

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.

46TH ANNUAL CONVENTION WASHINGTON May 21-25 DC 20



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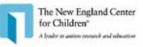


















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Table of Contents

Acknowledgements		4
About ABAI		6
ABAI Executive Council		
46th Annual Convention Program Schedule		
Using the Convention Program Book		9
About the Program		
Continuing Education		
Registration Information		
ABAI Cooperative Bookstore		
ABAI Learning Center		
Career Events		
Noteworthy Activities		
Special Events		
B. F. Skinner Lecture Series		
Professional Development Series		
Business Meetings		
Diversity Events		
Sustainability Events		
In Memorium Events		
Childcare and Accessibility		
Exhibitors and Sponsors		
Index of Advertisements		
SQAB Meeting		
Restaurant Guide		
Thursday, May 21		51
Day Schedule52	worksnops	
Friday, May 22		61
Day Schedule	Convention Cossions	70
Day Schedule	Convention Sessions	/b
Workshops67		
Saturday, May 23		
Day Schedule	Convention Sessions	87
Sunday, May 24		
Day Schedule164		
Day Schedule164	Convention Sessions	
Monday, May 25		
Day Schedule	Convention Sessions	
2020 SABA Senior Student Presenter Grant Recip	ients	334

2020 SADA Selliof Sludent Presenter Grant Recipients	
2019 SABA Donors	
2019 Sustaining and Supporting Members	
Primary Area Index	338
Author Index	
Exhibitor Floor Plan	
Марз	
Notes Pages	
Notes Pages Personal Planner	

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...

ABAI is a nonprofit membership organization with the mission to contribute to the wellbeing 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 36 special interest groups, maintains a mutually beneficial relationship with 94 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.

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 43-year history. The event gathers over 5,000 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. The association has more than 6,000 members from nearly 70 countries.

Diversity Policy

The Association for Behavior Analysis International encourages diversity and inclusiveness in the field of behavior analysis broadly, and within the organization specifically. Diversity refers to differences in race, ethnicity, sexual orientation, gender identity, age, country of origin, religious or spiritual beliefs, ability, and social and economic class.

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"

executiveil



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46th Annual Convention Schedule

	dulo
Thursday, May 21	
11:30 am–1:00 pm 12:00 pm–7:00 pm 1:00 pm–5:30 pm 4:00 pm–7:00 pm	SQAB registration Registration and bookstore open SQAB program Pre-convention workshops (additional foo required)
7:00 pm–9:30 pm	<i>(additional fee required)</i> SQAB posters
Friday, May 22	
7:00 am-8:00 pm 7:45 am-9:00 am 8:00 am-3:00 pm 9:00 am-5:00 pm 2:00 pm-5:00 pm 4:00 pm-7:00 pm	Registration and bookstore open SQAB registration Pre-convention workshops (<i>additional fee required</i>) SQAB program Exhibitor setup Pre-convention workshops
7:00 pm–7:50 pm 7:00 pm–9:30 pm 7:00 pm–10:00 pm 9:00 pm–10:30 pm	(additional fee required) Business meetings SQAB posters Student Welcome Event and Student Trivia Night International Welcome Reception
Saturday, May 23	
7:00 am-8:00 pm 8:00 am-9:50 am 8:00 am-10:00 am 10:00 am-12:50 pm 11:00 am-4:00 pm 1:00 pm-3:00 pm 1:00 pm-3:00 pm 3:00 pm-5:50 pm 6:00 pm-6:50 pm 7:00 pm-7:50 pm 7:00 pm-8:00 pm 7:00 pm-10:00 pm 8:00 pm-10:00 pm	Registration and bookstore open Opening Event and SABA Awards Poster setup Sessions Exhibits open Presenter Meet & Greets; Author Signing Poster session Sessions Presidential Scholar Address Business meetings Expo poster setup Exhibits open ABAI Expo
Sunday, May 24	
7:00 am-7:00 pm 8:00 am-10:00 am 8:00 am-12:50 pm 11:00 am-4:00 pm 1:00 pm-3:00 pm 1:00 pm-3:00 pm 3:00 pm-6:50 pm 7:00 pm-7:50 pm 8:00 pm-10:00 pm	Registration and bookstore open Poster setup Sessions Exhibits open Presenter Meet & Greets; Author Signing Poster session Sessions Business meetings Reunions and receptions
Monday, May 25	
7:00 am-7:50 am 8:00 am-7:00 pm 8:00 am-10:00 am 8:00 am-12:50 pm 11:00 pm-3:00 pm 1:00 pm-3:00 pm 3:00 pm-5:50 pm 6:00 pm-6:50 pm 7:00 pm-7:50 pm 8:00 pm-midnight	ABAI Business Meeting Registration and bookstore open Poster setup Sessions Exhibits open Presenter Meet & Greets; Author Signing Poster session Sessions Presidential Address Business meetings ABAI Social

This schedule 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 paragraphs explain the various terms and codes used throughout.

Session Formats

Pre-convention workshops review recent research, discuss current theoretical issues, and present new methods for the application of behavior analysis. Registration for individual workshops is required, either prior to the convention or on site. There is an additional fee for attending workshops.

Invited presentations feature speakers asked by the Program Board 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. All may attend invited tutorials.

Symposia consist of a series of moderated related presentations 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 into a session 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; presenting authors are available during 120-minute sessions to discuss their work. Posters with odd numbers will be discussed during the first hour, even numbers the second hour. 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 are asked to categorize their sessions as applied research, basic research, service delivery, or theory.

Basic Research: research that primarily contributes to knowledge about fundamental principles of behavior, and whose target is selected on scientific goals rather than social significance. It may include research on any species, including human verbal behavior, but it must be theoretically driven, data-based, and carried out under the auspices of a research protocol. Premium is placed on experimental control. Applied Research: research that primarily contributes to knowledge about how or why interventions, service delivery systems, or their components, achieve desired behavior change. Target behavior is selected based on its social significance. Interventions must be designed to improve performance or adaptive functioning of individuals or behavioral systems, and may include the development of new technology for behavior change. It must be data based and carried out under the auspices of a research protocol.

Service Delivery: an intervention-driven activity to produce desired behavior change rather than to identify how or why interventions, service delivery systems, or their components achieve those goals. It may include the extension of existing technology to new settings or populations, and public policy, regulatory, ethical, and other topics related to service-delivery issues.

Theory: refers to integrative and conceptual statements about the organization of facts, their interpretation, or their quantitative analysis. It may include historical and philosophical analyses and reviews of behavioral topics. Literature reviews should be submitted under this domain.

Program Area Identifiers

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 secondary 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.

Basic and theoretical work is often found in behavioral pharmacology and neuroscience (BPN); behavioral development (DEV); experimental analysis of behavior (EAB); philosophical, conceptual, and historic issues (PCH); science (SCI); and verbal behavior (VRB).

Work addressing *clinical populations* is often found under autism (AUT), clinical and behavioral medicine (CBM), and developmental disabilities (DDA).

Work addressing *organizations* is often found under applied animal behavior (AAB), community, social, and sustainability issues (CSS), education (EDC), organizational behavior management (OBM), and teaching behavior analysis (TBA).

Practice (PRA) pertains to issues related to clinical practice. PRA does touch on other areas, as it relates to both basic science as well as issues related to professional practice, such as ethical considerations, insurance, and how to get grants.

ABOUT THE PROGRAM

The program contains the contributions of 2,230 participants from 58 countries:

95 Workshops	682 Posters
108 Papers	59 Business meetings
81 Panels	24 Reunions
274 Symposia	74 Invited presentations
149 Expo posters	24 Special events

Online Scheduling

Use ABAI's online scheduling option to make sure you don't miss an important session in Washington, DC! 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 smartphone.

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

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.

ABAI is a Learning Type (formerly Type 2) ACE provider for the Behavior Analyst Certification Board (BACB), is approved by the American Psychological Association (APA) to sponsor CE for psychologists, is approved by the National Association of School Psychologists (NASP) to offer CPD for school psychologists, and is approved by the Qualified Applied Behavior Analysis Credentialing Board (QABA) to offer CE for those with Applied Behavior Analysis Technician or Qualified Autism Services Practitioner credentials. ABAI maintains responsibility for this program and its content.

Continuing Education Sessions

CE type(s) available are indicated in the session details on the following pages, in the online program, and in the conference app. Not all sessions are approved for all CE types.

Continuing Education Obtainment

To receive CE credit, please take the following steps:

- Download ABAI's Event app for iOS or Android (search your app store for "ABAI Events").
- Complete the user profile and select CE type(s).
- Scan QR codes as you enter and exit each session.
- Rate each session via the app.
- · Connect to the Internet to automatically sync with ABAI's database.
- Pay for the CE package at the registration desk or online: \$85 for ABAI members; \$105 for nonmembers.

Continuing Education Documentation

CE documentation will be available in your ABAI portal after the convention. You must remit payment for the CE package and have scanned in and out of every session you wish credit for in order to view your documentation.

Workshops

Workshops are subject to cancellation due to low enrollment, so advance registration is advised. The fee for continuing education is included in the price of the workshop.

Review workshop offerings on pages 55–59 and pages 67–75. To view detailed descriptions of all workshops, visit our online program at www.abainternational.org/events/annual/workshops.aspx and click "Workshops."

Cancellations and Refunds

Cancellations received on or after April 16, 2020, will not be eligible for a refund, but registration may be transferred to another member.

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.

Walter E. Washington Convention Center, Level 2, L Street Bridge

hours

Thursday, May 21 12:00 pm–7:00 pm
 Friday, May 22
 7:00 am-8:00 pm

 Saturday, May 23
 7:00 am-8:00 pm
 Sunday, May 24 Monday, May 25

7:00 am-7:00 pm 8:00 am-7:00 pm

Available at the Registration Desk:

On-site registration Pre-registration badge pick-up Purchase family badge Workshop registration Purchase continuing education package Become an ABAI member (and save on registration!) Register for upcoming ABAI conventions and conferences

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 transferred to another member. on site. Replacement name badges will be provided for \$35. 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 \$20 or they will not be permitted into vour event.

Convention Materials

Attendees may pick up their name badges and other materials at the pre-registration desk.

Cancellation Policy

Cancellations received by midnight (EDT) April 5, 2020, will be subject to a 50% fee. Cancellations received on or after April 6, 2020 will not be eligible for a refund, but registration may be

Pre-Convention Workshops

Workshops require an additional registration fee. Workshops may be canceled due to low enrollment, so advance registration is advised.

All chairs, discussants, panelists, and presenting authors—including invited presenters—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. Refund requests received after deadlines expect 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.

The ABAI Cooperative Bookstore is pleased to offer titles relating to the field of behavior analysis at the 46th Annual Convention in downtown Washington, D.C. The bookstore will be in Hall D of the Walter E. Washington Convention Center.

Hours

12:00 pm–7:00 pm
7:00 am-8:00 pm
7:00 am-8:00 pm
7:00 am-7:00 pm
8:00 am-7:00 pm

Author Signing

The author signing will feature some of the convention's invited presenters. Visit and have your purchased books signed. Signings will take place during poster sessions:

Saturday, May 23	1:00 pm-3:00 pm
Sunday, May 24	1:00 pm-3:00 pm
Monday, May 25	1:00 pm-3:00 pm

For more information and a complete list of authors, please visit the bookstore.

ABAI Branded Items

ABAI branded items will be available at the bookstore, including convention and ABAI t-shirts, leather luggage tags, and moreincluding our "Leaders in Behavior Analysis" coffee mug set!

Book Categories

- AAB **Applied Animal Behavior**
- AUT Autism BPN
 - **Behavioral Pharmacology and Neuroscience**
- CBM
- Clinical, Family, Behavioral Medicine Community, Social, and Sustainability Issues CSS
- DDA **Developmental Disabilities**
- DEV Behavioral Development
- EAB Experimental Analysis of Behavior
- EDC Education OBM
 - **Organizational Behavior Management**
- OTH Other
- **Professional Development** PD PCH
 - Philosophical, Conceptual, and Historical Issues
- PRA Practice
- SCI Science
- **Teaching Behavior Analysis** TBA
- VRB Verbal Behavior



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

Essential Resources for Your Practice

Applied Behavior Analysis of Language & Cognition

CORE CONCEPTS & PRINCIPLES FOR PRACTITIONERS

> Edited by MITCH FRYLING, PHD RUTH ANNE REHFELDT, PHD JONATHAN TARBOX, PHD LINDA J. HAYES, PHD

ISBN: 978-1684031375 | US \$54.95

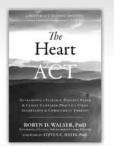
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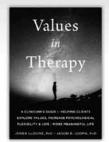
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Learn more about evidence-based continuing education and training with MPRAXIS praxiscet.com

Career Events

Please visit the ABAI Career Central Booth near registration.

Hybrid Career Fair

When: Sunday, May 24, 12:30 pm–2:30 pm Where: Walter E. Washington Convention Center, Hall D (Check the convention app to keep updated on participating companies.)

Register for free and upload your résumé: www.abainternational.org/career-central

Visit the Career Central booth for information! The career fair is tailor-made to increase ROI for participating employers and create new value for behavior analysts at all stages of career development.

Searching for that perfect new career opportunity?

Whether you're a student on the verge of graduating or a seasoned behavior analyst, the career fair provides opportunities to learn about organizations that are hiring. Historically more than 40% of exhibitors participate in order to recruit—don't miss the unique opportunity to meet recruiters face to face and make personal connections!

Interview rooms will be available Saturday, May 23–Monday, May 25. Download the convention app to keep updated on participating companies.

Free Professional Photographs

Walter E. Washington Convention Center, Hall D; 1:00 pm-3:00 pm on Saturday, Sunday, and Monday.

Bring your badge and have your professional photograph taken for use in social media, professional online bios, and more!

Noteworthy Activities

Friday, May 22

Welcome to ABAI Yoga Session with the Health, Sport and Fitness SIG

7:00 am-7:50 am; Walter E. Washington Convention Center, Level 3, South Pre-Function

Mute the anticipations of the weekend (and your cell notifications!), and join us for a 50-minute flow aimed to support your contact with "the now." This balanced class begins with a gentle warm-up, transitions into active movement with your breath, and closes with a short savasana. All levels are welcome!

Saturday, May 23

Reset and Restore Yoga with the Health, Sport and Fitness SIG

7:00 am-7:50 am; Walter E. Washington Convention Center, Level 3, South Pre-Function

Presentations, data, and graphs...Oh my! Preparing for and attending conferences can be exhausting. Take some time to reset and restore with a 50 minute yoga class. This gentle practice begins with a light warm up, transitions to a slow flow of seated postures, and closes with a restful savasana. All levels are welcome! See you on the mat!

Presenter Meet and Greets

1:00 pm-3:00 pm; Walter E. Washington Convention Center, Level 2, Hall D

Meet presenters to discuss their research, ask questions, or just say "hi." Check the app to see who will be participating.

Author Signing

1:00 pm-3:00 pm; Walter E. Washington Convention Center, Level 2, Hall D

Purchase one of the many titles available at the bookstore and stop by to have it signed by the author! Check the app to see who will be participating.

Sunday, May 24

Come Flow With the Health, Sport and Fitness SIG!

7:00 am-7:50 am; Walter E. Washington Convention Center, Level 3, South Pre-Function

Yoga has gained much interest and popularity due to its myriad health benefits. In addition to facilitating weight loss and increasing strength and flexibility, it facilitates the management stress, as well as improves brain function, cardiovascular health and immune functionality. Practitioners of yoga may initially be drawn to the physicality of the asana practice, but with continued practice, quickly discover that it is more than just a way to workout; it promotes awareness and facilitate one's well-being. This meeting will involve a 50-minute vinyasa flow practice in which attendees will learn to coordinate movement with breath as they move through asanas. All level welcome.

The Health, Sport and Fitness SIG Fun Run!

7:00 am-7:50 am; Marriott Marquis, Lobby Level

Come join the Health, Sport and Fitness SIG for a fun run in Washington DC! We'll have 3-mile and 5-mile routes available and are happy to help you plan shorter or longer routes too. All paces welcome. Strollers welcome. Meet in the Marriott Marquis lobby.

Presenter Meet and Greets

1:00 pm-3:00 pm; Walter E. Washington Convention Center, Level 2, Hall D

Meet presenters to discuss their research, ask questions, or just say "hi." Check the app to see who will be participating.

Author Signing

1:00 pm-3:00 pm; Walter E. Washington Convention Center, Level 2, Hall D

Purchase one of the many titles available at the bookstore and stop by to have it signed by the author! Check the app to see who will be participating.

Monday, May 25

Morning Power Yoga with the Health, Sport and Fitness SIG

7:00 am-7:50 am; Walter E. Washington Convention Center, Level 3, South Pre-Function

Join us for an early morning 50-minute Baptiste power vinyasa flow, an energizing class focused on facilitating movement and controlled breathing. This vigorous sequence is designed to elevate heart rate and increase blood flow, promoting strength and flexibility through seated and standing postures, balancing, and back bends. We hope to see you there!

Presenter Meet and Greets

1:00 pm-3:00 pm; Walter E. Washington Convention Center, Level 2, Hall D

Meet presenters to discuss their research, ask questions, or just say "hi." Check the app to see who will be participating.

Author Signing

1:00 pm-3:00 pm; Walter E. Washington Convention Center, Level 2, Hall D

Purchase one of the many titles available at the bookstore and stop by to have it signed by the author! Check the app to see who will be participating.

Passport Prize Drawing

2:45 pm-3:00 pm; Walter E. Washington Convention Center, Level 2, Hall D

Pick up your passport at the Registration Desk; visit the exhibitors indicated in the passport and have each square initialed; drop your completed passport in the box at the bookstore; and join us on Monday for the prize drawing!

Special Events

Friday, May 22

Closed Meeting: Affiliated Chapter Leadership Training

2:00 pm–5:00 pm; Marriott Marquis, Level M2, Marquis Ballroom 1/2

ABAI is pleased to offer a Leadership Training Session for officers of ABAI affiliated chapters for the purpose of providing strategies for guiding the growth of chapters and providing services to members and constituents. Although this training is free for up to three officers per chapter, advanced registration is required and attendance is by invitation only.

Closed Meeting: Special Interest Group Leadership Training

3:00 pm-6:00 pm; Marriott Marquis, Level M2, Marquis Ballroom 3

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.

Student Welcome Event

7:00 pm-8:30 pm; Marriott Marquis, Level M2, Marquis Ballroom 6

Grab your friends and join the Student Committee for a fun night of trivia! Drop in at any time and join one or all rounds of trivia, hosted by leading researchers and academics in the field of behavior analysis. Test your knowledge about the ABAI organization, the field of behavior analysis, and our nation's capital, Washington D.C. Questions will range from easy to difficult and prizes will be delivered for winners of each team. Come mingle with other students and faculty and kick off the conference with a friendly game of trivia!

Student Trivia Night

8:30 pm-10:00 pm; Marriott Marquis, Level M2, Marquis Ballroom 6

Grab your friends and join the Student Committee for a fun night of trivia! Drop in at any time and join one or all rounds of trivia, hosted by leading researchers and academics in the field of behavior analysis. Test your knowledge about the ABAI organization, the field of behavior analysis, and our nation's capital, Washington D.C. Questions will range from easy to difficult and prizes will be delivered for winners of each team. Come mingle with other students and faculty and kick off the conference with a friendly game of trivia!

International Reception

9:00 pm-10:30 pm; Level M2, Marquis Ballroom 1-5

All registrants are welcome to join us in celebrating the diversity of our membership and the world-wide dissemination of the science and practice of behavior analysis. A short presentation about international development in the field and ABAI global efforts will be followed by ample time to socialize with friends and colleagues from around the world.

Saturday, May 23

Opening Event and Society for the Advancement of Behavior Analysis Award Ceremony 8:00 am-9:50 am; Walter E. Washington Convention Center, Level 3, Ballroom AB

The Society for the Advancement of Behavior Analysis (SABA) provides financial support for the field of behavior analysis. As a nonprofit organization, SABA accepts tax-deductible donations, distributes donations through grants and fellowships, and recognizes leaders in behavior analysis with its annual awards ceremony.

Presidential Scholar Address: Treating Antisocial Behaviors Among Children and Adolescents: From Behavior to Social Context

6:00 pm-6:50 pm; Walter E. Washington Convention Center, Level 3, Ballroom AB

Alan E. Kazdin is Sterling Professor of Psychology and Child Psychiatry (Emeritus) at Yale University. His 750+ publications include 50 books that focus on methodology and research design, interventions for children and adolescents, behavioral and cognitive-behavioral treatment, parenting and child rearing, and interpersonal violence. This presentation will convey limitations of current intervention research on conduct disorder and illustrate novel models of intervention delivery to convey ways to reach people in need, but who currently do not receive interventions or services.

Sunday, May 24

Behavior Analysis in the Domain of Psychology

8:00 am-9:50 am; Walter E. Washington Convention Center, Level 3, Ballroom AB

In this session, Dr. Alan Kazdin will discuss with leaders in behavior analysis his thoughts about ways in which those in the field can advance their agenda and regain a seat at the table of empirically based behavioral psychology writ large.

CPT Billing Codes: An Update From the ABA Billing Codes Commission

10:00 am-10:50 am; Walter E. Washington Convention Center, Level 1, Salon C

In the 18 months since the 2019 CPT I billing codes for adaptive behavior took effect, members of the ABA Billing Codes Commission have worked to disseminate information, resolve problems, address concerns, and identify next steps. This presentation builds on the information presented in the workshop ABA Billing Codes Commission Presents: Is That Billable? Understanding How to Bill Ethically and Effectively. This presentation will provide an update on the work of the ABA Billing Codes Commission and will address recurrent questions, including the effort to increase uniformity in how the codes are interpreted; the proper use of Medically Unlikely Edits; the process to value codes; and the next steps in the Commission's effort to bridge the gap between billable services and ABA that reflects best practices.

ABAI Program Board Meeting

7:00 pm-7:50 pm; Walter E. Washington Convention Center, Level 1, Salon G

A meeting of board members to discuss the annual convention program.

The ABAI Licensing Committee: Why? When? What? Who? Where?

7:00 pm-7:50 pm; Walter E. Washington Convention Center, Level 1, Salon A

The ABAI Licensing Committee was established in the last 3 years to serve as a resource for behavior analysis organizations interested in licensure of behavior analysts. The Committee is a component of the Affiliate Chapters Board. The members are highly experienced behavior analysts who have experience in effectively addressing public policy issues in state government, especially pertaining to behavior analyst licensure. The reasons for the establishment of the committee, its history, operation, previous, current and anticipated activities, and the resources that it offers behavior analytic organizations will be described. The presentation will address, also, the fit of Committee activities with a behavior analytic perspective on social institutions (e.g., how its activities are relevant to metacontingencies effecting social institutions, exemplify Skinner's perspective regarding behaviorists engaging with issues relevant to a culture, incorporation of behavior analytic principles in addressing public policy issues, and promote ethical behavior in the culture). Audience participation will be encouraged.

Friends of SABA Reunion

8:00 pm-10:00 pm; Marriott Marquis, Level M4, Independence A-C

ABAI members who donated to the Society for the Advancement of Behavior Analysis (SABA) in 2019 and 2020 are invited to a reception in honor of their contributions and commitment to the field. We are grateful for the generosity of those who support the activities of ABAI and SABA.

Celebrating Murray Sidman's Life

8:00 pm-10:00 pm; Marriott Marquis, Level M2, Marquis Ballroom 4

Murray Sidman lived a long life in which he gave so much to the field of behavior analysis, influenced so many students, and mentored so many behavior analysts around the world. Dr. Sidman had vital roles in the founding of JEAB and in planting the seeds of what have become incredible behavior analysis programs across the globe. A shining example of the result of his international efforts is the strong behavior analysis programs now in many Brazilian universities, where researchers keep vigorous lines

of research initiated by him alive to this day. Dr. Sidman has influenced so many of us, personally, academically and professionally. This panel will highlight some of his many major contributions to the science of behavior analysis including single-subject methodology and experimental designs, coercion and its effects, avoidance behavior, stimulus control, errorless learning, programmed learning, and stimulus equivalence. In this memorial panel, we will also share some personal stories of how Dr. Sidman (or Murray to many of us) continued to teach us until his very last days. Murray was a kind and loving person, and he will be sorely missed. His lessons will continue to guide us in advancing behavior analysis and in creating a less coercive world.

Monday, May 25

ABAI Annual Business Meeting

7:00 am-7:50 am; Marriott Marquis, Level M2, Marquis Ballroom 5

The purpose of the annual meeting of members is for ABAI leadership to provide an update on the ongoing activities of and major developments in the association.

Presidential Address: Compassionate Behaviorism

6:00 pm-6:50 pm; Walter E. Washington Convention Center, Level 3, Ballroom AB

Dr. Erin B. Rasmussen is an associate professor of psychology at Idaho State University. She conducts research on the behavioral pharmacology and behavioral economics of food and exercise reinforcement using animal models of obesity, as well as humans, with special emphasis on drugs that affect the cannabinoid and opioid neurotransmitter systems. Her presidential address will examine compassionate behaviorism—a philosophy that includes the action and verbal behavior of humility, behavioral flexibility, self-control, perspective taking, and empathy.

ABAI Social

8:00 pm–2:00 am; Marriott Marquis, Level M2, Marquis Ballroom 1-10 Join your friends and colleagues for one last night of music, dancing, and celebration!

Serving Virginia since 2004, Compass provides home-based Applied Behavior Analysis (ABA) and family support to children, adolescents with Autism and other developmental disorders.



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Benefits include:

competitive pay • benefits package • flexible schedule innovative environment • healthy work culture • supervision towards licensure

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To apply - email your resume to: connections@compassva.com

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 Board has arranged for you to hear an incredible range of scholars.

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Applied Animal Behavior	Organizational Behavior Management
Why Do Captive Animals Perform Abnormal Repetitive Behaviors? GEORGIA MASON (University of Guelph) Sunday, May 24, 11:00 am	Understanding Process Behavior Using Lean Six Sigma Techniques JENNIFER HOOKS (Medical University of South Carolina) Monday, May 25, 12:00 pm
Autism	
Neurobehavioral Biomarkers of Autism Spectrum Disorder	Philosophical, Conceptual, and Historical Issues
GABRIELA ROSENBLAU (George Washington University) Monday, May 25, 9:00 am	Experimental and Behavioral Psychology at Harvard From William James to B. F. Skinner SARA SCHECHNER (Harvard University) Monday, May 25, 9:00 am
Behavioral Development	
Improving Observed Parenting and Enhancing Well-Being in Parents of Young Children With Autism Spectrum Disorder MARLA BRASSARD (Teachers College, Columbia University) Monday, May 25, 8:00 am	Science Onward and Upward: Behavioral Science Principles and Practice in Human Space Exploration PETER ROMA (NASA Johnson Space Center) Sunday, May 24, 12:00 pm
Behavioral Pharmacology and Neuroscience	Leveraging Technology for Health Behavior Change SHERRY PAGOTO (University of Massachusetts
About Reward WOLFRAM SCHULTZ (University of Cambridge)	Medical School) Sunday, May 24, 5:00 pm
Saturday, May 23, 5:00 pm Clinical, Family, Behavioral Medicine	Climate Change Demands Behavioral Change: Giving the Future a Chance ELKE WEBER (Princeton University)
Acceptance and Commitment Therapy for Post-	Monday, May 25, 4:00 pm
Traumatic Problems in Living SONJA BATTEN (Flexible Edge Solutions) Saturday, May 23, 11:00 am	Teaching Behavior Analysis
Community, Social, and Sustainability Issues	Keys to School Success: Bridging the Outcomes of the Boehm Test of Basic Concepts-3 (BTBC-3) to Language Development ANN BOEHM (Teachers College, Columbia University)
Scaling Up Behavioral Therapy for Public Health:	Sunday, May 24, 10:00 am
The Case of Acceptance and Commitment Therapy for Stopping Cigarette Smoking	Verbal Behavior
JONATHAN BRICKER (University of Washington) Monday, May 25, 10:00 am	How Children Learn Early Communicative Gestures ELENA NICOLADIS (University of Alberta)
Developmental Disabilities	Sunday, May 24, 3:00 pm
Bullying Among Youth in the Digital Era REBECCA ANG (National Institute of Education, Nanyang Technological University, Singapore) Sunday, May 24, 4:00 pm	
Education	
Using Implementation Science to Open the Black Box of Trauma-Informed Schools STACY OVERSTREET (Tulane University) Saturday, May 23, 4:00 pm	
Experimental Analysis of Behavior	
The Influence of Social Synchrony and Social and Motor Context on Social Communication, Social Interaction, and Restricted and Repetitive Behaviors in Autism PAULA FITZPATRICK (Assumption College) Monday, May 25, 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.

Giving Effective and Engaging Oral Presentations TBA/EDC; Translational

Chair: Allyson R Salzer (University of Kansas) Saturday, May 23, 10:00 am–10:50 am Marriott Marquis, Level M4, Independence A-C

Patrick C. Friman (Boys Town) Florence D. DiGennaro Reed (University of Kansas) Amy J. Henley (Western New England University)

Branching Out: Finding Success in Diverse Areas of Practice_

AAB/DEV; Translational Chair: Ronald J. Clark (Florida Institute of Technology) Saturday, May 23, 3:00 pm–3:50 pm Marriott Marquis, Level M2, Marquis Ballroom 5

Christy A. Alligood (Disney's Animal Kingdom and University of Florida) Amber Marie Maraccini (Renown Health) Janet S. Twyman (blast)

Developing an Assertive Communication Style in Professional Settings

Saturday, May 23, 3:00 pm–3:50 pm Marriott Marquis, Level M4, Capitol/Congress OBM/EDC; Service Delivery Chair: Laura Barcelos Nomicos (University of Nevada, Reno)

Carol Pilgrim (University of North Carolina Wilmington)

Martha Čosťa Hübner (University of São Paulo) Cynthia M. Anderson (May Institute)

How to Win Friends From Other Disciplines: Successful Outcomes Through Collaboration

Saturday, May 23, 3:00 pm–3:50 pm Marriott Marquis, Level M4, Independence A-C TBA/CBM; Service Delivery Chair: Kathryn Atkins (University of Maryland, Baltimore County; Kennedy Krieger Institute)

Claire C. St. Peter (West Virginia University) Evelyn Rachael Gould (McLean Hospital, Harvard Medical School; FirstSteps for Kids, Inc.) Peter Girolami (Kennedy Krieger Institute)

Writing as a Young Professional: Strategies for Time Management, Avoiding Common Pitfalls, and 7th Edition Updates

Saturday, May 23, 4:00 pm–4:50 pm Marriott Marquis, Level M4, Archives TBA; Theory

Chair: Ashley Andersen (Munroe-Meyer Institute, University of Nebraska Medical Center)

Daniel R. Mitteer (Munroe-Meyer Institute, University of Nebraska Medical Center) Adam M. Briggs (Eastern Michigan University) Ashley Marie Fuhrman (Children's Specialized Hospital-Rutgers University Center for Autism Research, Education, and Services)

The Joys (and Perils) of Writing: How to Prepare a Manuscript for Publication

Sunday, May 24, 10:00 am–10:50 am Marriott Marquis, Level M4, Archives TBA/EDC; Translational Chair: Jovonnie L. Esquierdo-Leal (University of Nevada, Reno)

Ruth Anne Rehfeldt (The Chicago School of Professional Psychology, Chicago) Mitch Fryling (California State University, Los Angeles) Richard F. Rakos (Cleveland State University)

Professional Perspectives: Essential Questions in Graduate School for Professional Preparation in ABA Sunday, May 24, 12:00 pm–12:50 pm

Marriott Marquis, Level M4, Independence D TBA/DEV; Translational Chair: Bradley Ray Tiefenthaler (Montana State University Billings, Family Outreach, Inc.)

Ellie Kazemi (California State University, Northridge) Cheryl A. Young-Pelton (Montana State University in Billings) Jackie Mohler (Family Outreach)

How to Develop a Research Idea

Sunday, May 24, 3:00 pm–3:50 pm Marriott Marquis, Level M4, Archives TBA; Service Delivery Chair: Ingrid Morales (California State University, Los Angeles)

Michele D. Wallace (California State University, Los Angeles) Thomas S. Higbee (Utah State University) Sarah E. Bloom (University of South Florida)

Business Leaders in ABA

Sunday, May 24, 4:00 pm-4:50 pm Marriott Marquis, Level M4, Liberty M OBM/TBA; Translational Chair: Tangchen Li (The Ohio State University; DolFun Academy) Megan Miller (#dobetter Pod) Mary Sawyer (Fit Learning Atlanta) David Bicard (Great Leaps Learning Center)

How to Approach Social and Systemic Change Monday, May 25, 8:00 am-8:50 am

Marriott Marquis, Level M4, Independence D CSS/OBM; Translational Chair: Edward Brandon Amezquita (University of North Texas)

Traci M. Cihon (University of North Texas) Ramona Houmanfar (University of Nevada, Reno) Jomella Watson-Thompson (University of Kansas)

More Strategies for Empowering Women: Managing Professional and Personal Life

Monday, May 25, 10:00 am–10:50 am Marriott Marquis, Level M4, Liberty N-P CSS; Service Delivery Chair: Fernanda Suemi Oda (University of Kansas)

Sarah A. Lechago (University of Houston-Clear Lake) Laura L. Grow (Garden Academy) Florence D. DiGennaro Reed (University of Kansas) I Graduated and Now I'm a Supervisor: How do I Manage My Time Effectively and Become an Awesome Supervisor?

Monday, May 25, 11:00 am–11:50 am Marriott Marquis, Level M4, Archives TBA/OBM; Service Delivery Chair: Avner Fraidlin (Western Michigan University)

Jennifer N. Fritz (University of Houston-Clear Lake) Shawn P. Quigley (Melmark) Kathy Fox (Haugland Learning Center)

Networking and Making Connections: Advice From Experts on How To Do It Right!

Monday, May 25, 12:00 pm–12:50 pm Marriott Marquis, Level M4, Independence D CSS; Service Delivery Chair: Adrienne Jade Bohlen (Western Michigan University)

Denise Ross (University of Wisconsin Milwaukee) Jonathan C. Baker (Western Michigan University) P. Raymond Joslyn (Utah State University)

Peer Review is Still Better Than Facebook: An Introduction to Peer Review and Some Cautions, Concerns, and Recommendations for the Consumer of Behavior Science and Behavior Analysis Information

Business Meetings

Monday, May 25, 4:00 pm–4:50 pm Marriott Marquis, Level M4, Independence A-C TBA/EDC; Translational Chair: Donald A. Hantula (Temple University)

Mark R. Dixon (Southern Illinois University) Mitch Fryling (California State University, Los Angeles) Jonathan J. Tarbox (University of Southern California; FirstSteps for Kids)

The Supervision Experience: Utilizing Acceptance and Commitment Therapy and Relational Frame Theory Approaches to Create Effective Dialogue Within the Supervisor-Supervisee Relationship

Monday, May 25, 4:00 pm-4:50 pm Marriott Marquis, Level M4, Archives TBA/AUT; Service Delivery Chair: Jessica M. Hinman (Southern Illinois University)

Dana Paliliunas (Missouri State University) Becky Barron (Southern Illinois University) Mary Rachel Enoch (Antioch University New England)

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

ABAI Special Interest Groups

Behavioral Development Special Interest Group Business Meeting

Friday, May 22, 7:00 pm–7:50 pm Marriott Marquis, Level M2, Marquis Ballroom 8 Chair: Jessica Singer-Dudek (Teachers College, Columbia University)

Acceptance and Commitment Training and Psychological Flexibility Special Interest Group Friday, May 22, 7:00 PM–7:50 PM Marriott Marquis, Level M4, Liberty L Chair: Evelyn Rachael Gould (McLean Hospital | Harvard Medical School; New England Center for OCD and Anxiety; FirstSteps for Kids, Inc.)

Addiction Special Interest Group

Friday, May 22, 7:00 pm–7:50 pm Marriott Marquis, Level M4, Liberty M Chair: August F. Holtyn (Johns Hopkins University School of Medicine)

Behavior Analysis and the Arts

Friday, May 22, 7:00 pm–7:50 pm Marriott Marquis, Level M2, Salon 12 Chair: Abigail B. Calkin (Calkin Consulting Center)

Sexual Behavior: Research and Practice Special Interest Group

Friday, May 22, 7:00 pm–7:50 pm Marriott Marquis, Level M2, Marquis Ballroom 7 Chair: Barbara Gross (Empowered: A Center for Sexuality; Special School District of St. Louis County)

Behavioral Gerontology Special Interest Group Friday, May 22, 7:00 pm–7:50 pm

Marriott Marquis, Level M2, Marquis Ballroom 9 Chair: Claudia Drossel (Eastern Michigan University)

Teaching Behavior Analysis Special Interest Group Business Meeting

Friday, May 22, 7:00 pm–7:50 pm Marriott Marquis, Level M4, Independence A Chair: Dacia McCoy (University of Cincinnati)

Behavior Analysis in Health, Sport, and Fitness SIG Business Meeting

Saturday, May 23, 7:00 pm–7:50 pm Marriott Marquis, Level M1, University of D.C./ Catholic University Chair: Julie M. Slowiak (University of Minnesota Duluth; InJewel LLC)

Behavior Analysis for Sustainable Societies Business Meeting

Saturday, May 23, 7:00 pm–7:50 pm Marriott Marquis, Level M1, Georgetown Chair: Julia H. Fiebig (Ball State University; ABA Global Initiatives LLC)

Autism Special Interest Group

Saturday, May 23, 7:00 pm–7:50 pm Marriott Marquis, Level M4, Independence E Chair: Justin B. Leaf (Autism Partnership Foundation; Endicott College)

Crime, Delinquency, and Forensic Behavior Analysis Special Interest Group Business Meeting Saturday, May 23, 7:00 PM–7:50 PM Marriott Marquis, Level M2, Marquis Ballroom 6 Chair: Timothy Templin (HABA)

Speech Pathology and Applied Behavior Analysis Special Interest Group Business Meeting Saturday, May 23, 7:00 pm–7:50 pm Marriott Marquis, Level M4, Independence D Chair: Nikia Dower (Dower and Associates, Inc.)

Experimental Analysis of Human Behavior Special History of Behavior Analysis SIG Interest Group

Saturday, May 23, 7:00 pm-7:50 pm Marriott Marquis, Level M2, Marquis Ballroom 5 Chair: J. Adam Bennett (Western Michigan University)

Neuroscience SIG

Saturday, May 23, 7:00 pm-7:50 pm Marriott Marquis, Level M2, Marquis Ballroom 8 Chair: Suzanne H. Mitchell (Oregon Health & Science University)

OBM Network Annual Meeting/Journal of Organizational Behavior Management Annual Meeting

Saturday, May 23, 7:00 pm-8:50 pm Marriott Marquis, Level M2, Marquis Ballroom 1/2 Chair: David A. Wilder (Florida Institute of Technology)

Rehabilitation and Independent Living Special Interest Group Business Meeting

Sunday, May 24, 7:00 pm-7:50 pm Walter E. Washington Convention Center, Level 1, Salon C Chair: Megan R. Heinicke (California State University, Sacramento)

Behaviorists for Social Responsibility Business Meeting

Sunday, May 24, 7:00 pm–7:50 pm Walter E. Washington Convention Center, Level 2, Room 207B Chair: Sarah M. Richling (Auburn University

Verbal Behavior Special Interest Group

Sunday, May 24, 7:00 pm-7:50 pm Walter E. Washington Convention Center, Level 2, Room 206 Chair: April N. Kisamore (Hunter College)

Clinical Special Interest Group

Sunday, May 24, 7:00 pm–7:50 pm Walter E. Washington Convention Center, Level 1, Room 103 Chair: Thomas J. Waltz (Eastern Michigan University)

SIG Español

Sunday, May 24, 7:00 pm-7:50 pm Walter É. Washington Convention Center, Level 1, Salon I Chair: Mapy Chavez Cueto (Alcanzando)

Open Educational Resources Special Interest Group

Sunday, May 24, 7:00 pm-7:50 pm Walter E. Washington Convention Center, Level 1, Salon H Chair: Veronica J. Howard (University of Alaska Anchorage)

Positive Behavior Support Special Interest Group

Monday, May 25, 7:00 pm-7:50 pm Marriott Marquis, Level M4, Independence F-H Chair: Jodie Soracco (University of Nevada, Reno; Nevada PBIS TA Center)

Behavior Analysis in Military and Veteran Affairs Monday, May 25, 7:00 pm-7:50 pm Marriott Marquis, Level M1, University of D.C./ Catholic University

Chair: Abigail B. Calkin (Calkin Consulting Center)

Monday, May 25, 7:00 pm–7:50 pm Marriott Marquis, Level M4, Independence E Chair: Edward K. Morris (University of Kansas)

Behavioral Medicine Special Interest Group **Business Meeting**

Monday, May 25, 7:00 pm–7:50 pm Marriott Marquis, Level M1, Georgetown Chair: Gretchen A. Dittrich (Simmons University)

Ethics SIG: Special Interest Group for Behavior Analysts Interested in Ethics

Monday, May 25, 7:00 pm–7:50 pm Marriott Marquis, Level M4, Independence D Chair: Ann B. Beirne (Proud Moments)

Culture and Diversity SIG Meeting

Monday, May 25, 7:00 pm–7:50 pm Marriott Marquis, Level M4, Liberty I-L Chair: Elizabeth Hughes Fong (Saint Joseph's University)

ABAI Affiliated Chapters

A Meeting of the Canadian ABAI Chapters: Updates From Across the Country

Friday, May 22, 7:00 pm-7:50 pm Marriott Marquis, Level M4, Liberty I Chair: Myra-Jade Lui (QcABA)

Louisiana Behavior Analysis Association **Business Meeting**

Friday, May 22, 7:00 pm-7:50 pm Marriott Marquis, Level M1, Georgetown Chair: Janice L. Huber (LaBAA)

Business Meeting for the New York State

Association for Behavior Analysis Friday, May 22, 7:00 pm–7:50 pm Marriott Marquis, Level M4, Independence D Chair: Nicole M. DeRosa (SUNY Upstate Medical University)

Illinois Association for Behavior Analysis

Friday, May 22, 7:00 pm-7:50 pm Marriott Marquis, Level M1, Catholic University Chair: Scott Herbst (SixFlex Training & Consulting)

Nevada Association for Behavior Analysis

Friday, May 22, 7:00 pm-7:50 pm Marriott Marquis, Level M2, Salon 13 Chair: Alicia N. MacAleese (Advanced Child Behavior Solutions, LLC

China Association of Rehabilitation of Disabled Persons/Professional Committee of Behavior Analysis

Saturday, May 23, 7:00 pm-7:50 pm Marriott Marquis, Level M2, Marquis Ballroom 7 Chair: Dorothy Xuan Zhang (The Chicago School of Professional Psychology; George Mason University; ABA Professional Committee of China Association of Rehabilitation of Disabled Persons)

Other Business Meetings

Journal of the Experimental Analysis of Behavior Friday, May 22, 7:00 pm-7:50 pm Marriott Marquis, Level M1, University of D.C. Chair: Mark Galizio (University of North Carolina Wilmington)

The Foundation for the Advancement of a Strategic Science of Teaching Friday, May 22, 7:00 pm-7:50 pm

Friday, May 22, 7:00 pm–7:50 pm Marriott Marquis, Level M4, Independence B Chair: Grant Gautreaux (FASST)

Self & Match

Friday, May 22, 7:00 pm–7:50 pm Marriott Marquis, Level M4, Independence C Chair: Jamie Siden Salter (San Diego County Office of Education)

Journal of Applied Behavior Analysis Business Meeting

Saturday, May 23, 7:00 pm–7:50 pm Marriott Marquis, Level M2, Marquis Ballroom 3/4 Chair: Linda A. LeBlanc (LeBlanc Behavioral Consulting LLC)

Student Committee Business Meeting

Saturday, May 23, 7:00 pm–7:50 pm Marriott Marquis, Level M4, Capitol/Congress Chair: Jovonnie L. Esquierdo-Leal (University of Nevada, Reno)

UncomfortableX: Second Annual ABAI Meet-Up

Saturday, May 23, 7:00 pm–7:50 pm Marriott Marquis, Level M4, Independence A-C Chair: Megan Erin Sullivan Kirby (University of South Florida; UncomfortableX)

New U.S. and Non-U.S. Programs Interested in ABAI Accreditation and VCS

Saturday, May 23, 7:00 pm-7:50 pm Marriott Marquis, Level M4, Archives Chair: Jenna Mrljak (Association for Behavior Analysis International)

How the Association for Science in Autism Treatment Supports the Important Work of Behavior Analysts

Sunday, May 24, 7:00 pm–7:50 pm Walter E. Washington Convention Center, Level 1, Room 102 Chair: David A. Celiberti (Association for Science in Autism Treatment)

Update: A Strategic Plan for Reintegrating Behavior Analysis Principles

Sunday, May 24, 7:00 pm–7:50 pm Walter E. Washington Convention Center, Level 2, Room 207A Chair: Susan M. Schneider (Root Solutions)

Perspectives on Behavior Science Editorial Board and Author Meeting

Sunday, May 24, 7:00 pm–7:50 pm Walter E. Washington Convention Center, Level 2, Room 202B Chair: M. Christopher Newland (Auburn University)

Education and Treatment of Children Editorial Board Meeting

Monday, May 25, 7:00 pm–7:50 pm Marriott Marquis, Level M4, Independence A-C Chair: Stephanie M. Peterson (Western Michigan University)

Diversity Events DI

The following sessions and events have been identified as focusing on issues surrounding diversity, equity, and inclusion.

Pre-Convention Workshops

Addressing Multicultural and Diversity Issues in Applied Behavior Analysis Friday, May 22, 12:00 pm-3:00 pm SHAWN CAPELL (Covenant 15:16 LLC), BRIAN CONNERS (Seton Hall University)

Cultural Concerns in the Development of Professional Ethics for Behavior Analysts

Friday, May 22, 4:00 pm–7:00 pm WILLIAM L. HOLCOMB (New England Center for Children)

Convention Sessions

Diversity, Equity, and Inclusion: Strategies and Challenges in Recruitment

Saturday, May 23, 10:00 am–11:50 am Walter E. Washington Convention Center, Level 3, Ballroom AB Chair: Carol Pilgrim (University of North Carolina Wilmington)

On the Frontiers of Social Justice in Applied Behavior Analysis: Emerging Discourses Saturday, May 23, 12:00 pm–12:50 pm Marriott Marquis, Level M4, Liberty N-P Chair: Malika Pritchett (University of North Texas)

Beyond Politically Correct: Practical Steps Toward a More Equitable and Culturally Diverse Behavior Analysis

Saturday, May 23, 3:00 pm–4:50 pm Marriott Marquis, Level M4, Liberty M Chair: Elizabeth Hughes Fong (Saint Joseph's University) Discussant: Denisha Gingles (Signature Behavior Analytic Services)

Challenges and Solutions in Delivering ABA Services to Underserved Communities Across Various Cultural and Socioeconomic Backgrounds Saturday, May 23, 5:00 pm–5:50 pm

Saturday, May 23, 5:00 pm–5:50 pm Walter E. Washington Convention Center, Level 2, Room 207B

Chair: Oswaldo Ochoa (Bloom Behavioral Health)

Discrimination in Behavior Analysis and Beyond: False Dichotomies, Disparagement Humor, Implicit Bias, and #MeToo Cusp Sunday, May 24, 8:00 am–9:50 am Marriott Marquis, Level M4, Liberty N-P Chair: Diana J. Walker (Visions, LLC; The Chicago School of Professional Psychology)

Discussant: Christine E. Hughes (University of North Carolina Wilmington)

Barriers to Career Growth for Women in Behavior Analysis

Sunday, May 24, 10:00 am–10:50 am Marriott Marquis, Level M1, University of D.C./ Catholic University Chair: Anika Costa (Brett Dinovi and Associates))

Behavior and Medical Issues in Behavior Analysis Sunday, May 24, 11:00 am-11:50 am

Marriott Marquis, Level M1, Georgetown Chair: Sarah Campau (The May Institute)

Treatment of Culturally and Linguistically Diverse Children With Autism Spectrum Disorder

Sunday, May 24, 3:00 pm-4:50 pm Walter E. Washington Convention Center, Level 2, Room 202A Chair: Catherine Lugar (Claremont Graduate University) Discussant: Ruth M. DeBar (Caldwell University)

May We Offer Another Perspective? Ethics and Cultural Considerations

Sunday, May 24, 6:00 pm–6:50 pm Marriott Marquis, Level M4, Liberty M Chair: Amanda N. Kelly (BEHAVIORBABE (Hawai'i); Distinguished Organization of Behavior Enterprises, Hawai'i Association of Behavior Analysis)

Behavior Analysis in Service of Gender and Sexual Minorities: State of the Field

Monday, May 25, 8:00 am–8:50 am Marriott Marquis, Level M4, Liberty M Chair: Patrick Wade Richardson (University of Louisiana at Lafayette)

Cultural Considerations in Service Delivery Monday, May 25, 8:00 am–8:50 am Marriott Marquis, Level M4, Liberty N-P Chair: Shariffah Azzaam (Florida Institute of Technology)

Evaluating the Effects of Cultural Awareness and Sensitivity Within the BCBA/RBT Supervision Model Monday, May 25, 9:00 am–9:50 am Marriott Marquis, Level M4, Liberty M Chair: Shawn Capell (Covenant 15:16 LLC)

Sustainability Events 🔊

The following sessions and events have been identified as focusing on issues related to environmental sustainability.

Behavioral Economics and Verbal Behavior Mash-Up: Investigations of Broader Behavior Analytically Rooted Societal Impacts Saturday, May 23, 3:00 pm–3:50 pm Chair: Victoria Diane Hutchinson (Saint Louis University)

We ARE Acting to Save the World: Behavior Analysis Addresses Systems-Level Problems Saturday, May 23, 4:00 pm–5:50 pm Chair: Richard F. Rakos (Cleveland State University)

The First Carbon Based Valley to Create Community, Social and Sustainability: Using Behavior Sciences for Population Level Change Saturday, May 23, 5:00 pm–5:50 pm DENNIS EMBRY (PAXIS Institute)

More Strategies for Empowering Women: Managing Professional and Personal Life Monday, May 25, 10:00 am–10:50 am Marriott Marquis, Level M4, Liberty N-P Chair: Fernanda Suemi Oda (University of Kansas)

Cultural Responsiveness, Social Justice, and Behavior Analysis

Monday, May 25, 11:00 am–11:50 am Walter E. Washington Convention Center, Level 3, Ballroom AB Chair: Carol Pilgrim (University of North Carolina Wilmington)

Examining Racial and Implicit Bias Within the Field of Applied Behavior Analysis

Monday, May 25, 11:00 am-11:50 am Marriott Marquis, Level M4, Liberty N-P Chair: Vanessa Bethea-Miller (Bethea-Miller Behavioral Consulting)

Management of Well-Being in Organizations and Beyond

Monday, May 25, 12:00 pm–12:50 pm Walter E. Washington Convention Center, Level 3, Ballroom AB Chair: Carol Pilgrim (University of North Carolina Wilmington)

Isms: Why We Hate and What To Do About It Monday, May 25, 5:00 pm–5:50 pm Marriott Marquis, Level M4, Liberty M Chair: Beverly Kirby (Team ABA LLC)

Culture and Diversity SIG Meeting

Monday, May 25, 7:00 pm–7:50 pm Marriott Marquis, Level M4, Liberty I-L Chair: Elizabeth Hughes Fong (Saint Joseph's University)

Behaviorists for Social Responsibility Expo Poster

Saturday, May 23, 8:00 pm-10:00 pm RICHARD F. RAKOS (Cleveland State University), Jose Ardila (University of Nevada), Traci M. Cihon (University of North Texas), Kendra Combs (Sparks Behavioral Services), Sarah M. Richling (Auburn University), Mark A. Mattaini (Jane Addams College of Social Work-University of Illinois at Chicago), Jomella Watson-Thompson (University of Kansas), and Holly Seniuk (Behavior Analyst Certification Board)

Behavioral Barriers to Climate Sustainability: A Challenge to Our Field

Sunday, May 24, 11:00 am–11:50 am Chair: Susan M. Schneider (Root Solutions) Of Immediate Consequence: A Strategic Plan for Expanding Behavioral Science Research on Climate Change and Multi-Level Community Action Sunday, May 24, 3:00 pm–3:50 pm JULIA FIEBIG (Ball State University; ABA Global

JULIA FIEBIG (Ball State University; ABA Global Initiatives LLC)

Growing the Behavioral Biome: Putting a Strategic Plan into Action

Sunday, May 24, 4:00 pm–4:50 pm Chair: Thomas G. Szabo (Florida Institute of Technology)

Coordinating Interdisciplinary Sustainability Research: What We've Learned About Community Intervention Research Sunday, May 24, 5:00 pm–5:50 pm Chair: Thomas G. Szabo (Florida Institute of

Chair: Thomas G. Szabo (Florida Institute of Technology)

In Memorium Events

Celebrating Murray Sidman's Life

Chair: Paula Ribeiro Braga-Kenyon (Kadiant) Sunday, May 24, 8:00 pm–10:00 pm Marriott Marquis, Level M2, Marquis Ballroom 4

Murray Sidman lived a long life in which he gave so much to the field of behavior analysis, influenced so many students, and mentored so many behavior analysts around the world. This panel will highlight some of his many major contributions to the science of behavior analysis including singlesubject methodology and experimental designs, coercion and its effects, avoidance behavior, stimulus control, errorless learning, programmed learning, and stimulus equivalence, as well as share some personal stories of how Dr. Sidman continued to teach us until his very last days.

Behavior Analysis and Sustainability: Designing Community Interventions, Collaboration and Outreach, and Obtaining Funding Sunday, May 24, 6:00 pm_6:50 pm

Chair: Thomas G. Szabo (Florida Institute of Technology)

Behaviorists for Social Responsibility Business Meeting

Sunday, May 24, 7:00 pm–7:50 pm Chair: Sarah M. Richling (Auburn University)

Climate Change Demands Behavioral Change: Giving the Future a Chance Monday, May 25, 4:00 pm–4:50 pm ELKE WEBER (Princeton University)

Presidential Address: Compassionate Behaviorism Monday, May 25, 2020: 6:00 pm–6:50 pm ERIN RASMUSSEN (Idaho State University)

Celebrating the Life and Legacy of Barbara C. Etzel (1926-2019)

Chair: Kenda Morrison (University of North Texas) Sunday, May 24, 8:00 pm–10:00 pm Marriott Marquis, Level M4, Liberty L

All are welcome to join us for a program of memories about Dr. Barbara Etzel's pioneering work and meaningful life as a gracious teacher, mentor, colleague, and friend. Audience members will have an opportunity to share their favorite reminiscences. Cash bar available.



ABAI is committed to reducing the carbon footprint of our events and operations and invites you to join us in this effort. Offset your air travel footprint by making a donation that we will pass on to Cool Effect to support its projects and mission to reduce carbon emissions throughout the world. Visit our website for more information (www.abainternational.org/sustainability.aspx).

The Walter E. Washington Convention Center, host to the 46th Annual Convention May 21-25, was designed to be environmentally friendly, with an extensive recycling program and a commitment to reducing its carbon footprint. Washington, DC was the world's first LEED Platinum city, and offers many ways to get around sustainably and otherwise support green efforts.

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Melmark New England 461 River Road Andover, MA 01810 www.melmarkne.org Melmark Carolinas 8614 Pineville-Matthews Road Charlotte, NC 28226 www.melmarkcarolinas.org



To see current openings, scan this QR code with your phone or go directly to our online job postings at: www.melmark.org/careers

Childcare and Accessibility

Childcare

For your convenience, we have collected information on a few licensed sitter agencies in Washington DC, with fully background-checked sitters who will come to your hotel room to provide childcare at competitive rates. Please be aware that Monday, May 25, is Memorial Day, a U.S. holiday, which could result in increased prices. It is recommended to confirm rates before booking services.

Sitter Services

Below is information on a few licensed sitter agencies, with fully background-checked sitters who will come to your hotel room to provide childcare at competitive rates.

SeekingSitters charges a one-time membership fee of \$59.99. One-time members pay a booking fee that is applied to the job if it is filled and a four-hour block rate begins at \$79 and increases with each additional child.

Web: http://dcmetrowashington.seekingsitters. com/index.asp

Phone: 918-749-3588

White House Nannies charges \$65 per day if booked more than 48 hours in advance. Fees are to be paid in cash at the end of service

Web: https://www.whitehousenannies.com/ services/hotel-services/

Phone: 301-654-1242

Nursing Rooms

In the Walter E. Washington Convention Center, there are two Mamava pods (freestanding lactation suites) near 103 Concourse and the L St. North Lobby. They are complimentary for attendees.

In the Marriott Marquis, the American room on level M1 will be the designated nursing room. Take the elevator down one floor from the lobby (street) level.

Accessibility

ABAI is committed to providing a welcoming, accessible environment for all attendees. We will make every effort to accommodate all requests, within the logistical limits of our venues.

Getting Around

ABAI makes full use of the hotel and convention center facilities, and events are spread out. There are a number of spots to sit and rest in the hallways, in large corridors outside the ballrooms, near the session rooms, and in the lobbies. If you use mobility aids, we recommend bringing them or arranging for a rental ahead of time.

Event Seating

Each room has marked and reserved sections of accessible seating in the back, to accommodate mobility devices, and in the front, for those with hearing and/or visual impairments. All seating is available on a first-come, first-served basis. For help, please alert an ABAI staff member (wearing a red shirt).

Elevator Access

If you need to use elevators regularly instead of escalators or stairs, please stop by the registration desk or review the maps on pages 370-371.

Waiting in Lines

To accommodate difficulties with standing in line, please alert a line management staff member (wearing a red sash).

Anyone with limited mobility or who is using a mobility device such as a scooter, walker, crutches, or wheelchair, may wait near the front of the line to take advantage of accessible seating.

Restrooms

Restrooms without push-button access on the doors will be propped open.

Service Animals

Service animals are welcome throughout the convention buildings.

Visit www.abainternational.org/events/annual/ washington2020/accessibility for additional information, including scooter and wheelchair rental options.



ABAI exhibits are in Exhibit D of the Walter E. Washington 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. The areer Fair will take place in the exhibit hall. See the ABAI mobile app for participating companies.

