Kerber, and Carla H. Lagorio (University of Wisconsin-Eau Claire)

78. Effects of Culturally Relevant, Multimedia Integrated Social Skill Instruction With Parent Collaboration (EDC; Basic Research) ALICIA BROPHY (University of North Carolina, Wilmington)

79. Where Cultural Values, Sustainability, and Ethics Collide for the International Behavior Analyst (AUT; Service Delivery) MICHELLE TURAN (University of Windsor), Kathie Shaw (A Balanced Approach), Kate Rice (private practice), and Emily Johnson (Global Autism Project)

80. Reducing Contamination in Paper Recycling Containers: Effects of Visual Prompts and Posted Feedback (Applied Research) GLORIA N. MAILLARD, Richard G. Smith, Einar T. Ingvarsson, Daryl E. Stewart, and Olivia Nielsen (University of North Texas)

81. Some Green Now or More Green Later: Exploring Discounting and Sustainability (Applied Research) JAMIE HIRSH, Mack S. Costello, and R. Wayne Fuqua (Western Michigan University)

82. Comparing the Effects of Specific Prompts and Feedback on Recycling Behavior (Applied Research) LUCINDA LEWIS (The Chicago School of Professional Psychology) and Eric L. Carlson (The Chicago School of Professional Psychology, Los Angeles)

83. Experimental Analysis of Lying Interbehavior (TPC; Applied Research) VERONICA LUNA HERNANDEZ, Christian Cruz, Alejandro Ceron Martinez, and Leslie Valeria Briseno Zamora (Universidad Nacional Autónoma de México)

84. Impact of Parent Involvement in Skill Acquisition and Maintenance in Children With Autism Spectrum Disorder (PRA; Applied Research) SEONG YEON LEE and Inas Ktaech (Aisling Discoveries Child and Family Centre) and Nicole Luke (Surrey Place Centre)

85. Behavioral Overview of Daily Life (TPC; Theory) GONUL KIRCAALI-IFTAR (Anadolu University)

86. Endorsement of Free Will by Professors in the Humanities and Bench Sciences (TPC; Applied Research) RICHARD F. RAKOS (Cleveland State University) and Zachary Clayborne Dietrich (Georgia Southern University)

87. Hierarchy of Aggregate Products in Brazil's Law of Guidelines and Bases of the National Education (EAB; Theory) IZABEL CARVALHO and João Claudio Todorov (Universidade de Brasília)

#297 Poster Session

7:00 pm–9:00 pm

W375a-d (McCormick Place Convention Center)
PRA

Chair: Robert Ross (Beacon ABA Services)

Discussants: Nathan Blenkush (Judge Rotenberg Educational Center) and Chrystal Jansz (Texas Tech University)

88. Phase Change Lines, Trend Lines and Scale Breaks Using Excel 2013 (EDC; Applied Research) NEIL DEOCHAND and Mack S. Costello (Western Michigan University)

89. Modified Habit Reversal and DRO to Reduce Finger Picking in a Young Male With Asperger's (EDC; Applied Research) JON SARGEANT (Elk River School District 728) and Melyssa Rose McDonough and Nicholas Weatherly (St. Cloud State University)

90. Decreasing a Middle School Boy's Head Rubbing Using DRO and Token Economy (EDC; Service Delivery) MELYSSA ROSE MCDONOUGH (St. Cloud State University), Jon Sargeant (Elk River School District 728), and Eric Rudrud and Benjamin N. Witts (St. Cloud State University)

- 91. Generalization of Behavioral Effects of Response Interruption and Redirection on Vocal Stereotypy** (AUT; Service Delivery) LAUREN ERION (University of West Florida), D. Reed Bechtel (Bechtel Behavioral Services), Susan J. Heatter (Sue Heatter & Associates), and Leasha Barry (University of West Florida)
- 92. Comparing PECS and Speech Generating Devices on Mand Acquisition for Children With Autism** (AUT; Service Delivery) MEGHAN MILES (University of West Florida), D. Reed Bechtel (Bechtel Behavioral Services), Susan J. Heatter (Sue Heatter & Associates), and Leasha Barry (University of West Florida)
- 93. Comparing In-Vivo Versus Video Instruction to Teach Adaptive Skills to a Child With ASD** (AUT; Service Delivery) ASHLEY EVERHART (University of West Florida), D. Reed Bechtel (Bechtel Behavioral Services), Susan J. Heatter (Sue Heatter & Associates), and Leasha Barry (University of West Florida)
- 94. Praise as a Conditioned Reinforcer: A Comparison of Two Pairing Procedures** (AUT; Applied Research) JEANINE R TANZ and Michael E. Kelley (The Scott Center for Autism Treatment, Florida Institute of Technology)
- 95. Evaluating Preferred Stimuli Across Assessments and Settings** (AUT; Service Delivery) TIFFANY N. KILBY and Janelle Peck (Florida State University)
- 96. Use of a Treatment Analysis in Developing an Individualized Intervention for Decreasing Problem Behaviors During Feeding** (AUT; Service Delivery) MEGHAN CLAUSEN (ABACS, LLC) and Amanda P. Laprime (Simmons College)
- 97. Data-Based Decision Making: The Representativeness of Continuous Measurement During Sample Intervals** (AUT; Applied Research) JONATHON METZ, Sean Smith, and Tracy L. Kettering (Bancroft)
- 98. The Effects of the Flower Therapy Program on Complying Behavior of an Elderly Woman With Dementia** (CBM; Applied Research) NOBUHIRO WATANABE (Tokiwa University), Yuta Watanabe (Migawa Nursing Home), and Tetsumi Moriyama (Tokiwa University)
- 99. Treatment Outcomes of Pediatric Feeding Problems: Comparing Follow-Up Services in Clinic Versus Telehealth** (CBM; Service Delivery) LING-YAN YANG, Valerie M. Volkert, Kathryn M. Peterson, Jason R. Zeleny, and Rachel Ray (University of Nebraska Medical Center)
- 100. Objectively Measured Versus Self-Reported Physical Activity in College Students: Implications for Research and Practice** (CBM; Applied Research) ANDREW DOWNS and Jaqueline VanHoomissen (University of Portland), Andrew LaFrenz (Oregon State University), and Deana Julka (University of Portland)
- 101. Comparing the Effects of Differential Reinforcement With Escape Extinction to Sequential Presentation With Escape Extinction on Increasing Acceptance of Foods in Children With Food Selectivity** (CSE; Applied Research) STEPHANIE REINOSO (University of Saint Joseph) and Melissa L. Olive (Applied Behavioral Strategies)
- 102. Modifying PECS to Teach Conceptually Referenced, Core Vocabulary for Initial Symbolic Communication** (DDA; Applied Research) MELINDA SNODGRASS (University of Illinois at Urbana-Champaign)
- 103. The Effect of Attention During a Treatment Package to Decrease Problem Behavior Maintained by Positive and Negative Reinforcement** (DDA; Applied Research) NICOLE H. LUSTIG, Patrick Romani, Matthew O'Brien, David P. Wacker, James Green, and Gunsung Lee (University of Iowa)
- 104. Practice of Consultation for the Support of the Adults Indicated Severe Behavior Problem in the Institutions for the People With Intellectual Disability** (DDA; Applied Research) AKIKO KURAMITSU (Fukuoka University of Education) and Yukihiro Noguchi (Seinangakuin University)

#298 Poster Session

7:00 pm–9:00 pm

W375a-d (McCormick Place Convention Center)

DDA

Chair: Helen Cannella-Malone (The Ohio State University)

Discussants: Linda Haymes (Touro University, California) and Griffin Rooker (Johns Hopkins University School of Medicine)

105. Measuring Behavior-Environment Contingencies in Classrooms: An Application of Contingency Space Analysis (EDC; Applied Research) JOHANNA STAUBITZ and Blair Lloyd (Vanderbilt University)

106. Effects of Interdependent Group-Oriented Contingency Programs in a Japanese Regular Classroom (EDC; Applied Research) KAYO IWAMOTO and Fumiyuki Noro (University of Tsukuba)

107. A Comparison of Remote Monitoring and Direct Observations on Improving Independent Living Skills (Applied Research) TODD ALLEN MERRITT, Jan B. Sheldon, and James A. Sherman (University of Kansas)

108. Sequential Stimulus Pairing Training for Kanji Writing in Students With Developmental Disabilities (Applied Research) CHIHIRO KADOYA, Mikimasa Omori, and Jun'ichi Yamamoto (Keio University)

109. Reduction of Head Banging By Increasing Activity Level (Applied Research) KIMBERLY M. SMITH (Quest, Inc.)

110. Examining the Use of Multiple Schedules for Behavior Maintained by Negative Reinforcement (Applied Research) CLAUDIA CAMPOS and Yanerys Leon (Florida International University)

111. Improving Health Care Self-Advocacy Skills by Increasing Knowledge of Medications (Applied Research) REBECA TORRES, Meghan Brennan, and Lauren F. Troy (Bancroft)

112. Measurement of Between-Session Responding during Functional Analysis of Problem Behavior (Applied Research) ANTHONY CONCEPCION and Griffin Rooker (Kennedy Krieger Institute); Kevin J. Schlichenmeyer (E. K. Shriver Center, University of Massachusetts Medical School); Eileen M. Roscoe (New England Center for Children); Natalie Rolider, Shari M. Pincus, and Louis P. Hagopian (Kennedy Krieger Institute); and William V. Dube (E. K. Shriver Center, University of Massachusetts Medical School)

113. Test-Control Functional Analysis for Problem Behaviors Maintained by Combined Positive and Negative Reinforcement Contingencies (Applied Research) CRAIG STROHMEIER, Ashley Murphy, and Julia T. O'Connor (Kennedy Krieger Institute)

114. A Comparison of Topography and Selection-Based Verbal Behavior: The Importance of Conditional Discrimination and Motor Imitation Skills (Applied Research) MEGHAN BRENNAN and Lauren F. Troy (Bancroft)

115. Examination of Within-Session Responding During Single Stimulus Engagement Assessments (Applied Research) KELLY ROOTES-MURDY, Gregory Young, and John M. Huete (Kennedy Krieger Institute)

116. Descriptive Analyses of Emesis, Gagging, and Coughing During a Caregiver-Conducted Meal (Applied Research) VIVIAN IBANEZ and Carrie S. W. Borrero (Kennedy Krieger Institute) and John C. Borrero (University of Maryland, Baltimore County)

117. An Evaluation of Different Magnitudes of Differential Negative Reinforcement to Treat Food Selectivity (Applied Research) COURTNEY MAUZY, Melanie H. Bachmeyer, Caitlin A. Kirkwood, Diane Berth, Jonathan V. Mariano, and Lindsay E. Gordon (University of North Carolina Wilmington)

118. Improving Functional Communication Training Using Multiple Schedules (Applied Research) JAMIE JONES (Affiliate), Wayne W. Fisher (Munroe-Meyer Institute, University of Nebraska Medical Center), Alison M. Betz and Michael E. Kelley (Florida Institute of Technology), Angie Christine Querim (Ball State University), and Todd M. Owen (University of Nebraska Medical Center)

Sunday, May 25

119. Functional Analysis and Treatment of Problem Behavior in Children With Fragile-X Syndrome (Applied Research) MICHELLE D. CHIN, Patricia F. Kurtz, Mariana I. Castillo Irazabal, and Ashley Robinson (Kennedy Krieger Institute)

120. Improving the Quality of Behaviour Support Plans Through Service Development (PRA; Service Delivery) JILL CHAPLIN (Northumberland Tyne & Wear National Health Service Trust), Richard P. Hastings (University of Warwick), and Stephen J. Noone (Bangor University)

121. A Comparison of Assessments: Interventions Based on Results of Functional Behavior Assessments Versus Functional Analyses (TBA; Applied Research) TISHA L. DENTON, Jessica Molloy, and Laura Milstrey (Arizona Centers for Comprehensive Education and Life Skills)

122. An Application of Picture Exchange Communication System Protocol™ to Apple® iPad-Based Communication Training (VRB; Applied Research) Catherine B. Simms, BRANDON PEREZ, and Timothy R. Vollmer (University of Florida)

#299 Poster Session

7:00 pm–9:00 pm

W375a-d (McCormick Place Convention Center)

AUT

Chair: Kimberly Crosland (University of South Florida)

Discussants: Kimberly Crosland (University of South Florida), Mary Jane Weiss (Endicott College), Catherine Green (Simmons College), Claire McDowell (University of Ulster, Coleraine), and Gabrielle Lee (Columbia University Teacher's College)

123. Social Skills Training for Children With ASD: Examining Naturalistic Teaching Procedures in Analog School Settings (Applied Research) LORI BETH VINCENT, Jennifer M. Asmus, Gregory L. Lyons, Tiffany Born, Vanessa Schwartz, and Megan Willes (University of Wisconsin-Madison)

124. Speak Up! Shaping Vocal Volume in Children With Autism (Applied Research) SHERRY FORZLEY and Sorah Stein (Partnership for Behavior Change)

125. On Establishing Response Diversity in Leisure and Daily Routines in an Individual With Autism (Applied Research) AIMEE KIDDER and Jessica L. Sassi (New England Center for Children)

126. Establishing Stimulus Control: A Component Analysis (Applied Research) AMI J. ROURKE, Kari J. Adolf, Nitasha Dickes, and Nicole M. Rodriguez (Munroe-Meyer Institute, University of Nebraska Medical Center)

127. Training and Evaluation for “Reporting” With Three-word Utterances in a Student With Autism Spectrum Disorder (Applied Research) SAWAKO KAWAMINAMI (Graduate School of Comprehensive Human Sciences) and FumiYuki Noro (University of Tsukuba)

128. Functional Analysis and Treatment of Rumination in a Child With Autism Using DRI and NCR (PRA; Applied Research) COREY MILES COHRS and Keith D. Allen (Munroe-Meyer Institute, University of Nebraska Medical Center) and Ray Burke (The Prevention Group)

129. An Evaluation of Existing and Novel Mands Used During Functional Communication Training (VRB; Applied Research) ASHLEY MATTER (University of Maryland, Baltimore County) and Jennifer R. Zarcone and Rebcca Getachew (Kennedy Krieger Institute)

130. A Comparison of the Influence of Instructions on Vocal Stereotypy and Immediate Echolalia With a Child With Autism Spectrum Disorder (VRB; Applied Research) ANDREA CLEMENTS, Wayne W. Fisher, and Amber R. Paden (Munroe-Meyer Institute, University of Nebraska Medical Center)

131. Use of a Group Picture Activity Schedule to Teach Interactive Play Skills (CSE; Applied Research) AMIE I. HAHN and Robert K. Ross (Beacon ABA Services)

132. The Effects of Preference Assessment Type on Problem Behavior (DDA; Applied Research) SARA BETH RAWLINGS (Kennedy Krieger Institute), Jeanne M. Donaldson (Texas Tech University), and Casey L. Allen, Kristi E. Jeffery, and SungWoo Kahng (Kennedy Krieger Institute)

- 133. Successful Inclusion of Nonverbal Students With ASD in a Classroom: Literature Review** (Theory) SHRADDHA MACWAN (Hofstra University)
- 134. fMRI Imaging Results for Adolescents Who Received Early Intensive Behavioral Intervention for Autism as Preschoolers** (Applied Research) TAMLYNN DIANNE GRAUPNER (Adler School of Professional Psychology), Glen O. Sallows (Wisconsin Early Autism Project, Inc.), Richard Davidson (Waisman Center for Brain Imaging and Behavior, Uni)
- 135. Stimulus-Stimulus Pairing: A Comparison of Two Procedures to Increase Spontaneous Vocalizations in Children With Autism** (VRB; Basic Research) DANIEL GELARDI and Geoffrey D. DeBery (Eden II Programs)
- 136. Modification of Articulation Errors in a High-Functioning Child With Autism** (VRB; Service Delivery) KELSEY BALLEW and Kassi J. VanderPloeg (Florida State University)
- 137. Using a Mirror to Teach a Girl With Autism to Imitate in the Natural Environment** (VRB; Basic Research) MARIA DEMAURO and Maridsa Reyes (The David Gregory School), Gladys Williams (Centro de Investigacion y Ensenanza del Lenguaje), and Stephen John Wuensch (The David Gregory School)
- 138. A Comparison of Video-Based Training Components as Professional Development Early Intervention Teachers Working With Children With Autism** (VRB; Applied Research) AMY D. WIECH and Mary Jo Noonan (University of Hawaii)
- 139. Teaching a Child With Autism Generalized Imitation Skills Across Goal-less Imitation and Goal Directed Tasks** (VRB; Applied Research) BETHANY SCHILLING and Alexia Stack (A Block Above Behavioral Consulting)
- 140. Adult Contingent and Extended Vocal Imitation Increased Social Interaction During a Conversation Between Adult and Children With ASD** (EAB; Applied Research) YUKA ISHIZUKA, Natsumi Ishikawa, and Jun'ichi Yamamoto (Keio University)
- 141. The Effects of Differential Reinforcement of Low Rates of Behavior on Motor and Vocal Stereotypy** (DDA; Applied Research) TYLA M. FREWING (University of British Columbia), Sara Boisselle (private practice), and Sara White (Sendan Center)
- 142. Increased Speech Production in Two Participants With Autism Following SGD Training** (DDA; Applied Research) ROCHE LAURA and Jeffrey S. Sigafos (Victoria University of Wellington)
- 143. How Are Tablets and Other Devices Being Used With Children With Autism** (CSE; Applied Research) LAURA J. DANTONA, John Claude Ward-Horner, and Robert K. Ross (Beacon ABA Services)
- 144. Improving Social Skills, Inferencing, and Motor Skill in Children With Autism Within the Context of a Fitness Class** (CSE; Service Delivery) TAMARA S. KASPER (The Center for Autism Treatment)
- 145. Sibling-Mediated Interventions for Children With Autism** (CBM; Theory) LINDSAY MORIN, Carolyn Shivers, and Josh Plavnick (Michigan State University)
- 146. Evidence-Based Comprehensive Treatment Approaches for Autism Spectrum Disorders: A Review of the Literature** (EDC; Applied Research) SOYEON KANG (University of Texas at Austin), Christina Fragale (University of Texas), and Mark O'Reilly and Terry S. Falcomata (University of Texas at Austin)
- 147. Fading of Multiple Dimensions of Interaction to Increase Tolerance of Social Attention for an Individual Diagnosed With Autism Spectrum Disorder** (DDA; Applied Research) SHARI M. PINCUS, Griffin Rooker, Faris Kronfli, Meghan Deshais, SungWoo Kahng, and Steven Hudkins (Kennedy Krieger Institute)
- 148. Decreasing the Frequency of Inappropriate Verbalizations Using a Stimulus Control Package and Differential Reinforcement** (EAB; Applied Research) MEAGAN FRIEL and Tara Deuso (Devereux Pennsylvania's Center for Autism Research and Educational Services)
- 149. Comparing the Effects of Video Model Content on Vocal and Motor Imitation** (CSE; Applied Research) VICTORIA SADLER and Robert K. Ross (Beacon ABA Services)

- 150. Effects of Point of View and Scene Video-Modeling on Imitation of Vocal and Motor Responses** (DDA; Applied Research) KIMBERLY FLINT and Robert K. Ross (Beacon ABA Services)
- 151. A Comparison of Video Modeling Procedures That Do and Do Not Depict Reinforcement Delivery** (DDA; Applied Research) MARISSA MURPJHY and Robert K. Ross (Beacon ABA Services)
- 152. Decreasing Off-Task Challenging Behavior in a Boy With Autism Using Video Feedback and Self-Monitoring** (Service Delivery) WHITNEY GILLILAND (Texas A&M University)
- 153. Functional Analysis to Determine Function of Perseverative Speech in an Adolescent Diagnosed With Autism** (Applied Research) MIRANDA DEPOY, Delainey Barkes, and Sorah Stein (Partnership for Behavior Change)
- 154. The Use of Fading and Punishment Procedures to Decrease Spitting Behavior for an Individual Diagnosed With Autism Spectrum Disorder** (Applied Research) FARIS KRONFLI, Meghan Deshais, Steven Hudkins, Shari M. Pincus, and SungWoo Kahng (Kennedy Krieger Institute)
- 155. Using Preference/Avoidance Assessment of Sounds to Identify Potential Punishers for Treatment of Vocal Stereotypy** (Applied Research) Jaimie Decker Mulcahy, MATTHEW L. EDELSTEIN, Katelyn Selver, and Kimberly Sloman (Douglass Developmental Disability Center, Rutgers University)
- 157. Teaching Social Skills to Adolescents With Autism and Intellectual Disabilities Using Video-Based Group Instruction** (EDC; Service Delivery) TIFFANY KALD, Josh Plavnick, and Mari MacFarland (Michigan State University)
- 158. Effects of Serial and Concurrent Teaching on Generalization During Discrete Trial Instruction** (EDC; Applied Research) MARIE-MICHÈLE DUFOUR and Marc J. Lanovaz (Université de Montréal)
- 159. Effect of Least-to-Most Prompting on Teaching Symbolic Play Skills to Children With Autism Spectrum Disorders** (EDC; Applied Research) Serife Sahin and Arzu Özen (Anadolu University)
- 160. Effects of Fluency Training on Endurance and Retention of Assembly Tasks in an Adolescent With Autism** (EDC; Applied Research) HYEJIN SHIN, Suyoun Jeung, Youngeun Kim, Seunghack Choi, and Eunhee Paik (Kongju National University); Jung Yeon Cho (Daegu Cyber University); and Munbong Yang (Milal Special School)
- 161. Teaching Applied Behavior Analysis Tutors to Assess The Treatment Integrity of Discrete-Trial Teachings Sessions** (EDC; Applied Research) JADE WIGHTMAN, Ashley L. Boris, and Garry L. Martin (University of Manitoba)
- 162. Discounting of Monetary Rewards and Treatment Outcomes by Caregivers of Children With Autism Using Visual Approximation** (Applied Research) ANDREA R. REAVIS and Nathan Call (Marcus Autism Center)
- 163. Assessing a Comparative Evaluation Procedure of ProLoQuo 2 Go Versus PECS as Primary Modes of Communication in Nonverbal Learners With Autism** (EDC; Applied Research) CATHLEEN M. ALBERTSON (Devereux CARES), Christa Schoen (Avon Grove School District), and Lucas Cepeda, Christin Venable, and Elizabeth Smith (Devereux CARES)
- 164. The Effect of a Backward Chaining Procedure to Increase Transitioning Behaviour in a Child With an Autism Spectrum Disorder** (EDC; Applied Research) DANIELLE LYONS and Louise Heffernan (Irish Centre of Behavioural Support and Research)
- 165. A Component Analysis of Procedures That Facilitate Computer-Assisted Reading for Children With Autism Spectrum Disorders** (EDC; Applied Research) KARA CONSTANTINE and Lindsay Morin (Michigan State University), Dana Billings (Holt Public Schools), and Josh Plavnick, Troy Mariage, and Carol Sue Englert (Michigan State University)
- 166. Using Video Prompting to Teach Food Preparation Tasks to Individuals With Intellectual Disabilities Using iPad Technology** (EDC; Applied Research) AMANDA GULD FISHER, Meghan Kane, Kylee Merendino, and Jennifer Croner (Melmark)

167. Small Group Instructional Procedures for Teaching Children and Youth With Autism (OBM; Service Delivery) NANCY K. WARREN and Karla Khoury (Shining Through Centre)

168. Measuring Outcomes of Parents Teaching Functional Skills to Their Son With Autism Using the Assessment of Functional Living Skills (DDA; Applied Research) JAMES W. PARTINGTON and Lisa Squadere Watson (Behavior Analysts, Inc.)

169. Using an Acceptability Questionnaire to Improve Integrity of Behavioral Intervention (OBM; Service Delivery) BENJAMIN R. THOMAS (Claremont Graduate University) and Michael Lafasakis (Hospital Clinic Home Center, Inc.)

#300 Reunion

9:00 pm–11:00 pm

Hyde Park B (Hyatt Conference Center)

Global Autism Project SkillCorps Reunion

Chair: Molly Ola Pinney (Global Autism Project)

This reunion is for all past and future SkillCorps members and partner sites of the Global Autism Project.

#301a Reunion

9:00 pm–11:00 pm

Jackson Park A (Hyatt Conference Center)

Florida Institute of Technology Reception

Chair: Theresa Regan (Florida Institute of Technology)

Florida Institute of Technology welcomes individuals who want to mingle and network.

#302 Reunion

9:00 pm–11:00 pm

Jackson Park B (Hyatt Conference Center)

University of North Carolina Wilmington Reunion

Chair: Christine E. Hughes (University of North Carolina Wilmington)

Back by popular demand! Students, faculty, and friends of behavior analysis at the University of North Carolina Wilmington are invited to reunite with old friends and meet new ones. Please join us!

#303 Reunion

9:00 pm–11:00 pm

Jackson Park D (Hyatt Conference Center)

Speech Pathology and Applied Behavior Analysis Special Interest Group Social Hour Reception

Chair: Tracie L. Lindblad (Four Points)

The Speech Pathology and Applied Behavior Analysis (SPABA) Special Interest Group welcomes its members, and any other ABAI attendees, for an occasion of informal social interaction and dialogue. This is an opportunity for speech-language pathologists, behavior analysts, and students in the fields of speech-language pathology and/or ABA to meet and talk about areas of common professional interest and to further interprofessional collaboration. This social reception will provide our members and other interested professionals with ample opportunity to connect and converse. All current, previous, and future SPABA members welcome. Bring your friends!

#304 Business Meeting

9:00 pm–11:00 pm

W183c (McCormick Place Convention Center)

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.

#305 Reunion

9:00 pm–11:00 pm

Regency Ballroom B (Hyatt Regency McCormick Place)

Western Michigan University Reunion

Chair: Stephanie M. Peterson (Western Michigan University)

This is a social event. It is a reunion for alumni, students, faculty, and friends of Western Michigan University.

#306 Reunion

9:00 pm–11:00 pm

DuSable A-C (Hyatt Conference Center)

University of Florida Reunion

Chair: Jennifer N. Haddock (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.

#307 Reunion

9:00 pm–11:00 pm

Regency Ballroom D (Hyatt Regency McCormick Place)

University of Kansas

Chair: Edward K. Morris (University of Kansas)

At the University of Kansas, 2013 marks the 49th anniversary of the founding of its behavior analysis programs in the Department of Human Development and Family Life (1964–2004). They are sustained and evolve, today, in the Department of Applied Behavioral Science (2004–2014), which celebrates its 15th anniversary in 2015. The ABAL reunion offers anyone associated with the programs an opportunity to meet again and meet anew, whether they are current and past faculty members, undergraduate and graduate students, alumni and friends of the departments, or their families. We feature a slide show and cash bar.

#308 Reunion

9:00 pm–11:00 pm

Hyde Park A (Hyatt Conference Center)

Multicultural Alliance of Behavior Analysts Karaoke Night

Chair: Sakurako Sherry Tanaka (Multicultural Alliance of Behavior Analysts)

Join Multicultural Alliance of Behavior Analysts (MultiABA) for a night of fundraising, socializing and singing. Even if you aren't a singer stop by and meet members of MultiABA and enjoy the serenading of others. Prior registration is necessary. For more information please contact elizabeth@multiaba.com or sign up on our website, www.multiaba.com.

#309 Reunion

9:00 pm–11:00 pm

Regency Ballroom C (Hyatt Regency McCormick Place)

University of North Texas Department of Behavior Analysis Reunion

Chair: Richard G. Smith (University of North Texas)

Students, faculty, alumni, and friends of the Department of Behavior Analysis at the University of North Texas (UNT) are invited to reunite with old friends and meet new ones as we celebrate more than three decades of excellence and achievement in behavior analysis at UNT.

#310 Reunion

9:00 pm–11:00 pm

Field A-C (Hyatt Conference Center)

University of Wisconsin-Eau Claire Reunion

Chair: Carla H. Lagorio (University of Wisconsin-Eau Claire)

All current students, faculty, alumni, and friends are invited to come socialize at this year's University of Wisconsin-Eau Claire reunion.

#311 Reunion

9:00 pm–11:00 pm

Jackson Park C (Hyatt Conference Center)

Behavior as the Brohaviorist Views It: A Brohaviorside Reunion!

Chair: Ryan Lee O'Donnell (Brohavior)

This event will celebrate the first year of the Brohaviorside Chatters—an online community of behavioral neophytes and journeymen that formed in April 2013. We aim to create a collaborative environment where students of behavior analysis are exposed to and pursue behavior analytic literature, philosophy and research that is outside of the scope of the BACB approved course sequence. If you share a similar interest, then please come join us!

#312 Reunion

9:00 pm–11:00 pm

Clark A-C (Hyatt Conference Center)

The Chicago School, B. F. Skinner Foundation, and Cambridge Center for Behavioral Studies Reunion

Chair: Diana J. Walker (The Chicago School of Professional Psychology)

All ABAI convention attendees are invited to join this celebration, which includes the B. F. Skinner Foundation, the Cambridge Center for Behavioral Studies, and the applied behavior analysis (ABA) departments of The Chicago School of Professional Psychology (TCSPP; Chicago, Los Angeles, Washington DC, and online campuses). This event commemorates the 10th Anniversary of TCSPP's first ABA Department and the Fifth Anniversary of the joint ABAI reunion among TCSPP-ABA, the B. F. Skinner Foundation, and the Cambridge Center, a tradition started by Dr. Chuck Merbitz in 2009. Dr. Julie Vargas and Dr. Hank Pennypacker will represent the B. F. Skinner Foundation and the Cambridge Center, respectively, and students, alumni, faculty, and friends of TCSPP-ABA will gather to celebrate. Come and 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, talk about behavior, and have an all-around good time!

#313 Reunion

9:00 pm–11:00 pm

Regency Ballroom E (Hyatt Regency McCormick Place)

Behavior Analysis Program at the University of Nevada, Reno

Chair: Ramona Houmanfar (University of Nevada, Reno)

This year marks the 24th Anniversary of the Behavior Analysis Program at University of Nevada, Reno. We look forward to celebrating the following accomplishments with our colleagues and students at ABAI 2014. Dr. Linda Hayes, the co-founder of our program is the president-elect of ABAI. We were awarded the Organizational Enduring Contribution to Behavior Analysis by SABA in May 2010. The program has conferred over 40 Ph.D. degrees. The on-campus master's program has conferred over 80 master's degrees. The satellite master's program has conferred over 100 Off-campus master's degrees in multiple national and in international locations.

#313a Reunion

9:00 pm–11:00 pm

Ontario (Hyatt Regency McCormick Place)

Behavior Analyst Certification Board Approved Course Sequence Coordinators Reception

Chair: Christine L. Ratcliff (BACB)

Coordinators for BACB approved course sequences are invited to join us for an informal gathering. Come connect with BACB staff and other coordinators in a relaxed, social atmosphere.

#314 Reunion

9:00 pm–11:00 pm

Grant Park A-B (Hyatt Conference Center)

Beacon ABA Services and Friends

Chair: Steven Woolf (Beacon ABA Services)

This year marks Beacon's Fifth annual ABAI reunion event. Beacon's reunion is open to all staff, acquaintances, Massachusetts ABA members, ABAI attendees, and friends. Please join us for conversation, food, drinks, door prizes, and entertainment. A good time to be had by all!

#315 Reunion

9:00 pm–11:00 pm

Burnham A-C (Hyatt Conference Center)

Southern Illinois University, Carbondale Reception/Reunion

Chair: Karl Gunnarsson (Southern Illinois University, Carbondale)

Come here all about the latest developments at Southern Illinois University and reunite with old friends. We will have representatives on hand to inform potential students about training in Chicago, online, and in Carbondale. We will also have the chance to all socialize and reflect back upon fond memories of the world's first behavior analysis degree program.

#316 Reunion

9:00 pm–11:00 pm

Regency Ballroom A (Hyatt Regency McCormick Place)

The Ohio State University

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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- **Serve as a forum for the development and dissemination of clinical practice guidelines on clinical, behavioral, and learning challenges to help improve the quality of services delivery**
- **Serve as a repository for clinical examples of reports, assessments, teaching procedures, data sheets, and other resources for behavior analysts**
- **Provide easy links to peer reviewed research on behavioral interventions**
- **Provide a pathway for skilled practitioners to share treatment programs proven to be effective in practice**

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Monday, May 26

Day Schedule
ABAI Business Meeting
Sessions
Presidential Address
Business Meetings
ABAI Social





McCormick Place Convention Center; Monday, May 26

		Room	6 am		7 am		8 am		9 am		10 am		11 am		12 pm		1 pm		2 pm			
			:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30		
Level 4		W470ab																				
		W471a																				
		W474a					#317 ABAI Bus. Meeting															
Level 3		W375a-d													Poster Session 4 #379–#385							
		W375e							#328 VRB Jamis-LaMonda	++	#346 EAB Ballene	++	#377 TPC Lilienfeld	++					#400 SCI Barrett	+		
Level 1		W175a							#331 BPH Ch. Erb				#358 Ch. Oliveira						#389 BPH Ch. Barrett			
		W175b																	#403 TPC Ch. Witts			
		W175c											#371 EAB Ch. Smith						#412 EAB Ch. Doolan			
		W176a																	#410 EAB Ch. Becker			
		W176b											#369 EAB Ch. Amntzen						#409 EAB Ch. Ward			
		W176c											#370 EAB Ch. Robles						#411 EAB Ch. Craig			
		W177					Speaker Ready Room												Speaker Ready Room			
		W178a							#323 EAB Baum	++			#356 SCI Ch. Rasmussen	++						#401 SCI Wynne	+	
		W179a											#352 CBM Ch. Bonow	+								
		W179b											#344 CBM Ch. Newman	+	#365 CBM Ch. Valbuena							
		W180							#322 CBM Cipani	++				#359 AAB Rosales-Ruiz	+					#390 CBM Taylor	++	
		W181a											#354 DEV Ch. Commons							#408 DEV Ch. Miller		
		W181b											#353 DEV Ch. Noro									
		W181c																				
		W182							#318 AAB Ch. Thompson		#340 Ch. Bassette											
		W183a												#375 PRA Martens	++					#391 DDA Rinddahl	+	
		W183b								#330 AUT Ch. Kopelman	+		#362 AUT Ch. MacDonald	+						#406 AUT Ch. Volkert	+	
		W183c							#319 AUT Ch. Martinez	+	#342 AUT Ch. Roane	+	#363 AUT Ch. Falcomata	+						#388 AUT Ch. Dellezzy		
		W184a							#329 AUT Ch. Griffiths				#360 AUT Ch. Travers	+						#387 AUT Ch. Blackwell	+	
		W184b							#320 AUT Ch. Casale		#341 AUT Ch. Plavnick	+	#361 AUT Ch. Rispoli	+						#405 AUT Ch. O'Reilly	+	
		W184c							#321 AUT Ch. Maharaj		#343 AUT Ch. Putnam	+	#364 AUT Ch. Grindle							#386 Ch. Weiss		
		W184d							#338 PRA Ch. Ortega			+								#397 PRA Ch. Smith		
		W185a							#337 PRA Ch. Mevers			+								#415 VRB Ch. Stanley	+	
		W185bc											#357 VRB Ch. Aclan	+						#414 PRA Ch. Bailey	+	
		W185d							#327 PRA Ch. Pagliaro	+	#351 VRB Ch. Mason	+	#378 VRB Ch. Smith							#404 VRB Ch. Clouhy		
		W186							#333 DDA Ch. Kurtz				#367 DDA Ch. Wunderlich									
		W187ab							#334 DDA Ch. Reeve			+	#368 DDA Ch. Lambert	+						#399 PRA Ch. Yoo	+	
		W187c							#326 PRA Ch. Richman	+	#349 PRA Ch. Openden									#398 PRA Ch. Crosland	+	
		W190a																		#398a CSE Ch. Catagnus	+	
		W190b							#332 CSE Ch. Rung			+	#366 CSE Ch. Miller	+						#407 CSE Ch. Kaplan	+	
		W191					Speaker Ready Room													Speaker Ready Room		
		W192a										#345 CSE Ch. Kelly	+									
		W192b								#336 OBM Ch. Tarbox										#394 OBM Ch. Candido		
		W192c							#326a OBM Ch. Miltenberger	+	#348 OBM Ch. Loukus									#395 OBM Ch. Roberston		
		W193a										#350 TBA Ch. Rohr	+	#376 TBA Ch. Bassingthwaite	+					#402 TBA Ch. Sawyer		
		W193b								#339 TBA Ch. Lackey												
	W194a										#355 OTH Ch. Kazemi								#396 OTH Ch. Schaub	+		
	W194b							#325 EDC Ch. Burke	+	#347 EDC Ch. Delgado	+	#372 EDC Ch. Lee	+						#413 EDC Ch. Carledge			
	W195							#335 EDC Ch. Fishley				#373 EDC Ch. Tekin-Itlar							#392 EDC Ch. Gardner			
	W196a							#324 EDC Ch. Carmo											#393 EDC Ch. Kenwin			
	W196b																					
	W196c																					

McCormick Place Convention Center; Monday, May 26

3 pm		4 pm		5 pm		6 pm		7 pm		8 pm		9 pm		10 pm		11 pm		Room	Level
:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30		
																		W470ab	Level 4
																		W471a	
																		W474a	
				#453 Pres. Address Hayes	††			Poster Session 5 #464–#471										W375a-d	Level 3
																		W375e	
#418 BPH Ch. Sanabria		#434 Ch. Bizo				#460 BASS SIG												W175a	
#424 TPC Ch. Leslie		#450 TPC Ch. Moore				#458 Military and Veterans SIG												W175b	Level 1
#412 cont.		#441 EAB Ch. Hall				#456 BAO SIG												W175c	
#410 cont.		#443 EAB Ch. Seymour				#463 Geron. SIG												W176a	
#409 cont.		#444 EAB Ch. Merbitz	†			#461 Behavioral Medicine SIG												W176b	Level 1
#411 cont.		#442 EAB Ch. Minervini				#454 DEV SIG												W176c	
Speaker Ready Room						Speaker Ready Room												W177	
#423 SCI De Wit																		W178a	Level 1
#427 CBM Ch. Eastin					†													W179a	
#419 CBM Ch. Corso		#438 CBM Ch. Tuomisto				#459 DBA SIG												W179b	
																		W180	Level 1
#408 cont.		#440 DEV Ch. Molony				#457 Practitioner Issues SIG												W181a	
						#462 Montana ABA												W181b	
#426a AUT Ch. Leaf					†	#455 SMAC												W181c	Level 1
						#462a JEAB												W182	
																		W183a	
#406 cont.		#433 Ch. Mason				#455a IGNITE												W183b	Level 1
#426 AUT Ch. Rogers					†													W183c	
#417 AUT Ch. Maher		#436 AUT Ch. Maher			†													W184a	
#405 cont.		#437 AUT Ch. Boshkoff-Johnson																W184b	Level 1
#416 AUT Ch. Eldevik		#435 AUT Ch. Martin			†													W184c	
#421 PRA Ch. Hall		#447 PRA Ch. Maguire			†													W184d	
#415 cont.		#449 PRA Ch. Moore			†													W185a	Level 1
#414 cont.		#451 VRB Ch. Hood			†													W185bc	
#425 VRB Ch. Hall		#452 VRB Ch. Fryling			†													W185d	
#428 DDA Ch. Berg																		W186	Level 1
#429 DDA Ch. Harper					†													W187ab	
#422 PRA Ch. Peters		#448 PRA Ch. Solley																W187c	
#407 cont.																		W190a	Level 1
Speaker Ready Room						Speaker Ready Room												W190b	
		#439 CSE Ch. Owen																W191	
#420 OBM Ch. Sigurdsson		#446 OBM Ch. Wilcox																W192a	Level 1
#432 TBA Ch. Wilson-Bishop																		W192b	
		#446a EDC Ch. Shanman			†													W192c	
#431 OTH Ch. Quittmeyer					†													W193a	Level 1
#413 cont.		#445 EDC Ch. Johnson			†													W193b	
#430 EDC CH. Alber-Morgan																		W194a	
																		W194b	Level 1
																		W195	
																		W196a	
																		W196b	Level 1
																		W196c	
																		W196c	

LEGEND

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

Hyatt Regency McCormick Place; Monday, May 26

	Room	3 pm		4 pm		5 pm		6 pm		7 pm		8 pm		9 pm		10 pm		11 pm	
		:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30
Third Floor	Ontario																		
	Erie																		
	Huron																		
	Michigan																		
	Superior																		
Second Floor	Hyatt Regency Ballroom A																		
	Hyatt Regency Ballroom B																		
	Hyatt Regency Ballroom A-B												#472 ABAI Social						
	Hyatt Regency Ballroom C																		
	Hyatt Regency Ballroom D																		
	Hyatt Regency Ballroom C-D																		
	Hyatt Regency Ballroom E																		
Second Floor Conference Center	Adler A-C																		
	Burnham A-C																		
	Clark A-C																		
	DuSable A-C																		
	Field A-C																		
First Floor Conference Center	Grant Park A-B																		
	Grant Park C-D																		
	Hyde Park A																		
	Hyde Park B																		
	Jackson Park A																		
	Jackson Park B																		
	Jackson Park C																		
	Jackson Park D																		

LEGEND



= Special and Invited Events

#317 Special Event

8:00 am–8:50 am

W474a (McCormick Place Convention Center)

OTH; Theory

ABAI Business Meeting

Chair: Linda J. Parrott Hayes (University of Nevada, Reno)

JENNIFER L. AUSTIN (University of South Wales)

GORDON BOURLAND (Trinity Behavioral Associates)

MARC N. BRANCH (University of Florida)

PHILIP N. HINELINE (Temple University)

MARIA E. MALOTT (Association for Behavior Analysis International)

MARK A. MATTAINI (Jane Addams College of Social Work at the University of Illinois at Chicago)

M. CHRISTOPHER NEWLAND (Auburn University)

JENNIFER R. ZARCONI (Kennedy Krieger Institute)

Abstract: This is the annual ABAI Business Meeting where the leadership of the association will provide an update of on-going activities and major developments. Attendees will learn from ABAI's president the direction of the ABAI Council and from ABAI's CEO the status of finances and administration. Attendees will also hear from coordinators representing the Science, Education, Practice, Program, Membership, Affiliated Chapters, and Publications boards.

#318 Panel Discussion

Student Committee Event

9:00 am–9:50 am

W182 (McCormick Place Convention Center)

AAB; Applied Research

Professional Development Series: Applied Animal Behavior

Chair: Joanna Thompson (McNeese State University)

TERRI M. BRIGHT (Massachusetts Society for the Prevention of Cruelty to Animals)

SUSAN G. FRIEDMAN (Utah State University)

NATHANIEL HALL (University of Florida)

#319 Symposium

9:00 am–9:50 am

W183c (McCormick Place Convention Center)

AUT/DDA; Applied Research

BACB CE Offered. CE Instructor: Catherine K. Martinez, MS

Improving the Health and Well-Being of Individuals With Autism Through Behavior Analysis

Chair: Catherine K. Martinez (Florida Institute of Technology)

Evaluating a Gum Chewing Procedure for Decreasing Post-meal Rumination in a Young Boy With Autism

LOGAN MCDOWELL and Anibal Gutierrez Jr. (Florida International University)

Further Analysis of Response Effort Assessment Manipulations for the Assessment and Treatment of Pica

REBECCA CAMPBELL, Alison M. Betz, Meagan Gregory, and Alexandria Hope Wiegand (Florida Institute of Technology)

Increasing Compliance to Medical/Dental Procedures Using Stimulus Fading/Differential Reinforcement

CATHERINE K. MARTINEZ and Alison M. Betz (Florida Institute of Technology)

Monday, May 26

#320 Panel Discussion

9:00 am–9:50 am

W184b (McCormick Place Convention Center)

AUT; Applied Research

Can Assistive Technology Provide Clinical Benefits for Individuals Diagnosed With ASD?