Exhibit Hours:

Saturday, May 23 Sunday, May 24 *Career Fair* Monday, May 25 11:00 am-4:00 pm and 7:00 pm-10:00 pm 11:00 am-4:00 *12:30 pm-2:30 pm* 11:00 am-4:00 pm

Following are descriptions of some of the 2020 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 Convention Exhibitors and Sponsors have been approved by the Practice Board 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.

360 Behavioral Health



Booth Number: 321 16946 Sherman Way Van Nuys, CA 91406 US info@360bhmail.com https://360behavioralhealth.com

360 Behavioral Health is the new name for a family of providers that delivers exceptional care across the entire lifespan to individuals and families impacted by conditions that interfere with daily living. We embrace a comprehensive, coordinated care model with services including evaluation and diagnostics, infant development and early intervention, ABA-based therapies, adult services, speech/occupational/ physical therapy, respite care, mental health care, and more.

AccuPoint, LLC

Booth Number: 638 600 Meadowland Pkwy., Ste. 141 Secaucus, NJ 07094 US cdavis@therapybrands.com http://www.accupointmed.com

AccuPoint is a web-based platform that manages scheduling, payroll, billing, data collection, documentation services and more for home and community-based providers. Our users include, but are not limited to providers of ABA, El waiver, and home care. We consistently strive to create software and resources that help providers manage their businesses and provide excellent care to their clients. As healthcare and behavioral analysis evolve, so will we.

ACE ABA Software

Booth Number: 200 33 Turnpike Rd. Southborough, MA 01772 2108 US acehelpdesk@necc.org http://www.acenecc.org

The Autism Curriculum Encyclopedia® is the premier, ABA educational software system for learners with autism. The ACE® includes a challenging behavior module, multiple assessments, data entry, and automated graphing features as well as more than 1,900 customizable programs. This all in one solution for autism education also includes a direct data entry app for your iOS devices. Designed by the world-renowned New England Center for Children® the ACE utilizes the principles of applied behavior analysis to help you ensure maximum progress.

Booth Number: 400 3731 6th, Ste. 100 San Diego, CA 92103 US landontran@acesaba.com http://www.acesaba.com

ACES is dedicated to enhancing the quality of life for individuals and families impacted with autism or other special needs. We provide ABA and comprehensive, professional services to maximize individuals' potential in the home, school, and community, throughout their lives. ACES opened its doors in 1996 and helps families throughout California, Washington, Hawaii, Colorado, Arizona, Utah, and Texas.

Achieve Beyond

Booth Number: 412

225 Broadhollow Rd., Ste. 402 Melville, NY 11747 US nationalrecruiting@achivebeyondusa.com http://www.achievebeyondusa.com

Achieve Beyond was founded in 1995 and is continuously growing to meet the needs of developmentally disabled children through our ABA, speech, occupational, and physical therapy services. We currently offer our services in the entire metro New York area (including the five boroughs of NYC, Hudson Valley, and Long Island) and Albany, New Jersey, Connecticut, the greater Los Angeles area, the Virginia/Maryland/DC area, and Florida. We specialize in conducting initial evaluations and providing ongoing services in home, community and clinic settings. Achieve Beyond is centered on our culture of collaboration and support to ensure our services are of the highest quality and adhere to our strong ethical standards.

ACI Learning Centers Inc.

Booth Number: 202 6394 College Blvd. Overland Park, KS 66211 1506 US tanner.sierks@concepts.com http://www.acilearningcenters.com

ACI Learning Centers' six locations provide applied behavior analysis services with an emphasis on verbal behavior for individuals with autism spectrum disorder. Our staff is able to encourage and take advantage of the constantly changing motivating operation in natural situations in our huge activity rooms. Learning opportunities are designed to focus on communication, play, leisure skills, and social engagement. Through collaboration, conducting research, and excellent service, ACI strives to be the premier behavioral consulting company for our clients.



Booth Number: 220 1500 Douglas Rd., Ste. 230 Coral Gables, FL 33134 US jdiaz@acornhealth.com https://www.acornhealth.com

Acorn Health provides specialized clinical services through the delivery of applied behavior analysis to children on the autism spectrum and their families. Our early intervention programs are offered in homes or centers in South Florida, Michigan, and Virginia. We seek BCBA's to join us in our mission to improve the lives of individuals and families impacted by autism.

Anderson Center for Autism



Booth Number: 427 4885 Route 9, PO Box 367 Staatsburg, NY 12580 6028 US tschober@andersoncares.org http://www.andersoncenterforautism.org

Anderson Center for Autism offers, educational, residential, and vocational services designed to optimize the quality of life for people on the spectrum. Using evidence-based practices rooted in applied behavioral analysis, we support students with moderate to severe autism ages 5–21 on our beautiful campus in Staatsburg, NY.

Appealing Solutions, LLC

Booth Number: 600 1428 Washinton St. Evanston, IL 60202 US guybruce@appealingsolutions.com/ http://appealingsolutions.com/

Appealing Solutions, LLC is the developer of ProgressCharter®, a web-mobile application that makes it easy to implement EARS, a pragmatic organizational performance engineering process, which allows users to Evaluate client progress, Analyze causes of provider performance problems, and Recommend changes in provider resources, training, and management to Solve provider performance problems so that clients can make efficient progress.

Autism Learning Partners

Premier Exhibitor



Booth Number: 309 1055 E Colorado Blvd. Pasadena, CA 91106 US schaviano@autismlearningpartners.com http://www.autismlearningpartners.com

For close to 30 years, Autism Learning Partners is a national leader in the field of developmental disabilities, operating as a full-service provider specializing in the treatment of autism and other developmental disabilities. Services are provided nationwide, serving more than 2,800 clients yearly. Visit AutismLearningParnters.com to learn more.

Autism Partnership Foundation

Booth Number: 125 200 Marina Dr. Seal Beach, CA 90740 US jcihon@autismpartnership.com http://autismpartnershipfoundation.org

Autism Partnership Foundation is a nonprofit organization dedicated to expanding our understanding of effective and empirically supported treatment of autism spectrum disorder (ASD) through innovative research, improving the quality of services through national and international training and consultation, and most importantly, increasing the availability of effective treatment to children with ASD and their families.

Ball State University

Booth Number: 409 2000 W. University Ave. Muncie, IN 47306 US cmmeinhart@bsu.edu

http://www.bsu.edu/online/aba

Ball State University is a leading pioneer in ABA education. Plus, our expertise in autism spectrum disorder sets us apart. We offer the nation's largest graduate program in ABA, plus undergraduate programs for the beginning ABA professional. All of our programs are offered entirely online.

Bay Path University	Booth Number: 320
	588 Longmeadow St.
	Longmeadow, MA 1106 US
	graduate@baypath.edu
	http://www.baypath.edu/

The ABA Program at Bay Path University provides graduate level instruction and supervision, preparing students to practice as scientists and clinicians in applied settings. Graduates from the program qualify to pursue credentialing and advance in a variety of professional settings. Program options include a verified course sequence through the BACB®, including advanced instruction in verbal behavior, staff training and supervision, and behavioral education systems.

Beacon ABA Services	Booth Number: 213 & 215
Premier Exhibitor	321 Fortune Blvd.
۵.	Milford, MA 01757 1750 US
Beacon ABA Startes	pguilhardi@beaconservices.org
ABADeterios	http://www.beaconservices.org

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Beacon ABA Services provides intensive behavioral instruction to children with autism using the clinical practices of applied behavior analysis (ABA). Beacon provides intensive home-based instruction, behavioral consultation, behavioral assessment, and a variety of ABA training services for early interventionists, parents, and public school staff. Beacon serves over 300 families and employs over 125 behavior educators. Beacon publishes and presents peer-reviewed research.

Behavior Analysis Online

Booth Number: 626

8240 N.W. 52nd Terrace #202 Miami, Florida 33166 US info@behavioranalvsisonline.com http://behavioranalysisonline.com/

Behavior Analysis Online is an online marketplace of digital products specifically designed for the behavior analysis community. We offer software solutions for ABA practice management, video modeling and behavioral skills training, SAFMEDS APPs, school and classroom behavior management systems, and a continuing-education marketplace for professionals to create their own unique content and publish it to the ABA community.

Behavior Analyst Certification Board

Booth Number: 609 8051 Shaffer Pkwy. Littleton, CO 80127 3762 US craig@bacb.com http://bacb.com

The Behavior Analyst Certification Board 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.

Behavior Development Solutions *Premier Exhibitor*



BEHAVIOR DEVELOPMENT

Booth Number: 201 319 White Ave. Middlebury, CT 06762 2734 US steve@behaviordevelopmentsolutions.com http://www.behaviordevelopmentsolutions.com

Behavior Development Solutions provides training products, services, and tools for behavior analysts and technicians. Our data-driven CBA Learning Module Series is the premier BCBA/BCaBA exam prep resource and curriculum supplement. Our RBT Exam Prep course contributes to a deeper understanding of ABA while preparing for exam success. We also offer engaging online CE courses and a bookstore with over 150 titles tailored for professionals.

Behavior Frontiers, LLC Premier Exhibitor



Booth Number: 308 18726 S Western Ave., Ste. 405 Gardena, CA 90248 US info@behaviorfrontiers.com http://www.behaviorfrontiers.com

Behavior Frontiers

Behavior Frontiers offers solutions to help children with autism and other special needs reach their potential using our state-of-the-art ABA training and treatment programs. Our training program helps professionals and parents effectively use research-based ABA methods. Our treatment program is delivered by knowledgeable and highly-trained clinical staff members using accurate, results-driven methods to improve the quality of life for children and families.

Behavior University

Booth Number: 537 848 N. Rainbow Blvd. #3177 Las Vegas, NV 89148 US info@behavioruniversity.com http://www.behavioruniversity.com

Behavior University is an online training platform that provides university-quality education at an affordable price. Founded by two doctoral-level BCBAs with combined 18 years of experience in higher education, Behavior University specializes in affordable (\$99) RBT training, as well as live and ondemand CEUs for BCBAs and BCaBAs (ACE provider # OP-16-2658).

Beyond Boundaries	Booth Number: 402
	1400 Old Country Rd.
	Westbury, NY 11590 US
	jeancastelli@mg-aba.com
	https://www.bevondboundaries.com

Beyond Boundaries offers a full range of services to support individuals and families affected by developmental disabilities. Specializing in behavior analytic services, as well as a wide variety of therapeutic supports, offering evaluations and services in the home, at school and in our centerbased locations. Beyond Boundaries brings together highly qualified teams of professionals that work diligently to help individuals with autism and other special needs, from birth to adulthood. We focus on establishing a strong understanding of the individuals strengths, weaknesses, and interests and teach them skills that lead to greater independence and an enhanced quality of life.

Bierman ABA Autism Center

Booth Number: 639 1025 E. 54th St. Indianapolis, IN 46220 US t.babcock@biermanaba.com http://www.biermanaba.com

Our goal is to fuse science and learning to accelerate progress and transform lives. We were established in 2006 with a simple focus on providing excellent therapy for children with autism and building a unique and fun environment for team members and children to thrive.

Booth Number: 405 1935 Dominion Way, Ste. 203 Colorado Springs, CO 80918 US eric@blinksession.com https://blinksession.com/

Blink Session began with a question: How do you do therapy online? Online behavioral therapy brings unique challenges and you need a tool built with those challenges in mind. Blink Session is the HIPPAA-compliant teletherapy platform built from the ground up for online therapy. More than just video conferencing, Blink is an all-inclusive platform to create interactive online therapy sessions and manage your teletherapy practice.

Breakthrough Behavior

Premier Exhibitor

BREAKTHROUGH

Booth Number: 205 8701 Maitland Summit Blvd. Orlando, FL 32810 info@breakthroughbehavior.com https://www.breakthroughbehavior.com

Breakthrough Behavior was found to improve the quality and efficacy of behavior intervention services in home, clinic, and community. It is our mission to provide a high-level of comprehensive and effective intervention services to children and families affected with autism. We focus on research-based interventions and family involvement to produce best possible treatment outcomes.

Butterfly Effects

Booth Number: 225 500 Fairway Dr., Ste. 102 Deerfield Beach, FL 33441 1817 US steve.woolf@butterflyeffects.com http://butterflyeffects.com/

Butterfly Effects is a nationwide provider of ABA-based treatment to children and families affected by ASD. The company implements home and clinic ABA informed treatments supported by health-care providers, public schools, and municipal contracts. Butterfly Effects conducts ABA-related trainings, provides professional staff development, conducts applied research, and exhibits a family-centric approach to treatment.

Cairn University

Booth Number: 518 200 Manor Ave. Langhorne, PA 19047 US admissions@cairn.edu https://cairn.edu/academics/education/

Cairn University is a biblical university located in suburban Philadelphia. Cairn's MA in applied behavior analysis is an online program designed for students seeking to become a well-trained board certified behavior analyst through an efficient and high-quality program. This biblically centered program equips professionals with teaching and intervention skills based on ABA principles.

Caldwell University	Booth Number: 515
•	120 Bloomfield Ave.
	Caldwell, NJ 07006 US
	lziegert@caldwell.edu
	https://www.caldwell.edu

Caldwell University is a private, Catholic coed 4-year university with a strong liberal arts core curriculum that enhances critical thinking and analytical reasoning. Caldwell offers 25 plus undergraduate and 30 plus graduate programs, including doctoral, master's, certificate and certification programs, as well as online and distance learning options that prepare students for today's global marketplace. The university has 15 NCAA Division II athletic teams and numerous clubs, fraternities, sororities and activities on a beautiful 70-acre campus located in the suburbs of Caldwell, New Jersey. Caldwell was founded by the Sisters of Saint Dominic of Caldwell. Its core values of respect, integrity, community and excellence influence academic and campus life.

Capella University

Booth Number: 326 225 South 6th St., 9th Floor Minneapolis, MN 55402 info@capella.edu https://www.capella.edu/

Capella University allows you to start and grow your career within the field of behavior analysis. With flexible, professionally aligned, accredited degree programs, Capella offers online learning in the field ranging from a bachelor's degree all the way to a Ph.D. Over 200 healthcare employers partner with Capella to develop critical talent of working adults.

Booth Number: 525 1575 Allouez Ave. Green Bay, WI 54311 sjackson@caravelautism.com http://www.caravelautism.com

Caravel Autism Health specializes in the evaluation, diagnosis and treatment of children on the autism spectrum. Caravel offers research-based programs using the principles of applied behavior analysis, helping children living with autism reshape their development and embrace new ways of interacting with the world. Caravel operates 21 locations across Illinois, Wisconsin, Minnesota, Washington, and Idaho, providing individualized treatment programs designed to help children develop skills, create connections and build confidence.

Center for Autism and Related Disorders, Inc. Premier Exhibitor

CARD CENTER FOR AUTISM 5 RELATED DISORDERS Booth Number: 300 21600 Oxnard St., Ste. 1800 Woodland Hills, CA 91367 US scho2@centerforautism.com https://www.centerforautism.com

The Center for Autism and Related Disorders (CARD) is among the world's largest and most experienced organizations effectively treating children with autism and related disorders. With U.S. and international reach, CARD touches the lives of hundreds of children and their families. Through a network of trained therapists, supervisors, and researchers we develop and implement quality, comprehensive, and personalized treatment programs that lead to success.

Centria Autism Premier Exhibitor



Booth Number: 547 41521 W. 11 Mile Rd. Novi, MI 48375 US info@centriahealthcare.com http://www.centriaautism.com

Centria Healthcare is a leading provider of home-based catastrophic injury and rehabilitation care, private duty nursing, supportive living services, and is the largest provider of applied behavior analysis therapy for children with autism across the state of Michigan.

Chicago School of Professional Psychology, The Premier Exhibitor



Booth Number: 207 325 N. Wells St., #400 Chicago, IL 60654 US mfields@thechicagoschool.edu http://www.thechicagoschool.edu

The Chicago School of Professional Psychology is a not-for-profit, regionally accredited institution with over 4,300 students at campuses across the country (Chicago, southern California, Washington DC, and online). The Chicago School has been an innovator in the field of psychology and related behavioral science since 1979. The Chicago School offers over 20 degree programs, including graduate certificate, MS, and Ph.D. programs in applied behavior analysis.

CodeMetro

Booth Number: 636

1333 S. Mayflower Ave., Ste. 350 Monrovia, CA 91016 US salesandmarketing@codemetro.com http://www.codemetro.com

CodeMetro offers comprehensive business solutions focused on the special needs industry. Our professional products and service offerings have become a foundation for ABA providers, physical therapists, speech-language pathologists, occupational therapists and more who are seeking efficient, streamlined business practices. CodeMetro seamlessly integrates scheduling, billing, field operations, and your front office to maximize time and efficiency.

Compass ABA Services

Booth Number: 501 3040 Avemore Square Place Charlottesville, VA 22911 US ebebber@compassva.com https://www.compassva.com

Compass provides home-based applied behavior analysis services to children and their families throughout Virginia. Our personalized approach offers integrated treatment that promotes sustainable gains. We are passionate about improving client health and maintaining a positive culture of integrity. Our staff receives expansive opportunities for development and professional advancement across Virginia.

Booth Number: 324 26 Park Place Paramus, NJ 07652 US vlowy@cbsupports.org https://cbsupports.org

Comprehensive Behavior Supports (CBS) was created to provide newer, more effective developmental therapies to children with autism and related disabilities. CBS propelled solely by the possibilities of child improvement and life enhancement. Stop by our booth and enroll as a parent or provider.

Continuum Behavioral Health

Booth Number: 204 1651 Old Meadow Rd., Ste. 600 McLean, VA 22102 US mrose@continuumgroup.net https://www.behavioralhealthservices.net

Here at Continuum Behavioral Health we provide services in the home, school, clinic, and community settings. We work with a variety of individuals with learning differences and behavior related disorders. Services we provide include behavior reduction, parent and staffing training, IEP development, contractual services to public and private schools, applied behavior analysis program evaluations, consulting, and development and instruction with an emphasis on verbal behavior.

Data Makes the Difference, LLC

Booth Number: 519 17 Greystone Dr. Mountain Top, PA 18707 US steve@vbmappapp.com http://www.vbmappapp.com

Providers of the electronic version of the UB-MAPP assessment and the *Essential For Living* assessment and curriculum.

DataFinch Technologies Premier Exhibitor



Booth Number: 126 & 128 53 Perimeter Center E. Atlanta, GA 30346 US info@datafinch.com http://www.datafinch.com

DataFinch Technologies is a software company with a mission to provide the most comprehensive and state-of-the-art technological solutions for behavior analysts working with special needs communities. Our flagship product, CATALYST, is the premier and most robust electronic data collection system available to ABA professionals. Catalyst data collection now integrates with three certified practice management partners: AccuPoint, CodeMetro, and WebABA to provide an all-in-one experience that seamlessly links data collection, authorization tracking, scheduling, session notes, and billing.

Different Roads to Learning

Booth Number: 608 121 W. 27th St., Ste. 1003B New York, NY 10001 tatum@difflearn.com https://www.difflearn.com

Different Roads to Learning is your one-stop shop for autism spectrum resources and teaching materials! With over 600 products, our carefully curated product line supports the social, academic and communicative development of children on the autism spectrum through applied behavior analysis and verbal behavior interventions.

Dominion Youth Services

Booth Number: 506 1640 E. Parham Rd. Richmond, VA 23228 US kira.austin@dominionyouthservices.com www.dominionyouthservices.com

Dominion Youth Services is a premier provider in which our passionate and innovative team delivers sustainable, quality, whole person care through a full continuum of therapeutic services to empower individuals in development of the skills necessary for success. We provide a broad array of services including ABA, counseling, community mental health services, private day schools, and waiver supports.

Booth Number: 637 1570 E. 17th St. Santa Ana, CA 92705 US cory.johnson@essc.org http://easterseals.com/southerncal

Easterseals offers indispensable resources to individuals and families living with a disability. Our best in class, inclusive services are provided through a network of 73 local Easterseals in communities nationwide, along with four international partners in Australia, Mexico, Puerto Rico and Canada. Easterseals offers hundreds of home and community based services and supports—categorized into five distinct support areas: Live, Learn, Work, Play and Act. Easterseals Southern California is the largest non-profit provider of ABA-based autism services in California, supporting over 5000 families in the region. Join our growing team!

Endicott College

Booth Number: 508 376 Hale St. Beverly, MA 01915 US apenaloz@endicott.edu https://www.endicott.com

The programs in ABA at Van Loan School at Endicott College include master's degrees in ABA and in autism and ABA, and a Ph.D. program in ABA. The programs are offered entirely online, and students are welcomed from all corners of the United States and the world. Small class sizes and a personalized approach are hallmark characteristics of the program.

Evergreen Center Premier Exhibitor



Booth Number: 209 345 Fortune Blvd. Milford, MA 01757 1723 US bliu-constant@evergreenctr.org https://www.evergreenctr.org

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 Autism Center/Fusion

Booth Number: 306 175 Middle St. Lake Mary, FL 32746 US hgorman@flautism.com https://www.flautism.com/

Florida Autism Center (FAC) provides treatment based on the basic principles of applied behavior analysis, and has a specific focus on early intensive behavioral intervention, verbal behavior, and social skills. Our experienced BCBA's and RBT's will design and oversee a program that involves the child's skills, needs, deficits, interests, as well as family preferences. These are all used to determine treatment goals for the individual in different skill areas—everything from daily living skills to communication and language. Parent involvement is an integral component of our services to promote a successful transition of the skills learned in our center-based model to the home and community. Fusion Autism Center (FAC) provides treatment based on the basic principles of applied behavior analysis, and has a specific focus on early intensive behavioral intervention, verbal behavior, and social skills. Our experienced BCBA's and RBT's will design and oversee a program that involves the child's skills, needs, deficits, interests, as well as family preferences. These are all used to determine treatment goals for the individual in different skill areas—everything from daily living skills to communication and language. Parent involvement is an integral component of our services to promote a successful transition of the skills learned in our center-based model to the set a still design and oversee a program that involves the child's skills, needs, deficits, interests, as well as family preferences. These are all used to determine treatment goals for the individual in different skill areas—everything from daily living skills to communication and language. Parent involvement is an integral component of our services to promote a successful transition of the skills learned in our center-based model to the home and community.

Florida Institute of Technology

Booth Number: 206 150 W University Blvd., Ste. 101 Melbourne, FL 32901 US sayers@fit.edu http://aba.fit.edu

Do you want to assist in helping people learn new behaviors? Become a part of the solution in improving people's lives by becoming a behavior analyst. The Department of Continuing Education at Florida Tech can provide you with the necessary training conveniently and economically. We provide high quality online coursework for certification, as well as the continuing education courses needed to maintain that certification.



Booth Number: 214 1663 Mission St., Ste. 400 San Francisco, CA 94103 US careers@gatewaylg.com http://www.gatewaylg.com

At Gateway Learning Group we cultivate learning, language, behavior, and social skills for individuals with autism and other special needs. Using the principles of applied behavior analysis, we design and implement an individualized program for each client based on his or her needs and interests.

Grupo Conduzir

Booth Number: 418 Av Antonio Artioli, 570 Campinas, Sao Paulo 13049253 BR comercial@grupoconduzir.com.br https://www.grupoconduzir.com.br

Grupo Conduzir is the largest ABA clinic in Brazil, providing intensive therapy for people of all ages, starting at the age of one, diagnosed with autism and related disorders. Our work is based on the principles of applied behavior analysis, providing behavior modification, language development, social skills and self-help, to foster competency in the individual's ability to increase their independency and quality of life.

Hi-5 ABA, Inc.

Premier Éxhibitor



Booth Number: 500 6802 Grays Mill Rd. Warrenton, VA 20187 US tim.maddox@abcbehavior.org https://www.hi5aba.com

Hi-5 ABA, Inc. helps BCBAs start their own practice by providing the necessary administrative services, allowing the BCBA can focus on the clinical side. Our services include incorporation, billing, credentialing, payroll, cash-flow assistance, tech recruiting, financial reports, and more.

How to ABA

Booth Number: 113 10 Erica Ave. Toronto, ON M3H 3H2 CA info@howtoaba.com https://www.howtoaba.com

"How to ABA" is a website that provides practical resources to ABA professionals. Our membership community, The Bx Resource, provides community, support, program downloads, and CE to our members.

Invo HealthCare--Autism Home Support Premier Exhibitor

Home

Sunnort

Services

o Company



Booth Number: 301 & 303 1781 Kendarbren Dr. Jameson, PA 18929 US agroves@invo-progressus.com http://www.invo-progressus.com

Autism Home Support Services is now part of Invo Healthcare! We are a leading provider of ethical, evidence-based behavior and therapy services. Our community of BCBAs, BCBA-Ds, and RBTs create measurable differences in children's overall development and long-term success. Our outcomes-focused, multi-disciplinary approach includes skill development, behavior shaping, and school consulting in home, center, community and school settings. Come grow with us!

Irabina Autism Services

Booth Number: 313 193 Bayswater Rd. Bayswater, VIC 3165 AU humanresources@irabina.com http://www.irabina.com

Irabina Autism Services specializes in delivering programs for children and adolescents diagnosed with an autism spectrum disorder and their families. We are the largest autism-specific service provider in Australia and have been providing services for almost 50 years. We work alongside families to provide autism education and skills to assist the children and parents on their journey.

Booth Number: 642 11614 Seven Locks Rd. Rockville, MC 20854 US acuster@ivymount.org http://www.ivymount.org

lvymount provides nationally recognized services for people with autism and special needs along with their families. Our school and outreach programs strive to support children and young adults achieve their highest level of development. Ivymount School is a nonpublic, special education program serving students from the DC metropolitan area. Recreational, educational, and therapeutic programs, along with training and consultation are offered through our Outreach Programs.

Judge Rotenberg Educational Center Premier Exhibitor



Booth Number: 527 250 Turnpike St Canton, MA 02021 2359 US jrc@judgerc.org https://www.judgerc.org

Judge Rotenberg Educational Center, Inc. is a special needs school. The Judge Rotenberg Center (JRC) is a special needs day, respite, and residential school located in Canton, Massachusetts licensed to service ages 5-adult. Since 1971, JRC has provided effective education and treatment to both emotionally disturbed students with conduct, behavior, emotional, and/or psychiatric problems and developmentally delayed students with autistic-like behaviors.

Juvo Autism + Behavioral Health Services

Booth Number: 408 1 University Plaza Dr., Ste. 500 Hackensack, NJ 07601 US tanya.scott@juvobh.com www.juvobh.com

Juvo is a leading provider of behavioral health services for individuals with autism and other special needs, their families, and the surrounding community. For over a decade, our values guide us to provide high quality evidence-based, individualized support at home, in schools, and in other community settings. Juvo currently serves communities in California, Massachusetts, and Connecticut with our team of over 50 BCBAs.

Kadiant Premier Exhibitor



Booth Number: 543 155 Grand Ave., Ste. 500 Oakland, CA 94612 sheila.parmar@kadiant.com www.kadiant.com

Built on the foundation of decades of experience, Kadiant aspires to provide the highest-quality applied behavior analysis therapy and related critical services nation-wide to individuals diagnosed with an autism spectrum disorder.

Key Autism ServicesBooth Number: 413475 Oberlin Ave., Ste. 6Lakewood, NJ 08701 USjulie.laforge@keyautismservices.comhttps://www.keyautismservices.com/careers/

Key Autism Services provides ABA therapy services to bring about meaningful and positive change to individuals diagnosed with ASD. Our mission is to give our clients the ability to unlock their potential. We provide individuals with autism the opportunity to learn, socialize, grow, and have fun. Key uses evidence-based ABA treatments to increase socially significant behavior. We are experienced professionals committed to making a positive impact in our client's lives.

Learning Tree, Inc., The

Booth Number: 107 5459 Able Ct. Mobile, AL 36693 US tatkins@learning-tree.org http://www.learning-tree.org

The Learning Tree, Inc. serves children with intellectual disabilities and autism. More than 700 children are served each year primarily from across Alabama and the southeastern region of the country. Programs include early intervention, residential, educational, and consultation services. Current program locations for these services are located in Birmingham, Anniston, Jacksonville, Auburn, Tallassee, and Mobile. In 2018, Growing Independence Behavioral Services, outpatient clinics for applied behavior analysis (ABA) services, opened in Birmingham, Anniston, Montgomery, and Mobile.

Booth Number: 217 106 Brookhollow Dr. Downington, PA 19335 US george@linkeresources.com http://www.linkeresources.com

Linke Resources is a professional search firm focused on behavioral health and other human servicesbased organizations. Drawing from our collective experience in behavioral health, intellectual disabilities, autism, and other developmental disabilities, Linke Resources has the unique ability to identify local, regional, and national candidates to advance your mission and complement your organizational culture and needs. Linke Resources solves recruitment needs at all levels of your organization.

Liri Therapy	Booth Number: 417
	1290 Kifer Rd., Ste 301
	Sunnyvale, CA 94086 US
	sr@liricare.com
	https://www.liricare.com

Liri Therapy connects hard to find skills in the special needs industry to parents, school districts, and staffing companies.

Marcus Autism Center

Booth Number: 607 1920 Briarcliff Rd. Atlanta, GA 30329 US careers@choa.org https://www.marcus.org

The Language and Learning Clinic (LLC) at the Marcus Autism Center serves children diagnosed with autism spectrum disorder who are exhibiting significant language and social communication delays. The goal for each child admitted to the LLC is to acquire the critical skills they need in order to thrive in a less intensive setting.

Mary Baldwin University

Booth Number: 414 318 Prospect St. Staunton, VA 24401 US rpotter@marybaldwin.edu https://marybaldwin.edu/academics/aba/

Mary Baldwin University (MBU) empowers tomorrow's leaders to pursue lives of purpose and professional success. MBU offers several ABA program options with Verified Course Sequences; all options are available 100% online: bachelor's in autism studies and ABA, undergraduate minor in ABA, master of science in ABA, post-graduate course sequences for BCBA and BCaBA (*5th Edition Task List*).

May Institute, Inc., The

Booth Number: 219 & 221 41 Pacella Park Dr. Randolph, MA 02368 1755 US kleahy@mayinstitute.org https://www.mayinstitute.org/

May Institute is a nonprofit organization providing educational, rehabilitative, and behavioral healthcare services to individuals with autism spectrum disorders and other developmental and intellectual disabilities, brain injury, and behavioral health needs.

Measure Practice Management	Booth Number: 514 14251 Danielson St. Poway, CA 92064 US raj@measurepm.com https://www.measurepm.com
	mups.//www.measurepm.com

Measure Practice Management is the newest, innovative applied behavior management software that provides complete business solution for practice management, data collection, and revenue cycle management.

Melmark Inc. Premier Exhibitor Melmark

Mission First, Every Individual, Every Da

Booth Number: 526 2600 Wayland Rd. Berwyn, PA 19312 2307 US cwheeler@melmarkne.org http://www.melmarkne.org/

Melmark provides services to children and adults with autism spectrum disorders in a clinically proficient environment of warmth, care, and respect. Our goal is to help each individual served have a meaningful life and attain the highest possible level of personal growth and achievement. With our students and adults, we strive to teach functional vocational skills that will lead to a lifetime of meaningful employment after they graduate from our school program. Melmark is committed to working with families and referral sources from throughout the country and the world. We offer two distinct program sites: Melmark, Berwyn, PA and Melmark New England, Andover, MA.

Motivity.net

Booth Number: 502 4009 Black Point Rd. Honolulu, HI 96816 US rex@motivity.net http://www.motivity.net

Funded by \$5M in grants from the National Institute of Health, Motivity.net is an evidence-based tool being developed for BCBAs who are struggling with the limitations of existing systems. The key difference in Motivity's approach is a simple but powerful modeling tool that lets you tell the system exactly how you want your programs to work.

Munchables	Booth Number: 401 1960 Delanice Way Nanoose Bay, British Columbia V9P 9B3 CA sales@munchables.ca https://www.munchables.ca
	http://www.inditofidbiod.ou

Munchables chewable jewelry diverts chewing from fingers, clothing, pencils and more. Kids love our chews because they are discreet and stylish. Munchables engage interest and provide a focal point which can assist with regulating attention and concentration.

National Institute for Direct Instruction

Booth Number: 416 805 Lincoln St. Eugene, OR 97401 2810 US bwickman@nifdi.org https://www.nifdi.org/

The National Institute for Direct Instruction is your source for all things related to Direct Instruction (DI). We provide training, implementation support and conduct, and disseminate research on DI. This summer we will be holding major DI trainings 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.

National University	Booth Number: 105 11355 North Torrey Pines Rd. La Jolla. CA 92037 US
	xflores@nu.edu www.nu.edu

National University is a San Diego -based nonprofit founded in 1971 by retired U.S. Navy Captain Dave Chigos. As the largest private nonprofit university in San Diego, our mission is to provide accessible, achievable, higher education to adult learners. Today, we educate students across the United States and from 65 countries, offering over 100 on-campus and online programs through our unique four-week class format.

New England Center for Children, The	Booth Number: 212
Premier Exhibitor	33 Turnpike Rd.
The New England Center for Children*	Southborough, MA 01772 2108 US Ischnaible@necc.org
Autism Education and Research	https://www.necc.org/

The New England Center for Children (NECC®), is the global leader in providing effective, evidencebased educational services to children with autism, relying on the science of applied behavior analysis to help children with autism reach their greatest potential. NECC is also at the forefront of conducting research to further the understanding and treatment of autism and related disabilities. Since its founding in 1975, NECC has transformed the lives of children with autism worldwide through education, research, and technology. Through its education centers, partner classroom programs, consulting services, and state-of-the-art software system known as the Autism Curriculum Encyclopedia application, NECC serves over 3,000 children across the globe. New Horizons Professional ABA Services, Inc.



Booth Number: 503

500 W. Jubal Early Dr., Ste. 210 Winchester, VA 22601 US n.vanzandt@newhorizonsaba.com/ https://newhorizonsaba.com/

The mission of New Horizons Professional ABA Services Inc. is to create a positive difference and significantly improve the quality of life of individuals with Autism and other developmental disorders by providing effective ABA therapy (behavior therapy). We provide in home services, clinic based services and social skills groups.

Nova Southeastern University/ Mailman Segal Center for Human Development	Booth Number: 415 3301 College Ave. Davie, FL 33314 7721 US doold1@nova.edu
	https://msc.nova.edu

Nova Southeastern University (NSU) is the largest not-for-profit private university in Florida, with regional campuses in Fort Lauderdale-Davie (main), Fort Myers, Jacksonville, Miami, Miramar, Orlando, Palm Beach, Tampa, and San Juan, Puerto Rico, and with programs online. NSU offers numerous undergraduate, master's, and doctoral programs related to autism and applied behavior analysis. NSU also offers services to individuals with autism including a preschool and a college program. Learn more at www.nova.edu/humandevelopment.

Pass the BIG ABA Exam Booth Number: 539 11333 Moorpark St., #441 Studio City, CA 91602 US info@passthebigabaexam.com http://www.passthebigabaexam.com

PASStheBIGABAExam is a BCBA/BCaBA exam preparation company designed to bridge the gap between the ABA coursework and what is practically needed to pass the BIG exam. We offer workshops, video/audios, mock exams, and a comprehensive study manual. Our pass rate is 83% for first time test takers and 76% for exam re-takers. Our products are comprehensive, multi-modal, and effective for all types of learners.

Patrick McGreevy, Ph.D., P.A. and Associates	Booth Numb
	4767 New B
	Orlando El

Booth Number: 517 4767 New Broad St. Orlando, FL 32814 6405 US pmcg@me.com http://essentialforliving.com

We distribute *Essential for Living*, a functional skills curriculum, assessment, and professional practitioners' handbook for use with children and adults with moderate to severe disabilities. This instrument is based on B. F. Skinner's analysis of verbal behavior.

Plutus Health Inc	Booth Number: 404 4835 Lyndon B. Johnson Fwy., Ste. 515
	Dallas, TX 75244 thomas@plutushealthinc.com https://www.plutushealthinc.com
	prove provide a second

Plutus Health, Inc. (formerly HealthPay, Inc.) is a leading Healthcare Revenue Cycle Management organization with a global footprint based out of Dallas, TX. Plutus Health provides Coding, Billing and Insurance AR collections, while addressing some of the major challenges for ABA organizations with a combination of services by industry experts and the use of advanced technologies such as machine learning and robotic process automation.

Portia ABA Clinic Software

Booth Number: 101 50 Steacie Dr. Kanata, ON K2K 2A9 CA info@portiapro.com http://www.portiainternational.com

VirtualClinicPro and PortiaPro is a data collection and learning management software portfolio for behavior analysts, clinics, and school districts. Designed by behavior analysts, session data is captured on a mobile device (iPod, iPad, Android tablet). VirtualClinicPro is a turnkey solution: You can completely customize it around existing practices. The product provides fully customizable forms, programming, and curriculum—complete with full teaching procedures, individual and group sessions, team meetings, and more! Record prompt levels, task analysis, ABC data, activities, attendees, and so on. It can manage various permission access levels and allows integration with your Box.com account for HIPAA compliant document storage and sharing. Our Restful API can talk to your third-party insurance billing provider.

Positive Behavior Supports Corporation

Premier Exhibitor



Booth Number: 127 7108 S Kanner Hwy. Stuart, FL 34997 US druff@teampbs.com https://www.teampbs.com/

Positive Behavior Supports Corporation (PBS Corp.) is the premier provider in delivering in-home ABA services. Our staff works in dynamic family environments to develop behavior programs in real world settings that focus on improving quality of life. PBS Corp. provides a great team of leaders, peers, and direct support staff, along with many opportunities for professional growth, as our employees are encouraged and supported in achieving their career goals.

Professional Crisis Management Association, Inc.	Booth Number: 521
. , , , , , , , , , , , , , , , , , , ,	10269 NW 46th St.
	Sunrise, FL 33351 7963 US
	carter@pcma.com
	https://www.pcma.com

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

Proud Moments ABA

Premier Exhibitor



Booth Number: 224 & 226 1449 37th St., Ste. 218 Brooklyn, NY 11218 US info@proudmomentsaba.com http://www.proudmomentsaba.com

Proud Moments is a growing behavioral health agency offering ABA services for children diagnosed with autism spectrum disorder. We currently service NYC, Long Island, New Jersey, Syracuse, and the DC/ Maryland area. We offer expert treatment, innovative techniques, and compassionate client-centered care. Looking for BCBAs and RBTs to design individualized treatment programs to improve social functional communication and adaptive learning skills.

Qualified Applied Behavior Analysis Credentaling Board Booth Number: 520 7545 Irvine Center Dr., Ste. 200 Irvine, CA 92618 US hbenincosa@qababoard.com http://www.qababoard.com

The Qualified Applied Behavior Analysis (QABA®) Credentialing Board® was established to meet the needs of individuals providing behavior health treatment. The QABA Credentialing Board® oversees the Applied Behavior Analysis Technician® (ABAT®) certification examination for entry level behavior technicians, which is accredited through the American National Standards Institute. The QABA Credentialing Board® offers a midlevel supervisor known as the Qualified Autism Services Practitioner® (QASP-S®) certification examination.

Quality Behavior Solutions, Inc.

Booth Number: 327 49 Plains St., Ste. 200 North Attleboro, MA 02760 US info@dpscompanies.com https://www.qbscompanies.com

Quality Behavior Solutions, Inc. (QBS)—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 behavioral interventions and supports. QBS trains staff in evidence-based practices toward the prevention, minimization, and management of behavioral challenges. QBS offers a variety of other behaviorally based training and consulting.

Simmons University, Department of Behavior Analysis

Booth Number: 601 300 The Fenway Boston, MA 02115 US patricia.flaherty@simmons.edu http://www.simmons.edu/programs/gradstudies

At Simmons University, our behavior analysis programs prepare students for leadership roles in the implementation, evaluation, and administration of applied behavior analysis principles and methods. Our innovative curriculum emphasizes contemporary research and the fusion of behavior analysis with other scientific fields. We offer on-campus MS, Ed.S., and Ph.D. degree programs, as well as an online MS degree.

Booth Number: 203 20335 Ventura Blvd, Ste 225 Woodland Hills, CA 91364 US a.bekerian@skillsglobal.com https://www.skillsforautism.com

Skills® is a one-stop resource for creating and implementing comprehensive, tailored treatment plans for children and adolescents with autism spectrum disorder (ASD). With wide-ranging assessment tools, customizable research-based lessons, and detailed progress tracking reports, Skills® allows clinicians, teachers and parents to apply scientifically-proven treatments and interventions, measure their effectiveness, and help children with ASD reach their fullest potential.

Strategies, Inc.

Premier Exhibitor



Booth Number: 621 414 Light Street Baltimore, MD 21202 cherylreiser5399@gmail.com https://www.strategiesincaba.com

Strategies, Inc. Behavior Analysis is the fastest growing ABA company in Maryland and Florida. We offer highly competitive pay, medical, dental, vision, disability, and PTO. We are hiring BCBAs, BCaBAs, and RBTs throughout the state. Strategies, Inc. puts people first, from our superstar staff to each and every kiddo and family we serve. Visit our table today! Sign-on bonus for BCBAs!

StudyNotesABA

Booth Number: 109 6723 Hyacinth Ln. Dallas, TX 75252 US liat@studynotesaba.com https://www.studynotesaba.com

StudyNotesABA is an ABA test prep company that has a different approach for studying for the big exam. Often known for their bright, colorful, and memorable notes; they teach the science we all love through relatable, unfiltered, and hilarious explanations. SNABA BCBAs are highly accessible to students. If you're tired of learning ABA principles through wordy, terminology filled explanations, this test prep is for you.

The Perfect Child

Booth Number: 606 1255 E 31st St. Brooklyn, NY 11210 US info@tpcaba.com https://www.tpcaba.com

Our mission at The Perfect Child is to experience the joy of putting a smile on our perfect children. We provide quality individualized applied behavior analysis services to families affected by a diagnosis of autism spectrum disorder and other developmental delays. At The Perfect Child, every child receives individualized and direct one-on-one therapy to ensure his or her goals are met. Our therapists work exclusively with children, and our focus is to incorporate and train with methods and practices tailored to helping children succeed. At The Perfect Child, the goal is to help our children become self-sufficient and productive in their environments, while growing in their independence. We value the dreams parents have for their children, and it is our mission to guide and support families and educators to make them a reality!

Theralytics, LLC

Booth Number: 420 340 S. Lemon Ave., Ste. 4458 Walnut, CA 91789 US Ihaq@theralytics.net https://www.theralytics.net

Theralytics is a robust, user-friendly and affordable practice management software application designed for ABA and other healthcare practices. We provide a HIPAA compliant platform for billing, scheduling, payroll, document storage, and business analysis reporting. We also offer custom software development options to create individualized practice management applications.

Therapy and Beyond *Premier Exhibitor*



Booth Number: 426 6065 S. Quebec, Ste. 100 Englewood, CO 80111 US michelle.doan@myteachme.com http://www.therapyandbeyond.com/

Therapy and Beyond provides intensive, 1:1 ABA and speech therapy for individuals with autism and other developmental disabilities both in-home and in-clinic. Our individualized programs encourage family involvement and are designed on the principles of applied behavior analysis and Skinner's analysis of verbal behavior to focus on major areas of development including behavior, language, social, academic, and self-help.

Booth Number: 533 620 8th Ave., 38th Floor New York, NY 10018 US founders@threadlearning.com http://www.threadlearning.com

Thread Learning is an innovative data collection, analysis, and coordinated care platform for educators, behavior analysts, and administrators. Thread saves time and money, while allowing educators to involve parents and drastically improve education for students! Thread Learning is powerfully built for the classroom setting, but simple to use for instructors of all skill levels. Try our free (or premium) app today!

Total ABA Software

Booth Number: 632 43200 Business Park Dr., #107 Temecula, CA 92590 US Sales@inviscidsoftware.com https://totalaba.com/

TotalABA, a division of Inviscid Software, is secure, HIPAA compliant, and the only ABA software provider using the Salesforce.com platform to enable ABA, speech, and occupational therapists as well as other medical and behavioral health clinics to improve the quality of service delivery, while saving time and money. TotalABA is a fully-integrated system that includes practice management, scheduling, payroll, clinical reporting and data collection, billing options, and a parent portal. TotalABA is focused on improving productivity and the quality of lives.

Trumpet Behavioral Health





Booth Number: 312 390 Union Blvd., Ste. 300 Lakewood, CO 80228 6514 US info@tbh.com http://www.tbh.com

Trumpet Behavioral Health is a leading, national autism treatment provider that helps children with Autism Spectrum Disorder, Social Communication Disorders and other developmental delays reach their full potential. The Trumpet family is comprised of compassionate and experienced BCBAs, BCaBAs and RBT professionals who provide comprehensive autism therapy services utilizing applied behavior analysis.

University of California, Santa Barbara Extension/PaCE Booth Number: 635 2160 Kerr Hall Santa Barbara, CA 93106 US sofiamuller@ucsb.edu https://professional.ucsb.edu

University of California, Santa Barbara's flexible online ABA program is perfect for working professionals who are looking to pursue a career in the field of applied behavior analysis. Our highly qualified instructors are committed and dedicated to helping each student grasp and understand the key concepts for each course. Are you ready to join our exciting program to launch your new career? For more information visit us!

University of Auckland

Booth Number: 507 Symonds St. Auckland, N/A 1010 NZ kj.phillips@auckland.ac.nz https://www.auckland.ac.nz

The University of Auckland's ABA program is based in beautiful New Zealand. It was the first to non-US program to become a VCS and provides training for people seeking to become psychologists and BCBAs. Its staff are actively involved in research and community outreach projects that work with adults and children with dementia, ASD, intellectual disabilities, brain injury, feeding issues, and conduct disorders.

University of Southern California

Booth Number: 512 SGM 501 Los Angeles, CA 90089 US vp34798@usc.edu https://dornsife.usc.edu/aba/

The mission of the University of Southern California Master of Science in Applied Behavior Analysis Program is to train students to become scientist-practitioners who are leaders in providing treatment that improves the quality of life for individuals with autism and other populations benefiting from behavioral services. The program is approved by the BACB™ and is based on classic behavioral knowledge, as well as cutting edge research.

Booth Number: 208 11000 University Pkwy. Pensacola, FL 32514 US aba@uwf.edu http://uwf.edu/aba

The Office of Applied Behavior Analysis at the University of West Florida offers a BACB verified course sequence that prepares students for BCBA or BCaBA certification. We offer a 100% online master's degree in exceptional student education with specialization in ABA that includes all BCBA coursework. We offer mobile-friendly CEUs in collaboration with the Cambridge Center for Behavioral Studies.

Verbal Beginnings



verbal beginnings Booth Number: 227 7090 Samuel Morse Dr., Ste. 100 Columbia, MD 21046 US diana@verbalbeginnings.com https://www.verbalbeginnings.com

Verbal Beginnings is an organization that changes lives—one child at a time and one professional at a time. With a heavy focus on employee growth and development, Verbal Beginnings delivers nationally accredited center and in-home therapy. Our close network of BCBAs provide a supportive environment for new and seasoned BCBAs to continue their journey in the world of ABA.

WebABA

Booth Number: 634

21100 Superior St. Los Angeles, CA 91311 US ccalderon@amviksolutions.com https://webaba.com/

WebABA's practice management software allows ABA providers to easily manage insurance billing, insurance credentialing, workforce scheduling, online timesheet submission, payroll generation, and HR and client documents. Our tools focus on helping ABA providers manage their business quickly and effectively so they can spend more time with their clients. We're here to make sure we give the very best, every time to our providers and the community they serve.

Index of Advertisements

ACE®	Outside Back Cover
Beacon ABA Services	Inside Back Cover
Compass	
Evergreen Center	Inside Front Cover
May Institute	
Melmark	27
Munchables	
New Harbinger Publications	14
University of California, Santa Barara	75

46th Annual Convention Restaurant Guide

Resaurant	Туре	Phone	Wednesday May 20	Thursday May 21	Friday May 22
		In the Mari	riott Marquis		
Anthem	American	202-824-9386	6:30am-2pm	6:30am-2pm	6:30am-2pm
The Dignitary	American	202-824-9200	5pm-12am	5pm-12am	5pm-12am
High Velocity Sports Bar	American	202-824-9200	11am-12am	11am-12am	11am-12am
Lobby Bar	American	202-824-9200	n/a	n/a	n/a
Starbucks	Coffee Shop	202-824-9200	n/a	n/a	n/a
Fresh Bites	American	202-824-9200	n/a	n/a	n/a
	With	in Walking Di	stance (5-mir	nutes)	
Brasserie Beck	Belgian	202-408-1717	11:30am-12am	11:30am-12am	11:30am-1am
Bolt Burger	Hamburger	202-320-9200	11am-8pm	11am-8pm	11am-8pm
Corduroy	American	202-589-0699	5:30pm-10:30pm	5:30pm-10:30pm	5:30pm-10:30pm
Sakina Halal Grill	Pakistani	202-637-9770	11am-9:40pm	11am-9:40pm	11am-10:30pm
The Capital Burger	Hamburger	202-638-0414	11am-10pm	11am-10pm	11am-11pm
City Tap House	American	202-733-5333	11am-1:30am	11am-1:30am	11am-2:30am
Sfoglina Downtown	Italian	202-525-1402	11:30am-10pm	11:30am-10pm	11:30am-10pm
El Rinconcito Café	Salvadoran	202-789-4110	10am-11pm	10am-11pm	10am-12am
Unconventional Diner	Diner	202-847-0122	9a-2:30p, 5-10p	9a-2:30p, 5-10p	9a-2:30p, 5-10:30p
	Withi	n Walking Dis	stance (10-mi	nutes)	
PAUL	Fast Food	202-682-5830	6am-6pm	6am-6pm	6am-6pm
Shouk	Israeli	202-652-1464	11am-10pm	11am-10pm	11am-10pm
Sweetgreen	Salads	202-289-4674	10:30am-10pm	10:30am-10pm	10:30am-10pm
Mandu	Korean	202-289-6899	11am-10pm	11am-10pm	11am-11pm
Busboys and Poets	American	202-789-2227	7am-11pm	7am-11pm	7am-12am
Silo	American	202-290-2233	4pm-1am	4pm-1am	4pm-2am
Farmers & Distillers	American	202-464-3001	7am-11pm	7am-11pm	7am-12am
Nando's Peri-Peri	South African	202-898-1225	11am-10pm	11am-10pm	11am-11pm
Momiji	Japanese	202-408-8110	11am-10pm	11am-10pm	11am-11pm
Cuba Libre			11.00	11:30am-11pm	11:30am-3am
Restaurant	Cuban	202-408-1600	11:30am-11pm	r noodin r ipin	i noodin odin
	Cuban Sandwich	202-408-1600 202-842-4865	7am-10pm	7am-10pm	7am-10pm
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Subway Saints Paradise	Sandwich	202-842-4865	7am-10pm	7am-10pm	7am-10pm
Restaurant Subway Saints Paradise Cafeteria Tiger Fork Espita	Sandwich Soul Food	202-842-4865 202-789-2289	7am-10pm 7am-5pm	7am-10pm 7am-5pm	7am-10pm 7am-7pm
Subway Saints Paradise Cafeteria Tiger Fork	Sandwich Soul Food Chinese	202-842-4865 202-789-2289 202-733-1152	7am-10pm7am-5pm5pm-12am	7am-10pm 7am-5pm 5pm-12am	7am-10pm 7am-7pm 5pm-12am
Subway Saints Paradise Cafeteria Tiger Fork Espita	Sandwich Soul Food Chinese Mexican	202-842-4865 202-789-2289 202-733-1152 202-621-9695	7am-10pm 7am-5pm 5pm-12am 11am-12am	7am-10pm 7am-5pm 5pm-12am 11am-12am	7am-10pm 7am-7pm 5pm-12am 11am-2am

46th Annual Convention Restaurant Guide

Resaurant	Туре	Phone	Monday May 25	Sunday May 24	Saturday May 23
1		iott Marquis		- 9	- , -
Anthem	American	202-824-9386	6:30am-2pm	6:30am-2pm	6:30am-2pm
The Dignitary	American	202-824-9200	5pm-12am	5pm-12am	5pm-12am
High Velocity Sports Bar	American	202-824-9200	11am-12am	11am-12am	11am-12am
Lobby Bar	American	202-824-9200	n/a	n/a	n/a
Starbucks	Coffee Shop	202-824-9200	n/a	n/a	n/a
Fresh Bites	American	202-824-9200	n/a	n/a	n/a
	nutes)	tance (5-mi	Walking Dis	Within	
Brasserie Beck	Belgian	202-408-1717	11:30am-12am	11:30am-12am	11:30am-1am
Bolt Burger	Hamburger	202-320-9200	11am-8pm	Closed	11am-8pm
Corduroy	American	202-589-0699	5:30pm-10:30pm	Closed	5:30pm-10:30pm
Sakina Halal Grill	Pakistani	202-637-9770	11am-9:40pm	11am-9:40pm	11am-10:30pm
The Capital Burger	Hamburger	202-638-0414	11am-10pm	11am-10pm	11am-11pm
City Tap House	American	202-733-5333	11am-12am	11am-12am	11am-2:30am
Sfoglina Downtown	Italian	202-525-1402	11:30am-9pm	5pm-9pm	5pm-10pm
El Rinconcito Café	Salvadoran	202-789-4110	10am-11pm	10am-11pm	10am-12am
Unconventional Diner	Diner	202-847-0122	9a-2:30p, 5-10p	9am-2:30pm	9a-2:30p, 5-10:30p
	nutes)	tance (10-m	Walking Dis	Within	
PAUL	Fast Food	202-682-5830	6am-6pm	7am-4pm	7am-4pm
Shouk	Israeli	202-652-1464	11am-10pm	11am-10pm	11am-10pm
Sweetgreen	Salads	202-289-4674	10:30am-10pm	10:30am-10pm	10:30am-10pm
Mandu	Korean	202-289-6899	11am-10pm	11am-10pm	11am-11pm
Busboys and Poets	American	202-789-2227	7am-11pm	8am-11pm	7am-12am
Silo	American	202-290-2233	4pm-1am	4pm-1am	11am-12am
Farmers & Distillers	American	202-464-3001	7am-10pm	8:45am-12am	8:45am-12am
Nando's Peri-Peri	South African	202-898-1225	11am-10pm	11am-10pm	11am-11pm
Momiji	Japanese	202-408-8110	11am-10pm	2pm-10pm	11am-11pm
Cuba Libre Restaurant	Cuban	202-408-1600	11:30am-10pm	11:30am-9pm	11:30am-3am
Subway	Sandwich	202-842-4865	7am-10pm	9am-9pm	8am-10pm
Saints Paradise Cafeteria	Soul Food	202-789-2289	7am-5pm	8am-6pm	8am-6pm
Tiger Fork	Chinese	202-733-1152	5pm-10pm	11a-2:30p, 5-10p	11a-2:30p, 5p-12a
Espita	Mexican	202-621-9695	11am-12am	10:30am-10pm	10:30am-2am
Supra	Georgian	202-789-1205	5pm-10pm	10am-10pm	10am-11pm
Momofuku CCDC	Asian	202-602-1832	11:30a-3p, 5-10p	11a-3p, 5p-10p	11a-3p, 5p-11p
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Thursday, May 21: Marriott Marquis, Independence DE

11:30 am–1:00 pm	Registration
1:00 pm	Christopher A. Podlesnik (Auburn University) President's Introduction
1:15 pm	Jonathan E. Friedel (National Institute for Occupational Safety and Health) Discrete Choice Experiments: Modeling Choice of Aggregated Groups
1:55 pm	Danielle M. Dick (Virginia Commonwealth University) How Novel Quantitative Analyses Can Advance Our Ability to Identify and Understand Genetic Influences on Behavior
2:35 pm–2:50 pm	Break and refreshments
2:50 pm	Caitlin A. Orsini (University of Texas at Austin) Hormonal Regulation of Cost/Benefit Decision Making in Male and Female Rats
3:30 pm	Rogelio Escobar (National Autonomous University of Mexico) <i>Creating and Improving Behavioral Research Equipment: The Maker Movement in</i> <i>the Operant Laboratory</i>
4:10 pm–4:25 pm	Break and refreshments
4:25 pm	Daniel Bennett (Princeton University) Mood, Attention, and Reinforcement Learning in Psychiatric Illness
5:05 pm	Derek D. Reed (University of Kansas) The Behavioral Economics of Simulated Purchasing: Validity, Utility, and Prospects for Translation
7:00 pm—9:30 pm	First poster session and cash bar: Monument, Marriott Marquis
Friday May 22: Ma	arriott Marquis, Independence DE
7:45 am–9:00 am	Registration, coffee, and pastries
9:00 am	Wojciech Białaszek (SWPS University of Social Sciences and Humanities) Effort Discounting: Recent Advances and Remaining Challenges

- 9:40 am Sarah Cowie (The University of Auckland) Choosing a Future From a Murky Past
- 10:20 am–10:35 am Break and refreshments
- **10:35 am** Impact of Prior Cocaine Self-Administration on Behavior and Neural Firing During Manipulation of Reward Size and Delay
- 11:15 am Wayne W. Fisher (Rutgers University) Using Quantitative Models to Promote Rapid, Generalized, and Durable Decreases in Destructive Behavior in Children With Autism
- 11:55 am–1:30 pm Lunch
- 1:30 pm Ian Krajbich (The Ohio State University) Decomposing Preferences With the Drift Diffusion Model
- 2:10 pm Yogita Chudasama (National Institute of Mental Health) Functional Neuroanatomy of Frontal-Temporal Circuits in Executive-Emotional Behavior
- 2:50 pm—3:10 pm
 Break and refreshments

 3:10 pm
 Mikhail N. Koffarnus (University of Kentucky) Much Ado About Zeros: Recent Thoughts on Demand Analyses

3:50 pm	The Tony Nevin Invited Student Presentation Series
4:30 pm	Awards and Closing Remarks
4:35 pm	Business meeting
7:00 pm—9:30 pm	Second Poster Session & Cash Bar: Monument, Marriott Marquis

Saturday, May 23: Marriott Marquis, Independence DE

JQAB Invited	l Preeminent Tutorials: From Basics to Contemporary Paradigms
10:00 am	Ellie Kazemi (California State University, Northridge); chaired by David Roth How Advanced Computer-Technology Can Advance Research and Practice in Behavior Analysis
12:00 pm	William W. Stoops, University of Kentucky); chaired by Derek D. Reed Back to the Lab: Human Behavioral Pharmacology Methods, Outcomes and Meanings
3:00 pm	J. J. McDowell (Emory University); chaired by M. Jackson Marr Creating Artificial Organisms: Animated by a Selectionist Theory of Adaptive Behavior Dynamics
4:00 am	Brian D. Greer (Rutgers University); chaired by Timothy A. Shahan Using Quantitative Theories of Relapse to Improve Functional Communication Training



For more information, visit sqab.org or contact Suzanne Mitchell, SQAB Program Chair, at mitchesu@ohsu.edu or Todd McKerchar, SQAB Tutorial Coordinator, tmckerchar@jsu.edu.

SQAB was founded in 1978 by M. L. Commons and J. A. Nevin to present symposia and publish material that bring a quantitative analysis to bear on the understanding of behavior. SQAB proceedings focus on the development and use of mathematical formulations to characterize one or more dimensions of an obtained data set, derive predictions to be compared with data, and generate novel data analyses.

Membership is \$20 and includes one month of free electronic access to the special issue of *Behavioural Processes*, containing the proceedings of last year's SQAB meeting, beginning on the date of our conference. Conference registration is \$25 for students, \$75 for post-docs and \$100 for Faculty/ Professional not falling into another category: https:// www.sqab.org/Registration.html

SQAB Invited Preeminent Tutorials are recorded and made available on iTunes and YouTube: youtube. com/c/SocietyfortheQuantitativeAnalysesofBehavior.

Library of Congress, Jefferson Building, 1897

SCHEDULE OVERVIEW Pre-Convention Workshops

46th annual convention WASHINGTON Thursday, may 21 DC 20 20

Marriott Marquis; Thursday, May 21

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Marriott Marquis; Thursday, May 21

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Know a Child Who Chews? Munchables are the *solution*

Say goodbye to torn shirts and bitten nails with Munchables. Our chewies provide children with a stylish, discreet piece of jewelry that kids can feel comfortable wearing at school or at home. Munchables also help children filter out extra sensory information in their environment and narrow focus.

Munchables chewable jewelry can be "used to replace inappropriate chewing behaviour (i.e. chewing on fingernails, pencils or clothing) and to provide potential regulating effects for the sensory system, reducing fidgeting and promoting alertness, attention and focus."



Canadian Association of Occupational Therapists Review (2019)

www.munchables.ca

Workshop #1

4:00 pm-7:00 pm AUT CE Instructor: Catherine Russo, M.S.

Incorporating Apps into Effective Behavioral Programming in Applied Settings CATHERINE RUSSO (Advances Learning Center;

LEARN Behavioral) and MELISSA CLARK and GINETTE WILSON BISHOP (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 anyone currently using applications in the field or wishing to use them in the future.

Level: Intermediate

Workshop #2

CE: BACB

4:00 pm-7:00 pm AUT CE Instructor: Erick M. Dubuque, Ph.D.

Creating Professional Graphs in Microsoft Excel ERICK M. DUBUQUE (University of Louisville)

Audience: This intermediate workshop is appropriate for pre-professionals, students, or behavior analysts who are unfamiliar or uncomfortable with generating their own graphical displays in Microsoft Excel for PC or Mac. The content is especially useful for any attendee interested in generating graphical displays for publication, professional reports, or presentations.

Level: Intermediate

Workshop #3

CE: PSY

CE: BACB: Ethics

4:00 pm-7:00 pm AUT CE Instructor: Cheryl B. McNeil, Ph.D.

Parent-Child Interaction Therapy for Children on the Autism Spectrum

CHERYL B. MCNEIL, CHRISTOPHER OWEN, COREY LIENEMAN, and ROBIN HAN (West Virginia University)

Audience: This workshop is targeted for junior BCBAs. BCBAs. and BCBA-Ds.

Level: Intermediate

Workshop #4

4:00 pm-7:00 pm AUT CE Instructor: Catherine Horton, M.S.

Ethical Considerations: What Every Behavior Analyst Should Know About Augmentative and Alternative Communication Decision-Making CATHERINE HORTON (Pyramid Educational Consultants, Inc.)

CE: BACB Audience: This workshop will be presented by a dually certified speech language pathologist and board certified behavior analyst. Content will be of particular relevance to behavior analysts and other team members working with learners who utilize AAC systems.

Level: Intermediate

Workshop #5

CE: PSY/BACB; Ethics

4:00 pm-7:00 pm AUT

CE Instructor: David A. Celiberti, Ph.D.

Standing up for Science: Ethical Challenges and Opportunities for Behavior Analysts Working in the Autism Community

DAVID A. CELIBERTI (Association for Science in Autism Treatment) and ERIN S. LEIF (Monash University)

Audience: The workshop level is intermediate, but would be suitable for behavior analytic teaching faculty, BCBAs involved in supervision and consultation, as well as BCBAs working with multidisciplinary teams.

Level: Intermediate

Workshop #6

CE: BACB; Ethics

4:00 pm-7:00 pm AUT CE Instructor: Benjamin N. Witts, Ph.D.

The Right to Effective Treatment: Understanding and Incorporating the Scientific Literature in Your Practice

BENJAMIN N. WITTS (St. Cloud State University)

Audience: Suitable for clinic directors, employees, and graduate students.

Level: Intermediate

Workshop #7

CE: BACB

4:00 pm-7:00 pm AUT CE Instructor: Christina Barosky, M.A.

Using Assessments Systematic Programming to Increase Joint Attention Skills

CHRISTINA BAROSKY (Bierman ABA; Simmons University) and CHRISTINA GALLAGHER (Bierman ABA)

Audience: Designed for practitioners who are looking to learn how to assess joint attention skills and use their assessment to start to design a variety of programs to teach joint attention. Introduction to breaking down the skill of joint attention into smaller pieces.

Level: Basic

Workshop #8

4:00 pm-7:00 pm AUT CE Instructor: Sara Gershfeld Litvak, M.A.

ABA Billing Codes Commission Presents: Is That Billable? Understanding How to Bill Ethically and Effectively

JULIE KORNACK (Center for Autism and Related Disorders), BRYCE MILER (Trumpet Behavioral Health), and SARA GERSHFELD LITVAK (Behavioral Health Center of Excellence)

Audience: The target audience is behavior analysts and others who use the adaptive behavior codes to bill for ABA-based programs and those professionals who bill ABA on behalf of behavior analysts.

Level: Intermediate

Workshop #9 CE: PSY/BACB/QABA/NASP

4:00 pm-7:00 pm AUT CE Instructor: Alonzo Alfredo Andrews, M.A.

Referent-Based Verbal Behavior Instruction

ALONZO ALFREDO ANDREWS (The University of Texas at San Antonio) and LEE L. MASON (Cook Children's Health Caré System; Texas Christian University)

Audience: This workshop is geared toward board certified behavior analysts, board certified assistant behavior analysts, registered behavior technicians, special education teachers, school psychologists, speech language pathologists, and other professionals who provide direct services to strengthen the language of children with autism.

Level: Basic

Workshop #10

CE: PSY/BACB

4:00 pm-7:00 pm AUT

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

Strategies for Rapidly Assessing Skills and **Developing Comprehensive, Prioritized** Intervention Plans for Individuals With Autism Based on Developmental Patterns of Typically **Developing Children**

JAMES W. PARTINGTON (Behavior Analysts, Inc.)

Audience: This workshop is designed at an intermediate level for board certified behavior analysts who have had some experience assessing skills and implementing teaching strategies who now wish to further develop their ability to quickly assess the skills and develop effective educational programs for children with a diagnosis of an autism spectrum disorder.

Level: Intermediate

4:00 pm-7:00 pm AUT

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

Toilet Training for Individuals With Autism and **Developmental Disabilities: Assessment to** Treatment—Day to Night FRANK R. CICERO (Seton Hall University)

Audience: The workshop content will be at the intermediate level. Basic principles and procedures of applied behavior analysis will be described related to how they can be used in toilet training interventions; however, the workshop is not designed to teach these basic principles and procedures for people who are unfamiliar with ABA.

Level: Intermediate

Workshop #12

CE: BACB; Ethics

4:00 pm-7:00 pm AUT CE Instructor: Adrienne Hursh, M.A.

Working Together Effectively Through Interdisciplinary Collaboration

FUMI HORNER (Behavioral Perspective Applied Behavior Analysis; The Chicago School, Chicago) and ADRIENNE HURSH (Pyles and Associates)

Audience: The target audience for this workshop are any professionals that work with clients, including graduate students, BCBAs, and other professionals.

Level: Basic

Workshop #13

CE: BACB, Supervision

4:00 pm-7:00 pm AUT CE Instructor: Joanne Sgambati, Ph.D.

Conducting and Supervising Functional Behavior Assessment and Functional Analysis Across Environments

ERIN SPARACIO-ARCHIBALD, JILLIAN BRACCOLINO, JOANNE SGAMBATI, JAMES CORRIGAN, and KATHLEEN ROTAN (Eden II; Genesis Programs)

Audience: Suitable for psychologists, special educators, social workers, speech pathologists, and behavior analysts.

Level: Intermediate

Workshop #14

CE: PSY/BACB

4:00 pm-7:00 pm AUT CE Instructor: Ivana Krstovska, Ph.D.

When Peek-a-Boo Fails: How to Teach Eye Gaze to Young Children With Autism IVANA KRSTOVSKA (Lehman College, City University of New York)

Audience: This workshop is developed for practitioners who work with young children diagnosed with autism spectrum disorders as direct service providers, supervisors, trainers, or consultants in the early intervention program and preschool special education facilities as well as those who provide applied behavior analytic homebased services

Level: Advanced

Workshop #15

CE: PSY/BACB: Ethics

4:00 pm-7:00 pm AUT CE Instructor: Eric V. Larsson, Ph.D.

Comprehensive Program Evaluation of Individualized Intensive Behavioral Intervention for Autism in the Lovaas Model ERIC V. LARSSON (Lovaas Institute Midwest;

University of Minnesota)

Audience: Suitable for advanced clinicians. administrators, and advocates.

Level: Advanced

Workshop #16

CE: BACB

4:00 pm-7:00 pm CBM CE Instructor: Richard Cook, M.D.

An Applied Behavioral Medicine Approach to Marital Behavior Change: Skip the Whining and Arguing and Focus Directly on Changing Behaviors RIČHAŘD COOK (Applied Behavior Medicine Associates of Hershev, PA)

Audience: Suitable for conference attendees who professionally conduct marriage counseling or marital and family therapy as well as those who are married or might become married and seek to establish desirable, healthy habits within marriage.

Level: Intermediate

Workshop #17

CE: BACB; Ethics Workshop #22

4:00 pm-7:00 pm CBM CE Instructor: Ashley N. Fiorilli, Ph.D.

The Ethics of Self-Care: A Workshop in Building Your Own Practice

ASHLEY N. FIORILLI (Animate Behavior)

Audience: This workshop is for all certified behavior analysts. A personal self-care routine or present moment practice is not required for attendance. This workshop is designed for behavior analysts who wish to increase a sense of work-life balance.

Level: Intermediate

Workshop #18

CE: PSY/BACB; Ethics

4:00 pm-7:00 pm CBM CE Instructor: Jeannie A. Golden, Ph.D.

Help for BCBAs With Challenging Ethical Dilemmas: Avoiding Multiple Relationships, Confidentiality, and Limits to Confidentiality JEANNIE A. GOLDEN (East Carolina University) Audience: Suitable for BCBAs, psychologists, social workers, guidance counselors, teachers, and administrators.

Level: Intermediate

Workshop #20

CE: BACB

4:00 pm-7:00 pm CBM CE Instructor: Andrew W. Gardner, Ph.D.

Empirically Supported Behavioral Parent Training and Functional-Based Assessment and Treatment: Behavior Analysts Collaborating With Medical and Mental Health Professionals ANDREW W. GARDNER and CHELSEA E. CARR

(University of Arizona)

Audience: Suitable for junior BCBAs. BCBAs. BCBA-Ds, psychologists, school psychologists, social workers, and so on.

Level: Intermediate

Workshop #21

CE: BACB

4:00 pm-7:00 pm CSS

CE Instructor: Andrew John Houvouras, M.A.

Behavior Science and Sports: An Interactive Workshop on Applying Behavior Principles to the Behavior of Athletes and Coaches

ANDREW JOHN HOUVOURAS and JAIME RUS ALBA (Florida Institute of Technology, School of Behavior Analysis)

Audience: Graduate students, teachers, researchers and practitioners of behavior analysis are encouraged to attend.

Level: Advanced

CE: BACB; Ethics

4:00 pm-7:00 pm CSS

CE Instructor: Ann B Beirne, M.A.

Bevond the Black and White: Ethics in Human Services

ANN B. BEIRNE (Proud Moments)

Audience: Suitable for BCBAs and BCaBAs.

Level: Intermediate

Workshop #23

CE: BACB; Ethics

4:00 pm-7:00 pm DDA CE Instructor: Duncan Pritchard. Ph.D.

Behavioral Treatment of Sexual Offending DUNCAN PRITCHARD and HEATHER PENNEY (Aran Hall School)

Audience: Suitable for Behavior analysts who (a) work directly with sexual offenders with IDD and (b) behavior analysts who train and/or manage and supervise direct care staff supporting sexual offenders with IDD.

Level: Intermediate

4:00 pm-7:00 pm DDA CE Instructor: Yendri Diaz, M.A.

The Quality Behavior Analyst: A Systematic Approach to the Evaluation of Supervision YENDRI DIAZ (Skillometry Inc.) and JANET VASQUEZ (Precision Chi)

Audience: Suitable for BCBAs providing supervision in the field of applied behavior analysis and clinical directors or ABA company owners seeking a curriculum for assessing RBT staff performance.

Level: Intermediate

Workshop #25

CE: BACB; Supervision

CE: BACB

4:00 pm-7:00 pm EDC

CE Instructor: Jacquelyn M. MacDonald, Ph.D.

Employee of the Month, the Compliment Sandwich, and Mandatory Fun: What Works When Supervising Direct Service Staff

DIANA PARRY-CRUWYS and JACQUELYN M. MACDONALD (Regis College) and CATIA CIVIDINI-MOTTA (University of South Florida)

Audience: The level of the workshop is intermediate Audience: Suitable for BCBAs and BCaBAs. and it for supervisors of direct care staff.

Level: Intermediate

Workshop #26

4:00 pm-7:00 pm EDC CE Instructor: Amy Lynn Evans, M.Ed.

Getting Fluent With the Standard Celeration Chart: An Introduction to Precision Teaching AMY LYNN EVANS and SHELBY GUNDLING (CentralReach)

Audience: This workshop is designed for professionals looking to gain or review the basics of precision teaching. Anyone interested in foundational skills and concepts related to precision teaching, for the purpose of effective dissemination, engagement with the literature, or implementation of precision teaching into behavior analytic practice are welcome.

Level: Intermediate

Workshop #27 CE: BACB

4:00 pm-7:00 pm OBM CE Instructor: Jill Harper, Ph.D.

Training Supervisors as Researchers: The Scientist-Practitioner Model Meets Organizational Behavior Management

JILL HARPER, HELENA L. MAGUIRE, and SILVA **ORCHANIAN** (Melmark New England)

Audience: Material presented during this workshop is Level: Advanced would be appropriate for advanced master's students and those training in ABA and OBM programs, professionals within the field of ABA/OBM, middle management, as well as school leadership.

Level: Advanced

4:00 pm-7:00 pm OBM CE Instructor: Robbie Fattal, M.S.

An Exploration of Organizational Culture in ABA Service Delivery Settings ROBBIE FATTAL (Maraca Learning), Bryant

Silbaugh (The University of Texas at San Antonio), and KATHRYN FATTAL (Maraca Learning)

Audience: Leaders and business owners within autism service delivery settings. Both BCBA and non-BCBA leaders and owners are encouraged to participate.

Level: Intermediate

Workshop #29

CE: BACB

CE: BACB; Supervision

4:00 pm-7:00 pm PCH

CE Instructor: Bryant C. Silbaugh, Ph.D.

In Search of Metacontingencies

BRYANT C. SILBAUGH (The University of Texas at San Antonio)

Level: Basic

Workshop #30

4:00 pm-7:00 pm TBA

CE Instructor: Calandra E. Plattner, M.S.

Missing Pieces: Creating Successful Practitioners Through Comprehensive Supervision Practices CALANDRA E. PLATTNER (Endicott College) and SHANE T. SPIKER (Positive Behavior Supports, Corp.)

Audience: The intended audience includes students as well as early and middle career BCBAs.

Level: Intermediate

Workshop #31 **CE: BACB; Supervision**

4:00 pm-7:00 pm TBA CE Instructor: Michele R. Traub, Ph.D.

Practice What You Preach: Using Behavioral Principles to Design an Effective Supervisor-Supervisee Relationship

ASHLEY WARLING-SPIEGEL (Behavioral Health Division, Minnesota Department of Human Services) and MICHELE R. TRAUB (St. Cloud State University)

Audience: Suitable for BCBAs who supervise or want to supervise student-trainees, as well as BCaBAs and RBTs.

4:00 pm–7:00 pm TBA CE Instructor: Jaime Wedel, CAGS

Error Correction: What's Stimulus Control Got To Do With It?

JAIME WEDEL, ANNE OVERCASH, and ANDY BONDY (Pyramid Educational Consultants, Inc.)

Audience: Suitable for BCBAs, RBTs, teachers, and those with a background understanding of stimulus control will benefit by sharpening their own teaching skills as well as assisting others in developing effective lessons.

Level: Intermediate

Please check the ABAI app or our website (www.abainternational.org/events/annual/workshops.aspx) for updates on workshops, including cancellations and room listings.



Lincoln Memorial, 1922

CHEDULE OVERVIEW Pre-Convention Workshops Business Meetings Sessions



46th annual convention WASHINGTON DC 20 FRIDAY, MAY 22

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SUNDAY, FEBRUARY 28 WORKSHOPS Monday, March 1 – TUESDAY, MARCH 2 PROGRAM 8:00 am–11:00 am AUT

CE Instructor: Erica Jowett Hirst, Ph.D.

Clinical Decision Making for Skill-Acquisition Programs

ERICA JOWETT HIRST (The Chicago School of Professional Psychology, Dallas)

Audience: Suitable for behavior analysts and special education teachers.

Level: Intermediate

Workshop #34

CE: BACB L

8:00 am–11:00 am CBM

CE Instructor: Richard T Cook, M.D.

An Applied Behavioral Medicine Approach to Addiction Recovery and Reanimation: Techniques From Public Health and Behavior Analysis Emphasizing Antecedent State as Well as Consequence Management

RICHARD T. COOK (Applied Behavioral Medicine Associates of Hershey, PA; Ruth Pauline Cook Foundation) and MATTHEW GROSS (Shippensburg University)

Audience: This workshop will be useful for behavior analysts who are professional addiction clinicians, treat addiction in their practice, and family member addiction behavior analysts in general practice involved in community or police making.

Level: Intermediate

Workshop #35

CE: BACB

8:00 am-11:00 am EDC CE Instructor: P. Raymond Iosli

CE Instructor: P. Raymond Joslyn, Ph.D.

The Good Behavior Game: A Simple, Best-Practice Procedure for Transforming Class-Wide Student Behavior

P. RAYMOND JOSLYN (Utah State University)

Audience: This workshop is primarily intended for school-based practitioners (e.g., BCBAs, school psychologists), behavior support staff, and teachers (e.g., elementary, middle, high school, special education) who want to learn about evidence-based classroom behavior management.

Level: Intermediate

Workshop #36

CE: PSY/BACB/NASP

8:00 am–11:00 am EDC CE Instructor: Robert F. Putnam. Ph.D.

Improving Classroom Behavior Support Through Applied Behavior Analysis

ROBERT F. PUTNAM and ERIK MAKI (May Institute) and SACHA K. G. SHAW (Endicott College)

Audience: Suitable behavior analysts who consult to classrooms both in public school districts and/ or private schools who desire to develop their consultation skills to improve both instructional practices and/or on-task behavior of students.

Level: Intermediate

8:00 am-11:00 am EDC

CE Instructor: Robert C. Pennington, Ph.D.

Behaving Behavior Analytic When Working in Public Schools to Support Students With Severe Disabilities

ROBERT C. PENNINGTON (University of North Carolina-Charlotte)

Audience: Suitable for behavior analysts new to working in public school settings.

Level: Basic

Workshop #38

CE: BACB; Ethics

8:00 am-11:00 am TBA

CE Instructor: Richard Wayne Fugua, Ph.D.

Acting Out: Learning BACB Ethics and Problem-Solving Strategies Through Interactive Team-Based Learning

RICHARD WAYNE FUQUA (Western Michigan University)

Audience: This workshop is most appropriate for BCBAs, practitioners (including those without BCBA credentials) and graduate students with some level of familiarity with the BACB's Professional and Ethical Compliance Code. It will help to have some experience with the delivery or management of ABA services, but it is not necessary.

Level: Intermediate

Workshop #39

8:00 am-11:00 am VRB CE Instructor: Richard E. Laitinen, Ph.D.

Eyes, Ears, and Thoughts Up Front: Teaching Generative Attending Skills Across the Spectrum RICHARD E. LAITINEN (Personalized Accelerated Learning Systems), GLADYS WILLIAMS (CIEL, Spain), and SARA POLGAR (David Gregory School)

Audience: Suitable for intermediate-level learners.

Level: Intermediate

Workshop #40 CE: PSY/BACB/QABA/NASP;

Supervision

CE: BACB

8:00 am–3:00 pm AUT CE Instructor: Peter Sturmey, Ph.D.

Training Caregivers in Schools and Human Services: From Research to Practice PETER STURMEY (The Graduate Center and Queens College, City University of New York)

Audience: This intermediate workshop will be appropriate for advances graduate students, masters and doctoral level practitioners, program administrators, and faculty teaching classes in ABA.

Level: Intermediate

Workshop #41

8:00 am-3:00 pm AUT CE Instructor: Terence G. Blackwell, M.Ed.

The Private Practice Model: Including Leveraging Time With RBTs

TERENCE G. BLACKWELL (Chimes International Limited)

Audience: BCBAs, BCaBAs and BCBA-D, who are experienced in the field for at least 3 years and who are considering entering the business of delivery of ABA services will find value in attending.

Level: Intermediate

Workshop #42

CE: BACB

8:00 am-3:00 pm AUT

CE Instructor: Laura Squiccimara, M.S.

Facilitating Effective Behavior Analytic Social Skills Groups

LAURA SQUICCIMARA and JESSICA WENIG (Advances Learning Center; LEARN Behavioral)

Audience: Suitable for BCBAs who run or train staff to run social skills groups; public school ABA professionals whose students participate in group social skills support; teachers, SLPs, behavioral therapists, or other direct care staff who run social skills groups; and ABA professionals currently running social skills groups or wishing to run them in the future.

Level: Intermediate

Workshop #43

CE: BACB

CE: BACB

8:00 am-3:00 pm AUT

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

Exploring the Systematic Use of Self-Monitoring as a Behavioral Intervention: The Self & Match System KATHARINE M. CROCE (Self & Match) and JAMIE SIDEN SALTER (San Diego County Office of Education)

Audience: This workshop is designed for behavior analysts, consultants, school psychologists, autism specialists, special educators, teachers administrators, parents, and/or others who support individuals from pre-K to 21 in school, home, or clinic settings as well as adults that are interested in increasing appropriate behaviors. Great workshop for individuals and/or teams!

Level: Intermediate

Workshop #44

8:00 am-3:00 pm AUT

CE Instructor: Bobbie J Gallagher, Ph.D.

Assessment and Treatment of Anxiety and Trauma for Those on the Autism Spectrum

BOBBIE J. GALLAGHER (The Chicago School of Professional Psychology; Autism Center for Educational Services)

Level: Intermediate

Workshop #45

CE: PSY/BACB

8:00 am-3:00 pm AUT

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

Providing Sexual Education for Individuals With Autism Spectrum Disorder and Developmental Disabilities Through the Use of Behavior Analytic Assessment and Instruction FRANK R. CICERO (Seton Hall University) and

SORAH STEIN (Partnership for Behavior Change)

Audience: The current workshop content is geared toward intermediate and advanced behavior analysts who have a desire to learn how to apply behavioral principles and teaching methods to the topographies of sexual behavior and educators and related service professionals who have an advanced behavioral background and work with individuals with developmental issues that have needs in the area of sexual behavior.

Level: Intermediate

Workshop #46

CE: BACB; Supervision

8:00 am-3:00 pm CBM

CE Instructor: Teresa Camille Kolu, Ph.D.

Supervising Safely, Assessing Risks, and Expanding Our Functional Assessments in Trauma **Related Environments With Teams** TERESA CAMILLE KOLU (Cusp Emergence)

Audience: Advanced audience members, such as those who have been supervising board certified behavior analysts for at least 2 years, are appropriate.

Level: Advanced

Workshop #47 CE: PSY/BACB/NASP; Ethics

8:00 am-3:00 pm CBM

CE Instructor: Amanda Keating, Psy.D.

Using Adaptive Assessments Ethically in Behavior Analytic Practice

AMANDA KEATING (University of South Florida)

Audience: The target audience would be practitioners who are seeking training to evaluate the outcomes of such assessments when provided by others or to ethically administer the ABAS-3 or Vineland-3 to consumers following the workshop.

Level: Intermediate

Workshop #48	CE: PSY/BACB/NASP	Workshop #52	CE: BACB						
8:00 am–3:00 pm CSS CE Instructor: Dennis D. E	mbry, Ph.D.	8:00 am–3:00 pm EDC CE Instructor: Stephanie	M. Peterson, Ph.D.						
Delivering the PAX Good Clinical and Population-L DENNIS D. EMBRY (PAXIS FRUTH (Ohio Research So Audience: Suitable for app	evel Prevention Effects S Institute) and JASON lutions)	STEPHANIE M. PETERSC	g When Functional s Needed (West Virginia University); N, REBECCA RENEE						
working in schools, after-s centers, and congregate ca	school centers, autism	ELDRIDGE, and NICOLE HOLLINS (Western Michigan University); and LLOYD D. PETERSON (Compass: A positive Direction in Behavior Intervention)							
Level: Advanced	05 5405	Audience: Suitable for p BCBAs, who work or cor							
Workshop #49	CE: BACB	school settings.							
8:00 am–3:00 pm EAB EF Instructor: Cormon Luc	ione Coviene Dh D	Level: Intermediate							
CE Instructor: Carmen Luc	ano Sonano, Ph.D.	Workshop #53	CE: BACB/NASP; Ethics						
Behavior Analysis, Relati Acceptance and Commitn CARMEN LUCIANO SORIA Spain)	ient Therapy	8:00 am–3:00 pm EDC CE Instructor: Melissa L	. Olive, Ph.D.						
Audience: Basic and interi appropriate.	nediate level should be								
Level: Basic		LLC)							
Workshop #50	CE: PSY/BACB/NASP	Audience: Suitable for p supervisors of practicing school administrators.	practicing behavior analysts, g behavior analysts, and						
8:00 am–3:00 pm EDC CE Instructor: Jonathan W	einstein, Ph.D.	Level: Intermediate							
Two-for-One Teaching: A	Relational Frame	Workshop #54	CE: BACB; Ethics						
Theory Approach to Integ Learning Into Academic I JONATHAN WEINSTEIN (\ and LAUREN POROSOFF (nstruction /A Hudson Valley HCS)	8:00 am–3:00 pm EDC CE Instructor: Chardae F	Rigdon, M.S.						
Audience: This is a works teachers across the age sp	hop for classroom an from middle school to	Latency Based Function the General Education F CHARDAE RIGDON (Roo							
post-secondary education Level: Basic	al settings.	Audience: Intended for I educators.	BCBAs, BCaBAs, and						
		Level: Intermediate							
Workshop #51	CE: BACB	Workshop #55 C	CE: PSY/BACB; Supervision						
8:00 am–3:00 pm EDC CE Instructor: Edward J. D	alv. Ph D	8:00 am–3:00 pm OBM	<u> </u>						
Functional Assessment C		CE Instructor: Guy S. Br							
Schools EDWARD J. DALY (Univer		Engineering Schools an Client Success: Part 1 GUY S. BRUCE (Appealin	nd Clinics for Student and						
Audience: This workshop intermediate-level audience	e; that is, individuals	EDWARD M. FRAMER (I Inc.)	Health Fitness Corporation,						
who have skills in identify behavior, functional asses descriptive assessment, p and functional analysis), a how to apply them efficier way that meets the typical of school-based professio	sment (including reference assessment, nd who wish to learn tly in the schools in a concerns and priorities	Audience: Do you work as a program designer, staff trainer, supervisor, or director of an agency that provides services to clients with learning difficulties? Are you satisfied with your clients' progress? This workshop will teach you how to improve the performance of your organization so that every client will make efficient progress.							
Level: Intermediate		(W#55) and Part 2 (W#8	o register for both Part 1 84) of this workshop.						
		Level: Intermediate							

8:00 am–3:00 pm OBM CE Instructor: Becca Tagg, Psy.D.

Beyond Just Business: Developing Scorecard Systems to Increase Value-Driven Behaviors in Human Services

BECCA TAGG (Del Mar Center for Behavioral Health), SHANNON BIAGI (Chief Motivating Officers), and KAITLIN SHAFFER (Del Mar Center for Behavioral Health)

Audience: Suitable for intermediate BCBA business leaders and their core team members.

Level: Intermediate

Workshop #57

CE: BACB; Ethics

8:00 am–3:00 pm OBM CE Instructor: Natalie A. Parks, Ph.D.

Behavioral Leadership

NATALIE A. PARKS (Behavior Leader)

Audience: Intended for behavior analysts (BCBAs, BCBA-Ds, BCaBAs).

Level: Intermediate

Workshop #58 CE: BACB/PSY/QABA; Ethics

8:00 am–3:00 pm PCH CE Instructor: A. Charles Catania, Ph.D.

The Evolution of a Science: A Brief History of Behavior Analysis in the Twentieth Century A. CHARLES CATANIA (University of Maryland, Baltimore County)

Audience: The content should be of interest to all behavior analysts, and especially to those relatively new to the field. It should also be useful for those who teach either basic or applied courses or practica and who wish to enrich the discussion of our history and the origins of our behavioral tools and methods.

Level: Basic

Workshop #59 CE: BACB

8:00 am–3:00 pm PCH CE Instructor: Marc J. Lanovaz, Ph.D.

Introduction to Artificial Intelligence and Machine Learning for Behavior Analysts: A Hands-On Workshop

MARC J. LANOVAZ (Université de Montréal)

Audience: Intended for advanced graduate students, BCBAs, and BCBA-Ds.

Level: Intermediate

8:00 am–3:00 pm TBA

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

Teaching With PORTL

JESUS ROSALES-RUIZ (University of North Texas), MARY ELIZABETH HUNTER (Behavior Explorer), and CRYSTAL FERNANDEZ (University of North Texas)

Audience: This workshop is designed for anyone who is interested in teaching others about basic behavioral principles and who is interested in teaching others about how to design and implement teaching programs. University professors will find the material useful for their undergraduate and graduate behavior classes. BCBAs and licensed psychologists will find the material useful for training practitioners and therapists.

Level: Intermediate

Workshop #61

CE: BACB; Ethics

8:00 am–3:00 pm TBA CE Instructor: Karen R. Wagner, Ph.D.

Writing and Reviewing Ethical Intensive Behavior Programs

KAREN R. WAGNER (Behavior Services of Brevard, Inc.; TheBehaviorAnalyst.com)

Audience: This workshop is for experienced clinicians who are struggling with service provision for recipients with dangerous and challenging behavior, those BCBAs who are looking to refresh/ expand their own behavioral repertoires, and those who find themselves supervising pre-certificants and established staff who are writing behavior plans for this challenging population.

Level: Intermediate

Workshop #62

CE: BACB

8:00 am–3:00 pm VRB CE Instructor: Siri Ming, Ph.D.

Using Relational Frame Theory to Promote Generative Language

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

Audience: Suitable for behavior analysts charged with assessing and designing programming for teaching language in early intervention and early elementary level programs for children with autism.

Level: Intermediate

Workshop #63

CE: PSY/BACB

12:00 pm–3:00 pm AUT CE Instructor: Sarah B. Woldoff, Ph.D.

Executive Functioning and Autism: Applications Within Applied Behavior Analysis SARAH B. WOLDOFF (Arcadia University) Audience: The workshop would be beneficial to Pre-K through high school teachers, RBTs, BCABA's, BCBA's, and other community service providers.

Level: Intermediate

Workshop #64

12:00 pm-3:00 pm CSS

CE Instructor: Brian Conners, M.Ed.

Addressing Multicultural and Diversity Issues in Applied Behavior Analysis

SHAWN CAPELL (Covenant 15:16 LLC) and BRIAN CONNERS (Seton Hall University)

Audience: Intended for registered behavior technicians, board certified assistant behavior analysts, and board certified behavior analysts.

Level: Basic Workshop #65

CE: BACB

DE CE: BACB

12:00 pm–3:00 pm DDA CE Instructor: Tabitha Ramminger, M.S.

How Early and Periodic Screening, Diagnosis, and Treatment Helped Create an ABA Benefit and Support Clinicians in Wisconsin TABITHA RAMMINGER (Wisconsin Medicaid)

Audience: Intended for practicing clinicians who bill insurance, preferably those who serve Medicaid recipients in any state.

Level: Intermediate

Workshop #66

CE: BACB

12:00 pm–3:00 pm EDC CE Instructor: Sarah Weddle, Ph.D.

Introduction to Administration, Scoring, and Intervention Planning Using the Essential for Living SARAH WEDDLE and CHRISTINA DELAPP (May Institute)

Audience: Suitable for behavior analysts, educators, speech and language pathologists, and psychologists working with individuals with moderate to severe disabilities in schools, homes, residential programs, and adult day programs.

Level: Intermediate

Workshop #67

CE: BACB; Ethics

12:00 pm–3:00 pm EDC

CE Instructor: Thea H. Davis, M.S.

Dotting the I's and Crossing the T's: Documentation Compliance

THEA H. DAVIS (Autism Bridges; MassCAP), EILEEN MENDES (MassCAP), and BARBARA HUNT and CATHY J. BOOTH (Autism Bridges)

Audience: Intended for owners of ABA companies and BCBAs and clinicians providing adaptive behavior services as defined int the CPT Manual.

Level: Intermediate

Workshop #67A

4:00 pm-7:00 pm

4:00 pm-7:00 pm CBM

CE Instructor: Adrienne Hursh, M.A.

Working With Adults With Severe Problem Behavior: Ethical Considerations and Strategies ADRIENNE HURSH, DENNIS PALIWODA, and SHAI MAOR (Pyles and Associates)

Audience: The target audience for this workshop is anyone working with adults.

Level: Basic

Workshop #68

CE: BACB; Ethics

4:00 pm–7:00 pm AAB CE Instructor: Terri M. Bright, Ph.D.

If You Are a BCBA, Are You/Can You Become a Dog Trainer? Some Ethics and Some Steps in That Direction TERRI M. BRIGHT (MSPCA Angell)

Audience: This basic workshop is meant for those who find themselves in the company of dogs and who are tempted to train them and otherwise interact with them. Though participant's individual dogs' behaviors are not the target of the workshop, enough information will be disseminated so that participants can, perhaps, begin their dog-training at home, using the tenets of ABA and within the scope of the BACB Task List; they will be able to recognize the limits of their behavioral skills across species. Those who come into contact with dogs in the community or workplace and who are fearful or uncertain will be better equipped to act appropriately, be it to gain safety or to find referrals.

Level: Basic

Workshop #69 CE: BACB/QABA; Supervision

4:00 pm–7:00 pm AUT CE Instructor: Megan I

CE Instructor: Megan Miller, Ph.D.

Navigate Challenging Behavior Better: How to Supervise and Train Individuals to Comprehensively Address Challenging Behavior MEGAN MILLER (#dobetter Pod)

Audience: This workshop is intended for BCBAs with at least 2 years of experience and who are responsible for providing BACB fieldwork supervision.

Level: Intermediate

Workshop #70

CE: BACB; Supervision

4:00 pm–7:00 pm AUT

CE Instructor: Karen Nohelty, M.Ed.

Using Mentorship to Improve Retention and Decrease Burnout

KAREN NOHELTY, BEVERLY DOWNING, VERONICA HINOJOSA, and JULIE LEMON (Center for Autism and Related Disorders) Audience: The target audience for this workshop includes BCBAs who are supervising others, including those who have recently received their credential, are new to supervising others, and/or want to improve this skillset.

Level: Intermediate

Workshop #71

CE: BACB

4:00 pm–7:00 pm AUT CE Instructor: Nicole L. Bank, M.S.

Efficient Literature Searches Using Online Databases Available to You

NICOLE L. BANK (The PartnerShip, LLC; University of North Texas)

Audience: This workshop is appropriate for behavior analysts at all levels in their career.

Level: Basic Workshop #72

CE: BACB/QABA/NASP

4:00 pm–7:00 pm AUT CE Instructor: Nancy J. Champlin, M.A.

Teaching the Foundational Components of Pretend Play

NANCY J. CHAMPLIN and MELISSA SCHISSLER (ACI Learning Centers)

Audience: Suitable for board certified behavior analysts, board certified assistant behavior analysts, speech language pathologists, and special educators.

Level: Intermediate

Workshop #73

CE: BACB; Supervision

4:00 pm–7:00 pm AUT

CE Instructor: Laura Kenneally, Ed.D.

Efficient and Effective Supervision for Registered Behavior Technicians in Non-Clinical Settings: Challenges and Strategies

LAURA KENNEALLY (Advance Learning Center)

Audience: Suitable for BCBAs and special education teachers.

Level: Intermediate

Workshop #74

CE: PSY/BACB; Ethics Workshop #78

4:00 pm–7:00 pm BPN CE Instructor: John C. Neill, E

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

Behavior Analysis of Seizures JOHN C. NEILL (Long Island University)

Audience: Clinical behavior analysts and experimental analysts with an interest in learning effective methods for analyzing seizures and their immediate and long-term effects on intellectual functioning, everyday behavior, and behavior disorders.

Level: Intermediate

Workshop #75

4:00 pm-7:00 pm CBM CE Instructor: Bryant C. Silbaugh, Ph.D.

On the Use of the Evidence-Based Practice of Applied Behavior Analysis to Assess and Treat Pediatric Feeding Disorders

BRYANT C. SILBĂUGH (The University of Texas at San Antonio)

Audience: This workshop is intended for behavior analysts who lack experience and training in the assessment and treatment of pediatric feeding disorders and who seek to expand their scope of competence to include this specialization.

Level: Basic

Workshop #76

CE: PSY/BACB

4:00 pm-7:00 pm CBM

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

Assessment and Treatment of Children With Emotional and Behavioral Disorders: Broadening the Lens

JEANNIE A. GOLDEN (East Carolina University)

Audience: Suitable for participants can include BCBAs, teachers, psychologists, psychiatrists, administrators, nurses, counselors, and social workers.

Level: Intermediate

Workshop #77

CE: BACB; Ethics

4:00 pm-7:00 pm CBM

CE Instructor: Laurie Tarter, Psy.D.

Help Me Help You: Key Strategies for Developing Effective Parent Training Systems

LAURIE TARTER (EnCompass Behavioral Health), JANET VASQUEZ (Precision Chi), KARELIX ALICEA (Lotus Behavioral Interventions), and PIYAPORN MOUA (EnCompass Behavioral Health)

Audience: The workshop level is for an intermediate audience.

Level: Intermediate

CE: BACB

4:00 pm–7:00 pm CBM CE Instructor: Richard Cook, M.D.

Systematically Evaluating the Comprehensiveness of a Child's (an Adult's) Treatment Plan for Addressing Problems and Building Upon the Gifts of Attention Deficit Hyperactivity Disorder RICHARD COOK (Applied Behavior Medicine Associates of Hershey, PA)

Audience: Intended for attendees who treat/ address/have ADHD, or have a spouse, child, or patient who does.

Level: Intermediate

Workshop #79

4:00 pm-7:00 pm CSS

CE Instructor: Kate Elizabeth Harrison, M.Ed.

Balanced Behavior Analyst: The Personal and

Professional Balancing Act KATE ELIZABETH HARRISON (Brett DiNovi & Associates, BCBA) and REBECCA CORRELL (The Language and Behavior Center)

Audience: This workshop is for BCBAs, BCaBAs, and BCBA-Ds.

Level: Basic

Workshop #81

CE: BACB; Ethics

4:00 pm-7:00 pm CSS CE Instructor: Colleen Suzio, M.S.

Compassionate Collaboration Workshop

JESSICA ROHRER (Center for Children with Special Needs; Endicott College), KIMBERLY MARSHALL (Center for Independence; Endicott College), and COLLEEN SUZIO (Center for Children with Special Needs; Endicott College)

Audience: The target audience should include clinicians who are looking to further their knowledge and skill sets with compassionate collaborative care.

Level: Intermediate

Workshop #82

CE: PSY/BACB; Ethics

4:00 pm-7:00 pm DDA

CE Instructor: Nathan Blenkush, Ph.D.

Risk-Benefit Analysis of Treatments for Severe **Problem Behaviors**

NATHAN BLENKUSH and JASON CODERRE (Judge Rotenberg Center), DYLAN PALMER (Judge Rotenberg Educational Center; Simmons University), and JOSEPH TACOSIK (Judge Rotenberg Education Center)

Audience: Suitable for behavior analysts. psychologists, and other professionals who are often confronted with people who emit severe problem behaviors refractory to typical interventions.

Level: Advanced Workshop #83

CE: BACB; Ethics

4:00 pm-7:00 pm DDA

CE Instructor: Jill E. McGrale Maher, M.A.

Treating Compassionately With Sound Clinical Judgement

JILL E. MCGRALE MAHER (Massachusetts Preparatory Academy for Children), IAN MELTON Center), BRITANY MELTON (Endicott College; Logan Center), and COURTNEY MAHER (Michigan State University)

Audience: Target audience is intermediate to advanced and will be best suited for staff working directly with staff, families, and clients with ASD or DDA. Professionals responsible for designing staff training programs will benefit.

Level: Intermediate

4:00 pm-7:00 pm OBM

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

Engineering Schools and Clinics for Student and **Client Success: Part 2**

GUY S. BRUCE (Appealing Solutions, LLC) and EDWARD M. FRAMER (Health Fitness Corporation, Inc.)

Audience: Do you work as a program designer. staff trainer, supervisor, or director of an agency that provides services to clients with learning difficulties? Are you satisfied with your clients' progress? This workshop will teach you how to improve the performance of your organization so that every client will make efficient progress. Attendees are required to register for both Part 1 (W#55) and Part 2 (W#84) of this workshop.

Level: Intermediate

Workshop #85

4:00 pm-7:00 pm OBM

CE Instructor: Shawn P. Quigley, Ph.D.

Enhancing Organizational Training: A Review of Melmark's Training Program SHAWN P. QUIGLEY and JENNIFER RUANE

(Melmark) and JILL HARPER (Melmark New England)

Audience: Attendees should have a basic understanding of organizational behavior management (e.g., contingencies are selected at multiple levels) and training philosophies (e.g., performance-based training). Practitioners responsible for organizational training practices may benefit from this workshop.

Level: Intermediate

Workshop #86

DE CE: BACB; Ethics

4:00 pm-7:00 pm PCH

CE Instructor: William L. Holcomb, Ph.D.

Cultural Concerns in the Development of Professional Ethics for Behavior Analysts WILLIAM L. HOLCOMB (New England Center for Children)

Audience: Target audience is intermediate to advanced professionals involved with evaluation, treatment and monitoring of individuals diagnosed with autism and other developmental disabilities (Provides additional training for individuals with experience and training on the topic) at the post graduate training level. No one needs to be excluded.

Level: Advanced

CE: BACB

4:00 pm-7:00 pm TBA CE Instructor: Frances Nieves Serret, M.S.

Implementing Effective Competency-Based Parent

and Caregiver Training FRANCES NIEVES SERRET, CASEY KANE, GINETTE WILSON BISHOP, and KATHERINE A. JOHNSON (Advances Learning Center)

Audience: Suitable for BCBAs.

Level: Intermediate

Workshop #88 **CE: BACB: Supervision**

4:00 pm-7:00 pm TBA CE Instructor: Jeremy H. Greenberg, Ph.D.

Putting the SUPER in Supervision: Evidence **Based Strategies**

JEREMY H. GREENBERG (The Children's Institute of Hong Kong)

Audience: Supervisors of RBT, board certified assistant behavior analysts, board certified behavior analysts, or other practitioners or therapists working with students with special education needs will benefit from this workshop.

Level: Advanced

Workshop #89

CE: BACB: Supervision Level: Intermediate

4:00 pm-7:00 pm TBA

CE Instructor: Linda S. Heitzman-Powell. Ph.D.

OASIS-S: A Tool to Help Supervisors Meet the Ethical Obligations of Effective Supervision KATRINA OŠTMEYER-KOUNTZMAN (Behavioral Technologies Consulting Organization; Beyond the Individual, LLC) and LINDA S. HEITZMAN-POWELL (The University of Kansas Medical Center)

Audience: The target audience for this workshop is behavior analysts providing supervision to individuals pursuing the BCaBA. BCBA. or BCBA-D credentials.

Level: Advanced Workshop #90 CE: BACB 4:00 pm-7:00 pm

TBA CE Instructor: Jessica Foster Juanico, Ph.D.

Improving Public Speaking and Presentation Skills for Professional Behavior Analysts JESSICA FOSTER JUANICO (University of Kansas), MEGAN R. HEINICKE (California State University, Sacramento), and TYRA PAIGE SELLERS (Behavior Analyst Certification Board)

Audience: The target audience is BCBAs and BCBA-Ds who are interested in increasing their knowledge of public speaking practices and proficiency of their public speaking skills.

Level: Advanced

Workshop #91

4:00 pm-7:00 pm TBA

CE Instructor: Jacob Sadavoy, Ph.D.

Owning Your Competency: Parent and Caregiver Training and the Future of International Dissemination

JACOB SADAVOY (Global Autism Project) and KAREN CHUNG (Special Learning, Inc.)

Audience: Target audience includes those who currently or plan to supervise RBTs, BCaBAs, and those hoping to sit for the BCBA exam, including practicum supervisors and clinical directors.

Level: Intermediate

Workshop #92

CE: BACB; Supervision

4:00 pm-7:00 pm TBA CE Instructor: Yendri Diaz, M.A.

Simplivise: Training the Trainer to Simplify Training and Supervision Through the Use of Evidence-Based Strategies YENDRI DIAZ, MARIA BROWN, and ZUHE C. ARNESEN (Skillometry, Inc.)

Audience: The target audience is ABA clinical and training managers, supervisors, and BCBAs.

Workshop #93

CE: PSY/BACB

4:00 pm-7:00 pm VRB

CE Instructor: Olga Meleshkevich, Ph.D.

Teaching Multiply Controlled Verbal Behavior: Theory and Application

OLGA MELESHKEVICH (ABA Consulting; Simmons University) and JUDAH B. AXE (Simmons University)

Audience: Behavior analysts, speech-language pathologists, researchers, graduate students, and special education teachers will benefit from this workshop.

Level: Intermediate

Workshop #94

CE: BACB/PSY/QABA

4:00 pm-7:00 pm

VRB CE Instructor: Lee L Mason, Ph.D.

The Verbal Behavior SCoRE: Stimulus Control **Ratio Equation**

LEE L. MASON (Cook Children's Health Care System) and ALONZO ALFREDO ANDREWS (The University of Texas at San Antonio)

Audience: This workshop is geared toward board certified behavior analysts, board certified assistant behavior analysts, registered behavior technicians, special education teachers, school psychologists, speech language pathologists, and other professionals who provide direct services to strengthen the language of children with autism.

Level: Intermediate

4:00 pm–7:00 pm VRB CE Instructor: Megan Pyles, M.A.

Mand Training Across Motivating Operations and Generalization MEGAN PYLES (Pyles and Associates)

Audience: The target audience for this workshop is anyone working in the field of ABA using a verbal behavior approach to functional communication. Both direct line staff and supervisors can benefit from the information and activities.

Level: Basic

Please check the ABAI app or our website (www.abainternational.org/events/annual/workshops.aspx) for updates on workshops, including cancellations and room listings.

Friday, May 22

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#1 Noteworthy Activity

7:00 am-7:50 am

Walter E. Washington Convention Center, Level 3, South Pre-Function

Welcome to ABAI Yoga Session with the Health, Sport and Fitness SIG

Chair: Kate Elizabeth Harrison (Brett DiNovi & Associates, BCBA)

Mute the anticipations of the weekend (and your cell notifications!) and join us for a 50-minute flow aimed to support your contact with "the now." This balanced class begins with a gentle warm-up, transitions into active movement with your breath, and closes with a short savasana. All levels are welcome!

#2 Special Event

2:00 pm-5:00 pm

Marriott Marguis, Level M2, Marguis Ballroom 1/2

Closed Meeting: Affiliated Chapter Leadership Training Chair: Michael F. Dorsey (Amego, Inc.)

ABAI is pleased to offer a Leadership Training Session for officers of ABAI affiliated chapters for the purpose of providing strategies for guiding the growth of chapters and providing services to members and constituents. Although this training is free for up to three officers per chapter, advanced registration is required and attendance is by invitation only.

#3 Special Event

3:00 pm-6:00 pm Marriott Marguis, Level M2, Marguis Ballroom 3

Closed Meeting: Special Interest Group Leadership Training

Chair: Peter R. Killeen (Arizona State 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.

#4 Business Meeting

7:00 pm-7:50 pm Marriott Marguis, Level M4, Liberty I

A Meeting of the Canadian ABAI Chapters: Updates From Across the Country

Chair: Myra-Jade Lui (Quebec ABA)

There are currently six ABAI Affiliate Chapters operating out of Canada, representing a total of nine provinces. In May 2019, members from these chapters held a video-conference with the purpose of sharing information about each province's service delivery and funding options, as well as general information about the state of the field. This business meeting will be a continuation of that gathering, with the focus on updating all of the Canadian chapters on any local initiatives regarding funding and service delivery.

#5 Business Meeting

7:00 pm-7:50 pm Marriott Marguis, Level M1, University of D.C.

Journal for the Experimental Analysis of Behavior Business Meeting

Chair: Mark Galizio (University of North Carolina Wilmington)

Meeting for editorial board members, authors and other interested ABAI members

#6 Business Meeting

7:00 pm-7:50 pm Marriott Marguis, Level M2, Marguis Ballroom 8

Behavioral Development Special Interest Group Business Meeting

Chair: Jessica Singer-Dudek (Teachers College, Columbia University)

The Behavioral Development SIG promotes behavior analytic empirical and conceptual analyses of issues related to behavioral development, and it encourages examination of how methodological and theoretical positions outside behavior analysis approach these issues empirically and conceptually. These kinds of analyses have often dealt with complex kinds of behavior such as verbal behavior development, stimulus equivalence, relational frames, and problem solving, as well as normal and problematic behaviors in social interactions, as well as the historical bases of behaviorism and behavior analysis as basic science and applied practice. The business meeting will review activities during the past year and discuss plans for the next. All are welcome to attend.

#7 Business Meeting

7:00 pm-7:50 pm Marriott Marquis, Level M1, Georgetown

Louisiana Behavior Analysis Association

Chair: Janice L. Huber (Louisiana Behavior Analysis Association)

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 through research, education, and practice, and to promote access to responsible behavior analytic services by professionals sufficiently trained in the discipline of behavior analysis. All members and quests are invited to attend the business meeting for updates on chapter initiatives, membership, the annual conference, and other chapter business.

#8 Business Meeting

7:00 pm-7:50 pm Marriott Marguis, Level M4, Liberty L

Acceptance and Commitment Training and Psychological Flexibility Special Interest Group Chair: Evelvn Rachael Gould (McLean Hospital, Harvard Medical School: New England Center for OCD and Anxiety; FirstSteps for Kids, Inc.)

The purpose of this meeting is to introduce the new Special Interest Group board members, and say goodbye to outgoing board members. Group and committee initiatives will be discussed and goals for the upcoming year reviewed. We welcome input from all current members of the SIG. Those who are interested in the SIG but are not yet members are also encouraged to attend.

#9 Business Meeting

7:00 pm-7:50 pm Marriott Marguis, Level M4, Independence D

Business Meeting of the New York State Association for Behavior Analysis

Chair: Nicole M. DeRosa (SUNY Upstate Medical University)

NYSABA is a state affiliate chapter of ABAI and an affiliate chapter of APBA. NYSABA's mission is to promote and protect the integrity of the science and professional practice of behavior analysis within the State of New York. During this business meeting, representatives of the NYSABA Board will update attendees on NYSABA's activities over the last year, as well as future goals. Some of the topics to be discussed will be committee reports, NYSABA activities in New York State, ongoing CEU and networking opportunities, and legislative issues related to the restriction on the scope of practice of behavior analysts in New York State. This meeting is open to all members of NYSABA and anyone interested in learning more about ABA in New York State.

#10 Business Meeting

7:00 pm-7:50 pm Marriott Marguis, Level M4, Liberty M

Addiction Special Interest Group

Chair: August F. Holtyn (Johns Hopkins University School of Medicine)

This will be the business meeting of the Addiction Special Interest Group (SIG). The mission of the SIG is to provide a forum for students, practitioners, and researchers who have an interest in studying and applying behavior analysis to understand, prevent, and treat addiction. The Addiction SIG is an organization for behavior analysts and others who are interested in understanding, preventing, and treating misuse of licit and illicit drugs and other commodities (e.g., alcohol, nicotine, stimulants, opioids, internet, smartphones, food) and associated psychosocial problems (e.g., psychiatric comorbidities, unemployment, poverty). The purpose of this inaugural meeting will be to: (1) provide an overview of the SIG〙s mission, (2) discuss ongoing and future activities of the SIG, (3) develop plans to increase membership within the SIG, and (4) encourage feedback on SIG activities and future directions. All interested conference attendees are welcome to attend this meeting.

#11 Business Meeting

7:00 pm-7:50 pm Marriott Marguis, Level M2, Salon 12

Behavior Analysis and the Arts

Chair: Abigail B. Calkin (Calkin Consulting Center)

This meeting will gather as many members of the Behavior Analysis and the Arts group as can attend. After introductions, the main topic of the meeting will be planning the projected Evening of the Arts for the 2021 ABAI Convention.

#12 Business Meeting

7:00 pm-7:50 pm Marriott Marguis, Level M2, Marguis Ballroom 7

Sexual Behavior: Research and Practice Special Interest Group

Chair: Barbara Gross (Empowered: A Center for Sexuality; Special School District of St. Louis County)

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 Sexual Behavior: Research and Practice 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.

#13 Business Meeting

7:00 pm-7:50 pm Marriott Marguis, Level M1, Catholic University

Illinois Association for Behavior Analysis

Chair: Scott Herbst (SixFlex Training & Consulting)

We will provide updates and host discussion regarding the association's finances, legislative efforts, member engagement initiatives, and other issues affecting behavior analysts in Illinois.

#14 Business Meeting

7:00 pm-7:50 pm Marriott Marquis, Level M2, Marquis Ballroom 9

Behavioral Gerontology Special Interest Group Chair: Claudia Drossel (Eastern Michigan University)

The Behavioral Gerontology SIG (https://bgsig.wordpress.com/) provides an open forum for students, practitioners, and researchers who have an interest in applying the science, practice, and philosophy of behavior analysis to problems encountered by adults in later life, typically referring to ages 65 and older. The goal is to promote the development, implementation, and evaluation of behavior analytic approaches to a wide variety of topics of high public health significance in this population, such as self-management for health promotion and disease prevention, and functional assessments of and interventions for behavioral changes commonly associated with neurocognitive disorders (e.g., due to Alzheimer's disease). The meeting will explore attendees' interests and needs and foster collaborations and the sharing of information, to encourage education, training, practice, and research. Further business items consist of determining policies and procedures and structuring SIG activities throughout the year.

#15 Business Meeting

7:00 pm-7:50 pm Marriott Marquis, Level M2, Salon 13

Nevada Association for Behavior Analysis

Chair: Alicia N. MacAleese (Advanced Child Behavior Solutions, LLC)

We welcome new and current members to attend the Nevada Association for Behavior Analysis business meeting. Business items will be reviewed along with updates on our chapter's events. This meeting is open to all current members of the Nevada Association for Behavior Analysis and those who are interested in joining.

#16 Business Meeting

7:00 pm-7:50 pm Marriott Marguis, Level M4, Independence B

The Foundation for the Advancement of a Strategic Science of Teaching

Chair: Grant Gautreaux (Foundation for the Advancement of a Strategic Science of Teaching)

We are seeking those interested in committee work for the Foundation for the Advancement of a Strategic Science of Teaching (i.e. FASST). Some of the committees include: social media; higher ed & university accreditation professional credentialing; model accreditation for sites; research initiatives; collaboration and partnering; archival and historical preservation; conference; AIL initiative; resource management- research; autism resources, general and special education resources.

#17 Business Meeting

7:00 pm–7:50 pm Marriott Marquis, Level M4, Independence A

Teaching Behavior Analysis Special Interest Group Business Meeting

Chair: Dacia McCoy (University of Cincinnati)

Teaching Behavior Analysis (TBA) purpose is to improve the teaching and learning of the principles and applications of behavior analysis in any setting in which those activities occur. The purpose of this meeting is to update members and potential members on the activities of the TBA SIG. We will set goals for the upcoming year and allow time for individuals to network. All are invited to attend. You do not have to be a member of the TBA SIG. Anyone interested in the teaching of behavior analysis in all environments is welcome.

#17A Business Meeting

7:00 pm–7:50 pm Marriott Marquis, Level M4, Independence C

Self & Match

Chair: Jamie Siden Salter (San Diego County Office of Education)

This business meeting will bring together professionals that have attended the "Exploring the Systematic Use of Self-Monitoring as a Behavioral Intervention: The Self & Match System" workshop and are currently implementing Self & Match System(s). The goal of this session is to help behavior analysts identify ways to optimize current Self & Match interventions. This session will include a round table discussion and review of current Self & Match systems. A systematic Self & Match: Considerations During Implementation Guide will be shared with all participants in order to help implementers as they critically evaluate their systems. We would also love to hear from you if you have conducted (or are considering conducting) research regarding the Self & Match System. Please email if you are considering attending: selfandmatch@gmail.com.

#18 Special Event

7:00 pm–8:30 pm Marriott Marquis, Level M2, Marquis Ballroom 6

Student Welcome Event

Chair: Jovonnie L. Esquierdo-Leal (University of Nevada, Reno)

The ABAI Student Committee will be hosting a Special Welcome Event for current and future student members. During this session, Student Committee Members will review useful information and distribute materials to help you make the make the best of your convention experience. From tips on how to put your best foot forward to an overview of important events, your Student Committee has you covered. ABAI 2020 Student Survival Kits will be available to attendees on a first come, first served basis—so don't be late!