Chair: Michael Casale (West Health Institute)

ANDY SHIH (Autism Speaks)

MATTHEW GOODWIN (The Groden Center)

MICAH ECKHARDT (MIT Media Labs)

#321 Paper Session

9:00 am–9:50 am

W184c (McCormick Place Convention Center)

AUT

Technological Innovations in Data Collection

Chair: Andre Maharaj (Florida International University)

Utilizing an Automated Motion Sensor System to Record and Analyze Modeled Replications of Stereotypy (Theory)

ANDRE MAHARAJ and Anibal Gutierrez Jr. (Florida International University) and Steven Cadavid (Cadavid Concepts)

Can Mobile Technology Effectively Record Skills and Behavioral Data in a One-on-One and Group Settings? (Applied Research)

BARRY KATZ (Operant Systems, Inc.)

#322 Invited Tutorial

9:00 am–9:50 am

W180 (McCormick Place Convention Center)

CBM; Service Delivery

PSY/BACB CE Offered. CE Instructor: Scott T. Gaynor, Ph.D.

Trigger Analysis With Behavioral Description: Combining Experimental and Descriptive Methods

Chair: Scott T. Gaynor (Western Michigan University)

ENNIO C. CIPANI (National University)



Ennio Cipani, Ph.D., is a licensed psychologist (since 1983) in California and a full professor in the school psychology program at National University. He has published numerous articles, chapters, books, and software in the areas of child behavior management and behavioral consultation. His books include *Punishment on Trial* (2004; free online for students, practitioners and faculty at www.pennaba1.org/links.html#books) and a textbook he co-authored with Keven Schock entitled *Functional Behavioral Assessment, Diagnosis and Treatment: A Complete System for Education and Mental Health Settings* (2nd edition, 2011; see book review at [www.nepsy.com/articles/book-reviews/functional-behavioral-assessment-](http://www.nepsy.com/articles/book-reviews/functional-behavioral-assessment-diagnosis-and-treatment/)

[diagnosis-and-treatment/](http://www.nepsy.com/articles/book-reviews/functional-behavioral-assessment-diagnosis-and-treatment/)). Dr. Cipani has been doing in-home and in-school behavioral consultation for families with children with severe problem behaviors since 1981. He has had clinical experience with a wide range of children who have developmental disabilities as well as assessing and treating children in the mental health and social service system (with a broad range of mental-disorder diagnoses). He has dealt with a variety of behavior problems, conducted assessment and intervention activities in natural environments (i.e., homes and classrooms), and then trained direct-line people to engage in a parenting or teaching management repertoire that produces changes in child behavior. This breadth of clinical experience is reflected in the above two books, which present many case examples from his clinical practice. In addition to having his own caseload responsibility since 1981, he also was clinical director of Cipani & Associates. In

this role, he enhanced his problem-solving acumen from supervising the clinical work of some of the finest master's level employees a behavior analyst could want; most notably Steve Taylor, Ron Pekarek, Jennifer Young, Steve Witherspoon, Dr. Dan Martin, and Yolanda Bell.

Abstract: Experimentally manipulating antecedent and/or consequent variables has generally been conducted in analogue assessment conditions. In some individual clinical cases, the discriminative stimuli for problem behavior in the natural setting(s) may have unique stimulus control over such behavior. If this is the case, then a false negative may occur during an analogue assessment with one or more functions. Hence, in those particular cases, a method that would allow for an experimental manipulation in the natural setting(s) would be preferable. A technique termed trigger analysis (Rolider, 2003) requires a clinician to induce a hypothesized establishing operation (EO), with personnel in the natural target setting(s). The data collected can then provide the relative probability of the problem behavior (as well as latency data) across a number of inducements (trials) over time. In this tutorial, Dr. Cipani will illustrate such a procedure for use in natural context assessments. This assessment methodology can be enhanced by the observer providing a descriptive analysis of functional and nonfunctional behaviors under such EO inducements. By combining both the experimental (trigger analysis) and descriptive (behavioral description) methodologies, a clinician can obtain valuable information on the response class that produces the abolishing operation, as well as an anecdotal analysis of behaviors which are currently ineffectual in abolishing the EO. This can then lead to a better understanding of the strength of alternate more desirable forms in the client's repertoire (see Appendix A; Cipani & Schock, 2011 for an operant analysis of replacement behaviors). This information has implications for treatment design. A function-based classification system comprising 13 categories (Cipani & Schock, 2011) will be used to exemplify the procedures in this assessment method. In particular, Dr. Cipani will demonstrate how trigger analysis with behavioral description would apply to such functions as access to attention or tangible reinforcers and escape and/or avoidance of unpleasant social situations, difficult tasks/assignments, or lengthy tasks assignments.

#323 Invited Presenter

9:00 am–9:50 am

W178a (McCormick Place Convention Center)

EAB; Theory

PSY/BACB CE Offered. CE Instructor: William M. Baum, Ph.D.

What Counts as Behavior?

Chair: Federico Sanabria (Arizona State University)

WILLIAM M. BAUM (University of California, Davis)



Dr. William Baum received his BA in psychology from Harvard College in 1961. Originally a biology major, he switched to psychology after taking courses from B. F. Skinner and R. J. Herrnstein in his freshman and sophomore years. He attended Harvard University for graduate study in 1962, where he was supervised by Herrnstein and received his Ph.D. in 1966. He spent the year 1965–66 at Cambridge University, studying ethology at the Sub-Department of Animal Behavior. From 1966 to 1975, he held appointments as post-doctoral fellow, research associate, and assistant professor at Harvard University. He spent 2 years at the National Institutes of Health Laboratory for Brain, Evolution, and Behavior and then accepted an appointment in psychology at the University of New Hampshire in 1977. He retired from there in 1999. He currently has an appointment as associate researcher at the University of California, Davis, and lives in San Francisco. His research concerns choice, molar behavior/environment relations, foraging, and behaviorism. He is the author of a book, *Understanding Behaviorism: Behavior, Culture, and Evolution*.

Abstract: A final definition is impossible, but we can rule out some possibilities and propose others based on what we currently know. Behavior is not simply movement, but must be defined by its function. Also, our understanding of behavior must agree with evolutionary theory. Dr. Baum will suggest four basic principles: (1) Only whole organisms behave; (2) behavior is purposive; (3) behavior takes time; and (4) behavior is choice. Saying that parts of an organism behave is nonsense, and, moreover, evolutionary theory explains

the existence of organisms mainly through their adaptive behavior. Behavior is purposive because it is shaped by its consequences, through an organism's lifetime or through interactions with the environment across many generations of natural selection. Behavior takes time in that behavior is interaction with the environment which cannot take place at a moment. Moreover, identifying an activity requires a span of time. Behavior is choice in the sense that a suitable span of time always includes time spent in more than one activity. Activities include parts that are themselves activities on a smaller time scale and compete for time. Thus, behavior constitutes time allocation. An accounting problem arises whenever behavior is attributed to multiple consequences. It remains to be solved.

#324 Paper Session

9:00 am–9:50 am

W196a (McCormick Place Convention Center)

EDC

Teaching Numerical and Reading Skills

Chair: João S. Carmo (Universidade Federal de São Carlos)

Evaluating an Online Reading Program With Children With Intellectual Disabilities: Feasibility and Pilot Research (Service Delivery)

EMILY TYLER and J. Carl Hughes (Bangor University) and Richard P. Hastings (University of Warwick)

Teaching Numerical Skills to Preschoolers Using Stimulus Control Technology (Basic Research)

JANAINA DE FATIMA CASTRO ZAMBONE and João S. Carmo (Universidade Federal de São Carlos)

#325 Symposium

9:00 am–9:50 am

W194b (McCormick Place Convention Center)

EDC/DDA; Applied Research

BACB CE Offered. CE Instructor: Mack D. Burke, Ph.D.

The Use of Trial-Based Functional Analysis in Applied Settings

Chair: Mack D. Burke (Texas A&M University)

A Systematic Review of the Literature on Trial-Based Functional Analysis of Challenging Behavior

SAMAR ZAINI, Mandy J. Rispoli, Jennifer Michelle Ninci, and Leslie Neely (Texas A&M University)

Training Early Childhood Teachers to Implement Trial-Based Functional Analyses

HEATHER HATTON, Mack D. Burke, Jennifer Michelle Ninci, Samar Zaini, Lisa Sanchez (Texas A&M University)

Validation of Trial-Based Functional Analysis in Early Childhood Settings

JENNIFER NINCI, Mandy J. Rispoli, Mack D. Burke, Heather Hatton, Samar Zaini, and Lisa Sanchez (Texas A&M University)

#326 Symposium

9:00 am–9:50 am

W187c (McCormick Place Convention Center)

PRA; Applied Research

BACB CE Offered. CE Instructor: David M. Richman, Ph.D.

Large-Scale Analyses of Single-Case Design Research: Effects of NCR on Challenging Behavior and Function-Based Treatment of Elopement

Chair: David M. Richman (Texas Tech University)

Discussant: James E. Carr (Behavior Analyst Certification Board)

Meta-analysis of Noncontingent Reinforcement Effects on Challenging Behavior

LAYLA ABBY, David M. Richman, Lucy Barnard-Brak, and Laura Melton Grubb (Texas Tech University) and Amanda Bosch (Sam Houston State University)

Clinical Outcomes for the Treatment of Elopement in Children With Developmental Disabilities

JESSICA ALVAREZ and Nathan Call (Marcus Autism Center)

#326a Symposium

9:00 am–9:50 am

W192c (McCormick Place Convention Center)

OBM/DDA; Applied Research

BACB CE Offered. CE Instructor: Raymond G. Miltenberger, Ph.D.

Recent Research on Reactivity in Staff Management

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

An Evaluation of Staff Reactivity Following Performance Feedback and Self-Monitoring Procedures in a Group Home Setting

SAMANTHA LYNN FUESY and Raymond G. Miltenberger (University of South Florida)

Evaluating and Controlling Reactivity Following Supervisor Training and Feedback

NICOLE MINARD and Raymond G. Miltenberger (University of South Florida)

Impacting Correct Hand Washing Among Human Service Employees: Findings From Obtrusive and Unobtrusive Observations

Tamika Rickerson and TIMOTHY M. WEIL (University of South Florida)

#327 Symposium

9:00 am–9:50 am

W185d (McCormick Place Convention Center)

PRA/DDA; Service Delivery

BACB CE Offered. CE Instructor: Pamela J. White, M.Ed.

Designing Systems to Support Inclusion

Chair: Jamie Pagliaro (Rethink Autism)

Discussant: Patricia I. Wright (Easter Seals)

From Chaos to Cohesion.. Social Skills Groups That Promote Inclusion

PAMELA J. WHITE and Tarsah Dale (Inspire Behavior Therapy & Consulting)

An Online Curriculum Model to Support Inclusive Practices

LIN CHONG (Rethink Autism) and Bridget A. Taylor (Alpine Learning Group)

#328 B. F. Skinner Lecture Series

9:00 am–9:50 am

W375e (McCormick Place Convention Center)

VRB; Basic Research

PSY/BACB CE Offered. CE Instructor: Anna I. Petursdottir, Ph.D.

From Action to Interaction to Learning: How Parental Responsiveness Promotes Children's Language Development

Chair: Anna I. Petursdottir (Texas Christian University)

CATHERINE TAMIS-LEMONDA (New York University)



Catherine S. Tamis-LeMonda is a professor of developmental psychology at New York University's Steinhardt School of Culture, Education, and Human Development, and director of the Center for Research on Culture, Development, and Education. Her research examines infants' developing language, play, cognition, motor skills, and social understanding across the first 4 years of life, with a focus on reciprocal associations among emerging skills. Of special interest are the social and cultural contexts of early skill development, especially the ways in which mothers' and fathers' interactions with children shape children's developmental trajectories in different populations within the United States and

internationally. She uses multiple methods in her research (naturalistic, observational, experimental, surveys, qualitative interviews, and direct child assessments), and is an expert on the microanalysis of

real-time behavioral interactions between infants and parents. This research highlights how infants' engagements with the world function to elicit "contingently responsive" input from parents, which in turn facilitates language learning and development. Her research has been funded by the National Institute of Child Health and Development, National Institute of Mental Health, the National Science Foundation, Administration for Children and Families, the Ford Foundation, and the Robinhood Foundation. Dr. Tamis-LeMonda has more than 100 publications in peer-reviewed journals and books, and has co-edited the volumes *Child Psychology: A Handbook of Contemporary Issues*, *Handbook of Father Involvement: Multidisciplinary Perspectives*, and *The Development of Social Cognition and Communication*.

Abstract: Parent-infant interaction is the primary context in which infants learn culturally valued skills. In the domain of language development, parental verbal responsiveness has consistently been found to promote infants' learning of new words. Why might this be? Here, the speaker will highlight several features of responsiveness that explain these parent-child associations: (1) Responsive behaviors are temporally connected (contiguous) and dependent upon (contingent) infant actions (i.e., exploratory or communicative behaviors), and thereby facilitate infants' mapping of words to their referents; (2) parents are more likely to use lexically rich language in response to infant actions than in the presence of infant off-task behaviors; and (3) responsive behaviors are multimodal in their structures, thereby provide infants with physical cues (e.g., gestures) to the words that are spoken. These principles have been demonstrated in several longitudinal studies of infant-parent interactions in families from diverse socio-cultural backgrounds (e.g. European-American, African-American, and Dominican and Mexican immigrants). Frame-by-frame coding is applied to video-recorded interactions to examine how mothers respond ("response type") to specific infant behaviors ("infant-given behavior"), and relate "infant-to-mother behavioral sequences" to children's current and later language skills. The developmental significance of parental responsiveness is observed across cultural communities and reflects universal processes of early language learning.

#329 Paper Session

9:00 am–10:50 am

W184a (McCormick Place Convention Center)

AUT

Collaboration and Community Outreach: Establishing Comprehensive Service Delivery for Individuals With Autism

Chair: Amy-Jane Griffiths (The Center for Autism & Neurodevelopmental Disorders, Chapman University)

Interagency Collaboration: Working Together to Improve Behavior Intervention Outcomes for Youth With Autism Spectrum Disorders (Service Delivery)

AMY-JANE GRIFFITHS (Center for Autism & Neurodevelopmental Disorders, Chapman University), Kelly McKinnon (Kelly McKinnon & Associates), and Hayley Taitz and Jared Izumi (Chapman University)

Collaboration With a Community-Based Preschool on Implementing a Positive Behavior Support Plan (Applied Research)

DAISY WANG (Autism Spectrum Therapies)

Autism Intervention via Parental Training in Northern Brazil (Applied Research)

MARILU MICHELLY CRUZ DE BORBA and Romariz Barros (Universidade Federal do Para)

The Reality of Working With Individuals With Autism in Peru Using an ABA Approach (Service Delivery)

MAPY CHAVEZ CUETO and Antuanete Chavez (Alcanzando)

#330 Symposium

9:00 am–10:50 am

W183b (McCormick Place Convention Center)

AUT/TBA; Applied Research

BACB CE Offered. CE Instructor: Todd G. Kopelman, Ph.D.

Evaluating Integrity of Behavioral Services Delivered to Children With Autism

Chair: Todd G. Kopelman (University of Iowa Hospitals and Clinics)

Discussant: Florence D. DiGennaro Reed (University of Kansas)

Evaluating the Integrity of Parents Who Conduct In-Home FCT With Coaching via Telehealth

ALYSSA N. SUESS, Patrick Romani, David P. Wacker, Shannon Dyson, Jennifer Kuhle, John F. Lee, Scott D. Lindgren, and Todd G. Kopelman (University of Iowa)

Using Teleconsultation to Maintain Parent Implementation of Discrete-Trial Training Procedures

LASHANNA BRUNSON, Claire C. St. Peter, James E. Cook, Nicholas Larson, Shrinidhi Subramaniam, and Susannah Poe (West Virginia University)

Discrete Trial Training: Assessment of Treatment Integrity by Sequential Analysis

DENYS BRAND, Oliver C. Mudford, and Douglas Elliffe (University of Auckland)

Evaluation of an Interactive Online Program for Training Teachers to Implement DTT With Individuals With Autism

THOMAS S. HIGBEE (Utah State University), A. Celso Goyos (Universidade Federal de São Carlos), and Joy S. Pollard (Utah State University)

#331 Symposium

9:00 am–10:50 am

W175a (McCormick Place Convention Center)

BPH; Applied Research

Translational Research in Health Behavior

Chair: Philip Erb (University of Florida)

Discussant: Mikhail Koffarnus (Virginia Tech Carilion Research Institute)

Impulsive Choice and Prolonged Pre-Exposure to Reward Delay in Rodent Models of Drug Self-Administration

JEFFREY S. STEIN, Renee Renda, Kennan J. Liston, Shayne Barker, and Gregory J. Madden (Utah State University)

Effects of Commonly Abused Drugs on Discounting of Delayed or Probabilistic Sexual Outcomes in Recreational Users

MATTHEW W. JOHNSON and Patrick S. Johnson (Johns Hopkins University School of Medicine)

Translational Research on Innovative, Behavioral Treatments for Cigarette Smokers

ALLISON KURTI and Jesse Dallery (University of Florida)

The Effects of Percentile Versus Escalating Incentive Schedules on Smoking With Equal Incentive Magnitude for Initial Abstinence

PAUL ROMANOWICH and Richard Lamb (University of Texas at San Antonio)

#332 Symposium

9:00 am–10:50 am

W190b (McCormick Place Convention Center)

CSE/EAB; Applied Research

BACB CE Offered. CE Instructor: Bethany R. Raiff, Ph.D.

Behavior Can Be “All Fun and Games:” Gamification Research and Applications

Chair: Jillian Rung (Utah State University)

Discussant: Janet S. Twyman (University of Massachusetts Medical School)

Playing to Learn: Formulating a Behavior Analytic Account of Games

ZACHARY H. MORFORD and Linda J. Parrott Hayes (University of Nevada, Reno)

Playing Games With Food: Using Gamification to Increase Fruit and Vegetable Consumption in Elementary-School Cafeterias

BROOKE ASHLEY JONES, Gregory J. Madden, Heidi Wengreen, and Sheryl Aguilar (Utah State University)

Internet and Videogame-Based Contingency Management for Promoting Healthy Behavior

BETHANY R. RAIFF (Rowan University), Jesse Dallery (University of Florida), and Darion Rapoza (Entertainment Sciences, Inc.)

Impulsivity and Risk Taking in a Gaming Environment

MICHAEL YOUNG (Kansas State University), Tara Webb (Southern Illinois University, Carbondale), Jillian Rung (Utah State University), and Anthony McCoy (Kansas State University)

#333 Symposium

9:00 am–10:50 am

W186 (McCormick Place Convention Center)

DDA/CBM; Applied Research

Diverse Applications of Preference Assessment Procedures

Chair: Patricia F. Kurtz (Kennedy Krieger Institute)

Discussant: Mark O'Reilly (University of Texas at Austin)

An Examination of the Use of Preference Assessments With Preschool Children Exhibiting Severe Problem Behavior

ASHLEY ROBINSON, Patricia F. Kurtz, and Jaclyn Brande (Kennedy Krieger Institute)

Preference Assessments With Youth in a Minimally Conscious State in a Pediatric Rehabilitation Setting

LUCY LEIBOWITZ, Valerie Paasch, Keith J. Slifer, and Adrianna M. Amari (Kennedy Krieger Institute)

An Evaluation of the Influence of Various Dimensions of Effort on Choice Responding

KELLY M. SCHIELTZ, David P. Wacker, Alyssa N. Suess, Jessica Emily Schwartz, and Nicole H. Lustig (University of Iowa)

Evaluation of Choices by Bilingual Children With Disabilities Across Social Contexts: The Role of Stimulus and Language Preference

YANIZ C. PADILLA DALMAU (Virginia Institute of Autism); David P. Wacker, Patrick Romani, and Jessica Emily Schwartz (University of Iowa); and Gregory Breznican (Virginia Institute of Autism)

#334 Symposium

9:00 am–10:50 am

W187ab (McCormick Place Convention Center)

DDA/EDC; Applied Research

BACB CE Offered. CE Instructor: Sharon A. Reeve, Ph.D.

Applications of Technology for Prompting, Reinforcement, and Data Collection: Teaching Individuals With Varying Skill Levels

Chair: Sharon A. Reeve (Caldwell College)

Discussant: Paul Argott (EPIC School)

The Effects of Clickers on College Students' Quiz Scores Accuracy in a Teacher Preparation Course

CHRISTINA A. ROUSE, Jennifer Marie Cullen, and Sheila R. Alber-Morgan (The Ohio State University)

Effects of Self-Directed Video Prompting Using iPads on the Vocational Task Completion of Young Adults With Intellectual and Developmental Disabilities

JENNIFER MARIE CULLEN, Sheila R. Alber-Morgan, Evette A. Simmons-Reed, and Mike Hanes (The Ohio State University)

Comparing Electronic and Tangible Token Systems to Teach Tacting to Pre-adolescents With Autism

BRIDGET SPANARKEL, Sharon A. Reeve, Kenneth F. Reeve, and Tina Sidener (Caldwell College) and David W. Sidener (Garden Academy)

A Comparison of Direct Observational Methods Using an App for Data Collection

RUTH M. DEBAR, Carolina Lenis, Kenneth F. Reeve, and Sharon A. Reeve (Caldwell College)

#335 Symposium

9:00 am–10:50 am

W195 (McCormick Place Convention Center)

EDC; Applied Research

Using Applied Behavior Analysis to Meet the Academic Needs of 21st Century Learners

Chair and discussant: Katelyn M. Fishley (Ohio Dominican University)

ABA and K–12 Education Reform: How ABA Approaches Can Increase Student Achievement and Teacher Effectiveness

KATELYN M. FISHLEY (Ohio Dominican University) and Kristall J. Day (The Ohio State University)

Computer-Assisted Instruction: A Supplementary Tool for Learners At-Risk for Reading Failure

STARR E. KEYES (Bowling Green State University)

The Effects of the Headsprout Early Reading Program on the Literacy Skills and On-Task Behavior of At-Risk Urban Kindergarten Students

SHANNON S. HAMMOND (The Ohio State University)

Using Word Box Instruction to Improve Literacy Skills for Emergent Readers and Older, Struggling Readers

SUSAN KEESEY (Western Kentucky University)

#336 Symposium

9:00 am–10:50 am

W192b (McCormick Place Convention Center)

OBM/DDA; Applied Research

Application of Behavior Analysis With Staff and Parents: Some Current Research

Chair: Elizabeth A. Harton (California State University Los Angeles)

Discussant: Jonathan J. Tarbox (Autism Research Group, Center for Autism and Related Disorders)

A Picture Is Worth a Thousand Words—Or Is It? A Comparison of Modeling Versus Pictorial Prompts

KRISTINE SAFARYAN and Michele D. Wallace (California State University, Los Angeles)

Mother Knows Best: A Comparison of Video Training and Group Instruction Without and With Individualized Feedback on Parent's Implementation of Three-Step

MEGAN HINDS (SEEK Education, Inc.) and Michele D. Wallace (California State University, Los Angeles)

A Comparison of Response Cards and Traditional Lecture on Quiz Performance of Newly Hired Behavioral Interventionists

SU WONG and Michele D. Wallace (California State University, Los Angeles)

An Evaluation of Group Contingencies in Organizational Behavior Management

MEGHAN THOMPSON HERRON and Michele D. Wallace (California State University, Los Angeles)

#337 Symposium

9:00 am–10:50 am

W185a (McCormick Place Convention Center)

PRA/AUT; Applied Research

BACB CE Offered. CE Instructor: Joanna Lomas Mevers, Ph.D.

Going Beyond the Gold Standard: Alternatives and Adaptations of Functional Analysis Methodology

Chair: Joanna Lomas Mevers (Marcus Autism Center)

Discussant: Pamela L. Neidert (University of Kansas)

An Evaluation of Trial-Based Functional Analyses in Classroom Settings

BLAIR LLOYD, Joseph H. Wehby, Emily Weaver, Michelle Harvey, and Daniel Sherlock (Vanderbilt University)

Experts Versus Caregivers: A Comparison of Indirect Assessments and Functional Analysis Outcomes

ERICA JOWETT, Joseph D. Dracobly, Claudia L. Dozier, Adam M. Briggs, and Jessica Foster (University of Kansas)

Use of a Brief Concurrent Operant Preference Assessment as a Predictor of Function of Problem Behavior

JOANNA LOMAS MEVERS, Nathan Call, and Ally Coleman (Marcus Autism Center)

Correspondence Between Functional Analyses of Mands (With and Without Prompting) and Functional Analyses of Problem Behavior: A New Perspective

Joseph Michael Lambert (Vanderbilt University), Sarah E. Bloom (University of South Florida), S. SHANUN KUNNAVATANA and Megan A. Boyle (Utah State University), and Andrew L. Samaha (University of South Florida)

Monday, May 26

#338 Symposium

9:00 am–10:50 am

W184d (McCormick Place Convention Center)

PRA/DDA; Applied Research

BACB CE Offered. CE Instructor: Javier Virues Ortega, Ph.D.

Research on the Prevention, Assessment, and Treatment of Challenging Behavior

Chair: Javier Virues Ortega (University of Manitoba)

Discussant: Brian A. Iwata (University of Florida)

Prevention of Problem Behavior Maintained by Access to Tangible Items

TARA A. FAHMIE (California State University, Northridge) and Brian A. Iwata, and Sarah C. Mead (University of Florida)

A High-Resolution Post-effect Analysis to Identify Establishing and Abolishing Effects of Noncontingent Matched Stimulation

FLAVIA JULIO, May S. Lee, Bethany Craig, Alison Cox, and Javier Virues Ortega (University of Manitoba)

Accuracy of an Electromyography-Aided Approach to the Identification of Bruxism Episodes During Assessment and Treatment

JADE WIGHTMAN and Javier Virues Ortega (University of Manitoba)

Promoting Steadiness in Children With Autism Undergoing MRI Scans: Training and Generalization

Alison Cox, Bethany Craig, Flavia Julio, Kylee Hurl, and Deborah L. Hatton (University of Manitoba); Toby L. Martin (St. Amant Research Centre); and JAVIER VIRUES ORTEGA (University of Manitoba)

#339 Paper Session

9:00 am–10:50 am

W193b (McCormick Place Convention Center)

TBA

40 Years of Teaching Behavior Analysis

Chair: Amy J. Davies Lackey (Manhattan Childrens Center)

A Module Training Package to Increase Basic Competencies in BCBA Supervisees (Applied Research)

AMY J. DAVIES LACKEY, Virginia S. Wong, and Karlee Miller (Manhattan Childrens Center)

Lessons Learned: Forty Years Training Teachers to Use Applied Behavior Analysis (Service Delivery)

BETTY FRY WILLIAMS (Whitworth University) and Randy Lee Williams (Gonzaga University)

An Empirical Evaluation of Different Active Responding Formats in Taiwanese College Classrooms (Applied Research)

PEI-FANG WU (National Kaohsiung Normal University)

Teaching ABA to Front-Line Staff in Neuropsychiatry—Key Strategies and Long-Term Outcomes (Service Delivery)

MARY ROBERTA HOADLEY (Parley Services Limited)

#340 Paper Session

10:00 am–10:20 am

W182 (McCormick Place Convention Center)

AAB

Applying Behavioral Principles to Human-Animal Interactions

Chair: Laura Bassette (Indiana Mentor)

Applying Behavioral Principles to Human-Animal Interactions (Theory)

LAURA BASSETTE (Indiana Mentor)

#341 Symposium

10:00 am–10:50 am

W184b (McCormick Place Convention Center)

AUT/EDC; Applied Research

BACB CE Offered. CE Instructor: Josh Plavnick, Ph.D.

The Use of Explicit Instruction Curricula to Teach Academics to Students With Autism Spectrum Disorders

Chair: Josh Plavnick (Michigan State University)

Discussant: Debra M. Kamps (Juniper Gardens Children's Project, University of Kansas)

Explicit Academic Instructional Programs and Students With Autism Spectrum Disorder:

A Review of the Literature

JOSH PLAVNICK (Michigan State University), Nancy Marchand-Martella and Ronald C. Martella (Eastern Washington University), and Julie L. Thompson and Leah Wood (University of North Carolina at Charlotte)

Increasing Responding During Direct Instruction Mathematics Using Antecedent Strategies With Students With Autism

JULIE L. THOMPSON (University of North Carolina at Charlotte)

#342 Symposium

10:00 am–10:50 am

W183c (McCormick Place Convention Center)

AUT/DDA; Applied Research

BACB CE Offered. CE Instructor: Henry S. Roane, Ph.D.

Implications of Teaching Multiple Communication Responses on the Generalization and Maintenance of FCT Treatment Effectiveness

Chair: Henry S. Roane (State University of New York Upstate Medical University)

Broadening the Functional Communication Repertoires of Individuals With Autism Spectrum Disorder

ROBERT W. ISENHOWER, Robert LaRue, Rachel Davis, Kyung Mo Nam, Jaimie Decker Mulcahy, Meghan Reilly, Chariana Guzik, and Lauren Alison Pepa (Douglass Developmental Disabilities Center, Rutgers University)

An Evaluation of Lag Schedules of Reinforcement Embedded in Functional Communication

Training to Increase Variant Responding

SUMMER GAINY, Terry S. Falcomata, and Colin S. Muething (University of Texas at Austin) and Katherine Hoffman (University of Texas)

An Evaluation of the Interaction Between Communication Modality Preference, Disruptor, and Response Maintenance

JOEL ERIC RINGDAHL (Southern Illinois University), Wendy K. Berg (University of Iowa), Kristina Vargo (Sam Houston State University), Jodi Elizabeth Nuernberger (Southern Illinois University, Carbondale), and Patrick Romani and David P. Wacker (University of Iowa)

#343 Symposium

10:00 am–10:50 am

W184c (McCormick Place Convention Center)

AUT/EDC; Applied Research

BACB CE Offered. CE Instructor: Robert F. Putnam, Ph.D.

Using Technology to Improve the Access to, Effectiveness and Efficiency of Services for Individuals With Autism

Chair: Robert F. Putnam (May Institute)

Discussant: Susan Wilczynski (Ball State University)

Developing and Implementation of a System-Wide Data Information System to Reduce Problem Behavior

MELANIE DUBARD, Robert F. Putnam, and Bonnie Souza (May Institute)

Effectively Training Direct Therapists Serving Students With Autism

Melanie DuBard, Robert F. Putnam, and MEGAN R. JOY (May Institute)

Monday, May 26

#344 Symposium

10:00 am–10:50 am

W179b (McCormick Place Convention Center)

CBM/PRA; Service Delivery

BACB CE Offered. CE Instructor: Jennifer Klapatch, Ph.D.

Health Sports & Fitness Special Interest Group Symposium 1: Behavior Analytic Interventions for Healthy Lifestyles

Chair: Bobby Newman (Room to Grow)

Discussant: Stephen Ray Flora (Youngstown State University)

Improving College Student Health: Simple Interventions to Increase Healthy Food Selection Behavior

SHARLET D. RAFACZ (Savannah State University), Sandra Nerestant (Clark Atlanta University), and Marquella Johnson (Savannah State University)

The Effects of Internet-Based Deposit Contracts on Increasing Physical Activity of Typically Developing Sedentary Adults

STEPHANIE GORBOLD (ABA of Illinois, LLC) and Jennifer Klapatch and Diana J. Walker (The Chicago School of Professional Psychology)

#345 Panel Discussion

10:00 am–10:50 am

W192a (McCormick Place Convention Center)

CSE; Service Delivery

BACB CE Offered. CE Instructor: Amanda N. Kelly, Ph.D.

Breaking Borders: Bringing Behavior Analysis to the Forefront

Chair: Amanda N. Kelly (Malama Pono Autism Center)

MOLLY OLA PINNEY (Global Autism Project)

SUSAN AINSLEIGH (Bay Path College)

AMANDA N. KELLY (Malama Pono Autism Center)

#346 B. F. Skinner Lecture Series

10:00 am–10:50 am

W375e (McCormick Place Convention Center)

EAB; Basic Research

PSY CE Offered. CE Instructor: Bernard Balleine, Ph.D.

Reward, Reinforcement, and the Neural Bases of Decision-Making

Chair: Federico Sanabria (Arizona State University)

BERNARD BALLEINE (University of Sydney)



Dr. Bernard Balleine received his BA with first-class honors and with the University Medal from the University of Sydney in 1987 and his Ph.D. from the University of Cambridge in the United Kingdom in 1992. He was made a fellow of Jesus College Cambridge in 1992 and conducted post-doctoral research in neuroscience in the Department of Experimental Psychology at Cambridge University until 1995. He was then appointed assistant professor at the University of California, Los Angeles (UCLA), in 1996, given tenure in 2000, and made a full professor at UCLA in 2004. He was elected a fellow of the American Psychological Association in 2004 and appointed director of research in the Brain Research Institute at UCLA in 2005. In 2009, Dr.

Balleine received an inaugural Australian Research Council Laureate Fellowship and was appointed to a professorial position at the University of Sydney establishing the Behavioral Neuroscience Laboratory in the Brain & Mind Research Institute there in early 2010. Dr. Balleine's research is focused on the psychological and neural bases of decision-making and has been instrumental in establishing the processes determining the acquisition of and choice between goal-directed actions, the development of habits and the reward and reinforcement processes that support these fundamental classes of behavior.

Abstract: Recent studies point to a number of learning and modulatory processes that contribute to food-seeking. Distinct learning processes mediate the acquisition of goal-directed and habitual actions and are subserved by parallel circuits involving the dorsomedial and dorsolateral striatum, respectively. In addition, food can function as an incentive, to reward actions, and as a reinforcer, to strengthen habits. Evidence suggests that two forms of incentive process affect food seeking: (1) the experienced value of a particular food based on consummatory experience and (2) the predicted value of a particular action based on cues that predict food delivery. Although incentive theories generally assume that these processes are mediated by a common associative mechanism, a number of recent findings suggest that they are dissociable behaviorally, anatomically, and neurochemically. The latter predictive learning process also may play a role in habitual food-seeking, particularly in the function of the reinforcement signal, long ascribed to the dopaminergic input to dorsolateral striatum which we have found is heavily regulated by the central amygdala. As the basolateral amygdala is heavily involved in reward processing, it appears the amygdala plays the general role of parsing food events into the reward and reinforcement signals that support goal-directed and habitual action control, respectively.

#347 Symposium

10:00 am–10:50 am

W194b (McCormick Place Convention Center)

EDC/VRB; Applied Research

BACB CE Offered. CE Instructor: JoAnn Pereira Delgado, Ph.D.

Improving Reading and Writing Repertoires in Students With and Without Disabilities

Chair: JoAnn Pereira Delgado (Teachers College, Columbia University)

Discussant: Caitlin Rasplia (University of Oregon)

Effects of the Corrective Reading Program on Reading Skills in an Accelerated Independent Learner Classroom

JoAnn Pereira Delgado, JENNIFER WEBER, and R. Douglas Greer (Teachers College, Columbia University)

Unblocking Metaphorical Production Responses Using General Case Instruction

KATHERINE M. MATTHEWS (Faison School for Autism) and Dolleen-Day Keohane (Nicholls State University)

#348 Paper Session

10:00 am–10:50 am

W192c (McCormick Place Convention Center)

OBM

Exploring Feedback and Training Mechanisms in OBM

Chair: Amy K. Loukus (Southern Illinois University, Carbondale)

Effect of Descriptive Feedback Compared to Basic Feedback on Productivity and Response Maintenance on a Problem-Solving Task (Basic Research)

MONICA GARLOCK and Ramona Houmanfar (University of Nevada, Reno)

Expanding the Utility of Equivalence-Based Instruction: New Avenues for Staff Training in OBM (Applied Research)

AMY K. LOUKUS and Mark R. Dixon (Southern Illinois University)

#349 Symposium

10:00 am–10:50 am

W187c (McCormick Place Convention Center)

PRA/TPC; Service Delivery

Shaping Solutions to Common Problems in Applied Settings

Chair: Daniel Adam Openden (Southwest Autism Research & Resource Center)

Yummy Starts: A Constructional Approach to Mealtimes for Children With Autism

JOSEPH H. CIHON (University of North Texas), Sara M. Weinkauff (Easter Seals North Texas), Nicole Zeug (Positive Behavioral Connections), and Shahla S. Ala'i-Rosales and Jesus Rosales-Ruiz (University of North Texas)

"Rules" We Needed to Learn About Use of Shaping at Walden Early Childhood Programs
GAIL G. MCGEE and Michael J. Morrier (Department of Psychiatry and Behavioral Sciences, Emory University School of Medicine)

To Be Good, All Dogs Need Is a Little Timely Affection

SEAN WILL, Chase Owens, Morgan Katz, Laura Belcher, and Jesus Rosales-Ruiz (University of North Texas)

#350 Panel Discussion

10:00 am–10:50 am

W193a (McCormick Place Convention Center)

TBA; Service Delivery

BACB CE Offered. CE Instructor: Michael E. Rohr, Ph.D.

40 years of ABA Preparing Competent Practitioners Part I: Advancing the Academic Experience

Chair: Michael E. Rohr (Behavioral and Counseling Services, LLC)

MATTHEW A. T. LEHMAN (Able Pathways)

WESLEY H. DOTSON (Texas Tech University)

DAYNA BEDDICK (University of West Florida)

#351 Symposium

10:00 am–10:50 am

W185d (McCormick Place Convention Center)

VRB/AUT; Applied Research

BACB CE Offered. CE Instructor: Lee L. Mason, Ph.D.

Reinforcing the Verbal Conditional Discriminations of Individuals With Autism

Chair: Lee L. Mason (University of Texas at San Antonio)

The Effects of a Token Economy on Increasing Verbal Conditional Discriminations

LEE L. MASON and Don Davis (University of Texas at San Antonio)

An Examination of the Reinforcing Contingencies of Social Interactions

ALONZO ANDREWS (South Texas Behavioral Institute) and Lee L. Mason and Don Davis (University of Texas at San Antonio)

The Effects of Mutual Interests on Verbal Conditional Discriminations

DON DAVIS and Lee L. Mason (University of Texas at San Antonio) and Alonzo Andrews (South Texas Behavioral Institute)

#352 Symposium

10:00 am–11:50 am

W179a (McCormick Place Convention Center)

CBM/VRB; Applied Research

BACB CE Offered. CE Instructor: Thomas J. Waltz, Ph.D.

Addressing Interpersonal Functioning in Clinical Behavior Analysis

Chair: Jordan T. Bonow (Veterans Affairs Puget Sound: Seattle Division)

Discussant: Thomas J. Waltz (Eastern Michigan University)

A Clinical Behavior Analytic Approach to Interpersonal Behavior: Functional Analytic Psychotherapy

JORDAN T. BONOW (Veterans Affairs Puget Sound: Seattle Division) and William C. Follette (University of Nevada, Reno)

The Challenges of Developing Functional Assessments in CBA

SABRINA DARROW (University of California, San Francisco), Jordan T. Bonow (Veterans Affairs Puget Sound: Seattle Division), and Glenn M. Callaghan (San Jose State University)

Using Clinically Relevant Discounting Tasks to Assess Distress Tolerance Related to Social Functioning

THOMAS J. WALTZ (Eastern Michigan University) and William C. Follette (University of Nevada, Reno)

Evaluating the Efficacy of FAP for Enhancing Social Connectedness in a Distressed College Student Population

DANIEL W. MAITLAND, Rachel Petts, Christopher Briggs, Julissa Duenas, Justin A. Moore, and Scott T. Gaynor (Western Michigan University)

#353 Paper Session

10:00 am–11:50 am

W181b (McCormick Place Convention Center)

DEV

Biological, Epigenic, and Neurophysiological Mechanisms and Early Child Development

Chair: Grazielle Noro (Universidade Estadual de Londrina)

Neuroscience and Behavior Analysis: The Use of Biological Variables to Explain Behavior (Theory)

Grazielle Noro, Marcia Cristina Gon Caserta, and ROBSON ZAZULA (Universidade Estadual de Londrina)

Discontinuity or Delay Represented by Developmental Measures in Early Childhood (Basic Research)

RAY BROGAN (Kaplan University)

Epigenetic Mechanisms and the Effects of Post-natal Maternal Care in the Development of Offspring's Stress Vulnerability (Basic Research)

GRAZIELLE NORO and Marcia Cristina Gon Caserta (Universidade Estadual de Londrina)

Risk-Resiliency Transdisciplinary Evaluation: Integration of Developmental and Applied Behavioral Methods for Children ages 0–5 (Service Delivery)

KATHRYN LELAURIN

Conditioning Towards a Climax: A Behavior Analytic Account of Sexual Behavior and Sexual Problems (Basic Research)

DERIC E. TONEY and Linda J. Parrott Hayes (University of Nevada, Reno)

#354 Symposium

10:00 am–11:50 am

W181a (McCormick Place Convention Center)

DEV/OBM; Basic Research

Application of the Model of Hierarchical Complexity and Precision Teaching in Interventions

Chair: Michael Lamport Commons (Harvard Medical School)

Discussant: Patrice Marie Miller (Salem State University)

Developmental Behavior Analytic Therapy

ALICE LOCICERO (Boston Medical Center), Charu Tara Tuladhar (Mount Holyoke College), and Michael Lamport Commons (Harvard Medical School)

Effectively Teaching the Model of Hierarchical Complexity

SHULING JULIE CHEN (Stony Brook University), Michael Lamport Commons (Harvard Medical School), and Darlene E. Crone-Todd (Salem State University)

How Measuring Complexity Can Help to Promote Organizational Development

ANDREW M. RICHARDSON (Salem State University) and Michael Lamport Commons (Harvard Medical School)

Planning One's Own Development Within the Developmental Behavior Analytic Therapy

CHARU TARA TULADHAR (Mount Holyoke College) and Michael Lamport Commons (Harvard Medical School)

#355 Symposium

10:00 am–11:50 am

W194a (McCormick Place Convention Center)

OTH/OBM; Applied Research

BACB CE Offered. CE Instructor: Ellie Kazemi, Ph.D.

Effective Training Strategies and Performance Feedback

Chair: Ellie Kazemi (California State University, Northridge)

Discussant: Stephanie M. Peterson (Western Michigan University)

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How Can We Maximize a Supervisor's Efficiency?

MARNIE NICOLE SHAPIRO (The Ohio State University) and Melissa L. Mendoza, Meline Pogojana, and Ellie Kazemi (California State University, Northridge)

Can Behavioral Staff Be Trained to Implement Paired-Stimulus Preference Assessments Using Only a Self-instructional Package?

MELISSA L. MENDOZA (California State University, Northridge), Marnie Nicole Shapiro (The Ohio State University), and Meline Pogojana and Ellie Kazemi (California State University, Northridge)

A Component Analysis of Feedback

DENICE RIOS, Meline Pogojana, Candice Hansard, and Ellie Kazemi (California State University, Northridge)

Can a Robot Serve as a Simulated Client?

LISA STEDMAN-FALLS, Denice Rios, Melissa L. Mendoza, and Ellie Kazemi (California State University, Northridge)

#356 Invited Symposium

10:00 am–11:50 am

W178a (McCormick Place Convention Center)

SCI

PSY/BACB CE Offered. CE Instructor: Erin B. Rasmussen, Ph.D.

Contributions of Behavior Analysis to the Study of Obesity

Chair: Erin B. Rasmussen (Idaho State University)

Discussant: Kelly M. Banna (Millersville University)

Contributions of Behavior Analysis to Childhood Obesity Research: A Review and Example

RICHARD K. FLEMING (University of Massachusetts Boston)



Richard Fleming received his Ph.D. in psychology from the University of Massachusetts Amherst in 1990. He then joined the Department of Psychology at Auburn University, where he was promoted to associate professor and received tenure. In 2000, Dr. Fleming returned to his native New England, where he was an associate professor in the Department of Psychiatry at the University of Massachusetts Medical School. In 2012, he accepted his current position as associate professor and graduate program director in the Department of Exercise and Health Sciences at the University of Massachusetts Boston. Dr. Fleming's research addresses the translation and application of psychological principles to

problems of social importance. Specializing in behavioral psychology, he has conducted numerous National Institutes of Health-funded studies that address the prevention and treatment of child and adolescent obesity, the promotion of physical activity and exercise, and media-driven online education, with particular emphasis on people with intellectual and developmental disabilities and their families.

Abstract: Behavior analysis has influenced how researchers conceptualize, analyze, prevent, treat, and drive policy around childhood obesity. These contributions have appeared not only in traditional behavior analysis outlets, but also in (1) mainstream pediatrics and obesity journals, often in the form of randomized controlled trial (RCT) between-groups research; (2) the work of centers devoted to affecting food policy (notably the Rudd Center for Food Policy & Obesity); and (3) mass media publications, such as *Scientific American*. This paper reviews some of these contributions as a means of discussing a promising context for increasing the influence of behavior analysis. It also presents an example of the author's behavioral research on family-based weight loss and weight maintenance intervention with adolescents and young adults with intellectual disabilities. Recommendations are made for future contributions of behavior analysis in the area of childhood obesity.

How Behavior Change Can Prevent Obesity

CHARLES FERGUS LOWE and Pauline Horne (Bangor University)



A graduate of Trinity College Dublin, Fergus Lowe is CEO of the social enterprise Food Dudes Health Ltd., and professor emeritus in psychology at Bangor University, Wales, where he has previously served as head of psychology and deputy vice chancellor. His early research focused on determinants of human and animal operant behavior and the transformative role of verbal behavior. With Dr. Pauline Horne, he produced a new behavioral account of early language development and categorization. In recent years, he has developed, again with Dr. Horne, an award-winning set of programs, Food Dudes, that have proven very effective in bringing about large and long-lasting changes in children's diets. In collaboration with

Bangor University, Food Dudes Health was established in 2012 in order to develop and extend the reach of the Food Dudes programs. Dr. Lowe has advised British and Irish governments and the European Commission on changing children's eating habits. He also is vice chair of the European Union's Scientific Expert Panel for the School Fruit Scheme. He led the Experimental Analysis of Behaviour Group in the United Kingdom for many years, helped to initiate the first pan-European meetings of behavior analysts, and was the first chair of the European Association for Behaviour Analysis.

Abstract: Traditional approaches to tackling obesity, which are based on the provision of information and related health promotion schemes, have largely failed. This paper outlines an alternative approach, which is called Whole Environment Sustainable Behavior Change. It brings together a range of principles and processes from across psychology and behavioral economics that, in combination, can be employed to bring about large and lasting improvements in children's eating habits and levels of physical activity. The presentation will include not just theories of behavior change, but also a systematic program of "real-life" research and development, the Food Dudes Programme, that aims to put these theories into practice and to transform the health of children across the globe.

Toward a Functional Analysis of Moderate-to-Vigorous Physical Activity in Children

MATTHEW P. NORMAND (University of the Pacific)



Dr. Matthew Normand is an associate professor in the department of psychology at the University of the Pacific and a Board Certified Behavior Analyst (BCBA). His primary scientific interests, broadly defined, are the application of basic behavioral principles to problems of social significance (including obesity and community health issues), verbal behavior, and the philosophy of science. He has authored about three dozen scientific papers and book chapters and more than 100 conference presentations. He is the current editor of *The Behavior Analyst*, an associate editor for the *Journal of Applied Behavior Analysis*, and serves on the editorial board of *Behavioral Interventions*. He is a former associate

editor for the journals *The Behavior Analyst*, *Journal of Applied Behavior Analysis*, *The Analysis of Verbal Behavior*, and *Behavior Analysis in Practice*. Dr. Normand is the 2011 recipient of the B. F. Skinner New Researcher Award from the American Psychological Association (Division 25).

Abstract: Physical activity, particularly moderate-to-vigorous physical activity (MVPA), is an important class of health-related behavior for children and adults. Insufficient physical activity is a risk factor associated with a host of medical problems, including hypertension, type-2 diabetes, and more generally, obesity. To mitigate these risks, current guidelines from the Centers for Disease Control and Prevention and World Health Organization state that children should engage in at least 60 minutes of MVPA per day. Unfortunately, recent estimates suggest that few children are this active. Various behavioral interventions have been developed to increase physical activity in children, but with mixed results. Many such studies involve indirect measures of behavior change and, even when change seems evident, suffer from relatively poor long-term intervention effects. More systematic research involving direct measures of behavior is warranted. Moreover, the kinds of pre-intervention functional analyses common in the behavior analysis literature are notably absent from the physical activity literature, perhaps explaining, at

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least in part, the less than robust intervention effects sometimes reported. This talk will describe a programmatic line of research that begins with the validation of direct measurement strategies for MVPA, progresses to pre-intervention experimental analyses of the environmental variables functionally related to MVPA, and currently involves intervention evaluations based on the outcomes of the pre-intervention analyses. The results of these studies suggest that physical activity can be accurately measured, pre-intervention experimental analyses can be used to identify specific variables that promote MVPA, and that this information can be used to develop interventions to increase MVPA.

Obesity, Impulsive Choice for Food, and the Role of Dopamine

ERIN B. RASMUSSEN (Idaho State University)



Erin Rasmussen received her Ph.D. from Auburn University in experimental analysis of behavior with an emphasis in behavioral toxicology and pharmacology. She is currently a professor of psychology at Idaho State University, where, in her 9.5 years there helped build a new Ph.D. program in experimental psychology. She conducts research on the behavioral economics and behavioral pharmacology of food and exercise reinforcement using animal models of obesity and humans, with special emphasis on the endocannabinoid, opioid, and dopaminergic neurotransmitter systems. Her recent work has been published in journals including the *Journal of the Experimental Analysis of Behavior*, *Physiology and Behavior*, *Experimental and Clinical Psychopharmacology*, *Behavioral Brain Research*, *Behavioral Pharmacology*, *Pharmacology, Biochemistry and Behavior*, *Behavioural Processes*, and *Behaviour Research & Therapy*. She currently serves on the editorial board for the *Journal of the Experimental Analysis of Behavior* and the ABAI Science Board. She also served as president of Four Corners Association for Behavior Analysis and as the program chair for the Southeastern Association for Behavior Analysis.

Abstract: A pattern of choosing smaller, sooner rewards over larger, later rewards is known as impulsive choice and is an established behavioral mechanism in a variety of putative “addictive” behaviors, including substance abuse and gambling. This model has been applied to understanding food-choice patterns involved in obesity with humans and with rodent models. The talk will present some human and animal data that suggest that dopaminergic processes, particularly those at the D2 receptor subtype, may underlie impulsive food choices. These data suggest, one, that impulsive choice patterns as a behavioral mechanism of addictive behaviors can be extended to obesity, and two, that dopamine may be involved in these processes.

#357 Symposium

10:00 am–11:50 am

W185bc (McCormick Place Convention Center)

VRB/EAB; Basic Research

BACB CE Offered. CE Instructor: Megan D. Aclan, Ph.D.

Recent Research on Stimulus Equivalence

Chair: Megan D. Aclan (The Chicago School, Los Angeles)

Discussant: Linda A. LeBlanc (Trumpet Behavioral Health)

The Effects of Differential Tact Training of Stimulus Components on the Emergence of Analogical Reasoning

KELLY QUAH, Charisse Ann Lantaya, Careen Suzanne Meyer, and Caio F. Miguel (California State University, Sacramento)

Developing Analogical Reasoning via Common Tact Training of Class-Consistent Compounds

CHARISSE ANN LANTAYA and Danielle Lise LaFrance (California State University, Sacramento), Sarah Dickman (Marcus Autism Center), Jonathan Fernand (University of Florida), and Caio F. Miguel (California State University, Sacramento)

A Comparison of Visual Versus Auditory Match-to-Sample in Establishing Stimulus Equivalence: A Behavioral Evaluation of Learning Styles

TAMMY FRINCU (The Chicago School for Professional Psychology), Jonathan J. Tarbox (Autism Research Group), and Rachel Findel (Intercare Therapy, Inc.)

Comparison of Two Stimulus Equivalence Training Procedures

MEGAN D. ACLAN (The Chicago School, Los Angeles), Jonathan J. Tarbox (Center for Autism and Related Disorders), and Rachel Findel (Intercare Therapy, Inc.)

#358 Paper Session

11:00 am–11:20 am

W175a (McCormick Place Convention Center)

TPC

Stimulus Equivalence Using Graph Theory: Basic Concepts and Operations

Chair: Celso S. Oliveira (Universidade de São Paulo)

Stimulus Equivalence Using Graph Theory: Basic Concepts and Operations (Theory)

CELSO S. OLIVEIRA (Universidade de São Paulo)

#359 Invited Tutorial

11:00 am–11:50 am

W180 (McCormick Place Convention Center)

AAB; Applied Research

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

The Poisoned Cue and Its Implications for the Treatment of Children With Autism

Chair: Erica N. Feuerbacher (University of Florida)

JESUS ROSALES-RUIZ (University of North Texas)



Jesus Rosales-Ruiz is an associate professor at the University of North Texas in the Department of Behavior Analysis. He earned his Ph.D. from the University of Kansas in 1995, under the mentorship of two pioneers in the field of behavior analysis, Donald M. Baer and Ogden R. Lindsley. Dr. Rosales-Ruiz is one of the few scientists in the world studying animal training from both the theoretical and applied perspectives. He, along with his students, has greatly contributed to the understanding of the science and practice of animal training. He also studies the antecedent control of behavior, generalization, behavioral cusps, fluency-based teaching, treatment of autism, teaching of academic behavior, rule-governed

behavior, and contingency-shaped behavior. He has served on several editorial boards, including the *Journal of Precision Teaching and Celeration*, the *European Journal of Behavior Analysis*, and the *International Journal of Psychology and Psychological Therapy*. He also has served as a reviewer for the *Journal of Applied Behavior Analysis*, the *Journal of Neuroscience Methods*, *Behavioral Processes*, and the *Experimental Analysis of Human Behavior Bulletin*. Dr. Rosales-Ruiz is a fellow of the Eastern Psychological Association, a trustee of the Cambridge Center for Behavioral Studies and a member of ABAI.

Abstract: Much is known about discriminative stimuli established using either reinforcing or aversive stimuli and about how these stimuli work as conditioned reinforcers or conditioned aversive stimuli. However, little is known about discriminative stimuli established using both reinforcing as well as aversive events. For this type of stimulus, it has been reported that the interaction between reinforcing and aversive events makes the discriminative function somewhat different from other discriminative stimuli (Hearst & Sidman, 1961). Karen Pryor (2002) called this phenomenon the *poisoned cue*. She suggested that a cue, or SD, that is established using both reinforcing and aversive events leads to the breakdown of the behavior preceding and following the cue. This may be because of an increase in avoidance behaviors and the uncertainty that exists regarding the consequence that will follow. The *poisoned cue* phenomenon is important because it reflects the majority of teaching situations in the real world. SDs in the real world are rarely taught with purely positive reinforcement or purely aversive consequences. This tutorial will present an experimental analysis of the *poisoned cue*, teach participants how to identify situations that involve *poisoned cues*, and discuss solutions for overcoming the effects of *poisoned cues*.

#360 Symposium

11:00 am–11:50 am

W184a (McCormick Place Convention Center)

AUT/EDC; Applied Research

BACB CE Offered. CE Instructor: Elizabeth R. Lorah, Ph.D.

The Use of Handheld Technology in Educational Settings: Staff Training, Deictic Frames, and Sentence Discrimination

Chair: Jason Travers (University of Massachusetts Amherst)

A Comparison of Data Collection Methods for Conducting Multiple-Stimulus Without Replacement Preference Assessments

JULIE CROUSER and Donald A. Hantula (Temple University)

Teaching Perspective Taking With Mobile Technology: Expansions on Deictic Framing Protocols

SHAWN PATRICK GILROY (Rowan University), Elizabeth R. Lorah (University of Arkansas), and Jessica Dodge (Temple University)

Teaching Tacting Sentence Discrimination With the Use of Handheld Technology

ELIZABETH R. LORAH, Ashley Parnell, and Peggy Schaefer Whitby (University of Arkansas)

#361 Symposium

11:00 am–11:50 am

W184b (McCormick Place Convention Center)

AUT/DDA; Applied Research

BACB CE Offered. CE Instructor: Mandy J. Rispoli, Ph.D.

Innovations in Assessment and Treatment of Challenging Behavior in Children With Autism

Chair: Mandy J. Rispoli (Texas A&M University)

Training Educators to Implement Functional Analyses of Challenging Behavior: A Systematic Review

KRISTI MORIN, Leslie Neely, Mandy J. Rispoli, and Stephanie Gerow (Texas A&M University)

An Analysis of Contingency Statements in a Differential Reinforcement of Other Behaviors Procedure

STEPHANIE GEROW, Mandy J. Rispoli, Leslie Neely, and Jennifer Ninci (Texas A&M University)

The Utility of Preferences in Transferring Mands to Receptive Identification in Children With Autism

JENNIFER NINCI, Mandy J. Rispoli, Samantha Guz, Leslie Neely, and Kristi Morin (Texas A&M University)

#362 Symposium

11:00 am–11:50 am

W183b (McCormick Place Convention Center)

AUT/DDA; Applied Research

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

Challenges to Establishing Joint Attention and Social Referencing Repertoires in Children With Autism

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

Teaching Children With Autism to Orient to Social Stimuli

SYLVIA SNG and Rebecca P. F. MacDonald (New England Center for Children)

Teaching Children With Autism to Respond to Facial Expressions Within a Social Referencing Paradigm

JAIME DEQUINZIO and Bridget A. Taylor (Alpine Learning Group)

Teaching Joint Attention Skills to Adolescents and Young Adults With Autism Using Multiple Exemplar Training and Script-Fading Procedures

ERIC ROZENBLAT and Kenneth F. Reeve (Caldwell College), Dawn B. Townsend (Institute for Educational Achievement), and Sharon A. Reeve and Ruth M. DeBar (Caldwell College)

#363 Symposium

11:00 am–11:50 am

W183c (McCormick Place Convention Center)

AUT/DDA; Applied Research

BACB CE Offered. CE Instructor: Terry S. Falcomata, Ph.D.

Extensions of Functional Communication Training to Treat Challenging Behavior Exhibited by Individuals With Autism and other Developmental Disabilities

Chair: Terry S. Falcomata (University of Texas at Austin)

The Effect of Varying Duration of Exposure to Establishing Operation on Functional Communication Training Outcomes

NICOLE DEROSA and Henry S. Roane (State University of New York Upstate Medical University), William Sullivan (Syracuse University), and Janet Diaz (State University of New York Upstate Medical University)

Examination of an Antecedent Communication Intervention Within the Classroom Routine to Reduce Tangibly Maintained Challenging Behavior of Students With Autism

CHRISTINA FRAGALE and Mark O'Reilly (University of Texas at Austin)

Further Evaluation of Lag Schedules of Reinforcement and Functional Communication Training to Increase Variant Mand Responding

COLIN S. MUETHING, Terry S. Falcomata, Summer Gainey, Cayenne Shpall, Katherine Hoffman, Jennifer Hamrick, and Bryant C. Silbaugh (University of Texas at Austin)

#364 Paper Session

11:00 am–11:50 am

W184c (McCormick Place Convention Center)

AUT

Increasing Social Initiations in Children With Autism

Chair: Corinna F. Grindle (University of Wales Bangor)

Comprehensive Use of Scripts and Script-Fading Procedures With Young Children With Autism (Basic Research)

ANNA BUDZINSKA and Iwona Ruta-Sominka (Institute for Child Development)

Use of a Tactile Prompt to Increase Social Initiations in Children With Autism (Applied Research)

CORINNA F. GRINDLE, Pagona Tzanakaki, Sarah Dungait, Amy Hulson-Jones, Maria Saville, J. Carl Hughes (Bangor University) and Richard P. Hastings (University of Warwick)

#365 Symposium

11:00 am–11:50 am

W179b (McCormick Place Convention Center)

CBM/OTH; Applied Research

Recent Research on ABA in Sports and Fitness

Chair: Diego Valbuena (University of South Florida)

The Effects of Video Self-Evaluation on Skill Acquisition With Yoga Postures

HOLLY DOWNS, Raymond G. Miltenberger, and Jessica Biedronski (University of South Florida)

Using Video Feedback to Improve Horseback Riding Skills

HEATHER KELLEY and Raymond G. Miltenberger (University of South Florida)

Using Goal-Setting and Feedback to Increase Weekly Running Distance

STEPHANIE WACK, Kimberly Crosland, and Raymond G. Miltenberger (University of South Florida)

#366 Symposium

11:00 am–11:50 am

W190b (McCormick Place Convention Center)

CSE; Service Delivery

BACB CE Offered. CE Instructor: Neal Miller, Ph.D.

Ethical Issues Related to the Use of Social Media by Behavior Analysts

Chair: Neal Miller (University of Memphis)

Discussant: Amanda N. Kelly (Malama Pono Autism Center)

Privacy and Dual Relationships: Challenges of Practicing Behavior Analysis Ethically in the Digital Age

Laura Baylot Casey, NEAL MILLER, and Elisabeth Claire Langford (University of Memphis)

Ethical Considerations in the Dissemination of Behavior Analysis Through Social Media

JONATHAN W. IVY (Mercyhurst University)

#367 Symposium

11:00 am–11:50 am

W186 (McCormick Place Convention Center)

DDA; Applied Research

Factors Affecting Acquisition and Generalization of Academic Tasks

Chair: Kara L. Wunderlich (University of Florida)

An Evaluation of Tact Generalization

KARA L. WUNDERLICH and Timothy R. Vollmer (University of Florida), Cara L. Phillips (Kennedy Krieger Institute), and Jeanne M. Donaldson (Texas Tech University)

The Effects of Pre-trial Versus Post-trial Reinforcement Choice on Task Performance

CHARLES PETERSON, Dorothea C. Lerman, and Melissa Nissen (University of Houston-Clear Lake)

Using Pictures to Teach Sight-Word Reading

AMY RICHARDSON, Dorothea C. Lerman, and Melissa Nissen (University of Houston-Clear Lake)

#368 Symposium

11:00 am–11:50 am

W187ab (McCormick Place Convention Center)

DDA/AUT; Applied Research

BACB CE Offered. CE Instructor: Joseph Michael Lambert, Ph.D.

Current Issues in Negative Reinforcement and Applied Behavior Analysis

Chair: Joseph Michael Lambert (Vanderbilt University)

Effects of Delaying Demands on Escape-Maintained Problem Behavior

DANIEL CLARK (Kennedy Krieger Institute), Sarah E. Bloom (University of South Florida), and Megan A. Boyle (Utah State University)

Sensitivity of Human Choice to Manipulations of Parameters of Positive and Negative Sound Reinforcement

JOSEPH MICHAEL LAMBERT (Vanderbilt University), Sarah E. Bloom (University of South Florida), Cicely M. Nickerson and Casey Clay (Utah State University), and Andrew L. Samaha (University of South Florida)

Utility of a Latency-Based Assessment of Demands Prior to Functional Analyses

JOSLYN CYNKUS MINTZ (Little Leaves Behavioral Services) and Nathan Call and Andrea R. Reavis (Marcus Autism Center)

#369 Symposium

11:00 am–11:50 am

W176b (McCormick Place Convention Center)

EAB/OTH; Basic Research

Additional Measures Within Research on Emergent Relations

Chair: Erik Arntzen (Oslo and Akershus University College of Applied Sciences)

Electroencephalography Measures and Matching-to-Sample Performances in Older Adults

HANNA STEINUNN STEINGRIMSDOTTIR and Erik Arntzen (Oslo and Akershus University College of Applied Sciences)

Variability in Fixation Across Training Structures

STEFFEN HANSEN and Erik Arntzen (Oslo and Akershus University College of Applied Sciences)

Use of a Talk-Aloud Protocol and OTM in a Delayed Matching-to-Sample Procedure

ALEKSANDER VIE and Erik Arntzen (Oslo and Akershus University College of Applied Sciences)

#370 Symposium

11:00 am–11:50 am

W176c (McCormick Place Convention Center)

EAB/OTH; Basic Research

Predicting Risk Taking on the Balloon Analogue Task: A Dynamic Analysis of Choice

Chair: Elias Robles (Arizona State University)

Predictive Validity of the Balloon Analogue Task: Choice Between Real and Hypothetical, Certain and Uncertain Cash

MUCHEN ZHU, Sineenuch Wongsomboon, and Araceli Moreno (Arizona State University)

Dynamic Adaptation to Wins and Losses on the Balloon Analogue Task

ROBERT ROSS and Mikayla Gilbreath (Arizona State University)

Modeling Within- and Between-Trial Patterns of Responding on the Balloon Analogue Task

AMANDA SMALL and Brandon McColley (Arizona State University)

#371 Symposium

11:00 am–11:50 am

W175c (McCormick Place Convention Center)

EAB/TPC; Basic Research

Marijuana, Munchies, and Moments: Current Research on Discrimination of Interoceptive and Temporal Stimuli

Chair: Travis Ray Smith (Southern Illinois University, Carbondale)

Acute Food Deprivation Discrimination and the Search for New Treatments of Eating-Related Conditions

DAVID C. JEWETT (University of Wisconsin-Eau Claire)

Drug Discrimination as a Benchmark for Emerging Assays in Preclinical Pharmacology

BRIAN D. KANGAS (Harvard Medical School)

Temporal Discrimination of Inter-reinforcer Intervals in a Modified Stimulus Compounding Procedure

MICHAEL BROOKS (Central Michigan University)

#372 Symposium

11:00 am–11:50 am

W194b (McCormick Place Convention Center)

EDC/DDA; Applied Research

BACB CE Offered. CE Instructor: David L. Lee, Ph.D.

Academic Skills Instruction for Postsecondary Learners With Intellectual Disability

Chair: David L. Lee (Penn State University)

Discussant: William Therrien (University of Iowa)

Reading Comprehension Instruction Using iPad for Learners With Intellectual Disability

YOUJIA HUA, Saeed Alqahtani, and Wei Lin Chen (University of Iowa)

An Investigation of an Editing Strategy With Postsecondary Students With Developmental Disabilities

SUZANNE WOODS-GROVES (University of Iowa) and Doreen J. Ferko (California Baptist University)

Monday, May 26

#373 Paper Session

11:00 am–11:50 am

W195 (McCormick Place Convention Center)

EDC

Efficacy of Varied Prompting Procedures and Considerations of Procedural Fidelity

Chair: Elif Tekin-Iftar (Anadolu University)

An Analytic Review of Tactile-Cued Self-Monitoring Interventions (Applied Research)

DENNIS MCDUGALL (University of Hawaii)

The Importance of Treatment Integrity in Promoting Learning of Children With Developmental Disabilities (Applied Research)

AHMET FIDAN (Sakarya University) and Elif Tekin-Iftar (Anadolu University)

#375 Invited Presenter

11:00 am–11:50 am

W183a (McCormick Place Convention Center)

PRA; Applied Research

PSY/BACB CE Offered. CE Instructor: Brian K. Martens, Ph.D.

Clinical and Statistical Applications of Contingency Space Analysis

Chair: Jennifer R. Zarcone (Kennedy Krieger Institute)

BRIAN K. MARTENS (Syracuse University)



Brian K. Martens, Ph.D., is a professor of psychology at Syracuse University. He received an M.S. degree in combined school/experimental psychology from Colorado State University (behavior analysis focus) and a Ph.D. in school psychology from the University of Nebraska-Lincoln. Dr. Martens served as director of training for the Syracuse University Psychology Program from 1998–2007 and as associate chair and chair of the Psychology Department from 2007–2009. He was editor-in-chief of the *Journal of Behavioral Education* from 2009–2012 and is a past associate editor for the *Journal of Applied Behavior Analysis*. Dr. Martens is a fellow in Division 16 of American Psychological Association, a

member of the Society for the Study of School Psychology, and previously served on the board of directors of the Society for the Experimental Analysis of Behavior. He has published more than 110 articles, books, and chapters concerned with translating findings from basic operant research into effective school-based interventions, functional assessment and treatment of children's classroom behavior problems, and the instructional hierarchy as a sequenced approach to skill training.

Abstract: Sequential recording of behavior and its consequences is a common strategy for identifying potential maintaining variables in the natural environment. Disagreement remains over a standard approach to detecting contingent relations in the resulting data as well as a suitable association metric. One approach reported in the literature involves comparing the conditional probability of a consequence given the occurrence of problem behavior to its conditional probability given the absence of problem behavior. This approach, known as contingency space analysis (CSA) can be used to identify the direction and magnitude of potential reinforcement effects from descriptive assessment data. Moreover, joint occurrences of behavior and its consequences can be summarized in a 2 by 2 contingency table for which an operant contingency value (OCV) can be computed. In this presentation, procedures for conducting and interpreting a CSA are described, and data are presented showing various applications of CSA to clinical decision making. The presentation concludes by comparing the OCV to other measures of association using simulated and empirical data. These analyses suggest that CSA as a general analytical approach and the OCV as an index of contingency are useful tools for helping behavior analysts identify contingent relations during a functional behavior assessment.

#376 Symposium

11:00 am–11:50 am

W193a (McCormick Place Convention Center)

TBA/PRA; Service Delivery

BACB CE Offered. CE Instructor: Sean D. Casey, Ph.D.

Examples of Behavioral Analysts Meeting the Needs of School-Based Personnel in Behavior Assessment and Intervention

Chair: Brenda J. Bassingthwaite (The University of Iowa Children's Hospital)

A Needs Analysis in Behavioral Assessments and Interventions Within Special Education Schools in Singapore

ANURADHA DUTT, Iris Chen, and Rahul Nair (Nanyang Technological University)

Training Typical School Personnel to Develop and Implement Basic Behavior Support Plans

M. KATHLEEN STRICKLAND-COHEN (Texas Tech University) and Robert H. Horner (University of Oregon)

The Challenging Behavior Specialist Project: What Have We Learned After 4.5 Years?

SEAN D. CASEY (The Iowa Department of Education); Brenda J. Bassingthwaite, David P. Wacker, John F. Lee, and Kelly M. Schieltz (University of Iowa); Tory J. Christensen (Association of University Centers on Disabilities); and Todd G. Kopelman (University of Iowa)

#377 B. F. Skinner Lecture Series

11:00 am–11:50 am

W375e (McCormick Place Convention Center)

TPC; Applied Research

PSY/BACB CE Offered. CE Instructor: Edward K. Morris, Ph.D.

Thinking Scientifically About Clinical Psychology: A Prescription for Narrowing the Science-Practice Gap

Chair: Edward K. Morris (University of Kansas)

SCOTT O. LILIENFELD (Emory University)



Dr. Scott O. Lilienfeld is a professor of psychology at Emory University in Atlanta, GA. He received his bachelor's degree from Cornell University in 1982 and his Ph.D. in psychology (clinical) from the University of Minnesota in 1990. Dr. Lilienfeld is associate editor of the *Journal of Abnormal Psychology*, past president of the Society for a Science of Clinical Psychology, and current president of the Society for the Scientific Study of Psychopathy. Dr. Lilienfeld has published more than 300 manuscripts on personality disorders, dissociative disorders, psychiatric classification, pseudoscience in psychology, and evidence-based practices in clinical psychology. His 2010 book, *50 Great Myths of Popular Psychology*, examines a host of widespread

misunderstandings regarding human behavior. His most recent book, *Brainwashed: The Seductive Appeal of Mindless Neuroscience*, was published in 2013, and is co-authored with psychiatrist Sally Satel. Dr. Lilienfeld is a fellow of the Committee for Skeptical Inquiry and (along with Dr. Hal Arkowitz) a regular columnist for *Scientific American Mind* magazine. In 1998, Dr. Lilienfeld received the David Shakow Award for Outstanding Early Career Contributions to Clinical Psychology from APA Division 12, and in 2007, he was elected as a fellow of the Association for Psychological Science.

Abstract: Dr. Lilienfeld will begin by laying out the magnitude and scope of the science-practice gap in clinical psychology and allied fields, which refers to striking disjunction between the research evidence for intervention and assessment techniques, on the one hand, and their use in everyday clinical practice, on the other. He will then examine both the distal and proximal sources of this gap, including the resistance to systematic research evidence, with a particular eye on commonplace errors in reasoning to which all of us are prone (e.g., realism, confirmation bias, and illusory correlation). In addition, he will discuss the perils of neurocentrism—the assumption that the brain-based level of analysis is inherently more important than other levels of analysis in understanding human behavior—and its implications for research and practice in clinical psychology. He will close with a plea for curricular reform designed to inculcate “fallible humility”—an awareness of our own strengths and limitations as information processors—in the next generation of students.

Monday, May 26

#378 Symposium

11:00 am–11:50 am

W185d (McCormick Place Convention Center)

VRB/OBM; Basic Research

Determining the Predictive Utility of the Implicit Relational Assessment Procedure

Chair: Gregory S. Smith (University of Nevada, Reno)

Discussant: Emily Kennison Sandoz (University of Louisiana at Lafayette)

Exploring the Predictive Utility of IRAP With an Analog Data Entry Task

GREGORY S. SMITH and Ramona Houmanfar (University of Nevada, Reno)

Refining Investigations of the Predictive Utility of IRAP

BAILEY WILCOX (University of Nevada, Reno), Fabiane Fogaca (Universidade Federal de São Carlos), and Gregory S. Smith and Ramona Houmanfar (University of Nevada, Reno)

#379 Poster Session

12:00 pm–2:00 pm

W375a-d (McCormick Place Convention Center)

EAB

Chair: James MacDonall (Fordham University)

Discussants: Genevieve DeBernardis (University of Nevada, Reno), Joyce Tu (Center for Behavioral Sciences, Inc.), Claire St. Peter (West Virginia University), and Andrew Craig (Utah State University)

1. Problem Solving and Verbal Report in Children and Adults Through a Complex Task (VRB; Basic Research) HORTENSIA HICKMAN, Diana Moreno Rodríguez, María Luisa Cepeda Islas, Patricia Plancarte, Noe Gracida, Viridiana Ruiz, and Rosalinda Arroyo (Universidad Nacional Autónoma de México)

2. Habilitation Nonlinguistic Behavior: A Type of Comprehension (VRB; Basic Research) FARID KALEB HERNADEZ GAMEZ, Cecilia Magdalena Molina Lopez, Enrique Zepeta Garcia, and Agustin Daniel Gomez Fuentes (Universidad Veracruzana)

3. Verbal and Nonverbal Behavior Interactions in a Computerized Adaptation of the Task Designed by Catania, et al. (1982): Effects of Embedding an Aversive Contingency (VRB; Basic Research) Camilo Hurtado-Parrado, MÓNICA ANDREA ARIAS HIGUERA, Camilo Gonzalez, Erika García, Karen Henao, and María Carolina Bohórquez (Konrad Lorenz Fundación Universitaria)

4. Rates of Delay Discounting as a Function of Decoy Delay and Amount (TPC; Basic Research) BENJAMIN KOWAL (University of Arkansas at Little Rock)

5. On the Persistence of Sunk Cost Effects (Basic Research) MICHAEL SOFIS, David P. Jarmolowicz, Jennifer L. Hudnall, Mary Ritch, and Shea M. Lemley (University of Kansas)

6. Stability of Delay Discounting of Gains and Losses Across Two Different Procedures (Basic Research) FABIO LEYSER GONCALVES and Gabriella Fares Carvalho (Universidade Estadual Paulista)

7. Assessing Differences in Discounting Using Linear Versus Exponential Delay Progressions (Basic Research) CHARLES FRYE, Jillian Rung, Jonathan E. Friedel, William DeHart, and Amy Odum (Utah State University)

8. Test-Retest Reliability of a Sexual Activity Discounting Task (Basic Research) STEVEN R. LAWYER (Idaho State University)

9. A Comparison Involving Delay Discounting of Money and Daily Events for Undergraduate Students (Basic Research) TAKU ISHII (Tokuyama University)

10. Probability Discounting of Gains and Losses: The Effect of “Insurance” on Risk Choice (Basic Research) YAUHISA HIZA, Tomotaka Orihara, and Kaname Mochizuki (Teikyo University)

11. Cross-Strain Delay Discounting in Rats: Several Levels of Analysis (Basic Research) BRYAN YANAGITA and Carla H. Lagorio (University of Wisconsin-Eau Claire)

- 12. Social Discounting of Cigarette Smoking in College Students** (DEV; Basic Research) TAKEHARU IGAKI (Ryutsu Keizai University), Paul Romanowich (University of Texas at San Antonio), and Yosuke Hachiga (Keio University)
- 13. Impulsivity and Credit Card Debt in College Students** (DEV; Basic Research) JORDAN KIST (Mercyhurst University), Jin Ho Yoon (Baylor College of Medicine), and Matthew T. Weaver (Mercyhurst University)
- 14. Temporal and Probabilistic Discounting of Reinforcing Behavior in Couples** (CBM; Basic Research) RAUL AVILA, Guadalupe Moguel, and Claudia Villagomez (Universidad Nacional Autónoma de México)
- 15. Effects of Reinforcement Rate and Sugar Concentration on Preference for Traditional and Light Food Composition** (Basic Research) MARINA ZANONI MACEDO and A. Celso Goyos (Universidade Federal de São Carlos)
- 16. Time Allocation and Response Effort by Free-Ranging Eastern Fox Squirrels (*Sciurus niger*)** (TBA; Basic Research) BRADY J. PHELPS (South Dakota State University)
- 17. Effects of Reinforcer Magnitude Variability on Operant Responding and Choice in Rats** (Basic Research) CRANE A HAVENS and Chad M. Galuska (College of Charleston)
- 18. Failure to Replicate Matching in Conversations** (VRB; Basic Research) CARSTA SIMON (Oslo and Akershus University College of Applied Sciences)
- 19. Reinforcer Strength: An Examination of Assumptions of Preference Assessment Results** (TPC; Applied Research) MONIQUE LITCHMORE, Jonathan W. Ivy, and Matthew T. Weaver (Mercyhurst University)
- 20. Concurrent Ratio Schedules and the Matching Law** (TPC; Basic Research) BENIGNO ALONSO ALVAREZ (University of Oviedo) and Carlos F. Aparicio Naranjo (Salem State University)
- 21. Pigeon Choice Behaviour With Multiple Alternatives** (Basic Research) EMMA BEEBY and Brent L. Alsop (University of Otago)
- 22. Choice Between Reinforcers With and Without Delayed Shock** (Basic Research) AARON DUMAS and Michael Perone (West Virginia University)
- 23. Contrast and Matching in Multiple VI-DRL Schedules** (BPH; Basic Research) MATTHEW E. ANDRZEJEWSKI, Nicole Holder, Megan Richards, Kayla Fleck, and Amanda Terrinoni (University of Wisconsin-Whitewater)
- 24. Historical Effort Is Not Related to Subsequent Value of Rewards and Cues in Individuals With Intellectual and Developmental Disabilities** (DDA; Applied Research) ASHLEY JONES (Little Red Car ABA Services LLC) and Griffin Rooker, Michelle A. Frank-Crawford, Erin Schaller, Christopher E. Bullock, and Iser Guillermo DeLeon (Kennedy Krieger Institute)
- 28. Holding for a Better Outcome: Continuously Changing Probability and Magnitude in an Accumulation Task** (Basic Research) CHARLES FRYE (Utah State University), Eric A. Jacobs (Southern Illinois University, Carbondale), and Michael Young (Kansas State University)
- 29. The Effects of Reinforcer Banking on Variable-Interval Responding in Pigeons** (Basic Research) BRIAN TALSMAN, Eric James French, and Mark P. Reilly (Central Michigan University)
- 30. Evaluation of Fixed-Ratio Pausing on High Response Cost Activities in Human Healthy Adults** (Basic Research) BRUNO ANGELO STRAPASSON (Universidade Federal do Paraná) and Rodrigo H. Puppi and Rosilaine Morfinato (Universidade Positivo)
- 31. The Role of Lever Location and Post-reinforcement Pauses on Fixed Ratio Performances in Rats** (Basic Research) ERIC JAMES FRENCH and Mark P. Reilly (Central Michigan University)
- 32. A Comparison of Response-Contingent and Noncontingent Pairing in the Conditioning of a Reinforcer** (Basic Research) SARAH J. MILLER (Louisiana State University), Jeffrey H. Tiger (University of Wisconsin-Milwaukee), and George H. Noell (Louisiana State University)

33. Adjustment of Behavior Under Short Functionally Different Temporally Defined Schedules (AAB; Basic Research) MARIO SERRANO, Guadalupe Azamar Gonzalez, Jose Francisco Dominguez Barrera, and Zaira Jacqueline Garcia Perez (Universidad Veracruzana)

34. Adjustment of Behavior Under Two, Three, and Four Term Contingencies Using Tones as Correlated Stimuli (AAB; Basic Research) MARIO SERRANO, Jose Francisco Dominguez Barrera, Zaira Jacqueline Garcia Perez, and Guadalupe Azamar Gonzalez (Universidad Veracruzana)

#380 Poster Session

12:00 pm–2:00 pm

W375a-d (McCormick Place Convention Center)

EDC

Chair: Cynthia Anderson (Appalachian State University)

Discussants: Jennifer Austin (University of South Wales) and Derek Shanman (Fred S. Keller School)

35. Effects of Attendance of One Disruptive Student on Classroom Wide Rates of Inappropriate Behavior (CBM; Service Delivery) SAMANTHA EVANS, Katie DiCola, Kristopher Brown, and Stephen Ray Flora (Youngstown State University)

36. Noncontingent Reinforcement to Decrease Disruptive Classroom Behaviors in a Student With Emotional and Behavioral Disorders (CSE; Applied Research) CHRISTOPHER RUBOW (University of Florida), Christina F. Noel (Western Kentucky University), and Joseph H. Wehby (Vanderbilt University)

37. Teachers' Reported Use of Evidence-Based Strategies Based on Applied Behavior Analysis When Dealing With Challenging Student Behavior (CSE; Applied Research) Snaefridur Drofn Bjorgvinsdottir and ANNA-LIND PETURSDOTTIR (University of Iceland)

38. Challenging Student Behavior: Perceived Effects on Teachers' Well-Being (CSE; Applied Research) Snaefridur Drofn Bjorgvinsdottir and ANNA-LIND PETURSDOTTIR (University of Iceland)

39. The Effect of Type, Frequency, and Severity of Children's Problem Behaviors on Teachers' Psychosocial Adjustment (DDA; Basic Research) SOYOUNG HEO, Hyeonsuk Jang, Harim Kim, and Dayi Jung (Yonsei University); You Na Kim (private practice); and Kyong-Mee Chung (Yonsei University)

40. Assessment of Supportive Behavior of Assistant Teachers in a Japanese Regular Classroom (DDA; Applied Research) YUKI DOJO (Kobe Gakuin University)

41. Teachers' Understanding and Management of Challenging Behavior (Applied Research) ANNE BUTLER and Lisa Monda-Amaya (University of Illinois at Urbana-Champaign)

42. Teacher Praise and Reprimands Directed Toward Students With Problem Behavior: A Re-examination (Applied Research) TARA MOORE (University of Tennessee, Knoxville), Joseph H. Wehby (Vanderbilt University), and Daniel M. Maggin (University of Illinois at Chicago)

43. The Effects of Response Cost and Self-Monitoring on the Off-Task Behavior of Two Fourth Graders During Large Group Instruction (Applied Research) TAYLEE ELESCANO and Natalie Allen-Williams (Weber State University)

44. The Effect of Daily Reinforcement on Student Behavior in a Private Academic School (Service Delivery) JODI DUGAN (Wesley Spectrum Services)

45. Teacher Consultation as an Intervention to Improve Classroom Behavior (PRA; Service Delivery) TERYN BRUNI, Michael D. Hixson, Jessica Sevecke, Seraphim Mork, and Maria Alejandra Ramirez (Central Michigan University)

46. Decreasing Talking Out Behavior Using Differential Reinforcement, Response Cost, and Token Economy Through Teacher Consultation (PRA; Service Delivery) SERAPHIM MORK, Michael D. Hixson, Maria Alejandra Ramirez, Jessica Sevecke, and Teryn Bruni (Central Michigan University)

47. A Multisite Efficacy Trial of the Classwide Function-related Intervention Teams-CW-FIT: A Research to Practice Agenda for Students With and At-Risk for EBD-Year 2 Findings (IES #R324A120344) (PRA; Applied Research) DEBRA KAMPS, Howard P. Wills, and Rose Mason (Juniper Gardens Children's Project); Joseph H. Wehby and Terrell McGuire (Vanderbilt University); and Paul Caldarella, Leslie Gunter, and Blake Hansen (Brigham Young University)

48. A Comprehensive Intervention to Support Students With Emotional Disturbance Transition to Public Education Placements (PRA; Service Delivery) TRACI ELAINE RUPPERT (University of Oregon); Rohanna Buchanan (Oregon Social Learning Center); and Tom Cariveau, Marilyn Porritt, Michael Schwartz, and Jill Kornelis (University of Oregon)

49. Acceptability of Functional Assessment Procedures to Special Educators and School Psychologists: Data From National and State Samples (PRA; Applied Research) ROBERT E. O'NEILL and Kaitlin Bundock (University of Utah)

50. Teacher Consultation: Decreasing Student Office Referrals Using Self-Monitoring and Token Economy (PRA; Service Delivery) JESSICA SEVECKE, Michael D. Hixson, Teryn Bruni, Maria Alejandra Ramirez, and Seraphim Mork (Central Michigan University)

51. Knowledge and Implementation of ABA Strategies: Perceptions of Rural Teachers (Applied Research) Suneeta Kercood (Butler University), JANICE A. GRSKOVIC (Indiana University Northwest), Devender Banda (Texas Tech University), and Jasmine Begecke (Purdue University)

52. Outcomes of Training School Personnel in Brief Experimental Analysis (Service Delivery) BARBARA A. PLINE, Michelle Hinzman, Chamoni J. DeLong, Pamela A. Fields, and Doug A. Penno (Keystone Area Education Agency)

53. The Effects of Teacher Training Program for Functional Behavior Support (TBA; Applied Research) KENICHI OHKUBO (Hokkaido University of Education, Asahikawa Campus)

54. An Evaluation of the Over-Justification Effect Based on Task Preference in Typically Developing Preschool Children (Applied Research) JEREMY DASHIELL, Shawn Fox, Catherine Cordaro, and Julie A. Ackerlund Brandt (Penn State University, Harrisburg)