#19 Special Event

8:30 pm–10:00 pm Marriott Marquis, Level M2, Marquis Ballroom 6

Student Trivia Night

Chair: Allyson R. Šalzer (University of Kansas)

Grab your friends and join the Student Committee for a fun night of trivia! Drop in at any time and join one or all rounds of trivia, hosted by leading researchers and academics in the field of behavior analysis. Test your knowledge about the ABAI organization, the field of behavior analysis, and our nation's capital, Washington, D.C. Questions will range from easy to difficult and prizes will be delivered for winners of each team. Come mingle with other students and faculty and kick off the conference with a friendly game of trivia!

#20 Special Event

9:00 pm–10:30 pm Marriott Marquis, Level M2, Marquis Ballroom 1-5

International Reception

Chair: Per Holth (Oslo Metropolitan University)

All registrants are welcome to join us in celebrating the diversity of our membership and the world-wide dissemination of the science and practice of behavior analysis. A short presentation about international development in the field and ABAI global efforts will be followed by ample time to socialize with friends and colleagues from around the world.



SCHEDULE OVERVIEW

Sessions

Opening Event and SABA Award Ceremony Presidential Scholar Address Business Meetings ABAI Expo

46th annual convention WASHINGTON SATURDAY, MAY 23 DC 20

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Walter E. Washington Convention Center; Saturday, May 23

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Walter E. Washington Convention Center; Saturday, May 23

Marriott Marquis; Saturday, May 23

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Marriott Marquis; Saturday, May 23

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SAVE THE DATE! 46TH ANNUAL CONVENTION

Pre-convention workshops: May 27–May 28 Convention: May 29–May 31

Moscone Center West San Francisco, California

#21 Reset and Restore Yoga with the Health, Sport and Fitness SIG

7:00 am–7:50 am Walter E. Washington Convention Center, Level 3, South Pre-Function Chair: Michelle L. Zube (Caldwell University)

Presentations, data, and graphs...Oh my! Preparing for and attending conferences can be exhausting. Take some time to reset and restore with a 50-minute yoga class. This gentle practice begins with a light warm up, transitions to a slow flow of seated postures, and closes with a restful savasana. All levels are welcome! See you on the mat!

#22 Special Event

Recorded Session

8:00 am–9:50 am Walter E. Washington Convention Center, Level 3, Ballroom AB OTH BACB CE Offered. CE Instructor: Mark A. Mattaini, Ph.D.

Opening Event and Society for the Advancement of Behavior Analysis Award Ceremony Chair: Mark A. Mattaini (Jane Addams College of Social Work-University of Illinois at Chicago)

SABA Award for Distinguished Service: João Todorov: The Social Tissue and the Salamander's Tail JOÃO TODOROV (Universidade de Brasilia)



Dr. Todorov received his Ph.D. from Arizona State University. He held faculty positions at the University of Virginia at Fredericksburg and the University of São Paulo at Riberiao Preto before his appointment at the University of Brasília in 1973, where he has spent most of his career. Retired since 2000, he is professor emeritus and also still serves as a researcher. From 2000–2009, he was a professor at the Catholic University of Goiás. Dr. Todorov's career as a behavior analyst includes a remarkable range of achievements in research, education, and service to his discipline and his country. At Brasília, Dr. Todorov served variously as department

chair, dean of graduate studies and research, vice president, and president of the university, all while leading generations of Brazilians to behavior analytic research and academic careers that continue his legacy, and helping to secure a place for behavior analysis in the nation's academic governance. His scholarly contributions span important basic research topics (e.g., multiple and concurrent schedules, avoidance, and pharmacology), applications to the solution of societal problems—his more recent focus, and dissemination of behavior analysis to the public (with more than 150 articles in the Brazilian media). Dr. Todorov's many contributions have been widely recognized—by the Brazilian government with the Cross of the Ordem de Rio Branco, by SABA with the Award for International Dissemination of Behavior Analysis, and by an award from the Ibero-American Federation of Psychological Associations.

Abstract: What makes us human? That is an old question, much older than the modern division of science. Today anthropogeny tries to explain the origin of humans with a multidisciplinary approach. To answer that question one first has to define culture. For some biology researchers, "culture is information that is capable of affecting individuals' behavior, which they acquire from other individuals through teaching, imitation and other forms of social learning. Here, "information" includes knowledge, beliefs, values and skills." In behavior analysis, Skinner has shown a definition that can cover all of the meanings of previous attempts, with the advantage of specifying what and how it is learned; in his own words, "the usefulness of any lawful relation depends on the sharpness of reference of the terms in which it is stated." In behavioral terms, culture is the set of conditional relations, or contingencies, which regulates the power to reinforce or punish members of a group. Large groups usually have some controlling agencies for different kinds of behavior. *This award will be accepted by Julia Todorov-Thomsen on behalf of João Todorov*.

SABA Award for Scientific Translation: Leonard Green: On the Complexity of Discounting (and People) LEONARD GREEN (Washington University in St. Louis)



Len Green received his undergraduate degree from the City College of New York and his Ph.D. from the State University of New York at Stony Brook. After completing post-doctoral research, he ventured west of the Mississippi (despite thinking he still would remain east of the river) where he is professor of psychological and brain sciences and professor of economics at Washington University in St. Louis, as well as director of undergraduate studies. His research concerns choice and decisionmaking in rats, pigeons, and people, with a particular interest in models of selfcontrol, impulsivity, and choice and decision-making. He is one of the developers

of 'behavioral economics,' a transdisciplinary field that combines the experimental methodology of psychology with the theoretical constructs of economics. He is co-author of the book *Economic Choice Theory: An Experimental Analysis of Animal Behavior,* and editor of *Advances in Behavioral Economics,* the third volume of which is subtitled *Substance Use and Abuse.* His research has been funded by the National Institute of Mental Health, National Institute on Aging, and the McDonnell Center for Higher Brain Function. He served on the Executive Board of the Society for the Quantitative Analysis of Behavior, was president of the Society for the Experimental Analysis of Behavior, and was editor of the *Journal of the Experimental Analysis of Behavior*. He is a Fellow of the Association for Behavior Analysis International and the Association for Psychological Science, and was president of Division 25 (Behavior Analysis) of the American Psychological Association. He received the Victor G. Laties Award for Lifetime Service from the Society for the Experimental Analysis of Behavior in 2018.

Abstract: Although steep delay discounting is associated with various behavioral problems (e.g., substance abuse), it is best not conceived of as a character flaw such as impulsivity. Such a view, while part of a centuries-old tradition, does not distinguish between actions whose outcomes involve gains and losses, or between delayed outcomes and probabilistic outcomes, nor does it acknowledge that how steeply an individual discounts one of these kinds of outcome often is independent of how steeply they discount other kinds. Therefore, consistent with a behavior-analytic view, we advocate an approach that does not require making judgments about the character of the individual. We show that when drug-(i.e., cocaine, nicotine) dependent individuals are compared with controls, a substantial number of the drug-dependent individuals discount delayed monetary rewards less steeply than the average (median) member of the control group. Moreover, a substantial number of the controls discount more steeply than the average drug-dependent individual. Finally, many everyday choice situations differ from those studied in most discounting experiments in that they involve both gains and losses as well as qualitatively different outcomes that may be both delayed and probabilistic. Past research on discounting that focused on simpler choice situations has provided a solid foundation, but research on more complicated situations is needed. The principles revealed by such research both inform the choices of treatment providers and improve our understanding of the complicated decisions that people face every day.

SABA Award for Dissemination: Julian Leslie: Behavior Analysis in Ireland: Sustained Growth From Small Beginnings

JULIAN LESLIE (Ulster University)



I obtained my doctorate in Experimental Psychology from Oxford University in 1974, since then I have been in academic posts in Northern Ireland, where I have been a full professor since 1986. I published textbooks on behavior analysis in 1979, 1996, 2000, and 2002. As well as teaching undergraduate and postgraduate courses, I have successfully supervised 48 students who have obtained Ph.D. s in fields including, experimental analysis of behavior, applied behavior analysis, psychopharmacology, behavioral neuroscience, experimental psychology, and applied psychology. Three Ph.D.'s were concerned with behavioral strategies to address environmental issues.

In 1977, I was co-founder of the group, Behavior Analysis in Ireland, which became a chapter of ABAI. In 2004, the group became the Division of Behavior Analysis of the Psychological Society of Ireland, and I am currently the Division chair. I organised the Third European Meeting for the Experimental Analysis of Behavior in Dublin, Ireland 1999, and have co-organised 13 annual conferences of the Division of Behavior Analysis from 2007–2019, variously in Dublin, Galway and Athlone. I have been a keynote speaker at the European Association for Behavior Analysis in Milan in 2006, in Crete, Greece in 2010, at the Brazilian Association for Behavior 2011, and at the 30th International Conference of the Spanish Society for Comparative Psychology 2018, and at the 10th International Conference of the Association for Behavior for Behavior Jana Stockholm, September 2019.

Abstract: Serendipity is "the occurrence and development of events by chance in a happy or beneficial way". So, it was serendipitous that Jock Millenson, a Columbia Ph.D. in operant conditioning, moved to London in the 1960's, because this led to the beginnings of behavior analysis in Ireland in the 1970's. By the late '60's Jock had a research position at Oxford University and in a brief time window he taught me at undergraduate and postgraduate levels and introduced me to Leo Baker who was in a faculty position at Trinity College Dublin. When I moved to Northern Ireland in the mid-70's, Leo and I established a small group to support behavior analysis in Ireland. This began as entirely concerned with EAB but gradually became more involved with ABA. To help deal with applied and professional issues it morphed into the Division of Behavior Analysis of the Psychological Society of Ireland around 15 years ago. Now, behavior analysis is taught in most of the universities in Ireland, North and "South", and there are three well-established ABA Masters programs. Masters and Doctoral graduates from Irish programs are in teaching and professional roles across the world, including a group of Ulster graduates in the Middle East. Researchers trained in this Irish network have contributed substantially in both basic and applied fields. It has been a great pleasure to witness this growth which I am sure will continue.

SABA Award for Dissemination: Jennifer Austin: Embracing Challenges and Abolishing Stereotypes to Support the Growth of Behavior Analysis in the United Kingdom

JENNIFER AUSTIN (University of South Wales)



Jennifer L. Austin received her Ph.D. in Psychology from the Florida State University, where she had the privilege of studying under the supervision of Dr. Jon Bailey. For over 20 years, she has worked as a behavior analytic researcher and clinician, whilst also playing a key role in the development of behavior analysis programmes in the United States and the United Kingdom. She currently serves as professor of psychology and head of behavior analysis at the University of South Wales (USW), where directs the MSc Behavior Analysis and Therapy and PgDip Behavior Analysis Supervised Practice programmes. She also serves as the clinical director of the USW Behavior Analysis Clinic, which is the only university-based behavior analysis clinic in Europe. Dr. Austin's research and clinical interests have focussed primarily on behavior analytic applications in mainstream education, as well as applying our science to populations that are relatively underserved by the field, including children who have experienced trauma and prisoners. She has been a key driver in the development of the UK Society for Behavior Analysis, which seeks to protect consumers of behavior analysis, whilst also working toward professional recognition of behavior analysts in the UK. Dr. Austin has published over 30 peer-reviewed articles and book chapters, and is a former associate editor of the *Journal of Applied Behavior Analysis, Behavior Analysis in Practice*, and *Education and Treatment of Children*.

Abstract: When I arrived at the University of South Wales (then the University of Glamorgan) in 2008, I was the sole behavior analyst in a department comprised mainly of cognitive and health psychologists. Hired to lead an undergraduate programme in child development, I immediately began the task of infusing behavior analysis into any space I could find or create. Since that time, I have worked with a team of incredible colleagues to build undergraduate and postgraduate programmes in behavior analysis, develop the first university-based behavior analysis clinic in Europe, and capitalise on opportunities to demonstrate the breadth and power of behavior analysis across underserved populations and settings. In this presentation, I will share some of the outcomes of these endeavours and analyse the contingencies that generated them.

SABA Award for Effective Presentation in the Mass Media: Matthew Johnson: Expanding the Frame of Behavior Analysis and Communicating With the Media

MATTHEW JOHNSON (Johns Hopkins University School of Medicine)



Matthew W. Johnson, Ph.D., has broad expertise on psychoactive drugs, addiction, and risk behavior. Early contributions include research contributing to the recognition that delay discounting, or the devaluation of future consequences, is a fundamental behavioral process broadly relevant to addiction. His early research also validated methods and developed analytic techniques that have since become widely adopted in delay discounting research. He has conducted tobacco/nicotine research throughout his career, determining the role of nicotine and nonpharmacological factors in tobacco use and addiction. This includes recent research on e-cigarettes

and current research funded by the Food and Drug Administration using behavioral economics to evaluate cigarettes with potentially modified risk. Applying behavioral economics to sexual risk behavior, Matt has conducted seminal research implicating delay discounting in condom use decisions. He published the first human research determining the effects of cocaine administration on sexual decision making and risk, providing important information for addressing the high rates of HIV among cocaine users. Matt is also a leading expert on the effects of psychedelic drugs and has conducted seminal work that has expanded basic and therapeutic interest in these compounds, including research suggesting potential therapeutic effects of psilocybin in cancer-related psychiatric distress and smoking cessation. He has conducted studies administering nearly all classes of psychoactive drugs. Matt has published 119 articles and chapters including studies on cocaine, tobacco/nicotine, methamphetamine, alcohol, psilocybin, dextromethorphan, salvinorin A, GHB, cannabis, opioids, benzodiazepines, and cathinone-like compounds ("bath salts"). He has been internationally sought as a science communicator on psychoactive drugs and addiction, being interviewed by 60 Minutes, CNN's Wolf Blitzer Show, Fox Business News, BBC, National Public Radio (including Morning Edition and the Kojo Nnamdi Show), Labyrint (a public television show in the Netherlands), the New York Times, the Washington Post, the Globe and Mail, the Daily Mail, USA Today, CBS News, the Baltimore Sun, the Atlantic, the Washingtonian, Psychology Today, Scientific American, and Nature, among others. Matt was quoted and his research was described in Michael Pollan's best-selling book How to Change Your Mind: How to Change Your Mind: What the New Science of Psychedelics Teaches Us about Consciousness, Dying, Addiction, Depression, and Transcendence.

Abstract: A fortunate part of my early academic environment was exposure to behavior analysis, which has been critical to my investigation of drugs, addiction, risk behavior, and therapeutic pharmacology. One topic is behavioral economic demand analysis, which I have used to examine the relations among tobacco products, such as traditional cigarettes and e-cigarettes, and the effects of a potential cigarette nicotine-reduction policy. Another topic within the realm of behavioral economics is delay discounting. I have conducted studies helping to identify delay discounting as a fundamental behavioral process underlying addiction across a variety of drugs. My research has applied delay discounting to understand risky sexual behavior in the form of condom use decisions. My drug administration studies show that cocaine and alcohol acutely increase sexual risk behavior by decreasing likelihood of condom use through a delay discounting mechanism. I have conducted drug administration studies with drugs from nearly all drug classes, investigating abuse liability and behavioral effects. These have included first-inhumans studies and studies of novel or atypical drugs such as salvinorin A, the active agent in Salvia divinorum. Finally, I have conducted extensive research with the psychedelic drug psilocybin, including studies showing large long-term reductions in depression and anxiety in cancer patients, and high smoking cessation success rates in treatment-resistant smokers. Overall, my research has provided me the opportunity to speak to the media about a larger number of topics such as: the therapeutic potential of psychedelic drugs; novel psychoactive drugs largely unknown to the public; the risks associated with alcohol, tobacco, cannabis, and other drugs; the effects of drugs on sex and sexual risk, and the

changing landscape of tobacco/nicotine and cannabis products. My behavior analytic background has not only been instrumental in conducting my research, but also in responsibly communicating about these topics to the public.

SABA Award for Programmatic Contributions: The Center for Autism and Related Disorders DOREEN GRANPEESHEH (Center for Autism and Related Disorders)



Abstract: The Center for Autism and Related Disorders (CARD) was founded in 1990 by Doreen Granpeesheh, Ph.D., BCBA-D, at the suggestion of O. Ivar Lovaas, Ph.D., who wanted the participants in his groundbreaking study to have an ABA program to attend when they aged out of his University of California, Los Angeles research. What began as a one-woman practice in Westwood, California, grew into the largest ABA provider in the world with more than 260 clinic locations in 33 states. Having practiced, researched, and advocated for ABA for over 40 years, Dr. Granpeesheh provides a view of the earliest years of behavioral applications to the treatment of

autism, and speaks of the ways in which access to ABA has grown, largely as a result of the onset of health insurance funding. Dr. Granpeesheh shares the lessons learned in the field, describes how datadriven decisions continue to shape behavior analysis, and shares her insights on future directions.

SABA Award for Programmatic Contributions: Bettering the World: Creating Population-Level Change Using Behavior Analysis

DENNIS EMBRY (PAXIS Institute)



Abstract: In 1968, Baer, Wolf and Risley wrote: "Better applications [of behavioral science], it is hoped, will lead to a better state of society, to whatever extent the behavior of its members can contribute to the goodness of a society." I grew up with that idea and passion—even before I was their student, but they had the practical science. Only a few things from ABA have been brought to population-level scale—with measured population-level benefits. My talk is how my colleagues and I have achieved population-level impact on violence, mental health, addictions and academics using ABA and other proven science. The driving example in this talk, and

paper, uses the Good Behavior Game, because it was the first ABA publication on a whole classroom implementation of ABA. Scaling up and scaling out GBG is a function having worked with *Sesame Street*, implementing my national child-safety effort in NZ, implementing an ABA tobacco control strategy, and understanding and building a business based on sales rather than grants. Achieving population-level benefits with ABA is unlikely to happen as a direct result of an NIH grant. The contingencies are not aligned. Both the Good Behavior Game at micro level and as our international prevention-science company involve selection by consequences to achieve the vision that Baer, Wolf and Risley envisioned. My talk lays a step-by-step pathway to population-level impact of ABA informed prevention science that Don, Mont and Todd foresaw 50 years ago, but did not live to see. From these lessons, we might succeed in bettering the world they predicted.

#23 Invited Presenter

10:00 am–10:50 am Walter E. Washington Convention Center, Level 2, Room 207A AUT; Applied Research PSY/BACB/QABA/NASP CE Offered. CE Instructor: Romariz Barros, Ph.D.

A Search for Efficiency in Teaching Basic Skills to Implement Autism Intervention: Research on Technology-Based Training in Brazil

Chair: Thomas S. Higbee (Utah State University)

ROMARIZ BARROS (Federal University of Pará-Brazil; National Institute of Science and Technology on Behavior, Cognition, and Teaching)



Romariz S. Barros is was born in Brazil in 1971. He is a psychologist, graduated from the Federal University of Pará-Brazil, and with a Ph.D. in experimental psychology at the University of São Paulo. He has worked as a college professor at the Federal University of Pará-Brazil since 1997. He is currently a full professor at the Graduate Program on Theory and Research on Behavior. He is a behavior analyst accredited by the Brazilian Association of Psychology and Behavioral Medicine and a member of the National Institute of Science and Technology on Behavior Cognition and Teaching.

Abstract: The efficiency of behavior analytic intervention to autism spectrum disorder (ASD) increases when it is early, intensive, comprehensive, and long-lasting. This is particularly true for children with moderate to severe impairment. The above-mentioned key elements make behavior analytic intervention often inaccessible for most of the affected population in developing countries, such as Brazil. The main causes for that are: the shortage of trained professionals and the absence of specialized public services. Some of the families have the profile to be trained to participate in the intervention plan. Parental implementation may be an important tool for behavior analysts to deliver interventions with the required intensity, comprehensiveness, and extension. On the other hand, training technicians efficiently

is another challenge. In this scenario, research focusing on the advancement of training procedures to develop implementation skills in parents of children diagnosed with ASD and also technicians is helpful. This presentation describes some of our applied research on teaching basic skills to implement behavioranalytic intervention to ASD. We describe our results with instructional video-modeling to teach parents to implement structured teaching and its impact on their respective children. We also compare results of implementation by parents to results of implementation by technicians. Research on training basic skills to implement incidental teaching is also reported, along with data on self-video-monitoring to prevent drifting in implementation by technicians. This research line as a whole is dedicated to developing useful tools for behavior analysts to quickly bring others to help in an intervention plan.

#24 Symposium

10:00 am–10:50 am Walter E. Washington Convention Center, Level 2, Room 206 AUT/DDA; Applied Research BACB CE Offered. CE Instructor: Claudia Campos, Ph.D.

Variables that Impact Skill Acquisition

Chair: Claudia Campos (Florida Institute of Technology)

Further Examination of the Effects of Order of Stimulus Presentation on Receptive Discrimination JINA SALAMA (Florida Institute of Technology); Yanerys Leon (University of Miami); and Claudia Campos, Alexa Suarez, Krista Belinov, and Kaitlynn Gokey (Florida Institute of Technology)

Acquisition of Non-Target Tacts and Receptive Identification Through Discrete Trial Instruction JEFF SCHRAM (Engage Behavioral Health) and Natalie Mandel and Catia Cividini-Motta (University of South Florida)

Matching Visual Stimuli: Does Similarity Matter?

KELSEY FLYNN and Chata A. Dickson (New England Center for Children; Western New England University)

#25 Symposium

10:00 am-10:50 am Walter E. Washington Convention Center, Level 1, Salon H AUT/DDA; Applied Research BACB CE Offered. CE Instructor: Kevin J. Brothers, Ph.D.

Strategies for Developing Spontaneous and Social Language in Individuals With Autism Chair: Eric Rozenblat (Institute for Educational Achievement) Discussant: Kevin J. Brothers (Somerset Hills Learning Institute)

Using Audio Scripts, Interrupted Chain Procedure and Sufficient Exemplar Training to Teach Children With Autism to Ask for Help MARTA WOLCIK (Institute for Child Development, Gdansk), Svein Eikeseth and Sigmund Eldevik

MARTA WOJCIK (Institute for Child Development, Gdansk), Svein Eikeseth and Sigmund Eldevik (Oslo Metropolitan University), and Anna Budzinska (Institute for Child Development in Gdansk)

Increasing Verbal Behavior in a Young Adolescent Girl With Catatonia and Autism Spectrum Disorder ALISON WICHNICK-GILLIS (The Graduate Center, City University of New York; New York Child Learning Institute), Susan M. Vener (New York Child Learning Institute), and Claire L. Poulson (Queens College, City University of New York)

#26 Panel Discussion

10:00 am–10:50 am Walter E. Washington Convention Center, Level 2, Room 202A AUT/OBM; Translational BACB CE Offered. CE Instructor: Gina T. Chang, Ph.D.

Who's Afraid of the IRB? A Framework for Conducting Meaningful, Ethical Research in Applied Settings Chair: Gina T. Chang (Autism Learning Partners)

MARK R. DIXON (Southern Illinois University) KRISTINE RODRIGUEZ (Autism Learning Partners) ELIZABETH LANDERS (Autism Learning Partners)

#27 Symposium

10:00 am-10:50 am Walter E. Washington Convention Center, Level 2, Room 201 AUT/VRB; Service Delivery BACB/QABA/NASP CE Offered. CE Instructor: Lee L Mason, Ph.D.

Three Examples of Autistic Stimulus Control Over Verbal Behavior Chair: Felipe Diaz (Guadalajara University)

An Examination of Stimulus Control Over Selection-Based Verbal Behavior ALONZO ALFREDO ANDREWS (University of Texas at San Antonio)

An Examination of Stimulus Control Over Topography-Based Verbal Behavior JANET ENRIQUEZ (Texas Education Service Center, Region 20)

An Examination of Derivational Stimulus Control Over Intraverbal Behavior LEE L. MASON (Cook Children's Health Care System; Texas Christian University)

#28 Panel Discussion

10:00 am-10:50 am Walter E. Washington Convention Center, Level 2, Room 202B AUT/DDA; Service Delivery BACB CE Offered. CE Instructor: Cailin M. Ockert, M.S.

Parent Barrier Behaviors and Recommended Treatment Indications Chair: Cailin M. Ockert (The BISTA Center)

CAILIN M. OCKERT (The BISTÅ Center) DIANA DAVIS WILSON (Aspen Behavioral Consulting) MICHELLE REED (Arizona Association of Behavior Analysis)

#29 Panel Discussion

10:00 am-10:50 am Walter E. Washington Convention Center, Level 1, Salon B CBM; Service Delivery BACB CE Offered. CE Instructor: Virginia Kaufmann, M.Ed.

A Psychologist, Psychiatrist, Pediatrician, and Behavior Analyst All Walk Into a Room... Chair: Virginia Kaufmann (Children's Hospital of Philadelphia)

DAWN DEBROCCO (Children's Hospital of Philadelphia) GABRIELA ANDRADE (Children's Hospital of Philadelphia) KRISTINE DELLABADIA (Children's Hospital of Philadelphia)

#30 Symposium

10:00 am–10:50 am Marriott Marquis, Level M4, Liberty M CSS/OBM; Translational BACB CE Offered. CE Instructor: Julie M. Slowiak, Ph.D.

Self-Care and Wellbeing: Taking Care of Yourself so You Can Take Care of Others Chair: Julie M. Slowiak (University of Minnesota Duluth; InJewel LLC)

Programming Self-Care: A Look at Semi-Static Variables and Behavior Change SHANE T. SPIKER (Positive Behavior Supports, Corp.)

Self-Care and Job Crafting Practices Among Behavior Analysts JULIE M. SLOWIAK (University of Minnesota Duluth; InJewel LLC)

Embedding Self-Care/Wellness Behaviors into Organizational Culture: Implications of a Case Study BECCA TAGG (Del Mar Center for Behavioral Health)

#31 Symposium

10:00 am–10:50 am Walter E. Washington Convention Center, Level 1, Room 103 DDA/EDC; Applied Research BACB CE Offered. CE Instructor: Elizabeth Anne Horton, Ph.D.

Efficacy and Acceptability of Telehealth Training and Coaching Across Caregivers and Professionals Chair: Elizabeth Anne Horton (Hope College)

Inclusive Preschool Practitioners' Implementation of Naturalistic Developmental Behavioral Intervention Using Telehealth Training

SOPHIA R D'AGOŠTINO (Hope College), Sarah Douglas (Michigan State University), and Elizabeth Anne Horton (Hope College)

The Cascading Coaching Model: Supporting Service Providers, Caregivers, and Children via Telepractice

HEDDA MEADAN (University of Illinois at Urbana-Champaign), Moon Chung (Stonehill College), Michelle Sands (University of Illinois), and Melinda Snodgrass (Illinois State University)

The Efficacy and Acceptability of Telehealth for Parents and Professionals Using Behavior Analysis With Children

KATERINA DOUNAVI, Janet Ferguson, and Emma Craig (Queen's University, Belfast)

#32 Symposium

10:00 am-10:50 am Walter E. Washington Convention Center, Level 1, Salon C DEV/EAB; Translational BACB CE Offered. CE Instructor: Dermot Barnes-Holmes. Ph.D.

Correspondence Between Relational Responding and Bidirectional Naming as a Verbal Developmental Cusp

Chair: R. Douglas Greer (Columbia University Teachers College and Graduate School of Arts and Sciences) Discussant: Dermot Barnes-Holmes (Ghent University)

Relations Between the Cusp of Bidirectional Naming and Derived Relations in Preschoolers

GEORGETTE MORGAN (Columbia University; Fred S. Keller School) and R. Douglas Greer (Columbia University Teachers College and Graduate School of Arts and Sciences)

Degrees of Bidirectional Naming and Derived Listener and Speaker Relations FAHEEMA ABDOOL-GHANY (Columbia University and Graduate School of Arts and Sciences) and Daniel Mark Fienup (Columbia University Teachers College)

#34 SQAB Tutorial

10:00 am-10:50 am Marriott Marquis, Level M2, Marquis Ballroom 6 SCI: Basic Research PSÝ/BACB/QABA/NASP CE Offered. CE Instructor: Ellie Kazemi. Ph.D.

How Advanced Computer Technology Can Advance Research and Practice in Behavior Analysis Chair: David Roth (B. F. Skinner Foundation)

ELLIE KAZEMI (California State University, Northridge)



Dr. Kazemi is a professor at California State University, Northridge (CSUN) where she has developed and teaches undergraduate and graduate coursework in behavior analysis for the past 10 years. She founded the Master of Science Program in Applied Behavior Analysis in 2010 and has collaborated with the CSUN community to provide graduate students high quality supervision experiences. She currently has two different lines of research. Her applied research interests involve identification of efficient, effective strategies for practical training, supervision, and leadership.

Her laboratory research involves leveraging technology (e.g., robotics, virtual or augmented reality) for efficient training and feedback using simulations. She is currently working on several nationwide large projects (e.g., with FEMA and NASA) with a focus on effective training and behavioral outcomes. She has received several mentorship awards including the ABAI Best Mentor Award, the Outstanding Faculty Award, the Outstanding Teaching Award, and the Outstanding Service Award. She has published articles and book chapters on a variety of topics including training, staff turnover, and the use of technology in behavior analysis. She is the leading author of a handbook written for both supervisors and supervisees that is titled. Supervision and Practicum in Behavior Analysis: A Handbook for Supervisees.

Abstract: The rapid growth in computer technology means that nearly anything imaginable is either possible or will soon become possible. Behavior analysts, as specialists in learning and behavior, are uniquely trained to become strong collaborators on multidisciplinary teams focusing on projects to advance machine learning, simulation-based experiences, and much more. In this tutorial, I will discuss how we currently leverage such technology in my lab and integrate robotics, virtual reality, and artificial intelligence in our behavior analytic research. I will share the outcomes of some of our current research projects as well as my collaborative efforts on the Federal Emergency Management Agency and National Aeronautics and Space Administration grants.

#35 Panel Discussion

10:00 am–10:50 am Marriott Marquis, Level M4, Independence A-C TBA/EDC; Translational BACB CE Offered. CE Instructor: Florence D. DiGennaro Reed, Ph.D.

Giving Effective and Engaging Oral Presentations

Chair: Allyson R. Salzer (University of Kansas)

PATRICK C. FRIMAN (Boys Town) FLORENCE D. DIGENNARO REED (University of Kansas) AMY J. HENLEY (Western New England University)

#36 Panel Discussion

10:00 am–10:50 am Marriott Marquis, Level M4, Archives TBA/CSS; Translational BACB CE Offered. CE Instructor: Paul F. Gavoni, Ed.D.

Expanding the World's Collective Wisdom of Behavioral Science through Dissemination

Chair: Paul F. Gavoni (Brett DiNovi & Associates, LLC)

BRETT J. DINOVI (Brett DiNovi & Associates, LLC) KEN WAGNER (Aubrey Daniels International) SARAH E. TRAUTMAN-ESLINGER (STE Consultants, LLC)

#37 Invited Panel

Recorded Session

10:00 am–11:50 am Walter E. Washington Convention Center, Level 3, Ballroom AB DEI/CSS; Service Delivery BACB CE Offered. CE Instructor: Carol Pilgrim, Ph.D.

Diversity, Equity, and Inclusion: Strategies and Challenges in Recruitment Chair: Carol Pilgrim (University of North Carolina Wilmington)

SARAH E. BLOOM (University of South Florida) MICHAEL PERONE (West Virginia University) JOMELLA WATSON-THOMPSON (University of Kansas)



Sarah Bloom received her Ph.D. in psychology at the University of Florida in 2008. She was an assistant professor in the applied behavior analysis area of the Department of Special Education and Rehabilitation at Utah State University from 2008–2013. She is currently an associate professor in the Department of Child and Family Studies at the University of South Florida. Dr. Bloom is a former president of the Utah Association for Behavior Analysis. She serves on the editorial board of the *Journal of Applied Behavior Analysis* and has been a guest reviewer for *Research in Autism Spectrum Disorders, Research in Developmental Disabilities*,

Journal of Behavioral Education, Journal of Autism and Developmental Disorders, Journal of Early Intervention, Children and Youth Services Review, Journal of the Experimental Analysis of Behavior and a guest associate editor for Education and Treatment of Children. Dr. Bloom's research interests include assessment and treatment of problem behavior and translational approaches to reinforcer efficacy. Dr. Bloom has been involved in the modification of functional analysis methodology into a trial-based format in order to facilitate its use in educational and other settings.



Mike Perone earned his Ph.D. in 1981 at the University of Wisconsin-Milwaukee. He was an assistant professor at the University of North Carolina Wilmington before joining the faculty at West Virginia University in 1984, where he is a professor of psychology and an associate dean. His research is concerned with developing laboratory models of behavioral processes involved in problem behavior such as failures of self-control. In 2018 he received the Award for Scientific Translation from the Society for the Advancement of Behavior Analysis and the Distinguished Contributions Award from the Experimental Analysis of Human Behavior Special

Interest Group. Mike is a fellow of the American Psychological Association and the Association for Behavior Analysis International. He has served the field of behavior analysis as an associate editor of the *Journal of the Experimental Analysis of Behavior* and as president of the Association for Behavior Analysis International. He currently serves as coordinator of the Association's Behavior Analysis Accreditation Board.



Dr. Thompson holds a Ph.D. in behavioral psychology and a masters of urban planning from the University of Kansas. She applies behavioral science methods and interventions to improve how communities address issues related to community health and development. Her research has focused on neighborhood development, healthy youth development, and prevention, including substance abuse and violence prevention. Dr. Thompson supports community capacitybuilding efforts to address social determinants of health through community-based participatory research in urban neighborhoods and disparate communities. She has

researched the effects of community-based processes and intervention to promote mobilization and change in communities. Dr. Thompson has extensive experience providing training, technical support and evaluation for community-based initiatives. Dr. Thompson has co-authored articles on community capacity-building, youth development, and prevention. She has been a consultant for several community coalitions and community-based initiatives.

Abstract: This invited panel is sponsored by ABAI's new Diversity, Equity, and Inclusion Board; it represents the first of an annual series of program events highlighting topics identified as central to success in DEI achievements. After a brief review of the Board's activities this year by Carol Pilgrim, the panel discussion will focus on the critical issue of recruitment efforts in DEI. Dr. Jomella Watson-Thompson will address recruitment strategies and challenges within practice and field settings, Dr. Sarah Bloom will discuss recruitment of university students, and Dr. Mike Perone will speak to recruitment practices targeting university faculty and administrators. Time for questions and comments from the audience will be included to allow for sharing relevant experiences and lessons learned. Future panels in the DEI series will target themes including retaining individuals once recruited, mentoring programs, inclusion and equity strategies at the organization level, inclusion and equity strategies at the individual level, and others.

#38 Symposium

10:00 am–11:50 am Walter E. Washington Convention Center, Level 2, Room 207B AUT/EAB; Translational BACB CE Offered. CE Instructor: Matthew Tincani, M.S.

The Effects of Lag Schedules and Teacher Presentation Rates on Academic, Play, and Social Behavior of Children With Autism

Chair: Juliana Aguilar (Utah State University) Discussant: Matthew Tincani (Temple University)

Choice for Variability in Children With Autism

ANNIE GALIZIO, Thomas S. Higbee, and Sara Peck (Utah State University); Lorraine A. Becerra (University of Missouri); and Jay Hinnenkamp and Amy Odum (Utah State University)

Evaluating the Effects of Instructional Arrangements Involving Lag Schedules on Varied and Different Intraverbals

VICTORIA L. VERGONA, Ruth M. DeBar, and Kenneth F. Reeve (Caldwell University); Jaime DeQuinzio (Alpine Learning Group); and Lauren Alicia Goodwyn (Caldwell University)

Intertrial Intervals as an Independent Variable in Teaching Students With Autism

WILLOW HOZELLA (Pennsylvania Training and Technical Assistance Network) and Chrystal Jansz Rieken and Annette Griffith (The Chicago School of Professional Psychology)

The Effects of Two Teacher Presentation Rates on Responding During Easy and Hard Tasks for Children at Risk for or With Autism Spectrum Disorder

ZIWEI XU (INGCare), Hui Yin (none), and Tangchen Li (Ohio State University)

#39 Symposium

10:00 am–11:50 am Marriott Marquis, Level M2, Marquis Ballroom 5 BPN/EAB; Translational

Humor, Brains, and Video Games: The Many Ways to Link Physiology with Basic and Rehabilitative Behavioral Paradigms

Chair: April M. Becker (University of North Texas; University of Texas Southwestern Medical Center) Discussant: Christina Nord (University of Lethbridge)

Use of a Virtual Reality Gaming System to Improve Balance in Individuals With Chronic Stroke SELENA CRUZ and Stephon Primus (University of North Texas) and April M. Becker (University of North Texas; University of Texas Southwestern Medical Center)

Stimulus Equivalence Formation, Covert Verbal Behavior, and the Role of Compatible and Incompatible Responses

ELIZABETH LOVITZ and Daniele Ortu (University of North Texas)

A Neurobehavioral Analysis of Humor Responses EDWARD BRANDON AMEZQUITA and Daniele Ortu (University of North Texas)

Towards a Natural Line of Fracture Between Behavior and Environment: Climbing Out of the Pigeonhole of the Skin on the Other Side

APRIL M. BECKER (University of North Texas; University of Texas Southwestern Medical Center)

#40 Symposium

10:00 am–11:50 am Walter E. Washington Convention Center, Level 1, Salon A CBM; Applied Research BACB CE Offered. CE Instructor: Caitlin A. Kirkwood, Ph.D.

Advancements in the Assessment and Treatment of Pediatric Feeding Disorders

Chair: Valdeep Saini (Brock University) Discussant: Caitlin A. Kirkwood (Center for Pediatric Behavioral Health, University of North Carolina Wilmington)

Indices of Child Happiness During Treatment for Pediatric Feeding Disorders

LAURA E. PHIPPS, Kathryn M. Peterson, and Cathleen C. Piazza (Munroe-Meyer Institute, University of Nebraska Medical Center)

Using Structured Criteria for Ongoing Visual Interpretation of the Functional Analysis of Inappropriate Mealtime Behaviors

EMILY MALUGEN, Lisa Guerrero, Christopher W. Engler, and Bethany Hansen (Munroe Meyer Institute, University of Nebraska Medical Center)

A Comparison of Re-presentation and Modified Chin Prompt to Treat Different Topographies of Liquid Expulsion

VIVIAN F. IBANEZ (Children's Specialized Hospital, Rutgers University) and Kerri P. Peters and Timothy R. Vollmer (University of Florida)

Intensive Multidisciplinary Intervention for Patients With Feeding Tube Dependence: An Electronic Medical Record Review

ADDAM J. WAWRZONEK, William G. Sharp, Valerie M. Volkert, Rashelle Berry, Kathryn Holman Stubbs, Carla Luevano, Courtney McCracken, and Lawrence Scahill (The Marcus Autism Center)

#41 Symposium

10:00 am-11:50 am Marriott Marquis, Level M4, Liberty N-P CSS; Service Delivery BACB CE Offered. CE Instructor: Michelle P. Kelly, Ph.D.

Become an Ambassador for Applied Behavior Analysis: Dissemination Efforts Beyond America and Autism

Chair: Sharon Trew (Clinical Behavior Analysis) Discussant: Megan Miller (#dobetter Pod)

Behaviorbabe: A Decade of Dissemination AMANDA N. KELLY (Behaviorbabe)

Do Doctors Really Know Best? Examining Dissemination Efforts in the United Arab Emirates MICHELLE P. KELLY (Emirates College for Advanced Education)

Evaluating Antecedent and Consequent Components of Behavioral Skills Training When Teaching Football Tackling Form

MERRITT SCHENK and Raymond G. Miltenberger (University of South Florida)

Growth and Barriers to Dissemination of Applied Behavior Analysis in Africa WHITNEY HAMMEL (Autism Compassion Africa)

#42 Symposium

10:00 am-11:50 am Walter E. Washington Convention Center, Level 1, Salon G DDA; Applied Research BACB CE Offered. CE Instructor: Joe Reichle, Ph.D.

Augmentative and Alternative Communication for Individuals With Complex Communication Needs: Systematic Reviews of Critical Factors

Chair: Sanikan Wattanawongwan (Texas A&M University) Discussant: Joe Reichle (University of Minnesota)

Augmentative and Alternative Communication for Autism and Intellectual Disability: Systematic Review of Critical Reporting Factors

J. B. GANZ (Texas A&M University); Joe Reichle (University of Minnesota); Kimberly Vannest (University of Vermont); James Eric Pustejovsky (University of Texas at Austin); and Lauren Pierson, Sanikan Wattanawongwan, April N. Haas, and Sandy Smith (Texas A&M University)

Effects of Augmentative and Alternative Communication Intervention on Speech Production in Developmental Disabilities: Systematic Review

RALF SCHLOSSER (Northeastern University), Oliver Wendt (University of Central Florida), and Mariola Moeyaert (University at Albany)

Telehealth Use in Augmentative and Alternative Communication intervention: A Systematic Review

JESSICA J. SIMACEK and Marianne Elmquist (University of Minnesota), J. B. GANŹ (Texas A&M University), Joe Reichle (University of Minnesota), Sanikan Wattanawongwan and Lauren Pierson (Texas A&M University), and Ee Rea Hong (University of Tsukuba)

Parent-Implemented Augmentative and Alternative Communication Interventions for Children With Autism and Intellectual Disabilities: Systematic Review

MARIANNE ELMQUIST and Jessica J. Simacek (University of Minnesota), J. B. GANZ (Texas A&M University), Joe Reichle (University of Minnesota), Ee Rea Hong (University of Tsukuba), and Sanikan Wattanawongwan and Lauren Pierson (Texas A&M University)

#43 Paper Session

10:00 am–11:50 am Marriott Marquis, Level M2, Marquis Ballroom 1/2 EAB

Operant Conditioning of Rats

Chair: Fabio Leyser Goncalves (Universidade Estadual Paulista)

Evaluation of Conditioned Reinforcement on Spontaneously Hypertensive Rats (Basic Research) FABIO LEYSER GONCALVES (Universidade Estadual Paulista), Beatriz Guimarães (Paradigma), Guilherme Popowicz (Universidade de São Paulo), and Juliana Brasileiro (Universidade Federal de São João Del Rey)

Affordances Influence Lever-pressing Acquisition Speed and Lever Choice in Rats (Basic Research) ANGEL JIMENEZ (Universidad de Guadalajara)

Why Study Duration? A Summary of Recent Investigations (Basic Research)

THÓMAS Þ. BYRNE, Nicole Nadeáu, Kabas Essameldin Elmeligy, and Brianna Sarno (Massachusetts College of Liberal Arts)

Effects of the Temporal Separation of Multiple-Schedule Components on Differential Resistance to Change (Basic Research)

RAQUEL ALO, Sara Neves, and Felipe Rodrigues (Universidade de Brasília)

#44 Symposium

10:00 am–11:50 am Marriott Marquis, Level M4, Independence D EDC; Applied Research BACB CE Offered. CE Instructor: Timothy R. Vollmer, Ph.D.

The Good Behavior Game: Examining Procedural Variations, Indirect Effects, Generalization, and Maintenance

Chair: P. Raymond Joslyn (Utah State University) Discussant: Timothy R. Vollmer (University of Florida)

A Comparison of Good Behavior Game Team Sizes in Preschool Classes

SARAH HOLMES, Erica Lozy, and Jeanne M. Donaldson (Louisiana State University)

Effects of Systematically Removing Components of the Good Behavior Game in Preschool Classrooms ERICA LOZY (Louisiana State University), Mallorie Paige Galjour (University of South Wales), and Jeanne M. Donaldson (Louisiana State University)

The Good Behavior Game: Maintenance and Side-Effects in Preschoolers

ELIZABETH FOLEY, Claudia L. Dozier, Sara Camille Diaz de Villegas, Rachel Jess, and Kathleen Holehan (University of Kansas)

Effects of Good Behavior Game Dosage on Maintenance of Behavior Change

Jennifer L. Austin, MALLORIE PAIGE GALJOUR, Jenna Howells, and Abbie Shorthouse (University of South Wales)

#45 Symposium

10:00 am–11:50 am Marriott Marquis, Level M4, Independence E EDC/AUT; Applied Research BACB CE Offered. CE Instructor: Daniel Mark Fienup, Ph.D.

Recent Research in Equivalence-Based Instruction and Emergent Responding With Advanced Learners and Adults With Autism Spectrum Disorder

Chair: Leif Albright (Caldwell University) Discussant: Daniel Mark Fienup (Teachers College, Columbia University)

Comparing Stimulus Equivalence-Based Instruction to Lecture to Teach Differential Reinforcement Descriptors to College Students

Sabrina Kelly, ADRIENNE JENNINGS, Kenneth F. Reeve, Sharon A. Reeve, and Jason C. Vladescu (Caldwell University) and Carol J. McPheters (Alta Families, Inc.)

Comparing Stimulus Equivalence-Based Instruction to Self-Study of Videos to Teach Sign Language to Adults

ANGELIŇA LONGO, Kenneth F. Reeve, Adrienne Jennings, Jason C. Vladescu, and Sharon A. Reeve (Caldwell University)

Teaching Skills About Content of Nutrition in a Matching-to-Sample Format JON MAGNUS EILERTSEN and Erik Arntzen (Oslo Metropolitan University)

Application of Computer Hardware Relations Learned During Equivalence-Based Instruction to a Vocational Task

KATRINA ROBERTS, Jaime DeQuinzio, and Bridget A. Taylor (Alpine Learning Group)

#46 Symposium

10:00 am–11:50 am Marriott Marquis, Level M4, Independence F-H EDC/DDA; Applied Research BACB CE Offered. CE Instructor: Sarah M. Richling, Ph.D.

Mastery Criterion During Skill Acquisition: Recent Research

Chair: Brittany Chiasson (Teachers College) Discussant: Sarah M. Richling (Auburn University)

Comparing Continuous Versus Discontinuous Data Collection on Skill Acquisition and Teacher Decision-Making

ADAM S. WARMAN, Amy Coleman, Ashley Briggs Greer, Luke Martin, and Sydney Mrowiec (The Faison Center)

Mastery Criterion During a Shaping Task: The Effects of Short and Long Criteria

REBECCA HOTCHKISS (Evergreen Center) and Daniel Mark Fienup (Teachers College, Columbia University)

The Application of Mastery Criterion to Individual Operants During Skill Acquisition KRISTINA WONG (Columbia University) and Daniel Mark Fienup (Teachers College, Columbia University)

Mastery Criteria, Maintenance, and Generalization of Eye Contact in Individuals With Developmental Disabilities

ANNA EDGEMON and Sarah M. Richling (Auburn University); Jennifer L. Cook (University of South Florida); and Nadratu Nuhu, John T. Rapp, and Joseph Bardeen (Auburn University)

#47 Symposium

10:00 am–11:50 am Marriott Marquis, Level M4, Capitol/Congress OBM; Applied Research BACB CE Offered. CE Instructor: Matthew M Laske, Ph.D.

Recent Applied Research in Organizational Behavior Management

Chair: Byron J. Wine (The Faison Center) Discussant: Matthew M. Laske (Appalachian State University)

The Effect of "Do" Versus "Don't" Formatted Messaging on Employee Adherence to Written Requests ELIZABETH NEWCOMB, Nicholas Vanderburg, Trang Doan, and Eli T. Newcomb (The Faison Center)

A Pay-for-Performance System in Behavior Analysts Conducting Consultation RACHEL L. ERNEST, Adam S. Warman, and Byron J. Wine (The Faison Center) Increasing Doctor-Nurse-Patient Communication During Patient Rounds

NICOLE GRAVINA, Andressa Sleiman, Nicholas Matey, Elizabeth Harlan, and Garret Hack (University of Florida)

Performance Management at Work: Improving Productivity and Efficiency in a Manufacturing Setting NICHOLAS MATEY and Nicole Gravina (University of Florida)

#48 Symposium

10:00 am–11:50 am Marriott Marquis, Level M1, University of D.C./Catholic University PCH/TBA; Translational BACB CE Offered. CE Instructor: Jonathan W. Ivy, Ph.D.

A Flat Earth or Behavioral Full Worldview: The Need for Behavior Analysts to Rely Upon the Fundamentals of Our Science

Chair: Jonathan W. Ivy (Penn State Harrisburg) Discussant: Shawn P. Quigley (Melmark)

One Worldview to Rule Them

All RONALD LEAF (Autism Partnership Foundation), Thomas L. Zane (University of Kansas), Mary Jane Weiss (Endicott College), Justin B. Leaf (Autism Partnership Foundation), and Joseph H. Cihon (Autism Partnership Foundation; Endicott College)

Can a Science of Teaching Teach a Scientific Worldview?

KIMBERLY MARSHALL (CCSN: Center for Independence; Endicott College)

The Point-and-Click Behaviorist or a Behavioral Worldview Behaviorist: Where Is Our Field Heading? KIMBERLY A. SCHRECK and Jonathan W. Ivy (Penn State Harrisburg)

If You Want to Have a Worldview, You Probably Should Get Out to See the World JAMES T. TODD (Eastern Michigan University)

#49A Invited Panel

10:00 am–10:50 am Marriott Marquis, Level M2, Marquis Ballroom 3/4 SCI; Service Delivery PSY/BACB/NASP CE Offered. CE Instructor: Erin B. Rasmussen, Ph.D.

Obtaining Federal Funding for Behavior Analytic Research: A Panel Discussion With Program Directors Chair: M. Christopher Newland (Auburn University)

ALAN TOMKINS (National Science Foundation) EMILY DOOLITTLE (Institute of Education Sciences)



Dr. Tomkins is deputy division director, NSF Social and Economic Division, Directorate of Social, Behavioral, and Economic Sciences. He has served on the editorial boards of *American Psychologist*, *Behavioral Sciences & the Law, Expert Evidence: The International Digest of Human Behaviour Science and Law, Law and Human Behavior*, and *American Journal of Community Psychology*.



Dr. Doolittle is the National Center for Education Research (NCER) Team Lead for Social Behavioral Research. She takes a lead role in writing NCER's requests for applications and works closely with a wide-variety of researchers to provide technical assistance both individually and through webinars and workshops on IES grant writing and the application process. She received her Ph.D. in developmental psychology from the University of Chicago.

Abstract: This event, coordinated with the Federation of Associations in Behavioral & Brain Sciences, will feature program directors (to be announced later) from federal funding agencies relevant to behavior analysis (e.g., NIH, IES, NSF). Program directors will briefly discuss funding priorities of relevance to behavioral scientists, suggest ways to better align behavior analytic proposals with these priorities, and take questions from the audience.

#49 Symposium

10:00 am-11:50 am Walter E. Washington Convention Center, Level 1, Salon I VRB/AUT; Applied Research BACB CE Offered. CE Instructor: Haven Sierra Niland, M.S.

Comparisons and Innovations in Teaching Verbal Behavior to Children With Autism Spectrum Disorder Chair: Haven Sierra Niland (University of North Texas)

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

Conditioning Vocalizations as Reinforcer: A Comparison of Observational Conditioning and Response-Contingent Pairing SYDNI CHANCE, Catia Cividini-Motta, and Cynthia P. Livingston (University of North Florida)

Teaching Children With Autism Spectrum Disorder to Tact Auditory Stimuli: A Comparison of Isolated and Compound Stimulus Presentations

HAVEN SIERRA NILAND, Samantha Bergmann, Valeria Laddaga Gavidia, and Maria Jose Otero (University of North Texas) and Tiffany Kodak (Marguette University)

The Use of Intraverbal Chains on the Emergence of Reverse Intraverbals

ALYSSA P. SCOTT, Mary Halbur, Tiffany Kodak, Jessi Reidy, Lauren Debertin, and Courtney Lyn Meyerhofer (Marquette University)

Teaching Children With Autism to Recall Short Stories: A Replication and Extension

LISA GUERRERO (University of Nebraska Medical Center), Daniel E Conine (Georgia State University), Timothy R. Vollmer (University of Florida), Cindy Cahill (Florida Autism Center), Erica Jones (University of West Florida), and Tina Smith-Bonahue (University of Florida)

#50 Symposium

11:00 am-11:50 am Walter E. Washington Convention Center, Level 2, Room 202B AUT/DDA; Applied Research BACB CE Offered. CE Instructor: Chelsea R. Fleck, M.S.

The Application of Concurrent-Operants Methodologies for Evaluating Stimulus Functions With Individuals With Problem Behavior

Chair: Chelsea R. Fleck (New England Center for Children; Western New England University) Discussant: Iser Guillermo DeLeon (University of Florida)

Evaluation of a Concurrent Operant Demand Assessment to Determine Task Preference LINDSAY LLOVERAS (University of Florida), Nathan Call (Marcus Autism Center), Jason C. Bourret (New England Center for Children), and Sarah Slócum (Marcus Autism Center; Emory School of Medicine)

A Concurrent Operants Assessment to Infer Function of Problem Behavior ALLISON RADER (Endicott College), Cara L. Phillips (May Institute), Justin B. Leaf (Autism Partnership Foundation), and Cynthia M. Anderson (May Institute)

#51 Symposium

11:00 am-11:50 am Walter E. Washington Convention Center, Level 1, Salon H AUT; Applied Research BACB CE Offered. CE Instructor: Marissa A. Novotny, Ph.D.

Recent Research on Teaching Safety Skills to Children With Developmental Disabilities Chair: Marissa A. Novotny (University of Texas at San Antonio)

Evaluation of Video Self-Modeling to Teach Firearm Safety Skills

Raymond G. Miltenberger (University of South Florida), Marissa A. Novotny (University of Texas at San Antonio), and Trevor Maxfield and RASHA BARUNI (University of South Florida)

Evaluating Small Scale Simulation Training for Teaching Firearm Safety to Children With ASD Margaret Orner, RAYMOND G. MILTENBERGER, and Trevor Maxfield (University of South Florida)

A Meta-Analysis of Safety Skills Interventions for Individuals With Intellectual Disabilities TREVOR MAXFIELD (University of South Florida), Eun-Young Park (Jeonju University), and Kwang-Sun Cho Blair (University of South Florida)

11:00 am–11:50 am Walter E. Washington Convention Center, Level 1, Salon C CBM; Service Delivery BACB/PSY/QABA CE**D** Offered. CE Instructor: Amy Murrell, Ph.D.

Acceptance and Commitment Therapy for Post-Traumatic Problems in Living Chair: Amy Murrell (University of North Texas)

SONJA BATTEN (Flexible Edge Solutions)



Sonja V. Batten, Ph.D., is a clinical psychologist with a specialization in traumatic stress, who has worked in policy, clinical, and research leadership positions in the public and private sectors. Dr. Batten is a peer-reviewed ACT trainer, a past-president and Fellow of the Association for Contextual Behavioral Science, the author of *Essentials of Acceptance and Committeent Therapy*, and the co-author of *Committeed Action in Practice*. Dr. Batten is an experienced leader with a demonstrated history of working in the management consulting and health care industries. She is also a certified change management practitioner and an experienced executive coach and mentor.

Abstract: Traumatic experiences can have significant, and long-lasting, effects on the individuals who survive them. Frequently, clients who live through trauma experience a host of behavioral, cognitive, emotional, and physical health problems. When these individuals come to therapy, most of them are hoping that they will be able to eliminate the nightmares, memories, anger, anxiety, and other posttraumatic symptoms that they experience. In fact, most of them have tried many things (such as isolation, substance abuse, even suicide attempts) to manage these symptoms. However, what many of these individuals fail to realize is that their heroic efforts to avoid the pain of their posttraumatic experiences may actually be making things worse - and may even be the heart of the problem. In many ways, despite their best efforts, trauma survivors frequently find themselves trapped in a life that is largely devoted to the avoidance of pain. Effective empirically supported treatments for posttraumatic symptoms have been developed to aid trauma survivors in improving traditional PTSD symptoms. However, they are not universally effective, and not all clients are willing to engage in exposure-based treatment. In addition, given the high levels of psychiatric comorbidity with PTSD, treatments are needed that can cut across diagnostic categories and begin to treat presenting problems based on functional dimensions. Acceptance and Commitment Therapy, a contemporary behavior therapy, provides an alternative to the feel-good agenda and instead focuses on helping clients to reconnect with those ideals and principles for living that are deeply important to them and that dignify the difficult events that they have survived. This presentation will introduce clinicians to contextual behavioral tools to work with trauma survivors on identifying each person's valued life directions and then help motivate experiential acceptance and behavior change in the service of those values.

#53 Panel Discussion

11:00 am–11:50 am Walter E. Washington Convention Center, Level 1, Salon B CBM/OBM; Translational BACB CE Offered. CE Instructor: Jennifer Morrison-Diallo, Ph.D.

Call Me Crazy! Using Behavior Analysis in Inpatient Psychiatry: Understanding Serious Mental Illness From a Behavior Analyst's Point of View and the Importance of Interdisciplinary Collaboration Chair: Jennifer Morrison-Diallo (NYC Health + Hospitals/Kings County)

SHYLA ROSHIN (NYC Health + Hospitals/Kings County) PAULINA KACZMARCZYK (NYC Health+ Hospitals/Kings County) TAMI GATTA (NYC Health + Hospitals/Kings County)

#54 Invited Paper Session

Trauma

11:00 am–11:50 am Marriott Marquis, Level M4, Liberty I-L OTH; Theory PSY/BACB/QABA/NASP CE Offered. CE Instructor: Carla H. Lagorio, Ph.D.

Behavioral and Neurological Perspectives on Trauma Chair: Carla H. Lagorio (University of Wisconsin-Eau Claire)

Trauma Drama: A Behavior Analytic Perspective on Trauma PATRICK C. FRIMAN (Boys Town)



Dr. Patrick C. Friman received his Ph.D. from the University of Kansas. He is the current vice president of behavioral health at Boys Town and a clinical professor in the Department of Pediatrics at the University of Nebraska School of Medicine. He was formerly on the faculties of Johns Hopkins University, University of Pennsylvania, and Creighton University Schools of Medicine. He was also formerly the director of the Clinical Psychology Program at University of Nevada as well as the associate chairman of the Department of Psychology. He is a Fellow of the Association for Behavior Analysis International and in three divisions of the American Psychological Association. He is the former editor of the *Journal of Applied Behavior Analysis* and former president of the Association for Behavior Analysis International. He is currently on the editorial boards of four peer reviewed journals. He has published more than 190 scientific articles and chapters and three books. The primary focus of his scientific and clinical work in is in the area of behavioral pediatrics and behavioral medicine. Dr. Friman's work in behavioral pediatrics has concentrated on the gap between primary medical care for children on one side, and referral-based clinical child psychological and psychiatric care, on the other. A secondary focus is on adolescent behavior and development. He also specializes in consultation regarding workplace issues such as motivation, dealing with difficult people, change, happiness and pathways to success.