55. An Evaluation of the Reinforcing Efficacy of General Praise and Behavior-Specific Praise in Typically Developing Preschool Children (Applied Research) NINA CARRAGHAN, Angela Nestico, Amanda Cleveland, and Julie A. Ackerlund Brandt (Penn State University, Harrisburg)

56. An Evaluation of the Effects of Reinforcer Preference on the Value of Choice in Typically Developing Preschool Children (Applied Research) MEGAN RHETT, Samantha Dubs, Szu-Chi (Jennifer) Liu, and Julie A. Ackerlund Brandt (Penn State University, Harrisburg)

#381 Poster Session

12:00 pm–2:00 pm

W375a-d (McCormick Place Convention Center)

OBM

Chair: David Kelley (Florida Institute of Technology)

Discussants: Peter-Cornelius Dams (Dams and Associates, Inc.) and Martha Pelaez (Florida International University)

57. The Effects of Visual Graphic Feedback, Performance Feedback, and Goal Setting on Increasing Staff Performance With Data Collection Procedures (CSE; Applied Research) PAMELA GIL and Stacy L. Carter (Texas Tech University) and Jim Forbes (Department of Aging and Disability Services)

58. Reducing Electricity Use on Campus: Using Feedback to Decrease Unnecessary Classroom Lighting (CSE; Applied Research) SAMANTHA NESNIDOL and Michael C. Clayton (Youngstown State University)

59. Improving a Psychology Association's performance With Behavioral Systems Analysis (CSE; Service Delivery) GUILLERMO E. YABER OLTRA (Universidad Simon Bolivar)

60. Effects of Graphic and A-B-C Recording Feedback on Decision-Making in a Japanese Foster Home (DDA; Applied Research) GINGA SASAKI and Fumiyuki Noro (University of Tsukuba)

61. Effects of Positive-Positive Feedback and Positive-Negative Feedback on Work Performance and Emotional Response (EAB; Applied Research) EUNJU CHOI, Kyehoon Lee, and Shezeen Oah (Chung-Ang University)

Monday, May 26

62. Effects of Rule With Deadline on Performance, Stress, and Task Interest (EAB; Applied Research) JAEHEE LEE, Seul Kim, Kwangsu Moon, and Shezeen Oah (Chung-Ang University)

63. Effects of Feedback Timing on Performance Quality and Feedback Acceptance (EAB; Applied Research) HWANG KYONG IN, Jaehee Lee, and Shezeen Oah (Chung-Ang University)

64. The Effects of Individual Versus Group Monetary Incentive Systems on Work Performance at a Gas Station (EAB; Applied Research) HANGSOO CHO, Kyehoon Lee, and Shezeen Oah (Chung-Ang University)

65. Transfer of Function in Consumer Choice (EAB; Basic Research) Erik Arntzen (Oslo and Akershus University College of Applied Sciences), ASLE FAGERSTROM (The Norwegian School of Information Technology), and Gordon R. Foxall (Cardiff University)

66. The Relative Effects of Objective Feedback and Social Comparison Feedback on Work Performance According to Feedback Recipients' Performance Levels (OBM; Applied Research) KYEHOON LEE, Kyounga Lee, and Shezeen Oah (Chung-Ang University)

67. The Importance of a Systems Approach to Analyze Organizations and Manage Performance (Applied Research) JÓHANNA JÓNSDÓTTIR and Z. Gabriela Sigurdardottir (University of Iceland) and Heather M. McGee (Western Michigan University)

68. The Effects of Self-Monitoring on Participant Fidelity of Reinforcement-Based Procedures (Applied Research) JESSICA L. DOUCETTE, Sarah R. Jenkins, Jason M. Hirst, Amy J. Henley, and Florence D. DiGennaro Reed (University of Kansas) and Robin Coddington (University of Massachusetts, Boston)

#382 Poster Session

12:00 pm–2:00 pm

W375a-d (McCormick Place Convention Center)

CBM

Chair: Scott Gaynor (Western Michigan University)

Discussants: Jordan Bonow (VA Puget Sound: Seattle Division) and Jeannie Golden (East Carolina University)

69. Compliance to Mothers' Instructions With Medical Treatment (PRA; Applied Research) ROBSON ZAZULA and Márcia Cristina Gon Caserta (Universidade Estadual de Londrina)

70. Evaluating the Effects of "The Sleep Fairy" for Bedtime Problems in Typically Developing Children (Applied Research) CATHERINE NIEDERMEYER (Behaven Kids), Keith D. Allen and Brett R. Kuhn (University of Nebraska Medical Center), Lisa Kelly-Vance (University of Nebraska-Omaha), and Lisa St. Clair (University of Nebraska Medical Center)

71. The Impact of Children With Chronic Disease or Disorder on Marital Satisfaction (Basic Research) DAYI JUNG and Euihyun Kwak (Yonsei University)

72. Acceptance and Commitment Training for Pervasive Developmental Disorder Staff: Intrasubject Study (OBM; Applied Research) ANGELA ROCIO MUÑOZ TORRES and Oscar Cordoba (Horizontes ABA Terapia Integral) and Monica Maria Novoa Gomez (Pontificia Universidad Javeriana)

73. Caregiver Impact of Autism Spectrum Disorder: Assessing Stress, Sense of Competence, and Relationship Satisfaction (AUT; Service Delivery) NICOLE KLINE and Ivy M. Chong Crane (Florida Institute of Technology)

74. The Effects of Written Instructions and Verbal Feedback on Caregiver Performance of Pediatric Feeding Procedures (DDA; Service Delivery) MARK GRANGER, Alfred Royal Tuminello Jr., and Charlotte Lynn Carp (McNeese State University)

75. Teaching PCIT-Based Parent Skills Prior to Parent Conducted Behavioral Treatment Evaluations (Service Delivery) GREGORY YOUNG (Kennedy Krieger Institute), Joslyn Cynkus Mintz (Little Leaves Behavioral Services), and Ashley Murphy, Emily Hemler, and R. J. Boyd (Kennedy Krieger Institute)

76. Utilizing In Vivo Feedback to Train Caregivers to Implement Pediatric Feeding Protocols (Applied Research) AMANDA L. GIBSON, Melanie H. Bachmeyer, Caitlin Kirkwood Kirkwood, Courtney Mauzy, Jonathan V. Mariano, and Diane Berth (University of North Carolina Wilmington)

77. Examining the Validity of Indirect Functional Behavior Assessment Methods: How Accurate Are They? (Applied Research) JENNIFER S. KAZMERSKI, Ryan Ford, and Jessica Buzenski (East Carolina University)

78. The Effectiveness of Parent Training Program About Acceptance Process (Applied Research) GÜLEFSAN ÖZGE AKBEY and Fidan Gunes Gurgor (Anadolu University)

79. PT for PT: How Precision Teaching Helped Me With Physical Therapy (Service Delivery) SHOSHANA STEIN (Stein Homeschool) and Sorah Stein (Partnership for Behavior Change)

80. Tackling Terms and Conditioning Confusion: Sexual Behavior and Applied Behavior Analysis (TPC; Applied Research) SORAH STEIN (Partnership for Behavior Change)

81. The Errorless Teaching of Swallowing for a Child Vomiting Every Meal (DDA; Applied Research) KENJI OKUDA (Academy of Behavioral Coaching)

82. Examining the Validity of Indirect Functional Behavior Assessment Methods: How Accurate Are They? (Applied Research) RYAN FORD, Jennifer S. Kazmerski, and Jessica Buzenski (East Carolina University)

83. A Preliminary Evaluation of a Brief Behavioral Workshop for Caregivers (Applied Research) KARIN STERN, Emily Sangkavasi, Urszula Wojciechowska, and Melissa Luke Gonzalez (Kennedy Krieger Institute)

84. Evaluating the Clinical Effectiveness and Generalization Effects of Treatment for Problem Behavior Maintained by Compliance With Mands (Applied Research) LENA V. WILLSE, Molly Gemp, Jonathan Dean Schmidt, Lynn G. Bowman, and Samantha Hardesty (Kennedy Krieger Institute)

85. Rapid Acquisition of Pill Swallowing (PRA; Service Delivery) WILLIAM J. WARZAK and Michelle Grimes (University of Nebraska Medical Center)

86. Treating Packing: A Comparison of Nuk Re-distribution and Nuk Presentation (Applied Research) AMY L PROSKOVEC, Suzanne M. Milnes, Jennifer M. Kozisek, Janelle Butler, and Cathleen C. Piazza (Munroe-Meyer Institute, University of Nebraska Medical Center)

87. Inappropriate Verbalizations (DDA; Service Delivery) TIMOTHY TEMPLIN (Heartland ABA)

88. A Conjoint Consultation Biobehavioral intervention to Treat Encopresis in an 8-Year-Old Male (PRA; Service Delivery) MARIA ALEJANDRA RAMIREZ, Michael D. Hixson, Seraphim Mork, Teryn Bruni, and Jessica Sevecke (Central Michigan University)

#383 Poster Session

12:00 pm–2:00 pm

W375a-d (McCormick Place Convention Center)

VRB

Chair: Anna Petursdottir (Texas Christian University)

Discussants: Sarah Lechago (University of Houston-Clear Lake), Judah Axe (Simmons College), and Nirvana Pistoljevic (Teachers College, Columbia University)

89. Comparing the Efficacy of Stimulus-Stimulus Pairing and Behavioral Momentum to Increase Vocal Behavior (AUT; Applied Research) VINCENT E. CAMPBELL, Tiffany Kodak, Patricia Zemantic, Shaji Haq, Brittany LeBlanc, and Marilyn Porritt (University of Oregon)

90. Functional Analysis of Verbal Behavior for Children With Autism Spectrum Disorders: A Partial Replication and Treatment Investigation (AUT; Applied Research) AILA K. DOMMESTRUP (Kennedy Krieger Institute), Jonathan Campbell (University of Kentucky), and Scott P. Ardoin and Ashley H. Dubin (University of Georgia)

- 91. The Effects of a Rolling Time Delay Procedure on the Frequency of MO Controlled Mands: A Replication** (AUT; Applied Research) KRYSTL GIORDANO-PADILLA (Beacon ABA Services of Connecticut) and Robert K. Ross (Beacon ABA Services)
- 92. The Effects of Stimulus Control Transfer and Prompting on the Emergence of Pure Mands** (AUT; Applied Research) LINDSAY MEHRKAM, Michele R. Traub, and Timothy R. Vollmer (University of Florida)
- 93. Assessing and Establishing an Abstract Relation Between Tacts and Mands in Early Learners With Autism** (AUT; Applied Research) GENAE HALL and Jennifer Elia (Behavior Analysis Center for Autism) and Mark L. Sundberg (Sundberg and Associates)
- 94. High and Low Preference Items Strengthens the Emergence of Mand for Children With Autism** (AUT; Basic Research) NASSIM CHAMEL ELIAS, Valeria Mendes, Giovana Escobal, and A. Celso Goyos (Universidade Federal de São Carlos)
- 95. Replication of Shillingsburg's, et al. (2009) Evaluation and Training of Yes-No Responding Across Verbal Operants** (AUT; Applied Research) SEBASTIAN GARCIA ZAMBRANO, Omar David Chaves Hernandez, and Laura Carolina Suarez Ordonez (Horizontes ABA Terapia Integral)
- 96. The Motivating Operation and the Development of Expressive Language Repertoires in Children With Autism** (AUT; Applied Research) ODERAY ALONSO SANCHO-DAVILA
- 97. Selection-Based Instruction and the Emergence of Topography-Based Responses to Interview Questions: A Dismantling Strategy** (DDA; Applied Research) JOHN O'NEILL, Andrew Blowers, and Ruth Anne Rehfeldt (Southern Illinois University)
- 98. Establishment of Naming Trough Multiple Exemplar Instruction in Children With Autism** (AUT; Applied Research) HEIDI SKORGE OLAFF and Per Holth (Oslo and Akershus University College of Applied Sciences) and Hanne Nordvik Ona (Haukeland University Hospital)
- 99. The Effectiveness of Multiple Exemplar Instruction to Induce Naming in the Applied Setting** (AUT; Applied Research) Matthew C. Howarth, KATIE ARTIANO, and Gretchen Grundon (Verbal Behavior Associates)
- 100. Effects of Echoic Instruction on Emergence of Listener and Speaker Naming** (EDC; Applied Research) SUKHEE KIM, Hyejin Shin, Keynghee Kim, Keyngsuk Sang, Nanyoung Kim, Sunhee Park, Hye-Suk Lee Park, and Youngmo Yang (Kongju National University)
- 101. Using Multiple Exemplar Instruction in a Lecture-Based Format and the Emergence of Untaught Verbal Operant** (EDC; Applied Research) Dolleen-Day Keohane (Nicholls State University) and Jinhyeok Choi, JOHN TOLSON, and Josh Raughley (Faison School for Autism)
- 102. The Training and Assessment of Relational Precursors and Abilities: A Correlation With the Peabody Picture Vocabulary Test** (AUT; Applied Research) YORS A. GARCIA (Fundacion Universitaria Konrad Lorenz), Sebastian Garcia Zambrano (Horizontes ABA), and Liliana Cristiano (Fundacion Universitaria Konrad Lorenz)
- 103. An Examination of the Effects of Verbal Stimuli, as Identified by the IRAP, on the Rate of Revolutions Pedaled on a Stationary Bicycle** (Basic Research) JOVONNIE E-LEAL (Fresno State University) and Marianne L. Jackson (California State University, Fresno)
- 104. Contextual Control of Roulette Through the Use of Natural Contingencies** (Basic Research) RACHEL ENOCH and Mark R. Dixon (Southern Illinois University)
- 105. The Effects of Category Tact Training on the Emergence of Analogical Reasoning** (EAB; Basic Research) CAREEN SUZANNE MEYER, Charisse Ann Lantaya, Caio F. Miguel, and Danielle LaFrance (California State University, Sacramento)
- 106. Teaching Children With Autism to Derive Rules** (AUT; Applied Research) MELISSA NISSEN and Sarah A. Lechago (University of Houston-Clear Lake)
- 107. Further Analysis of Rule Construction and Rule Following Repertoires** (Theory) JONAS FERNANDES GAMBA, Ana K. Arantes Leme, and A. Celso Goyos (Universidade Federal de São Carlos)

108. Verbal Behavior Developmental Theory: The General Outlines of the Theory (TPC; Theory) DJENANE BRASIL DA CONCEIÇÃO (Universidade Federal de São Carlos) and R. Douglas Greer and Jennifer Lee (Teachers College, Columbia University)

109. Computer-Based Instruction of Contextually Controlled Stimulus Equivalence Classes and Topography-Based Responding in University Students (TBA; Applied Research) SADIE L. LOVETT (Central Washington University)

110. Using SAFMEDS to Promote Fluency With Skinner's Verbal Behavior Terms in Undergraduate Students in Saudi Arabia (TBA; Applied Research) MICHELLE P. KELLY (Dar Al-Hekma College)

#384 Poster Session

12:00 pm–2:00 pm

W375a-d (McCormick Place Convention Center)

DDA

Chair and discussant: Frans Van Haaren (Autism Early Intervention Clinics)

111. Evaluating Instructor Preference in Children With Developmental Disabilities (Applied Research) FORREST TOEGEL, Lauren Speckin, Elizabeth Sansing, Leah Verkuynen, Matthew Thompson, Kylie Gutknecht, and Kevin P. Klatt (University of Wisconsin-Eau Claire)

112. Effects of Baseline Sample Size on Proportion of Baseline and Interpretation of Behavioral Persistence (Applied Research) STEPHEN E. RYAN, Patrick Romani, Wendy K. Berg, Alyssa N. Suess, Anna Ing, and David P. Wacker (University of Iowa) and Joel Eric Ringdahl (Southern Illinois University)

113. Impact of Psychotropic Medication Changes on Functional Assessment Outcomes (Applied Research) Annette Haas, Madison Cirks, Raizel Small, Madalyn Troske, Meara Henninger-McMahon, Danielle Mroz, Elizabeth Schieber, and MARIA G. VALDOVINOS (Drake University)

114. The Effects of Different Adults as Feeders During Functional Analyses of Inappropriate Mealtime Behavior (Applied Research) EMILY G. BLINN, Melanie H. Bachmeyer, Courtney Mauzy, Caitlin Kirkwood Kirkwood, and Diane Berth (University of North Carolina Wilmington)

115. Reducing Rapid Eating Using a Pager Prompt: A Replication of Anglesea, Hoch, and Taylor (Applied Research) TRACI LANNER, Brandon Scott Nichols, Michele Myers, and Hannah Jacobsen (Springbrook) and David McAdam (University of Rochester)

116. Assessing the Effects of Antecedent Management Techniques on Masturbatory Behavior (Applied Research) John Demanche, ERICA DEMARTINO, Freddie Scibelli, and Jill Marie Harper (Melmark New England)

117. Descriptive Assessment of Token and Food Reinforcement During Discrete Trial Instruction (Applied Research) JANICE CORONEL, Yanerys Leon, Claudia Campos, and Beatriz Urcuyo (Florida International University)

118. Use of a Change-Over Delay During Differential Reinforcement of Appropriate Behavior (Applied Research) Jolene R. Sy, OLIVIA GRATZ, Kathleen Mack, and Sarah Koerkenmeier (Saint Louis University)

119. The Effects of Delayed Punishment on the Choices of Individuals With Intellectual Disabilities (Basic Research) JOLENE R. SY, Olivia Gratz, Kathleen Mack, and Sarah Koerkenmeier (Saint Louis University)

120. Effects of PECS on the Acquisition of Mands for Adults With ID and Severe Communication Deficits. (PRA; Applied Research) MARY VON WITZLEBEN (Benchmark)

Monday, May 26

#385 Poster Session

12:00 pm–2:00 pm

W375a-d (McCormick Place Convention Center)

AUT

Chair: Jennifer Zarcone (Kennedy Krieger Institute)

Discussants: Jennifer Zarcone (Kennedy Krieger Institute), Joel Ringdahl (Southern Illinois University), David Donnelly (University of Rochester), Josh Plavnik (Michigan State University), and Lina Gilic (St. John's University)

121. Teaching an Adolescent With Autism to Complete Short Response Chains Using Observational Learning (Applied Research) SHEIBA KOSHY, Jason Stambaugh, Jaime DeQuinzio, and Bridget A. Taylor (Alpine Learning Group)

122. Acquisition and Generalization of Spontaneous Wearing Skills for Children With Autism Spectrum Disorders (Applied Research) SAORI MAEDA and Jun'ichi Yamamoto (Keio University)

123. A Comparison of the Effects of Errorless Versus Error Correction Procedures on Skill Acquisition (Applied Research) JESSICA NIEMEIER, Wayne W. Fisher, and Amber R. Paden (Munroe-Meyer Institute, University of Nebraska Medical Center)

124. Community-Based Intensive Behavioral Intervention for Preschool Children With Autism: A Retrospective Effectiveness Study (Service Delivery) Lisa M. Wright and C. T. YU (University of Manitoba), Toby L. Martin (St. Amant Research Centre), Carly Chand (University of Manitoba), and Leslie Thorne (St. Amant Research Centre)

125. On-Task Intervention Using a Motivaider Across Multiple Settings (Service Delivery) MOLLY ANN MCGINNIS, Lauren Eaton, Robert F. Putnam, and Courtney L. Keegan (May Institute)

126. Blocking and Redirection Towards Competing Items to Decrease Destructive Behavior (Applied Research) CAITLIN FULTON and Kasey Thomas (Munroe-Meyer Institute, University of Nebraska Medical Center), Angie Christine Querim (Ball State University), and Wayne W. Fisher (Munroe-Meyer Institute, University of Nebraska Medical Center)

127. Using Digital Stimulus Superimposition and Fading to Establish Sight Reading With Children With Autism (Applied Research) EDGAR D. MACHADO (Somerset Hills Learning Institute), Kenneth F. Reeve (Caldwell College), Kevin J. Brothers (Somerset Hills Learning Institute), Barbara C. Etzel (University of Kansas), and Sharon A. Reeve (Caldwell College)

128. The Effects of Pairing on Response Allocation to Staff Members (Applied Research) KELLY DELLA ROSA, Janell Scheuer, Lindsay Barth, Jaime DeQuinzio, and Bridget A. Taylor (Alpine Learning Group)

129. Duration-Reduction of Treatment Sessions as Reinforcement for Appropriate Behavior in Young Children With Autism (Applied Research) EMILY SKORZANKA, Ainsley B. Lewon, Daylee E. Magnison, and Patrick M. Ghezzi (University of Nevada, Reno)

130. Evaluating the Use of Catalyst Application on the iPad for Data Collection (Applied Research) SHAELA BRUCE, Jessica Niemeier, Amber R. Paden, Nitasha Dickes, and Wayne W. Fisher (Munroe-Meyer Institute, University of Nebraska Medical Center)

131. Evaluating the Use of Two Seating Arrangements on Skill Acquisition (Applied Research) HEATHER DOLL, Amber R. Paden, Nitasha Dickes, and Wayne W. Fisher (Munroe-Meyer Institute, University of Nebraska Medical Center)

132. Project iCAN: Using the iPad to Communicate and Access Needs (Basic Research) ELISA CRUZ-TORRES (Florida Atlantic University Center for Autism & Related Disabilities)

133. Moderate Effect of Early Intensive Behavioural Intervention in Rett Syndrome (Applied Research) KRISTINE TITLESTAD and Hege Aarlie (Norway ABA) and Sigmund Eldevik (Oslo and Akershus University College of Applied Sciences)

- 134. Effectiveness and Generalization of an Intensive PRT Professional Training Program** (PRA; Service Delivery) KATRINA OSTMEYER and Angela Scarpa (Virginia Tech University), Daniel Adam Openden (Southwest Autism Research & Resource Center), Leasha Barry (University of West Florida), and Brent Seymour and Rachel McIntosh (Southwest Autism Research & Resource Center)
- 135. Identifying Function of Problem Behavior and Classification of Repetitive Behavior by Hospitalized In-Patients** (DDA; Applied Research) MAEGAN PISMAN, Griffin Rooker, Jennifer R. Zarcone, and Louis P. Hagopian (Kennedy Krieger Institute)
- 136. An Evaluation of Response Latency to Predict Behavioral Function** (DDA; Applied Research) ANNA ING, James Green, and Wendy K. Berg (University of Iowa)
- 137. A Comparison of Data Presentation Methods for Functional Analysis Data** (DDA; Applied Research) SORAH STEIN (Partnership for Behavior Change), Jonathan Amey (AIMS Instruction), Joseph Baird (Indiana University, South Bend), and Justin McCammon (Partnership for Behavior Change)
- 138. Pairwise Functional Analysis of Pica: Measuring Within-Session Patterns of Responding Utilizing Placebo Pills** (DDA; Applied Research) MELISSA ENGASSER, Delia Sequeira, Michael Hitchcock, and Sarah Cohen (The Bedrock Clinic & Research Center)
- 139. The Use of Within-Session Patterns of Self-Injury to Clarify Behavioral Function** (DDA; Applied Research) ERIC BOELTER and Amber Persons (Seattle Children's Autism Center)
- 140. Play-Based ABA Using Mother as Co-therapist: Pilot Data on 4.5 Hours per Week of Therapy** (PRA; Applied Research) E. AMANDA AMANDA BOUTOT (Texas State University) and Samuel DiGangi (Arizona State University)
- 141. Investigating Changes in Parent Knowledge About Obsessive Compulsive Behaviour Following Group Function-Based Cognitive Behavioural Therapy for Children With High-Functioning Autism** (PRA; Applied Research) RACHEL KOFFMAN (Surrey Place Centre) and Tricia Corinne Vause, Naomi Johnson, Heather Yates, and Maurice Feldman (Brock University)
- 142. Behavioral Assessment and Treatment of a Severe Feeding Disorder** (DDA; Applied Research) CHRISTOPHER TUNG, Samantha R. Young, Shari M. Pincus, Amanda Goetzel, and Jonathan Dean Schmidt (Kennedy Krieger Institute)
- 143. Increasing the Reinforcing Efficacy of Edibles and Removing Competing Protective Equipment in Treating Meal Refusal** (CBM; Applied Research) CHELSEA R. FLECK and Jason C. Bourret (New England Center for Children)
- 144. The Effects of Behavioral Approach Art Therapy on Social Interaction of Children With Autism Spectrum Disorders** (CSE; Applied Research) WAN-CHI CHOU and Hua Feng (National ChangHua University of Education)
- 145. Preference Between Massed and Alternating Trials to Teach Word-Picture Relations to Children With ASD** (DDA; Applied Research) PAULO GUILHARDI, Jennifer Smith, and Robert K. Ross (Beacon ABA Services)
- 146. The Effects of Work Schedules on Performance and Preference in Students With Autism** (EAB; Applied Research) MAGDALENA BUKALA and Meng Yao Hu (Queens College, City University of New York), Ronald Lee (Quality Services for the Autism Community), John Claude Ward-Horner (Beacon ABA Services), and Daniel Mark Fienup (Queens College, City University of New York)
- 147. The Effects of the Conversation Box on Initiation of Social Questions** (DDA; Applied Research) RACHEL DACOSTA, John Claude Ward-Horner, and Robert K. Ross (Beacon ABA Services)
- 148. Variables Involved in Parental Choices for Treatments in Their Child's Autism Spectrum Disorder** (CSE; Applied Research) KIMBERLY N. FRAME and Laura Baylot Casey (University of Memphis)
- 149. Parents Taking Action: A Psycho-educational Intervention for Latino Parents of Children With Autism Spectrum Disorder** (CSE; Applied Research) WENDY A. MACHALICEK (University of Oregon), Sandy Magana (University of Illinois at Chicago), and Kristina Lopez (California State University, Long Beach)

- 150. Parental Perception of the Transition Process and the Role of Nonschool Affiliated Professionals** (CSE; Applied Research) SHELLEY MCDERMOTT and Maureen van Stone (Kennedy Krieger Institute)
- 151. Early Versus Late Autism Spectrum Disorders Diagnosis and Parental Stress, Anxiety, and Coping Skills** (CSE; Service Delivery) ALBERT KNAPP, Stephen Berger, Bina Parekh, and Mark Hume (Argosy University)
- 152. Applied Studies of Lag Schedules of Positive Reinforcement on the Behavioral Variability of Children With Autism: A Literature Review** (DDA; Applied Research) BRYANT C. SILBAUGH, Summer Gainey, and Terry S. Falcomata (University of Texas at Austin)
- 153. Social Interaction Interventions for Individuals With Autism: A Review of the Literature** (Theory) LACI WATKINS and Michelle Kuhn (University of Texas at Austin); Cindy Gevarter (University of Texas); and Heather Gonzales, Deanna Longino, Laura Rojeski, Nicolette Sammarco, and Mark O'Reilly (University of Texas at Austin)
- 154. Utilizing Webcam Technology to Evaluate the Efficacy of a Parent-Implemented Treatment Package to Improve Sleep** (CBM; Applied Research) KAREN M. ZELTMAN and Philip L. Concors (ABC Consultants at Rowan University)
- 155. Parenting Stress and Sleep Problems in Children With Autism Spectrum Disorder in South Korea** (CBM; Basic Research) EUIHYUN KWAK, Jihyeon Seo, and Chunmae Lee (Yonsei University)
- 156. Investigation of Sleep Patterns Among Children With PDD in Korea** (CBM; Basic Research) CHUNMAE LEE, Dayi Jung, and Kyong-Mee Chung (Yonsei University)
- 157. What Interventions Do Arabic Websites Promote for Individuals With Autism Spectrum Disorders?** (AAB; Service Delivery) FAHAD ALNEMARY ALNEMARY and Faisal Alnemary (University of California, Los Angeles) and Abdulrahman Alamri (University of North Texas, Denton)
- 158. Family Factors Related to Children's Outcomes in Intensive Behavioural Intervention** (CBM; Applied Research) REBECCA SHINE, Adrienne M. Perry, and Odette Weiss (York University)
- 159. The Effect of Classwide Function-Related Intervention Teams on Inappropriate Classroom Behavior on a Student With Autism** (EDC; Applied Research) MARY ELIZABETH DANIELS, Erin Wilson, and Linda G. Garrison-Kane (Missouri State University)
- 160. FCT and Multiple Schedules of Reinforcement to Treat Challenging Behavior of Children With Autism** (EDC; Applied Research) WENDY A. MACHALICEK and Mallory Brown (University of Oregon); Mandy J. Rispoli (Texas A&M University); and Vincent E. Campbell, Sarah E. Pinkelman, Tracy Raulston, and Fahad Alresheed (University of Oregon)
- 161. Treatment and Evaluation of Tantrum Behavior and Vocal Stereotypy in a First Grader With Autism Spectrum Disorder** (EDC; Applied Research) KATHERINE M. SHAW, Anjali Barretto, and Kimberly P. Weber (Gonzaga University)
- 162. Individualized Online Behavior Intervention Planning in Autism: The Effects on Child Behavior Challenges and Teacher Efficacy** (EDC; Basic Research) REGAN HEATH LINN and Jan Blacher (University of California, Riverside), Jonathan J. Tarbox (Autism Research Group), Elizabeth Laugeson and Sara McCracken (University of California, Los Angeles Autism Research Alliance)
- 163. Use of Multiple Schedules With Reinforcement Thinning to Treat Perseverative Behavior** (Applied Research) DEWEY DELISLE and Jessica L. Sassi (New England Center for Children)
- 164. HANDS in Autism Intensive Week-Long Training for School Personnel: Outcomes Across 9 Years of Implementation** (EDC; Applied Research) TIFFANY NEAL, Naomi Swiezy, Iryna V. Ashby, Megan Marie Stevenson, Anne Fletcher (HANDS in Autism)
- 165. Using a Tablet to Teach Children With Autism to Engage in Conversational Exchanges: A Script Fading Procedure** (Applied Research) ANA BIBAY (IME MAIA), Neal Fleisig (Professional Crisis Management Association), and Marie Tiseire Penot (IME MAIA)

166. Training Observational Learning and Social Responses in Children With Autism: The Effects of Vicarious Reinforcement (Applied Research) NICOLE DENISCO, Jaime DeQuinzio, and Bridget A. Taylor (Alpine Learning Group)

167. Using Time Delay to Teach Conversational Initiations to Children With Autism (Applied Research) AUBREY BYRNE, Jaime DeQuinzio, and Bridget A. Taylor (Alpine Learning Group)

#386 Paper Session

2:00 pm–2:20 pm

W184c (McCormick Place Convention Center)

AUT

Myths and Autism Intervention: Hey, Whose Ritual Is That? Part II

Chair: Mary Jane Weiss (Endicott College)

Myths and Autism Intervention: Hey, Whose Ritual Is That? Part II (Theory)

MARY JANE WEISS (Endicott College) and Andy Bondy (Pyramid Educational Consultants)

#387 Panel Discussion

2:00 pm–2:50 pm

W184a (McCormick Place Convention Center)

AUT; Service Delivery

BACB CE Offered. CE Instructor: Terence G. Blackwell, Licensed School Administrator

Managed Care, Autism, and Applied Behavior Analysis: Challenges and Opportunities

Chair: Terence G. Blackwell (Services for the UnderServed)

RISHI CHELMINSKI (Services for the Underserved)

JODI BOUER (Bouer Law)

STEVEN WOOD (Universal American Insurance)

#388 Panel Discussion

Student Committee Event

2:00 pm–2:50 pm

W183c (McCormick Place Convention Center)

AUT; Applied Research

Professional Development Series: Advice to Behavior Analysts Serving Rural and Remote Communities

Chair: Brianna Dellezay (The Sage Colleges)

MARK L. SUNDBERG (Sundberg and Associates)

CHERYL A. YOUNG-PELTON (Montana State University in Billings)

ERIC V. LARSSON (Lovaas Institute Midwest)

#389 Paper Session

2:00 pm–2:50 pm

W175a (McCormick Place Convention Center)

BPH

Current Research in Behavioral Pharmacology

Chair: Scott T. Barrett (University of Nebraska-Lincoln)

Females Are More Sensitive Than Males to Sensory Reinforcement and the Value Enhancing Effects of Nicotine and Bupropion (Basic Research)

SCOTT T. BARRETT, Trevor N. Geary, Cindy M. Pudiak, and Rick Allan Bevins (University of Nebraska-Lincoln)

Stimulus Control Evaluation of Morphine-Seeking After Operant and Pavlovian Training in Rats (Basic Research)

MIRIAM GARCIA-MIJARES and William Eduardo Patorroyo Serna (Universidade de São Paulo)

Monday, May 26

#390 Invited Tutorial

2:00 pm–2:50 pm

W180 (McCormick Place Convention Center)

CBM; Applied Research

PSY/BACB CE Offered. CE Instructor: Jennifer Lynn Hammond, Ph.D.

Oops! Learning From the Mistakes of Others: Implications for Observational Learning and Children With Autism

Chair: Jennifer Lynn Hammond (Trumpet Behavioral Health)

BRIDGET A. TAYLOR (Alpine Learning Group)



Dr. Bridget A. Taylor is co-founder and executive director of Alpine Learning Group and is senior clinical adviser for Rethink. Dr. Taylor has specialized in the education and treatment of children with autism for the past 25 years. She holds a doctorate of psychology from Rutgers University and received her master's degree in early childhood special education from Columbia University. She is a Board Certified Behavior Analyst and a licensed psychologist. She is an associate editor for the *Journal of Applied Behavior Analysis* and serves on the editorial board of *Behavioral Interventions*. She is a member of the Behavior Analyst Certification Board and a board member of the Association for Science in

Autism Treatment. She serves on the Autism Advisory Group for the Cambridge Center for Behavioral Studies and the Professional Advisory Board for the Association of Professional Behavior Analysts. Dr. Taylor is active in the autism research community and has published numerous articles and book chapters on effective interventions for autism. Her recent research interest is in identifying effective strategies to promote observational learning in children with autism.

Abstract: Some children with autism can learn to imitate a wide variety of functional responses. For example, many can be taught to imitate actions with objects, the play behavior of peers, and the social responses of others. Less well documented are strategies that teach children with autism under which conditions imitation is advantageous, and under which conditions it is not. In order for a child with autism to learn through observation, he must learn how to discriminate the contingencies applied to modeled responses. This presentation will outline an assessment protocol to identify prerequisites for observational learning and research directives to teach children with autism to selectively imitate by discriminating the consequences applied to another's responses. Video-taped examples will illustrate components of the assessment, and preliminary outcome data on several children with autism will be presented.

#391 Invited Tutorial

2:00 pm–2:50 pm

W183a (McCormick Place Convention Center)

DDA; Applied Research

BACB CE Offered. CE Instructor: Joel Eric Ringdahl, Ph.D.

Behavioral Momentum Theory: A Review and Implications for Practice

Chair: Andrew W. Gardner (Northern Arizona University)

JOEL ERIC RINGDAHL (Southern Illinois University)



Dr. Joel E. Ringdahl is an Assistant Professor in the Behavior Analysis and Therapy Program in the Rehabilitation Institute. He received his Ph.D. (1999) and MA (1995) in Psychology from Louisiana State University, and a BS (1992) in psychology from the University of Florida. Dr. Ringdahl is a licensed psychologist in the state of Iowa. He currently serves as an associate editor for the *Journal of Applied Behavior Analysis* and is currently an editorial board member for *Research in Developmental Disabilities* and *Education and Treatment of Children*. Dr. Ringdahl's research interests include functional analysis and treatment of severe

behavior problems exhibited by individuals with developmental disabilities, stimulus preference assessments, functional communication training, and translational research in the area of behavioral momentum theory and behavioral economics. Dr. Ringdahl has published several peer-reviewed articles and has been a researcher on NIH-funded projects.

Abstract: The field of applied behavior analysis has seen a recent increase in the amount research conducted related to the maintenance of treatment effects, relapse of problem behavior, and what basic behavior analysis has to say regarding these events. Dr. Ringdahl and his students and colleagues at Southern Illinois University and the University of Iowa have been investigating how behavioral momentum theory can be explored and used to inform the development of interventions for severe problem behavior exhibited by individuals with developmental disabilities, and used to evaluate the strength of these treatments. This tutorial will review basic behavioral findings related to the aforementioned areas. In addition, implications for practice will be discussed as they relate to the assessment and treatment of severe problem behavior. Data from recently published or presented applied research projects will be used to illustrate the direct link between basic findings and applied outcomes.

#392 Symposium

2:00 pm–2:50 pm

W195 (McCormick Place Convention Center)

EDC/CSE; Service Delivery

Interventions for Improving the Literacy Skills of Older Adolescent Struggling Readers

Chair: Ralph Gardner III (The Ohio State University)

Discussant: Douglas E. Kostewicz (University of Pittsburgh)

Improving the Literacy Skills of College-age Students With Severe Reading Deficits

JOSHUA GARNER, Morris Council, and Kristall J. Day (The Ohio State University)

Using Expository Text to Improve the Literacy Skills of College-age At-Risk Students

PAULA CHAN, Mary Sawyer, and Moira Konrad (The Ohio State University)

#393 Paper Session

2:00 pm–2:50 pm

W196a (McCormick Place Convention Center)

EDC

Behavior Analysis in Education

Chair: Mary Louise E. Kerwin (Rowan University)

Evaluating Performance Feedback to Increase Paraprofessional Classroom Management Skills; Improving the Classroom Ecology for Concomitant Student Behavior Change (Applied Research)

CARLEY MASON, Philip L. Concors, and Mary Louise E. Kerwin (Rowan University)

Recent Support for the Behavior Analytic View on Education (Theory)

MARLEEN T. ADEMA (private practice)

#394 Paper Session

2:00 pm–2:50 pm

W192b (McCormick Place Convention Center)

OBM

Analyzing Complex Social Behaviors in Organizations

Chair: Amber Marie Candido (University of Nevada, Reno)

Workplace Bullying: A Behavior Analytic Conceptualization (Theory)

CHARALAMBOS C. CLEANTHOUS (Eastern Washington University)

What's in Your Office Memo? A Conceptual Account of Mos and Their Verbal Implications for Organizational Leaders (Theory)

AMBER MARIE CANDIDO and Ramona Houmanfar (University of Nevada, Reno)

Monday, May 26

#395 Paper Session

2:00 pm–2:50 pm

W192c (McCormick Place Convention Center)

OBM

OBM in Public Institutions

Chair: Douglas Robertson (Florida International University)

Organizational Behavior Management in Brazilian Public Administration (Service Delivery)

Aecio De Borba Vasconcelos Neto, THIAGO DIAS COSTA, and Camila Carvalho Ramos (Universidade Federal do Para)

Changing Undergraduate Education Through Contingency Management in a Research University With 54,000 Students (Applied Research)

DOUGLAS ROBERTSON and Martha Pelaez (Florida International University)

#396 Panel Discussion

Student Committee Event

2:00 pm–2:50 pm

W194a (McCormick Place Convention Center)

OTH; Service Delivery

BACB CE Offered. CE Instructor: Chris M. Schaub, M.Ed.

Professional Development Series: Tired of Autism? A Beginners Guide to Working Within Brain Injury Rehabilitation

Chair: Chris M. Schaub (ReMed)

CLAUDIA DROSSEL (University of Michigan)

CHRIS PERSEL (Centre for Neuro Skills)

MICHAEL P. MOZZONI (Lakeview NeuroRehabilitation Center)

#397 Panel Discussion

Student Committee Event

2:00 pm–2:50 pm

W184d (McCormick Place Convention Center)

PRA; Applied Research

Professional Development Series: Introduction to Preference Assessments

Chair: Erin Smith (The Sage Colleges)

CHERYL J. DAVIS (7 Dimensions Consulting)

ISER GUILLERMO DELEON (Kennedy Krieger Institute)

BENJAMIN C. MAURO (The Sage Colleges)

#398 Symposium

2:00 pm–2:50 pm

W187c (McCormick Place Convention Center)

PRA/EDC; Applied Research

BACB CE Offered. CE Instructor: Kimberly Crosland, Ph.D.

Teaching Self-Management and Social Problem Solving Strategies to Improve Academic and Daily Living Skills

Chair: Kimberly Crosland (University of South Florida)

An Evaluation of Self-Management to Increase On-Task Behavior With Individuals Diagnosed With ADHD

LINDSEY SLATTERY, Kimberly Crosland, and Rose Iovannone (University of South Florida)

Self-Monitoring in Adults With Attention-Deficit/Hyperactivity Disorder

MINDY CHRISTINE SCHEITHAUER (Kennedy Krieger Institute) and Mary Lou Kelley (Louisiana State University)

The Acquisition and Usage of the SODAS Problem Solving Method Among Adults At-Risk for Homelessness

COLLIN STREETMAN, Kimberly Crosland, and Hewitt B. Clark (University of South Florida)

#398a Panel Discussion

2:00 pm–2:50 pm

W190a (McCormick Place Convention Center)

CSE; Service Delivery

BACB CE Offered. CE Instructor: Robyn M Catagnus, M.Ed.

Ethics in Behavioral Research and Practice: Translating “Cultures” or Creating a New World Order?

Chair: Robyn M. Catagnus (Ball State University)

DANA GARNER (Penn State University)

ELIZABETH HUGHES FONG (The Progressions Companies)

REBECCA KATE DOGAN (private practice)

#399 Symposium

2:00 pm–2:50 pm

W187ab (McCormick Place Convention Center)

PRA/AUT; Service Delivery

BACB CE Offered. CE Instructor: Jenny La Barbera, Psy.D.

ABA on the Front Lines: Case Studies and Lessons Learned in Treating Challenging Behavior in NYC Public Schools

Chair: J. Helen Yoo (New York State Institute for Basic Research)

Evaluating Long-Term Outcomes of an Intensive Behavioral Assessment and Intervention Program for Students With Autism in New York City Public School Classrooms

J. HELEN YOO, Jenny La Barbera, Niall James Toner, and Nicole Pearson (Institute for Basic Research)

The Effectiveness of Differential Reinforcement in Treating Automatically Maintained Self-Injury in Three Students Diagnosed With Autism in Public Schools

JENNY LA BARBERA, Nicole Pearson, Niall James Toner, and J. Helen Yoo (Institute for Basic Research)

When Traditional Methods Fail: Overcoming Obstacles When Conducting Functional Analyses and Implementing Differential Reinforcement in Public Schools

NIALL JAMES TONER, Jenny La Barbera, Nicole Pearson, and J. Helen Yoo (Institute for Basic Research)

#400 B. F. Skinner Lecture Series

2:00 pm–2:50 pm

W375e (McCormick Place Convention Center)

SCI; Basic Research

BACB CE Offered. CE Instructor: Timothy D. Hackenberg, Ph.D.

Why Brains Are Not Computers; Why Behaviorism Isn't Satanism; and Why Dolphins Are Not Aquatic Apes

Chair: Timothy D. Hackenberg (Reed College)

LOUISE BARRETT (University of Lethbridge)



Louise Barrett was educated at University College London and earned a BSc in ecology and a Ph.D. in anthropology. She has conducted long-term studies of baboons and vervet monkeys in South Africa and also is interested in the behavioral ecology and psychology of human primates. She has held positions at the University of Liverpool in the United Kingdom and University of Natal in South Africa. Dr. Barrett is currently a Canada research chair in cognition, evolution, and behavior at the University of Lethbridge, Alberta. Her most recent book is *Beyond the Brain: How Body and Environment Shape Animal and Human Minds*.