Abstract: Non-scientifically oriented clinicians and counselors have coopted the concept of trauma, established a related dogma, and attempted with some success to keep behaviorally oriented professionals at bay. This is tricky territory. The concept has been used to label and/or describe so many different types of human experience that it has become almost meaningless. It has no operational definition, at least not one widely accepted. Yet on closer inspection, regardless of its definition, the concept would seem perfectly suited for a behavioral analysis. In the simplest of terms, trauma appears to refer to aversive events that dramatically increase the negative reinforcement associated with avoidance of events that are topographically and/or functionally related to those events. The amount of avoidance exhibited by afflicted individuals impairs their diurnal and nocturnal functioning. The most effective approach would almost certainly involve escape extinction. However, because of the highly politicized nature of the concept, language describing that approach would almost certainly have to have more colloquial features in order to recruit any acceptance outside the field of behavioral analysis. This presentation will discuss trauma from that perspective.

Trauma, Extinction, and the Problem of Relapse

K. MATTHEW LATTAL (Oregon Health & Science University)



K. Matthew Lattal, Ph.D., is currently an associate professor in the Department of Behavioral Neuroscience at Oregon Health & Science University. Dr. Lattal received his BA from the University of California, San Diego. He majored in psychology and was mentored both as an undergraduate and graduate student at the University of California State, Davis (UCSD) by Edmund Fantino. After a year of graduate school at UCSD, he went to the University of Pennsylvania, where he received his Ph.D. in psychology under the mentorship of Robert A. Rescorla. His graduate work focused on behavioral and theoretical analyses of Pavlovian conditioning. As a

post-doctoral fellow with Ted Abel in the Department of Biology at Penn, he explored the neurobiological underpinnings of learning and memory. His current research at Oregon Health & Science University combines behavioral and molecular analyses to examine mechanisms of learning in Pavlovian fear and drug conditioning. His research is supported by grants from NIMH and NIDA.

Abstract: A common finding from rodent studies of drug abuse is that acute or chronic stress can reinstate drug-seeking behavior after extinction. In most of these studies, the stressor occurs during the reinstatement test; very little is known about the effects on drug-seeking behaviors long after the stressor has occurred. We have developed a behavioral approach in which an acute stressor in one context causes persistent effects on drug-seeking behaviors in a different context. This approach models some of the persistent effects of trauma on relapse that often occur in patients with a diagnosis of comorbid post-traumatic stress disorder (PSTD) and substance use disorder. I will describe some of the basic characteristics of this approach, including applications to different drugs of abuse and natural rewards, some of the underlying neurobiology, and how we have used this approach to evaluate potential treatments. These treatments focus on promoting extinction by pairing nonreinforced presentations of a stimulus or response during extinction with delivery of a drug that promotes epigenetic mechanisms that are involved in long-term memory. This leads to a persistent suppression of behavior that appears to resist environmental manipulations that cause relapse (such as exposure to cues or contexts previously associated with drugs of abuse). Implications of this approach for animal models of PTSD and addiction will be discussed.

#55 Invited Panel

11:00 am–11:50 am Marriott Marquis, Level M2, Marquis Ballroom 6 SCI; Theory BACB/NASP CE Offered. CE Instructor: Darlene E. Crone-Todd, Ph.D.

Computer Technology and the Future of Behavior Analysis: A Panel With Discussion Chair: Jonathan W. Pinkston (Western New England University)

CASEY J. CLAY (University of Missouri) DARLENE E. CRONE-TODD (Salem State University) AARON J. FISCHER (University of Utah)



Dr. Casev Clav is an assistant professor in the Department of Special Education at the University of Missouri. He is a board certified behavior analyst (BCBA-D) and licensed behavior analyst (LBA) in the state of Missouri. He received a master of science degree from Northeastern University in applied behavior analysis (ABA) and a Ph.D. from Utah State University in disability disciplines. After his Ph.D. program he completed a post-doctoral fellowship at the University of Missouri. He has over 10 years of clinical experience designing and implementing ABA programs with individuals with disabilities including working at the ASSERT preschool and Behavior Support Clinic in Logan, UT; the New England Center for Children in Boston, MA; and the MU Thompson

Center for Autism and Neurodevelopmental disabilities in Columbia, MO. He also has published his research in the Journal of Applied Behavior Analysis (JABA), Behavior Analysis in Practice, Research in Developmental Disabilities, and Learning and Motivation. He has also served as a quest reviewer for JABA, Journal of Behavioral Education, Behavioral Interventions, and The Behavior Analyst. His research focuses on evaluation of preference for and reinforcing efficacy of novel stimuli (e.g., social interactions, therapy animals), reduction of severe problem behavior, and methodologies to increase efficiency of skills training for clinicians and pre-service behavior analysts.



Darlene E. Crone-Todd (University of Manitoba, 2002) is a full professor in psychology at Salem State University. She designed and coordinates the graduate program in Behavior Analysis, and has presented in over 50 symposiums at conferences worldwide, including time spent researching and presenting in Brazil. She has published research in peer-reviewed journals including, The Behavior Analyst Today, Journal of Applied Behavior Analysis, and Substance Use and Misuse. Dr. Crone-Todd completed a post-doc at the Johns Hopkins University School of Medicine in Behavior Pharmacology in 2003. Her current research interests include

human choice behavior, computer-mediated learning environments, higher-order thinking, basic and applied research in behavioral pharmacology, and shaping behavior. Ongoing projects involve behavioral interventions related to wellness, and to facilitating student success.



Dr. Aaron J. Fischer has been working with individuals with autism spectrum disorder (ASD) and their families for over 10 years. He graduated from the University of Miamí, where he earned a bachelors degree in psychology and worked as a research coordinator at the Center for Autism and Related Disabilities. Dr. Fischer completed his masters and doctoral degree in school psychology at Louisiana State University. Before arriving at the University of Utah in 2014, he completed his predoctoral internship in clinical psychology at the May Institute in Massachusetts. His internship and graduate work focused on providing evidence-based practice in schools, hospitals, and mental

health clinics to children with disabilities and their families. Specifically, Dr. Fischer's clinical interests concentrate on the assessment and treatment of children and adolescents with ASD, as well a providing support and training to their families. As such, his scholarship is considerably influenced by his applied work in those areas. Additionally, Dr. Fischer has experience in the assessment and treatment of problem behavior, as well as the acquisition of adaptive skills, in individuals with ASD and developmental disabilities.

Abstract: This panel will be a discussion of Dr. Ellie Kazemi's SQAB Tutorial on the utility of computer technologies in behavior analysis.

#56 Symposium

11:00 am-12:50 pm Walter E. Washington Convention Center, Level 2, Room 202A AUT; Translational BACB CE Offered. CE Instructor: Tracy L. Kettering, Ph.D.

Approaches to Assessment and Treatment of Unique Presenting Concerns in Clinical Settingst Chair: Chathuri Illapperuma (University of Nebraska-Medical Center: Munroe Meyer Institute: Center for Autism Spectrum Disorders)

Discussant: Tracy L. Kettering (Bancroft)

A Comparative Analysis of Procedures to Teach Delay Tolerance

Katherine Brown (Utah State University), Reagan Gaynor (University of Nebraska Omaha), Amanda Zangrillo (Munroe-Meyer Institute, University of Nebraska Medical Center), and SEAN SMITH (University of Nebraska Medical Center)

Efficiency and Preference for Alternative Activities During Schedule Thinning With Functional **Communication Training**

GIOVANNA SALVATORE, Christina Simmons, and Kimberly Ford (Rowan University)

An Experimental Analysis of Voice Volume for Children With Autism Spectrum Disorder ARTURO GARCIA and Kara L. Wunderlich (Rollins College)

Effects of the Good Behavior Game With Siblings

Katherine Brown (Utah State University), Reagan Gaynor (University of Nebraska Omaha), and Amanda Zangrillo and JESSIE WEBER (Munroe-Meyer Institute, University of Nebraska Medical Center)

#57 Symposium

11:00 am-12:50 pm Walter E. Washington Convention Center, Level 2, Room 207A AUT/DDA; Service Delivery BACB CE Offered. CE Instructor: Kevin J. Schlichenmeyer, M.Ed.

Extensions of Practical Functional Assessment and Skills-Based Treatment: Updates on Training, Implementation, and Overcoming Barriers

Chair: Kara LaCróix (The Autism Community Therapists, LLC) Discussant: Kevin J. Schlichenmeyer (The Autism Community Therapists, LLC)

A Randomized Controlled Trial of Seminar-Based Training on Accurate and General Implementation of Practical Functional Assessments

CORY WHELAN (The Autism Community Therapists, LLC), Gregory P. Hanley (FTF Behavioral Consulting), Robin K. Landa (May Institute), Emily Sullivan and Rachel Metras (Western New England University), and Kara LaCroix (The Autism Community Therapists, LLC)

Using Brief Session Durations During Functional Analysis to Inform Socially Sustainable Improvements in Problem Behavior THERES FLANL and Leonal (The Graduate Conter and Queene College, City University of

THERESA FIANI and Joshua Jessel (The Graduate Center and Queens College, City University of New York)

Small-Group Implementation of Functional Analyses and Skill-Based Treatment ROBIN K. LANDA and Amy Kate Rosenblum (May Institute)

Implementation of Trial-Based Functional Analysis and Functional Communication Training Within a School Setting

NICOLE CONNOR MOORE and Megan B. Boucher (Ivymount School)

#58 Symposium

11:00 am–12:50 pm Walter E. Washington Convention Center, Level 2, Room 206 AUT/VRB; Translational BACB CE Offered. CE Instructor: Mary Halbur, M.S.

Advances on the Sequence of Discrimination Training and Variables That Affect Acquisition

Chair: Mary Halbur (Marquette University) Discussant: Jason C. Vladescu (Caldwell University)

Comparison of Sounds and Words as Sample Stimuli for Discrimination Training MARY HALBUR, Tiffany Kodak, Jessi Reidy, and Xi'an Maya Williams (Marquette University); Devin Seth (Indiana University); and Chris Halbur (The University of Iowa)

Quantitative Analysis of Parametric Changes in Sample Disparity With Children Diagnosed With Autism Spectrum Disorder

WEIZHI WU and Tiara Putri (Florida Institute of Technology), Shawn Patrick Gilroy (Louisiana State University), and Corina Jimenez-Gomez and Christopher A. Podlesnik (Auburn University)

Effects of English-Spanish Instructional Sequences and Language Preference on the Acquisition of Conditional Discriminations

ARABELLE MARTIN and Sarah A. Lechago (University of Houston-Clear Lake) and Christine Romo (Texana)

Tact Instruction as a First Step Toward Establishing Intraverbals

BAILEY DEVINE (Waypoint Behavioral Health Solutions) and Reagan Elaine Cox and Anna I. Petursdottir (Texas Christian University)

#59 Symposium

11:00 am-12:50 pm Walter E. Washington Convention Center, Level 2, Room 201 AUT/CBM; Service Delivery BACB CE Offered. CE Instructor: Christina M. Countie, M.S.

Social Skills Groups: How to Support a Growing Need for Group Behavior Analytic Therapy Chair and discussant: Christina M. Countie (Simmons University; Child Communication and Behavior Specialists)

Social Skills Groups: Where to Start and Where to Go From There ALEC JAMEES UNDERWOOD (National University; Child Communication and Behavior Specialists)

Social Skills Groups and Group Contingencies: What Works? MIKAYA TULCHINSKY (Child Communication and Behavior Specialists)

Saturday, May 23

Evidence-Based Social Skills Group Curriculums and Client Outcomes ABRAHAM SANCHEZ (Child Communication and Behavior Specialists)

Caregiver Stress: How Social Skills Groups in Hand With Caregiver Training Can Decrease Caregiver Stress

JENNA MARIE RABE (Capella University; Child Communication and Behavior Specialists)

#60 Symposium

11:00 am-12:50 pm Marriott Marquis, Level M4, Liberty M CSS: Translational BACB CE Offered. CE Instructor: James Nicholson Meindl. Ph.D.

Behavior Analysis and Crime: Smuggling, Killing, and Justice Systems

Chair: Jacqueline Noto (Florida Institute of Technology) Discussant: Mark A. Mattaini (Jane Addams College of Social Work-University of Illinois at Chicago)

Evaluating the Effect of Specialist Detection Dogs Presence in Ports

EMMA WILLIAMS, Rebecca A. Sharp, and Gareth Harvey (Bangor University)

Behavioral Skills Training for Active Shooter Scenarios: Human Service

JACQUELINE NOTO, Katie Nicholson, Sandhya Rajagopal, James Arnold Riswick-Estelle, and Nicholas Weatherly (Florida Institute of Technology)

Extending Behavior Analysis to Active Shootings: A Conceptual Analysis

JAMES NICHOLSON MEINDL (The University of Memphis) and Jonathan W. Ivy, Mason Baughmann, and Amanda Hammer (Penn State Harrisburg)

The Application and Dissemination of ABA to the Civil and Criminal Justice Systems TIMOTHY TEMPLIN (HABA)

#61 Symposium

11:00 am-12:50 pm Walter E. Washington Convention Center, Level 1, Room 103 DDA/AUT; Applied Research BACB CE Offered. CE Instructor: Margaret Rachel Gifford, M.S.

Advances in Functional Communication Training

Chair: Margaret Rachel Gifford (Marguette University) Discussant: Wayne W. Fisher (Munroe-Meyer Institute, University of Nebraska Medical Center)

Sustaining Behavior Reduction by Transitioning the Topography of the Functional Communication **Response During FCT**

KAYLA RECHELLE RANDALL (Munroe-Meyer Institute, University of Nebraska Medical Center), Brian D. Greer (Children's Specialized Hospital - Rutgers University Center for Autism Research, Education, and Services; Rutgers Robert Wood Johnson Medical School), Ryan Kimball (University of Saint Joseph), and Sean Smith (University of Nebraska Medical Center)

Incorporating Antecedent Strategies in Functional Communication Training for Problem Behavior Maintained by Social Avoidance SARAH SLOCUM (Marcus Autism Center; Emory School of Medicine) and Mindy Christine

Scheithauer (Marcus Autism Center)

Providing Noncontingent, Alternative, Functional Reinforcers during Delays following Functional Communication Training MARGARET RACHEL GIFFORD (Marquette University), Meagan Sumter (Wester Psychological and

Counseling Services PC), Jeffrey H. Tiger and Hannah Effertz (Marquette University), and Caitlin Fulton (University of Nebraska Medical Center)

Using Dual-Criteria Methods to Supplement Visual Inspection: Replication and Extension JOHN FALLIGANT (Kennedy Krieger Institute; Johns Hopkins University School of Medicine), Molly K. McNulty (Kennedy Krieger Institute), Michael Kranak (Kennedy Krieger Institute; Johns Hopkins University School of Medicine), and Nicole Lynn Hausman and Griffin Rooker (Kennedy Krieger Institute)

#62 Paper Session

11:00 am-12:50 pm Walter E. Washington Convention Center, Level 1, Room 102 DDA

Strategies to Increase Adaptive and Appropriate Behaviors in Adolescents and Adults With **Developmental Disabilities**

Chair: Federica Berardo (TICE Live and Learn)

Reducing Staff Support for Adults With Developmental Disabilities: Using Technology to Support Adaptive Living Skills (Applied Research)

COURTNEY DENISE BISHOP, Lisa Whittingham, Rebecca Ensor, and Tricia Corinne Vause (Brock University); Kimberly Maich (Atlantic Provinces Applied Behavior Analysis); Priscilla Burnham Riosa (Brock University); and Deanna Flagg (Community Living Haldimand)

Interventions to Improve the Conversational Skills of Adolescents With Developmental Disability in a Group Setting (Applied Research) FEDERICA BERARDO (TICE Live and Learn; University of Parma) and Luca Vascelli, Silvia lacomini,

and Antonino Ganci (TICE Live and Learn)

Token Economies Used for Adults With Intellectual Disabilities: A Review of the Literature (Service Delivery)

MARREN MARIÉ LEON-BARAJAS (University of Kansas)

Increasing Community Capacity to Address Problematic Behavior in Adults With Developmental Disabilities (Service Delivery)

LAURA E. MULLINS (Brock University) and Pauline Le-Drew and Gail Clark (Regional Support Associates)

#63 Symposium

11:00 am-12:50 pm Marriott Marquis, Level M2, Marquis Ballroom 3/4 EAB/AAB: Basic Research BACB CE Offered. CE Instructor: Jemma E. Cook, Ph.D.

Behavioral Persistence Under Resistance to Change and Relapse Procedures

Chair: Kenneth David Madrigal Alcaraz (Universidad de Guadalaiara - CEIC) Discussant: Jemma E. Cook (University of Mississippi Medical Center)

Behavioral Momentum and Stimulus Generalization

JOHN Y. H. BAI and Shijue Xue (The University of Auckland), Christopher A. Podlesnik (Auburn University), and Douglas Elliffe (The University of Auckland)

Dependency and Response-Rates: Effects on Resistance to Change and Choice ITALO TEIXEIRA (Universidade de Brasília) and Carlos Renato Xavier Cançado (Florida Institute of Technology)

Separating the Effects of Response Rate and Acquisition Sessions on ABA Operant Renewal KENNETH DAVID MADRIGAL ALCARAZ (Universidad de Guadalajara - CEIC), Andrew R. Craig (SUNY Upstate Medical University), and Carlos Javier Flores Aguirre (Universidad de Guadalajara - CEIC)

Resurgence During Repeated Within-Session Thinning of Alternative Reinforcement ANTHONY NATHAN NIST and Timothy A. Shahan (Utah State University)

#64 Paper Session

11:00 am-12:50 pm Marriott Marguis, Level M4, Independence A-C TBA

Teaching Basic Principles and Terminology of Behavior Analysis

Chair: Aisling Collins (Jigsaw CABAS® School)

Teaching Behavior Analytic Terminology through Peer Tutoring: Comparing Acquisition Rates of the Tutor and Tutee (Service Delivery) AISLING COLLINS and Katie Hyde (Jigsaw CABAS® School)

The Development and Implementation of a Program to Teach the Operant Quadrant (Applied Research) JESSICA AUZENNE and Jesus Rosales-Ruiz (University of North Texas)

Teaching New Definitions of the MO. SD. and S Delta Using EBI: Rationale and Discussion of Revision of Definitions, the Need for Discrimination Training and Some Unexpected Problems (Applied Research) SHANNON SHEA (Vinfen Corporation)

Training Program Quality: Experiences and Perspectives of Current Behavior Analysts (Service Delivery) JUSTIN N. COY, Olivia Grace Enders, and Douglas E. Kostewicz (University of Pittsburgh)

#65 Symposium

12:00 pm-12:50 pm

Marriott Marquis, Level M2, Marquis Ballroom 5 AAB/EAB; Applied Research BACB CE Offered. CE Instructor: Erica N. Feuerbacher, Ph.D.

Scent Detection in Dogs: Effects of Training, Handling, and Selection on Performance Chair: Erica N. Feuerbacher (Virginia Tech)

Odorant Concentration as a Dimension for Stimulus Generalization NATHANIEL HALL and Mallory Tatum DeChant (Texas Tech University)

Effect of Handler Knowledge on Detection Dog Performance MALLORY TATUM DECHANT and Nathaniel Hall (Texas Tech University)

Using Community Dogs and Owners to Create a Citizen-Science Agricultural Scent Dog Detection Program

HANNAH DECKER and Erica N. Feuerbacher (Virginia Tech)

#66 Symposium

12:00 pm–12:50 pm Walter E. Washington Convention Center, Level 1, Salon H AUT; Translational

Overcoming Barriers to Parent Training

Chair: Christopher Miyake (Center for Autism and Related Disorders)

A Review of Barriers to Parent Training

CHRISTOPHER MIYAKE, Dennis Dixon, and Karen Nohelty (Center for Autism and Related Disorders) Randomized Controlled Trial of a Naturalistic Parent Training Program

ESTHER HONG, Dennis Dixon, Christopher Miyake, and Nicholas Marks (Center for Autism and Related Disorders)

Using Behavioral Skills Training to Teach Clinicians to Accurately Implement Naturalistic Parent Training Program

KAREN NOHELTY and Dennis Dixon (Center for Autism and Related Disorders)

#67 Symposium

12:00 pm–12:50 pm Walter E. Washington Convention Center, Level 2, Room 202B AUT/DDA; Applied Research BACB CE Offered. CE Instructor: Cormac MacManus, M.S.

Competition Time! Current Research in the Role of Competing Stimuli and Matched Stimulation in the Treatment of Automatically Maintained Problem Behavior Chair: Cormac MacManus (New England Center for Children)

Examining Procedural Variations of Delivering Competing Stimuli in the Treatment of Stereotypy JULIA TOUHEY and Catlyn LiVolsi (New England Center for Children; Western New England University) and William H. Ahearn (New England Center for Children)

Using Matched Stimulation to Decrease Motor Stereotypy of Children With Autism Spectrum Disorder During Work Sessions

SABINE SCOTT (Pomona College) and Marjorie H. Charlop (Claremont McKenna College)

Evaluation of Competing Stimulus Assessment in Identifying Treatment for Automatically and Attention Maintained Challenging Behavior

JENNIFER GRABOYES CAMBLIN, Nicholas Vanderburg, Jody Liesfeld, Timothy Corallo, and Eli T. Newcomb (The Faison Center)

#68 Symposium

12:00 pm–12:50 pm Walter E. Washington Convention Center, Level 2, Room 207B AUT/DDA; Applied Research BACB CE Offered. CE Instructor: Rebecca P. F. MacDonald, Ph.D.

Early Identification and Treatment of Autism Symptomatology in Infant Siblings Chair: Rebecca P. F. MacDonald (New England Center for Children) Discussant: Jane S. Howard (Therapeutic Pathways/The Kendall Centers)

Early Markers of Autism in Infant Siblings

REBECCA P. F. MACDONALD, Kathryn Couger, and William H. Ahearn (New England Center for Children)

Component Analysis of a Parent-mediated Telehealth Intervention Designed for Infants With Early Signs of ASD

SARAH A. DUFEK and Meagan Talbott (University of California Davis) and Sally Rogers (University of California Davis; M.I.N.D. Institute)

#69 Invited Presenter

12:00 pm–12:50 pm Walter E. Washington Convention Center, Level 3, Ballroom AB CBM; Basic Research PSY/BACB/QABA/NASP CE Offered. CE Instructor: Yvonne Barnes-Holmes, Ph.D.

Recent Advances in Relational Frame Theory: Implications for Education and Clinical Behavior Analysis Chair: Amy Murrell (University of North Texas)

YVONNE BARNES-HOLMES (Ghent University)



Yvonne Barnes-Holmes is Associate Professor in Behavior Analysis and Senior Research Fellow at the Department of Clinical, Experimental, and Health Psychology at Ghent University, Belgium, although she is a native of Northern Ireland. She completed her Ph.D. at the National University of Ireland Maynooth in 2001 on developmental studies in Relational Frame Theory (RFT). She took up her first academic post at the same university in 2003 and worked there until 2015, when the research team she shares with her husband Dermot Barnes-Holmes moved to Belgium as part of a multi-million Euro research award to study the implications of

RFT for psychotherapy. Professor Barnes-Holmes has published several books and over 150 scientific articles and book chapters. She has authored or given over 400 presentations and workshops. She is a World Trainer in Acceptance and Commitment Therapy (ACT) and has had a private clinical ACT practice for 22 years, providing global individual therapy and clinical supervision.

Abstract: The first book-length treatment of RFT was published almost 20 years ago in 2001. In recent years, a number of conceptual advances have been made in the theory that have implications for its application in both educational and clinical domains. The first of these is the emergence of a type of periodic table for conceptualizing derived relational responding, known as the multi-dimensional, multi-level framework (the MDML). The presentation will explain how this framework provides opportunities for conceptualizing and remediating the core skills required for basic and advanced language and cognition in educational contexts. The second of these is a recent extension to the MDML framework, called the hyper-dimensional, multi-level framework (the HDML), that incorporates the orienting and evoking functions of stimuli that participate in derived relations. The presentation will explain behavior analysis. Overall, the case will be made that although RFT should be seen as a work in progress, the theory continues to offer insights that will potentially improve functional-analytic methods for assessing and treating behavioral problems.

#70 Symposium

12:00 pm–12:50 pm Walter E. Washington Convention Center, Level 1, Salon B CBM/EAB; Translational BACB CE Offered. CE Instructor: Jonathan J. Tarbox, Ph.D.

Behavioral Laboratory Research on Components of Acceptance and Commitment Training Chair and discussant: Jonathan J. Tarbox (University of Southern California; FirstSteps for Kids)

Promoting Rumination and Analyzing the Differential Effect of Defusion Protocols on a Memory Task BARBARA GIL-LUCIANO (Universidad Nebrija; MICPSY, Madrid), Tatiana Calderon and Daniel Tovar (Konrad Lorenz, Colombia), Beatriz Sebastian (Universidad Almería), and Francisco Ruiz (Konrad Lorenz, Colombia)

Analyzing the Impact of a Higher-Order Motivative Protocol (Values) on Experimentally Induced Fear and Avoidance Responding

L. JORGE RUIZ-SANCHEZ and Carmen Luciano Soriano (University Almería)

#71 Symposium

DEI

12:00 pm–12:50 pm Marriott Marquis, Level M4, Liberty N-P CSS/EDC; Translational BACB CE Offered. CE Instructor: Natalia Baires, M.S.

On the Frontiers of Social Justice in Applied Behavior Analysis: Emerging Discourses Chair: Malika Pritchett (University of North Texas)

Coloniality of Power and the Science of Applied Behavior Analysis: A Conceptual and Descriptive Analysis of Human Subject Research Practices

MALİKA PRITCHETT, Shahla Susan Ala'i, Josef Harris, and Melody Jones (University of North Texas)

Missing Identities: Who is Participating in Behavior-Analytic Higher Education? NATALIA BAIRES, Sebastian Garcia-Zambrano, and Darwin S. Koch (Southern Illinois University)

Shifting Perspectives: A Social Justice Program Description GABRIELLE MORRIS, Emily Perez, Shahla Susan Ala'i, April Bass, and Alicia Re Cruz (University of North Texas)

#72 Symposium

12:00 pm–12:50 pm Walter E. Washington Convention Center, Level 1, Salon G DDA/AUT; Translational BACB CE Offered. CE Instructor: Kathryn M. Kestner, Ph.D.

Offering Clients Choice of Instructional Strategy and Behavior Reduction Parameters With Concurrent Operant and Concurrent Chain Procedures

Chair: Amanda Mahoney (The Chicago School of Professional Psychology) Discussant: Kathryn M. Kestner (West Virginia University)

Assessing Client Preference for Errorless or Error Correction Procedures Within the Picture Exchange Communication System

DAVID BRIAN FAIRCHILD, Julie A. Ackerlund Brandt, and Amanda Mahoney (The Chicago School of Professional Psychology)

Evaluation of a Concurrent Choice Arrangement for Music on Vocal Stereotypy in Children With Autism BECCA YURE and Susan D. Flynn (The Chicago School of Professional Psychology)

#73 Symposium

12:00 pm–12:50 pm Walter E. Washington Convention Center, Level 1, Salon C DEV/VRB; Applied Research BACB CE Offered. CE Instructor: Ashley Shayter, M.S.

Conditional Discrimination, Derived Relations, and Efficacy of Acceptance and Commitment Training on Recall in Older Adults

Chair: Jennifer Cammarata (Northern Michigan University) Discussant: Jonathan C. Baker (Western Michigan University)

Establishment of Conditional Discriminations and Formation of Emerged Relations in Older Adults and Younger Adults ANETTE BROGÅBD ANTONISEN and Erik Arntzen (Oslo Metropolitan University)

ANETTE BROGARD ANTONSEN and Erik Arntzen (Oslo Metropolitan University)

The Effects of Acceptance and Commitment Training on Recall in Older Adults With Mild Cognitive Impairment and Early Stage Dementia ASHLEY SHAYTER and Jennifer Cammarata (Northern Michigan University)

#74 Symposium

12:00 pm–12:50 pm Marriott Marquis, Level M4, Independence D EDC/AUT; Applied Research BACB CE Offered. CE Instructor: Megan R. Heinicke, Ph.D.

Advances in Stimulus Preference Assessments: Evaluating Attention and Problem Behavior Chair: Elizabeth Joy Houck (University of Texas at Austin)

Discussant: Megan R. Heinicke (California State University, Sacramento)

Further Evaluation of a Rapid Assessment of Attention Types

Cynthia P. Livingston (University of North Florida), Craig Strohmeier (Kennedy Krieger Institute), and ASHLEY BORDELEON (Oregon Institute of Technology)

An Evaluation of Problem Behavior During Varied Modality and Consequence Preference Assessments ASHTON CORINNE TINNEY (University of North Texas), Joseph D. Dracobly (University of North Texas), Ana Rodriguez (University of North Texas), Sara Baak (University of North Texas)

#75 Symposium

12:00 pm–12:50 pm Marriott Marquis, Level M4, Independence E EDC/VRB; Translational BACB CE Offered. CE Instructor: Cameron Mittelman, M.A.

A Behavioral Approach to Teaching Writing Behaviors

Chair: Cameron Mittelman (The Chicago School of Professional Psychology)

The Effects of Programmed Instruction and Fluency-Building on Writing Error Detection and Correction CAMERON MITTELMAN (The Chicago School of Professional Psychology)

The Effects of LAG Schedules of Reinforcement on Fictional Writing LAWRENCE PLATT (The Chicago School of Professional Psychology)

Shaping Technical Writing With Precision Measurement ADAM HOCKMAN (The Mechner Foundation)

#76 Symposium

12:00 pm-12:50 pm Marriott Marguis, Level M4, Independence F-H EDC/DEV; Translational BACB/NASP CE Offered. CE Instructor: Christopher Skinner, Ph.D.

Reinforcing Positive Peer Reports via Group Contingencies: Effects of Tootling on Mean Behaviors and Recently Taught Social Skills

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

Reducing Mean and Disrespectful Social Behaviors in Third-Grade Students: Extending Research on Tootlina

BAILEIGH KIRKPATRICK, Shelby Wright, Stephanie Daniels, Kala Taylor, and Christopher Skinner (University of Tennessee); Merilee McCurdy (University of Nebraska-Lincoln); and Tara Moore (University of Tennessee)

Behavior Specific Tootling: Enhancing First-Grade Students' Use of a Recently Instructed Social Skill a Natural Social Setting

SHELBY WRIGHT, Baileigh, Stephanie Daniels, Christopher Skinner, and Tara Moore (University of Tennessee) and Merilee McCurdy (University of Nebraska-Lincoln)

Using Tootling to Sequentially Enhance and Maintain Multiple Social Skills in Natural Social Environments

CHRISTOPHER SKINNER, Shelby Wright, and Margaret Crewdson (University of Tennessee)

#77 Symposium

12:00 pm-12:50 pm Marriott Marguis, Level M4, Archives **OBM**; Translational BACB CE Offered. CE Instructor: Christoph F. Bördlein, Ph.D.

Expanding Behavioral Safety to New Areas

Chair: Christoph F. Bördlein (University of Applied Sciences Würzburg-Schweinfurt)

Using the PDC-Safety and the PDC-Human Services to Facilitate Safety in Social Service Institutions CHRISTOPH F. BÖRDLEIN (University of Applied Sciences Würzburg-Schweinfurt)

Experiments in Behavioral Safety in Machinery Safety in Japan RIEKO HOJO, Shoken Shimizu, Kyoko Hamajima, and Shigeo Umezaki (National Institute of Occupational Health) and Koichi Ono (Komazawa University)

The Safety Management System as a New Achievement Place for Behavior Analysis SHOKEN SHIMIZU, Rieko Hojo, Kyoko Hamajima, and Shigeo Umezaki (National Institute of Occupational Health) and Koichi Ono (Komazawa University)

#78 Symposium

12:00 pm-12:50 pm Marriott Marquis, Level M4, Capitol/Congress **OBM**; Translational BACB CE Offered. CE Instructor: Andressa Sleiman. M.A.

Key Dimensions of Performance Feedback: From Literature to the Lab Chair: Andressa Sleiman (University of Florida)

An Objective Review of the Effectiveness and Essential Characteristics of Performance Feedback in Organizational Settings (1998-2018): An update and extension

ANDRESSA SLEIMAN (University of Florida), Sigridur Soffia Sigurjonsdottir and Aud Kielland Elnes (Oslo Metropolitan University), and Nicole Gravina (University of Florida)

Identifying the Relation Between Feedback Preferences and Performance JANELLE KIRSTIE BACOTTI, Emma Grauerholz-Fisher, Samuel L. Morris, and Timothy R. Vollmer (University of Florida)

"You Talking to Me?": Effects of Performer Reactions on Observation and Feedback Accuracy JESSICA A. NASTASI, Nicholas Matey, Andressa Sleiman, and Nicole Gravina (University of Florida)

#79 Invited Paper Session

12:00 pm–12:50 pm Marriott Marquis, Level M4, Liberty I-L OTH; Applied Research PSY/BACB/QABA/NASP CE Offered. CE Instructor: Jessica Singer-Dudek, Ph.D.

Effects of Trauma on Risk and Protective Factors

Chair: Jessica Singer-Dudek (Teachers College, Columbia University)

The Effects of Trauma on Attachment: A Behavioral Perspective JEANNIE GOLDEN (East Carolina University)



Dr. Jeannie A. Golden is a licensed psychologist who received her Ph.D. in school psychology from Florida State University in 1981. Dr. Golden has taught in the psychology department at East Carolina University for 38 years and became the first national board certified behavior analyst in North Carolina in 2000. Dr. Golden received ECU teaching awards in 2001 and 2009, the FABA Honorary Lifetime Membership Award in 1994, the NCABA Fred S. Keller Excellence in Behavior Analysis Award in 2005, the ECU Scholarship of Engagement Award in 2012, the NCABA Do Things Award for Outstanding and Sustained Contributions in 2013. the FCII Psychology

Award for Outstanding and Sustained Contributions in 2013, the ECU Psychology Department Award for Distinguished Service in 2015, and the ECU Psychology Department Faculty Appreciation Award for Mentoring in 2017. Dr. Golden and colleagues received grants from Kate B. Reynolds Charitable Trust (2008-2011) and the Department of Health and Human Services (2011-2016) to provide school-based mental health services in two rural, impoverished counties in North Carolina. In March of 2018, Dr. Golden and colleagues were awarded the Creating New Economies Fund Grant by Resourceful Communities for the Greene County Community Advancement Project.

Abstract: Trauma in the form of child abuse and neglect at the hands of parents or caregivers has devastating psychosocial and neurological effects on children that may last throughout their lifespan. Children who have experienced maltreatment often fail to learn attachment to their parents or caregivers and this impairs their ability to form healthy attachments and experience reciprocal and caring relationships with others. Lack of attachment is associated with a lack of moral behavior, heightened processing of threat-related information, emotional dysregulation, depression, anxiety, dissociation, maladaptive coping strategies, risky sexual behaviors and increased risk for substance abuse. This presentation will provide a behavioral explanation of why maltreated children often do not learn attachment behaviors and receive negative reinforcement in the form of avoiding or escaping negative emotions. This explanation has several implications for treatment including why and how attachment behaviors can be learned.

Interventions to Address Psychological Maltreatment, a Common and Harmful Form of Childhood Trauma MARLA BRASSARD (Teachers College, Columbia University)



Marla R. Brassard, Ph.D., is a professor in the School Psychology Program at Teachers College, Columbia University. For 37 years her research has focused on parenting, especially psychological maltreatment of children by parents, a nonphysical form of abuse and neglect, that research shows is the equivalent in adverse causal impact to other forms of maltreatment and the most related to depression and suicidal behavior. Recently her work has expanded to include parenting in other high stress contexts, specifically parenting a young child with autistic spectrum disorder, with a focus on interventions that enhance parental well-being and increase guality of

parenting. She is a fellow of the American Psychological Association and past president of the Council of Directors of School Psychology Programs.

Abstract: United States state statutes demonstrate a clear hierarchy in how harmful the different forms of child maltreatment are perceived (Baker & Brassard, 2019), but research does not support prioritizing of one form of child maltreatment over another. This presentation presents the evidence (briefly) for considering psychological maltreatment (PM) the equal of child sexual abuse, physical abuse, and physical neglect in contributing to adverse outcomes across the lifespan. Because PM, like corporal punishment, is so common, it challenges traditional short-term, narrowly focused, post-trauma reactive intervention practices, toward more sensitive and effective child protection and increased emphasis on primary prevention and good caregiving to achieve child well-being. Interventions with the greatest likelihood of success are presented—those consistent with ABA practice and those that may require shift in thinking.

#80 Panel Discussion

12:00 pm–12:50 pm Marriott Marquis, Level M1, University of D.C./Catholic University PCH/DDA; Translational BACB/QABA/NASP CE Offered. CE Instructor: Justin B. Leaf, Ph.D.

The State of Our Union: Current Issues and Future Directions of Behavior Analysis Chair: Joseph H. Cihon (Autism Partnership Foundation; Endicott College)

JUSTIN B. LEAF (Autism Partnership Foundation; Endicott College) ROBERT K. ROSS (Beacon ABA Services) MELISSA L. OLIVE (Applied Behavioral Strategies LLC)

#81 Paper Session

12:00 pm–12:50 pm Marriott Marquis, Level M1, Georgetown PCH

On the Dimensions of Behavior Analysis

Chair: Edward K. Morris (University of Kansas)

The Dimensions of the Dimensions of Applied Behavior Analysis (Theory) EDWARD K. MORRIS (University of Kansas), Deborah E. Altus (Washburn University), and Matthew Novak (University of Kansas)

Chain Analyses of Behavior, Behavioral Products, and Ecological Situations as a Method in the "Diagnostic" Decimal System of Behavior Assets and Problems (Theory) MARTTI T. TUOMISTO (Tampere University)

#82 SQAB Tutorial

12:00 pm–12:50 pm Marriott Marquis, Level M2, Marquis Ballroom 6 SCI; Basic Research BACB/PSY/QABA CE Offered. CE Instructor: William Stoops, Ph.D.

Back to the Lab: Human Behavioral Pharmacology Methods, Outcomes and Meanings Chair: Derek D. Reed (University of Kansas)

WILLIAM STOOPS (University of Kentucky)



Dr. William W. Stoops, a professor in the Departments of Behavioral Science, Psychiatry 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 evaluates the behavioral and pharmacological factors that contribute to drug use disorders, focusing primarily on stimulant drugs. Dr. Stoops' research contributions resulted in receipt of the 2016 Psychologist of the Year Award from the Kentucky Psychological Association, the 2013 Joseph Cochin Young Investigator Award

from the College on Problems of Drug Dependence and the 2008 Wyeth Young Psychopharmacologist Award from Division 28 (Psychopharmacology and Substance Abuse) of the American Psychological Association (APA). Dr. Stoops currently serves on the College on Problems of Drug Dependence Board of Directors and is editor of *Experimental and Clinical Psychopharmacology*.

Abstract: Human behavioral pharmacology methods have been used to rigorously evaluate the effects of a range of centrally acting drugs in human beings under controlled conditions. Methods like drug self-administration and drug-discrimination have been adapted from non-human laboratory animal models. Because humans have the capacity to communicate verbally, self-report methods are also commonly used to understand drug effects. This presentation will provide an overview of these traditional human behavioral pharmacology methods, as well as more novel measures that have been introduced to the field. Representative data will be shared and the benefits, challenges and translational relevance of each method will be discussed. This session will cover guiding principles in the design of human behavioral pharmacology studies (e.g., using placebo controls, testing multiple doses) along with ethical (e.g., avoiding enrollment of individuals seeking treatment, determining capacity to consent) and safety (e.g., dose selection, pre-screening of participants for exclusionary health problems) that must be addressed when conducting these types of studies.

#83 Symposium

12:00 pm–12:50 pm Walter E. Washington Convention Center, Level 1, Salon I VRB; Applied Research BACB CE Offered. CE Instructor: Caitlin H. Delfs, Ph.D.

Topics in Verbal Behavior: Winners of the VBSIG Research Competitions Present Their Findings Chair: Caitlin H. Delfs (Village Autism Center)

Teaching Problem Solving Skills: Use of Mobile Applications to Answer Novel Questions SARAH FRAMPTON (May Institute, Inc.), Judah B. Axe (Simmons University), and Karly Covall and Sarayu Padmanabhan (Simmons University; May Institute, Inc.)

An Examination of Observational Learning Using Skinner's Analysis of Verbal Behavior TALI RUDY ZALTZMAN (Regis College; All Points Licensed Applied Behavior Analysts), Diana Parry-

Cruwys and Jacquelyn M. MacDonald (Regis College), and Emily Kerwin (All Points Licensed Applied Behavior Analysts)

Facilitating the Emergence of Intraverbal-Tacts in Children With Autism

MICHAEL ÅRAGON, Nicole M. Rodriguez, Ciobha Anne McKeown, and Kevin C. Luczynski (Munroe-Meyer Institute, University of Nebraska Medical Center)

#84 Noteworthy Activity

1:00 pm-1:30 pm Walter E. Washington Convention Center, Level 2, Hall D

Meet presenters to discuss their research, ask questions, or just say "hi." Check the app to see who will be participating.

#85 Noteworthy Activity

1:00 pm-2:00 pm

Walter E. Washington Convention Center, Level 2, Hall D

Purchase one of the many titles available at the bookstore and stop by to have it signed by the author! Check the app to see who will be participating.

#86 Poster Session

1:00 pm-3:00 pm Walter E. Washington Convention Center, Level 2, Hall D AAB Chair: Terri M. Briaht (MSPCA Angell)

Discussant: Terri M. Bright (MSPCA Angell)

1. Impact of Training Method on Behavioral, Physiological, and Relationship Measures in Horses (Applied Research) LINDSAY TAYLOR ISERNIA and Erica N. Feuerbacher (Virginia Tech)

2. Managing the Key Behaviors in Training a New Dog: Most of Them Are NOT the Dog's (EAB; Service Delivery) MATTHEW GROSS (Shippensburg University) and Richard Cook (Applied Behavior Medicine Associates of Hershey)

3. Discrete Trial Training Paired With Behavior Skills Training to Increase Attention With Killer Whales in a Zoological Facility (TBA; Applied Research) MEGAN ELISE MACKELLAR (SeaWorld Orlando; Purdue Global University)

4. Effects of Starch Content on Reinforcer Efficacy in Horses (Applied Research) JOANNA PLATZER and Erica N. Feuerbacher (Virginia Tech)

5. Maternal Western Style Diet Perturbs Fetal Neurodevelopment and Alters Postnatal Outcomes (EAB; Basic Research) A. J. MITCHELL (Oregon Health and Science University; Oregon National Primate Research Center); Eric Feczko (Oregon Health and Science University); Jacqueline Thompson, Madison DeCapo, and Jennifer Bagley (Oregon Health and Science University; Oregon National Primate Research Center); Damien Fair (Oregon Health and Science University; Advanced Imaging Research Center); and Elinor Sullivan (Oregon Health & Science University)

6. Clinical Trial: Effects of Integrating a Therapy Dog into Social Skills Classes for Adolescents With Autism Spectrum Disorder (AUT; Applied Research) PAIGE DOTSON and Wesley H. Dotson (Texas Tech University) and Alexandra Protopopova (Texas Tech University; The University of British Columbia)

#87 Poster Session

1:00 pm–3:00 pm Walter E. Washington Convention Center, Level 2, Hall D BPN Chair: Mikhail Koffarnus (University of Kentucky College of Medicine)

Discussant: Mikhail Koffarnus (University of Kentucky College of Medicine)

7. Using Environmental Place Conditioning With Planaria to Compare Ethanol With the Novel Psychoactive Compound MEAI (EAB; Basic Research) BRADY J. PHELPS, May Dang, Jennifer Palmer, Malloree Siver, and Elizabeth Stromquist (South Dakota State University); Linda Muckey (Southern Illinois University); and Shafiqur Rahman (South Dakota State University)

8. Effects of Gonadectomy on Impulsive Action in Male Rats (EAB; Basic Research) Henrique Reis and FABIO LEYSER GONCALVES (Universidade Estadual Paulista)

9. Technological Innovation Enhances Operant Measures for Post-Stroke Pathologies (EAB; Basic Research) JARED T ARMSHAW (University of North Texas) and April M. Becker (University of North Texas; University of Texas Southwestern Medical Center)

10. Effects of Adolescent Methylmercury Exposure on Sustained Attention in a Visual Signal Detection Task (Basic Research) DALISA KENDRICKS and M. Christopher Newland (Auburn University)

11. Adolescent Methylmercury Exposure Produces Differential Sensitivity to Novel Distraction (Basic Research) DALISA KENDRICKS and M. Christopher Newland (Auburn University)

12. NMDA Antagonist Effects on Incremental Matching-to-Sample in Rats (EAB; Basic Research) CALISTA HOLT, Genevieve Guidone, and Mark Galizio (University of North Carolina Wilmington)

13. Chlordiazepoxide Increases Risky Choice (EAB; Basic Research) DEVIN GALDIERI and Karen G. Anderson (West Virginia University)

14. Effects of Acute and Chronic Nicotine Administration on Choice of Probabilistic Outcomes (Basic Research) KATYA NOLDER and Karen G. Anderson (West Virginia University)

15. Discriminative Stimulus Effects of Cannabidiol Oil (Basic Research) REBECCA CHALMÉ and Karen G. Anderson (West Virginia University)

Discussant: Justin Charles Strickland (Johns Hopkins University School of Medicine)

16. Oxycodone Differentially Affects the Impulsive Choice Dimensions of Reinforcer Magnitude and Delay in Rats (EAB; Basic Research) THOMAS WAGNER (University of North Carolina Wilmington), Jeremy Langford (West Virginia University), and Christine E. Hughes and Raymond C. Pitts (University of North Carolina Wilmington)

17. Oxycodone Impacts Sensitivity to Reinforcement Magnitude in Male and Female Rats: Implications for Impulsive/Risky Choice (EAB; Basic Research) JUSTIN T. VAN HEUKELOM, Thomas Wagner, and Isabelle R. Rinkert (University of North Carolina Wilmington); Jeremy Langford (West Virginia University); and Christine E. Hughes and Raymond C. Pitts (University of North Carolina Wilmington)

18. Oxycodone and Sensitivity to Reinforcement Delay in Male and Female Rats: Implications for Impulsive Choice (EAB; Basic Research) ISABELLE R. RINKERT, Thomas Wagner, and Justin T. Van Heukelom (University of North Carolina Wilmington); Jeremy Langford (West Virginia University); and Christine E. Hughes and Raymond C. Pitts (University of North Carolina Wilmington)

19. RY-023, but not D-Cycloserine Facilitates the Elimination of Alcohol-Maintained Behavior and Prevents Its Resurgence in Rats (EAB; Basic Research) JEMMA E. COOK, Daniela Rüedi-Bettschen, and Donna Platt (University of Mississippi Medical Center)

20. A Nonhuman Primate Model of Resurgence of Alcohol-Maintained Behavior and the Effects of Naltrexone (EAB; Basic Research) JEMMA E. COOK, John Overton, and Donna Platt (University of Mississippi Medical Center)

21. Uncertainty as a Factor Contributing to Drug Versus Non-Drug Choice (EAB; Basic Research) Kandace Farmer, James K. Rowlett, Kevin B. Freeman, and SALLY L. HUSKINSON (University of Mississippi Medical Center)

22. Procrastination, Impulsiveness, Discounting and the Brain: Development of a Methodology to Enable Multi-Level Investigation of Behavioral Phenomena (EAB; Basic Research) Sally Youdale and STEPHEN PROVOST (Southern Cross University)

23. Discussion of the Behavioral Components of a Comprehensive Popular Psychology Philosophy (PCH; Service Delivery) MATTHEW GROSS (Shippensburg University) and Richard Cook (Applied Behavior Medicine Associates of Hershey)

24. Why Do I Need to Take Physics (or Biology or Math)? So You Can Learn Behavioral Tools and Fix Complex Issues Others Can't! (TBA; Service Delivery) RICHARD COOK (Applied Behavior Medicine Associates of Hershey)

Saturday, May 23

#88 Poster Session

1:00 pm–3:00 pm Walter E. Washington Convention Center, Level 2, Hall D EAB Chair: Thomas P. Byrne (Massachusetts College of Liberal Arts)

Discussant: Thomas P. Byrne (Massachusetts College of Liberal Arts)

25. Evaluation of the Accuracy, Reliability, and Efficiency of Total Duration to Score Novel Object Interactions With Mice (AAB; Basic Research) ABIGAIL LEIGH MARTINEZ, Mychal Machado, and Paige Dingess (University of Alaska Anchorage)

26. Active Language Modes Use as a Learning Strategy (EDC; Applied Research) AGUSTIN DANIEL GOMEZ FUENTES, Esteban Aguilar, and Minerva Perez Juarez (Universidad Veracruzana)

27. Self-Recording of Productivity: How Intermittent and Summative Measures Affect Reactivity (EDC; Applied Research) SARAH DILLON (Full Spectrum Behavior Analysis; University of Virginia)

28. Data Interpretation Using the RD Effect Size Compared With a Non-Overlap Measure and Visual Analysis (TBA; Applied Research) MACK S. COSTELLO, Michael T. Carlin, Raymond Bagley II, and Laura Fernández (Rider University) and Neil Deochand (University of Cincinnati)

29. Treatment of Chronic Hand Mouthing (DDA; Applied Research) ELVIN ALVAREZ (ALOS Integrated Therapy, Inc.) and Juan Sastoque (ABA Peace of Mind, Inc.)

30. Function-Based Teacher Support (EDC; Applied Research) KRISTIN ROBERTSON and Carl Liaupsin (University of Arizona)

31. Use of a Card-Sorting Task to Teach Prompting Levels for Three Types of Discrete Trial Teaching Sessions (Applied Research) KAREN M. LIONELLO-DENOLF (Assumption College), David A Eckerman (University of North Carolina, Chapel Hill), Roger D. Ray ((AI)2, Inc.; Rollins College), and Taylor O'Rourke (Assumption College)

32. Instructional Control Derived from Equivalence Between English Spoken Sentences and Videotaped Actions in Brazilian-Portuguese Speaking Children (VRB; Basic Research) PAULA CUEVAS LOPEZ (Universidad de Guadalajara, CEIC), Deisy De Souza (Universidade Federal de São Carlos), Lidia Maria Marson Postalli (Universidade Federal de São Carlos), and Gerardo A. Ortiz Rueda (Universidad de Guadalajara)

33. Overtraining Effects on Responding Speed in Formation and Reorganization of Equivalence Classes (Basic Research) GIOVAN WILLIAN RIBEIRO and Deisy De Souza (Universidade Federal de São Carlos)

34. The Formation of Stimulus Equivalence Concepts Through Stimulus Equivalence-Based Instruction (EDC; Basic Research) HANNA STEINUNN STEINGRIMSDOTTIR, Felix Hognason, and Erik Arntzen (Oslo Metropolitan University)

Discussant: Bryan J. Blair (Long Island University)

35. The Nodal Number Effect Produced by Different Matching-to-Sample Protocols, Measured by Sorting Tests, and Post-Class Equivalence Tests (Basic Research) NIKOLA LJUSIC and Erik Arntzen (Oslo Metropolitan University)

36. Compound Class-Specific Consequences and Equivalence-Class Formation: Does the Composition of the Compound Matter? (Basic Research) RICHELLE ELIZABETH HURTADO and Carol Pilgrim (University of North Carolina Wilmington)

38. Discrimination Training Establishing Neutral Stimuli as Conditioned Reinforcers (Applied Research) MAKENZIE HOUGH (New England Center for Children), Joshua Jackson (Western New England University), and Jason C. Bourret (New England Center for Children)

39. An Evaluation of the Consistency and Accuracy of Children Preferences for and Reinforcing Efficacy of Different Types of Attention Across Different Adults (EDC; Applied Research) Julie A. Ackerlund Brandt, Dorothy Zhang, Susan D. Flynn, and TIVA PIERCE (The Chicago School of Professional Psychology)

40. An Evaluation of Within-Session Motivation Effects on the Value of Choice in Children (EDC; Applied Research) Julie A. Ackerlund Brandt and TIVA PIERCE (The Chicago School of Professional Psychology)

41. Behavioral Sensitivity to Reinforcer Amount in Zebrafish (*Danio rerio*) Under Operant Choice Paradigm (Basic Research) KAZUCHIKA MANABE (Nihon University)

42. Anxiety, Impulsivity, and Intolerance of Uncertainty (Basic Research) MICHAEL FENSKEN, Lori-Ann B. Forzano, Geoff Becker, and Cara Bakalik (The College at Brockport, State University of New York)

43. Marijuana, Cigarette, and E-Cigarette Use and Delay Discounting in College Students (Basic Research) MICHAEL FENSKEN, Sarah Hoefer, and Lori-Ann B. Forzano (The College at Brockport, State University of New York)

44. Intermittent Reinforcement of Reversion Responses in Delay Discounting and Delay of Gratification Procedures (Basic Research) RAUL AVILA and Violeta Olguin (Universidad Nacional Autonóma de México)

Discussant: Christine E. Hughes (University of North Carolina Wilmington)

45. Self-Control, Impulsiveness, and Delay Discounting in Elementary School Children (DEV; Basic Research) MICHIKO SORAMA (Kyoto Notre Dame University) and Masato Ito and Daisuke Saeki (Osaka City University)

46. Resurgence of a Vigilance Response in Humans (Basic Research) KATYA QUIÑONES-OROZCO and Rogelio Escobar (Universidad Nacional Autonóma de México)

47. Differences in Resurgence Between Previously Reinforced Behavior and Previously Reinforced and Extinguished Behavior (Basic Research) SARAH SUMNER and Jesus Rosales-Ruiz (University of North Texas)

48. Effects of Differential Reinforcer Magnitude of an Alternative Response on the Resurgence of Academic Responding (Applied Research) EMILY L. BAXTER, Brian K. Martens, Taysha Cerisier, Samantha Sallade, and Joshua Circe (Syracuse University)

49. Primacy Effects in Operant Renewal Procedures (Basic Research) RODRIGO BENAVIDES and Rogelio Escobar (Universidad Nacional Autonóma de México)

50. Inexpensive Muscle Sensor as an Aid for Recording Bruxism-Related Behavior (Applied Research) BRISSA GUTIÉRREZ and Rogelio Escobar (Universidad Nacional Autonóma de México)

51. Identifying the Functional Reinforcers for Self-Injurious Behavior Maintained by Both Automatic and Social Reinforcers in the Presence of Self-Restraint (AUT; Applied Research) KELLER OLIVER STREET, Mindy Christine Scheithauer, and Colin S. Muething (Marcus Autism Center)

52. Will Walk for Food: Assessing Variables That Affect Token Accumulation (Basic Research) Sean Regnier, NICHOLAS VAN ZANDT, and Anthony DeFulio (Western Michigan University)

53. Madagascar Hissing Cockroaches Will Work for but not Always Consume Sucrose (Basic Research) NAOMI ROSE ZIEGLER and Benjamin N. Witts (St. Cloud State University)

54. Traditional Conditioned Place Preference Might be Aversive to the Madagascar Hissing Cockroach (Basic Research) DANIELLE VESEL and Benjamin N. Witts (St. Cloud State University)

55. Assessing Conditioned Place Preference/Aversion With Scent and Texture in the Madagascar Hissing Cockroach (*Gromphadorhina portentosa*) (Basic Research) ZOE ALEXANDRA COSATO and Benjamin N. Witts (St. Cloud State University)

#89 Poster Session

1:00 pm–3:00 pm Walter E. Washington Convention Center, Level 2, Hall D PCH Chair: Genevieve M. DeBernardis (University of Nevada, Reno)

Discussant: Genevieve M. DeBernardis (University of Nevada, Reno)

56. Coherent Preferences in Stock Market LEILEI SHI (Haitong Securities Co. Ltd—Beijing Fuwaidaji; University of Science and Technology of China School of Management), Boris Podobnik (Boston University; University of Rijeka; Zagreb School of Economics and Management), Andrea Fenu (Boston University; University of San Diego; University of Cagliari), and Xinshuai Guo (University of Science and Technology of China School of Management, China)

57. Classifications of Lying: Conceptual Development for Experimental Research (EAB; Theory) JAMIIKA THOMAS, Will Fleming, and Linda J. Parrott Hayes (University of Nevada, Reno)

58. Are Behavior Analysts Behaviorists? (TBA; Basic Research) MEGAN AVERY, James W. Diller, and Olivia Hammond (Eastern Connecticut State University)

59. On the Use of "Unbreakable" Resolutions to Enhance Self-Control: A Behavioral Analysis (VRB; Theory) RUSSELL A. POWELL, Rodney Schmaltz, and Jade Radke (MacEwan University)

60. An Evaluation of Trends of Adherence to the Seven Dimensions Within Research Published in the *Journal of Applied Behavior Analysis*, **1968–2018** (VRB; Theory) DANIELLE WATSON and Julie A. Ackerlund Brandt (The Chicago School of Professional Psychology), Lyret Carrasquillo (The Chicago School of Professional Psychology; Florida Institute of Technology), Dimitrios V. Makridis (The Chicago School of Professional Psychology), Kozue Matsuda (The Chicago School of Professional Psychology; Children Center Inc.), and Tanya Hough and Jennifer Bellotti (The Chicago School of Professional Psychology)

#90 Poster Session

1:00 pm–3:00 pm Walter E. Washington Convention Center, Level 2, Hall D EDC Chair: Ronnie Detrich (Detrich and Associates)

Discussant: Ronnie Detrich (Detrich and Associates)

61. Emergence of Personalized Inclusive Practices in a Mainstream Classroom: A Single-Subject Design (CSS; Basic Research) EUNICE PUI YU YIM (The Open University of Hong Kong)

62. A Behavior Analytic Prospective on Increasing the Enrollment, Retention, and Graduation of Minority Students at a Regional University Campus (PCH; Applied Research) ALI A. MAHAMAT (Indiana University South Bend)

63. A Systematic Review of Mand Training Parameters for Students With Developmental Disabilities in School Settings (DDA; Service Delivery) ROBERT C. PENNINGTON, Melissa Tapp, Amy Clausen, and Megan Carpenter (University of North Carolina at Charlotte)

64. Behavioral Staff Training and Program Evaluation for Teachers and other Professionals in Alabama (TBA; Service Delivery) DORIS ADAMS HILL (Auburn University College of Education), Heather Jones (The Learning Tree Inc.), and Jessica Merkle (Auburn University)