Monday, May 26

Abstract: Modern psychology has, to all intents and purposes, become synonymous with cognitive psychology, with its emphasis on the idea that the brain is some kind of computer, whose job it is to take sensory input, process information, and produce motor output. In particular, evolutionary approaches to psychology, as applied to both human and nonhuman animals, are strongly committed to this computational theory of mind, placing the brain at a remove from both the body and environment, and denying the intimate connections that exist between them. As a result, a great injustice is done to both humans and nonhuman animals: On the one hand, we fail to recognize the distinctive nature of nonhuman cognition, and on the other, we continue to promote a somewhat misleading view of human psychological capacities. Here, Dr. Barrett will suggest a more mutualistic, embodied, enactive view might allow us to ask more interesting questions about how animals of all kinds come to know their worlds, in ways that avoid both the (inevitable) anthropocentric baggage and “Cartesian disease” of the cognitivist viewpoint.

#401 Invited Presenter

2:00 pm–2:50 pm

W178a (McCormick Place Convention Center)

SCI; Basic Research

BACB CE Offered. CE Instructor: Carol Pilgrim, Ph.D.

A Behavior Analyst Goes to the Dogs

Chair: Carol Pilgrim (University of North Carolina Wilmington)

CLIVE WYNNE (Arizona State University)



Dr. Clive Wynne is currently a professor of psychology at the Arizona State University, where he directs the Canine Science Collaboratory, and is director of research at Wolf Park in Indiana. He was educated at University College London and Edinburgh University in Scotland and has studied animal behavior in Britain, Germany, the U.S., and Australia in species ranging from pigeons to dunnarts (a mouse-sized marsupial). Several years ago, he founded the Canine Cognition and Behavior Lab at the University of Florida, dedicated to the study of dogs and their wild relatives. As well as numerous scientific papers, he also has written for *American Scientist*, *The New York Times*, and other outlets. He is often

quoted in print media and radio, and his science has been featured on several TV shows such as *National Geographic* and *Nova Science Now*. He is the author of a textbook *Animal Cognition* (now in its second edition, with co-author Monique Udell) and *Do Animals Think?* (Princeton University Press, 2004). He is editor in chief of the journal *Behavioural Processes*.

Abstract: Although the scientific analysis of behavior started with dogs in Pavlov’s laboratory more than a century ago, the use of behavior analytic tools to understand dog behavior, and the relationship between dogs and people, has lagged behind other approaches to canine behavior. In the past two decades, wide currency has been given to the view that dogs co-evolved human-like social cognition alongside people in human domiciles more than 10,000 years ago. The evolution of novel cognitive instincts, it is claimed, has given dogs unique abilities to understand human actions and intentions. Dr. Wynne will review findings from his laboratory indicating that the person-reading skills people perceive in their dogs are real but they are not unique to dogs: Hand-reared wolves are just as successful in responding to human actions. Furthermore, these skills are the outcome of familiar processes of operant and Pavlovian conditioning and social imprinting. This is shown in the poor performance of dog pups, in the consistent improvement in pet dogs subject to repeated testing, and in the initially poor but easily redeemed performance of dogs at a county shelter. He also will present novel approaches to dog behavioral problems such as thunder phobia and stereotypic behaviors derived from applied behavior analysis.

#402 Panel Discussion

Student Committee Event

2:00 pm–2:50 pm
W193a (McCormick Place Convention Center)
TBA; Service Delivery

Professional Development Series: Advice From the Recently Hired in Academia

Chair: Mary Sawyer (The Ohio State University)

ANGIE CHRISTINE QUERIM (Ball State University)
KAREN A. TOUSSAINT (University of North Texas)
JASON C. VLADESCU (Caldwell College)

#403 Symposium

2:00 pm–2:50 pm
W175b (McCormick Place Convention Center)
TPC; Theory

Interbehaviorism and the Cause and Effect and Behavior and Response Continua

Chair: Benjamin N. Witts (St. Cloud State University)
Discussant: Todd A. Ward (University of North Texas)

Selection by Consequences (Skinner, 1981) Revisited: Biology, Environment, and the Cause and Effect Continuum

BENJAMIN N. WITTS (St. Cloud State University)

Observed and Inferred Behavior in Behavior Analysis

DENNIS J. DELPRATO (Eastern Michigan University)

#404 Symposium

2:00 pm–2:50 pm
W185d (McCormick Place Convention Center)
VRB/TPC; Theory
BACB CE Offered. CE Instructor: Koji Takeshima, Ph.D.

Verbal Behavior: Considerations of Translation, Morphology, and Syntax

Chair: Robert Dlouhy (Western Michigan University)

Japanese Translation of an Assessment of Verbal Behavior

KOJI TAKESHIMA (Autism Consultation Room)

Linguistic Regularity and Autoclitics of Order

ROBERT DLOUHY (Western Michigan University)

Grammar and Syntax as Behavior

JOHN H. MABRY (retired)

#405 Symposium

2:00 pm–3:50 pm
W184b (McCormick Place Convention Center)
AUT/EDC; Applied Research
BACB CE Offered. CE Instructor: Russell Lang, Ph.D.

Innovations in the Assessment and Treatment of People With Autism

Chair: Mark O'Reilly (University of Texas at Austin)
Discussant: Henry S. Roane (State University of New York Upstate Medical University)

Functional Communication Training and Schedule Thinning to Treat Challenging Behavior Maintained by Access to Rituals

MANDY J. RISPOLI (Texas A&M University)

Teaching Special Educators to Conduct Functional Analyses in the Classroom

LESLIE NEELY and Mandy J. Rispoli (Texas A&M University)

Monday, May 26

Comparing Acquisition of Mands in Children With Autism Using iPads With Scene-Based, Grid-Based, or Hybrid Displays

CINDY GEVARTER (University of Texas), Laura Rojeski and Nicolette Sammarco (University of Texas at Austin), Jeffrey S. Sigafos (Victoria University of Wellington), Giulio Lancioni (University of Bari), and Russell Lang (Texas State University)

Assessing Preferences for Varying Forms of Attention and the Impact on Response to Attention-Based Interventions

RUSSELL LANG (Texas State University); Marije van der Werff and Katja Verbeek (Radboud University, Nijmegen); Katy Davenport, Melissa Moore, and Allyson Lee (Texas State University); and Robert Didden (Radboud University Nijmegen)

#406 Symposium

2:00 pm–3:50 pm

W183b (McCormick Place Convention Center)

AUT/CBM; Applied Research

BACB CE Offered. CE Instructor: Valerie M. Volkert, Ph.D.

An In-Depth and Large Scale Analysis of the Treatment of Feeding Disorders Among Children With Autism Spectrum Disorders

Chair: Valerie M. Volkert (Munroe-Meyer Institute, University of Nebraska Medical Center)

Discussant: Dorothea C. Lerman (University of Houston-Clear Lake)

A Comparison of the Sequential-Oral-Sensory Approach to an Applied Behavior Analytic Approach in the Treatment of Food Selectivity in Children With Autism

KATHRYN M. PETERSON, Valerie M. Volkert, and Cathleen C. Piazza (University of Nebraska Medical Center)

A Retrospective Chart Review of Dietary Diversity and Feeding Behavior of Children With Autism Spectrum Disorder Before and After Admission to a Day-Treatment Program: An Update of Research Findings

ROSEANNE S LESACK, William G. Sharp, and David L. Jaquess (Marcus Autism Center)

Evaluating the Outcomes of an Interdisciplinary Home-Based Pediatric Feeding Disorders Program for Children With Autism and other Developmental Disabilities

STEPHANIE MILLER, Meeta R. Patel, Allyne Marcon-Dawson, Christa F. Curtaz, Sherrene B. Fu, Ashlee Matrigali, Aida Miles, and Danielle Shahan (Clinic 4 Kidz)

Outcomes for Children With Autism Spectrum Disorder Treated for Food Selectivity and Obesity in an Outpatient Setting: Establishing Foundations for a Treatment Model

KATHRYN HOLMAN, Kristen K Criado, and William G. Sharp (Marcus Autism Center)

#407 Symposium

2:00 pm–3:50 pm

W190b (McCormick Place Convention Center)

CSE/EAB; Basic Research

BACB CE Offered. CE Instructor: Derek D. Reed, Ph.D.

Applied Behavioral Economics: Using Demand Curves and Discounting Rates to Guide Public Policy

Chair: Brent Kaplan (University of Kansas)

Discussant: Steven R. Hursh (Institutes for Behavior Resources, Inc.)

Demand Elasticity for Potentially Real Cigarettes Is Negatively Associated With Income

MIKHAIL KOFFARNUS, A. George Wilson, and Warren K. Bickel (Virginia Tech Carilion Research Institute)

A Behavioral Economic Analysis of Obamacare's Tanning Tax: Suggestions for Maximizing Revenue While Reducing Demand

DEREK D. REED, Brent Kaplan, and Amel Becirevic (University of Kansas) and Jonathan R. Miller (Kennedy Krieger Institute)

Why Smart People Make Seemingly Stupid Decisions: Bayesian Analysis of Escalation in Policy Decisions

DONALD A. HANTULA and Shawn Patrick Gilroy (Temple University)

On the Relation Between BMI and Delay Discounting Rates

DAVID P. JARMOLOWICZ (University of Kansas), J. Bradley Cherry (University of Missouri-Kansas City), Derek D. Reed (University of Kansas), Jared M. Bruce (University of Missouri-Kansas City), John M. Crespi (Kansas State University), Jayson L. Lusk (Oklahoma State University), and Amanda S. Bruce (University of Missouri-Kansas City)

#408 Symposium

2:00 pm–3:50 pm

W181a (McCormick Place Convention Center)

DEV/TPC; Basic Research

How Behavioral Developmental Stage and Value of Reinforcers Interact

Chair: Patrice Marie Miller (Salem State University)

Discussant: Robert A. Miller (none)

Behavioral Developmental Stage and Value of Reinforcers Strongly Interact With Each Other: An Overview

LUCAS ALEXANDER HALEY COMMONS-MILLER (Dare Institute) and Michael Lamport Commons (Harvard Medical School)

Transfer of Order of Hierarchical Complexity Within the Social Domain

SAGUN GIRI (Dare Association, Inc.), Michael Lamport Commons (Harvard Medical School), and William Joseph Harrigan (Harvard University)

Professional Opinions on Perceived Hunger Following Different Forms of Bariatric Surgery

WILLIAM JOSEPH HARRIGAN (Harvard University) and Michael Lamport Commons (Harvard Medical School)

A Behavioral Developmental Account of How Early Caregiving Events May Shape Attachment Disorders

PATRICE MARIE MILLER (Salem State University)

#409 Symposium

2:00 pm–3:50 pm

W176b (McCormick Place Convention Center)

EAB; Basic Research

Gambling Pigeons and Their Parallels With People

Chair: Alexander Ward (West Virginia University)

Discussant: Gregory J. Madden (Utah State University)

Effects of Alcohol on Pigeons' Behavior in a Slot Machine Analog

ALEXANDER WARD and Elizabeth Kyonka (West Virginia University)

Conditioned Reinforcement Effects of Near Wins in a Pigeon Slot Machine Analog

NATHAN RICE and Elizabeth Kyonka (West Virginia University)

The Effect of Near Miss Trials on Pigeons' Choice Behavior

JENNIFER LAUDE, Thomas Zentall, and Jacob P. Case (University of Kentucky); Jessica Stagner (University of Florida); and Mary F. Sticklen (University of Kentucky)

Paying to Risk: Pigeon Gambling in a Token System

LAVINIA C. M. TAN and Timothy D. Hackenberg (Reed College)

#410 Symposium

2:00 pm–3:50 pm

W176a (McCormick Place Convention Center)

EAB/CSE; Basic Research

Experimental Data From Cultural Lab of Universidade de Brasília: Inequality of Individual Reinforcer, Metacontingencies Concurrents, and Nature of Individual and Cultural Consequences

Chair: April M. Becker (University of Texas Southwestern Medical Center)

Communication and Inequity of Reinforcers in an Experimental Study of Metacontingency

CLARISSA NOGUEIRA and Laercia Abreu Vasconcelos (Universidade de Brasília)

The Interaction of Different Kinds of Cultural and Individual Consequences on Culture Selection

FÁBIO HENRIQUE BAIA (Universidade de Rio Verde) and Laercia Abreu Vasconcelos (Universidade de Brasília)

Concurrent Metacontingencies With Different Magnitude of Cultural Consequences

DYEGO DE CARVALHO COSTA and Laercia Abreu Vasconcelos (Universidade de Brasília)

#411 Symposium

2:00 pm–3:50 pm

W176c (McCormick Place Convention Center)

EAB; Basic Research

Rewards Are Key, but Their Timing Is Everything! Recent Advances in Matching Theory, Delay Discounting, and Behavioral Momentum.

Chair: Andrew R. Craig (Utah State University)

Discussant: Elizabeth Kyonka (West Virginia University)

Studies of the Behavioral Momentum of Autoshaped Responding

ERIC A. THRAILKILL (University of Vermont) and Timothy A. Shahan (Utah State University)

Resolution Evolution: The Global and Local Analysis of Generalized Matching Relations

SHRINIDHI SUBRAMANIAM (West Virginia University), Randolph C. Grace (University of Canterbury), and Elizabeth Kyonka (West Virginia University)

Effects of Working-Memory Training on Delay Discounting in Rats

RENEE RENDA and Gregory J. Madden (Utah State University)

Discrimination and Behavioral Mass During Extinction in a Combined Stimulus Context

JOHN BAI and Christopher A. Podlesnik (University of Auckland)

#412 Paper Session

2:00 pm–3:50 pm

W175c (McCormick Place Convention Center)

EAB

Operant Conditioning in Humans

Chair: Kathleen Doolan (University of Waikato)

Behavioral Variability in Humans: Do Instructions Make a Difference? (Basic Research)

KATHLEEN DOOLAN, Lewis A. Bizo, and James S. McEwan (University of Waikato)

Pilot Study for the Meta-analysis of N=1 Experiments Based on Classroom Behavior (Basic Research)

RAY BROGAN (Kaplan University)

Effects of Explicit Achievement Criteria to Explain Psychological Phenomena After Exposure to Ordinary or Technical Language (Applied Research)

ALEJANDRA ISABEL RODRIGUEZ NUNEZ and Maria Antonia Padilla Vargas (University of Guadalajara)

Investigating the Contributions of Mimicked and Relative Pitch to the Acquisition of Absolute Pitch (Applied Research)

BENJAMIN REYNOLDS and Linda J. Parrott Hayes (University of Nevada, Reno)

Systematic Operant Bias in Human Participants: Methodological Interactions (Basic Research)

LAURILYN DIANNE JONES and Francis Mechner (The Mechner Foundation)

#413 Symposium

2:00 pm–3:50 pm

W194b (McCormick Place Convention Center)

EDC; Service Delivery

Technology and Teaching the Diverse Learner With Special Needs: A Symposium

Chair: Gwendolyn Cartledge (The Ohio State University)

Discussant: Susan Keesey (The Ohio State University)

Effects of Computer-Assisted, Culturally Relevant, Repeated Reading Intervention on Oral Reading Fluency of Students At-Risk

JESSICA BENNETT, Gwendolyn Cartledge, Ralph Gardner III, and Morris Council (The Ohio State University)

Social Skills Instruction for Urban Learners: An Investigation With Culturally Responsive and Technology Dimensions

PORSHA ROBINSON-ERVIN and Gwendolyn Cartledge (The Ohio State University)

Using Mobile Technology to Deliver Supplemental Instruction to Teach Literacy and Numeracy Skills: Does the iPad Work?

SHOBANA MUSTI-RAO (National Institute of Education, Singapore)

The Use of Computer-Assisted Instruction in the Classroom: A Review of Evidence-Based Research

LENWOOD GIBSON JR. (City College of New York)

#414 Symposium

2:00 pm–3:50 pm

W185bc (McCormick Place Convention Center)

PRA/CSE; Theory

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

Using Testimonials in Marketing ABA: A Godsend or a Curse?

Chair: Jon S. Bailey (Florida State University)

Discussant: Thomas L. Zane (Institute for Behavioral Studies, Endicott College)

Effective Strategies for Marketing ABA Services to Consumers and Referral Sources

ROBERT F. LITTLETON JR. (Evergreen Center)

Ethical Marketing Alternatives

ANN BEIRNE (Global Autism Project)

It's About the Science, Not the Person: On the Use of Testimonials/Personal Information in Presentations and Media

BOBBY NEWMAN (Room to Grow)

Ethical, Evidence-Based Practitioners Should Avoid Using Testimonials: Here's Why

JON S. BAILEY (Florida State University)

#415 Symposium

2:00 pm–3:50 pm

W185a (McCormick Place Convention Center)

VRB/AUT; Theory

BACB CE Offered. CE Instructor: Thomas G. Szabo, Ph.D.

Applying Relational Frame Theory to Autism Treatment: Theory and Data

Chair: Caleb Stanley (University of Mississippi)

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

An RFT Account of Interdisciplinary Case Coordination: Building the Value of ABA Currency

THOMAS G. SZABO (Easter Seals Southern California)

Monday, May 26

How to Get From Here to There: Best Practices for Teaching Relational Concepts to Individuals With Autism

ALYSSA N. WILSON and Stacey White (Saint Louis University)

A Relational Frame Theory Conceptual Analysis of Empathy and how It Might be Trainable in Children With Autism

JONATHAN J. TARBOX, Angela M. Persicke, Adel C. Najdowski, and Evelyn R. Gould (Center for Autism and Related Disorders)

Training Emotion Recognition in Children on the Autism Spectrum Using Derived Relational Responding

KERRY C. WHITEMAN, Kate Kellum, Kelly G. Wilson, and Michael Bordieri (University of Mississippi)

#416 Symposium

3:00 pm–3:50 pm

W184c (McCormick Place Convention Center)

AUT/EDC; Service Delivery

BACB CE Offered. CE Instructor: Sigmund Eldevik, Ph.D.

Outcome of Community Based Behavioral Intervention for Young Children With Autism in Europe

Chair: Sigmund Eldevik (Oslo and Akershus University College of Applied Sciences)

Discussant: Scott C. Cross (Lovaas Institute)

Outcome of Behavioral Intervention Provided Through a Community Service Model in Germany

CLAIRE MOLNAR (PEFA) and Sigmund Eldevik (Oslo and Akershus University College of Applied Sciences)

Reduction of Autistic Behavior Following Behavioral Intervention in Mainstream Pre-school Settings

ROY TONNESEN (Pedagogisk Psykologisk Tjeneste); Sigmund Eldevik (Oslo and Akershus University College of Applied Sciences); Astri Valmo (Centre for Early Intervention); Kristine Titlestad (Norway ABA); Elisabeth Ulvestad (Center for Early Intervention); and Hege Aarlie, Kim Henrik Liland, and Marianne Mjos (Norway ABA)

#417 Symposium

3:00 pm–3:50 pm

W184a (McCormick Place Convention Center)

AUT/EDC; Applied Research

BACB CE Offered. CE Instructor: Jill E. McGrale Maher, MS

Innovative Teaching Strategies to Promote Healthier Lifestyle Choices in Students With Autism.

Chair: Jill E. McGrale Maher (Crossroads School)

Weight Management for Children With Autism: Nursing and Applied Behavior Analysis Making Measurable Differences

DEBRA A. BROTHERS and Kevin Joseph Brothers (Somerset Hills Learning Institute)

The Effects of Self-Monitoring and Exergames on Children's Physical Activity

NICHOLAS VANSELOW (Salve Regina University) and Gregory P. Hanley (Western New England University)

Increasing Independence and Decreasing Stigmatizing Behavior in Exercise Routines With Students With Autism

IAN T. MELTON, Britany Melton, and Jill E. McGrale Maher (Crossroads School)

#418 Symposium

3:00 pm–3:50 pm

W175a (McCormick Place Convention Center)

BPH/EAB; Basic Research

Economics, Inhibition, and Self-Administration: Behavioral Pharmacology of Nicotine in Rats

Chair: Federico Sanabria (Arizona State University)

Nicotine Increases the Essential Value of Food-Paired Conditioned Reinforcers

RACHEL CASSIDY (Brown University) and Jesse Dallery (University of Florida)

Acute and Chronic Nicotine Decreases Response Inhibition Performance and Enhances the Reinforcing Efficacy of Sucrose

GABRIEL J. MAZUR, Ann Nicole Hoffman, Elizabeth Watterson, Lucas Richard Watterson, and Federico Sanabria (Arizona State University)

Effects of Tranylcypromine, an Irreversible Monoamine Oxidase Inhibitor, on Nicotine Self-Administration Behavior in Rats

TRACY T. SMITH, Rachel L. Schassburger, Laura E. Rupprecht, Deanne M. Buffalari, Alan F. Sved, and Eric C. Donny (University of Pittsburgh)

#419 Symposium

3:00 pm–3:50 pm

W179b (McCormick Place Convention Center)

CBM/PRA; Service Delivery

BACB CE Offered. CE Instructor: Kent Corso, Psy.D.

ABA Alleviates Problems Experienced by Military Service Members and Veterans

Chair: Kent Corso (NCR Behavioral Health, LLC)

Records and Impact of War

ABIGAIL B. CALKIN (Calkin Consulting Center)

Development and Preliminary Examination of a Verbal Behavior Assessment for Adults

THEODORE A. HOCH, Alexander Britt, and Johannes Rojahn (George Mason University)

Using Standard Celeration Charts to Improve Monitoring of Suicide in the Military

KENT CORSO (NCR Behavioral Health, LLC)

#420 Symposium

3:00 pm–3:50 pm

W192b (McCormick Place Convention Center)

OBM; Applied Research

Online and Offline Consumer Behavior Analysis in a Social World

Chair: Valdimar Sigurdsson (Reykjavik University)

Consumer Behavior Analysis in an Increasingly Social-Powered Digital World

VALDIMAR SIGURDSSON and Vishnu Menon (Reykjavik University) and Gordon R. Foxall (Cardiff University)

An Experimental Study of the Impact of Online Reviews

ASLE FAGERSTROM (The Norwegian School of Information Technology)

Social Product Labels and Vulnerable Populations (Pets): Efficacy of Retailer Point of Purchase Advertising

JEANINE PLOWMAN STRATTON, Blake Williams, and Haley E. Jones (Furman University)

#421 Panel Discussion

Student Committee Event

3:00 pm–3:50 pm

W184d (McCormick Place Convention Center)

PRA; Service Delivery

Professional Development Series: Parent Training and Its Importance

Chair: Jordan Ashley Hall (Spalding University)

MEGAN MILLER (Navigation Behavioral Consulting)

LAURA STACEY-MCKANE (Navigation Behavioral Consulting)

CLAIRE ELLIS (Navigation Behavioral Consulting)

Monday, May 26

#422 Paper Session

3:00 pm–3:50 pm

W187c (McCormick Place Convention Center)

PRA

Overcoming Barriers to Service Delivery

Chair: Christina M. Peters (University of Nevada, Reno)

Taking One Step Back: The Importance of Addressing Motivating Operations in Programming for the Brain-Injured Client (Service Delivery)

CHRISTINA M. PETERS (University of Nevada, Reno)

FYI—That Is Not Behavior Analytic: Putting the Science of Behavior Analysis Back Into Its Practice (Theory)

ROBERT K. ROSS (Beacon ABA Services)

Improving Treatment Integrity in Home-Based Services (Service Delivery)

ROBERT GULICK (Achievement Center)

#423 Invited Presenter

3:00 pm–3:50 pm

W178a (McCormick Place Convention Center)

SCI; Basic Research

BACB CE Offered. CE Instructor: Harriet de Wit, Ph.D.

Determinants of Drug Preference in Humans

Chair: Suzanne H. Mitchell (Oregon Health & Science University)

HARRIET DE WIT (University of Chicago)



Dr. Harriet de Wit is a professor in the Department of Psychiatry and Behavioral Neuroscience at the University of Chicago. She has conducted research in human psychopharmacology of drug abuse for more than 30 years. Dr. de Wit serves as field editor for the journal *Psychopharmacology* and deputy editor for *Alcoholism: Clinical and Experimental Research*. She is a consultant to the Food and Drug Administration, serves on several scientific advisory boards and is a member of an National Institutes of Health study section. In 2009, she received the Marian W. Fischman Memorial Lectureship Award from the College on Problems of Drug Dependence. Dr. de Wit's research focuses on the physiological, subjective (i.e., mood-altering) and behavioral effects of drugs in healthy human volunteers. She investigates individual differences in responses to drugs, including differences related to genetics. She also studies relations among stress, impulsivity, and drugs of abuse. The overarching goal of the research is to understand how drugs alter behavior and to identify both the determinants and consequences of drug use.

Abstract: Drugs of abuse produce an array of subjective, behavioral, and physiological effects, some of which contribute to their attractiveness to users. However, individuals also vary widely in their responses to drugs, and certain responses may increase their likelihood for using the drugs repeatedly. We have studied variables that predict greater rewarding effects from drugs, including both trait-like variables, such as personality or genetic makeup, and contextual variables, such as the social setting in which the drugs are used. This presentation will review studies from Dr. de Wit's laboratory in which healthy adults received single doses of drugs, under placebo-controlled, double-blind conditions. The studies are designed to identify factors associated with greater rewarding effects of acute doses of drugs, with the ultimate goal of developing strategies for minimizing risk in at-risk populations.

#424 Paper Session

3:00 pm–3:50 pm

W175b (McCormick Place Convention Center)

TPC

Behavior Analysis of Cognition and Consciousness

Chair: Julian C. Leslie (University of Ulster)

Consciousness: Neuroscience and Behavioral Perspectives (Theory)

JULIAN C. LESLIE (University of Ulster)

The Survival of Behaviorism in the Era of Situated and Embodied Cognition: Time Is Ripe for Redefinition (Theory)

ANDRES H. GARCIA-PENAGOS and John C. Malone (University of Tennessee)

#425 Paper Session

3:00 pm–3:50 pm

W185d (McCormick Place Convention Center)

VRB

A Look Back at B. F. Skinner's Writings

Chair: Genae Hall (Behavior Analysis Center for Autism, Behavior Analysis & Intervention Services)

A Review of Skinner's Treatment of Abstract or Conceptual Control in his 1957 book, *Verbal Behavior* (Theory)

GENAE HALL (Behavior Analysis Center for Autism, Behavior Analysis & Intervention Services)

#426 Symposium

3:00 pm–4:50 pm

W183c (McCormick Place Convention Center)

AUT/EDC; Service Delivery

BACB CE Offered. CE Instructor: Valerie Rogers, Ph.D.

Bridging Gaps Through Successful Collaboration: Developing and Maintaining Evidenced Based Education in Public School Classrooms

Chair: Valerie Rogers (The ABRITE Organization)

Discussant: Michele D. Wallace (California State University, Los Angeles)

Components of Successful Collaboration: A Programmatic Description of Intensive Behavioral Intervention Programs Within Public School Settings

JANICE DONEY FREDERICK, Ginger R. Wilson, Valerie Rogers, and Rebecca S. Raas (The ABRITE Organization)

Training Public School Staff in a Behavior Analytic Classroom: A Staff Training and Feedback System for Educators in a Special Day Class

REBECCA S. RAAS, Janice Doney Frederick, Ginger R. Wilson, and Valerie Rogers (The ABRITE Organization)

The Effects of Collaboration on the Repertoires of Students With Autism and Other Developmental Disabilities in Behavior Analytic Public Classrooms

VALERIE ROGERS, Janice Doney Frederick, Ginger R. Wilson, and Rebecca S. Raas (The ABRITE Organization)

Lessons Learned: Hurdles to Address Before Initiating School-Based Consultation

GINGER R. WILSON, Janice Doney Frederick, Valerie Rogers, and Rebecca S. Raas (The ABRITE Organization)

Monday, May 26

#426a Symposium

3:00 pm–4:50 pm

W181c (McCormick Place Convention Center)

AUT; Applied Research

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

Increasing Social Behaviors for Individuals Diagnosed With Autism Using ABA Based Strategies

Chair: Justin B. Leaf (Autism Partnership Foundation)

Discussant: Mitchell T. Taubman (Autism Partnership Foundation)

Teaching Parents to DANCE: Increasing Parent Teaching Interactions Across Verbal and Social Behaviors of Children At-Risk for a Developmental Delay

DONNA TOWNLEY-COCHRAN, Jacqueline R. Baker, Shahla S. Ala'i-Rosales, Tayla Cox, and Nina Hunt (University of North Texas)

A Preliminary Description and Analysis of a Social Skills Group for Individuals With Autism

JEREMY ANDREW LEAF, Justin B. Leaf, Priscilla Claire Samuel, Aditt Alcalay, Alyne Kuyumjian, Ronald Leaf, Mitchell T. Taubman, and John James McEachin (Autism Partnership Foundation)

The Effectiveness of “Cool” Versus “Not Cool” Implemented in a Group Instructional Format

KATHLEEN H. TSUJI (Autism Partnership Foundation), Angel Au and Toby Mountjoy (Autism Partnership Hong Kong), and Justin B. Leaf (Autism Partnership Foundation)

An Empirical Investigation on the Effectiveness of a Social Taxonomy for Children With Autism

STEPHANIE BLOOMFIELD, Justin B. Leaf, Jeremy Andrew Leaf, Aditt Alcalay, Alyne Kuyumjian, Mitchell T. Taubman, John James McEachin, and Ronald Leaf (Autism Partnership Foundation)

#427 Symposium

3:00 pm–4:50 pm

W179a (McCormick Place Convention Center)

CBM; Applied Research

BACB CE Offered. CE Instructor: Shiloh Eastin, Ph.D.

Working Within our World: Contextual Behavioral Science and Community Well-Being

Chair: Shiloh Eastin (University of Louisiana at Lafayette)

Discussant: Anthony Biglan (Oregon Research Institute)

Back to Life: Psychological Inflexibility and Recidivism Among Criminal Offenders

RUSSELL ANDERSON and Madison Gamble (University of Louisiana at Lafayette), Michelle Jeanis (University of South Florida), and Emily Kennison Sandoz (University of Louisiana at Lafayette)

So What Can You Do? Psychological Flexibility, Attitudes About Sexual Violence, and Bystander Behaviors

SHILOH EASTIN, Emily Kennison Sandoz, and Amy Brown (University of Louisiana at Lafayette)

Feeling Lucky? Predicting Condom Use Behaviors From Implicit and Explicit Attitudes and Psychological Flexibility

JESSICA AUZENNE and Emily Kennison Sandoz (University of Louisiana at Lafayette)

Sticks, Stones, and Words Hurt: The Role Experiential Avoidance Plays in Emotional Abuse

KRISTI MANNON, Teresa Hulsey, Ethan Lester, Amy Murrell, and Christina M. Larson (University of North Texas)

#428 Symposium

3:00 pm–4:50 pm

W186 (McCormick Place Convention Center)

DDA/AUT; Applied Research

Evaluations of Four Training Models to Teach Behavioral Treatment Procedures to Direct Care Providers

Chair: Wendy K. Berg (University of Iowa)

Discussant: Jennifer L. Austin (University of South Wales)

Teaching Adults With Autism Spectrum Disorders to Work With Children: Further Evaluation of a Vocational Training Program

MELISSA NISSEN, Dorothea C. Lerman, Conrad Hillman, and Molly Shireman (University of Houston-Clear Lake)

Preliminary Results of a Randomized Clinical Trial of a Web-Based Program for Training Applied Behavior Analysis Technicians

KEVIN C. LUCZYNSKI, Wayne W. Fisher, Stephanie A. Hood, Aaron D. Lesser, and Mychal Machado (University of Nebraska Medical Center)

Development and Evaluation of a Large-Scale Pyramidal Staff Training Program for Behavior Management

AUDREY H. SHIVERS, Richard G. Smith, and Katy Atcheson (University of North Texas)

Training Parents to Conduct Functional Analyses and Functional Communication Training via Telehealth

JOHN F. LEE, David P. Wacker, Patrick Romani, Alyssa N. Suess, Kelly M. Schieltz, Scott D. Lindgren, and Todd G. Kopelman (University of Iowa)

#429 Symposium

3:00 pm–4:50 pm

W187ab (McCormick Place Convention Center)

DDA/AUT; Applied Research

BACB CE Offered. CE Instructor: Jill Marie Harper, Ph.D.

Extensions of Interventions for Problem Behavior Maintained by Social Reinforcement

Chair: Jill Marie Harper (Melmark New England)

Discussant: Timothy R. Vollmer (University of Florida)

A Comparison of Two NCR Without Extinction Procedures for Escape-Maintained Problem Behavior

CALEB R. DAVIS, Nancy Errera, and Eileen M. Roscoe (New England Center for Children)

Assessment and Treatment of Problem Behavior Evoked by Noise in a Residential Setting

TANYA MOUZAKES and Jill Marie Harper (Melmark New England)

Effects of the High Probability Request Sequence on Latencies to Compliance and Escape Requests

AMANDA P. LAPRIME, Judah B. Axe, Ronald F. Allen, and Russell W. Maguire (Simmons College)

Using Alternative Reinforcers to Facilitate Delay Tolerance Following FCT

JILLIAN E. MCCANCE and Jeffrey H. Tiger (University of Wisconsin-Milwaukee)

#430 Symposium

3:00 pm–4:50 pm

W195 (McCormick Place Convention Center)

EDC/DDA; Applied Research

Training Teachers to Use Evidence-Based Practices: From Early Childhood to Middle School

Chair: Sheila R. Alber-Morgan (The Ohio State University)

Discussant: Ronnie Detrich (The Wing Institute)

Effects of Behavioral Skills Training and Instructional Coaching on Teachers' Implementation of Evidence-Based Practices

MARY SAWYER, Sheila R. Alber-Morgan, Melissa Boggs, Eliseo D. Jimenez, and Katie Roslovic (The Ohio State University)

Coaching Early Educators for Implementation Fidelity: Practice-Based Coaching

SHELLEY CLARKE, Lise Fox, and Denise Binder (University of South Florida)

The Effects of Three Jars on Middle School Students' Homework Completion and Accuracy

LAWRENCE J. MAHEADY, Kaitlin Landy, and Michael Jabot (State University of New York Fredonia)

Effects of a Self-Administered Math Fact Fluency Intervention for Elementary Students Identified as At-Risk

LISA RAFFERTY, Peter Fichter, Molly Long, and Ashley Craig (State University of New York Buffalo)

#431 Symposium

3:00 pm–4:50 pm

W194a (McCormick Place Convention Center)

OTH/TPC; Basic Research

BACB CE Offered. CE Instructor: Michael Bordieri, MS

Statistics of Interest for Behavior Analysts

Chair: Laura Slater Quittmeyer (University of Mississippi)

Discussant: Darlene E. Crone-Todd (Salem State University)

Number Needed to Treat: A Tool for Communicating the Real World Relevance of Our Interventions

KATE KELLUM and Solomon Kurz (University of Mississippi)

Complex Single Case Regression Models: Why I'm Excited About the Dynamic-P

SOLOMON KURZ, Kate Kellum, and Kelly G. Wilson (University of Mississippi)

Rethinking Reliability: Is Interobserver Agreement Necessary for Experimental Control?

MICHAEL BORDIERI, Kelly G. Wilson, Kate Kellum, and Matthew Tull (University of Mississippi)

Grabbing the Baby Without the Bathwater: Regression Analysis With Single-Subject Data

EMILY KENNISON SANDOZ (University of Louisiana at Lafayette) and Kate Kellum (University of Mississippi)

#432 Symposium

3:00 pm–4:50 pm

W193a (McCormick Place Convention Center)

TBA/EDC; Service Delivery

BACB CE Offered. CE Instructor: Ginette Wilson-Bishop, Ph.D.

Teaching Future Behavior Analysts: Analyzing and Improving Instructional Practices in Graduate Education

Chair: Ginette Wilson-Bishop (Bay Path College)

Discussant: Susan Ainsleigh (Bay Path College)

Mastery of Foundational Knowledge in On-Site Versus On-Line Educational Models

Susan Ainsleigh (Bay Path College) and MAUREEN MICHAUD (North Shore Educational Consortium)

Evaluation of Active Student Responding in Graduate Level ABA Courses: A Comparison of Instructional Methodologies

GINETTE WILSON-BISHOP (Bay Path College)

Supervision, Professional Practice, and Foundational Knowledge: A Comparison of Supervisory Strategies to Strengthen Application for Future Behavior Analysts

BETHANY L. CONDO (Little Leaves Behavioral Services) and Susan Ainsleigh (Bay Path College)

A Teaching Tool for Connecting Foundational Knowledge to Client-Centered Responsibilities: Implementation and Generalization Across Graduate Courses

MELISSA HUNSINGER (Creative Interventions, LLC) and Ginette Wilson-Bishop (Bay Path College)

#433 Paper Session

4:00 pm–4:20 pm

W183b (McCormick Place Convention Center)

AUT

A Functional Analysis of Explanatory Fictions for Autistic Behaviors

Chair: Lee L. Mason (University of Texas at San Antonio)

A Functional Analysis of Explanatory Fictions for Autistic Behaviors (Applied Research)

LEE L. MASON and Don Davis (University of Texas at San Antonio)

#434 Paper Session

4:00 pm–4:20 pm

W175a (McCormick Place Convention Center)

EAB

Comparing Food Preference Assessment Methods in Brushtail Possums

Chair: Lewis A. Bizo (University of Waikato)

Comparing Food Preference Assessment Methods in Brushtail Possums (Basic Research)

Ian Raymond Cronin, Therese Mary Foster, and LEWIS A. BIZO (University of Waikato)

#435 Paper Session

4:00 pm–4:50 pm

W184c (McCormick Place Convention Center)

AUT

Improving Communication Skills in Individuals With Autism

Chair: Christian Atlas Martin (Atlas Supports, LLC)

Functional Communication Training: Teaching Multiple Functionally Equivalent Responses to Three Children With Autism and Severe Language Delays (Applied Research)

CHRISTIAN ATLAS MARTIN (Atlas Supports, LLC), Erik Drasgow (University of South Carolina), and Laura C. Chezan (Old Dominion University)

Investigation of Accuracy and Efficacy of Primary Caregivers? Augmentative and Alternative

Communication Implementation to Individuals With Autism Spectrum Disorders (Service Delivery)

Ee Rea Hong, Jennifer Ganz, WHITNEY GILLILAND, and Jennifer Ninci (Texas A&M University)

#436 Symposium

4:00 pm–4:50 pm

W184a (McCormick Place Convention Center)

AUT/EDC; Applied Research

BACB CE Offered. CE Instructor: Jill E. McGrale Maher, M.Ed.

Achieving Durable Positive Outcomes for Students With Autism

Chair: Jill E. McGrale Maher (Crossroads School)

Discussant: Mary Jane Weiss (Endicott College)

A Comparison of Group and One-to-One Instructional Arrangements With Students With Autism

BRITANY MELTON, Michele D. Brock, and Jill E. McGrale Maher (Crossroads School)

Using Video-Based and Peer-Mediated Instruction to Facilitate Generalization of Social Skills by Adolescents With Autism

MARI MACFARLAND, Josh Plavnick, and Tiffany Kaid (Michigan State University)

#437 Symposium

4:00 pm–4:50 pm

W184b (McCormick Place Convention Center)

AUT/TBA; Applied Research

The Ethics of International Behavior Analytic Autism Research

Chair: Emily Boshkoff-Johnson (Global Autism Project)

Exploring Themes and Efficacy of International Supervision

Ann B Beirne and SARA COSTELLO (Global Autism Project)

Developing a Program Evaluation Tool for Measuring Progress in International Autism Centers

MOLLY OLA PINNEY (Global Autism Project)

Monday, May 26

#438 Paper Session

4:00 pm–4:50 pm

W179b (McCormick Place Convention Center)

CBM

Behavior Analysis, Domestic Violence, and Classification of Life Problems

Chair: Martti T. Tuomisto (University of Tampere)

Behavioral Prediction of and Intervention Into Domestic Violence Against Women (Applied Research)

AMBER KUZMA (Integrated Behavioral Services, Inc.), Brandon Greene (Shenandoah University), and Dana Harvey and Jennifer Dien (Integrated Behavioral Services, Inc.)

Behavior Analysis and Behavior and Life Problems (Theory)

MARTTI T. TUOMISTO (University of Tampere)

#439 Panel Discussion

Student Committee Event

4:00 pm–4:50 pm

W192a (McCormick Place Convention Center)

CSE; Service Delivery

Professional Development Series: Discussion on the Growth of Applied Behavior Analysis and The Need for Expanded Ethical Standards

Chair: Kelsey Owen (Florida State University)

MICHAEL WEINBERG (Orlando Behavior Health Services, LLC)

MICHAEL F. DORSEY (Endicott College)

KASSI J. VANDERPLOEG (Florida State University)

#440 Symposium

4:00 pm–4:50 pm

W181a (McCormick Place Convention Center)

DEV/AUT; Applied Research

Expanding the Applications of Acceptance and Commitment Therapy to Impact Choice Making

Chair: Maggie Molony (Southern Illinois University)

An Evaluation of Fusion Behavior Management System: An Acceptance and Commitment Therapy Based Classroom Management Behavioral Intervention

AUTUMN MCKEEL (Aurora University) and Mark R. Dixon (Southern Illinois University)

Combining a Differential Reinforcement Procedure With Acceptance and Commitment Therapy to Treat Significant Aggression in an Adult With an Autism Spectrum Disorder

JOHN M. GUERCIO (AWS)

Mindful of Your Significant Other? Discounting Sex With Others

RACHEL ENOCH and Mark R. Dixon (Southern Illinois University)

#441 Symposium

4:00 pm–4:50 pm

W175c (McCormick Place Convention Center)

EAB; Basic Research

Timeout Three Ways: Punishment, Avoidance, and in Transitions

Chair: Ezra Garth Hall (West Virginia University)

Variable-Ratio and Variable-Interval Schedules of Timeout From Positive Reinforcement

EZRA GARTH HALL and Kennon Andy Lattal (West Virginia University)

Avoidance of Timeout From Response-Independent Schedules of Sucrose Water With and Without a Limited Hold on Consumption

AUGUST F. HOLTYN (Johns Hopkins University School of Medicine) and Michael Perone (West Virginia University)

Time-Out Between Activities Reduces Problem Behaviors During Transitions From High-Preference to Low-Preference Activities in Persons With IDD

DEAN C. WILLIAMS, Carol Cummings, and Katie Hine (University of Kansas)

#442 Panel Discussion**Student Committee Event**

4:00 pm–4:50 pm

W176c (McCormick Place Convention Center)

EAB; Theory

Professional Development Series: Some Perspectives on Being a Post-Doc in a Basic or Translation Setting

Chair: Vanessa Minervini (University of Florida)

RACHEL CASSIDY (Brown University)

CRISTINA M. WHITEHOUSE (University of Florida)

JONATHAN W. PINKSTON (University of North Texas)

#443 Symposium

4:00 pm–4:50 pm

W176a (McCormick Place Convention Center)

EAB/TPC; Basic Research

Exploring the Implicit Relational Assessment Procedure as a Behavioral Measure of Social Cognition

Chair: Kail H. Seymour (Southern Illinois University)

Exploring the Stability of Implicit Evaluative Repertoires in Respect to Religious Categories

RACHEL SWIATEK, Kelsey Schuler, Kail H. Seymour, and Chad E. Drake (Southern Illinois University)

Divergent Patterns in Implicit Relational Responding to Evaluated Body Sizes

CHRISTINE RYDER, Sam Kramer, Kail H. Seymour, and Chad E. Drake (Southern Illinois University)

Comparing Implicit Stereotypical Gender Attitudes Between Males and Females

JANNA LOCKE, Chelsea Vanderwoude, Kail H. Seymour, and Chad E. Drake (Southern Illinois University)

#444 Symposium

4:00 pm–4:50 pm

W176b (McCormick Place Convention Center)

EAB/TBA; Basic Research

BACB CE Offered. CE Instructor: Melissa Nosik, MS

Resurrecting “My Lovely”

Chair and discussion: Charles T. Merbitz (Behavior Development Solutions)

A Basic Evaluation of Distraction

MELISSA NOSIK (University of Nevada, Reno), Carl V. Binder (The Performance Thinking Network), and W. Larry Williams (University of Nevada, Reno)

Effects of Immediate Feedback on Responding Demonstrated on the Standard Celeration Chart and the Cumulative Record

ALISON SZARKO and Melissa Nosik (University of Nevada, Reno), Carl V. Binder (The Performance Thinking Network), and W. Larry Williams (University of Nevada, Reno)

#445 Panel Discussion**Student Committee Event**

4:00 pm–4:50 pm

W194b (McCormick Place Convention Center)

EDC; Service Delivery

Professional Development Series: Group Contingencies: Randomization and Other Intervention Procedures to Increase Intervention Effectiveness

Chair: Austin Johnson (University of Connecticut)

RENEE HAWKINS (University of Cincinnati)

TAI COLLINS (University of Cincinnati)

STACY LING (University of Cincinnati)

Monday, May 26

#446 Symposium

4:00 pm–4:50 pm

W192b (McCormick Place Convention Center)

OBM/AAB; Service Delivery

Improving Volunteer Retention in Nonprofit Animal Shelters

Chair: Bailey Wilcox (University of Nevada, Reno)

Discussant: Veronica J. Howard (University of Alaska Anchorage)

Training Both Ends of the Leash to Increase Adoption and Volunteer Retention

RAE DEBRUYNE and Julie M. Slowiak (University of Minnesota Duluth) and Becky Mathiowetz (Animal Allies Humane Society)

Assessing Volunteer Retention in the Nevada Humane Society

CAROLYN BRAYKO (University of Nevada, Reno), Nikole Nichols (Nevada Humane Society), and Ramona Houmanfar (University of Nevada, Reno)

#446a Symposium

4:00 pm–4:50 pm

W193b (McCormick Place Convention Center)

EDC; Service Delivery

BACB CE Offered. CE Instructor: Derek Jacob Shanman, Ph.D.

Behavior Analysis in the Classroom: Learning, Self-Management, and Outcomes in the Accelerated Independent Learning Model

Chair: Derek Jacob Shanman (Teachers College, Columbia University)

Teaching Self-Management Repertoires to Kindergarten and First Grade Students in Accelerated Independent Learner Classrooms

MICHELLE MACKEY and Vanessa Laurent (Morris School District) and Jo Ann Pereira Delgado and R. Douglas Greer (Teachers College, Columbia University)

Applications of Tactics in Behavior Analysis to Classroom Management in Second and Third Grade Accelerated Independent Learner Classrooms

JENNIFER LEE, Haley Pellegrin, Jo Ann Pereira Delgado, and R. Douglas Greer (Teachers College, Columbia)

The Application of an Accelerated Independent Learner Model to Fourth and Fifth Grade Inclusion Classrooms

COLLEEN CUMISKEY, Jennifer Weber, Jo Ann Pereira Delgado, and R. Douglas Greer (Teachers College, Columbia University)

#447 Symposium

4:00 pm–4:50 pm

W184d (McCormick Place Convention Center)

PRA/DDA; Applied Research

BACB CE Offered. CE Instructor: Russell W. Maguire, Ph.D.

Applying the Stimulus Equivalence Paradigm to Adaptive Skills Training for Individuals With Autism

Chair: Russell W. Maguire (Simmons College)

The Use of the Stimulus Equivalence Paradigm to Evoke Novel Reading and Writing Equivalences

MEGAN BREault (RCS Learning Center)

Using Conditional Discrimination Training to Form Equivalence Classes Among Grocery Items and their Locations

STACEE HANSEN (RCS Learning Center)

Increasing Safety Skills Through Discrimination Training and Derived Stimulus-Stimulus Relations

COLLEEN YORLETS (RCS Behavioral & Educational Consulting)

#448 Panel Discussion

Student Committee Event

4:00 pm–4:50 pm

W187c (McCormick Place Convention Center)

PRA; Service Delivery

Professional Development Series: Exploring Alternative Career Paths in Behavior Analysis

Chair: Elizabeth Solley (University of South Florida)

MATTHEW P. NORMAND (University of the Pacific)

KIMBERLY CROSLAND (University of South Florida)

KEITH D. ALLEN (Munroe-Meyer Institute, University of Nebraska Medical Center)

#449 Symposium

4:00 pm–4:50 pm

W185a (McCormick Place Convention Center)

PRA; Service Delivery

BACB CE Offered. CE Instructor: Jennifer A. Rennie, MS

Components of Brain Injury Rehabilitation: Role of Applied Behavior Analysis in the Continuum of Care

Chair: Aimee Moore (Eastern Michigan University)

Discussant: Rebecca Cowell (Special Tree Rehabilitation)

Salience of Applied Behavior Analysis for Rehabilitation of Executive Dysfunction in Traumatic Brain Injury

AIMEE MOORE (Eastern Michigan University)

Supplementing ABA With Case Management to Improve Rehabilitation Outcomes in Adults With Traumatic Brain Injury

JENNIFER A. RENNIE (Rainbow Rehabilitation)

#450 Paper Session

4:00 pm–4:50 pm

W175b (McCormick Place Convention Center)

TPC

Philosophy of Behavior Analysis

Chair: Jay Moore (University of Wisconsin-Milwaukee)

Four Enemies of Modern Behavioral Analysis and Science (Theory)

MICHAEL LAMPORT COMMONS (Harvard Medical School)

The Relation Between Mentalism and Methodological Behaviorism (Theory)

JAY MOORE (University of Wisconsin-Milwaukee)

#451 Symposium

4:00 pm–4:50 pm

W185bc (McCormick Place Convention Center)

VRB/DEV; Applied Research

BACB CE Offered. CE Instructor: Stephanie A Hood, MS

Teaching Social Skills: Efforts to Improve Conversation, Greeting, and Interview skills

Chair: Stephanie A. Hood (Munroe-Meyer Institute, University of Nebraska Medical Center)

Teaching Children With Autism to Respond to Conversation Partners' Interest

LINDSAY C. PETERS (Confidence Connection, Inc.), Rachel H. Thompson (Western New England University), Sarah W. Holman (Confidence Connection, Inc.), and Alexis Herberman (Mason Intervention, Inc.)

An Evaluation of the Efficacy and Social Validity of Interview Skills Training for College Students

COREY S. STOCCO (Briar Cliff University), Rachel H. Thompson and John Hart (Western New England University), and Katie L. Grill and Heidi L. Soriano (Briar Cliff University)

An Evaluation of the Efficacy, Generalization, and Social Validity of an Individualized Approach to Teaching Conversation and Greeting Skills

STEPHANIE A. HOOD, Kevin C. Luczynski, and Daniel R. Mitteer (Munroe-Meyer Institute, University of Nebraska Medical Center)

Monday, May 26

#452 Symposium

4:00 pm–4:50 pm

W185d (McCormick Place Convention Center)

VRB/TPC; Theory

BACB CE Offered. CE Instructor: Mitch Fryling, Ph.D.

Reflections on the Role of the Autoclitic in Verbal Behavior Theory

Chair and discussant: Mitch Fryling (California State University, Los Angeles)

Self-Editing as a Function of Audience Control

DOMINIQUE STEDHAM and Linda J. Parrott Hayes (University of Nevada, Reno)

The Problem of the Intention of the Speaker

MARIA ISABEL MUNOZ BLANCO and Linda J. Parrott Hayes (University of Nevada, Reno)

#453 Special Event

5:00 pm–5:50 pm

W375e (McCormick Place Convention Center)

OTH

ABAI Presidential Address: What We Know

Chair: Michael Perone (West Virginia University)

LINDA J. PARROTT HAYES (University of Nevada, Reno)



Linda J. Parrott Hayes is a distinguished international professor at the University of Nevada, Reno (UNR). She received her undergraduate degree from the University of Manitoba and her graduate degrees from Western Michigan University. She was a member of the behavior analysis faculty at West Virginia University while completing her doctorate, after which she returned to Canada, taking a position at St. Mary's University. Dr. Hayes co-founded the Behavior Analysis Program at the University of Nevada, Reno, on a self-capitalization model and served as its director for more than a decade. She has received numerous awards for her contributions to the training of behavior analysts including the Fred S. Keller Award for Teaching of Behavior Analysis

from the American Psychological Association's Division 25, an Outstanding Teacher Award from the College of Arts and Sciences at West Virginia University, an Outstanding Faculty Award from the Board of Regents of the Nevada System of Colleges and Universities, and an Outstanding Alumna Award from Western Michigan University. The program she founded received a SABA Award for Enduring Contributions to Behavior Analysis. Dr. Hayes has founded and currently directs UNR's satellite programs in behavior analysis, aimed at meeting the ever-growing demand for qualified practitioners in regions where appropriate training has been unavailable or inaccessible. Her efforts in this regard have earned her an International Development Award from the Latin Association for Behavior Analysis and Modification, a Global Engagement Award from UNR, and a SABA International Development Award. She is a Fellow of ABAI and has served the association in many capacities, including coordinating its Practice and Education boards, as well as multiple terms on its Executive Council. Dr. Hayes' scholarly interests range from the experimental analysis of animal behavior to the logic of science. She is best known for her contributions to behavior theory and philosophy.

Abstract: What we know about our world is captured in what we say about it and what we say about it is derived from our observations of it in concert with what we have previously said about it. As observations of our world continue to be made, what we say about it changes: What we once said about it is inevitably refined, necessarily revised, or rightfully abandoned. Some aspects of what we once said, in never having been derived from observations in the first place, are not subject to change by this process. If their presence in the midst of our continuing efforts to know our world were merely a distraction, they might just be ignored. They are not merely a distraction though; they are an impediment, and particularly so in the context of a science of behavior. Ironically, it is only a science of behavior that is in a position to eliminate this impediment. What we know about the world—be we physicists, priests, or grandmothers—is what we say about it and our saying it *is* behavior. How we come to say what we say, as well as how it persists, may be challenged and is changed; this is our subject matter. We have a responsibility to share with others what our observations of such things tell us (while also recognizing that what we are saying about them is subject to change.) Meeting this responsibility will require more voices and less distraction.

#454 Business Meeting

6:00 pm–6:50 pm

W176c (McCormick Place Convention Center)

Human Development Special Interest Group

Chair: Martha Pelaez (Florida International University)

This is the annual business meeting of the Human Development SIG (formerly called the Developmental Behavior Analysis SIG). All members and nonmembers who are interested in human development are invited to attend. The agenda is rather informal but includes reports about the SIG, finances, plans, the SIG's journal (*Behavioral Development Bulletin*), and election of officers.

#455 Business Meeting

6:00 pm–6:50 pm

W181c (McCormick Place Convention Center)

Sociedad Mexicana de Analisis de la Conducta

Chair: Rosalinda Arroyo (Universidad Nacional Autónoma de México)

The purpose of this meeting is to establish networks of exchange and dissemination of work done in Mexico.

#455a Special Event

6:00 pm–6:50 pm

W183b (McCormick Place Convention Center)

Behavior Analytic IGNITE

Chair: Joshua K. Pritchard (Florida Institute of Technology)

IGNITE is a worldwide phenomenon promoting exciting presentations that are only 5 minutes long. Each speaker submits a slideshow with 20-slides preprogrammed to advance every 15-seconds. The Chair collects the slideshows and organizes them on one laptop so there is no equipment change between speakers. The presentations are intended to IGNITE the interest of audience members and to stimulate conversation and encourage further exploration of topics. Come enjoy a series of fast-paced, explosive presentations aimed to inform and educate. Come get your passion for behavior analysis ignited!

#456 Business Meeting

6:00 pm–6:50 pm

W175c (McCormick Place Convention Center)

Behavior Analysis Online American Psychological Association Journals Special Interest Group

Chair: Jack Apsche (Walden University)

This is a meeting of the editors, reviewers, and governing board members as well as authors and potential authors. We welcome the American Psychological Association (APA) as our new publisher. We will discuss what we know about the transition to becoming online journals of the American Psychological Association and how that will affect authors, reviewers, and editors. There should be a much larger readership because of APA's great strength in marketing and its prestige. The readership and citation rate should rise and the tenure value to authors should increase. All are encouraged to attend, discuss the future, and ask questions. Behavior Analysis Online APA Journals now include *Behavior Analyst Today*; subsections on *Behavior Analysis in Health, Sports, Fitness and Medicine*, *Behavioral Health*, and *Medicine Behavior Analysis of Offender and Victim Treatment and Prevention*; *International Journal of Behavioral Consultation and Therapy*; *Behavioral Development Bulletin* and its subsections of *Positive Adult Development* and *Journal of Behavior Assessment and Intervention in Children* (the latter which may become independent again); *Journal of Speech Language Pathology and Applied Behavior Analysis*; *Journal of Early and Intensive Behavior Intervention* (to be reconstituted); and *Journal of Precision Teaching and Celeration* (under consideration).

#457 Business Meeting

6:00 pm–6:50 pm

W181a (McCormick Place Convention Center)

Practitioner Issues Special Interest Group

Chair: Michael Weinberg (Orlando Behavior Health Services, LLC)

SIG members and those interested in practitioner issues are invited to discuss the business of the Practitioner Issues SIG of ABAI.

#458 Business Meeting

6:00 pm–6:50 pm

W175b (McCormick Place Convention Center)

Behavior Analysis in Military and Veterans' Issues Special Interest Group

Chair: Kent Corso (NCR Behavioral Health, LLC)

Behavior Analysis in Military and Veterans' Issues (MilVet SIG) is devoted to the application of behavior analysis to United States and United Kingdom military service members and veterans' issues. This is a group whose emphasis concerns U.S./U.K. veterans of all wars. Governments have been concerned about the number of veterans suffering from brain or spinal injuries, mental health problems, lack of access to social services, and addiction problems related to their active duty service. In each of these areas, behavior analysis has developed effective treatments. This SIG promotes awareness of these issues and facilitates the research and practice of ABA with this population.

#459 Business Meeting

6:00 pm–6:50 pm

W179b (McCormick Place Convention Center)

Dissemination of Behavior Analysis Special Interest Group

Chair: Amanda N. Kelly (Malama Pono Autism Center)

The Dissemination of Behavior Analysis Special Interest Group (DBA-SIG) gathers to explore ways of sharing and advancing the science of human behavior, spreading information, and providing access to behavior analysis to the public at large. Last year's business meeting involved hula dancing via TAGteach and an update on "How to Train Zombies." This year, our business meeting will feature a viewing of behavior analytic TED-Ed talks, nominated and/or created by DBA-SIG members! We also will be discussing the revival of the *Behavior Analyst Digest: International* and the Skinner Journalism Award, which now features a monetary prize for winners and the individual who first submits the winning article. DBA-SIG stresses the importance of using language that is friendly and easy to understand, providing a sense of what exactly our science is and helping society realize its relevance. We believe that dissemination of behavior analysis should be an interest of every behavior analyst, as without our ability to compel the general population, can we ever say that we have applied our science to our full potential?

#460 Business Meeting

6:00 pm–6:50 pm

W175a (McCormick Place Convention Center)

Behavior Analysis for Sustainable Societies Special Interest Group

Chair: Julia H. Fiebig (The Chicago School of Professional Psychology)

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 (1) to encourage and support research that promotes the application of behavior analysis to green/environmental issues; (2) to collaborate with environmental scientists, environmental groups, and other SIGs within ABAI that have an interest in addressing behavior change and sustainability/environmental issues; (3) to disseminate research and practices that support solutions to environmental issues through the application of behavioral interventions; (4) to develop curricula,

textbooks, and additional educational resources that address sustainability and the application of behavior analysis; (5) to compile resources for individuals interested in behavior change and environmental issues; and (6) to 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 the group's objectives.

#461 Business Meeting

6:00 pm–6:50 pm

W176b (McCormick Place Convention Center)

Behavioral Medicine Special Interest Group

Chair: Gretchen A. Dittrich (Simmons College)

The Behavioral Medicine Special Interest Group promotes the application of behavior analytic methodology to the prevention and treatment of behaviors associated with chronic illness and disease and behaviors associated with improved health and treatment adherence. The annual business meeting is open to all conference attendees interested in behavioral health and medicine. The meeting will be conducted to discuss various administrative matters relevant to the Behavioral Medicine SIG. Goals include voting on SIG officers, discussing methods to increase communication and research collaboration among SIG members, and enhancing benefits of SIG membership.

#462 Business Meeting

6:00 pm–6:50 pm

W181b (McCormick Place Convention Center)

Montana Association for Behavior Analysis

Chair: Cheryl A. Young-Pelton (Montana State University in Billings)

Montana ABA (MT ABA) was newly formed as an affiliate chapter of ABAI in 2013. This will be an open meeting for any interested parties including students, professionals, and friends of ABAI. It will be considered a regular business meeting of MT ABA and the purpose of the meeting will be to review accomplishments, bylaws, officer roles, and to make plans for the coming year. This is the first convention represented by members of MT ABA, we hope attendees will be prepared to celebrate with us!

#462a Business Meeting

6:00 pm–6:50 pm

W182 (McCormick Place 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 *Journal of the Experimental Analysis of Behavior* annual report will be presented, followed by a discussion of editorial policies and issues. Authors and prospective authors are encouraged to attend. Questions and suggestions are encouraged.

#463 Business Meeting

6:00 pm–6:50 pm

W176a (McCormick Place Convention Center)

Behavioral Gerontology Special Interest Group

Chair: Jonathan C. Baker (Southern Illinois University)

The group provides intellectual, clinical, and organizational support to other professionals interested in aging and fosters behavior analytic research in aging. The goal of this year's meeting is to discuss issues in the field as well as issues of professional development. In addition, members will provide student presentations on aging feedback, 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.

#464 Poster Session

7:00 pm–9:00 pm

W375a-d (McCormick Place Convention Center)

BPH

Chair: Jonathon Pinkston (University of North Texas)

Discussants: Gabriel Mazur (Arizona State University) and Leonardo Andrade (University of Connecticut School of Medicine)

1. Moderate Developmental Ethanol Exposure Increases S-R Habit Formation in Adult Zebrafish

(CBM; Basic Research) MATTHEW PARKER, Alistair Brock, and Caroline H. Brennan (Queen Mary University of London)

2. Developing and Validating Automated Assays for Zebrafish Behavioural Analyses and Drug

Discovery (EAB; Basic Research) ARI SUDWARTS, Matthew Parker, and Caroline H. Brennan (Queen Mary University of London)

3. Effects of Paired Housing and d-Amphetamine Administration on Delay Discounting in Lewis and Fischer

344 Rats (EAB; Basic Research) MARISSA TURTURICI and Karen G. Anderson (West Virginia University)

4. Effects of Glucose Ingestion on Delay Discounting in Humans (EAB; Basic Research) BRANTLEY

JARVIS (University of Florida), Rachel Cassidy (Brown University), and Jesse Dallery (University of Florida)

5. Effects of Citalopram and Bromazepam on the Reinforcement Value of a Conditioned Reinforcer in

a Progressive Ratio Schedule (EAB; Basic Research) Yulla Christoffersen Knaus and MIRIAM GARCIA-MIJARES (Universidade de São Paulo)

6. Adolescent Cocaine Exposure Disrupts Impulsivity, Reversal Learning, and Cocaine Sensitivity in

Adult Mice (EAB; Basic Research) KATHRYN TEIXEIRA, Blake A. Hutsell, and M. Christopher Newland (Auburn University)

7. Ketamine-Induced Disruption of an Incremental Repeated Acquisition Procedure is Marginally

Attenuated by Clozapine and Haloperidol (EAB; Basic Research) ANDREW SHEN and M. Christopher Newland (Auburn University)

8. Some Behavioral Effects of Mefloquine on Schedule-Controlled Responding in the Rat (EAB; Basic

Research) ERIN N. ROBY, Alexis E. Crump, and Rodney D. Clark (Allegheny College)

9. Anti-anxiety Drug Ameliorates Negative Incentive Shift-Induced Attack in Pigeons (EAB; Basic

Research) ANDREW T. FOX, Stephen Fowler, and Dean C. Williams (University of Kansas)

10. College Students' Delay Discounting of Caffeine and Money (EAB; Basic Research) SHEA M. LEMLEY,

David P. Jarmolowicz, Michael Sofis, Jennifer L. Hudnall, and Derek D. Reed (University of Kansas)

11. Diurnal Activity Under Chronic Ethanol Administration in Rhesus Monkeys (EAB; Basic Research)

ANGELES PEREZ-PADILLA, Henryk Urbanski, Christa Helms, and Kathleen A. Grant (Oregon Health & Science University)

12. The Neurobehavioral Effects of Chronic Atrazine Exposure (EAB; Basic Research) JENNIFER L.

WALTERS, Eric Harvey, Rachel Burroughs, Shelly Hunt, and Lisa E. Baker (Western Michigan University)

13. Social Transmission of Food Preference: Scopolamine Effects (EAB; Basic Research) Julio Cesar

Venegas-Perez, Jose Eduardo Perez-Reyes, Veronica Viviana Romero-Luna, Gabriela Diaz-Palacios, Maria Guadalupe Ortega-Saavedra, Angela Maria Hermosillo-Garcia, Sara E. Cruz-Morales, and J. C. PEDRO ARRIAGA-RAMIREZ (Facultad de Estudios Superiores Iztacala, Universidad Nacional Autónoma de México)

14. Employment-Based Reinforcement of Opiate and Cocaine Abstinence in Out-of-Treatment

Injection Drug Users (Applied Research) AUGUST F. HOLTYN (Johns Hopkins University School of Medicine), Mikhail Koffarnus (Virginia Tech Carilion Research Institute), Anthony DeFulio (Johns Hopkins University School of Medicine), Sigurdur Oli Sigurdsson (Florida Institute of Technology), Eric C. Strain (Johns Hopkins University School of Medicine), Robert P. Schwartz (Friends Research Institute), and Kenneth Silverman (Johns Hopkins University)

15. Effects of Pramipexole on Repeated Acquisition Performance in Long-Evans Rats (Basic

Research) MOLLY BARLOW and Mark A. Vandon Avond (University of Wisconsin-Eau Claire); Amy R. Johnson (Virginia Commonwealth University); and Carlee A. Todd, Katelyn J. Olson, and David C. Jewett (University of Wisconsin-Eau Claire)

16. Chronic Exposure to Cocaine in Adolescence Alters Performance on Fixed- and Progressive-Ratio Schedules in Mice (Basic Research) STEVEN R BOOMHOWER, Derek Pope, Kathryn Teixeira, and M. Christopher Newland (Auburn University)

17. Identifying Mechanisms Which Underly the Reinforcing Effect of Nicotine Using a Condition Place Preference Assay in Adult Zebrafish (Basic Research) ALISTAIR BROCK and Matthew Parker (Queen Mary, University of London), Robert Walton (Barts and the London, University of London), and Caroline H. Brennan (Queen Mary University of London)

18. Modulation of NMDA-Antagonist Effects by Degree of Stimulus Control (Basic Research) MELISSA DEAL, Danielle Panoz-Brown, Amy McClanahan, and Mark Galizio (University of North Carolina Wilmington)

19. Effects of Rearing Conditions on Persistence for Differential Alcohol Reinforcer Rates (Basic Research) DIANA CORTES- PATIÑO, Catalina Serrano, and Miriam Garcia-Mijares (Universidade de São Paulo)

#465 Poster Session

7:00 pm–9:00 pm

W375a-d (McCormick Place Convention Center)

EAB

Chair: Matthew Bell (Santa Clara University)

Discussants: Ray Brogan (Kaplan University) and Andrei Popa (Emory University)

20. An Examination of the Potential Reinforcing Effects of Aversive Stimuli (CBM; Basic Research) IOANNIS ANGELAKIS (Panteion University)

21. A Multimodal Investigation of Human Avoidance, Perceived Threat, and Emotion (CBM; Basic Research) MADONNA L. LUDLUM, Scott Solomon, and Sandy Magee (University of North Texas); Simon Dymond (Swansea University); and Michael W. Schlund (University of North Texas)

22. Competition Between Appetitive and Aversive Contingencies: Implications for Understanding Excessive Avoidance and Threat Bias in Psychopathology (CBM; Basic Research) SCOTT SOLOMON, Madonna L. Ludlum, and Sandy Magee (University of North Texas); Simon Dymond (Swansea University); and Michael W. Schlund (University of North Texas)

23. The Effect of Cost of Response on Resources Usage on a Common Dilemma Game (CSE; Basic Research) DYEGO DE CARVALH COSTA, Patricia Luz de Sousa, and Jocyara Oliveria (Universidade Estadual do Piauí)

24. Avoidance of Token-Losses With Pigeons (Basic Research) JAMES E. COOK and Kennon Andy Lattal (West Virginia University)

25. Effect of Timeout Duration on Discriminated Avoidance Behavior in Humans (Basic Research) YUKO KOSHITSUKA and Koichi Ono (Komazawa University)

26. Are Rich-to-Lean Transitions Aversive? (Basic Research) BILLIE J. KLEIN, Raymond C. Pitts, and Christine E. Hughes (University of North Carolina Wilmington)

27. The Effects of Varying Levels of Food Deprivation on Escape and Avoidance Responding in Mice (TPC; Basic Research) MATTHEW LEWON, Glory R. Finnegan, Sarah Hogue, and Linda J. Parrott Hayes (University of Nevada, Reno)

28. Discrimination Acquisition Rate of Complex and Simple Stimuli in Pigeon Subjects (AAB; Basic Research) REBECCA HOTCHKISS (Fordham University)

29. Exclusion Performance and Emergent Simple Discriminations in Domestic Dogs (*Canis familiaris*) (AAB; Basic Research) ISABELA ZAINE, Camila Domeniconi, and Julio C. De Rose (Universidade Federal de São Carlos)

30. The Effect of Pre-exposure to Appetitive and Aversive Stimuli on Running and Eating in Activity Based Anorexia With Rats (AAB; Basic Research) ANNE CASTLEY and Paul D. Neuman (Bryn Mawr College)

Monday, May 26

- 31. Symmetry in Rats: A Matter of Procedure?** (AAB; Basic Research) ASHLEY PRICHARD, Danielle Panoz-Brown, Katie Dyer, Samantha Hess, Erin Lackey, Melissa Deal, Katherine Ely Bruce, and Mark Galizio (University of North Carolina Wilmington)
- 32. The Illusion of Control in Slot Machine Gambling: A Comparative Survey** (CSE; Basic Research) KIMBERLY LOUDERMILK (University of Nevada, Reno) and Benjamin N. Witts (St. Cloud State University)
- 33. Does the Internet Addiction Test Predict Impulsiveness in Temporal Discounting of Non-essential Internet Access?** (TPC; Basic Research) ELWYN MARTIN and Charles A. Lyons (Eastern Oregon University)
- 34. The Analysis of Choice Behavior in Multi-stage Gambles** (Basic Research) XIAOTING SHI and Takayuki Sakagami (Keio University)
- 35. Effects of Stimulus Characteristics on Stimulus Overselectivity** (AUT; Basic Research) TAKAMITSU OKUYAMA and Satoru Shimamune (Hosei University)
- 36. Fixed-Interval Pause Duration in Chained Fixed-Ratio, Fixed-Interval Schedules** (Basic Research) LUCAS COUTO DE CARVALHO (Oslo and Akershus University College of Applied Sciences), João Claudio Todorov (Universidade de Brasília), and Kalliu Couto (Oslo and Akershus University College of Applied Sciences)
- 37. The Analysis of University Students' Verbal Behaviors in CMC and FtF** (Basic Research) YUKIKO TAKEUCHI and Tetsumi Moriyama (Tokiwa University)
- 38. Temporal Control in Signaled Response-Initiated Fixed-Interval Schedules: Aggregated and Single-Trial Analyses** (Basic Research) ADAM E. FOX (St. Lawrence University) and Dwight Lastinger and Elizabeth Kyonka (West Virginia University)
- 39. Sensory Preconditioning in Partial Reinforcement** (Basic Research) GABRIEL VELAZQUEZ GONZALEZ, Carlos Javier Flores Aguirre, and Oscar Garcia Leal (Universidad de Guadalajara)
- 40. Operant Variation and Learning of Difficult Sequences: Effects of Instructions and Baseline Variation Levels** (Basic Research) BRUNO ANGELO STRAPASSON (Universidade Federal do Paraná) and Maria Helena Leite Hunziker (Universidade de São Paulo)
- 41. Can't Answer Response Option Disrupts Equivalence Formation in Simultaneous Protocols Using Linear-Series Training Structure** (Basic Research) ABDULRAZAQ A. IMAM and Patricia Jimenez-Jimenez (John Carroll University)
- 42. Do Ratio Schedules Generate the Characteristic Bitonic Drinking Functions Observed in Schedule-Induced Polydipsia?** (Basic Research) MELISSA M. M. ANDREWS and Mark P. Reilly (Central Michigan University)

#466 Poster Session

7:00 pm–9:00 pm

W375a-d (McCormick Place Convention Center)

EDC

Chair: Mary Jane Weiss (Endicott College)

Discussants: Andrew L. Samaha (University of South Florida), Robert LaRue (Douglass Developmental Disabilities Center, Rutgers University), and Mary McDonald (Hofstra University)

43. Validation and Utility of the Autism Classroom Evaluation (AUT; Service Delivery) STACY A. CLEVELAND and Dana Zavatkay (Marcus Autism Center), Chiara M. Cunningham (Marcus Autism Center at Children's Healthcare of Atlanta), and Julie Eshleman and Lisa M. Cymbor (Marcus Autism Center)

44. Peer-Yoked Contingency and Observational Learning (AUT; Applied Research) HYE-SUK LEE PARK, Bongsin Kwack, Heejeung Bang, and Myounghee Lee (Kongju National University); Sungbong Lee (Baksuk University); Hyouja Lee (Korean National University of Transportation); Jung Yeon Cho (Daegu Cyber University); and Munbong Yang (Milal Special School)

- 45. The Effects of a Graphic Organizer Training Package on the Persuasive Writing of Middle School Students With Autism** (AUT; Applied Research) ANNE BISHOP, Mary Sawyer, Sheila R. Alber-Morgan, and Melissa Boggs (The Ohio State University)
- 46. Maximizing the Effectiveness of a Parent Training Program** (AUT; Service Delivery) ALEXIS N. BOGLIO and Jamie Christman (Southwest Autism Research and Resource Center)
- 47. In Your Own Backyard: A Collaboration Between Public School and Behavior Analysts** (AUT; Service Delivery) Gabriel Valley and CHRISTINE AUSTIN (Step By Step)
- 48. Using the Power Card Strategy to Increase Appropriate Turn-Taking in Fourth Grade Students With Autism** (AUT; Applied Research) ANGELA M DAUBERT and Shana E. Hornstein (Temple University)
- 49. My Turn, Together, Your Turn: Using Direct Instruction Principles to Teach Three Young Children With ASD to Read** (AUT; Applied Research) JENNIFER FROSCHE (Texas A&M University)
- 50. Educating Students With ASD and ADHD in the Inclusion Classroom a Research-Based Case Study** (PRA; Applied Research) KIMBERLY P. WEBER, Michaela N. Jones, and Thomas Ford McLaughlin (Gonzaga University)
- 51. The Effects of Self-Monitoring in a General Education Classroom on the Academic Skills of Elementary School Students With Autism Spectrum Disorders** (PRA; Applied Research) KEN HANDA and Fumiyuki Noro (University of Tsukuba)
- 52. Effects of Two Training Components in Computer-Aided Personalized System of Instruction on Teaching the Assessment of Basic Learning Abilities to Autism Senior Tutors** (TBA; Applied Research) LEI HU, Joseph J. Pear, and Kirsten M. Wirth (University of Manitoba)
- 53. The Effects of Explicit Instruction on Critical Early Literacy Skills in Play Contexts for Children With Developmental Delays** (DDA; Applied Research) BLAKE HANSEN and Mallory Roberts (Brigham Young University)
- 54. Effects of Video Self-Modeling on Decreasing Disturbance Behavior in Adolescent With Intellectual Disabilities** (DEV; Applied Research) EUNHEE PAIK (Kongju National University), Hyounja Lee (Korean National University of Transportation), Hyeonjeong Park (Kongju National University), Sungbong Lee (Baksuk University), Youngmo Yang (Kongju National University), Jung Yeon Cho (Daegu Cyber University), Munbong Yang (Milal Special School), and Ki Soon Hong (Kongju National University)
- 55. The Effects of Phonics Instruction on the Decoding Skills of an Adolescent With Cerebral Palsy** (Applied Research) PAULA CHAN, John Schaefer, and Moira Konrad (The Ohio State University)
- 56. Procedure of Reading Teaching for Students With Intellectual Disabilities Involving Teachers and Parents** (Applied Research) PRISCILA BENITEZ, Ricardo M. Bondioli, and Camila Domeniconi (Universidade Federal de São Carlos)
- 57. The Effects of Physical Movement Before Class on Decreasing Off-Task Behaviors of Students With Intellectual Disability** (Applied Research) Yi-Tien Tsai (National Tao-Yuan Special School) and PEI-YU CHEN (National Taipei University of Education)
- 58. Teaching Generalized Pretend Play and Related Behaviors to Young Children With Disabilities** (PRA; Applied Research) ERIN E. BARTON (Vanderbilt University)
- 59. Say the Term or the Definition When Using SAFMEDS?** (TBA; Applied Research) CAMERON GREEN (Florida State University), Joshua K. Pritchard (Florida Institute of Technology), James Booth and Mark Malady (Brohavior), and Scott A. Miller (University of Nebraska Medical Center)
- 60. Positive Behavior Supports for Challenging Middle School and High School Classes and Settings** (AUT; Applied Research) RICK SHAW (Behavior Issues)
- 61. Study of Longitudinal Exposure for Increasing Children's Vegetable Consumption** (Applied Research) SUJIN LEE and Kyong-Mee Chung (Yonsei University)
- 62. Don't Just Customize, Personalize: Innovative iPad APP Implementation for Unique Learners** (AUT; Applied Research) JONATHAN IZAK (SpecialNeedsWare)

#467 Poster Session

7:00 pm–9:00 pm

W375a-d (McCormick Place Convention Center)

OBM

Chair: Branden J. Bohr (Florida Institute of Technology)

Discussant: Mark Dixon (Southern Illinois University) and Thomas Mawhinney (University of Detroit Mercy)

63. What Constitutes Performance in Performance Feedback? (Applied Research) CANDICE HANSARD, Denice Rios, Meline Pogojana, and Ellie Kazemi (California State University, Northridge)

64. A Behavioral Systems Analysis Approach of a Startup Software Firm (Service Delivery) Sigurdur Oli Sigurdsson, Elizabeth A. Henry, and Clare Liddon (Florida Institute of Technology), Courtney J. Wolff (The Bay School), and BRANDON MARTINEZ-ONSTOTT (Florida Institute of Technology)

65. From Feedback to Fluency (Applied Research) DANIELLE KRETSCHMER and Timothy D. Ludwig (Appalachian State University)

66. Using Public Posting to Improve Staff Data Completion (Service Delivery) SARAH J. PASTRANA (University of British Columbia), Sheena Crawford (Arcus Community Resources), and Sharon E. Baxter (Semiahmoo Behaviour Analysts, Inc.)

67. Effects of Celebrity Endorsement as Discriminative Stimulus in an Apartment Sale Advertising Catalog (Applied Research) Carla Simone Castro da Silva and CRISTIANO COELHO (Universidade Católica de Goiás)

68. Pyramidal Training Utilizing Feedback in an Adult Dual Diagnosis Residential Treatment Setting (Applied Research) HALEY EPPES (The Arc of the Ozarks) and April M. Williams (The School of Professional Psychology at Forest Institute)

69. The Relative Effects of Correct Versus Incorrect Response Feedback on Performance and Emotions (PRA; Applied Research) SEONG EUN KIM, Kwangsu Moon, Jaehee Lee, and Shezeen Oah (Chung-Ang University)

70. The Relative Effects of Individual and Group Feedback on Work Performance (PRA; Applied Research) KWANGSU MOON, Minjung Cha, Kyehoon Lee, and Shezeen Oah (Chung-Ang University)

71. Factors Affecting Observer Error When Using Interval Sampling Methods (PRA; Applied Research) MATTHEW A. TAYLOR (National Institute for Occupational Safety and Health, Centers for Disease Control and Prevention), Matthew T. Weaver (Mercyhurst University), and Oliver Wirth (National Institute for Occupational Safety and Health, Centers for Disease Control and Prevention)

72. An Exploratory Comparison of Accurate and Inaccurate Performance Feedback (TPC; Applied Research) MICHAEL PALMER and Carl Merle Johnson (Central Michigan University)

73. An Examination of the Impact of Feedback and Acceptance and Commitment Training on the Quantity and Quality of Active Training Provided by Direct Support Professionals (VRB; Applied Research) JOHN PINGO (Goldie B. Floberg Center) and Mark R. Dixon (Southern Illinois University)

74. Efficiency of Experimental Analogs of the Employee of the Month Program to Promote Performance (Applied Research) PATRICIA ULRICH PINTO and Helder Gusso (Positivo University)

#468 Poster Session

7:00 pm–9:00 pm

W375a-d (McCormick Place Convention Center)

CBM

Chair: Scott Gaynor (Western Michigan University)

Discussants: Ashley Greenwald (University of Nevada, Reno) and Tom Waltz (Eastern Michigan University)

75. Skills Generalization in Family and Significant Others of Drug Dependent Individuals (CSE; Applied Research) LYDIA BARRAGAN (Universidad Nacional Autónoma de México)

- 76. Task Analyses With Patients With Acquired Brain Injuries: Accident Prevention Skills Training** (CSE; Applied Research) MARISOL REYNOSO (Fresno State University) and Amanda N. Adams (Central California Autism Center)
- 77. Behavioral Systems Analysis of Barriers to Veterans Accessing Needed Medical and Mental Health Care** (CSE; Service Delivery) JOSEPH R. SCOTTI and Nuttha Udhayanang (WHOLE Veterans, PLLC), Vanessa Jacoby (West Virginia University), and Claudia Neely (Indiana University of Pennsylvania)
- 78. The Impact of Human-Animal Interactions on Psychological Well-Being and Social Behavior of College Students** (PRA; Service Delivery) JOSEPH R. SCOTTI and Nuttha Udhayanang (WHOLE Veterans, PLLC) and Claudia Neely (Indiana University of Pennsylvania)
- 79. The Effectiveness of a College-Level Self-Management Course on a Target Behavior and General Regulatory Behaviors** (EDC; Applied Research) JIHYEON SEO and Kyong-Mee Chung (Yonsei University)
- 80. Investigation of Mental Health of Smartphone Addiction Group** (EDC; Applied Research) HYUNJI CHOI and Kyong-Mee Chung (Yonsei University) and Uichin Lee and June-hwa Song (Korea Advanced Institute of Science and Technology)
- 80a. An Evaluation of Escape and Attention Extinction With and Without Noncontingent Reinforcement in the Treatment of Pediatric Feeding Disorders** (Applied Research) SCUDDY FONTENELLE, Suzanne M. Milnes, Jennifer M. Kozisek, and Cathleen C. Piazza (Munroe-Meyer Institute, University of Nebraska Medical Center)
- 81. Propensity to Work Among Detoxified Opioid-Dependent Adults** (OBM; Applied Research) BRANDON RING (Johns Hopkins University), Sigurdur Oli Sigurdsson (Florida Institute of Technology), and Anthony DeFulio and Kenneth Silverman (Johns Hopkins University)
- 82. Using Contingency Management Intervention to Decrease Spending Behavior in College Students** (CSE; Applied Research) HAILEY HINKLE and Scott Singleton (University of Central Oklahoma)
- 83. Coping Strategies for Smoking Cessation in People Who Do Not Attend Treatment** (CSE; Applied Research) JENNIFER LIRA MANDUJANO (Facultad de Estudios Superiores Iztacala, Universidad Nacional Autónoma de México), Daniela Moreno Gutierrez (Universidad Michoacana de San Nicolás de Hidalgo), and Sara E. Cruz-Morales (Facultad de Estudios Superiores Iztacala, Universidad Nacional Autónoma de México)
- 84. Who's the Boss?** (TPC; Theory) MARC D'ANTIN, Mark Malady, and Ryan Lee O'Donnell (Brohavior)
- 85. Raising Practices Associated to Oppositional Defiant Disorder and Children Aggressive Behavior** (PRA; Applied Research) SILVIA MORALES CHAINE, Lydia Barragan, and Casar Augusto Carrascoza Venegas (Universidad Nacional Autónoma de México)
- 86. Eating Problems in Persons With Dementia: Behavioral Interventions** (TPC; Theory) ZHICHUN ZHOU and David Donnelly (University of Rochester)
- 87. Improved Serum Phosphorus Through Self-Monitoring of Hemodialysis Diet and Therapist Feedback** (Service Delivery) ALFRED ROYAL TUMINELLO JR. and Lee Allen Leger (McNeese State University)
- 88. Evaluation of a Social Skills Training in Type-2 Diabetes Clients** (PRA; Applied Research) ANTONIA RENTERIA, Maria Lourdes Rodriguez Campuzano, Viridiana Rivera Samano, Carlos Nava Quiroz, and Norma Yolanda Rodriguez Soriano (Facultad de Estudios Superiores Iztacala, Universidad Nacional Autónoma de México)
- 89. Misophonia: An Aversive Conditioned Reflex to Soft Sounds** (PRA; Applied Research) THOMAS H. DOZIER (Misophonia Treatment Institute)
- 90. You Count: Mobile Technology for Personalized Data Collection and Graphing** (PRA; Service Delivery) Travis Luke, David Luke, and MOLLI LUKE (Refactions Applications)
- 91. Attention Deficit Hyperactivity Disorder May Lie in the Eyes of the Beholder** (Applied Research) Ana Marina Reyes Sandoval and LAURA ACUNA (National University of Mexico)

92. Contingency Contracting to Increase Home-Based Physical Therapy Exercise Adherence (EAB; Applied Research) Sefakor K. Adzanku, Elizabeth M. Street, WENDY A. WILLIAMS, and Stephanie Stein (Central Washington University)

93. A Review of Treatments for Sleep Interfering Behavior of Young Children (DEV; Applied Research) SANDY JIN (Eastern Connecticut State University) and Gregory P. Hanley (Western New England University)

94. A Modified Functional Behavior Assessment for Sedentary Behavior and a Functionally Based Physical Activity Intervention Program (PRA; Applied Research) SHIRI AYZAZO (David Yellin Academic College) and Elian Aljadeff-Abergel (Western Michigan University)

#469 Poster Session

7:00 pm–9:00 pm

W375a-d (McCormick Place Convention Center)
PRA

Chair: Susan Wilczynski (Ball State University)

Discussants: John Molteni (University of Saint Joseph) and Jamie Pagliaro (Rethink Autism)

95. Improving College Sleep Problems Using an Individualized Self-Management Treatment (EDC; Applied Research) JOSHUA JESSEL, Gregory P. Hanley, and Erica Lozy (Western New England University)