65. Using Examples of Behavioral Phenomena with Which Elementary School Students and Teachers are Already Familiar to Teach Them About Behavioral Principles and Terminology (TBA; Service Delivery) Richard Cook (Applied Behavior Medicine Associates of Hershey; Ruth Pauline Cook Foundation East Shore Psychiatric Associates) and EMILY COOK (Londonderry School Harrisburg, PA)

66. Teaching Pre-Service Teachers to Conduct and Write Functional Behavior Assessment Reports (TBA; Applied Research) ALICIA MRACHKO and Brooks Vostal (Bowling Green State University)

67. The Effects of Pyramidal Training Model on Teacher and Student Engagement (Service Delivery) DAPHNE SNYDER, Nicole Hollins, Jaysen King, and Stephanie M. Peterson (Western Michigan University)

68. School Based-Consultation: An Inside Look (Service Delivery) MIKAYLA CAMACHO (Berry College)

Discussant: Kathryn Glodowski (Penn State Harrisburg)

69. Evaluating the Effects of Parent Training in Musical Instruction (Basic Research) JASMINE C. LAU and Michael J. James Cameron (University of Southern California)

70. Functional Analysis of Successful Task Adaptations as a Function of Content Knowledge (Applied Research) PETER ISERBYT (Katholieke Universiteit Leuven)

71. Behavior Analysts in Educational Settings: Provision of School-Based Services (Service Delivery) KRISTEN LENAE PADILLA-MAINOR and Bailey Mungiguerra (Baylor University)

72. Collaboration Between School Personnel and Behavior Analysts (Service Delivery) CLINTON SMITH (University of Tennessee at Martin), Annette Little (Lipscomb University), Beth Urbanczyk (Metro Nashville Public Schools), and Laura Plunk (University of Tennessee at Martin)

73. Evaluation of Training Methods to Increase the Curricular Treatment Integrity for Reading Comprehension Teachers During Small Group Instruction With Students With Developmental Disabilities (AUT; Applied Research) Jessica Boyle and LAUREN J LESTREMAU (Ivymount School)

74. Evaluation of Training Package to Increase Complexity of Teacher-Delivered Instructional Demands During Small Group Science Instruction With Students With Developmental Disabilities (AUT; Applied Research) BROOKE HESS and Lauren J. Lestremau (Ivymount School)

75. Training Teachers to Use Data: Effects of the Academic Team-Initiated Problem-Solving Professional Development (OBM; Applied Research) PAUL MICHAEL MENG (University of Hawai'i at Mānoa) and Rebecca Crowe, Sean Austin, and Robert H. Horner (University of Oregon)

76. Increasing Caregivers' Access to Behavioral Practices in Israel: Exploring Acceptability of Culturally Adapted Online Modules (DDA; Service Delivery) HEDDA MEADAN (University of Illinois at Urbana-Champaign), Shiri Ayvazo (Kinneret College; David Yellin Academic College), and Hagit Inbar-Furst (David Yellin Academic College)

77. Repeated Programmatic Assessments: Performance Feedback to Improve Preservice Teachers' Outcomes in Teacher Training Program (TBA; Applied Research) GAIL COULTER and Michael Charles C. Lambert (Western Washington University)

#91 Poster Session

1:00 pm–3:00 pm Walter E. Washington Convention Center, Level 2, Hall D TBA Chair: Ashley Andersen (Munroe-Meyer Institute, University of Nebraska Medical Center)

Discussant: Ashley Andersen (University of Nebraska Medical Center, Munroe-Meyer Institute)

78. Using Behavioral Skills Training to Teach Front Line Staff to Conduct a Vocational Preference Assessment (Applied Research) LAUREN ALICIA GOODWYN (Quality Services for the Autism Community; Caldwell University) and Anya K. Silver, Sarah Dawson, Richard Ramos, Jenna Berenson, Christina Garcia, and Anthoulla Themistocleous (Quality Services for the Autism Community)

79. Improving Practice Through Video Analysis (Service Delivery) KRISTI MORIN (Lehigh University) and April N. Haas (Texas A&M University)

80. Superfluous Results Reporting in Applied Behavior Analytic Journals (AUT; Applied Research) BENJAMIN N. WITTS (St. Cloud State University), Erin Wylie (St. Cloud State University; The Arc of the Ozarks), and Kyle Pollard (St. Cloud State University)

81. Training Tutors and Parents in China to Implement Preference Assessment Procedures and Discrete Trials Teaching (Applied Research) LEI HU (Mengxiang Center for Children's Development; Psychological and Mental Health Research Institute, Qingdao University) and Joseph J. Pear (University of Manitoba)

82. Voices From the Field: How Do BCBAs Address and Combat Misconceptions About ABA (PCH; Service Delivery) JUSTIN N. COY and Olivia Grace Enders (University of Pittsburgh)

83. Coach Training Evaluation of the Online and Applied System for Intervention Skills Parent Training Program (Service Delivery) E. ZHANG and Linda S. Heitzman-Powell (University of Kansas Medical Center), Jay Furman Buzhardt (University of Kansas Juniper Gardens Children's Project), and Jessica M. Barr and Vanessa Snyder (University of Kansas Medical Center)

84. Effects of Auditory Feedback During Safety Care Training (OBM; Applied Research) AZARIA BERMUDEZ (TCSPP), Genevieve Marshall (The SPARKS Group, LLC), and Mary Caruso-Anderson (Ally Behavioral Services)

85. Interobserver Agreement and Treatment Fidelity in Brazilian Behavior-Analytic Journals: Review and Implications for Practice (OBM; Theory) ANA CAROLINA SELLA, Rebeca Cavalcante, and Jackeline Santos (Universidade Federal de Alagoas)

#92 Poster Session

1:00 pm–3:00 pm Walter E. Washington Convention Center, Level 2, Hall D CSS Chair: Diana J. Walker (Visions LLC)

Discussant: Diana J. Walker (Visions LLC)

86. The Current Status of African Americans Within the Field of Applied Behavior Analysis (Service Delivery) SHAWN CAPELL (Devereux Advanced Behavioral Health; Covenant 15:16 LLC) DE

87. Social Validity of Community-Based Behavioral Services Provided Through Jordan's Principle (DDA; Service Delivery) KATHARINE KALINOWSKI (University of Manitoba, St. Amant Research Centre; Manitoba Association for Behavior Analysis), and Toby L. Martin and Carly Cressman (University of Manitoba, St. Amant Research Centre)

88. Review of Strategies to Teach Safety Skills to Children (DEV; Applied Research) BRITTNEY MATHURA SURESHKUMAR and Kimberley L. M. Zonneveld (Brock University)

89. Child Passenger Safety Restraint Installation: A Review (DDA; Theory) AREZU ALAMI and Kimberley L. M. Zonneveld (Brock University)

90. The Possible Effects of Defendant Background Information on Juror Decision Making (PCH; Theory) ELIZABETH GENNARI CROSBY and Julie A. Ackerlund Brandt (The Chicago School of Professional Psychology)

91. Members of Graffiti Culture on Social Media: An Evaluative Study Toward Political Issues (Applied Research) NAYARA GOIS and Lucas Couto de Carvalho (Universidade Federal de São Carlos) and Gunnar Ree (Oslo Metropolitan University)

92. Disparities in Autism Diagnosis and Early Intervention (AUT; Service Delivery) LAURA HOWENSTINE (University of Alabama) **93. Behavioral Economic Analysis of Demand for Regulation of Behavior Analysts in Ontario to Inform Public Policy** (EAB; Applied Research) ALBERT MALKIN (Brock University; Southern Illinois University), Karl Gunnarsson (Southern Illinois University; West Park Healthcare Centre), and Kendra Thomson (Brock University)

94. Acquisition of Social Behavior of School Children With Child Abuse (EDC; Applied Research) ESPERANZA FERRANT-JIMENEZ and LILIANA YEPEZ OLVERA (Universidad Veracruzana)

95. Application of Behavior Analysis to Address Risk Factors in the Juvenile Justice Population (Service Delivery) VANESSA BETHEA-MILLER (Bethea-Miller Behavioral Consulting)

96. Depicting Resident and Staff Time Distribution in a Juvenile Residential Facility (Applied Research) ASHLEY NICOLE ANDERSON, Odessa Luna, and John T. Rapp (Auburn University)

#93 Poster Session

1:00 pm–3:00 pm Walter E. Washington Convention Center, Level 2, Hall D OBM Chair: Michael Passage (Florida Institute of Technology)

Discussant: Michael Passage (Florida Institute of Technology)

97. Zooming In and Out: How Industrial/Organizational Psychology and Organizational Behavior Management Can Inform One Another (TBA; Theory) SOUNDARYA KANTHIMATHINATHAN, Erin Anne Marion, and Timothy D. Ludwig (Appalachian State University)

98. Varying Feedback Accuracy Following Mastery: Preliminary Findings (Basic Research) GALAN FALAKFARSA and Denys Brand (California State University, Sacramento), Joshua Bensemann (The University of Auckland) and Lea Jones (California State University, Sacramento)

99. Utilizing a Behavioral-Systems Approach to Understanding Academic Administration (CSS; Applied Research) EDWARD BRANDON AMEZQUITA, Traci M. Cihon, Williams Adolfo Espericueta, and Kyosuke Kazaoka (University of North Texas)

100. A Brief Review of Preference Assessments in the Workplace (Theory) MICHAEL SIMONIAN, Denys Brand, Makenna Mason, and Megan R. Heinicke (California State University, Sacramento)

101. The Use of Collaborative Remote Communication to Increase Data Collecting Behavior by In-Home Service Staff (Service Delivery) TING BENTLEY and Brandon Scott Larson-McGuire (The Faison Center)

102. Pyramidal Behavior Skills Training to Teach Most-to-Least Prompting Procedures (Applied Research) Daniel Edward Locke (Bancroft), DEAN GRISOFF (Bancroft; Rider University), Jessica A. Fedezko and Matthew David Lasoski (Bancroft), and Tracy L. Kettering (Bancroft; Rider University)

103. Effects of Accurate and Partially Contingent Inaccurate Feedback on Work Performance Under Two Different Work Conditions (Applied Research) SUNG JUN LIM and Shezeen Oah (Chung-Ang University)

104. A Comparison of the Effects of Accurate and Non-Contingent Exaggerated Feedback on Work Performance Under Two Different Work Conditions (Applied Research) Sung Jun Lim, JINKWAN KIM, and Shezeen Oah (Chung-Ang University)

105. Use of Incentives to Increase Staff Participation in Training (Applied Research) JAMES SHERMAN and Joseph M. Vedora (Evergreen Center)

#94 Poster Session

1:00 pm-3:00 pm Walter E. Washington Convention Center, Level 2, Hall D CBM

Chair: Michele R. Traub (St. Cloud State University)

Discussant: Michele R. Traub (St. Cloud State University)

106. Education Toward Using Behavioral Strategies to Improve the Mental Health of Firefighters, First Responders, Hospital Staff, Military, and Law Enforcement: You Work Out Your Body, Don't Forget Your Mind (EDC; Applied Research) KRISTEN JENSEN (Mind Gym Online)

107. A Review of Music Research in the *Journal of Applied Behavior Analysis* (Theory) BECCA YURE, Susan D. Flynn, Yors A. Garcia, and Amanda Mahoney (The Chicago School of Professional Psychology)

108. Verbal Behavior Sequential Analysis of an Adult's Psychological Treatment (VRB; Applied Research) JESUS ALONSO-VEGA, Gladis Lee Pereira, and Isabel Avila-Herrero (Universidad Autónoma de Madrid); Ricardo de Pascual Verdu (European University of Madrid); and María Xesús Froxán-Parga (Universidad Autónoma de Madrid) 109. Feasibility of Incorporating Contingency Management in a Public Treatment for Crack Users Who Are Homeless in Brazil: A Pilot Study (BPN; Applied Research) ANDRE MIGUEL (Washington State University); Viviane Simões, Rodolfo Yamauchi, and Jair Mari (Federal University of São Paulo); John M. Roll (Washington State University, College of Medicine); and Sterling McPherson (Washington State University, College of Nursing)

110. A Replication of Quintero et al. (2019): Reducing Risk of Head Injury in Youth Soccer (CSS; Applied Research) Alisa Mävers and CHRISTOPH F. BORDLEIN (University of Applied Sciences Würzburg-Schweinfurt)

111. A Model for Addressing Self-Care: A Preliminary Examination (Theory) LINDSEY LEBRUN (The Chicago School of Professional Psychology; Building Essential Skills Together), Jeffrey Bolin (The Chicago School of Professional Psychology), and Shane T. Spiker (Positive Behavior Supports, Corp.)

112. Measuring Committed Actions of Caregivers of People With Neurodevelopmental Disabilities in Acceptance and Commitment Training (Applied Research) AMANDA MARCINKIEWICZ, Kendra Thomson, Carly Magnacca, and Sarah Davis (Brock University)

Discussant: Cory Stanton (University of Nevada, Reno)

113. Examining the Effectiveness of a Brief Tolerance Training Protocol (Applied Research) KARA JONES (Kennedy Krieger Institute), David Rubio (Kennedy Krieger Institute; Johns Hopkins University School of Medicine), and Matthew L. Edelstein (Kennedy Krieger Institute)

114. The Influential Consultant: Changing the Behavior of the Consultee (EDC; Theory) SHARLA N. FASKO, Rachel Lee, and Erin Henze (University of Detroit Mercy)

115. The Effects of Bilingual Acceptance and Commitment Training on Exercise in Bilingual International University Students (CSS; Applied Research) YIYI WANG (University of Southern California), Jonathan J. Tarbox (University of Southern California; FirstSteps for Kids), and Amanda Chastain and Michael J. James Cameron (University of Southern California)

116. Effects of Behavioral Skills Training Used to Teach Caregivers to Implement Escape Extinction (Applied Research) DESIREE NOELLE HECKERS (Devereux SPARC; Temple University), Jennifer E. Dawson (Devereux SPARC), and Amanda Guld Fisher (Temple University)

117. I ACT, You ACT, We ACT: Acceptance and Commitment Therapy Interventions at the Community Level (EDC; Service Delivery) ZOEY ISABELLA ULREY (University of Southern California) and Jonathan J. Tarbox (University of Southern California; FirstSteps for Kids)

118. Examining the Effect of Social Media Stimuli on Reports of Self-Compassion, Mindfulness, Psychological Flexibility, and Affect (Basic Research) BREANNA LEE (Missouri State University), Dana Paliliunas (Missouri State University)

119. Intervention for Parents of Children in the Foster Care System: A Review of Behavior Analytic Journals From 1990–2019 (Theory) ELANA KEISSA SICKMAN and Dana Paliliunas (Missouri State University)

120. The Power of Shaping: How Technology and Behavior Analysis Can Improve Physical Rehabilitation (EAB; Applied Research) BRENNAN PATRICK ARMSHAW, Chandana Chitralekha, and Manish Vaidya (University of North Texas)

#95 Poster Session

1:00 pm–3:00 pm Walter E. Washington Convention Center, Level 2, Hall D DEV Chair: Daniel Mark Fienup (Teachers College, Columbia University)

Discussant: Daniel Mark Fienup (Teachers College, Columbia University)

121. Mouthing, Pacifier Use, and Pacifier Weaning: Correlations in Pennsylvania Early Intervention (CBM; Applied Research) CIDNEY HELLER and Matthew Tyson (Behavior By Design, LLC)

122. Pyramidal Skills Training for Registered Behavior Technicians in a Clinic Setting (Service Delivery) MELISSA A. DIAZ (Fayette County Public Schools; The Chicago School of Professional Psychology; Simmons University) and Annette Griffith and Chrystal Jansz Rieken (The Chicago School of Professional Psychology)

123. Teaching With Acoustical Guidance: A Review (Applied Research) NICOLE BAJCAR and Kimberley L. M. Zonneveld (Brock University)

124. Evaluation of Residential Services for Older Adults With Intellectual and Developmental Disabilities Residing in the Community (DDA; Service Delivery) TANYA HOUGH and Jack Spear (The Chicago School of Professional Psychology)

125. Testing the Predictive Validity of Preference Assessments in Identifying Alternative Activities to Facilitate Delay Tolerance (AUT; Applied Research) AMBER L. ALLEN, R. Kyle Caldwell, Margaret Rachel Gifford, Jeffrey H. Tiger, Kimberly Nicolle Murillo, and Carissa Basile (Marquette University)

126. Screening and Intervening on the Early Emergence of Problem Behavior (DDA; Applied Research) ALYSSA B. ROJAS, Taylor Ernst Duncan, Christina Warner, Monica Montalvo, and Tara A. Fahmie (California State University, Northridge)

127. Feasibility of Using Behavioral Marker via Mobile Sensors in Measuring Physical Activity: A Pilot Study (Basic Research) SEUNGMIN JUNG, Changseok Lee, Heewon Kim, and Kyong-Mee Chung (Yonsei University)

#96 Poster Session

1:00 pm–3:00 pm Walter E. Washington Convention Center, Level 2, Hall D VRB Chair: Rocio Rosales (University of Massachusetts Lowell)

Discussant: Rocio Rosales (University of Massachusetts Lowell)

128. The Effects of Audience Gender on Gender-Biased Verbal Behavior and Self-Editing (CSS; Applied Research) FERNANDA SUEMI ODA (University of Kansas), Sarah A. Lechago (University of Houston-Clear Lake), Bruno Silva (Castrolanda Cooperativa), and Justin Charles Hunt (Endeavor Behavioral)

129. Effect of a Program to Enhance Paraphrasing in University Students (EDC; Basic Research) HORTENSIA HICKMAN, Maria Luisa Cepeda Islas Islas, Sergio Mendez, Ilse Fernández, and Julio Ramírez (Universidad Nacional Autonoma de México, FES-Iztacala)

130. The Effects of Repeated Exposure to an Arithmetic Problem of Rates of Mediating Verbal Behavior (EAB; Basic Research) MIKE HARMAN, Summer Williams, and James House (Briar Cliff University) and Tiffany Kodak (Marquette University)

131. The Effects of a Writer Immersion Intervention on the Functional Writing of Elementary School Students (EDC; Applied Research) RACHEL LEITER, Victoria Verdun, and Ruby Sara Gibson (Teachers College, Columbia University)

132. Descriptive Assessment of Active Listening and Topics for Initiating Future Conversations (Applied Research) Sylvia Aquino, Stephanie A. Hood, Marcus Daniel Strum, and JESEY GOPEZ (California State University, Northridge)

133. Proposal of Curriculum Module to Extend Tacts Using Sentences in Children With Cochlear Implants (DDA; Applied Research) ANDERSON NEVES (Universidade Estadual Paulista), Deisy De Souza (Universidade Federal de São Carlos), Ana Cláudia Moreira Almeida Verdu (Universidade Estadual Paulista), Leandra Silva (Hospital de Reabilitação de Anomalias Craniofaciais), and Adriane Moret (Universidade de São Bauru)

134. The Effects of Multiple Exemplar Instruction on Variability, Speech Accuracy, and Emergence (DDA; Applied Research) DANIELLE LAFRANCE (H.O.P.E. Consulting, LLC; Endicott College, Institute for Behavioral Studies), Thais de Souza Mascotti and Leandra Silva (University of São Paulo, Brazil), and Ana Claudia Moreira Almeida Verdu (São Paulo State University; National Institute of Science and Technology on Behavior, Cognition and Teaching)

135. Using a Perspective-Taking Skill Taught in a Contrived Setting to Teach a Perspective-Taking Problem-Solving Response in a Social Situation (AUT; Applied Research) DANIELE RIZZI, Stefano Assetta, and Riccardo Bordoni (Associazione ALBA Onlus - Pescara)

136. Using Autoclitic Frames to Teach a Component of Perspective Taking to a Student With Autism Spectrum Disorder (AUT; Applied Research) DANIELE RIZZI, Alessandro Dibari, Lorenza D'arcangelo, and Claudia Costella (Associazione ALBA Onlus - Pescara) and Angela Cardascia (Associazione Bambini Autistici - Conversano)

137. Teaching Complex Direction Following With Conditional Discriminations Using Joint Control (AUT; Applied Research) DAVITA FORD (Chase Behavior Solutions; Florida Institute of Technology) and Chris Krebs (Eastern Connecticut State University)

138. The Effects of Echoic Response Requirement During Auditory Visual Discrimination Training on the Emergence of Tacts in Children Diagnosed With Autism (AUT; Applied Research) ANNE CAROLINE COSTA CARNEIRO and Mariéle Cortez (Universidade Federal de Sao Carlos), Daniela S. Canovas (Grupo Método - Intervenção Comportamental), and Caio F. Miguel (California State University, Sacramento)

#97 Poster Session

1:00 pm–3:00 pm Walter E. Washington Convention Center, Level 2, Hall D DDA Chair: Yaniz C. Padilla Dalmau (Seattle Children's Hospital)

Discussant: Yaniz C. Padilla Dalmau (Seattle Children's Hospital)

139. Self-Control Equipment Assessment: Empirical Identification of Appropriate Forms of Equipment Assisted Self-Control (Applied Research) ALYSSA FISHER (Kennedy Krieger Institute), Louis P. Hagopian and Griffin Rooker (Kennedy Krieger Institute; The Johns Hopkins School of Medicine), Michelle A. Frank-Crawford (Kennedy Krieger Institute; University of Maryland, Baltimore County), and Drew E. Piersma and ALEXANDER RODOLFO AREVALO (Kennedy Krieger Institute)

140. Quantitative Analysis of Wound Surface Area Among Individuals With Automatically Maintained Self-Injurious Behavior (Applied Research) ASHLEY N. CARVER (Kennedy Krieger Institute); Griffin Rooker and Louis P. Hagopian (The Johns Hopkins School of Medicine; Kennedy Krieger Institute); and Molly K. McNulty, ALEXANDER RODOLFO AREVALO, and Michelle A. Frank-Crawford (Kennedy Krieger Institute)

141. Examining the Impact of Problem Behavior Through the Use of a Severity Rating Scale (Applied Research) JENNA BASS and Mindy Schiethauer (Marcus Autism Center)

142. The Use of Combined Contingencies in the Treatment of Targeted and Nontargeted Problem Behavior (Applied Research) ROSE MORLINO, Courtney Mauzy, Jamila Salim, Jessica Turpin, Emma Charlton, Karla Zabala, Andrea Zawoyski, and Joel Eric Ringdahl (University of Georgia)

143. Treatment of Automatically Maintained Subtype Two Self-Injury Using Competing Tasks (AUT; Applied Research) STEPHANIE HOWELL and Jennifer Vetter (Kennedy Krieger Institute); John Falligant (Kennedy Krieger Institute; Johns Hopkins University School of Medicine); and Amanda Goetzel, Zachary Husak, Julia Gilloran, and Jonathan Dean Schmidt (Kennedy Krieger Institute)

144. Comparison of Baseline Levels of Problem Behavior During Functional Analyses and Extinction (AUT; Applied Research) CHELSEA E. CARR (University of Arizona; University of Iowa) and Kelly M. Schieltz and Matthew O'Brien (The University of Iowa)

145. Treatment of Automatically Maintained Geophagia in a Preschooler With Developmental Delay (Applied Research) CALLIE GILCHREST and Steven Lindauer (Kennedy Krieger Institute)

146. Effects of Applied Behavior Analysis to Reduce Self-Injurious Behavior of a Child With Bainbridge-Ropers Syndrome (Applied Research) JAYNE MEREDITH MURPHY and Mindy Christine Scheithauer (Marcus Autism Center; Children's Healthcare of Atlanta; Emory University School of Medicine)

147. Applied Evaluation of Synthesized and Single Contingencies Maintaining Challenging Behaviors (Applied Research) MELISSA A. CLARK (Melmark New England)

148. The Naked Truth: Extending Latency-Based Functional Analysis to Assess Disrobing in an Adult Residential Setting (Applied Research) ALLYSON MAE TOWLES-HOLDIMAN and Kellie P. Goldberg (Bancroft), Victor Chin (Bancroft; Rowan University)

149. A Case Example of the Disruptive Effect of Protective Procedures on Subtype-2 Automatically Self-Injurious Behavior (Applied Research) ALEXANDER AREVALO, Louis P. Hagopian, Griffin Rooker, Christopher M. Dillon, Nicole Lynn Hausman, and Molly K. Bednar (Kennedy Krieger Institute) and Rose Nevill (University of Virginia)

150. Reduction of Rule Infraction Behavior by Pseudo Self-Monitoring in a Child With ADHD (Applied Research) NOZOMI YOSHIDA (Meisei University), Keisuke Kuwano (Spectrum Life Co., Ltd.), and Koji Takeuchi (Meisei University)

151. Utilizing a Non-Concurrent Multiple Baseline to Limiting Risk During a Treatment Analysis (Service Delivery) GABRIEL LOPERGOLO, Kelly Trucksess, Brittany Diamanti, Hailee Perez, Adrianna Whitman, and Timothy Nipe (Bancroft)

Discussant: Colin S. Muething (Marcus Autism Center)

152. Reducing Pica by Teaching the Exchange of Inedible Items (Applied Research) KELSEY ELBON, Hailee Perez, Adrianna Whitman, Amanda Marie Finlay, and Timothy Nipe (Bancroft)

153. An Ethical Responsibility of Cultural Competency: Models of Disability, Microaggressions, and Professional Considerations in ABA (PCH; Theory) NATALIA BAIRES, Rocco G. Catrone, Amrinder Babbra, Sebastian Garcia-Zambrano, Manish K. Goyal, and Darwin S. Koch (Southern Illinois University)

154. Parent Training in Languages Other Than English for Children With Disabilities: A Literature Review (AUT; Theory) JACQUELINE ZAMBRANO and Stephanie Gerow (Baylor University)

155. Validity of French Versions of the Assessment, Evaluation, and Programming System for Infants and Children (AUT; Applied Research) MARIE-JOELLE BRACONNIER, Carmen Dionne, and Annie Paquet (Universite du Quebec a Trois-Rivieres)

156. Video Modeling in Teaching Individuals With Developmental Disabilities to Engage in Leisure Activities (EAB; Basic Research) CHAIDAMOYO GOODSON DZENGA, Krystal Kennedy, and Emily Loftis (Tennessee Technological University) and Argnue Chitiyo (Ball State University)

157. The Effects of Video Models on the Independent Transitioning of Children With Developmental Disabilities: A Systematic Review of the Literature (Applied Research) BRENDON NYLEN and Seth King (The University of Iowa)

158. Antecedent Manipulations for Decreasing Escape-Maintained Problem Behavior (CBM; Applied Research) ELIZABETH PRESCOTT and Eileen M. Roscoe (New England Center for Children)

159. A Systematic Review of Reinforcement Schedule Thinning Following Functional Communication Training (Theory) EMILY PAIGE EXLINE and Tonya Nichole Davis (Baylor University)

160. Antecedent Choice-Making Interventions to Reduce Challenging Behavior for Individuals With Intellectual and Developmental Disabilities: A Review of the Literature (AUT; Theory) PROVIDENCE LIVELY and Tonya Nichole Davis (Baylor University)

161. The Use of Technology in Vocational Skills Training for Individuals With Intellectual and Developmental Disabilities: A Systematic Review (Theory) MACKENZIE RAYE WICKER and Tonya Nichole Davis (Baylor University)

162. An Evaluation of Functional Communication Training to Treat Escape-Maintained Problem Behavior (Applied Research) ANDREA RAMIREZ-CRISTOFORO, Terry S. Falcomata, and Fabiola Vargas Londono (The University of Texas at Austin)

163. Resurgence of Clinically Relevant Behaviors: A Systematic Review (Theory) JESSE PERRIN (Pathways), Cody Morris (Salve Regina University), and Kathryn M. Kestner (West Virginia University)

164. Prevalence of Treatment Relapse in Children With Destructive Behavior (Applied Research) NATASHA CHAMBERLAIN (Children's Specialized Hospital–Rutgers University Center for Autism Research, Education, and Services), Kayla Randall (Munroe-Meyer Institute, University of Nebraska Medical Center), Brian D. Greer (Children's Specialized Hospital–Rutgers University Center for Autism Research, Education, and Services; Rutgers Robert Wood Johnson Medical School), Daniel R. Mitteer (Children's Specialized Hospital–Rutgers University Center for Autism Research, Education, and Services), and Ryan Kimball (University of Saint Joseph)

#98 Poster Session

1:00 pm–3:00 pm Walter E. Washington Convention Center, Level 2, Hall D AUT Chair: Tiffany Kodak (Marquette University)

Discussant: Tiffanv Kodak (Marquette Universitv)

165. Lag Schedules to Increase Play and Decrease Stereotypy in Children With Autism on a **Playground** (Applied Research) CECILIA MARTINEZ and Reem Muharib (Texas State University), Russell Lang (Texas State University-San Marcos), and Katherine Ledbetter-Cho (Texas State University)

166. Further Evaluations of a Multiple Schedule of Reinforcement Following Functional Communication Training (Applied Research) MARIAH GONZALES (Texas State University), Reem Muharib and Russell Lang (Texas State University-San Marcos), and Katherine Ledbetter-Cho (Texas State University)

167. Teaching Identification of Complex Emotions to Children With Autism (DDA; Service Delivery) KHIELA VEJERANO ACHURRA, Nicole Dileva, Randi Xu, Jacob Roach, and Joyce Chenchen Tu (Center for Behavioral Sciences, Inc.)

168. Treatment of Motor Stereotypies Through Antecedent Excercise in a Child With Autism Spectrum Disorder (DDA; Applied Research) FRANCESCA SICILIANO and Nicola Cefalo (Aliter Cooperativa Sociale) and Michael Nicolosi (Queen's University Belfast; Voce nel Silenzio Onlus)

169. Stimulus Fading as a Treatment for Severe Aversion to Specific Words in a School Setting (EDC; Applied Research) JOHN DOUGLAS ZANGERLE, Allison Parker, and Kayla Centone (The Y.A.L.E. School)

170. Conversations and Social Initiations in Young Adults With Autism and Intellectual Disability (DDA; Applied Research) LAURA C. CHEZAN (Old Dominion University), Erik Drasgow (University of South Carolina), and Elise Grybos (Southeastern Cooperative Educational Programs)

171. Establishing Teacher's Instructional Control during Whole Group Instruction in a Special Education Classroom (EDC; Applied Research) LAUREN LAYMAN, Meleah Ackley, Andrew Joseph Rozsa, and Marshall Lundy (University of Southern Mississippi; Spectrum Academy and Clinical Services at New Summit School) and Kelli Harrison (Spectrum Academy and Clinical Services at New Summit School) 172. Supporting Family to Support Each Other (EDC; Service Delivery) FAN YU LIN (ALSOLIFE)

173. The Impact of Peer-Mediated Video Modeling on Social Interactions of Adolescent Males Diagnosed With Autism Spectrum Disorder (Applied Research) STEVEN G. LITTLE (Walden University), Cheryl Botting-Hammack (Access Behavioral Health Services), and Angeleque Akin-Little (Walden University)

174. Qswim: A Behavioral Curriculum to Teach Lifesaving Swim Skills (CSS; Service Delivery) VINCENT LAMARCA, Justin Reedy, and Sherry Quinn (Applied Behavior Center for Autism)

Discussant: Terry S. Falcomata (The University of Texas at Austin)

175. Sportsmanship Interventions for Individuals With Autism Spectrum Disorders: A Systematic Literature Review (EDC; Applied Research) LINDSAY GLUGATCH, Wendy A. Machalicek, and Kayleen Knutson (University of Oregon)

176. Teaching Writing Skills to Children With Autism Spectrum Disorder: A Review (EDC; Theory) ANA CAROLINA CAROLINA SELLA, Williany Silva, and Isvania dos Santos (Universidade Federal de Alagoas)

177. Comparing Fixed and Incrementing Reinforcement Durations During Demand Fading Procedures (Applied Research) KENDALL MAE KASTNER, Margaret Rachel Gifford, Carissa Basile, and Jeffrey H. Tiger (Marquette University)

178. Animal-Assisted Interventions as an Adjunct to ABA Services: A Survey Study (AAB; Service Delivery) JESSICA GHAI (Boston University)

179. A Brief Assessment of Conversational Social Cue Deficits Among Individuals Diagnosed With Autism Spectrum Disorder (Applied Research) CATHERINE KISHEL, Faris Rashad Kronfli, Timothy R. Vollmer, Melanie Elaine Parks, and Garret Hack (University of Florida)

180. Evaluating Effectiveness of Antecedent-Based Interventions for Treatment of Challenging Behaviors in Children With Autism Spectrum Disorder (DDA; Applied Research) Jingyi Chan (Nanyang Technological University; National Institute of Education), ANURADHA DUTT (Nanyang Technological University), and Eunice Loe and Mo Chen (Nanyang Technological University; National Institute of Education)

182. A Sorting-to-Matching Strategy for Teaching Identity Matching of Complex Stimuli (EDC; Applied Research) GEGUEL FEDERICO LANDESTOY, Robert Chiaccio, and Chata A. Dickson (New England Center for Children; Western New England University)

183. Effectiveness of Using ABA Strategies During Speech Therapy for Children With Autism (VRB; Service Delivery) JEDIDAH WANJIRU BROOKE and Pooja Panesar (Kaizora Centre for Neurodevelopmental Therapies)

184. Use of Carbone Joint Attention to Teach Children With Autism to Follow Three Step Instructions (EDC; Service Delivery) POOJA PANESAR and Yahya Najib (Kaizora Centre for Neurodevelopmental Therapies)

185. Application of Behavior Analysis in Virtual Reality: XR-AI Based Assistive Technology Learning Platform for Autism Spectrum Disorder and Special Education (EDC; Service Delivery) SATHYANARAYANAN A. R. (Embright Infotech; Technopark)

Discussant: Claudia Campos (Florida Institute of Technology)

186. Functional Behavior Based Cognitive Behavior Therapy for Obsessive Compulsive Behaviors in Autism Spectrum Disorder: A Mixed Methods Analysis of Children 5–7 Years Later (DDA; Applied Research) DANA KALIL and Courtney Denise Bishop (Brock University), Heather Jaksic (Brock University; University of Manitoba), Tricia Corinne Vause (Brock University), Nicole M. Neil (University of Western Ontario), and Jan Frijters and Maurice Feldman (Brock University)

187. Self-Advocacy in Adults With Autism Spectrum Disorders: A Review and Call for Research (EDC; Applied Research) DAVID SCHENA, Rocio Rosales, and Cierra Hemp (University of Massachusetts Lowell)

188. Assessing Impact of Social Skills Group Curriculum on Self-Reported Caregiver Stress Levels (Service Delivery) PAIGE MARIE RITARI (California ABA) and Stephanie Hwang (Child Communication And Behavior Specialists)

189. A Conceptual Analysis of the High-P Sequencing Procedure and Behavioral Momentum (DDA; Theory) STACY JANTZI, Julie A. Ackerlund Brandt, Robyn M. Catagnus, and Amanda Mahoney (The Chicago School of Professional Psychology)

190. Assessment of Problem Behavior and Treatment of Functional Communication Training With Teenager Diagnosed With Autism Spectrum Disorder (Applied Research) HOI TING DARYL CHEUNG (Florida Institute of Technology; The Children's Institute of Hong Kong)

191. Early Intensive Behavior Intervention for Autism: An Outcome Study of Children in Kuwait (Basic Research) YASMEEN HAYAT (Applied Behavior Center Kuwait) and Stavros Hadjisolomou (American University of Kuwait)

192. The Effects of the Copy, Cover, and Compare Strategy of Word Spelling for English as a Second Language Students (EDC; Applied Research) SOMCHART SAKULKOO (The Chicago School of Professional Psychology)

193. Racial and Gender Reporting in Single Subject Experimental Design Research on Autism (EDC; Theory) LINDSAY FLEECE RENTSCHLER (University of North Carolina Chapel Hill) and Jessica R. Steinbrenner, Kara Hume, and Samuel L. Odom (University of North Carolina Chapel Hill, Frank Porter Graham Child Development Center) 1

194. Teaching Safety Skills Using Virtual Reality: A Preliminary Experimental Analysis (Applied Research) AUDREY TAYLOR BOATMAN (Childs Path; Help Begins at Home), Brianda Jazmin Martin del Campo (Child's Path), and Andrea Carolina Villegas (University of Florida)

Discussant: Daniel E. Conine (Georgia State University)

195. An Evaluation of Using the PEAK Assessment and Curriculum on Client Outcomes and Learning Speed (Service Delivery) SHELBIE NYMAN, Gerald Everette, and Kaitlin Eisenhauer (BTI Group)

196. The Effects of Instructive Feedback on the Emergence of Untrained Verbal Operants (Applied Research) ARIADNA MARTINEZ, Laura Camafreita, Laura Dezayas, Elaine Espanola, Anibal Gutierrez Jr., and Yanerys Leon (University of Miami)

197. Want to Play a Game? The Use of Video Modeling to Encourage Social Interaction Between Children With Autism and Their Siblings During Electronic Time (Service Delivery) EMILY LOFTIS, Krystal Kennedy, and Janelle Robbins (Tennessee Tech University)

198. Interventions on Improving Social-Communication Skills for Adolescents and Adults With Autism Spectrum Disorder: A Meta-Analysis Review (DEV; Applied Research) SANIKAN WATTANAWONGWAN and J. B. GANZ (Texas A&M University); Ee Rea Hong (University of Tsukuba); and Lauren Pierson, Valeria Yllades, and Claudia M. Dunn (Texas A&M University)

199. Feasibility of Home-Based Caregiver Training Via Telehealth: Preliminary Findings (Service Delivery) Ryan J. Martin, Cynthia M. Anderson, and JAIME CROWLEY (May Institute)

200. Using Transfer Trials to Teach Tacting to Children With Autism Spectrum Disorder (Applied Research) ALEX DELLARINGA (Trumpet Behavioral Health) and Jessica Foster Juanico and Kelley L. Harrison (Trumpet Behavioral Health; The University of Kansas)

201. Factors Influencing Quality of Behavior Intervention Plans for Children and Adolescents With Autism Spectrum Disorder (Applied Research) CHRISTINE C. CUKAR-CAPIZZI and Anne Pidano (University of Hartford) and John D. Molteni and Laura B. Turner (University of Saint Joseph)

202. Pivotal Response Treatment for Chinese Children With Autism Spectrum Disorder (EAB; Service Delivery) CHONGYING WANG (Nankai University)

203. Treatment of Combining Vitamin D3 and ABA for Chinese Children With Autism Spectrum Disorder (BPN; Applied Research) CHONGYING WANG (Nankai University)

204. A Review of Self-Monitoring Interventions for Increasing Physical Activity in Individuals With Autism (Theory) HOLLY WIGGINS (New England Center for Children; Western New England University) and Eileen M. Roscoe (New England Center for Children)

Discussant: Stephanie Chan (PlaySmart Child Development Society; Chicago School of Professional Psychology)

205. Results From Infant/Toddler Pre-Emptive Intervention on Reduction of Interfering Behavior and Increased Communication (Applied Research) Katherine Cantrell (Autism Treatment Center; University of Texas at San Antonio) and LESLIE NEELY, Amarie Carnett, Sierra Stegemann, Priscilla Zuniga, Erin Santos, Kelsi Heath, and Alexis Valdez (University of Texas at San Antonio)

206. Middle East Behavior Based Interventions: Providing School-Based Interventions for Autism Spectrum Disorder Without a Formal Diagnosis (EDC; Service Delivery) SHARIFFAH AZZAAM (Qatar Foundation)

207. Increasing Flexible Application of Rules to Decrease Problem Behaviors (Service Delivery) JILLIAN SCHNEIDER (Southwest Autism Research and Resource Center)

208. Decreasing Physical Stereotypy in Two 9-Year-Old Boys With Autism (Service Delivery) MADISON THEIS and Jillian Schneider (Southwest Autism Research and Resource Center)

209. The Teaching DANCE: Purpose Driven Training and Measurement (DDA; Applied Research) APRIL LINDEN (University of North Texas); MARLENE LUCY TAVERA (Easter Seals North Texas); Shahla Susan Ala'i, Jesus Rosales-Ruiz, Evan Schleifer-Katz, Rachael E. White, Crystal Fernandez, and Isabel L. Cunningham (University of North Texas) **210. Using the Behavior Flexibility Rating Scale-Revised to Inform Functional Analysis and Treatment of Severe Problem Behavior** (Applied Research) Katherine Sorensen, ALI SCHROEDER, and Clare Liddon (May Institute)

211. Impact of Cybercycling Breaks for Children With Autism Spectrum Disorder on Health and Classroom Behaviors (EDC; Applied Research) SARA S. KUPZYK (University of Nebraska Omaha), Jessica Cox and Heidi Reelfs (Munroe-Meyer Institute, University of Nebraska Medical Center), and Kevin Kupzyk (University of Nebraska Medical Center)

212. Decontextualized and Embedded Intervention Within EIBI: Practices in Community Settings (EDC; Service Delivery) ANNIE PAQUET and Carmen Dionne (Université du Québec à Trois-Rivières) and Suzie McKinnon (CISSS et CIUSSS Saguenay-Lac-St-Jean, Bas St-Laurent, Côte-Nord)

213. An Evaluation of Testing Conditions on Emergent Responding (VRB; Service Delivery) TODD M. OWEN, Nicole M. Rodriguez, and Krisha Regmi (Munroe-Meyer Institute, University of Nebraska Medical Center)

214. Shaping Complex Functional Communication Responses and Teaching Toleration Skills to Delays in Reinforcement to Reduce Problem Behavior Maintained by a Synthesized Contingency (DDA; Applied Research) ABEER AL ZOUABI (Mohammed bin Rashid Center for Special Education; New England Center for Children), Shannon Ward (FTF Behavioral Consulting), Marilin Colon (Florida Institute of Technology), and Kyle Slavik (New England Center for Children)

Discussant: Peter Sturmey (The Graduate Center and Queens College, City University of New York)

215. Increasing Conversational Exchanges Through Telehealth Intervention for an Adult With Autism in China (Applied Research) HELEN MCCABE (University of Maine at Farmington) and E. Amanda DiGangi (Arizona State University)

216. Using Prompt Fading and Pairing to Increase Eye Contact in Children With Autism (Applied Research) ADRIANA ANDERSON (Autism Spectrum Therapies)

217. Evaluation of Intervention Components to Decrease Toe Walking (Applied Research) EMMA KATHERINE KING and Corina Jimenez-Gomez (Auburn University), Stephanie Brand (The Scott Center for Autism Treatment at the Florida Institute of Technology), Nicole Adriaenssens and Jaime Rus Alba (Florida Institute of Technology), and Carolyn Syzonenko and Christopher A. Podlesnik (Auburn University)

218. Improving Latency to Respond Across Verbal Operants Using Fluency Training (VRB; Applied Research) CARLY FRANCISCO, Jaime DeQuinzio, and Bridget A. Taylor (Alpine Learning Group)

219. The Effects of Neutral and Enthusiastic Praise on the Acquisition of Intraverbals (Applied Research) NICOLE SCHUIERER, Jackie Meseck, Jaime DeQuinzio, and Bridget A. Taylor (Alpine Learning Group)

220. An Application of Differential Reinforcement of Low Rates, Verbal Prompts, MotivAider Timer, and Response Blocking in Reducing Rapid Drinking (Applied Research) MATTHEW WILLIAM SPANN and Kathryn Atkins (University of Maryland, Baltimore County; Kennedy Krieger Institute) and Carrie S. W. Borrero (Kennedy Krieger Institute)

221. Instructive Feedback to Promote Generative Learning and Transfer Across Operants in Matrix Training (VRB; Applied Research) CAROLYN SYZONENKO, Corina Jimenez-Gomez, and Emma Katherine King (Auburn University)

222. Using iPad Applications to Teach School-Based Academic Tasks to Children With Autism Spectrum Disorder (Applied Research) CLAIRE KLEIN, Marjorie H. Charlop, Caitlyn Gumaer, Jenna Gilder, Alanna Dantona, and Catherine Lugar (Claremont Graduate University)

223. Increasing Social Time Allocation Using Preferred Interactions With Individuals With Autism Spectrum Disorder (Applied Research) BRANDON COLVIN, Samuel L. Morris, and Timothy R. Vollmer (University of Florida)

224. An Extension of the Matching Law to the Social Behavior of Children Diagnosed With Autism Spectrum Disorder (Applied Research) LESLIE A. RONSONET, Samuel L. Morris, and Timothy R. Vollmer (University of Florida)

Discussant: Hanna C. Rue (Autism Spectrum Therapies)

225. Comparing Social Time Allocation With Novel Adults and Peers (Applied Research) MACKENZIE NICOLE MCSHERRY, Samuel L. Morris, and Timothy R. Vollmer (University of Florida)

226. Teaching Children With Autism to Tact With Two-Word Combinations on Speech-Generating Devices During Play (VRB; Applied Research) CINDY GEVARTER, Adriana Medina, and Mariah Groll (University of New Mexico)

227. Evaluating the Impact of the Television Show Daniel Tiger's Neighborhood on Children With Autism Spectrum Disorder (Applied Research) ALEXIS J. FAVELA and Wesley H. Dotson (Texas Tech University) 228. Generalized Effects of Functional Communication Training to an Inclusive Setting (EDC; Applied Research) MEGAN CARPENTER and Ya-yu Lo (University of North Carolina at Charlotte)

229. The Effects of a Technology-Based Instruction Package on Sentence Construction (Applied Research) MEGAN CARPENTER and Robert C. Pennington (University of North Carolina at Charlotte)

230. The Effects of a Caregiver Implemented Toilet Training Package (CBM; Applied Research) NATALIE P. CROTEAU (ABA Northern Services & Training Inc.), Colleen Cumiskey Moore (Teachers College, Columbia University), and Annette Griffith (The Chicago School of Professional Psychology)

231. The Effects of Limited Hold Schedule and Negative Punishment to Decrease Genital Self-Stimulation in an Adolescent With Autism (DDA; Applied Research) RENATA MICHEL, Larissa Aguirre, and Marina Antonio (Grupo Conduzir)

232. A Comparison of an Analog and Brief Functional Analysis of Aggressive Behavior in an Adolescent With Autism (DDA; Applied Research) RENATA MICHEL, Tassia Pina, and Estela Manfrin (Grupo Conduzir)

233. The Effectiveness of the IISCA and Skill-Based Treatment for Students Transitioning into Adult Living (DDA; Applied Research) COURTNEY BRIGHT (May Institute) and Emily Sullivan (May Institute; Western New England University)

234. Effectively Training Behavioral Technicians to Implement Discrete-Trial Teaching Efficiently: A Sequential Analysis (DDA; Applied Research) OLIVIA HARVEY and Adam M. Briggs (Eastern Michigan University)

Discussant: Jane Paul (Excella Developmental Services)

235. Improving Compliance in Primary School Students With Autism Spectrum Disorder (DEV; Applied Research) BRETT EDWARD FURLONGER, Tsuyoshi Imasaka, and Pei Ling Lee (Monash University); Angelika Anderson (University of Waikato); and Chernyse Wong, Dennis W. Moore, and Margherita Bussaca (Monash University)

236. Examining the Effects of Behavioral Skills Training on Social Praise Delivery in Malaysian Classrooms (EDC; Applied Research) IRENE LOOI (New England Center for Children, Western New England University) and Cammarie Johnson (New England Center for Children; Western New England University; Simmons University)

237. Training Behavioral Technicians to Implement Discrete-Trial Teaching: Recent Advancements and Future Directions (DDA; Applied Research) SAMANTHA JO ZOHR, Adam M. Briggs, and Olivia Harvey (Eastern Michigan University)

238. An Imitation-to-Matching Procedure for Establishing Auditory Discrimination in Children With Autism (DDA; Applied Research) JOANNA LIEW and Chata A. Dickson (New England Center for Children; Western New England University)

239. Evaluating Escape Extinction for Food Selectivity in a School Setting (Service Delivery) STEPHANIE COE, Meghan Silva, Michaela Rice, and Amy Ivanoski (May Institute)

240. Teaching Children With Language Delays to Initiate Conversation Through Tact Training (VRB; Applied Research) Tamara L. Pawich (Cocca Beach Child Psychology), Michael E. Kelley (The University of Scranton), Stephanie Brand and Justine Henry (Florida Institute of Technology; The Scott Center for Autism Treatment), Ma Krishna Rosales (Florida Institute of Technology), Tanja Ramirez-Schwarz (Behavior Basics, Inc.), and MARISSA E. KAMLOWSKY and Basak Topcuoglu (Florida Institute of Technology; The Scott Center for Autism Treatment)

241. Side Effects of Time-Out (DDA; Applied Research) CLARISSA MARTIN and Madison Miller (Marcus Autism Center), Sarah Slocum (Marcus Autism Center; Emory School of Medicine), Jeanne M. Donaldson (Louisiana State University), and Timothy R. Vollmer (University of Florida)

242. The Assessment and Treatment of Multiple Stereotypies Using the Augmented Competing Stimulus Assessment (Applied Research) COURTNEY WEBBER (Western New England University; New England Center for Children)

243. Assessment and Treatment of Challenging Behavior Maintained by a Non-Vocal Mands Function (DDA; Service Delivery) SARA JEGLUM (Kennedy Krieger Institute; Johns Hopkins University School of Medicine; University of Wisconsin-Madison), Morgan Marie Hallgren (Kennedy Krieger Institute), Jennifer Vetter (Kennedy Krieger Institute; Johns Hopkins University School of Medicine), Amanda Goetzel and Zhana Loubeau (Kennedy Krieger Institute), and Jonathan Dean Schmidt (Kennedy Krieger Institute; Johns Hopkins University School of Medicine)

244. Training Parents to Implement Social Skills Curriculum (TBA; Applied Research) TORICA EXUME (My Florida Therapy)

245. The Unionization of Behavior Analysis (CSS; Service Delivery) JOSHUA GARNER (Behavioral Education Research Initiative)

#99 Noteworthy Activity

1:30 pm–2:00 pm Walter E. Washington Convention Center, Level 2, Hall D

Meet presenters to discuss their research, ask questions, or just say "hi." Check the app to see who will be participating.

#100 Noteworthy Activity

2:00 pm-2:30 pm

Walter E. Washington Convention Center, Level 2, Hall D

Meet presenters to discuss their research, ask questions, or just say "hi." Check the app to see who will be participating.

#101 Noteworthy Activity

2:00 pm-2:30 pm

Walter E. Washington Convention Center, Level 2, Hall D

Meet presenters to discuss their research, ask questions, or just say "hi." Check the app to see who will be participating.

#102 Noteworthy Activity

2:00 pm-3:00 pm

Walter E. Washington Convention Center, Level 2, Hall D

Purchase one of the many titles available at the bookstore and stop by to have it signed by the author! Check the app to see who will be participating.

#103 Noteworthy Activity

2:30 pm-3:00 pm Walter E. Washington Convention Center, Level 2, Hall D

Meet presenters to discuss their research, ask questions, or just say "hi," Check the app to see who will be participating.

#104 Panel Discussion

Student Committee Event

Recorded Session

3:00 pm-3:50 pm Marriott Marquis, Level M2, Marquis Ballroom 5 AAB/DEV: Translational

Branching Out: Finding Success in Diverse Areas of Practice Chair: Ronald J. Clark (Florida Institute of Technology)

CHRISTY A. ALLIGOOD (Disney's Animal Kingdom; University of Florida) AMBER MARIE MARACCINI (Renown Health) JANET S. TWYMAN (blast)

#105 Invited Presenter

3:00 pm-3:50 pm Walter E. Washington Convention Center, Level 3, Ballroom AB AUT; Service Delivery BACB CE Offered. CE Instructor: Ellie Kazemi, Ph.D.

Effective Leadership and Supervision Chair: Corina Jimenez-Gomez (Auburn University)

ELLIE KAZEMI (California State University, Northridge)



Dr. Kazemi is a professor at California State University, Northridge (CSUN) where she has developed and teaches undergraduate and graduate coursework in behavior analysis for the past 10 years. She founded the Master of Science Program in Applied Behavior Analysis in 2010 and has collaborated with the CSUN community to provide graduate students high guality supervision experiences. She currently has two different lines of research. Her applied research interests involve identification of efficient, effective strategies for practical training, supervision, and leadership. Her laboratory research involves leveraging technology (e.g., robotics,

virtual or augmented reality) for efficient training and feedback using simulations. She is currently working on several nationwide large projects (e.g., with FEMA and NASA) with a focus on effective training and behavioral outcomes. She has received several mentorship awards including the ABAI Best Mentor Award, the Outstanding Faculty Award, the Outstanding Teaching Award, and the Outstanding

Service Award. She has published articles and book chapters on a variety of topics including training, staff turnover, and the use of technology in behavior analysis. She is the leading author of a handbook written for both supervisors and supervisees that is titled, *Supervision and Practicum in Behavior Analysis: A Handbook for Supervisees.* **Abstract:** Behavior analysts are expected to lead treatment teams by training and supporting staff.

Abstract: Behavior analysts are expected to lead treatment teams by training and supporting staff. However, many behavior analysts were not formally trained for such leadership positions. In this talk, I will address some of the common barriers supervisors face in their leadership roles and provide practical tips for efficient, effective leadership and supervision of staff.

#106 Symposium

3:00 pm–3:50 pm Walter E. Washington Convention Center, Level 2, Room 201 AUT/DDA; Applied Research BACB CE Offered. CE Instructor: Terry S. Falcomata, Ph.D.

Factors and Procedures Pertaining to Delays to Reinforcement: Translational and Applied Evaluations Chair: Terry S. Falcomata (The University of Texas at Austin)

An Evaluation of Functional Communication Training With Signaled and Unsignaled Delays to Reinforcement

DAN MANGUM and Joel Eric Ringdahl (University of Georgia)

Preference for Fixed- and Mixed-Delays to Reinforcement Among Children With Autism

CAYENNE SHPALL, Terry S. Falcomata, Monique Barnett, Andrea Ramirez-Cristoforo, and Fabiola Vargas Londono (University of Texas at Austin)

A Synthesized Approach to Functional Communication Training Including Discrimination and Tolerance to Denial

JESSICA HERROD, Sarah Snyder, Kimberly Caito, Erinn Whiteside, and Kevin Ayres (University of Georgia)

#107 Symposium

3:00 pm–3:50 pm Walter E. Washington Convention Center, Level 1, Salon A CBM; Service Delivery BACB CE Offered. CE Instructor: Jennifer Lynne Bruzek, Ph.D.

Consent, Assent, and Decision-Making Capacity in Theory and Practice Chair: Jennifer Lynne Bruzek (University of Alabama in Huntsville)

Primer on Ethical and Practical Issues in Decision-Making Capacity Assessment SAMANTHA JO ZOHR and Claudia Drossel (Eastern Michigan University)

Capacity Assessments, Consent, and Assent in Behavioral Gerontology: Issues of Stimulus Control REBECCA A. SHARP and Zoe Lucock (Bangor University)

Consent and Assent Issues for Adults and Children With Neurodevelopmental Disabilities STEPHANIE M. PETERSON (Western Michigan University), Cody Morris (Salve Regina University), Jessica Detrick (Western Michigan University), Shawn P. Quigley (Melmark), and Kelsey Webster and Julia Mays (Western Michigan University)

#108 Symposium



3:00 pm–3:50 pm Marriott Marquis, Level M4, Liberty N-P CSS/CBM; Translational

BACB CE Offered. CE Instructor: Victoria Diane Hutchinson, M.S.

Behavioral Economics and Verbal Behavior Mash-Up: Investigations of Broader Behavior Analytically Rooted Societal Impacts

Chair: Victoria Diane Hutchinson (Saint Louis University)

Derived Rule Following and Relational Framing in a Gambling Context VANSHIKA GUPTA and Alyssa N. Wilson (Saint Louis University)

Behavioral Conceptual Analysis of Two Dimensions of Impulsivity: Impulsive Disinhibition Versus Impulsive Decision-Making

YI YANG (University of Southern California) and Jonathan J. Tarbox (University of Southern California; FirstSteps for Kids)

Delay Discounting and Social Discounting With Climate Change Policy Preference CELESTE UNNERSTALL and Jordan Belisle (Missouri State University) 3:00 pm-3:50 pm Marriott Marguis, Level M4, Capitol/Congress **OBM/EDC**; Service Delivery

Developing an Assertive Communication Style in Professional Settings

Chair: Laura Barcelos Nomicos (University of Nevada, Reno) CAROL PILGRIM (University of North Carolina Wilmington) MARTHA COSTA HÜBNER (University of São Paulo) CYNTHIA M. ANDERSON (May Institute)

#110 Invited Paper Session

Trauma

3:00 pm-3:50 pm Marriott Marguis, Level M4, Liberty I-L OTH; Applied Research PSY/BACB/QABA/NASP CE Offered. CE Instructor: Kelly M. Schieltz, Ph.D.

Prevention of Traumatic Events: Use of Antecedent and Generalization Strategies Chair: Kelly M. Schieltz (The University of Iowa)

Reducing Pedestrian Injuries and Deaths

RON VAN HOUTEN (Western Michigan University)



Dr. Van Houten received his BA from SUNY at Stony Brook and his MA and Ph.D. from Dalhousie University, where he received training in the experimental analysis of behavior. He is currently professor of psychology at Western Michigan University. Dr. Van Houten has published extensively in the Journal of Applied Behavior Analysis (*JABA*) on a wide variety of problems, such as the education of inner city youth and children with "learning disabilities," the treatment of children and adults with developmental delays, the treatment of clinical problems in children, traffic safety, energy conservation, and aviation safety. Currently Dr. Van Houten is a member of

the Transportation Research Board and a member of the National Committee for Uniform Traffic Control Devices. He is a past associate editor for *JABA* and a Fellow of ABAI. Dr. Van Houten is also an avid pilot of power aircraft and gliders and a flight instructor.

Abstract: Pedestrian crashes have been on an increasing trend in recent years. Reasons possibly include increased levels of distracted driving, increased speeding behavior, and increased walking. Behavioral science has contributed to ways to increase driving yielding behavior on a community wide basis and the development on antecedent interventions that have been documented to increase reduce unsafe behavior and crashes. This presentation will focus on discussing some of the more important techniques as well as why antecedent interventions are effective without obvious sources of reinforcement.

Teaching Safety Skills: What Does It Take to Get Children To Do the Right Thing?

RAYMOND G. MILTENBERGER (University of South Florida)



Dr. Raymond G. Miltenberger received his Ph.D. from Western Michigan University and currently is professor of psychology and director of the Applied Behavior Analysis Master's Program at the University of South Florida. He is the author of a highly regarded textbook on behavior modification, which is used at many universities across the country in both undergraduate and graduate courses. Dr. Miltenberger is most well known for having conducted a long-standing and systematic series of studies on clinical (habit) disorders, prevention of abduction, and firearms safety. In particular, his research in the latter two areas has been characterized by the highly creative use of simulations and generalization testing, and by the careful

development of task-analysis-based instruction described as "behavioral skills training." In recognition of this work, he has received the Award for Distinguished Contributions to Applied Research from the American Psychological Association (Division 25), and he has served as president of ABAI.

Abstract: This presentation will discuss research on teaching safety skills to children. It will describe different approaches to assessment of safety skills and the validity of these approaches. It will describe research on the effectiveness of interventions for teaching safety skills with an emphasis on active learning approaches including behavioral skills training and in situ training. The presentation will discuss the issue of generalization, the limits of behavioral skills training for promoting generalization, and strategies that can be used to enhance generalization. The presentation will discuss the issue of accessibility and strategies for increasing accessibility of effective interventions.

#111 Panel Discussion

3:00 pm–3:50 pm Marriott Marquis, Level M1, University of D.C./Catholic University PCH/DDA; Service Delivery BACB CE Offered. CE Instructor: Nancy Rosenberg, Ph.D.

The Role of Principles in Ethical Decision-Making Chair: Ilene S. Schwartz (University of Washington)

NANCY ROSENBERG (University of Washington) ELIZABETH KELLY (University of Washington) KAITLIN MARIE KLOES GREENY (University of Washington)

#112 SQAB Tutorial

3:00 pm–3:50 pm Marriott Marquis, Level M2, Marquis Ballroom 6 SCI; Theory BACB/PSY/QABA CE Offered. CE Instructor: Jack McDowell, Ph.D.

Creating Artificial Organisms Animated by a Selectionist Theory of Adaptive Behavior Dynamics Chair: Marcus Jackson Marr (Georgia Tech)

JACK MCDOWELL (Emory University)



J. J McDowell received an A.B. from Yale University in 1972 and a Ph.D. from the State University of New York at Stony Brook in 1979. After completing his clinical internship, he joined the faculty of Emory University, where he is currently a professor in the Department of Psychology. Dr. McDowell is also a licensed clinical psychologist, and maintains a private practice of behavior therapy in Atlanta. Dr. McDowell's research has focused on the quantitative analysis of behavior. He has conducted tests of matching theory in experiments with humans, rats, and pigeons, has made formal mathematical contributions to the matching theory literature, and has proposed a computational

theory of behavior dynamics. He has also written on the relevance of mathematical and computational accounts of behavior for the treatment of clinical problems. Dr. McDowell's current research is focused on his computational theory of selection by consequences, including studies of behavior generated by the theory's genetic algorithm, and possible implementations of the theory in neural circuitry. His work, including collaborations with students and former students, has been funded by NIMH, NSF, and NIDA. Dr. McDowell is a Fellow of the Association for Behavior Analysis International.

Abstract: The evolutionary theory of behavior dynamics (ETBD) is a complexity theory, which means that it is stated in the form of simple low level rules, the repeated operation of which generates high level outcomes that can be compared to data. The low level rules of the theory implement Darwinian processes of selection, reproduction, and mutation. This tutorial is an introduction to the ETBD, and will illustrate how the theory is used to animate artificial organisms that behave freely, and continuously, in any desired experimental environment. Extensive research has shown that the behavior of artificial organisms animated by the theory successfully reproduces the behavior of live organisms, in qualitative and quantitative detail, in a wide variety of experimental environments, including concurrent ratio schedules with equal and unequal ratios in the components, and concurrent interval schedules with and without punishment superimposed on one or both alternatives. An overview and summary of the research testing the ETBD will be provided. The material interpretation of the theory as an instance of supervenient realism will also be discussed. Finally, possible future directions will be considered with an eve toward identifying the most valuable path or paths for future development.

#113 Panel Discussion

Student Committe Event

3:00 pm–3:50 pm Marriott Marquis, Level M4, Independence A-C TBA/CBM; Service Delivery BACB CE Offered. CE Instructor: Evelyn Rachael Gould, Ph.D.

How to Win Friends From Other Disciplines: Successful Outcomes Through Collaboration Chair: Kathryn Atkins (University of Maryland, Baltimore County; Kennedy Krieger Institute)

CLAIRE C. ST. PETER (West Virginia University) EVELYN RACHAEL GOULD (McLean Hospital, Harvard Medical School; FirstSteps for Kids, Inc.) PETER GIROLAMI (Kennedy Krieger Institute)

#114 Symposium

3:00 pm-3:50 pm Marriott Marguis, Level M4, Archives TBA/EDC; Applied Research BACB CE Offered. CE Instructor: Jacquelyn M. MacDonald, Ph.D.

Leveling Up: Research Surrounding Gamification in the Classroom Chair: Jacquelyn M. MacDonald (Regis College)

Systematic Review of the Application of Games in Single-Subject Research (2010-2020) DOUGLAS KUPFERMAN and Ruth M. DeBar (Caldwell University)

Evaluating Group Contingencies in an Online Psychology Course

DAMARIS PEREZ, Debra Berry Malmberg, and Tara A. Fanmie (California State University, Northridge)

Using Gamification to Promote Accurate Data Entry of Practicum Experience Hours in Graduate Students

DIANA PARRY-CRUWYS and Jacquelyn M. MacDonald (Regis College)

#115 Symposium

3:00 pm-3:50 pm Walter E. Washington Convention Center, Level 1, Salon I VRB/EAB; Translational

Assessing and Training Complex Behavior (Classification and Analogy) Using Relational Frame Theory Chair: John D. McElwee (Pennsylvania VB3)

Training Class Inclusion Responding in Individuals With Autism SIRI MING (private practice), Patrycja Zagrabska (National University of Ireland, Galway), Teresa Mulhern (Carlow College, Ireland), Ian T. Stewart (National University of Ireland, Galway), and John D. McElwee (Pennsylvania VB3)

Assessing Relational Responding in Young Children using A Novel RFT-Based Relational **Evaluation Procedure Based Format**

ELLE KIRSTEN (Fit Learning; National University of Ireland, Galway) and Ian T. Stewart (National University of Ireland, Galway)

Training Analogical Responding in Young Children Across Several Multiple Baseline Design Studies IAN T. STEWART (National University of Ireland, Galway) and Elle Kirsten (Fit Learning & National University of Ireland, Galway)

#116 Symposium

3:00 pm-4:50 pm Walter E. Washington Convention Center, Level 2, Room 207B AUT/DDA; Applied Research

Advancements in Social Communication Interventions for Individuals With Autism Spectrum Disorder Chair: Emily Gregori (University of Illinois, Chicago)

Discussant: Lisa S. Cushing (University of Illinois, Chicago)

Social Communication Interventions Conducted in Inclusive Settings for Children With Autism Spectrum Disorder: A Systemic and Quality Review JENNA MARIE MATIJEVIC (Purdue University), Emily Gregori (University of Illinois, Chicago), and

Rose A. Mason and Catharine Lory (Purdue University)

The Effects of a Multi-Component Social Skills Self-Monitoring Program on Two Females **Diagnosed With Autism Spectrum Disorder**

MCKENZIE BACON, Linda G. Garrison-Kane, Megan A. Boyle, Wayne Mitchell, and Taylor Janota (Missouri State University)

Telepractice Parents Coaching in Naturalistic Strategies to Increase Communication Skills for Adolescents With Autism

SANIKAN WATTANAWONGWAN, J. B. GANZ, Lauren Pierson, Claudia M Dunn, Valeria Yllades, and Sarah Ura (Texas A&M University)

Supporting Development of Social-Communication of Young Adults With Autism in Natural Settings: Impact of a Telecoaching Intervention ROSE A. MASON and Marie David (Purdue University and Emily Gregori (University of Illinois, Chicago)

#117 Symposium

3:00 pm–4:50 pm Walter E. Washington Convention Center, Level 2, Room 206 AUT/VRB; Translational BACB CE Offered. CE Instructor: James Moore, Ph.D.

Teaching Derived Relational Responding and Arbitrary Applicable Relational Responding to Children With Autism Spectrum Disorder

Chair: Breanna Newborne (My Canopy)

Discussant: James Moore (Canopy Children's Solutions)

A Method for Evaluating and Teaching Basic Derived Relational Responding for Children With Autism Spectrum Disorder

BREANNA NEWBORNE, James Moore, and Christopher M. Furlow (Canopy Children's Solutions)

Using Matrix Training to Teach Multiple Echoic Targets in Children With Autism Spectrum Disorder ROBYN BREWER, Mary Nicole Thomason, and Christopher M. Furlow (Canopy Children's Solutions)

Further Examination of Teaching Coin Equivalencies to Individuals With Autism LAURA-KATHERINE K. BARKER, Madeline Potter, and Christopher M. Furlow (Canopy Children's Solutions)

Teaching a Non-Arbitrary Frame of Coordination to Promote the Emergence of Multiple Operant Targets Related to Sameness for Children With Autism

MAŘK GARRETT YEAGER, Lana Warren, James Moore, and Christopher M. Furlow (Canopy Children's Solutions)

#118 Symposium

3:00 pm-4:50 pm Walter E. Washington Convention Center, Level 1, Room 102 AUT/VRB; Applied Research BACB/QABA/NASP CE Offered. CE Instructor: Nancy J. Champlin, M.A.

Learning to Play the Behavioral Way

Chair: Nancy J. Champlin (ACI Learning Centers) Discussant: Merrill Winston (Professional Crisis Management, Inc.)

Teaching Single Play Actions and Corresponding Vocalizations to Children With Autism Utilizing the Pretend Play and Language Assessment and Curriculum CHARLENE GERVAIS (Portia Learning Centre; Portia International) and Naomi Abbey (Portia Learning Centre)

Teaching a Sequence of Three Play Actions and Corresponding Vocalizations to Children With Autism Utilizing the Pretend Play and Language Assessment and Curriculum KARI BENNETT (Portia Learning Centre)

Teaching a Sequence of Seven Play Actions and Corresponding Vocalizations to Children With Autism Utilizing the Pretend Play and Language Assessment and Curriculum ALEXANDRA MACDOUGALL (Portia Learning Centre)

Teaching Complimentary Character Roles Within a Play Scheme to Facilitate Social Pretend Play for Two Children Diagnosed With Autism MELISSA SCHISSLER (ACI Learning Centers)

#119 Symposium

3:00 pm-4:50 pm Walter E. Washington Convention Center, Level 2, Room 202A AUT/DDA; Service Delivery BACB CE Offered. CE Instructor: Gina Green, Ph.D.

Ensuring Effective Dissemination and Advancement of Critical System Variables in Autism Intervention Programs

Chair: Dawn B. Townsend (Alliance for Scientific Autism Intervention; Institute for Educational Achievement) Discussant: Gina Green (Association of Professional Behavior Analysts)

Ensuring a Competent and Professional Staff in Autism Intervention Programs

ANNA BUDZINSKA (Institute for Child Development in Gdansk; Alliance for Scientific Autism Intervention), Iwona Ruta-Sominka (Institute for Child Development in Gdansk), Susan M. Vener (New York Child Learning Institute; Alliance for Scientific Autism Intervention), Eric Rozenblat (Institute for Educational Achievement), Kevin J. Brothers (Somerset Hills Learning Institute; Alliance for Scientific Autism Intervention), Lynn E. McClannahan and Patricia J. Krantz (Alliance for Scientific Autism Intervention; Princeton Child Development Institute), and Dawn B. Townsend (Alliance for Scientific Autism Intervention; Institute for Educational Achievement)

Evaluation of Learner Outcomes in School Programs

SUSAN M. VENER (New York Child Learning Institute; Alliance for Scientific Autism Intervention), Eric Rozenblat (Institute for Educational Achievement), Kevin J. Brothers (Somerset Hills Learning Institute; Alliance for Scientific Autism Intervention), Anna Budzinska (Institute for Child Development in Gdansk; Alliance for Scientific Autism Intervention), Lynn E. McClannahan and Patricia J. Krantz (Alliance for Scientific Autism Intervention; Princeton Child Development Institute), and Dawn B. Townsend (Alliance for Scientific Autism Intervention; Institute for Educational Achievement)

Extension of the ASAI Model Into the Home and Community for Children With Autism

KEVIN J. BROTHERS (Somerset Hills Learning Institute; Alliance for Scientific Autism Intervention), Emily Gallant (Somerset Hills Learning Institute), Susan M. Vener (New York Child Learning Institute; Alliance for Scientific Autism Intervention), Eric Rozenblat (Institute for Educational Achievement), Anna Budzinska (Institute for Child Development in Gdansk; Alliance for Scientific Autism Intervention), Lynn E. McClannahan and Patricia J. Krantz (Alliance for Scientific Autism Intervention; Princeton Child Development Institute), and Dawn B. Townsend (Alliance for Scientific Autism Intervention; Institute for Educational Achievement)

Opinions Matter: The Importance of Social Validity Measures as a Prompt System for Change ERIC ROZENBLAT (Institute for Educational Achievement), Donna De Feo (Institute for Educational Achievement), Susan M. Vener (New York Child Learning Institute; Alliance for Scientific Autism Intervention), Kevin J. Brothers (Somerset Hills Learning Institute; Alliance for Scientific Autism Intervention), Anna Budzinska (Institute for Child Development in Gdansk; Alliance for Scientific Autism Intervention), Lynn E. McClannahan and Patricia J. Krantz (Alliance for Scientific Autism Intervention; Princeton Child Development Institute), and Dawn B. Townsend (Alliance for Scientific Autism Intervention; Alliance for Scientific Autism Intervention)

#120 Symposium

3:00 pm-4:50 pm Walter E. Washington Convention Center, Level 2, Room 202B AUT/VRB; Applied Research BACB CE Offered. CE Instructor: Jesus Rosales-Ruiz, Ph.D.

Behavioral and Verbal Behavioral Cusps:Research and Practical Applications

Chair: Richard E. Laitinen (Personalized Accelerated Learning Systems)

Discussant: Jesus Rosales-Ruiz (University of North Texas)

From Pointing to Naming

CRYSTAL FERNANDEZ and Jesus Rosales-Ruiz (University of North Texas) and MARLENE LUCY TAVERA (Easter Seals North Texas)

The Systematic Teaching of the Components Needed to Use Speech-Generating Devices: A Replication Study

SARA POLGAR (David Gregory School) and Gladys Williams (CIEL, Spain)

The Efficacy of Multiple Exemplar Instruction in the Acquisition of Naming as a Verbal Behavioral Cusp GLADYS WILLIAMS (CIEL, Spain), Richard E. Laitinen (Personalized Accelerated Learning Systems), and Shubhra Ghosh (Florida Institute of Technology)

Behavior Analysis and Variations: The Case of Behavioral Changes

MIKE PERFILLÓN and Vinca Riviere (University of Lille) and Martha Pelaez (Florida International University)

#121 Symposium

3:00 pm-4:50 pm Walter E. Washington Convention Center, Level 2, Room 207A AUT/DDA; Applied Research BACB CE Offered. CE Instructor: Kevin C. Luczynski, Ph.D.

Innovations in ABA Programming Delivered via Telehealth

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

Effects of Telehealth Mediated Behavior Analytic Interventions and Assessments on Subject Outcomes LESLIE NEELY (The University of Texas at San Antonio), Hannah Lynn MacNaul (University of South Florida), and Emily Gregori (University of Illinois at Chicago)

Coaching Caregivers via Telehealth to Implement Toilet Training in Africa, Asia, and Europe LOUKIA TSAMI (University of Houston-Clear Lake), DIEU TRUONG (University of Houston), and Dorothea C. Lerman (University of Houston-Clear Lake)

Evaluation of Telehealth Parent Training to Teach Adaptive Skills to Children With ASD TONYA NICHOLE DAVIS, Stephanie Gerow, Jessica Akers, Supriya Radhakrishnan, and Remington Swensson (Baylor University)

Telehealth Caregiver Training Program for Children With ASD MARIE KIRKPATRICK, Stephanie Gerow, and Tonya Nichole Davis (Baylor University)

#122 Symposium

3:00 pm-4:50 pm Walter E. Washington Convention Center, Level 1, Salon B CBM; Applied Research BACB CE Offered. CE Instructor: Wendy Donlin Washington, Ph.D.

Exploring Novel Strategies Increasing and Assessing Physical Activity in Diverse Populations Chair: Caitlyn Upton (Rowan University)

Discussant: Wendy Donlin Washington (University of North Carolina Wilmington)

Effects of a Group-Deposit Prize Draw on the Step Counts of Adults ALEX MCCURDY and Matthew P. Normand (University of the Pacific)

Bout Analysis Alternating Vigorous Physical Activity With Light and Moderate Activity

SYDNEY BATCHELDER, Carole M. Van Camp, and Casey McKoy Irwin (University of North Carolina Wilmington)

Comparison of Token and Monetary Reinforcement to Increase Steps in Adults With Intellectual Disabilities in a Group Home Setting

HANA SOPHIA HANASHIRO-PARSON and Raymond G. Miltenberger (University of South Florida)

Validity of a Behavioral Economic Measure of Physical Activity

CONNOR ANDREW BURROWS, Matthew J. Dwyer, and Bethany R. Raiff (Rowan University)

#123 Symposium

3:00 pm-4:50 pm Marriott Marquis, Level M4, Liberty M CSS/PCH; Translational

BACB CE Offered. CE Instructor: Elizabeth Hughes Fong, Ph.D.

Beyond Politically Correct: Practical Steps Toward a More Equitable and Culturally Diverse Behavior Analysis

Chair: Elizabeth Hughes Fong (Saint Joseph's University) Discussant: Denisha Gingles (Signature Behavior Analytic Services)

Examining Diversity and Culture in Behavior Analysis

ELIZABETH HUGHES FONG (Saint Joseph's University)

The Big Elephant in the Room: Culture

JACQUELINE RAMIREZ (University of Southern California) and Jonathan J. Tarbox (University of Southern California; FirstSteps for Kids)

Working in a Cross-Cultural Context? You Can't Rely on the Research (Yet) Stacee Leatherman and ROBYN M. CATAGNUS (The Chicago School of Professional Psychology) and Thomas Wade Brown (Ball State University)

Behavioral Conceptual Analysis of Leadership Behaviors for Harassment Prevention

ZOEY ISABELLA ULREY (University of Southern California) and Jonathan J. Tarbox (University of Southern California; FirstSteps for Kids)

#124 Symposium

3:00 pm-4:50 pm Walter E. Washington Convention Center, Level 1, Room 103 DDA/AUT; Applied Research BACB CE Offered. CE Instructor: Daniel W. Mruzek, Ph.D.

Advances in Efficiency and Effectiveness of Toilet Training Procedures

Chair: Sarah Slocum (Marcus Autism Center and Emory School of Medicine) Discussant: Daniel W. Mruzek (University of Rochester Medical Center)

Consecutive Case Series Examining the Outcomes for Children With Autism Spectrum Disorder Who Received Services Through a Toileting Consultation Program ELIZABETH BUCKLEY, Joanna Lomas Mevers, and Colin S. Muething (Marcus Autism Center) and Sarah Slocum (Marcus Autism Center; Emory School of Medicine)

The Effects of Schedule Modifications on Toilet Training Children With Disabilities

NICOLE HOLLINS (Western Michigan University), Rebecca Kolb (University of Minnesota), and Stephanie M. Peterson (Western Michigan University)

Evaluation of Mand Training Protocol and Abbreviated Toilet Training Procedure

ANSLEY CATHERINE HODGES (Nemours Children's Hospital) and Hallie Marie Ertel, Victoria Ryan, and David A. Wilder (Florida Institute of Technology)

An Evaluation of Bowel Movements, Problem Behavior, and Self-Initiations and Their Relationship to Urinary Continence

BRANDON C. PEREZ, Janelle Kirstie Bacotti, Kerri P. Peters, and Timothy R. Vollmer (University of Florida)

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#125 Symposium

3:00 pm-4:50 pm Walter E. Washington Convention Center, Level 1, Salon G DDA/BPN; Applied Research BACB CE Offered. CE Instructor: Jennifer R. Zarcone, Ph.D.

Psychotropic Medication and Polypharmacy in People With Intellectual and Other Developmental Disabilities Who Present Problem Behavior

Chair: Duncan Pritchard (Aran Hall School) Discussant: Jennifer R. Zarcone (The May Institute)

Reducing Polypharmacy in Adolescent Males With Intellectual and Other Developmental Disabilities Who Present Problem Behavior

HEATHER PENNEY and Tim J. Dyer (Aran Hall School), Alison Cox (Brock University), and Duncan Pritchard (Aran Hall School)

A Systematic Review of Direct Measures to Evaluate Psychotropic Medication Effects in Children and Adolescents

JESSICA TORELLI, Blair Lloyd, and Marney Squires Pollack (Vanderbilt University)

Maximising Treatment Outcomes for Adults With Severe Challenging Behavior Residing in a Specialist Facility ALISON COX (Brock University)

Considerations and Strategies for Practitioners Regarding Interdisciplinary Polypharmacy Management

ANITA LI (Western Michigan University)

#126 Symposium

3:00 pm-4:50 pm Walter E. Washington Convention Center, Level 1, Salon H DDA/EAB; Applied Research BACB CE Offered. CE Instructor: Casey Clay, Ph.D.

Technological Advances in Assessment of Preference and Measurement of Reinforcing Effects in Applied Settings

Chair: Casey J. Clay (University of Missouri) Discussant: Nathan Call (Marcus Autism Center)

A Video-Based Preference Assessment of Social Stimuli

TAYLOR CUSTER and Laura L. Grow (Garden Academy)

A Replication of the Response-Restriction Preference Assessment With Children With Autism Spectrum Disorder

MEGAN A. BOYLE, Kaitlin Curtis, Kara Forck, Brittany Fudge, Heather Speake, and Benjamin Pauls (Missouri State University)

Examining Factors Related to Animal-Assisted Intervention for Children With Autism Spectrum Disorder: Evaluation of Video-Based Preference Assessment and Validation Casey Clay (University of Missouri), Savannah Tate (University of Florida), and ASHLEY EVANS (University of Missouri; Thompson Center for Autism and Neurodevelopmental Disorders)

Brief and Continuous Conditioned Reinforcers: A Comparative Analysis JOSHUA JACKSON, Makenzie Hough, Sarah Malagodi, and Jason C. Bourret (Western New England University)

#127 Symposium

3:00 pm–4:50 pm Walter E. Washington Convention Center, Level 1, Salon C DEV/OBM; Translational BACB CE Offered. CE Instructor: William Joseph Harrigan, Ph.D.

Developmental Behavioral Economic View

Chair: Mansi Shah (Dare Institute) Discussant: William Joseph Harrigan (Harvard Extension School)

Sharpening Interest Measurement: Questions of Time

WILLIAM JOSEPH HARRIGAN (Harvard Extension School) and Sarthak Giri (Dare Institute)

Quantifying the Role of Job-Person Fit in Work Related Burnout SARTHAK GIRI (Dare Institute) and Kyona Schacht (Boston University)

Indicators of Value of Creativity as a Personal Quality in Adults

ALEXANDRA DODZIN (Langley High School) and Shutong Wei (Dare Association, Inc.)

Caring, Gratitude and Other Prosocial Behaviors

SHUTONG WEI (Dare Association, Inc.) and Weilyn Chong (Hong Kong International School)

#128 Symposium

3:00 pm–4:50 pm Marriott Marquis, Level M4, Independence E EDC/AUT; Service Delivery BACB CE Offered. CE Instructor: Judah B. Axe, Ph.D.

Celebrating Successes in School-Based Applications of Behavior Analysis

Chair: Natalie Taylor Mueller (Western Michigan University) Discussant: Judah B. Axe (Simmons University)

When FBAs Are Inconclusive: Applying Trial-Based Functional Analyses in the Public Schools ANNIE MCLAUGHLIN (University of Washington) and Alex Furman (Baltimore County Public Schools)

Increasing Teacher's Use of Incidental Teaching to Target Mands, Tacts, and Intraverbals SACHA T. PENCE (Drake University), Kim Danielle Krubinski and Carol J. Toner (Auburn University), and Doris Adams Hill (Auburn University College of Education)

Increasing Vegetable Consumption of Students With Autism Spectrum Disorder Using Pre-Meal Presentation: A Preliminary Analysis

JONATHAN W. IVY (Penn State Harrisburg), Lauren Davidson and Ben Bacon (The Hogan Learning Academy), Fred E. Carriles (Pennsylvania State University, Harrisburg), Helen Hendy (Penn State University, Schuylkill), and Keith Williams (Penn State Hershey Medical Center)

Successful Toilet Training in Schools

ALYSSA R. JEWETT, Jessica E. Frieder, and Ryan Thomas Glasgow (Western Michigan University)

#129 Symposium

3:00 pm–4:50 pm Marriott Marquis, Level M4, Independence D EDC; Applied Research BACB CE Offered. CE Instructor: Jeanne M. Donaldson, Ph.D.

Applications of The Good Behavior Game Across Procedural Variations and Student Populations Chair: Katie Wiskow (California State University Stanislaus) Discussant: Jeanne M. Donaldson (Louisiana State University)

The Effects of and Preference for Positive and Negative Punishment in the Good Behavior Game ERIKA RUBY SILVA (California State University Stanislaus; Synergy Behavior Consultants) and Katie Wiskow (California State University Stanislaus)

An Evaluation of Different Magnitudes of Reinforcement Within the Context of the Good Behavior Game KAYLA CROOK (University of Georgia; University of Mississippi) and Joel Eric Ringdahl, Karla Zabala, Dan Mangum, and Kadijah Quinland (University of Georgia)

Evaluating the Good Behavior Game in Autism-Only Social Skills Groups SAVANNAH TATE (University of Florida) and SungWoo Kahng (Rutgers University)

Effects of Obtrusive Observation and Rules on Classroom Behavior of Adolescents in a Juvenile Residential Treatment Setting

SALLY A. HAMRICK, Sarah M. Richling, Kristen Brogan, John T. Rapp, and William Tirey Davis (Auburn University)

#130A Invited Panel

3:00 pm–3:50 pm Marriott Marquis, Level M2, Marquis Ballroom 3/4 SCI; Service Delivery BACB CE Offered. CE Instructor: Peter R. Killeen, Ph.D.

Advocating, Lobbying, and Disseminating: Advice for Behavior Analysts From Relevant Stakeholders and Experts

Chair: Peter R. Killeen (Arizona State University)

JULIANE BARON (Federation of Associations in Behavioral & Brain Sciences)



Juliane Baron is the Executive Director of the Federation of Associations in Behavioral and Brain Sciences. In this role she supports the FABBS mission to promote human potential and well-being. FABBS furthers this goal by advancing the sciences of mind, brain, and behavior; promoting scientific research and training in these fields; educating the public about the contributions of research to the health and well-being of individuals and society; fostering communication among scientists; and recognizing scientists who have made significant contributions to building knowledge.

Previously Baron served as the director of Government Relations at the American Educational Research Association. She leads AERA's education and advocacy efforts on Capitol Hill and with federal agencies, and plays a strategic role with committees and coalitions that deal with research funding, research policy, and education. From 2006 to 2014, Baron served as deputy director of government and public affairs for the Population Association of America and the Association of Population Centers. Prior to that, she was deputy director of the Social Policy Action Network from 2001 to 2004 and director of the Population Resource Center from 2005 to 2007. For three years, Baron worked as a legislative staffer in the Texas House of Representatives, followed by a two-year stint as associate research scientist and project manager of Welfare, Children, & Families: A Three City Study, a multi-investigator study housed at Johns Hopkins University. Baron received her BA from the University of Wisconsin–Madison and her MPA from the Lyndon B. Johnson School of Public Affairs at the University of Texas.



Erin Heath is the associate director of Government Relations at the American Association for the Advancement of Science, the world's largest general scientific society and publisher of the journal Science. She has worked at AAAS since 2006. The Office of Government Relations provides timely, objective information on science and technology issues to lawmakers, and it assists scientists in understanding and getting involved in the policy process. Erin handles a range of policy issues of interest to the scientific community and is heavily involved in efforts to empower scientists and engineers to engage with policymakers, the media and the public. She

co-chairs the Coalition for National Science Funding, the Engaging Scientists and Engineers in Policy Coalition, and the steering committee of the Golden Goose Award.

Abstract: Behavior analysts frequently opine on the lack of funding available for research, not having a seat at the proverbial table of policymakers and being ignored by mass media and other affiliated sciences. In this special panel event, panelists from outside behavior analysis will offer insight on ways to best advocate to their discipline. Specifically, the panel will be comprised of a Washington lobbyist, a university-based government relations expert, and representatives from the Federation of Association in Behavioral & Brain Sciences (FABBS; of which ABAI is a member organization). Attendees will learn how to access resources to help advance their own work, obtain federal funding, better interface with policymakers, and contribute science to inform public policy efforts. Question and answer periods will follow. This special panel event is co-hosted by FABBS.

#130 Paper Session

3:00 pm–4:50 pm Marriott Marquis, Level M4, Independence F-H EDC

Improving Classroom Management Through Consultation

Chair: Zachary Charles LaBrot (University of Nebraska Medical Center)

Toward a Continuum of Behavioral Consultation Strategies to Improve Teachers' Treatment Integrity in the Classroom (Service Delivery) ZACHARY CHARLES LABROT (Munroe-Meyer Institute, University of Nebraska Medical Center), Brad

ZAČHAŘY CHARLES LABROT (Munroe-Meyér Institute, University of Nebraska Medical Center), Brad Dufrene (The University of Southern Mississippi), Heather Whipple (Kennedy Krieger Institute), and Jamie Pasqua (Woodhaven Counseling Associates, Inc.)

Effects of Class-Wide Function-Related Intervention Teams on On-Task Behavior in Preschool Classrooms (Applied Research)

LAUREN LAYMAN (University of Southern Mississippi; University of Georgia), Lacey Ray (University of Georgia), Lauren McKinley (University of Southern Mississippi), and Kevin Ayres and Joel Eric Ringdahl (University of Georgia)

Overcoming Barriers and Making Modifications Resulting in a More Legacy Elementary School

Token Economy (Service Delivery) Richard T. Cook (Applied Behavioral Medicine Associates of Hershey, PA) and EMILY COOK (Londonderry School; Ruth Pauline Cook Foundation)

Organizational Behavior Management in K-12 education: Strategies That Can Be Implemented in Class Tomorrow (Service Delivery)

RONALD DRUMMOND (Anne Arundel County Public Schools), Shannon Biagi (Chief Motivating Officers), and Bobbi Pedrick (Anne Arundel County Public Schools)

#131 Symposium

4:00 pm-4:50 pm Walter E. Washington Convention Center, Level 1, Salon A CBM/DDA; Translational BACB CE Offered. CE Instructor: Adrienne Hursh. M.A.

Collaborative Approach to Supporting Severely Impacted Adults

Chair and discussant: David Pyles (Pyles & Associates)

Collaboration With Psychiatrists: Working With Dually Diagnosed Adults ADRIENNE HURSH (Pyles and Associates)

Collaboration With Paraprofessionals to Decrease Severe Problem Behavior SHAI MAOR (Pyles and Associates)

#132 Symposium

4:00 pm-4:50 pm Marriott Marguis, Level M2, Marguis Ballroom 1/2 EAB; Basic Research BACB CE Offered. CE Instructor: Forrest Toegel, Ph.D.

Investigating Self-Controlled Choice in Situations Involving Desirable and Undesirable Outcomes Chair: Forrest Toegel (Johns Hopkins University School of Medicine)

Effects of Delay and Signals on Choice Between Immediate Food With Delayed Shock and Delayed Food Alone

FORREST TOEGEL (Johns Hopkins University School of Medicine) and Michael Perone (West Virginia University)

A Procedure for Studying the Temporal Discounting of Aversive Consequences

William Rodriguez, Fernanda Gonzales-Barriga, and VLADIMIR ORDUNA (Universidad Nacional Autónoma de México)

Discounting Combinations of Gains and Losses

YU-HUA YEH (Washington University in St. Louis), Sara J. Estle (University of North Carolina at Greensboro), and Yaoyun Cui, Joel Myerson, and Leonard Green (Washington University in St. Louis)

#133 B. F. Skinner Lecture Series

Recorded Session

4:00 pm-4:50 pm Walter E. Washington Convention Center, Level 3, Ballroom AB EDC: Service Delivery BACB/QABA/NASP CE Offered, CE Instructor: Robin Codding, Ph.D.

Using Implementation Science to Open the Black Box of Trauma-Informed Schools Chair: Robin Codding (Northeastern University)

STACY OVERSTREET (Tulane University)



Stacy Overstreet, Ph.D. is a professor of psychology at Tulane University. Over the course of her career her research has focused on how sociological, cultural, familial, psychological, developmental, and biological processes influence and interact with one another over time to shape child adaptation to trauma. Over the past 10 years, she has translated that research to inform the implementation and evaluation of trauma-informed schools. She has published several empirical and conceptual papers related to these areas and she was co-editor of a 2016 special issue on trauma-informed schools in the journal, *School Mental Health*. Dr. Overstreet is a founding member of the New Orleans Trauma-Informed Schools Learning Collaborative. Her work

through the Collaborative includes a grant from the National Institute of Justice to determine whether a multi-component implementation strategy for trauma-informed schools improves school safety as well as a grant from the Department of Justice to develop and evaluate a Train the Trainer model for the implementation of trauma-informed schools.

Abstract: The term "trauma-informed schools" has achieved buzzword status in our current educational landscape, fueled by the urgency schools feel to address the devastating effects of trauma on the academic, social, emotional, and behavioral functioning of our students. However, there is no clear consensus regarding the inputs, or the core components, of trauma-informed schools and there have been no rigorous evaluations of their outputs, or the effects on students, teachers, or schools. If trauma-informed schools are to become more than a passing trend, we must work harder to describe the inputs, document the outputs, and explain the complex processes that link the two. In this presentation, I will summarize the core components of trauma-informed schools, identify key implementation factors thought to facilitate the adoption and maximize the impact of trauma-informed approaches, and review strategies to evaluate the impact of trauma-informed schools.

#134 Invited Paper Session

Trauma

4:00 pm-4:50 pm Marriott Marquis, Level M4, Liberty I-L OTH; Applied Research PSY/BACB/QABA/NASP CE Offered. CE Instructor: Amy Murrell, Ph.D.

Flexibility After Trauma: Exploring Vitality Through ACT and Feldenkrais Method Chair: Amy Murrell (University of North Texas)

In the Wake of Trauma: Using Acceptance and Commitment Therapy to Cultivate Valued Living MIRANDA MORRIS (DC ACT Consortium; private practice)



Miranda Morris is a licensed psychologist in private practice in Bethesda, MD. She uses Acceptance and Commitment Therapy (ACT) to treat a broad range of difficulties including anxiety, depression, trauma, relationship problems, and pervasive difficulties often referred to as "personality disorders." Currently, she serves as board president on the Mid-Atlantic Chapter of ACBS, an organization she co-founded in 2011. As such, she helps coordinate local trainings and peer consultation groups for professionals. In addition, she conducts ACT workshops for graduate students and mental health professionals.

Abstract: Trauma can have profound and lasting effects on the lives of survivors. The impact on psychological functioning can be particularly severe and may have interpersonal, professional, and health consequences. While not all survivors experience long term problems, those who do can find their lives ruled by the experience of trauma. Acceptance and Commitment therapy (ACT) holds that the long-term negative sequelae of trauma are primarily driven by two processes: avoidance and cognitive fusion (excessive, ineffective attempts to control unwanted private experiences). That is, survivors' attempts to "not have" the memories, thoughts and feelings associated with the trauma may account for much of the distress associated with traumatic experiences. Together, avoidance and cognitive fusion function to increase psychological inflexibility and limit behavioral repertoires, costing survivors vitality, connection and engagement in valued living. The aim of ACT is to undermine these processes in order to increase psychological flexibility, defined in ACT as "the ability to contact the present moment more fully as a conscious human being, and to change or persist in behavior when doing so serves valued ends." In working with trauma survivors, the ACT therapist focuses on helping survivors reconnect with their values and move towards what they care about. In this talk, I will review the relationship of psychological (in)flexibility post traumatic events and to build meaningful lives that are defined not by the past, but by what matters.

From Fixing to Connecting Through Movement With Awareness CHRISH KRESGE (private practice)



Chrish Kresge is a Guild Certified Feldenkrais® Practitioner. She graduated from a four-year, 850+ hour training in the Feldenkrais Method® in 1999 in Boulder, Colorado (USA). Chrish works with people of all ages and backgrounds, using movement as a primary tool for improving self-awareness, posture, voice, health and wellness. Chrish is also an actor, producer and director who has performed in and directed numerous musicals and plays, both in the U.S. and internationally. She trained in London at the Central School of Speech and Drama and studied voice at the Royal Academy of Music with Edgar Evans, former principal tenor soloist at the

Royal Opera House. She is passionate about using her diverse skills and background to help people find their optimal selves and innate dignity. She has been teaching the Feldenkrais Method® across the world for over 20 years in places such as the U.S., Ghana, Morocco, France, and Nepal. During her teaching of the Feldenkrais Method, Chrish offers her students an enriching experience consisting of mental and physical improvement through natural, easy, and pleasurable ways of moving, using the brain's amazing capacity to reorganize the body. In addition to working with performing artists and business executives alike, Chrish specializes in working with individuals with disabilities, and is also a graduate of the Anat Baniel Neuromovement® Method for Children. Her studies with Ruthy Alon (Movement Intelligence) have also informed her work in many ways. Chrish has served 3 terms on the national Board of Directors of the Feldenkrais Guild® of North America and has chaired numerous annual Feldenkrais Method® conferences in North America and is coeditor of a book about the Feldenkrais Method: *Learning Through* the Nervous System. She maintains an active private practice and teaches five group Feldenkrais classes per week in her studio in Northwest Washington, D.C.

Abstract: Trauma can be defined in many ways; the two most common interpretations of the word are a physical injury or a deeply emotionally upsetting event. In both cases, trauma can result in neurological and physiological as well as psychological damage and change. This damage often occurs early in life, either as a result of a genetic condition, birth-related injury, illness during infancy, or early childhood abuse or neglect. The negative consequences of trauma are often addressed in clinical psychology and sometimes specifically through clinical behavior analysis. However, in these methodologies, key effects on the child's somatic functioning may be neglected. This presentation will propose that the Anat Baniel Method of Neuromovement (ABMN), based on the work of Dr. Moshe Feldenkrais, may be used to address neurological, physiological, and movement limitations associated with childhood trauma. Further, the presentation will explicitly outline the overlap between applied behavior analysis and these methods through educating the audience on essential principles associated with ABMN and Feldenkrais Method movement practices.

#135 Panel Discussion

4:00 pm-4:50 pm Marriott Marguis, Level M1, University of D.C./Catholic University PCH/TBA; Service Delivery BACB CE Offered. CE Instructor: Jessica Kelly, M.S.

Addressing Ethical Violations When We Catch Behavior Analysts Behaving Badly Chair: Emily Marie Lawson (Pennington Group)

SARAH RUSSELL (Sage Graduate School; ASPIRE LLC) SUZANNA MYERS (Pennington Group ABA) JESSICA KELLY (J. Kelly ABA)

#136 Paper Session

4:00 pm-4:50 pm Marriott Marguis, Level M1, Georgetown PCH

Sociological Topics in Behavior Analysis Chair: Carolina Laurenti (State University of Londrina)

Could Behavior Analysis be a Psychology for Women? (Theory) CAROLINA LAURENTI (State University of Londrina; State University of Maringa)

A Behavior Analytic Perspective on Values in Behavior Science, Practice, and the Larger Culture (Theory) RICHARD G. SMITH (University of North Texas)

#137 SQAB Tutorial

4:00 pm-4:50 pm Marriott Marquis, Level M2, Marquis Ballroom 6 SCI: Basic Research PSÝ/BACB/QABA/NASP CE Offered. CE Instructor: Brian Greer, Ph.D.

Using Quantitative Theories of Relapse to Improve Functional Communication Training Chair: Timothy A. Shahan (Utah State University)

BRIAN GREER (Rutgers Robert Wood Johnson Medical School)



Brian D. Greer is the founding director of the Severe Behavior Program within the Rutgers University Center for Autism Research, Education, and Services. He is an assistant professor in the Department of Pediatrics and a core member of the Brain Health Institute. He received a bachelor of science in psychology from the University of Florida in 2008, a master of arts in applied behavioral science in 2011 and a Ph.D. in behavioral psychology in 2013, both from the University of Kansas. He later completed a postdoctoral fellowship at the University of Nebraska Medical Center. He has served on the board of editors and as a guest associate editor for the

Journal of Applied Behavior Analysis and the Journal of the Experimental Analysis of Behavior. He is the 2013 recipient of the Baer, Wolf, and Risley Outstanding Graduate Student Award and the 2019 recipient of the B. F. Skinner Foundation New Researcher Award in the area of applied research. Dr. Greer is the executive director of the Society for the Quantitative Analyses of Behavior, and he currently supervises three R01 grants from the National Institute of Child Health and Human Development on preventing relapse of destructive behavior using Behavioral Momentum Theory and Resurgence as Choice. He has helped to acquire and carry out over \$10 million in federal grant funding.

Abstract: Functional communication training (FCT) has strong empirical support for its use when treating socially reinforced problem behavior. However, treatment effects often deteriorate when FCT procedures are challenged, leading to the recurrence of problem behavior, decreased use of the functional communication response (FCR), or both. Researchers have accordingly described a number of strategies to improve the long-term effectiveness of differential-reinforcement procedures (e.g., FCT). For example, Wacker et al. (2011) assessed the maintenance of FCT-treatment effects by periodically exposing the FCR to periods of extinction and found that additional exposure to FCT helped guard against the disruptive impact of later periods of extinction. Basic researchers have described similar modifications to behavior-reduction procedures based on quantitative theories of behavior (e.g., relapse. Our research team has recently begun investigating

#138 Panel Discussion

Student Committee Event

4:00 pm–4:50 pm Marriott Marquis, Level M4, Archives TBA; Theory

Writing as a Young Professional: Strategies for Time Management, Avoiding Common Pitfalls, and 7th Edition Updates

Chair: Ashley Andersen (Munroe-Meyer Institute, University of Nebraska Medical Center)

DANIEL R. MITTEER (Munroe-Meyer Institute, University of Nebraska Medical Center) ADAM M. BRIGGS (Eastern Michigan University) ASHLEY MARIE FUHRMAN (Children's Specialized Hospital–Rutgers University Center for Autism Research, Education, and Services)

#139 Symposium

4:00 pm-4:50 pm Walter E. Washington Convention Center, Level 1, Salon I VRB/PCH; Translational BACB CE Offered. CE Instructor: Alexander Jenkins, Ph.D.

Applications of Derived Relational Responding in Diverse Contexts

Chair: Alexander Jenkins (Southern Illinois University) Discussant: Timothy M. Weil (Tandem Behavioral Health & Wellness)

Establishing Derived Equivalence Relations of Monetary Exchange via Observational Learning With Individuals With Autism

KWADWO O. BRITWUM, Mark R. Dixon, and Anne Sheerin (Southern Illinois University)

Verbal Behavior and Derived Preference in Gambling Tasks LINDA MUCKEY, Alexander Jenkins, Benjamin Camp, Dejan Milic, and Mark R. Dixon (Southern Illinois University)

#140 Symposium

4:00 pm–5:50 pm Marriott Marquis, Level M2, Marquis Ballroom 5 AAB; Applied Research

Novel Methodological Considerations in Applied Animal Behavior

Chair: Veronica J. Howard (University of Alaska Anchorage) Discussant: Valeri Farmer-Dougan (Illinois State University)

Ideal Free Distribution in Canines: Free-Operant Evaluation of Group Foraging ALLYSON R. SALZER and Derek D. Reed (University of Kansas)

Behavioral Correlates of Urinary Output in Cats Housed in a United States' Animal Shelter ALLISON ANDRUKONIS, Nathaniel Hall, and Alexandra Protopopova (Texas Tech University)

Effects of Additional Walk and Play on Physical Activity and Rest in Shelter Dogs EDUARDO CORDOVA and Nathaniel Hall (Texas Tech University)

Using Stimulus Control and Shaping to Reduce Stereotypic Behavior in a Racehorse ANJA KRING (University of North Texas; The Organization for Reinforcement Contingencies with Animals), Jesus Rosales-Ruiz (University of North Texas), and Mary Elizabeth Hunter (The Art and Science of Animal Training)

#141 Symposium

4:00 pm-5:50 pm Walter E. Washington Convention Center, Level 2, Room 201 AUT/DDA; Service Delivery BACB CE Offered. CE Instructor: John M. Guercio, Ph.D.

Scaling Mount Medicaid: Behavior Analysts' Role in Securing ABA Coverage

Chair: Gordon Bourland (Trinity Behavioral Associates; TxABA Public Policy Group) Discussant: John M. Guercio (Benchmark Human Services)

Medicaid Coverage of ABA Services: Missouri and Illinois

JOHN M. GUERCIO (Benchmark Human Services)

Medicaid Coverage of ABA Services: Oklahoma TIFFANIE MOORE (Blue Sprig Pediatrics)

Medicaid Coverage of ABA Services: Texas

BERENICE DE LA CRUZ (PACED Behavior, LLC; TxABA Public Policy Group), Katherine Miriam Johnson-Patagoc and Jeffrey E. Dillen (Texana Center; TxABA Public Policy Group), Mariel C. Fernandez (Blue Sprig Pediatrics; TxABA Public Policy Group), Rany Thommen (ABA Today; TxABA Public Policy Group), Duy D. Le (Child Study Center; TxABA Public Policy Group), and Gordon Bourland (Trinity Behavioral Associates; TxABA Public Policy Group)

Medicaid Coverage of ABA Services: Georgia

SHERRY L. SERDIKOFF (Savannah State University)

#142 Symposium

4:00 pm-5:50 pm Marriott Marquis, Level M4, Liberty N-P CSS/PCH: Theory BACB CE Offered. CE Instructor: Sarah M. Richling, Ph.D.

We ARE Acting to Save the World: Behavior Analysis Addresses Systems-Level Problems Chair and discussant: Richard F. Rakos (Cleveland State University)

Taking Our Seat at the Table: Behavior Analysis and the Advancement of Global Sustainability BRETT GELINO, Tyler Erath, and Derek D. Reed (University of Kansas)

Global Warming: Behavior Options Ahead as We Approach 2 Degree Celsius Limit MARK P. ALAVOSIUS (Praxis2LLC: University of Nevada, Reno)

Creating Spaces for Social Justice SHAHLA SUSAN ALA'I (University of North Texas)

How Behavioral Scientists Find Their Global Voice: Activism, Advocacy, Accompaniment, and Policy Change

SARAH M. RICHLING (Auburn University) and Jose Ardila (University of Nevada)

#143 Symposium

4:00 pm-5:50 pm Marriott Marguis, Level M2, Marguis Ballroom 3/4 EAB; Translational BACB CE Offered. CE Instructor: Carolyn Ritchey, Ph.D.

Basic, Translational, and Reverse-Translational Research on Resurgence and Reinstatement Chair: Carolyn Ritchey (Auburn University) Discussant: Andrew R. Craig (SUNY Upstate Medical University)

Repeated Resurgence with Conditioned Reinforcement

AMANDA MILES and Brian R. Katz (West Virginia University), Anthony Oliver (University of Vermont; West Virginia University), and Karen G. Anderson and Kennon Andy Lattal (West Virginia University)

Examination of Alternative-Response Discrimination Training on Resurgence in Rats KAITLYN BROWNING and Timothy A. Shahan (Utah State University)

Examining Effects of Training History on Humans' Resurgence and Variability Using a Novel **Touchscreen Procedure**

CAROLYN RITCHEY (Auburn University), Yuto Mizutani and Toshikazu Kuroda (Aichi Bunkyo University), Shawn Patrick Gilroy (Louisiana State University), and Christopher A. Podlesnik (Auburn University)

Translational Evaluations of Reinstatement of Responding: Reinstating Effects of Previously Neutral Stimuli

ASHLEY BAGWELL, Terry S. Falcomata, Andrea Ramirez-Cristoforo, and Fabiola Vargas Londono (The University of Texas at Austin)

#144 Paper Session

4:00 pm-5:50 pm Marriott Marguis, Level M4, Capitol/Congress ORM

Translational and Practice Issues in Organizational Behavior Management Chair: Christopher Hebein (The University of Nevada, Reno)

An Investigation of Directive Feedback and Basic Feedback: Measuring Task Productivity Perceived Stress, Control and Demand, Throughout a Forced Choice Progressive Ratio Schedule of Reinforcement (Applied Research) CHRISTOPHER HEBEIN and Ramona Houmanfar (University of Nevada, Reno)

Managing Staff and Clients Spanning a Large Geographic Area (Service Delivery) MEGAN BORLASE (Lojic Institute; University of New England)

Behavioral Interviewing: Strategies for Successful Hiring in ABA Organizations (Service Delivery) SHANNON BIAGI (Chief Motivating Officers)

Supervisor and Supervisee Evaluations: How Can We Use Them, and Do They Work, Can We Make Them Stronger? (Service Delivery) HANA LYNN JURGENS, Patrick O'Leary, and Shannon O'Leary (Positive Behavior Supports Corp.)

#145 Symposium

4:00 pm-5:50 pm Marriott Marguis, Level M4, Independence A-C TBA/EDC; Translational BACB CE Offered. CE Instructor: Emily L. Baxter, M.S.

Caregiver Training: An Integral Component of Behavior-Analytic Service Delivery

Chair: William Sullivan (Upstate Medical University) Discussant: William H. Ahearn (New England Center for Children)

Further Evaluation of the Reliability and Validity of a Staff Performance Assessment Tool DANIEL J. CYMBAL (Florida Institute of Technology)

Training Teachers and Graduate Students to Evaluate and Select Prompting Strategies for Their Students

LANDON COWAN, Dorothea C. Lerman, KALLY M. LUCK, Megan Skrbec, and Amber Prell (University of Houston-Clear Lake)

Increasing and Maintaining Procedural Integrity Using a Brief Video Model BRANDI TODARO (New England Center for Children; Western New England University) and William H. Ahearn (New England Center for Children)

Developing a Behavioral Parent-Training Program Specific to High-Frequency Maladaptive Behaviors in Autism Spectrum Disorders

EMILY L. BAXTER (SUNY Upstate Medical University; Syracuse University), William Sullivan (Upstate Medical University), Avery Albert (Syracuse University), Nicole M. DeRosa (SUNY Upstate Medical University), Kevin Antshel (Syracuse University), and Henry S. Roane (Upstate Medical University)

#146 Symposium

5:00 pm-5:50 pm Walter E. Washington Convention Center, Level 2, Room 202B AUT; Translational BACB CE Offered. CE Instructor: Faris Rashad Kronfli, Ph.D.

Different Applications and Outcomes of Preference Assessments With College Students and Individuals Diagnosed With Autism Spectrum Disorder Chair: Faris Rashad Kronfli (University of Florida)

When Do We Save the Best for Last? Outcome Category as Predictor of Time Preference in Sequences MARIANA I. CASTILLO and Shuyan Sun (University of Maryland, Baltimore County), Michelle A. Frank-Crawford and Griffin Rooker (Kennedy Krieger Institute), and John C. Borrero (University of Maryland, Baltimore County)

Identifying Preference for and Reinforcing Efficacy of Conversation Topics Among Individuals **Diagnosed With Autism Spectrum Disorder**

FARIS RASHAD KRONFLI, Samuel L. Morris, and Timothy R. Vollmer (University of Florida)

Substitutability of Healthier Alternatives for Edible Reinforcers in Children With Autism Spectrum Disorder

SARAH CATHERINE WEINSZTOK, Iser Guillermo DeLeon, and Kissel Joseph Goldman (University of Florida)

#147 Symposium

5:00 pm-5:50 pm Walter E. Washington Convention Center, Level 1, Room 102 AUT/TBA; Applied Research BACB CE Offered. CE Instructor: Matthew O'Brien, Ph.D.

Fostering a Researcher-Practitioner Model in Autism Intervention in China: Two Study Examples Chair: Chengan Yuan (Arizona State University)

Discussant: Matthew O'Brien (The University of Iowa)

Effects of a Group Contingency on Reciprocal Conversation and Social Preference of Children With Autism

LIQI CHEN (Jingdezhen Kindkids Autism Rehabilitation and Training Center) and Chengan Yuan (Arizona State University)

Improving Delayed Recall of Children With Autism Through Instruction on Rehearsal Strategy and Reinforcement

LANQI WANG (The University of Iowa) and Chengan Yuan and Qing Zhang (Arizona State University)

#148 Panel Discussion

5:00 pm-5:50 pm Walter E. Washington Convention Center, Level 2, Room 202A AUT; Service Delivery

Virtual Reality Simulations for ASD Service Delivery

Chair: Andrea Carolina Villegas (University of Florida)

BRIANDA JAZMIN MARTIN DEL CAMPO (The Child's Path) AUDREY TAYLOR BOATMAN (Childs Path; Help Begins at Home) OLEG CHUMAKOV (Rewire.Education)

#149 Panel Discussion

5:00 pm-5:50 pm Walter E. Washington Convention Center, Level 2, Room 207B AUT/DDA; Service Delivery BACB CE Offered. CE Instructor: Fumi Horner, Ph.D.

Challenges and Solutions in Delivering ABA Services to Underserved Communities Across Various Cultural and Socioeconomic Backgrounds Chair: Oswaldo Ochoa (Bloom Behavioral Health)

FUMI HORNER (Behavioral Perspective, Inc.) MAGGI CARDENAS (Behavioral Perspective, Inc.) MARI URAMOTO (Children Center Inc.)

#150 Paper Session

5:00 pm-5:50 pm Walter E. Washington Convention Center, Level 2, Room 206 AUT

Families of Children With Autism Spectrum Disorder

Chair: Elif Tekin-Iftar (Anadolu University)

Power of Two: Sibling to Sibling Teaching for Teaching Social Skills to Children With Autism (Applied Research)

ÈLIF TEKIN-IFTAR and Yasemin Gizem Yapıcı (Anadolu University)

Let's DANCE: Strategies and Tactics to Increase Parent-Toddler Skills and Social Harmony

(Applied Research) ISABEL L. CUNNINGHAM (University of North Texas), Marilu Michelly Cruz de Borba (Integra Comportamental; University of North Texas), Nina Lemelin (Early Autism Project), Meranda O'Gorman (University of North Texas), April Linden (University of North Texas; Easterseals North Texas), and Shahla Susan Ala'i and Jesus Rosales-Ruiz (University of North Texas)

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#151 B. F. Skinner Lecture Series

5:00 pm–5:50 pm Walter E. Washington Convention Center, Level 3, Ballroom AB BPN; Basic Research PSY/BACB/QABA/NASP CE Offered. CE Instructor: Carla H. Lagorio, Ph.D. **About Reward** Chair: Carla H. Lagorio (University of Wisconsin-Eau Claire)

WOLFRAM SCHULTZ (University of Cambridge)



Wolfram Schultz is a graduate in medicine from the University of Heidelberg. After postdoctoral stays in Germany, USA and Sweden, and a faculty position in Switzerland, he works currently at the University of Cambridge. He combines behavioral, neurophysiological and neuroimaging techniques to investigate the neural mechanisms of rlearning, goal-directed behavior and economic decision making. He uses behavioral concepts from animal learning theory and economic decision theories to study the neurophysiology and neuroimaging of reward and risk in individual neurons and in specific brain regions, including the dopamine ristic for the optice weat any adverted behavior.

system, striatum, orbitofrontal cortex and amygdala.

Abstract: The talk will describe the properties of neurons in the brain's reward systems and how their action contributes to economic decision-making. Each of several reward systems, including the dopamine neurons, striatum, amygdala and orbitofrontal cortex, play a unique role in these processes. The details of this function are currently being investigated using designs based on behavioral theories, such as animal learning theory, machine learning and economic utility theory.

#152 Invited Presenter



5:00 pm–5:50 pm Marriott Marquis, Level M4, Liberty I-L CSS; Service Delivery BACB/QABA CE Offered. CE Instructor: Thomas G. Szabo, Ph.D.

The First Carbon Based Valley to Create Community, Social and Sustainability: Using Behavior Sciences for Population Level Change

Chair: Thomas G. Szabo (Florida Institute of Technology)

DENNIS EMBRY (PAXIS Institute)



Dennis D. Embry received his Ph.D. from the University of Kansas, focused on using ABA for population-level efforts with Sesame Street and the AAA Foundation for Traffic Safety—ultimately implementing that work throughout New Zealand. Dr. Embry is president/senior scientist at PAXIS Institute in Tucson, and co-investigator at both Johns Hopkins Center for Prevention and the Manitoba Centre for Health Policy. Founded in 1998, PAXIS Institute is an international prevention science company, focused on preventing mental, emotional, behavioral and related physical disorders at population-level. He is a SAMHSA/CMHS National Advisory Council member, the

board of the National Federation of Families for Children's Mental Health, and the scientific advisory board of the Children's Mental Health Network. In the 1990s, he implemented the first RCT at population-level to reduce youth violence (PeaceBuilders) using ABA principles. In 1999, he began replicating the longitudinal Hopkin's studies of the Good Behavior Game. Today Dr. Embry's prevention efforts affecting more than one million children in 38 states, multiple provinces of Canada, and EU countries with multiple studies showing population-level reduction of mental, emotional, and behavioral disorders using PAX GBG and evidence-base kernels. As grad student, Dr. Baer (his advisor) asked Dennis why he wanted to study ABA having a political and history background, the answer: "I want to use science to make our world a better place for children."