96. Competitive Games and Aberrant Behavior—Trigger Analysis and Intervention (EDC; Applied Research) EITAN ELDAR (Kibbutzim College)

97. The Effects of Response Effort Within a Behavioral Economics Framework as Related to Data Collection on Treatment Fidelity (EDC; Applied Research) GREGORY R. MANCIL (Louisiana Tech University) and Ryan Burke (DBT Center of Western Kentucky)

98. Man Versus Machine: A Comparison of Electronic and Paper and Pencil Methods of Data Collection in Behavioral Sciences (OBM; Applied Research) GENEVIEVE K. COXON MARSHALL, Dylan Polasko, Nicholas Green, and Ada C. Harvey (Florida Institute of Technology)

99. Continuous and Reciprocal Behavioral Supervision: A Standardized Protocol for Assessment and Evaluation (EDC; Applied Research) NATHAN FITE, Wallace Larkin, Lauren McKinley, and Andrea Howard (University of Cincinnati)

100. Practicality of Implementing a Function-Based Point System: Case Study (EDC; Applied Research) BRYAN DAVIS and Marilyn K. Bonem (Eastern Michigan University)

101. Retrospective Analysis of Injury Reports Related to Client Challenging Behavior in an EIBI Program (AUT; Service Delivery) TOBY L. MARTIN (St. Amant Research Centre); Beverley Temple (University of Manitoba); Charmayne Dube (New Directions); and Lesley Anne Fuga, Chris Fyfe, and Rose Schwarz (St. Amant Research Centre)

102. Using a Fading in Procedure in Order to Increase Compliance in an Instructional Setting (AUT) SUZETTE ROSARIO (May Institute)

103. Cultural Variables in Parent Training and Research Within Applied Behavior Analysis (CSE; Applied Research) ANNA GARCIA (University of South Florida)

104. Spare Me the Lecture: How to Ensure Employees Record Data on Challenging and Replacement Behavior (DDA; Applied Research) BENJAMIN J THEISEN, Emily Winebrenner, Angie DeCormier, Zachary Bird, and Jeffery LeComte (Bright Futures Academy); Whitney O'Keefe (Wokconsulting); and Shawn E. Kenyon and Paula Ribeiro Braga-Kenyon (Bright Futures Academy)

105. Evaluating the Effects of Preference for Final Products When Teaching Chained Tasks Using Video Modeling (DDA; Applied Research) JENNIFER LENZ ALEXANDER, Kevin Ayres, Katie Smith, Sally Bereznak Shepley, and Theologia Mataras (University of Georgia)

106. Development of a Relational Skills Assessment: Introduction to Relational Framing and Implications for Clinical Application (TPC; Theory) ANITA LI (Lodestone Academy), Ryan Lee O'Donnell and Marc D'Antin (Brohavior), and Katherine Kavanaugh and Joshua K. Pritchard (Florida Institute of Technology)

107. A Comparison of Three Indirect Behavioural Measures in an Outpatient Child Sample (Applied Research) CHRYSTAL E. R. JANSZ, Nancy I. Salinas, Pik Wah Lam, and Wesley H. Dotson (Texas Tech University)

108. Should You Repeat a Paired-Stimulus Preference Assessment? (DDA; Applied Research) MARIANA I. CASTILLO IRAZABAL, Michelle A. Frank-Crawford, and Iser Guillermo DeLeon (Kennedy Krieger Institute)

109. Strategies for Resolving Barriers to Toilet Training: A Review (DDA; Service Delivery) MAEVE G. DONNELLY (New England Center for Children) and Amanda Karsten (Western New England University)

#470 Poster Session

7:00 pm–9:00 pm

W375a-d (McCormick Place Convention Center)

DDA

Chair: Aaron Lesser (Munroe-Meyer Institute, University of Nebraska Medical Center)

Discussants: Kevin Schlichenmeyer (E. K. Shriver Center, University of Massachusetts Medical School) and Jonathan Schmidt (Kennedy Krieger Institute)

110. Analysis of a Free/Say Fluency Technique on Novel Activity Involvement and Problem Behaviors (PRA; Applied Research) OANH LUC, Alison Szarko, and Melissa Nosik (University of Nevada, Reno)

111. Interventions for Individuals With Intellectual and Developmental Disabilities Who Engage in Inappropriate Sexual Behavior (PRA; Service Delivery) ALICIA KOBYLECKY and Tonya Nichole Davis (Baylor University); Wendy A. Machalicek, Vincent E. Campbell, and Sarah E. Pinkelman (University of Oregon); and Rachel Scalzo (Baylor University)

112. Enhancing the Therapeutic Value of Special Olympics Programs for Young Children With Autism and Developmental Disabilities (AUT; Service Delivery) KATHERINE R. MEZHER (Miami University)

113. Functional Communication Training for a Child With Multiple Profound Disabilities (PRA; Applied Research) SHAUNA COSTELLO, Thomas Ratkos, and Jessica E. Frieder (Western Michigan University)

114. The Use of a Token Economy System and Reinforcement to Increase Self-Feeding During Meal Time (PRA; Applied Research) KATARZYNA M BABIK and Carrie S. W. Borrero (Kennedy Krieger Institute)

116. Using Precision Teaching to Increase Staff Fluency With the Content of Behavior Support Plans (PRA; Applied Research) ALISON BRANCH (Northumberland Behaviour Analysis and Intervention Team), J. Carl Hughes (Bangor University), Richard P. Hastings (University of Warwick), and Michael Beverley (Bangor University)

117. Clinical Outcomes of Behavioral Treatments for Pica in Individuals With Developmental Disabilities (PRA; Service Delivery) CHRISTINA SIMMONS (University of Georgia) and Nathan Call, Joanna Lomas Mevers, and Jessica Alvarez (Marcus Autism Center)

118. Using Percentile Schedules to Shape Longer Voids during Toilet Training (PRA; Applied Research) KELLY AUTRY, Nathan Call, Seth B. Clark, Joanna Lomas Mevers, and Andrea R. Reavis (Marcus Autism Center)

119. Assessment of Training Methods to Train New Staff to Conduct Discrete Trial Training (TBA; Applied Research) THOURAYA AL-NASSER, W. Larry Williams, Jenn Gheno, and Josette O'Mealia (University of Nevada, Reno)

Monday, May 26

#471 Poster Session

7:00 pm–9:00 pm

W375a-d (McCormick Place Convention Center)

AUT

Chair: Henry Roane (Upstate Medical University)

Discussants: Henry Roane (Upstate Medical University), Jacqueline Potter (Melmark New England), Andrew Bonner (University of British Columbia), Mandy Rispoli (Texas A & M University), and Emily Boshkoff-Johnson (Global Autism Project)

120. A Comparison of Video Modeling and Visual Schedule on Increasing Independent Task Transitioning (PRA; Applied Research) NING HSU and Teresa A. Doughty (Purdue University)

121. Using the iPad to Increase Conversation Skills (PRA; Basic Research) EMILY GREGORI (Baylor University)

122. Merge of Behavior Analysis Procedures Into a Speech-Language Pathology Autism Clinic (PRA; Service Delivery) ELIZABETH SIMONS, Heather White, Marsha Longerbeam, and Trevor F. Stokes (James Madison University)

123. The Use of the iPod Touch as an Augmentative and Alternative Communication Device to Improve Communication Skills for Adults With Autism (PRA; Applied Research) KAORI G. NEPO (Chimes) and Matthew Tincani and Saul Axelrod (Temple University)

124. Behavior Analysis and the Dentist: An Oral Health Desensitization Program for a Young Adult With Autism Spectrum Disorder (PRA; Service Delivery) PRISCILLA BURNHAM RIOSA (Brock University)

125. Translating Indirect Assessments to Spanish With an Eye Toward Reliability and Validity (DDA; Applied Research) CRISTINA VEGA (Seek Education, Inc.), Michele D. Wallace (California State University, Los Angeles), Marisela Alvarado (FCDS), and Adriana Gracias (A.B.E.D.I. Inc.)

126. In Our Own Words: Competitive Employment for Adults With Autism Through the RAISE Program (CSE; Service Delivery) RUSTY HORRIG-ROHAN and Emily Boshkoff-Johnson (Global Autism Project)

127. Comparing Low-Tech and High-Tech Picture Activity Schedules to Increase Independence in Adolescents With Autism (DDA; Service Delivery) TINA MARIE COVINGTON, Julie Bates, Daren Cerrone, Vaughn Clarke, and Cynthia Milite (Hawthorne Country Day School)

128. Using iPads as Stimulus Prompts to Increase On-Task Behavior in Preschool-Aged Students With Autism (DDA; Applied Research) KATHLEEN MCCABE-ODRI, Nicole Pease, Lauren DeGrazia, Jennifer Cornely, and Nicole M. Rzemysk (Partners in Learning, Inc.)

129. Children's Preference for Descriptive Versus General Praise During Discrete-Trial Teaching (DDA; Applied Research) SEAN ANGLIN, John Claude Ward-Horner, and Robert K. Ross (Beacon ABA Services)

130. Improving Quality in Early Intensive Behavioral Intervention in a Mainstream Preschool Setting Using the Periodic Service Review (PRA; Service Delivery) MARIANNE MJOS (Bergen Kommune), Roy Tonnesen (Pedagogisk Psykologisk Tjeneste), and Sigmund Eldevik (Oslo and Akershus University College of Applied Sciences)

131. Adult Autism Services and Best Practice (PRA; Applied Research) KRISTINE TURKO (University of Mount Union)

132. Comparing Choice-Based Preference Assessments: Multiple-Stimulus Without Replacement Versus Paired-Stimulus (DDA; Basic Research) MAYA MADZHAROVA and Niall James Toner (Institute for Basic Research)

133. An Evaluation of a Desensitization Procedure for Tolerating Hair Clippers in an Adolescent With Autism (CSE; Applied Research) TODD FRISCHMANN, Zachary Brown, Naomi Coral, Erin Henricksen, Ethan Eisdorfer, and Robert LaRue (Rutgers University)

134. Assessment and Treatment of Probing Behavior in an Adolescent With Autism (CSE; Applied Research) SHAWNA UEYAMA, Erica Dashow, Rachel Mislavsky, Robert W. Isenhower, Chariana Guzik, Denise McNair, and Robert LaRue (Rutgers University)

135. The Assessment and Treatment of Darting and Elopement Maintained by Automatic Reinforcement (CSE; Basic Research) LAUREN DAVISON and Elizabeth Dayton (Melmark)

- 136. Using Stimulus Re-presentation to Facilitate Discrimination Training in an Individual With Autism (DDA; Applied Research)** ROBERT W. ISENHOWER and Kate E. Fiske Massey (Douglass Developmental Disabilities Center, Rutgers University)
- 137. The Factors That Influence Parent's Decisions on the Intensity of EIBI Services (CSE; Applied Research)** AMY MUEHLBERGER, Robert K. Ross, and John Claude Ward-Horner (Beacon ABA Services)
- 138. The Effects of Treatment of Parent Mental Health on Treatment Fidelity of Child Diagnosed With Autism (CBM; Applied Research)** JACKELYN HART and Claudia Neely (Wesley Spectrum Services)
- 139. Mothers' Perception of Intensive Behavioral Intervention With Children on the Autistic Spectrum in Quebec (DDA; Applied Research)** NADIA ABOUZEID, Ariane Leroux-Boudreault, and Nathalie Poirier (Université du Québec à Montréal)
- 140. Increasing Instructional Trials in Order to Decrease Problem Behavior in a Classroom Setting (EDC; Basic Research)** LINDSEY MARIE VAN ALSTYNE and Nicole Piechowicz (Hawthorne Country Day School)
- 141. Immediate and Subsequent Effects of Behavioral Interventions for Socially Reinforced Behavior in Schools (EDC; Applied Research)** MARC J. LANOVAZ (Université de Montréal)
- 142. Teaching Challenges in Autism School in Bangladesh-Teachers Perception (EDC; Basic Research)** MD. ZAHIR UDDIN AKANDA (Alokito Shishu)
- 143. From 1968 to Present: *Journal of Applied Behavior Analysis* and Autism Spectrum Disorders (Theory)** ERKAN KURNAZ, Melih Cattik, Meral Koldas, Elif Sanal, Serife Sahin, and Serife Yucesoy Ozkan (Anadolu University)
- 144. Effects of Continued Behavioral Intervention Into School Age for Children With Developmental Disorders (EDC; Service Delivery)** CATHRINE OLSSON (Centre for Early Intervention), Sigmund Eldevik (Oslo and Akershus University College of Applied Sciences), and Kim Henrik Liland, Astri Valmo, Hanne Skau, and Elisabeth Ulvestad (Center for Early Intervention (STI))
- 145. Development and Evaluation of the Online and Applied System for Intervention Skills Training Program for Hispanic Parents of Children With an Autism Spectrum Disorder (CBM; Applied Research)** LINDA S. HEITZMAN-POWELL (University of Kansas Medical Center), Joseph Furman Buzhardt (Juniper Gardens Children's Project), and Sylvia Maack and Ashley McGrath (University of Kansas Medical Center)
- 146. National Standards Project 2: Findings (DDA; Applied Research)** HANNA C. RUE and Maria Knox (National Autism Center)
- 147. Data Analysis Involving Emergency Department Visits and Individual's With an Autism Spectrum Diagnosis (CSE; Basic Research)** KIMBERLY N. FRAME (University of Memphis); Jeffrey B. Smith (private practice); and Laura Baylot Casey, Robert Williamson, and Elisabeth Claire Langford (University of Memphis)
- 148. Electroencephalographic Abnormalities in Individuals With Severe, Nonverbal Autism: A Preliminary Study (DDA; Basic Research)** OLIVER WENDT and Jane Yip (Purdue University)
- 149. Facilitating Discriminative Control During Functional Communication Training Using Response Restriction (Applied Research)** JOHN LAMPHERE, Wayne W. Fisher, and Brian D. Greer (Munroe-Meyer Institute, University of Nebraska Medical Center); Angie Christine Querim (Ball State University); and Nicole DeRosa (The Kelberman Center)
- 150. The Use of Competing Activities and Protective Equipment to Reduce Skin Picking in a 7-Year-Old Child With Autism (Service Delivery)** BAILEY KING and Lloyd R. Thomas (Behavior, Attention, and Developmental Disabilities Consultants)
- 151. Functional Analysis of Problem Behavior Using a Reversal Design and a Divided Attention Condition (Applied Research)** KATELYN SELVER, Matthew L. Edelstein, Jaimie Mulcahy, and Kimberly Sloman (Rutgers University)
- 152. A Sequence for Assessing and Teaching Self-Monitoring Skills to an Adolescent Male With Autism (Applied Research)** MIKE DEFILIPPO, Jaime DeQuinzio, and Bridget A. Taylor (Alpine Learning Group)
- 153. Generalizing a Differential Reinforcement of Alternative Behavior Procedure to Decrease Escape-Maintained Maladaptive Behaviors (Applied Research)** LATOYA KINARD and Lauren Dvorak (Bancroft)
- 154. Manipulating Establishing Operations to Evaluate Mand Training With iPod Touch' (Applied Research)** JESSICA WEBER and Anibal Gutierrez Jr. (Florida International University)

- 155. Effects of Controlled Access to Stereotypic Behavior and DRO During Demand Conditions** (Applied Research) SUZANNE SIMARD, Wayne S. Robb, Dayna Beddick, and Leasha Barry (University of West Florida)
- 156. The Effects of a Simultaneous Prompting Procedure on the Acquisition of Calculating Elapsed Time** (Applied Research) MIRELA CENGHER (City University of New York, The Graduate Center) and Heyde Ramirez and Daniel Mark Fienup (Queens College, City University of New York)
- 157. HANDS in Autism: Supporting Professionals and Families Working With Individuals With ASD Across 10 Years** (EDC; Applied Research) TIFFANY NEAL, Naomi Swiezy, Iryna V. Ashby, Anne Fletcher, and Megan Marie Stevenson (HANDS in Autism, Indiana University School of Medicine)
- 158. iPad Applications as a Preferred Visual Schedule Modality for an Adolescent Student With ASD** (EDC; Applied Research) JENNIFER ANDERSEN (University of Iowa), Lisa Kemmerer (College Community Schools), and James Stachowiak (Iowa Center for Assistive Technology Education and Research)
- 159. Evaluating Reinforcer Density in Multiple Schedules During Functional Communication Training** (Applied Research) ASHLEY NIEBAUER, Wayne W. Fisher, Scott A. Miller, and Brian D. Greer (University of Nebraska Medical Center)
- 160. Increasing Variety of Foods Consumed by Children With Autism and Severe Food Selectivity** (Applied Research) STEPHANIE MILLER, Meeta R. Patel, Sherrene B. Fu, and Aida Miles (Clinic 4 Kidz)
- 161. Teaching Functional Communication Skills to a Child With Autism Within a Group Treatment Setting** (Applied Research) SHEELA RAJARAM, Erica Laframboise, and Emily Zaltz (The Etobiocke Children's Centre)
- 162. Training Adults With High Functioning Autism to Use Incidental Teaching to Increase Language Acquisition for Children With Autism** (Applied Research) LYNN HAWKINS, Dorothea C. Lerman, and Amy Terrell (University of Houston-Clear Lake)
- 163. The Effects of Behavioral Momentum on the Compliance Rates of an Adult With ASD** (Applied Research) DONNA C. CHANEY, Joel P. Hundert, and Marie-Sjaan Berends (Behaviour Institute)
- 164. An Analysis of Specific Skill Acquisition, Rate of Acquisition, and Problem Behavior as Indicators for Placement in Desirable Academic Settings for Children With Autism** (Theory) JOSEPH T. SHANE, Jennifer Lynn Mrljak, and Richard W. Malott (Western Michigan University)
- 165. Reducing Nighttime Wakefulness in Children With Autism: A Treatment Package Approach** (DDA; Applied Research) KARINA M. KOENIG and Carl Merle Johnson (Central Michigan University)
- 166. Training Intraverbal Responding in an Individual With Autism Using Text Prompts Embedded in Conditional Discrimination Tasks** (VRB; Applied Research) JOELLE KRANTZ, Kenneth Shamlian, Brenna Cavanaugh, Jillian Benson, John Borgen, Danielle Tarver, and Stephanie Trauschke (Nova Southeastern University)
- 167. Environmental Coordination and Guidance for Children With Autism to Encourage Voluntary Activities** (EDC; Applied Research) AYAKO OKA (Kwansei Gakuin University Graduate School of Humanities)
- 168. Teaching an Adult With Autism Self-Advocacy Responses Using a Time Delay Procedure** (Applied Research) DANIELLE SCHATZ, Erin Richard White, and Bridget A. Taylor (Alpine Learning Group)

#472 Special Event

9:00 pm–1:00 am

Regency Ballroom A-B (Hyatt Regency McCormick Place)

ABAI Social

Chair: Linda J. Parrott Hayes (University of Nevada, Reno)

Please join us, your friends, and colleagues for music and dancing.



The JUDGE ROTENBERG EDUCATIONAL CENTER (JRC) is a special needs school in Canton, Massachusetts licensed to serve ages 3 to adult. For 43 years JRC has provided very effective education & treatment to both emotionally disturbed students with conduct, behavior, emotional, and/or psychiatric problems and developmentally delayed students with autistic-like behaviors.



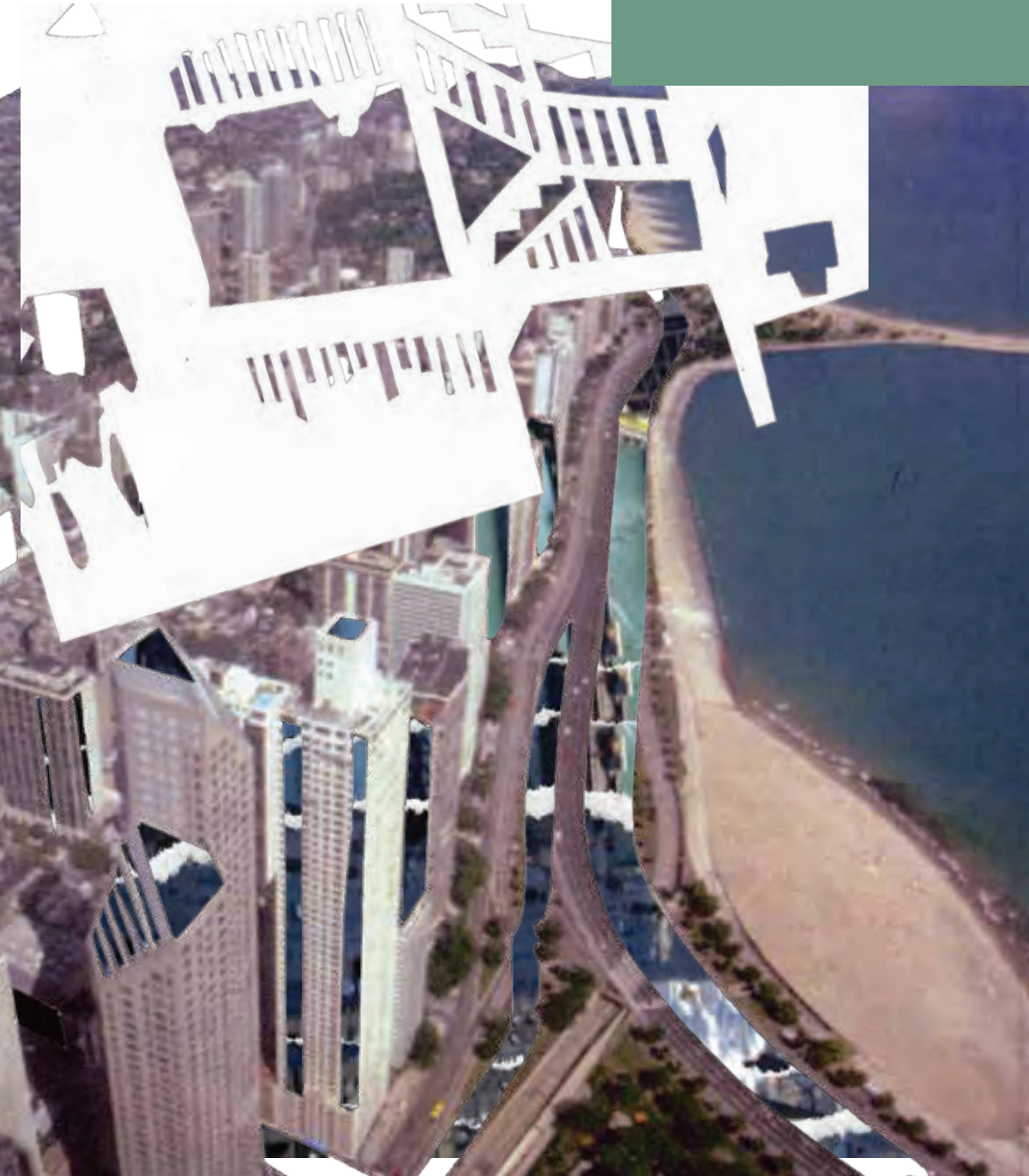
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Tuesday, May 27

Day Schedule
Business Meetings
Sessions



McCormick Place Convention Center; Tuesday, May 27

		Room	6 am		7 am		8 am		9 am		10 am		11 am		12 pm		1 pm		2 pm	
			:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30
Level 4		W470ab																		
		W471a																		
		W474a																		
Level 3		W375a-d																		
		W375e																		
		W175a																		
Level 1		W175b							#481 TPC Ch. Jacobs											
		W175c							#489 EAB Ch. MacDonald				#514 EAB Ch. Tu		†					
		W176a							#492 EAB Ch. Hackenberg											
		W176b							#490 EAB Ch. Vaidya											
		W176c							#491 EAB Ch. Podlesnik				#508 EAB Ch. Iversen		#519 EAB Ch. Briggs		†			
		W177							Speaker Ready Room											
		W178a																		
		W179a							#488 CBM Ch. LaGrange				† #506 CBM Ch. Jensen		†	#516 CBM Ch. Albarado				
		W179b							#487 CBM Ch. Golden				†			#517 CBM Ch. Persal		#527 CBM Ch. Vintere		
		W180																		
		W181a																		
		W181b																		
		W181c																		
		W182																		
		W183a																		
		W183b							#485 AUT Ch. Perry				† #504 AUT Ch. Jones				#524 AUT Ch. Groskreutz		†	
		W183c							#474 AUT Ch. McDonald		†					#523 AUT Ch. Ainsleigh			†	
		W184a							#484 AUT Ch. Rodriguez							#512 AUT Ch. Turan		†	#526 AUT Ch. Condillac	†
		W184b							#473a Ch. Hong				#494 Ch. Dore			#513 AUT Ch. Stockwell		†	#479 Ch. Narang	
		W184c							#475 AUT Ch. Kenzer		†		#495 AUT Ch. Wynn		†	#505 AUT Ch. Tullis			#525 AUT Ch. Thommen	
		W184d							#499 PRA Ch. Blenkush				#510 PRA Ch. Molleni		†	#521 PRA Ch. Schepis		†		
		W185a							#479 PRA Ch. Olive		†	#503 PRA Ch. Ryan				#520 PRA Ch. Woolf		†		
		W185bc							#482 VRB Ch. Hammond		†	#501 VRB Ch. Buttigieg								
		W185d							#480 PRA Ch. Cox		†									
		W186							#483 AUT Ch. Najdowski				†							
		W187ab							#486 AUT Ch. Brothers				†							
		W187c											#500 PRA Ch. Primeaux		#509 PRA Ch. Griffith		†			
		W190a						#473 Education and Treatment												
		W190b							#476 CSE Ch. Glenn				#496 CSE Ch. Morris		†	#507 CSE Ch. Lorenzo		#518 CSE Ch. Montemayor		
		W191							Speaker Ready Room											
		W192a																		
		W192b																		
		W192c																		
		W193a							#493 TBA Ch. Dignan				†	#511 TBA Ch. Fitzgerald		†	#522 TBA Ch. Pinney			
		W193b																		
		W194a																		
		W194b							#477 EDC Ch. Isbell		†	#451 EDC Ch. Shannan								
		W195							#478 EDC Ch. Murray			#498 EDC Ch. Sigurdardottir								
		W196a																		
		W196b																		
		W196c																		

LEGEND

 = ABAI Services

† = Continuing education credit available for behavior analysts

Ch. = Chairperson

#473 Business Meeting

8:00 am–8:50 am

W190a (McCormick Place Convention Center)

Education and Treatment of Children Editorial Board

Chair: Stephanie M. Peterson (Western Michigan University)

This meeting is to review submission data from the past year for the journal and to discuss issues surrounding the journal. This is an open meeting, and members of the editorial board, as well as any other interested parties, are welcome to attend.

#473a Paper Session

9:00 am–9:20 am

W184b (McCormick Place Convention Center)

AUT

A Meta-analytic Study on Interventions Focusing on Daily Living Skills for Individuals With Autism Spectrum Disorder

Chair: Ee Rea Hong (Texas A&M University)

A Meta-analytic Study on Interventions Focusing on Daily Living Skills for Individuals With Autism Spectrum Disorder (Theory)

EE REA HONG, Jennifer Ganz, Jennifer Ninci, Leslie Neely, Margot Boles, and Whitney Gilliland (Texas A&M University)

#474 Panel Discussion

9:00 am–9:50 am

W183c (McCormick Place Convention Center)

AUT; Service Delivery

BACB CE Offered. CE Instructor: Mary Ellen McDonald, Ph.D.

Developing Successful Social Vocational Programs for Individuals With ASD and Related Disorders on a University Campus

Chair: Mary Ellen McDonald (Hofstra University)

NANCY PHILLIPS (Eden II)

JAMIE O'BRIEN (Eden II)

MELISA KEANE (Connecticut Center for Child Development)

#475 Symposium

9:00 am–9:50 am

W184c (McCormick Place Convention Center)

AUT/EDC; Applied Research

BACB CE Offered. CE Instructor: Amy Kenzer, Ph.D.

Social Skills Instruction for Individuals With Autism Across the Lifespan: Leveraging Existing Skills to Build New Ones

Chair: Amy Kenzer (Southwest Autism Research & Resource Center)

Using Non-social Auditory Stimuli to Teach Responding to Name to Children With Autism

AMANDA M. SUMNEY and Rachel McIntosh (Southwest Autism Research & Resource Center)

Using Embedded Social Reinforcement to Increase Vocal Responses With Coordinated Eye Contact in Children With Autism

Brent Seymour, KATELIN HOBSON, and Amy Kenzer (Southwest Autism Research & Resource Center)

Peer-Facilitated Social Skill Training for Young Adults With Autism Spectrum Disorders in a College Setting

Christina Whalen, Brad Herron, and BRENT SEYMOUR (Southwest Autism Research & Resource Center) and Leasha Barry (University of West Florida)

Tuesday, May 27

#476 Symposium

9:00 am–9:50 am

W190b (McCormick Place Convention Center)

CSE; Applied Research

Metacontingencies as a Tool to Analyze Cultural Practices on Brazil: Divorce, Public Policy to Starving Control, and Handmade Fishing

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

The Divorce in Brazil: A Functional Analysis

ANA RITA C. X. NAVES and Laercia Abreu Vasconcelos (Universidade de Brasília)

Analysis of the Behavioral Contingencies of the Programa Bolsa Familia's Conditionalities

VIRGINIA FAVA and Laercia Abreu Vasconcelos (Universidade de Brasília)

Fishing Practices and Their Products as Metacontingencies

ANA RITA C. X. NAVES, Laercia Abreu Vasconcelos, and Dyego De Carvalho Costa (Universida de Brasília)

#477 Symposium

9:00 am–9:50 am

W194b (McCormick Place Convention Center)

EDC/AUT; Service Delivery

BACB CE Offered. CE Instructor: Susan K. Malmquist, Ph.D.

Implementing Effective Behavior Analytic Education Practices at Distance and at Scale in the United States and South Africa

Chair: Shiloh Isbell (Morningside Academy)

Discussant: Susan K. Malmquist (Consultant)

Wide-Scale Implementation of Mastery-Based, Adaptive Instructional Programs (Headsprout) in U.S. Elementary Schools

ZACH LAYNG (Headsprout)

Low-Cost International Dissemination of Behavioral Education for Children With Learning Differences

JOANNE K. ROBBINS (Morningside Academy), Juliet Ann Newberry (Child Behaviour Consultants), and Amy Weisenburgh Snyder (PEER International)

#478 Paper Session

9:00 am–9:50 am

W195 (McCormick Place Convention Center)

EDC

Improving Education in Ireland Through Behavior Analysis

Chair: Clodagh Mary Murray (Trinity College Dublin)

Bringing ABA to Schools in Dublin's Marginalized Communities: Outcomes and Implications of a Pilot Project (Applied Research)

CLODAGH MARY MURRAY (Trinity College Dublin)

Precision Teaching in Ireland 2013: The Decade in Review (Theory)

CLAIRE GRIFFIN (Mary Immaculate College)

#479 Panel Discussion

9:00 am–9:50 am

W185a (McCormick Place Convention Center)

PRA; Service Delivery

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

Ethical Issues in Every Day Practice

Chair: Melissa L. Olive (Applied Behavioral Strategies LLC)

HARRY VOULGARAKIS (Applied Behavioral Strategies LLC)

MELISSA FISHETTI (Applied Behavioral Strategies LLC)

MELISSA L. OLIVE (Applied Behavioral Strategies LLC)

#480 Symposium

9:00 am–9:50 am

W185d (McCormick Place Convention Center)

PRA; Applied Research

BACB CE Offered. CE Instructor: Alison Cox, MA

Functional Analysis of Problem Behavior

Chair: Alison Cox (University of Manitoba)

Validity of Indirect Measures of Functional Assessment Using Experimental Functional Analysis as Criterion for Comparison

GABRIEL SCHNERCH (University of Manitoba), Lisa Hunter (St. Amant Research Centre), and Alison Cox, Chen Vu, and Javier Virues Ortega (University of Manitoba)

Treatment Selection Supported by Functional Analysis Patterns of Automatic Reinforcement: Review, Replication, and Component Analysis

KYLEE HURL and Jade Wightman (University of Manitoba), Tara A. Fahmie (California State University, Northridge), and Javier Virues Ortega (University of Manitoba)

Interactions Between Behavior Function and Exposure to Psychotropic Drugs: A Re-analysis

ALISON COX and Javier Virues Ortega (University of Manitoba)

#481 Symposium

9:00 am–9:50 am

W175b (McCormick Place Convention Center)

TPC; Theory

Behavior Analysis, Ecological Psychology, and Dynamical Systems: Promoting an Interdisciplinary Approach to Understanding the Complexities of Behavior

Chair: Kenneth W. Jacobs (University of Nevada, Reno)

Discussant: Robert W. Isenhower (Douglass Developmental Disabilities Center, Rutgers University)

Theories of Perception and their Methodological Implications

KENNETH W. JACOBS and Linda J. Parrott Hayes (University of Nevada, Reno)

Understanding Dynamical Models

MAURICE LAMB and Anthony Chemero (University of Cincinnati)

#482 Symposium

9:00 am–9:50 am

W185bc (McCormick Place Convention Center)

VRB/DDA; Applied Research

BACB CE Offered. CE Instructor: Nicholas Hammond, MA

Two Alternative Procedures to Teach Verbal Behavior to Individuals With Developmental Disabilities

Chair: Nicholas Hammond (The Chicago School of Professional Psychology)

Discussant: Diana J. Walker (The Chicago School of Professional Psychology)

Generalization of Core Vocabulary by Children With Autism Using an Augmentative Communication Device

NICHOLAS HAMMOND, Diana J. Walker, John W. Eshleman, and Scott A. Herbst (The Chicago School of Professional Psychology)

Emergence of Derived Intraverbals in Three Individuals With Intellectual Disabilities

MARCELA PORRAS (Horizontes ABA Terapia Integral) and Yors A. Garcia (Fundacion Universitaria Konrad Lorenz)

#483 Symposium

9:00 am–10:50 am

W186 (McCormick Place Convention Center)

AUT; Applied Research

BACB CE Offered. CE Instructor: Adel C. Najdowski, Ph.D.

Evaluating Programs for Dissemination of Behavioral Services and Training

Chair: Adel C. Najdowski (Center for Autism and Related Disorders)

Discussant: Michael F. Dorsey (Endicott College)

Randomized Evaluation of a Web-Based Tool for Designing Function-Based Behavioral Intervention Plans

ADEL C. NAJDOWSKI, Jonathan J. Tarbox, Ryan Bergstrom, Arthur E. Wilke, and Michele R. Bishop (Center for Autism and Related Disorders); Amy Kenzer (Southwest Autism Research & Resource Center); and Dennis Dixon (Center for Autism and Related Disorders)

Field Evaluation of Supervision and Mentorship Services for Board Certified Behavior Analysts

JENNIFER YAKOS, Cecilia Knight, Catherine Peters, and Jonathan J. Tarbox (Center for Autism and Related Disorders)

Evaluation of the Criterion Validity of a Web-Based Curriculum Assessment for Autism Treatment

Angela M. Persicke, Michele R. Bishop, Christy Coffman, Adel C. Najdowski, Dennis Dixon, and Doreen Granpeesheh (Center for Autism and Related Disorders); Amanda N. Adams (Central California Autism Center); and SARA SAHAR SHARAF (Center for Autism and Related Disorders)

Comparison of Indirect to Experimental Functional Analysis of Challenging Behavior in Children With Autism

Megan St. Clair, Jonathan J. Tarbox, Adel C. Najdowski, Michele R. Bishop, and TASIA WELLS (Center for Autism and Related Disorders)

#484 Paper Session

9:00 am–10:50 am

W184a (McCormick Place Convention Center)

AUT

Advances in the Treatment of Problem Behavior Maintained by Automatic Reinforcement in Individuals With Autism

Chair: Steven Rodriguez (May Institute)

Implementing a DRO With Stimulus Control to Decrease Echolalic Speech in a Child With Autism (Applied Research)

STEVEN RODRIGUEZ, Heather Birch, and Erica Kearney (May Institute)

Using Stimulus Control and Response Interruption and Redirection to Decrease Motor and Vocal Stereotypy (Applied Research)

AMY E. TANNER (Florida Institute of Technology), Tyla M. Frewing and Andrew Bonner (University of British Columbia), and Sharon E. Baxter (Semiahmoo Behaviour Analysts, Inc.)

Reducing Physical Stereotypy: An Antecedent Modification (Applied Research)

CAILIN MCCOLLOUGH (The BISTA Center), Eric Rudrud (St. Cloud State University), and Donald M. Stenhoff (The BISTA Center)

A Function-Based Intervention to Treat Pica in a Child With Autism in an Outpatient Setting (Applied Research)

KIMBERLY ANN KROEGER (Kelly O'Leary Center for Autism Spectrum Disorders) and Molly Carter (Xavier University)

#485 Symposium

9:00 am–10:50 am

W183b (McCormick Place Convention Center)

AUT; Applied Research

BACB CE Offered. CE Instructor: Adrienne M. Perry, Ph.D.

Quality Teaching in Intensive Behavioural Intervention for Students With Autism: Effects on Staff and Children

Chair: Adrienne M. Perry (York University)

Discussant: Richard P. Hastings (University of Warwick)

Specific Dimensions of Treatment Quality: Change Over Time and Relation to Child Outcome
KSUSHA BLACKLOCK, Azin Taheri, and Adrienne M. Perry (York University)

IBI Quality: The Level of Knowledge and Allegiance Among Preschool Trainers
ULRIKA LANGH and Sven Bolte (Karolinska Institutet)

Assessing Tutor Competencies in Applied Behaviour Analysis in a School-Based Setting for Children With Autism

LOUISE D DENNE (Bangor University), Esther Thomas (TreeHouse School), Richard P. Hastings (University of Warwick), and J. Carl Hughes (Bangor University)

An Evaluation of a Low-Intensity, High-Quality Behavioural Intervention for Children With ASD
Denise Foran and MARGUERITE L. HOERGER (Bangor University)

#486 Symposium

9:00 am–10:50 am

W187ab (McCormick Place Convention Center)

AUT/DDA; Applied Research

BACB CE Offered. CE Instructor: Gregory S. MacDuff, Ph.D.

Prompting While Teaching Children With Autism: Some Important Questions About What and When

Chair: Kevin Joseph Brothers (Somerset Hills Learning Institute)

Discussant: Gregory S. MacDuff (Princeton Child Development Institute)

Prompting and On-Task: When Error-Correction Prompts Function as Reinforcers What Is the Effect on On-Task?

KEVIN JOSEPH BROTHERS and Paul C. Shreiber (Somerset Hills Learning Institute)

Comparing Manual Guidance With a Most-to-Least Fading Procedure to Manual Guidance Delivered Contingent on an Incorrect Response to Teach Individuals With Autism Home-Living Skills

PAUL C. SHREIBER (Somerset Hills Learning Institute), Sharon A. Reeve (Caldwell College), Kevin Joseph Brothers (Somerset Hills Learning Institute), and Kenneth F. Reeve (Caldwell College)

Comparison of Stimulus and Response Prompts for Teaching New Auditory-Visual Discriminations to Children With Autism

LARA M. DELMOLINO GATLEY, Robert W. Isenhower, Kate E. Fiske Massey, Meredith Bamond, and Robert LaRue (Douglass Developmental Disabilities Center, Rutgers University) and Justin B. Leaf (Autism Partnership Foundation)

A Comparison of Error Correction Procedures for Teaching Receptive Identification Items in Discrete Trial Training

SHAWNA UEYAMA, Robert W. Isenhower, Lara M. Delmolino Gatley, Meredith Bamond, and Kate E. Fiske Massey (Douglass Developmental Disabilities Center, Rutgers University) and Justin Leaf (Autism Partnership Foundation)

#487 Symposium

9:00 am–10:50 am

W179b (McCormick Place Convention Center)

CBM/PRA; Service Delivery

BACB CE Offered. CE Instructor: Jeannie A. Golden, Ph.D.

Functional Behavioral Assessment: The Key to Understanding and Treating Individuals With Psychiatric Disorders

Chair: Jeannie A. Golden (East Carolina University)

Discussant: Ennio C. Cipani (National University)

Tuesday, May 27

Assessing Anxiety-Related Behaviors and Teaching Proactive Strategies for Coping With Anxiety
JESSICA MINAHAN (Neuropsychology & Education Services for Children & Adolescents)

Including Bio-behavioral States in Functional Behavioral Assessment: Treating Individuals With Conduct Problems and Antisocial Behaviors
EMMI SCOTT (East Carolina University)

Using Functional Behavioral Assessment to Select Coping and Self-Management Skills for Youth With Internalizing Disorders
JESSE W. JOHNSON (Northern Illinois University)

Functional Behavioral Assessment and Function-Based Treatment of Non-suicidal Self-Injury in Adolescents
ASHLEY LAUREN BOUKNIGHT WINGARD and Jeannie A. Golden (East Carolina University)

#488 Symposium

9:00 am–10:50 am

W179a (McCormick Place Convention Center)

CBM; Applied Research

BACB CE Offered. CE Instructor: Michael Bordieri, Ph.D.

Strengthening College Survival: Contextual Behavioral Science and College Student Well-Being

Chair: Kristian LaGrange (University of Louisiana at Lafayette)

Discussant: Michael Bordieri (University of Mississippi Medical Center)

When College Gets Hard: Exploring the Relationship Between Coping Strategy Engagement and Severity of Stress

CHARLES KATE DINGUS, Nadia Bethley, Maureen Kathleen Flynn, Lindsay W. Schnetzer, Solomon Kurz, Kelly G. Wilson, and Kate Kellum (University of Mississippi)

It's Not About Lunch Money: Effects of Past Bullying on Present Functioning in College Students

EMMIE HEBERT (University of Louisiana at Lafayette) and Kate Kellum and Kelly G. Wilson (University of Mississippi)

It Can't Wait: Psychological Flexibility for Procrastination of College Students

ASHLYNE MULLEN and Emily Kennison Sandoz (University of Louisiana at Lafayette)

Knockin' on Grad School's Door: The Impact of Acceptance and Commitment Training on Graduate Record Examination Preparation Behavior

MADISON GAMBLE, Shiloh Eastin, Emily Squyres, and Emily Kennison Sandoz (University of Louisiana at Lafayette)

#489 Paper Session

9:00 am–10:50 am

W175c (McCormick Place Convention Center)

EAB

Reinforcer Efficacy

Chair: James S. MacDonall (Fordham University)

Conditioning Taste Aversion: Is It Possible Extinguish Sugar Intake by LiCl Administration? (Basic Research)

ALMA GABRIELA MARTÍNEZ MORENO, Antonio López Espinoza, Laura Vanesa Santos Solano, and Imelda De León López (University of Guadalajara)

The Effect of Body Weight on Concurrent Schedule Performance and the Pecking Response With Hens (Basic Research)

SURREY JACKSON, Lewis A. Bizo, Therese Mary Foster, and James McEwan (University of Waikato)

Understanding Preference Shifts: A Review and Alternate Explanation of Within-Trial Contrast and State-Dependent Valuation (Theory)

JAMES NICHOLSON MEINDL (University of Memphis)

The Stay-Switch Model Applies to Qualitatively Different Reinforcers (Basic Research)

JAMES S. MACDONALL (Fordham University)

#490 Symposium

9:00 am–10:50 am

W176b (McCormick Place Convention Center)

EAB/TPC; Basic Research

Recent Developments in the Search for Emergent Symmetry With Nonhumans

Chair: Manish Vaidya (University of North Texas)

Discussant: Peter Urcuioli (Purdue University)

Stimulus Class Formation Investigated in Transfer of Function Tests after a Go/No-Go Procedure With Compound Stimuli

HELOISA CURSI CAMPOS and Paula Debert (Universidade de São Paulo)

Evidence of Associative Symmetry Following the Development of Conditional Relations in a Go/No-Go Procedure

MANISH VAIDYA and Stefanie S. Stancato (University of North Texas)

Successive Conditional Discrimination in Rats: A Search for Symmetry and Generalized Identity

KATHERINE ELY BRUCE, Ashley Prichard, and Mark Galizio (University of North Carolina Wilmington)

Stimulus Location and Symmetry: A Systematic Replication

MELISSA J. SWISHER and Peter Urcuioli (Purdue University)

#491 Symposium

9:00 am–10:50 am

W176c (McCormick Place Convention Center)

EAB; Basic Research

Translational Research in Behavioral Momentum Theory

Chair: Christopher A. Podlesnik (University of Auckland)

Discussant: Iser Guillermo DeLeon (Kennedy Krieger Institute)

Stimulus Generalization and Resistance to Extinction in Combined Stimulus Contexts

CHRISTOPHER A. PODLESNIK, Jonas Chan, and Vikki J. Bland (University of Auckland)

Effects of Alternative-Reinforcement Rate on Extinction and Relapse of Behavior Maintained by Food and Analog Sensory Consequences

ANDREW R. CRAIG, Mary Margaret Sweeney, and Timothy A. Shahan (Utah State University) and John A. Nevin (University of New Hampshire)

Clinical Translation of Animal Models of Treatment Relapse

Duncan Pritchard (Aran Hall School), Marguerite L. Hoerger (Bangor University), F. CHARLES MACE (Nova Southeastern University), and Heather Penney and Brian Harris (Aran Hall School)

Relations Between Mand Preference and the Persistence of Manding

Patrick Romani, DAVID P. WACKER, Wendy K. Berg, Alyssa N. Suess, and Stephen E. Ryan (University of Iowa) and Joel Eric Ringdahl (Southern Illinois University)

#492 Symposium

9:00 am–10:50 am

W176a (McCormick Place Convention Center)

EAB; Basic Research

Social Behavior: New Paradigms and Findings

Chair: Timothy D. Hackenberg (Reed College)

Discussant: Louise Barrett (University of Lethbridge)

Is Coordination the Key to Cooperation?

MATT LOCEY and Howard Rachlin (State University of New York Stony Brook)

Cooperation in Pigeons

SAULO MISSIAGGIA VELASCO, Arthur Mitio Nagae, and Gerson Yukio Tomanari (Universidade de São Paulo)

Tuesday, May 27

Choice Between Individual and Conjoint Responses as a Function of Alternatives' Value

CATALINA SERRANO (Universidade de São Paulo), Arturo Clavijo (Universidad Nacional de Colombia), and Alejandro Segura (Universidad Nacional Autónoma de México)

Working Together: Some Conditions Affecting Mutual Cooperation Among Rats

TIMOTHY D. HACKENBERG and Lavinia C. M. Tan (Reed College)

#493 Symposium

9:00 am–10:50 am

W193a (McCormick Place Convention Center)

TBA/PRA; Applied Research

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

Behavior Analysis Is Game

Chair: Kathleen Dignan (University of North Texas)

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

Teaching With PORTL

JESUS ROSALES-RUIZ (University of North Texas), Mary Elizabeth Hunter (Pappy's Pet Lodge), and Kay Laurence (Learning About Dogs)

Inquiring With PORTL

ERICA FOSS, Kathleen Dignan, and Jesus Rosales-Ruiz (University of North Texas)

Researching With PORTL

MARY ELIZABETH HUNTER (Pappy's Pet Lodge) and Jesus Rosales-Ruiz (University of North Texas)

On the Road With PORTL

KATHLEEN DIGNAN and Erica Foss (University of North Texas), Mary Elizabeth Hunter (Pappy's Pet Lodge), and Jesus Rosales-Ruiz (University of North Texas)

#494 Paper Session

10:00 am–10:20 am

W184b (McCormick Place Convention Center)

AUT

Standing on the Shoulders of Nobody: The Lack of Citations of the Relevant Technical Literature by Advocates of Facilitated Communication

Chair: Chelsea Dore (Eastern Michigan University)

Standing on the Shoulders of Nobody: The Lack of Citations of the Relevant Technical Literature by Advocates of Facilitated Communication (Theory)

CHELSEA DORE and James T. Todd (Eastern Michigan University)

#495 Symposium

10:00 am–10:50 am

W184c (McCormick Place Convention Center)

AUT/PRA; Applied Research

BACB CE Offered. CE Instructor: Alissa Greenberg, Ph.D.

Exploring Direct-Service Providers: When Behavior Analysis Is Taken out of the Hands of Behavior Analysts

Chair: Jacqueline Wynn (Nationwide Children's Hospital Center for Autism Spectrum Disorders)

Aversive Plans in a Positive Culture: Parent and Teacher Perceptions of Aversive Behavior Plans and Behavior Reduction Procedures

CHRISTIN A. MCDONALD, Nicole M. Powell, and James Thoman (Nationwide Children's Hospital Center for Autism Spectrum Disorders)

Parents' Readiness for Change: A Survey Tool for Behavior Analysts who Include Parent Training in Their Practice

ALISSA GREENBERG (Ed Support Services) and Jacqueline Wynn (Nationwide Children's Hospital Center for Autism Spectrum Disorders)

The Front Lines: Staff Perceptions of Job Stress, Job Responsibilities and Job Support Across Programmatic Specialties

ANYA FROELICH, Nicole M. Powell, and Christin A. McDonald (Nationwide Children's Hospital Center for Autism Spectrum Disorders)

#496 Symposium

10:00 am–10:50 am

W190b (McCormick Place Convention Center)

CSE/DDA; Service Delivery

BACB CE Offered. CE Instructor: Edward K. Morris, Ph.D.

Delivery of Humanitarian Aid Through Teaching and Applying Behaviour Analysis in the Nation of Georgia

Chair: Edward K. Morris (University of Kansas)

Responding With ABA to Guide and Initiate Policy Changes for Children in Closed Georgian Institutions

JANEMARY CASTELFRANC-ALLEN RAWLS (Applied Psychology International)

Preparing for Closure of Georgian State Children's Institutions and Transitioning Children Into the Community

BARRY S. PARSONSON (Applied Psychology International)

Increasing Capacity for Georgian Caregivers Supporting Children With Histories of Abuse, Neglect, and Developmental Disabilities

ANA BARKAIA and Nino Chkhaidze (Children of Georgia) and Trevor F. Stokes (James Madison University)

#498 Paper Session

10:00 am–10:50 am

W195 (McCormick Place Convention Center)

EDC

Behavior Analytic Approaches to School-Wide Change

Chair: Z. Gabriela Sigurdardottir (University of Iceland)

Measuring the Effects of School-Wide Positive Behavior Support With Direct Observation and a Multiple Baseline Design Across Schools: A 5-Year Study (Applied Research)

Z. GABRIELA SIGURDARDOTTIR and Kolbrin Ingibjorg Jonsdottir (University of Iceland)

Paideia Individualized Education: A Promising Approach to School Reform (Service Delivery)

FRANCIS MECHNER (The Mechner Foundation) and Vic Fiallo, Tim Fredrick, and Tiffany Jenkins (Queens Paideia School)

#499 Symposium

10:00 am–10:50 am

W184d (McCormick Place Convention Center)

PRA/EAB; Applied Research

BACB CE Offered. CE Instructor: Nathan Blenkush, Ph.D.

The Automatic Measurement of Behavior Using Sensor Arrays

Chair: Nathan Blenkush (Judge Rotenberg Educational Center)

Discussant: Ron Van Houten (Western Michigan University)

An Introduction to IMU Sensors

NATHAN BLENKUSH (Judge Rotenberg Educational Center)

Measuring Simple and Complex Behaviors

JOSEPH TACOSIK (Judge Rotenberg Educational Center)

#500 Panel Discussion

10:00 am–10:50 am

W187c (McCormick Place Convention Center)

PRA; Theory

The Behavior of Acceptance: Can Acceptance and Commitment Therapy Play a Role in Traditional Behavior Analysis?

Chair: Sunni Primeaux (University of Louisiana at Lafayette)

JUSTIN JAMES DAIGLE (Therapy Center of Acadiana)

THOMAS G. SZABO (Easter Seals Southern California)

STEVEN GORDON (Behavior Therapy Associates)

#501 Panel Discussion

10:00 am–10:50 am

W185bc (McCormick Place Convention Center)

VRB; Applied Research

The Contributions of Relational Responding to Early Intervention

Chair: Susan Buttigieg (Teachers College, Columbia University)

JEANNE MARIE SPECKMAN (Fred S. Keller School)

BARBARA KIMMEL (Fred S. Keller School)

OLIVE HEALY (National University of Ireland, Galway)

#503 Symposium

10:00 am–11:50 am

W185a (McCormick Place Convention Center)

PRA/EDC; Service Delivery

Functional Behavioral Assessments: Ethical, Legal, and Practical Considerations

Chair: Rebecca Ryan (Sandbox ABA)

Discussant: Mitchell T. Taubman (Autism Partnership Foundation)

Legal Standards for Functional Behavioral Analysis

REBECCA RYAN (Sandbox ABA)

Ethical Considerations in Developing an FBA

JENNIFER CRAWFORD (Crawford Strategies)

Practical Considerations in Developing a Functional Behavioral Assessment

NATALIE BADGETT (University of Washington)

Getting From Here to There: Communication Strategies for Effective Implementation of Behavior Intervention Plans

WHITNEY CLEMENTS (BCBA)

#504 Symposium

11:00 am–11:50 am

W183b (McCormick Place Convention Center)

AUT/PRA; Applied Research

Teaching Skills to Children With Autism: Sometimes New Is Not Improved

Chair: Ashley Jones (Kennedy Krieger Institute)

Evaluating a Tablet Application and Differential Reinforcement to Increase Eye Contact in Children With Autism

TRICIA JEFFRIES and Kimberly Crosland (University of South Florida)

Should Task and Prompt Dependency History Affect the Selection of Prompting Strategy With Students With Autism?

ASHLEY JONES and Jennifer R. Zarcone (Kennedy Krieger Institute)

Evaluation of the Generalization Effects of Using an Interrupted Behavior Chain Procedure to Teach Mands

BLAIR JACOBSEN and Kimberly Crosland (University of South Florida)

#505 Symposium

11:00 am–11:50 am

W184c (McCormick Place Convention Center)

AUT/DDA; Applied Research

From Flexibility to Problem-Solving: Teaching “Executive Function” Skills to Children With Autism

Chair: Christopher A. Tullis (Ball State University)

Discussant: William F. Potter (California State University Stanislaus)

Increasing Flexibility in Children With Autism by Teaching Self-Management “Coping” Skills

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

Teaching Learners With Autism a Component Skill of Problem Solving

CHRISTOPHER A. TULLIS, Kenneth Wehrheim, Susan Wilczynski, and David McIntosh (Ball State University)

#506 Symposium

11:00 am–11:50 am

W179a (McCormick Place Convention Center)

CBM; Applied Research

BACB CE Offered. CE Instructor: Scott A. Herbst, Ph.D.

The Mindful Frontier: Expanding Our Understanding of Mindfulness and the Present Moment

Chair: Audra Jensen (University of Louisiana at Lafayette)

Discussant: Scott A. Herbst (The Chicago School of Professional Psychology)

Creating Contact: Bridging the Gaps in our Interpersonal Awareness

AUDRA JENSEN, Stephanie Caldas, Ashlyne Mullen, and Emily Kennison Sandoz (University of Louisiana at Lafayette)

Mindfulness Meditation and the Single Case

SOLOMON KURZ, Laura Slater Quittmeyer, Kate Kellum, and Kelly G. Wilson (University of Mississippi)

#507 Symposium

11:00 am–11:50 am

W190b (McCormick Place Convention Center)

CSE/CBM; Applied Research

Culture Matters: Multicultural Implications for Individual Behavior and Psychological Wellbeing

Chair: Nina Laurenzo (University of North Texas)

Failed American Dream: Psychological Flexibility and Generational Health Decline in the U.S. Hispanic Population

STEPHANIE CALDAS (University of Louisiana at Lafayette), Matthieu Villatte (University of Nevada, Reno), and David R. Perkins and Emily Kennison Sandoz (University of Louisiana at Lafayette)

Me, Myself, and My Ethnicity: Relationships Among Mindfulness, Self-Compassion, and Ethnic Identity Development

DANIELLE MOYER, Melissa L. Connally, Aditi Sinha, and Amy Murrell (University of North Texas)

Bringing Culture Into the Room: Multiculturalism in Research, Practice, and Education in Behavior Analysis

DAVID R. PERKINS and Stephanie Caldas (University of Louisiana at Lafayette) and Danielle Moyer (University of North Texas)

Tuesday, May 27

#508 Paper Session

11:00 am–11:50 am

W176c (McCormick Place Convention Center)

EAB

Translational Research

Chair: Iver H. Iversen (University of North Florida)

A Closer Look at Stimulus Control in Backward and Forward Chaining Procedures in Rats (Basic Research)

IVER H. IVERSEN and Nicholas Musselwhite (University of North Florida)

Development and Modification of a Response Class via Positive Reinforcement and Noncontingent Reinforcement: A Translational Study (Basic Research)

YORS A. GARCIA, Julie Canon, and Julio Torres (Fundacion Universitaria Konrad Lorenz)

#509 Panel Discussion

11:00 am–11:50 am

W187c (McCormick Place Convention Center)

PRA; Service Delivery

BACB CE Offered. CE Instructor: Tonya Nichole Davis, Ph.D.

Challenges Encountered in the Delivery of Time-Limited Behavioural Services in Outpatient Settings

Chair: Annette Griffith (Momentum Behavioral Health)

CHRYSTAL E.R. JANSZ (Texas Tech University-Burkhart Center for Autism Education & Research)

SUSAN K. PERKINS-PARKS (Kennedy Krieger Institute)

TONYA NICHOLE DAVIS (Baylor University)

#510 Panel Discussion

11:00 am–11:50 am

W184d (McCormick Place Convention Center)

PRA; Service Delivery

BACB CE Offered. CE Instructor: John D. Molteni, Ph.D.

CASTING A WIDE NET: BRIDGING DISCIPLINES WITH APPLIED BEHAVIOR ANALYSIS

Chair: John D. Molteni (University of Saint Joseph)

MELISSA ROOT (University of Saint Joseph)

SOLANDY FORTE (Connecticut ABA)

NICHOLAS GELBAR (Connecticut Association for Behavior Analysis)

#511 Panel Discussion

11:00 am–11:50 am

W193a (McCormick Place Convention Center)

TBA; Service Delivery

BACB CE Offered. CE Instructor: Deirdre Lee Fitzgerald, Ph.D.

40 years of ABA Preparing Competent Practitioners Part II: Systematizing the Applied Experience

Chair: Deirdre Lee Fitzgerald (University of Saint Joseph)

JENNIFER KLAPATCH (The Chicago School of Professional Psychology)

JESSICA E. FRIEDER (Western Michigan University)

ELLIE KAZEMI (California State University, Northridge)

#512 Symposium

11:00 am–12:50 pm

W184a (McCormick Place Convention Center)

AUT/PRA; Applied Research

BACB CE Offered. CE Instructor: Michelle Turan, MA

Parents of Children With Autism: Feedback, Training, and Verbal Behaviour

Chair: Michelle Turan (University of Windsor)

Potty Talk: Parents and Toilet Training

LIANNE M. MOROZ and Lesley Barreira (Surrey Place Centre), Peggy Marcon (Hospital for Sick Children), and Pamela Green and Jessica Brian (Holland Bloorview Kids Rehabilitation Hospital)

Parent Perspectives and Social Validity of the Ontario Autism Intervention Program

MICHELLE TURAN and Elizabeth Starr (University of Windsor)

Brief Behavioural Skills Training for Parent-Mediated Intervention for Teaching Functional Skills to Children With Autism

BRIAN K. MASON (Hamilton Health Sciences) and Kimberly A. Schulze (St. Cloud State University)

Listener Behavior and Parental Perceptions: Discussing the Important Role Parents Play in the Development of Verbal Behavior in Children With Autism

AMBAR PICAZO (private practice)

#513 Symposium

11:00 am–12:50 pm

W184b (McCormick Place Convention Center)

AUT/EDC; Applied Research

BACB CE Offered. CE Instructor: Fawna Stockwell, Ph.D.

Instructional Procedures for Establishing Verbal Operant Repertoires for Children With Autism:

Echoics, Mands, and Intraverbals

Chair: Fawna Stockwell (The Chicago School of Professional Psychology)

Discussant: Traci M. Cihon (University of North Texas)

The Effects of Using an Acoustical Marker on Teaching Words to Children With Autism

SHANT DEMIRJIAN (The Chicago School of Professional Psychology), Jaclyn Gutierrez (BGF Performance Systems, LLC), and Diana J. Walker and John W. Eshleman (The Chicago School of Professional Psychology)

Effects of Minimal Versus Extensive Instructions on Derived Manding of Children With and Without Autism

ASHLEY ANDERSON, Fawna Stockwell, and Scott A. Herbst (The Chicago School of Professional Psychology)

Effects of Multiple Exemplar and Fluency Training on Intraverbal Empathy Responses of Children With Autism

HAILEY DELOYA, Fawna Stockwell, and John W. Eshleman (The Chicago School of Professional Psychology)

Using Transfer of Stimulus Control Procedures to Teach Children With Autism Intraverbal Responses to “Wh” Questions

SASHA HALLAGAN (Otis Elementary School) and Fawna Stockwell and Diana J. Walker (The Chicago School of Professional Psychology)

#514 Symposium

11:00 am–12:50 pm

W175c (McCormick Place Convention Center)

EAB/VRB; Basic Research

BACB CE Offered. CE Instructor: Joyce C. Tu, Ed.D.

Experimental Analysis and Application of Verbal Behavior

Chair: Joyce C. Tu (Center for Behavioral Sciences, Inc.)

Discussant: David W. Sidener (Garden Academy)

Teaching Manded Selection Responses Using Joint Control Training With Children With Autism

HAILEY CHOUN (Center for Behavioral Sciences, Inc.)

Tuesday, May 27

The Role of Joint Control in Remembering Sequences of Foreign Language Words

FLORINA DAVID COLAR (TOTAL Programs, LLC) and Joyce C. Tu (Center for Behavioral Sciences, Inc.)

The Role of Intraverbal Naming in Arbitrary Matching-to-Sample and Symmetry

PATRICIA SANTOS, Monica Ma, Adrienne Jennings, Danika Zias, and Caio F. Miguel (California State University, Sacramento)

The Role of Intraverbal Naming on the Emergence of Novel Intraverbals and Equivalence Classes

MONICA MA, Amanda Chastain, Danika Zias, Adrienne Jennings, and Caio F. Miguel (California State University, Sacramento)

#515 Paper Session

12:00 pm–12:50 pm

W184c (McCormick Place Convention Center)

AUT

Improving the Social Validity and Accessibility of Functional Analysis and Treatment

Chair: Seth B. Clark (Marcus Autism Center)

Increasing the Social Validity and Practical Implementation of Multiple Schedules to Treat Severe Problem Behavior (Applied Research)

SETH B. CLARK, Nathan Call, Andrea R. Reavis, Joanna Lomas Mevers, and Megan Kliebert (Marcus Autism Center)

Application of a Pyramidal Training Model on the Implementation of Trial-Based Functional Analysis (Service Delivery)

FAISAL ALNEMARY (University of California, Los Angeles), Lusineh Gharapetian (Special Education for Exceptional Kids), Michele D. Wallace (California State University, Los Angeles), Jordan Yassine (Special Education for Exceptional Kids), and Fahad Alnemary Alnemary (University of California, Los Angeles)

#516 Symposium

12:00 pm–12:50 pm

W179a (McCormick Place Convention Center)

CBM; Basic Research

Understanding Through Accepting: Contextual Behavioral Science and Stigma

Chair: Ryan Albarado (University of Louisiana Lafayette)

Discussant: Sandra Georgescu (Chicago School of Professional Psychology)

On Being Addicted to Killing Dragons, Aliens, and Zombies: Analyzing Functions and Stigma of Gaming Behavior

KAIL H. SEYMOUR and Chad E. Drake (Southern Illinois University)

Lessons Worth Learning: Education and Flexibility With Mental Health Stigma

SUNNI PRIMEAUX and Emily Kennison Sandoz (University of Louisiana at Lafayette) and Matthieu Villatte (University of Nevada, Reno)

#517 Symposium

12:00 pm–12:50 pm

W179b (McCormick Place Convention Center)

CBM/TPC; Service Delivery

Problem Behavior Following Brain Injury: It's Not All About Sex, Drugs, Rock, and Failure

Chair: Chris Persel (Centre for Neuro Skills)

Brain Injury and Maladaptive Behavior: Neurons Matter

KASSIDY RATLEDGE (Centre for Neuro Skills)

Social Skills and Direct Instruction Following Brain Injury

MITCHELL D. MEDLEY (Centre for Neuro Skills)

Countercontrol in Rehabilitation: Three Case Studies to Illustrate Considerations for More Effective Programming

MATTHEW SABO (Centre for Neuro Skills)

#518 Paper Session

12:00 pm–12:50 pm

W190b (McCormick Place Convention Center)

CSE

Behavior Analysis Across the Mexican-American Border

Chair: Allegra Montemayor (University of Texas at San Antonio)

Applied Behavior Analysis in South Texas: Health Disparities and Cultural Differences Along the Mexican-American Border (Service Delivery)

ZINA A. ELURI (University of Texas-Pan American)

A Contingency Analysis of Autism Treatment in Mexico (Service Delivery)

ALLEGRA MONTEMAYOR and Lee L. Mason (University of Texas at San Antonio)

#519 Panel Discussion

Student Committee Event

12:00 pm–12:50 pm

W176c (McCormick Place Convention Center)

EAB; Applied Research

BACB CE Offered. CE Instructor: Adam M. Briggs, MS

Professional Development Series: Developing Lines of Research in Clinical and Educational Environments: The Process, the Pitfalls, and Overcoming Challenges

Chair: Adam M. Briggs (University of Kansas)

WAYNE W. FISHER (Munroe-Meyer Institute, University of Nebraska Medical Center)

DAVID P. WACKER (University of Iowa)

GREGORY P. HANLEY (Western New England University)

#520 Panel Discussion

12:00 pm–12:50 pm

W185a (McCormick Place Convention Center)

PRA; Service Delivery

BACB CE Offered. CE Instructor: Steven Woolf, Ph.D.

Negotiating Health Insurance Funding for ABA Treatment

Chair: Steven Woolf (Beacon ABA Services)

STEVEN WOOLF (Beacon ABA Services)

CHRISTIAN BENAVIDES (Beacon ABA Services)

KELLEY HENRY (Beacon ABA Services)

#521 Panel Discussion

12:00 pm–12:50 pm

W184d (McCormick Place Convention Center)

PRA; Service Delivery

BACB CE Offered. CE Instructor: Maureen Schepis, Ph.D.

The Use of Applications (Apps) for Instructional Delivery and Data Collection by Classroom Teachers of Persons With Autism and Intellectual Disabilities

Chair: Maureen Schepis (George Mason University)

MAUREEN SCHEPIS (George Mason University)

DAVID A. LOJKOVIC (George Mason University)

DOROTHY XUAN ZHANG (George Mason University)

#522 Symposium

12:00 pm–12:50 pm

W193a (McCormick Place Convention Center)

TBA/AUT; Service Delivery

Tuesday, May 27

From the Ground Up: Ethical Development of an ABA Partnership in the Dominican Republic

Chair: Molly Ola Pinney (Global Autism Project)

Remote BCBA Supervision in the Dominican Republic

KAITLIN MCGUIRE (Global Autism Project)

Development of ABA in the Dominican Republic: Where We Are, How We Got There, and Where We Are Going

STEPHANIA PATIN (APRENDO Center for Autism and Other Developmental Disabilities)

Perspectives of Dominican Families and Mental Health Professionals on ABA

KARLA DEWINDT (APRENDO Center for Autism and other Developmental Disabilities)

#523 Symposium

12:00 pm–1:50 pm

W183c (McCormick Place Convention Center)

AUT/EDC; Applied Research

BACB CE Offered. CE Instructor: Susan Ainsleigh, Ed.D.

Improving Outcomes of Intensive Behavioral Intervention

Chair: Susan Ainsleigh (Bay Path College)

Discussant: Catherine R. Green (Simmons College)

Make It Last! Selecting Effective Strategies to Promote Generalization of Speech Therapy Outcomes

AMAL AL-NABULSI (Jeddah Institute for Speech and Hearing)

Using Structural Analysis to Increase Active Student Responding

Chengan Yuan and SANAA IBRAHIM (Jeddah Institute for Speech and Hearing)

A Decision-Making Model for Improving Behavior Analytic Services

SUSAN AINSLEIGH (Bay Path College) and Shumaila Jaffrey (Jeddah Institute for Speech and Hearing)

Fixed Versus Variable Schedules of Performance Monitoring on Program Implementation and Concurrent Effect on Student Performance in Intensive Behavioral Programs

CHENGAN YUAN and Shumaila Jaffrey (Jeddah Institute for Speech and Hearing)

#524 Symposium

1:00 pm–1:50 pm

W183b (McCormick Place Convention Center)

AUT/DDA; Applied Research

BACB CE Offered. CE Instructor: Mark P. Groskreutz, Ph.D.

Variables Affecting Learning in Children With Autism: Further Analysis of Prompting and Reinforcement

Chair: Mark P. Groskreutz (Evergreen Center)

Discussant: John Claude Ward-Horner (Beacon ABA Services)

A Comparison of Tact and Echoic Prompts to Teach Intraverbals for Children With Autism

ERIN CONANT, Fatima Diaz, Joseph M. Vedora, and Mark P. Groskreutz (Evergreen Center)

Further Analysis of Choice as a Reinforcer With Individuals With Autism Spectrum Disorders

WENDY WELLER, Mark P. Groskreutz, and Joseph M. Vedora (Evergreen Center)

#525 Symposium

1:00 pm–1:50 pm

W184c (McCormick Place Convention Center)

AUT/CSE; Service Delivery

Considerations in Cultural Diversity When Providing Applied Behavior Analysis Treatment to Individuals With Autism and other Developmental Disabilities.

Chair: Rany Thommen (ABA Today)

The Role of Culture During the Intake and Assessment Process

GIA VAZQUEZ ORTEGA (Blossom Center for Children)

Considering Cultural Differences When Selecting Treatment Objectives

RANY THOMMEN (ABA Today)

Ethical Considerations When Providing Services to Families With Diverse Backgrounds

BERENICE DE LA CRUZ (Autism Community Network)

#526 Symposium

1:00 pm–1:50 pm

W184a (McCormick Place Convention Center)

AUT/CSE; Service Delivery

BACB CE Offered. CE Instructor: Rosemary A. Condillac, Ph.D.

“N=200” Behavioural Outcomes From a Brief Short-Term ABA-Based Service Delivery Model for Children and Youth on the Autism Spectrum.

Chair: Rosemary A. Condillac (Brock University)

Service Delivery Model of a Short-Term Applied Behaviour Analysis Service for Children and Youth on the Autism Spectrum in the Greater Toronto Area

SHANA GIBSON (Kerry's Place Autism Services) and Vicky Simos (Mackenzie Health, Behaviour Management Services)

Focused Functional Behavioural Assessment in a Short-Term Delivery Model

EVANGELO BOUTSIS (Mackenzie Health, Behaviour Management Services) and Rosemary A. Condillac (Brock University)

Teaching Mediators to Treat Challenging Behaviour Within a Short-Term Delivery Model

BETHANY E. KOPEL (Mackenzie Health, Behaviour Management Services) and Maurice Feldman (Centre for Applied Disability Studies, Brock University)

#527 Paper Session

1:00 pm–1:50 pm

W179b (McCormick Place Convention Center)

CBM

Novel Behavioral Interventions for Older Adults and Potential Delinquents

Chair: Parsla Vintere (Queens College, City University of New York)

Walk and Talk Therapy (Theory)


PARSLA VINTERE (Queens College, City University of New York)

Behavioral Coaching for ADHD as Delinquency Prevention (Service Delivery)

LEASHA BARRY and Trudi Gaines (University of West Florida)

A Behavioral Conceptualization of Alzheimer's Disease (Theory)

KATHLEEN FAIRCHILD (Rehabilitation Institute Southern Illinois University) and Jonathan C. Baker (Southern Illinois University)



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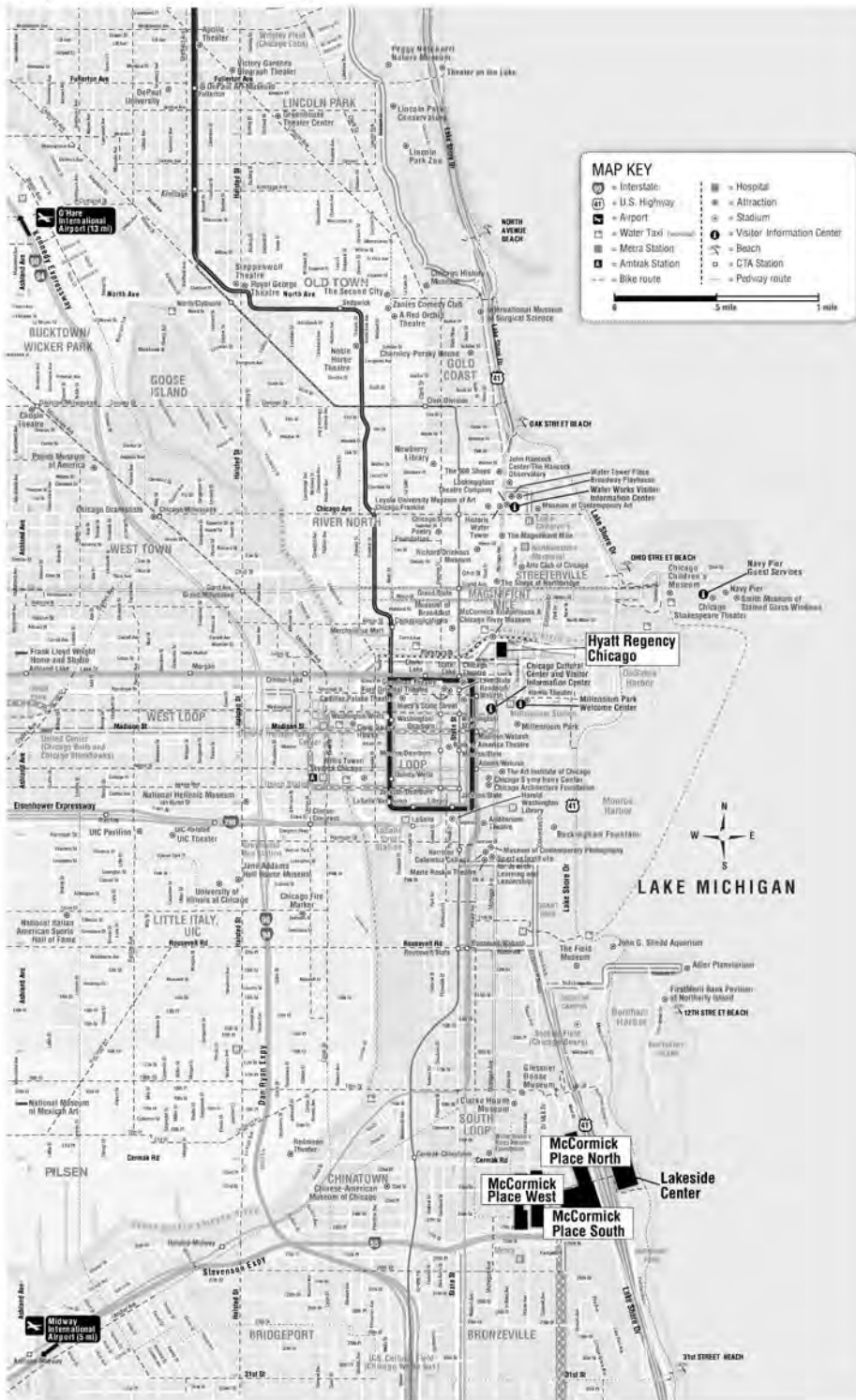
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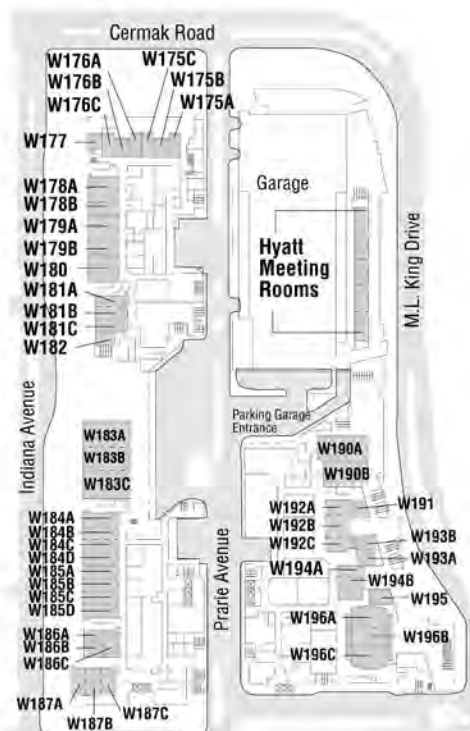
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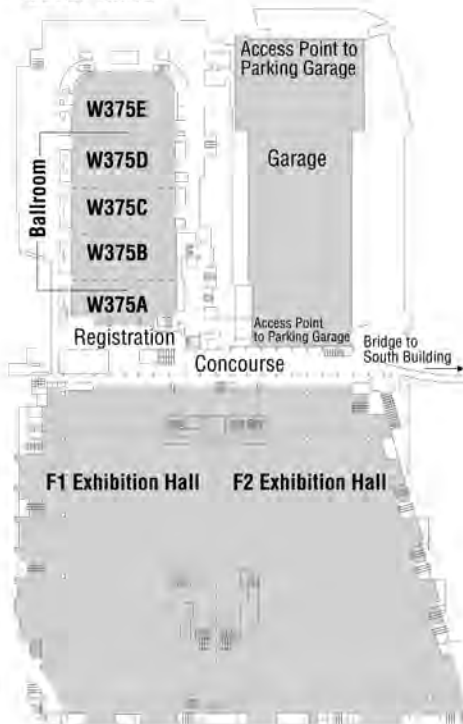


Hyatt Regency McCormick Place West Map

Level One

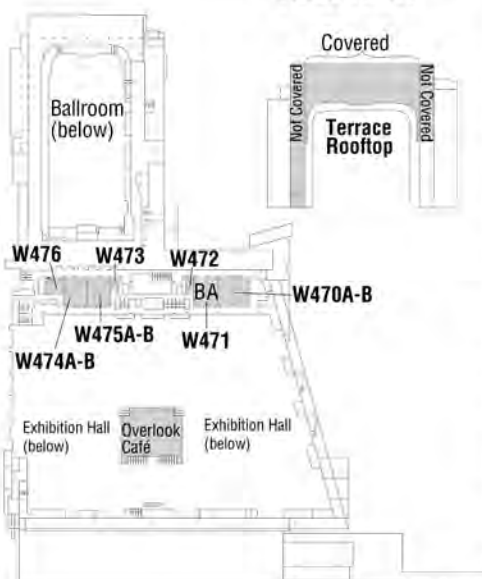


Level Three



Level Four & Five

Level Four



Level Five Outdoor Terrace

Room Assignments

Exhibits, Posters, and Bookstore: W375A-D

Leadership Seminar: W190A

Invited Presentations: W178A, W180, W183A, W196B

Speaker Ready: W177, W191

AAB: W182

AUT: W183B-C, W184A-C

BPH: W175A

CBM: W179A-B

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EAB: W176A-C, W175C

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OBM: W192B-C

OTH: W194A

PRA: W184D, W185A

TBA: W193A-B

TPC: W175B

VRB: W185B-D

SQAB Posters: W471A

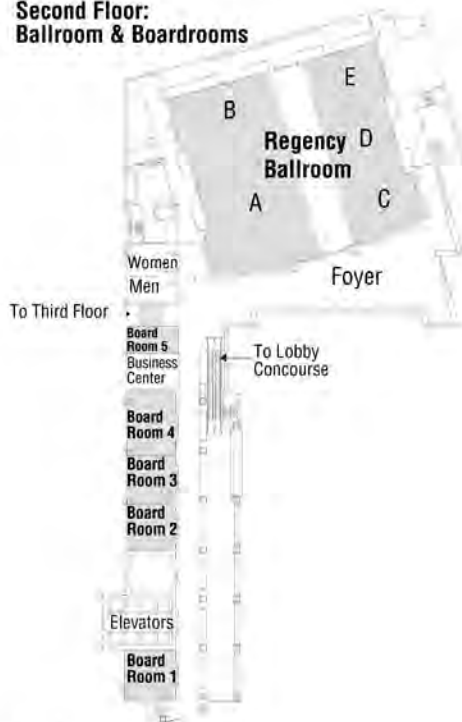
SQAB Plenary: W470A-B

Plenary Sessions: W375E

Hyatt Regency McCormick Place Map

Second & Third Floors

Second Floor: Ballroom & Boardrooms

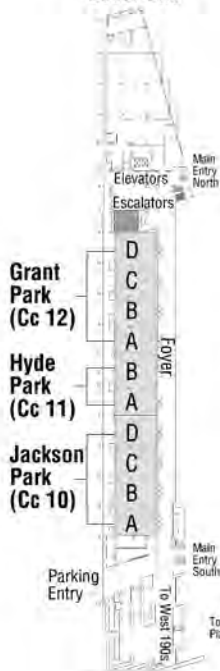


Third Floor: Meeting Rooms

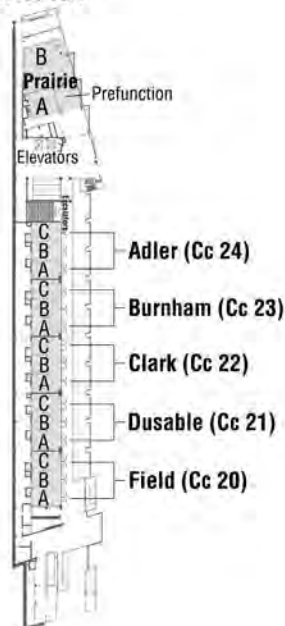


Conference Center

Level One



Level Two



Room Assignments

International Reception
Regency Ballroom A-B

ABAI Social
Regency Ballroom A-B

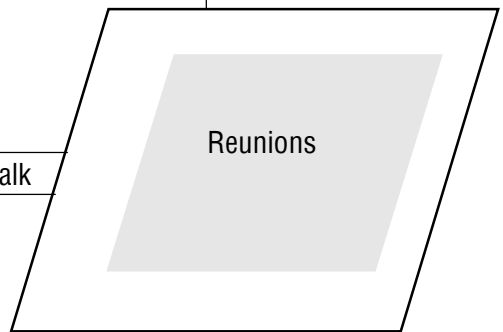
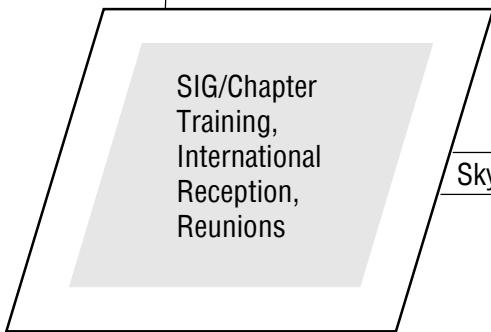
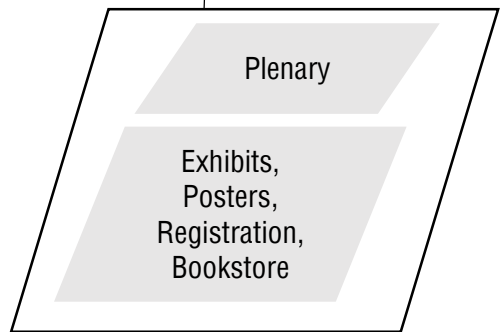
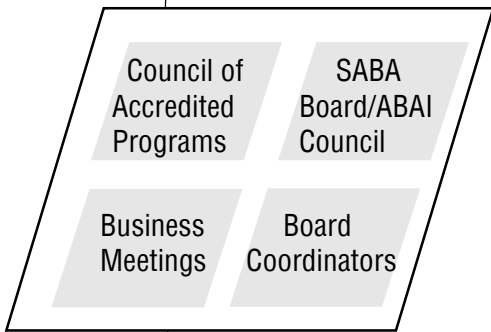
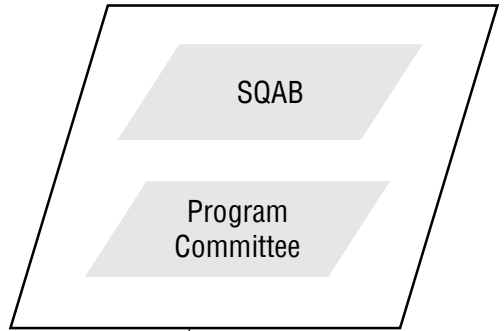
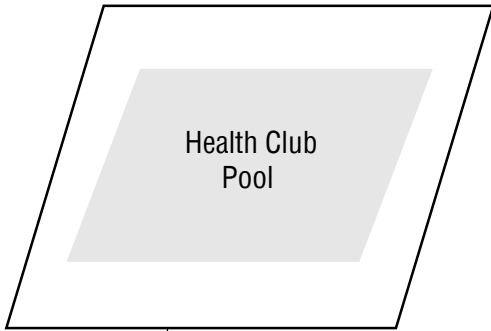
Chapter Training
Regency Ballroom C-D

SIG Training
Regency Ballroom E

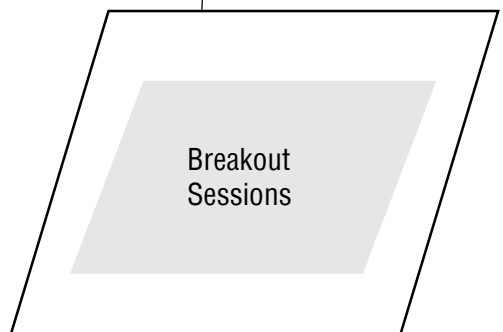
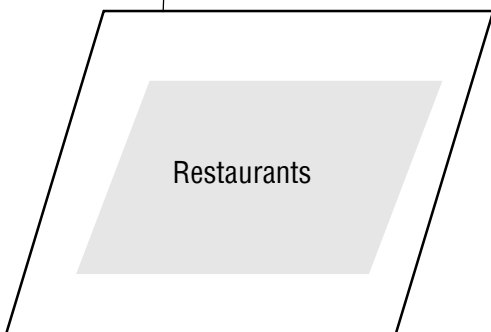
Reunion/Receptions
Regency Ballroom A-E, Ontario, Adler, Burnham, Clark, DuSable, Field, Grant Park A-D, Hyde Park A-D, Jackson Park B-D

Hyatt Regency McCormick Place

McCormick Place West Building



Skywalk



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					
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9:00 pm					
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