Abstract: The Wright Brothers first powered flight by a human lasted 12 seconds in 1903. A year later using processes of variation, testing in the real world, and selection—the Wright brothers had an airplane that flew for 90 minutes—an improvement of 450 times. Today, a Boeing 787 Dreamliner—my favorite aircraft with nearly 3 million air miles between American, United and the deceased Pan Am in my life—can fly straight up during takeoff and fly from New York to Sydney non-stop. The aircraft improved a million times over since the first powered flight, and a result of continuous variation, testing and selection. Applied Behavior Analysis, as conceived by Don Baer, Mont Wolf, and Todd Risley, was a technical methodology to achieve greater good that philosophers of many stripes posited. The contingencies of reinforcement on behavior analysts, determine how well and thoughtful the behavioral technology gets selected to achieve the vision conceived my dissertation advisors. Reading through the older *Journals of Applied Behavior Analysis* (*JABA*), it is clear that many of the second-generation grad students, like me, were thinking and testing ABA for improving all manner social and behavioral ills. If you flip through those *JABA*'s, you can find all sorts of studies that could have been turned into commercial, real-world products and services that could have made an enormous beneficial change in our precious blue water and green jewel in space and for its inhabitants. That said, most of the contingencies, were and still are, for publications and grants, rather than real-world change. Outside of that, today, the major employment is for behavioral specialists working with children with Autism or other disorders. Only a few ABA "products" are true large-scale enterprises, one of those being the PAX Good Behavior Game® and Triple P Parenting both touching millions of people. Both PAX GBG and Triple P have deep roots in the original science, but are both sold, trained, and supported around the world to very diverse customers. My talk is about how to build the First Carbon Based Valley of behavioral scientists (mimicking the Silicon Valley) to develop, test and disseminate practical, proven, cost-effective strategies rooted in behavioral science to be scaled up, sold, implemented well with sustainable effects on human wellbeing for whole populations—not just private practice clients or persons with diagnoses. I will use examples of the population-level strategies I've built my career on: working with Sesame Street, Implementing a National Safety Program in New Zealand, state-level multiple baseline on tobacco control, parenting interventions, mission readiness involving military families, reducing countywide meth use, and, of course, the Good Behavior Game. All of this has been done in the context of a forprofit business engaging in continuous improvement based on the principles of applied behavior analysis. My call to the audience is to create the First Carbon Valley—linking early career and established career behavioral scientists to better the world with commercialized, continuously-proven behavioral science. I am willing to help start and support this effort, which we have already begun to do informally.

#153 Symposium

5:00 pm-5:50 pm Marriott Marquis, Level M4, Libertv M CSS/OBM; Translational

Gratuity in the Community: Behavioral Science Studies of Interpersonal Gratitude Chair: E. Scott Geller (Virginia Tech)

Pedestrian-to-Driver Gratitude at Campus Crosswalks: Intervening to Increase a Low Baseline MEGAN DIAMOND, Jack Wardale, Emily Warren, and Jessie Yu (Virginia Tech)

Contingency Management by Restaurant Diners: A Behavior-Based Gratuity Intervention JACK CONNOR WARDALE, Jordan Oliver, Samuel Browning, and Agota Banks (Virginia Tech)

Gratuity in the Classroom: One-on-One Appreciation from Student to Professor JORDAN OLIVER. Matt Harris. Owen Callahan, and Nolan Barrett (Virginia Tech)

#154 Symposium

5:00 pm–5:50 pm Walter E. Washington Convention Center, Level 1, Salon G DDA/AUT; Applied Research BACB CE Offered. CE Instructor: SungWoo Kahng, Ph.D.

Methodological Research in Applied Behavior Analysis

Chair: SungWoo Kahng (Rutgers University)

A Review of Visual Analysis Reporting Procedures in the Journal of Applied Behavior Analysis KATIE WOLFE and Meka McCammon (University of South Carolina)

Comparison of Visual Analysis Outcomes and Simulation Modeling Analysis Outcomes in A-B Designs SCOTT SPARROW, Bertilde U. Kamana, Claudia L. Dozier, Derek D. Reed, and Nicole Kanaman (University of Kansas)

Interobserver Agreement: How Much Is Enough?

Nicole Lynn Hausman, Noor Javed, and MOLLY K. BEDNAR (Kennedy Krieger Institute); Madeleine Guell (Johns Hopkins University); Erin Schaller (Little Leaves Behavioral Services); Rose Nevill (University of Virginia); and SungWoo Kahng (Rutgers University)

#155 Panel Discussion

5:00 pm-5:50 pm Walter E. Washington Convention Center, Level 1, Salon H DDA; Service Delivery BACB CE Offered. CE Instructor: Sorah Stein, M.A.

Risky Business Reboot: Ethics, Interventions, and Consultation in the Area of Sexuality Chair: Robin Moyher (George Mason University)

SORAH STEIN (Partnership for Behavior Change) FRANK R. CICERO (Seton Hall University) DANI PIZZELLA (Special School District of St. Louis County)

#156 Paper Session

5:00 pm–5:50 pm Walter E. Washington Convention Center, Level 1, Room 103 DDA

Innovations in Evaluation and Treatment of Stereotypy Chair: Mark Silberman (The Futures Clinic)

Establishing and Generalizing Stimulus Control of Stereotypy Through Differential Reinforcement and Response Cost (Applied Research) MARK SILBERMAN (The Futures Clinic) and Ronald F. Allen, Gretchen A. Dittrich, and Russell W. Maguire (Simmons University)

Examination of Stereotypic Responding as Adjunctive Behavior for Children With Autism During Progressive and Regressive Schedules of Reinforcement (Basic Research) TIMOTHY PISKURA (The Futures Clinic), Ronald F. Allen and Russell W. Maguire (Simmons University), and Darlene E. Crone-Todd (Salem State University)

#157 Symposium

5:00 pm–5:50 pm Marriott Marquis, Level M2, Marquis Ballroom 1/2 EAB; Theory BACB CE Offered. CE Instructor: Kathryn M. Kestner, Ph.D.

EAHB Distinguished Contributions Award: Celebrating the Contributions of Dr. Timothy D. Hackenberg Chair: Stephanie Limonez (University of Pittsburgh at Johnstown)

Chair: Stephanie Jimenez (University of Pittsburgh at Johnstown) Discussant: Adam E. Fox (St. Lawrence University)

Of Pigeons and People: Some Thoughts on Cross-Species Comparisons of Behavior TIMOTHY D. HACKENBERG (Reed College)

Celebrating the Continued Contributions to EAHB of Dr. Timothy Hackenberg

KATHRYN M. KESTNER (West Virginia University) and J. Adam Bennett (Western Michigan University)

#158 Symposium

5:00 pm–5:50 pm Marriott Marquis, Level M4, Independence D EDC; Applied Research BACB CE Offered. CE Instructor: Griffin Rooker, Ph.D.

Use-Inspired Research on Token Economies

Chair: Griffin Rooker (Kennedy Krieger Institute)

The Evolution of Token Economies from Research to Practice

NATHALIE FERNANDEZ, Iser Guillermo DeLeon, and Tracy Argueta (University of Florida)

A Comparison of Procedures to Establish Tokens as Conditioned Reinforcers

TRACY ARGUETA and Iser Guillermo DeLeon (University of Florida), Yanerys Leon (University of Miami), and Nathalie Fernandez (University of Florida)

Token Preference Following Exposure to Gain, Loss, and Free Contingencies for an Individual With Autism Spectrum Disorder

MOLLY K. MCNULTY, Griffin Rooker, Alexander Rodolfo Arevalo, and Drew E. Piersma (Kennedy Krieger Institute); Jennifer N. Haddock (Johns Hopkins School of Medicine; Kennedy Krieger Institute); and Michelle A. Frank-Crawford (Kennedy Krieger Institute)

#159 Symposium

5:00 pm–5:50 pm Marriott Marquis, Level M4, Independence E EDC/DEV; Translational BACB/NASP CE Offered. CE Instructor: Julian C. Leslie, Ph.D.

Enhancement of Reading Competence With Headsprout: A Computer-Based Behavioral Intervention Chair: Julian C. Leslie (Ulster University) Discussant: Janet S. Twyman (blast)

Better Reading for Better Outcomes: Impact of Headsprout Early Reading on Literacy of Disadvantaged Primary School Children in Northern Ireland GERRY MCWILLIAMS (Ulster University), Claire E. McDowell (Ulster University, Coleraine), and Una O'Connor Bones and Julian C. Leslie (Ulster University)

What Have We Learnt About Reading? A Review of a Research Programme to Enhance Reading Competence in Disadavantaged Children in Northern Ireland

JULIAN C. LESLIE (Ulster University), Catherine Storey (Queen's University Belfast), and Claire E. McDowell (Ulster University, Coleraine)

#160 Panel Discussion

5:00 pm–5:50 pm Marriott Marquis, Level M4, Independence F-H EDC/DDA; Service Delivery BACB CE Offered. CE Instructor: Edward Justin Page, Ph.D.

The Role of Behavior Analysts in the Transition Process for Students with Intellectual and Developmental Disabilities_

Chair: Edward Justin Page (Duquesne University)

PATRICK E. MCGREEVY (Patrick McGreevy and Associates) TROY FRY (Patrick McGreevy and Associates) TRACY EILEEN SINCLAIR (The University of Oklahoma)

#161 Paper Session

5:00 pm–5:50 pm Marriott Marquis, Level M4, Archives OBM

Cultural Analysis and Organizational Behavior Management Chair: Douglas Robertson (Florida International University)

Neoliberalism, Organizational Behavior Management, and the Attack on Tenure (Theory) DOUGLAS ROBERTSON and Martha Pelaez (Florida International University)

Deliberate Coaching: The Role of Organizational Coaching Systems in Culture Change (Theory) PAUL F. GAVONI and Brett J. DiNovi (Brett DiNovi & Associates, LLC)

#162 Symposium

5:00 pm–5:50 pm Marriott Marquis, Level M1, Georgetown PCH; Theory

Beyond Autism: Exploring Dissociative Identity Disorder and Lottomania Chair: Brady J. Phelps (South Dakota State University) Discussant: Benjamin N. Witts (St. Cloud State University)

Explaining the Behaviors Labelled as Dissociative Identity Disorder BRADY J. PHELPS (South Dakota State University)

Lottomania, Lotto Fever, and the Expected Utility of a Wager CHARLES A. LYONS (Eastern Oregon University)

#163 Invited Panel

5:00 pm–5:50 pm Marriott Marquis, Level M2, Marquis Ballroom 6 SCI; Theory PSY/BACB/NASP CE Offered. CE Instructor: Christopher A. Podlesnik, Ph.D.

Quantitative Theories of Relapse to Improve Functional Communication Training: A Panel With Discussion

Chair: Christopher A. Podlesnik (Auburn University)

JENNIFER J. MCCOMAS (University of Minnesota) JOEL ERIC RINGDAHL (University of Georgia) TIMOTHY A. SHAHAN (Utah State University)



Dr. Jennifer McComas is a professor in the Department of Educational Psychology at the University of Minnesota where she directs the Urban Indian Education Partnership with the Minneapolis Public Schools and heads the teacher licensure program in the area of emotional/behavior disorders. In 2009, Dr. McComas was named the Rodney S. Wallace Professor for the Advancement of Teaching and Learning. Her research is primarily focused on the influence of behavioral mechanisms and social context on severe problem behavior and academic difficulties and the acquisition and persistence of pro-social behavior. She has published research on the influence of establishing

operations, stimulus control, schedules of reinforcement, and matching theory on self-injurious,

aggressive, and destructive behavior. Dr. McComas' research has been funded by the NIMH and the U.S. Department of Education. She also serves as co-principal investigator with her colleague, Frank Symons, on a number of NIH-funded grants on the bio-behavioral analysis of self-injury and pain. She served as associate editor for the *Journal of Applied Behavior Analysis* and is currently associate editor for the *Journal of Behavioral Education*. Dr. McComas oversees a federally funded leadership training grant in which she is preparing doctoral students to be leaders in the area of response to intervention, a three-tiered approach to promoting academic and behavioral success of K–12 students.



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.



Dr. Shahan received his Ph.D. from West Virginia University. Following postdoctoral and research positions at the University of Vermont and the University of New Hampshire, he currently serves as professor and chair of the Experimental and Applied Psychological Science Graduate Program in the Department of Psychology at Utah State University. Across his career, Dr. Shahan has made impressive basic research contributions to a number of critical areas in behavior analysis, including conditioned reinforcement, quantitative analysis of choice and resistance to change, resurgence and drug relapse, information theory, and clinical applications of behavioral momentum

theory. This empirical work has been supported by more than \$7 million from the NIH and accompanied by influential review papers focused on highly original integrations across these research interests. Dr. Shahan has also made extensive service contributions to the field, including as associate editor of *Journal of the Experimental Analysis of Behavior*, special editor of *Behavioral Processes*, president of SQAB, and member of the SEAB board. His representation of behavior analysis as member and chair of the NIH's Biobehavioral Regulation, Learning, and Ethology study section is especially noteworthy.

Abstract: This panel will be a discussion of Dr. Brian Greer's SQAB Tutorial on using quantitative theories of relapse to improve FCT.

#164 Presidential Scholar Address

Recorded Session

6:00 pm–6:50 pm Walter E. Washington Convention Center, Level 3, Ballroom AB OTH PSY/BACB/QABA/NASP CE Offered. CE Instructor: Peter R. Killeen, Ph.D.

Treating Antisocial Behaviors Among Children and Adolescents: From Behavior to Social Context Chair: Peter R. Killeen (Arizona State University)

ALAN KAZDIN (Yale University)



Alan E. Kazdin. Ph.D., ABPP, is Sterling Professor of psychology and child psychiatry (Emeritus) at Yale University. Before coming to Yale, he was on the faculty of The Pennsylvania State University and the University of Pittsburgh School of Medicine. At Yale, he has been Director of the Yale Parenting Center, Chairman of the Psychology Department, Director and Chairman of the Yale Child Study Center at the School of Medicine, Director of Child Psychiatric Services at Yale-New Haven Hospital. Kazdin's research has focused primarily on the treatment of aggressive and antisocial behavior in children and adolescents. His 750+ publications include 50 books that

focus on methodology and research design, interventions for children and adolescents, behavioral and cognitive-behavioral treatment, parenting and child rearing, and interpersonal violence. His work on parenting and childrearing has been featured on NPR, PBS, BBC, and CNN, and he has appeared on the Today Show, Good Morning America, ABC News, 20/20, and Dr. Phil. For parents, he has a free online course (Coursera), Everyday Parenting: The ABCs of Child Rearing (ABCs = Antecedents, Behaviors, Consequences). Kazdin has been editor of six professional journals (Journal of Consulting and Clinical Psychology: Science and Practice Current Directions in Psychological Assessment, Behavior Therapy, Clinical Psychology: Science and Practice a number of professional awards including the Outstanding Research Contributions by an Individual Award and Lifetime Achievement Award (Association of Behavioral and Cognitive Therapies), Outstanding Lifetime Contributions to Psychology Award and Distinguished Scientific Award (resociation), the James McKeen Cattell Award (Association for Psychology (American Psychology (American Psychology Award and Dife James McKeen Cattell Award (Association for Psychology (American Psychology (American Psychology Amard and Dife Life Achievement in the Science of Psychology (American Psychology American Psychological Association), the James McKeen Cattell Award (Association for Psychology (American Psychology (American Psychology Amard and Dife Achievement in the Science of Psychology (American Psychology (American Psychology Amard and Life Achievement in the Science of Psychology (American Psychology (American Psychology Amard and Life Achievement in the Science of Psychology (American Psychology (American Psychology (American Psychology Amard and Life Achievement in the Science of Psychology (American Psycholog

Abstract: Conduct Disorder in contemporary psychiatric diagnosis systems refers to a pattern of antisocial behaviors including acts of aggression, property destruction, stealing, vandalism, and cruelty. This is a lifelong impairing condition that has enormous costs to individuals, families, and society. This presentation highlights the problem, risk and causal factors and current treatments. One of the treatments we have studied is parent management training, which relies on principles and techniques of behavior analysis. Changing child, adolescent, and parent behavior seemed to be the major challenge as my work began. That turned out not to be anywhere near as daunting as addressing the challenges in society that directly support, foster, and in some cases cause aggression and antisocial behavior. The presentation will convey limitations of current intervention research, using my own work as a case study, and attend to broader foci that fall outside of any single model of behavior or discipline. Novel models of intervention delivery will be illustrated to convey ways to reach people in need but who receive none of our interventions or services.

#165 Business Meeting

7:00 pm-7:50 pm Marriott Marquis, Level M1, University of D.C./Catholic University

Behavior Analysis in Health, Sport, and Fitness SIG Business Meeting

Chair: Julie M. Slowiak (University of Minnesota Duluth; InJewel LLC)

The Behavior Analysis in Health, Sport, and Fitness SIG's purpose is to educate, coordinate, and provide resources to behavior analysts and other members of society seeking to address human challenges in health, sport, and fitness through the application of the science of behavior analysis. This meeting is the annual business meeting of the Behavior Analysis in Health, Sport, and Fitness SIG. We will provide an update on activities of the organization during the past year, share announcements, and provide an opportunity for discussion and networking. All conference attendees who are interested in the application of behavior analysis to the areas of health, nutrition, fitness, or sport are welcome.

#166 Business Meeting

7:00 pm-7:50 pm Marriott Marquis, Level M1, Georgetown

Behavior Analysis for Sustainable Societies Business Meeting

Chair: Julia H. Fiebig (Ball State University; ABA Global Initiatives LLC)

The behavior analysis for sustainable societies (BASS) special interest group was formed to advance applications of behavior analysis to environmental issues that contribute to the development of solutions to climate change, pollution, overconsumption of resources, and imbalances in environmental sustainability. Objectives include to (a) encourage and support research that promotes the application of behavior analysis to green/environmental issues, (b) collaborate with environmental scientists, environmental groups, and other SIGs within ABAI who have an interest in addressing behavior change and sustainability/environmental issues, (c) disseminate research and practices that support solutions to environmental issues through the application of behavior analysis, (d) develop curriculum, textbooks, and additional educational resources that address sustainability and the application of behavior analysis, (e) compile resources for individuals interested in behavior change and environmental issues, and employment for behavior analysts interested in sustainability and the application. The business meeting is open to anyone interested in sustainability and environmental issues.

#167 Business Meeting

7:00 pm–7:50 pm Marriott Marguis, Level M4, Independence E

Autism Special Interest Group

Chair: Justin B. Leaf (Autism Partnership Foundation; Endicott College)

The meeting will review past and current activities/initiatives of the SIG. We will discuss future directions of the SIG, new bylaws, and awards. The meeting will also include a discussion of topics related to autism intervention.

#168 Business Meeting

7:00 pm–7:50 pm Marriott Marquis, Level M2, Marquis Ballroom 3/4

Journal of Applied Behavior Analysis Business Meeting Chair: Linda A. LeBlanc (LeBlanc Behavioral Consulting LLC)

Join the editor of the *Journal of Applied Behavior Analysis* to learn about trends in the journal and the editorial process. All are welcome to attend this business meeting where we will review submission and publication data from the prior year.

#169 Business Meeting

7:00 pm–7:50 pm Marriott Marquis, Level M4, Capitol/Congress

Student Committee Business Meeting

Chair: Jovonnie L. Esquierdo-Leal (University of Nevada, Reno)

ABAI student members constitute a significant portion of the Association's total membership. The ABAI Student Committee's mission is to provide organizational support for all ABAI student members in order to promote participation in ABAI, as well as professional growth, and to enable members to contribute to the science of behavior analysis. The Student Committee business meeting will facilitate conversations concerning student issues, their involvement, and how we can better serve students with respect to their professional development. This business meeting will also serve to update students on current activities and recruit students interested in serving on the Executive Council or other Student Student Student (e.g., academic engagement, events, and outreach).

#170 Business Meeting

7:00 pm-7:50 pm

Marriott Marquis, Level M4, Independence A-C

UncomfortableX: Second Annual ABAI Meet-Up

Chair: Megan Erin Sullivan Kirby (University of South Florida; UncomfortableX)

We welcome curious, newly admitted and veteran UncomfortableX members to join us in a celebration of perseverance in the face of adversity (social, political, professional) and to toast to the start of a new behaviorist activist research program! Since 2017, UncomfortableX has encouraged behavior analysts to strengthen their listener and speaker behaviors by engaging in dialogue about social and political issues, historical and contemporary. In 2019, UncomfortableX hosted 8 guest lecturers and 12 professional development webinars, with support from the Dissemination of Behavior Analysis (DBA SIG) dissemination grant. Steady growth in membership has led to over 8,500 Uncomfortable BCBAs around the world, residing in 15+ different countries. Join Dr. Barbara J. Kaminski and Megan Kirby at the second annual offline "Uncomfortable" meet-up!

#171 Business Meeting

7:00 pm–7:50 pm Marriott Marguis, Level M2, Marguis Ballroom 6

Crime, Delinquency, and Forensic Behavior Analysis Special Interest Group Business Meeting Chair: Timothy Templin (HABA)

To ensure that those in the criminal justice fields have access to appropriate, evidence-based, behavior analytic, therapeutic resources to reduce crime and delinquency. Applied behavior analysis has been useful in addressing societal problems related to the criminal justice field. For example, the role of teaching families in reducing recidivism and the improvement of prison drug programs. ABA has been helpful in guiding the court system in identifying effective sanctions, called graduated sanctions, understanding the effects of behavioral/cognitive-behavioral programs on recidivism, parent training, functional behavioral assessment and team problem solving schools for emotionally and behaviorally disordered students. It has also impacted the assessment of child sexual abuse. Continued advocacy and research are needed to make behavior analytic services available to criminal justice, mental health, military and veterans' fields and to document the efficacy of behavior analysis in these applications. Our annual business meeting is open to all those interested. We will discuss our goals as a special interest group, further areas of research and how to use this field for the public good.

#172 Business Meeting

7:00 pm–7:50 pm Marriott Marquis, Level M2, Marquis Ballroom 7

China Association of Rehabilitation of Disabled Persons/Professional Committee of Behavior Analysis Chair: Dorothy Xuan Zhang (The Chicago School of Professional Psychology; George Mason University; ABA Professional Committee of China Association of Rehabilitation of Disabled Persons (ABA-CARDP)

The purpose of this meetings is to provide a yearly update on the development of the China Association of Rehabilitation of Disabled Persons/Professional Committee of Behavior Analysis.

#173 Business Meeting

7:00 pm–7:50 pm Marriott Marquis, Level M4, Independence D

Speech Pathology and Applied Behavior Analysis Special Interest Group Business Meeting Chair: Nikia Dower (Dower and Associates, Inc.)

The Speech Pathology and Applied Behavior Analysis (SPABA) Special Interest Group 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 invited presentations of professional interest to attendees. An abstract of the SPABA award winners' submissions for the Student Research Grant award and the Dissemination Award will be provided at this meeting as well as awards to the winners. The SPABA business meeting will also include information on SPABA's social/networking component to encourage interaction and discussion among SIG members, new members, and interested attendees. Please feel free to join us and bring your friends. To further support the Speech Pathology and Applied Behavior Analysis Special Interest Group, please consider formally joining and donating to the SIG by registering online at www.behavioralspeech.com.

#174 Business Meeting

7:00 pm–7:50 pm Marriott Marquis, Level M2, Marquis Ballroom 5

Experimental Analysis of Human Behavior Special Interest Group

Chair: J. Adam Bennett (Western Michigan University)

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 Distinguished Contributions 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 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.

#175 Business Meeting

7:00 pm–7:50 pm Marriott Marquis, Level M2, Marquis Ballroom 8

Neuroscience SIG

Chair: Suzanne H. Mitchell (Oregon Health & Science University)

To discuss future directions for the SIG, how to increase relevance to ABAI members and how to grow the membership.

#176 Business Meeting

7:00 pm–7:50 pm Marriott Marquis, Level M4, Archives

New U.S. and Non-U.S. Programs Interested in ABAI Accreditation and VCS Chair: Jenna Mrljak (Association for Behavior Analysis International)

This is an open meeting to disseminate information to new U.S. and non-U.S programs interested in pursuing accreditation or obtaining a verified course sequence (VCS) through the Association for Behavior Analysis International.

#177 Business Meeting

7:00 pm–8:50 pm Marriott Marquis, Level M2, Marquis Ballroom 1/2

OBM Network Annual Meeting/*Journal of Organizational Behavior Management* Annual Meeting Chair: David A. Wilder (Florida Institute of Technology)

The *Journal of Organizational Behavior Management* is among the top management and applied psychology journals according to the *Journal Citation Reports*. The purpose of the annual meeting is to provide an annual report of the journal's activities and accomplishments. In addition, this meeting serves as forum for audience members to voice their ideas and suggestions for future directions and enhancement of the journal's objectives and activities. The meeting is open.

#178 ABAI Expo

8:00 pm–10:00 pm Walter E. Washington Convention Center, Level 2, Hall D

1. ABAI Accreditation Board JENNA MRLJAK (Association for Behavior Analysis International)

Master's Program in Behavioral Science at Oslo Metropolitan University, Norway GUNNAR REE and Ingunn Sandaker (Oslo Metropolitan University)

3. Master's Program at Jacksonville State University in Alabama PAIGE M. MCKERCHAR and Makenzie Williams Bayles (Jacksonville State University)

4. Behavior Analysis at the Florida Institute of Technology NICHOLAS WEATHERLY and David A. Wilder (Florida Institute of Technology) and Jose A. Martinez-Diaz (Florida Institute of Technology; ABA Tech)

5. Applied Behavior Analysis at the University of South Florida RAYMOND G. MILTENBERGER (University of South Florida)

6. Florida State University Master's Program in Applied Behavior Analysis JON S. BAILEY (Florida State University) and Harry Allen Murphy, Amy S. Polick, and Leah Julia Koehler (Florida State University, Panama City)

7. Master of Arts in Applied Behavior Analysis & Clinical Science at Rollins College APRIL MICHELE WILLIAMS, Stephanie L. Kincaid, and Kara L. Wunderlich (Rollins College)

8. Applied Behavior Analysis at The Chicago School of Professional Psychology, Chicago Campus ASHLEY WHITTINGTON-BARNISH, Kaius Ward, Ruth Anne Rehfeldt, John W. Eshleman, Shannon Ormandy, Cameron Mittelman, and Rocco G. Catrone (The Chicago School of Professional Psychology) and August Stockwell (The Chicago School of Professional Psychology; Upswing Advocates)

9. Applied Behavioral Science at the University of Kansas DEREK D. REED, Florence D. DiGennaro Reed, Claudia L. Dozier, Vincent Thomas Francisco, Jessica Foster Juanico, Robin Kuhn, Edward K. Morris, and Pamela L. Neidert (University of Kansas)

10. University of Maryland, Baltimore County Master's Degree in Applied Behavior Analysis JOHN C. BORRERO, Mirela Cengher, and Adithyan Rajaraman (University of Maryland, Baltimore County) and Carrie S. W. Borrero and Nicole Lynn Hausman (Kennedy Krieger Institute)

11. Western Michigan University: MA and Ph.D. Programs in Behavior Analysis JESSICA E. FRIEDER. Cynthia J. Pietras, Stephanie M. Peterson, Jonathan C. Baker, Anthony DeFulio, Richard Wayne Fugua, and Ron Van Houten (Western Michigan University)

12. MS in Applied Behavior Analysis at St. Cloud State University BENJAMIN N. WITTS, Kimberly A. Schulze, Michele R. Traub, and Odessa Luna (St. Cloud State University)

13. Montana State University Billings: Master of Science in Special Education Advanced Studies, ABA Emphasis, Accredited Program CHERYL A. YOUNG-PELTON (Montana State University Billings)

14. Munroe-Meyer Institute, University of Nebraska Medical Center: Doctoral Training in Applied Behavior Analysis CHRISTY WILLIAMS, Nicole M. Rodriguez, Amanda Zangrillo, Regina A. Carroll, Keith D. Allen, and Kevin C. Luczynski (Munroe-Meyer Institute, University of Nebraska Medical Center)

15. University of Nevada, Reno Satellite Programs in Behavior Analysis LINDA J. PARROTT HAYES. Christina M. Peters, Jamiika Thomas, and Laura Barcelos Nomicos (University of Nevada, Reno)

16. Behavior Analysis Program at University of Nevada Reno RAMONA HOUMANFAR, Patrick M. Ghezzi, Linda J. Parrott Hayes, Steven C. Hayes, Matthew Lewon, Matt Locey, and W. Larry Williams (University of Nevada, Reno)

17. Caldwell University's Master of Arts in Applied Behavior Analysis RUTH M. DEBAR, Meghan Deshais, Jason C. Vladescu, Tina Sidener, Sharon A. Reeve, and Kenneth F. Reeve (Caldwell University)

18. Caldwell University's Ph.D. Program in Applied Behavior Analysis KENNETH F. REEVE, Sharon A. Reeve, Tina Sidener, Ruth M. DeBar, Jason C. Vladescu, and Meghan Deshais (Caldwell University)

19. The Programs in Teaching as Applied Behavior Analysis at Teachers College, Columbia University R. Douglas Greer (Columbia University Teachers College and Graduate School of Arts and Sciences) and Jessica Singer-Dudek, Jo Ann Pereira Delgado, and DANIEL MARK FIENUP (Teachers College, Columbia University)

20. The Ohio State University's ABAI Accredited Graduate Programs in Special Education SHEILA R. ALBER-MORGAN, Matthew Brock, and Moira Konrad (The Ohio State University); Terri Hessler (The Ohio State University at Newark); and Christina Rouse-Billman and Laurice Joseph (The Ohio State University)

21. Graduate Studies in Applied Behavior Analysis at the University of Houston-Clear Lake KARLIE HINKLE, Samantha Jean Boyle, Samantha Dyer, Jennifer N. Fritz, Sarah A. Lechago, and Dorothea C. Lerman (University of Houston-Clear Lake)

23. University of North Texas Department of Behavior Analysis and Behavior Analysis Online MANISH VAIDYA (University of North Texas)

25. Behavior Analysis Ph.D. Program at West Virginia University KAREN G. ANDERSON, Brian R. Katz, Kathryn M. Kestner, Kennon Andy Lattal, Michael Perone, Claire C. St. Peter, and Catherine Williams (West Virginia University)

#179 ABAI Expo

8:00 pm–10:00 pm Walter E. Washington Convention Center, Level 2, Hall D

26. Capilano University Bachelor of Applied Behavior Analysis—Autism Poster Type BRENDA FOSSETT (Capilano University)

27. MSc in Applied Behavior Analysis at Reykjavik University BERGLIND SVEINBJORNSDOTTIR (Reykjavik University), Simon Dymond (Swansea University), Thorlakur Karlsson (Reykjavik University), Jack E. James (National University of Ireland, Galway; Reykjavik University), and Anna I. Petursdottir (Texas Christian University; Reykjavik University)

28. Master's in Applied Behavior Analysis: An Innovative Blended Learning Programme Offered by Queen's University Belfast KATERINA DOUNAVI, Catherine Storey, and Nichola Booth (Queen's University Belfast)

29. Behavior Analysis at the University of South Wales JENNIFER L. AUSTIN, Ioannis Angelakis, Aimee Giles, and Richard James May (University of South Wales)

31. Centro de Estudios e Investigaciones en Comportamiento—Mexican Behavior Analysis Research Center in Guadalajara CARLOS JAVIER FLORES AGUIRRE (Universidad de Guadalajara)

32. Behavior Analysis at Auburn University SARAH M. RICHLING, John T. Rapp, Corina Jimenez-Gomez, Christopher A. Podlesnik, and M. Christopher Newland (Auburn University)

33. Master of Science in Applied Behavior Analysis at the University of Alabama in Huntsville JENNIFER LYNNE BRUZEK (University of Alabama in Huntsville)

34. Behavior Analysis Program at California State University, Sacramento MEGAN R. HEINICKE, Caio F. Miguel, Becky Penrod, and Denys Brand (California State University, Sacramento)

35. California State University, Northridge Master of Science in Applied Behavior Analysis STEPHANIE A. HOOD, Ellie Kazemi, Debra Berry Malmberg, Tara A. Fahmie, and Ashley Rice (California State University Northridge)

37. Pepperdine University's Master of Science in Behavioral Psychology Program ADEL C. NAJDOWSKI (Pepperdine University)

38. Master's Degree in ABA at Fresno State MARIANNE L. JACKSON, Sharlet D. Rafacz, Steven W. Payne, Jonpaul D. Moschella, and Criss Wilhite (California State University Fresno)

39. Applied Behavior Analysis Master's Program: University of the Pacific HOLLY AYN WHITE, Matthew P. Normand, Carolynn S. Kohn, and Corey S. Stocco (University of the Pacific)

40. Graduate Programs in Applied Behavior Analysis at The Chicago School of Professional Psychology, Southern California Campuses JENNIFER L. BEERS (The Chicago School, Los Angeles), Heidi Eilers (The Chicago School of Professional Psychology), Eric L. Carlson (The Chicago School, Los Angeles), L. Fernando Guerrero (The Chicago School of Professional Psychology), Meghan Herron (The Chicago School, Irvine), and Elizabeth Meshes and Henry D. Schlinger (The Chicago School, Los Angeles)

41. Behavior Analysis Training Program at California State University, Stanislaus Bruce E. Hesse, William F. Potter, SHRINIDHI SUBRAMANIAM, and Katie Wiskow (California State University Stanislaus)

42. Applied Behavior Analysis at Aurora University JONATHAN K FERNAND, Stephen F. Walker, and Sarah C. Mead (Aurora University)

43. Master of Science in Psychology With Emphasis in Applied Behavior Analysis at the University of Miami YANERYS LEON, Anibal Gutierrez Jr., Melissa N. Hale, and Elaine Espanola (University of Miami)

44. Behavior Analysis at Savannah State University SHERRY L. SERDIKOFF (Savannah State University)

45. Georgia State University's Master of Science in Applied Behavior Analysis DANIEL E CONINE and Christopher A. Tullis (Georgia State University)

46. Applied Behavior Analysis at The Chicago School of Professional Psychology, Online Campus SUSAN D. FLYNN, Annette Griffith, and Robyn M. Catagnus (The Chicago School of Professional Psychology) and Dorothy Xuan Zhang (The Chicago School of Professional Psychology; George Mason University; ABA Professional Committee of China Association of Rehabilitation of Disabled Persons) **47. Ball State University Applied Behavior Analysis Programs** SHANNON MARIE DIERINGER, Scott Dueker, and Kimberly Martell (Ball State University)

48. Drake University Master's in Applied Behavior Analysis SACHA T. PENCE and Janelle Ausenhus (Drake University)

49. Nicholls State University: Program in Teaching as Applied Behavior Analysis DEREK JACOB SHANMAN and Laura Darcy (Nicholls State University)

50. Doctoral Program in Behavior Analysis at Western New England University AMY J. HENLEY, Jonathan W. Pinkston, and Rachel H. Thompson (Western New England University)

51. Northeastern University's Online Graduate Programs in Applied Behavior Analysis LAURA L. DUDLEY and Nicole M. Davis (Northeastern University)

52. Applied Behavior Analysis at Assumption College KAREN M. LIONELLO-DENOLF (Assumption College)

53. Graduate Programs in Applied Behavior Analysis at Cambridge College JOSEPH M. VEDORA (Evergreen Center)

54. Behavior Analysis at the University of Massachusetts Lowell ROCIO ROSALES, Rebecca A. Markovits, Doreen Arcus, Alice Frye, and Ashleigh Hillier (University of Massachusetts Lowell)

55. Master of Science Program in Behavior Analysis at Salem State University DARLENE E. CRONE-TODD (Salem State University)

56. Industrial/Organizational Behavior Management MA and Ph.D. Programs at Western Michigan University HEATHER M. MCGEE, Alyce M. Dickinson, and Douglas A. Johnson (Western Michigan University)

57. Northern Michigan University Behavior Analysis Programs ASHLEY SHAYTER and Jacob H. Daar (Northern Michigan University)

58. Behavior Analysis Studies at Capella University JULIANNE LASLEY and Dana R. Reinecke (Capella University)

59. Graduate Training in Applied Behavior Analysis at the University of Missouri CASEY J. CLAY, Lorraine A Becerra, and Jennifer Rebecca Weyman (University of Missouri)

60. Saint Louis University Applied Behavior Analysis Program HEATHER LYNN LEWIS and Alyssa N. Wilson (Saint Louis University)

61. University of Nebraska Omaha and Munroe-Meyer Institute Applied Behavior Analysis Program MARK D. SHRIVER (Munroe-Meyer Institute, University of Nebraska Medical Center); Sara S. Kupzyk (University of Nebraska Omaha); and William J. Higgins and Regina A. Carroll (Munroe-Meyer Institute, University of Nebraska Medical Center)

62. Seton Hall University Applied Behavior Analysis Programs FRANK R. CICERO and Brian Conners (Seton Hall University)

63. Behavior Analysis Training Programs at Rowan University CHRISTINA SIMMONS, Bethany R. Raiff, Michelle Ennis Soreth, Mary Louise E. Kerwin, Connor Andrew Burrows, Matthew J. Dwyer, and Giovanna Salvatore (Rowan University)

64. The Hunter College Master of Science in Applied Behavior Analysis Program APRIL N. KISAMORE and Lauren K. Schnell (Hunter College)

65. St. Joseph's College, New York, Advanced Certificate in Applied Behavior Analysis KERRY A. CONDE and Katherine L. Granelli (St. Joseph's College)

67. Manhattanville College Programs in Applied Behavior Analysis ANTONIA R. GIANNAKAKOS-FERMAN (Manhattanville College)

68. Behavior Analysis Programs at Long Island University Post BENIGNO ALONSO-ALVAREZ and John C. Neill (Long Island University) and Carol A. Fiorile (New York State ABA)

69. Pediatric School Psychology Doctoral Program With Applied Behavior Analysis Specialization at East Carolina University JEANNIE A. GOLDEN and Ana LePage (East Carolina University)

70. Science, Skinner, and Surf: Behavior Analysis at the University of North Carolina Wilmington HALLEY M ROBBINS, Melissa Meglin, Taylor Kristina Moseley, Emma Auten, Elizabeth Thuman, Delanie Fetzner, Josie Newburg, and Jessica Sullivan (University of North Carolina Wilmington)

71. Graduate Training in Applied Behavior Analysis at the University of North Dakota CRISTINE M. DEAVER and Katherine Terras (University of North Dakota) **73. Applied Behavior Analysis at Oregon Tech** MARIA LYNN KESSLER, Dawn Allison Bailey, and John Borgen (Oregon Institute of Technology)

74. Ph.D. Special Education at Duquesne University: Expand Your Perspective, Maximize Your Impact in Special Education EDWARD JUSTIN PAGE (Duquesne University)

75. Temple University Applied Behavior Analysis Training Programs AMANDA GULD FISHER, Donald A. Hantula, Matthew Tincani, Art Dowdy, Philip N. Hineline, and Saul Axelrod (Temple University)

76. Applied Behavior Analysis Programs at Penn State University (Online and On Campus) DAVID L. LEE, Erin M. Garthe, Theoni Mantzoros, Tracy Jane Raulston, Richard M. Kubina, Kelly Mercorella, Katie Endicott Harris, and Dana Garner (Penn State University)

77. Salve Regina University CODY MORRIS (Salve Regina University)

78. Baylor University ABA Graduate Programs STEPHANIE GEROW, Tonya Nichole Davis, Jessica Akers, and Kristen Lenae Padilla-Mainor (Baylor University)

79. Applied Behavior Analysis Training Programs at the University of Utah ROBERT E. O'NEILL, Aaron J. Fischer, John Mercer, Jennifer M. Fletcher, and Anne Malbica (University of Utah)

80. Master of Education in Applied Behavior Analysis at Utah Valley University JANE I. CARLSON (Utah Valley University)

81. Behavior Analysis Graduate Programs at Utah State University SARAH E. PINKELMAN, P. Raymond Joslyn, Thomas S. Higbee, Timothy A. Slocum, Gregory J. Madden, Amy Odum, Timothy A. Shahan, and Katherine Brown (Utah State University)

82. Applied Behavior Analysis Programs at the University of Washington NANCY ROSENBERG, Ilene S. Schwartz, Scott A. Spaulding, and Yevgeniya Veverka (University of Washington)

#180 ABAI Expo

8:00 pm-10:00 pm

Walter E. Washington Convention Center, Level 2, Hall D

83. ABAI Student Committee ALLYSON R. SALZER (University of Kansas) and Jovonnie L. Esquierdo-Leal and Kathryn M. Roose (University of Nevada, Reno)

84. ABAI Science Board DEREK D. REED (University of Kansas)

85. ABAI Membership Board WENDY DONLIN WASHINGTON (University of North Carolina Wilmington)

86. ABAI Practice Board MARK D. SHRIVER (Munroe-Meyer Institute, University of Nebraska Medical Center)

87. ABAI Diversity, Equity, and Inclusion Board CAROL PILGRIM (University of North Carolina Wilmington)

88. ABAI Verified Course Sequence Board JENNA MRLJAK (Association for Behavior Analysis International)

#181 ABAI Expo

8:00 pm–10:00 pm Walter E. Washington Convention Center, Level 2, Hall D

Association for Behavior Analysis Australia ALEXANDRA BROWN (Bright Eyes Early Intervention)

90. Annual Review of British Columbia Affiliate 2019 SARAH JUSTINE PASTRANA (British Columbia Association of Behavior Analysis)

91. The Manitoba Association for Behavior Analysis RYAN HECKERT and Karli Pedreira (University of Manitoba)

92. Ontario Association for Behavior Analysis KENDRA THOMSON (Brock University)

93. The Québec Association for Behavior Analysis Myra-Jade Lui (Québec Association for Behavior Analysis) and SYLVIE DONAIS (Clinique D'approche Béhaviorale en Autisme)

94. The Icelandic Association for Behavior Analysis BERGLIND SVEINBJORNSDOTTIR (Reykjavik University), Steinunn Hafsteinsdottir (Arnarskoli), Katrin Sveina Björnsdóttir (State Diagnostic and Counselling Center), Asa Ingimarsdottir (Klettaskóli), and Holmfridur Osk Arnalds (State Diagnostic and Counselling Center)

95. Israel Applied Behavior Analysis: A Year to Remember MICHAL HIRSCHMANN (Kibbutzim College) and Einav Cohen and Judy Lazar-Rosenzweig (Israel ABA)

96. Japanese Association for Behavior Analysis KENJI OKUDA (Educational Foundation of Nishi Karuizawa Gakuen) and Yumiko Sasada (Academy of Behavioral Coaching)

97. The Korean Association of Child and Adolescent Behavior Chapter YUNHEE SHIN and Jung Yeon Cho (Daegu Cyber University)

98. Mexican Society for Behavior Analysis: Sociedad Mexicana de Análisis de la Conducta MARIO SERRANO (Universidad Veracruzana), Carlos Javier Flores Aguirre and Kenneth David Madrigal Alcaraz (Universidad de Guadalajara - CEIC), and Abraham Manuel Ortiz Barradas Barradas (Universidad Veracruzana)

99. Norwegian ABA MONICA VANDBAKK (Norwegian Association for Behavior Analysis; Oslo and Akershus University College) and Erik Arntzen (Oslo Metropolitan University)

100. Swedish Association for Behavior Analysis DAG STRÖMBERG (Swedish Association for Behavior Analysis) and Ulrika Langh (Stockholm Autism Center; Karolinska Institutet)

101. Alabama Association for Behavior Analysis PAIGE M. MCKERCHAR (Jacksonville State University), Jennifer Lynne Bruzek (University of Alabama in Huntsville), John T. Rapp and Sarah M. Richling (Auburn University), and Mary Katherine Carey (Glenwood, Inc.)

102. Alaska Association for Behavior Analysis VERONICA J. HOWARD (University of Alaska Anchorage) and Kimberley Burnett (Alaska ABA)

103. California Association for Behavior Analysis JOCELYN THOMPSON (California Association of Behavior Analysis)

105. Four Corners Association for Behavior Analysis ALISON M. BETZ (Behavior Services of the Rockies), Nicole L. Bank (The PartnerShip, LLC), and Patrick Romani (University of Colorado, Anschutz Medical Campus)

106. Connecticut Association for Behavior Analysis Chapter MELISSA L. OLIVE (Applied Behavioral Strategies LLC; Connecticut Association for Behavior Analysis), Michael Weinberg (Amego Inc.; Connecticut Association for Behavior Analysis)

107. Delaware Association for Behavior Analysis KAORI G. NEPO (NeurAbilities)

108. Georgia Association for Behavior Analysis SHERRY L. SERDIKOFF (Savannah State University)

109. Iowa Association for Behavior Analysis SAMANTHA CERMAK (Iowa Association for Behavior Analysis; ChildServe), Lisa Daniel-Way (Iowa Association for Behavior Analysis; Balance Autism), and Sarah S. Bergthold (Iowa Association for Behavior Analysis; Mississippi Bend Area Education Agency of Iowa)

110. Kentucky Association for Behavior Analysis Luna Weiss-Salinas (Excel ABA) and Becky L. Nastally (Bloom Behavior Therapy)

111. Louisiana Behavior Analysis Association JANICE L. HUBER (Louisiana Behavior Analysis Association)

112. The Massachusetts Association for Applied Behavior Analysis JOSEPH M. VEDORA (Evergreen Center)

113. Behavior Analysis Association of Michigan JAMES T. TODD, Eleah Sunde, and Elise Pearl (Eastern Michigan University)

114. Mid-American Association for Behavior Analysis JULIE A. ACKERLUND BRANDT (The Chicago School of Professional Psychology), Amanda Karsten (Western Michigan University), Tiffany Kodak (Marquette University), Stephen F. Walker (Aurora University), Seth W. Whiting (Central Michigan University), and Sara Camille Diaz de Villegas (University of Kansas)

115. Montana Association for Behavior Analysis LORRI COULTER (Montana Association of Behavior Analysis) and Jackie Mohler (Family Outreach)

116. Nebraska Association for Applied Behavior Analysis ANDREA CLEMENTS (Munroe-Meyer Institute, University of Nebraska Medical Center)

117. Nevada Association for Behavior Analysis ALICIA N. MACALEESE and Teal McAllister (Advanced Child Behavior Solutions, LLC), Freya Jordan (Arizona State University), and Jamiika Thomas (University of Nevada, Reno)

118. New York State Association for Behavior Analysis NICOLE M. DEROSA (SUNY Upstate Medical University)

119. North Carolina Association for Behavior Analysis: Celebrating 31 Years (1989–2020) CALANDRA E. PLATTNER (Mosaic Pediatric Therapy), Kristi Toward (North Carolina Association for Behavior Analysis), Selene Johnson (ABC of NC), Monique M. Baker (Effective Interventions), Leigh Ann Strain (Carolina Center for ABA and Autism Treatment), Nancy Poteet (North Carolina Association for Behavior Analysis), Aleck Myers (Autism Society of North Carolina), and Leica Anzaldo (Easter Seals UCP)

120. Philadelphia Metropolitan Association for Behavior Analysis ART DOWDY and Amanda Guld Fisher (Temple University), Beth J. Rosenwasser (Fairmount Pediatric & Adolescent Medicine Affiliate), and Jessica Kendorski (Philadelphia College of Osteopathic Medicine) **121. Southeastern Association for Behavior Analysis** Katherine Stewart (Savannah State University), Kent Bodily (Georgia Southern University), Kelly M. Banna (Millersville University of Pennsylvania), Christy A. Alligood (Disney's Animal Kingdom; University of Florida), and KAREN G. ANDERSON (West Virginia University)

122. Texas Association for Behavior Analysis ZACHARY H. MORFORD (Texas Association for Behavior Analysis), Katherine Miriam Johnson-Patagoc (Texana Center; Texas Association for Behavior Analysis), and Sarah A. Lechago (University of Houston-Clear Lake; Texas Association for Behavior Analysis)

123. The Utah Association for Behavior Analysis JANE I. CARLSON (Utah Valley University)

124. Vermont Association for Behavior Analysis AUDREY N. HOFFMANN (Northern Vermont University; Vermont Association for Behavior Analysis)

125. The Virginia Association for Behavior Analysis CHRISTINE EVANKO (Virginia Association for Behavior Analysis)

126. District of Columbia Association for Behavior Analysis MARY CARUSO-ANDERSON (Ally Behavioral Services), Lera Joyce Johnson (DC ABA; St. Coletta of Greater Washington; George Mason University), Keven M. Schock (Aveanna), Joseph Michael Clem (Matthew's Center), Elena Zaklis (Rutgers University), Cynthia Escobar (J & C Behavioral Therapy, LLC), Robin Moyher (George Mason University), and Colleen Williams (Community Services for Autistic Adults and Children; Community School of Maryland)

#182 ABAI Expo

8:00 pm-10:00 pm Walter E. Washington Convention Center, Level 2, Hall D

127. Autism Special Interest Group JUSTIN B. LEAF and Joseph H. Cihon (Autism Partnership Foundation; Endicott College), Mary Jane Weiss (Endicott College), Robert K. Ross (Beacon ABA Services), Ian Melton (Endicott College, Journeys Behavior Learning Center), and Britany Melton (Endicott College)

128. Acceptance and Commitment Training and Psychological Flexibility Special Interest Group EVELYN RACHAEL GOULD (McLean Hospital, Harvard Medical School; New England Center for OCD and Anxiety; FirstSteps for Kids, Inc.), and Emily Kennison Sandoz (University of Louisiana at Lafayette)

129. Behaviorists for Social Responsibility RICHARD F. RAKOS (Cleveland State University), Jose Ardila (University of Nevada), Traci M. Cihon (University of North Texas), Kendra Combs (Sparks Behavioral Services), Sarah M. Richling (Auburn University), Mark A. Mattaini (Jane Addams College of Social Work-University of Illinois at Chicago), Jomella Watson-Thompson (University of Kansas), and Holly Seniuk (Behavior Analyst Certification Board)

130. Crime, Delinquency, and Forensic Behavior Analysis SIG TIMOTHY TEMPLIN (HABA)

#183 ABAI Expo

8:00 pm-10:00 pm

Walter E. Washington Convention Center, Level 2, Hall D

131. Addiction Special Interest Group AUGUST F. HOLTYN (Johns Hopkins University School of Medicine), Bethany R. Raiff (Rowan University), Jesse Dallery (University of Florida), and Kimberly C. Kirby (Treatment Research Institute at PHMC)

132. Clinical Special Interest Group EMILY THOMAS JOHNSON (Behavior Attention and Developmental Disabilities Consultants, LLC) and Thomas J. Waltz (Eastern Michigan University)

133. Behavioral Development Special Interest Group JESSICA SINGER-DUDEK (Teachers College, Columbia University) and JeanneMarie Speckman (Fred S. Keller School, Teachers College, Columbia University)

134. Gambling Special Interest Group MACK S. COSTELLO (Rider University) and Ryan C. Speelman (Pittsburgh State University)

135. Behavioral Gerontology Special Interest Group JOCELYN HANSSON and Claudia Drossel (Eastern Michigan University), Christopher Walmsley (Humboldt State University), Hanna Steinunn Steingrimsdottir (Oslo Metropolitan University), and Allison A. Ilem (Spectrum Health Medical Group)

136. Behavior Analysis in Health, Sport, and Fitness Special Interest Group JULIE M. SLOWIAK (University of Minnesota Duluth; InJewel LLC), Natalie Juhlin (United States Army), and Gabrielle Trapenberg Torres (Behavior Basics LLC)

137. The History of Behavior Analysis Special Interest Group KAREN R. WAGNER (Behavior Services of Brevard, Inc.; TheBehaviorAnalyst.com) and Edward K. Morris (University of Kansas)

138. Military and Veterans SIG Kent A. Corso (NCR Behavioral Health, LLC; Xcelerate Innovations) and ABIGAIL B. CALKIN (Calkin Consulting Center)

139. Behavioral Medicine Special Interest Group GRETCHEN A. DITTRICH (Simmons University)

140. Your Brain on Behavior: Neuroscience Special Interest Group SUZANNE H. MITCHELL (Oregon Health & Science University)

141. Organizational Behavior Management Network BYRON J. WINE (The Faison Center)

143. Positive Behavior Support Special Interest Group JODIE SORACCO (University of Nevada, Reno; Nevada PBIS TA Center)

144. Practitioner Issues in Behavior Analysis Special Interest Group MICHAEL WEINBERG (Amego Inc.)

145. The Speech Pathology and Applied Behavior Analysis Special Interest Group NIKIA DOWER (Dower and Associates, Inc.), Tracie L. Lindblad (Monarch House), Lina M. Slim-Topdjian (A Step Ahead Program, LLC), Deirdre M. Muldoon (The College of Saint Rose), Heather Forbes (University of Kansas), and Barbara E. Esch (Esch Behavioral Consultants, LLC)

146. Behavior Analysis for Sustainable Societies SIG JULIA H. FIEBIG (Ball State University; ABA Global Initiatives LLC)

147. Standard Celeration Society KENT JOHNSON (Morningside Academy) and Mary Kathryn Reagan (Jacksonville State University)

148. Sexual Behavior: Research and Practice Special Interest Group BARBARA GROSS (Empowered: A Center for Sexuality; Special School District of St. Louis County), Shane T. Spiker (Positive Behavior Supports, Corp.), and Landa L. Fox (Positive Connections)

149. Teaching Behavior Analysis Special Interest Group DACIA MCCOY (University of Cincinnati)

150. Verbal Behavior Special Interest Group APRIL N. KISAMORE (Hunter College), Bethany Hansen (Munroe Meyer Institute, University of Kansas), Laura L. Grow (Garden Academy), Amanda P. Laprime (Center for Children with Special Needs; Northeastern University), Tom Cariveau (University of North Carolina Wilmington), Brittany Ann Juban and M. Alice Shillingsburg (May Institute), and Caitlin H. Delfs (Village Autism Center)

151. Mental Health Special Interest Group JEFFREY BOLIN (The Chicago School of Professional Psychology) and Lindsey LeBrun (The Chicago School of Professional Psychology; Building Essential Skills Together)

#184 ABAI Expo

8:00 pm–10:00 pm Walter E. Washington Convention Center, Level 2, Hall D

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

153. Division 25 (Behavior Analysis) of the American Psychological Association STEPHANIE A. HOOD (California State University, Northridge)

154. The Foundation for the Advancement of a Strategic Science of Teaching JANICE L. HUBER (Foundation for the Advancement of a Strategic Science of Teaching), Jennifer Weber (Teachers College, Columbia University), and Michael Malinowski (Louisiana State University Law Center)

155. ALSOLIFE: Your Life is ALSO My LIFE FAN YU LIN (ALSOLIFE)

157. Cambridge Center for Behavioral Studies MARY SAWYER (Fit Learning Atlanta), Michael P. Kranak (Kennedy Krieger Institute; Johns Hopkins University School of Medicine), Amanda P. Laprime (University of Rochester Medical Center), Abigail Blackman and Tyler Erath (University of Kansas), Rob D. Holdsambeck (Holdsambeck Behavioral Health), and Henry S. Pennypacker (University of Florida)

Behavior Analysis in Practice

Behavior Analysis in Practice is a peer-reviewed translational publication designed to provide science-based, best-practice information relevant to service delivery in behavior analysis. The target audience includes front-line service workers and their supervisors, scientist-practitioners, and school personnel. The mission of BAP is to promote empirically validated best practices in an accessible format that describes not only what works, but also the challenges of implementation in practical settings.

Learn more and subscribe: www.abainternational.org/journals/behavior-analysis-in-practice

SCHEDULE OVERVIEW

Sessions Business Meetings Reunions and Receptions

46TH ANNUAL CONVENTION WASHINGTON SUNDAY, MAY 24

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Walter E. Washington Convention Center; Sunday, May 24

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Marriott Marquis; Sunday, May 24

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Behavior and Social Issues The scientific Journal of Cultural analysis & Human Social Behavior

Affiliated with the Behaviorists for Social Responsibility special interest group, *Behavior and Social Issues* is a peer-reviewed, interdisciplinary scientific journal which serves as a primary scholarly outlet for articles that advance the analysis of human social behavior, particularly with regard to understanding and influencing significant social problems. The journal is particularly interested in publishing work related to issues with social justice, human rights, and sustainability implications, but all serious social issues are of interest. Articles considered for publication should be grounded in behavior analytic and behavioral systems science.

The primary intellectual framework for the journal is the science of behavior analysis and its sub-discipline of cultural systems analysis, but contributions from contrasting viewpoints will occasionally be considered if of specific interest to behavior analysts. We recommend that potential authors examine recent issues to determine whether their work is appropriate to the journal. Appropriate contributions include theoretical and conceptual analyses, research articles and brief reports, dialogues, research reviews, and book reviews. *Behavior and Social Issues* is an appropriate forum for the work of senior scholars in the field, many of whom serve on the editorial board, as well as for the work of emerging scholars, including students, who have an interest in the contributions of a natural science of behavior to constructing cultures of social justice, human rights, and environmental sustainability.

Visit www.abainternational.org/journals/bsi to learn more.

7:00 am-7:50 am

Walter E. Washington Convention Center, Level 3, South Pre-Function Chair: Janet Vasquez (Precision Chi)

Yoga has gained much interest and popularity due to its myriad health benefits. In addition to facilitating weight loss and increasing strength and flexibility, it facilitates the management stress, as well as improves brain function, cardiovascular health and immune functionality. Practitioners of yoga may initially be drawn to the physicality of the asana practice, but with continued practice, quickly discover that it is more than just a way to work out; it promotes awareness and facilitate one's well-being. This meeting will involve a 50-minute vinyasa flow practice in which attendees will learn to coordinate movement with breath as they move through asanas. All levels welcome.

#187 The Health, Sport and Fitness SIG Fun Run!

7:00 am–7:50 am Marriott Marquis, Lobby Level Chair: Gabrielle Trapenberg Torres (Behavior Basics LLC)

Come join the Health, Sport and Fitness SIG for a fun run in Washington DC! We'll have 3-mile and 5-mile routes available and are happy to help you plan shorter or longer routes too. All paces welcome. Strollers welcome. Meet in the Marriott Marquis lobby.

#188 Panel Discussion

8:00 am–8:50 am Walter E. Washington Convention Center, Level 2, Room 207B AUT/CSS; Translational BACB CE Offered. CE Instructor: Katherine Bateman, Ph.D.

Developing Interventions: The Role of Sustainability and Social Validity in Intervention Effectiveness Chair: Katherine Bateman (University of Washington)

CAROLYN TRUMP (University of Northern Colorado) MARCUS FULLER (Texas A&M University) SANDY SMITH (Texas A&M University)

#189 Symposium

8:00 am–8:50 am Walter E. Washington Convention Center, Level 1, Room 102 AUT/DDA; Applied Research BACB CE Offered. CE Instructor: Erick M. Dubuque, Ph.D.

Improving Behavioral Services With Technological Advancements Chair: Lois Meszaros (CHIMES Delaware)

Expert Guiding Technology for Vocational Rehabilitation DONALD A. HANTULA (Temple University), John T Nosek (Guiding Technologies; Temple University), Matthew Tincani (Temple University), and David McElwee and Lois Meszaros (CHIMES Delaware)

Tactile Prompting of Orientation and Social Responses MARK T. HARVEY (Florida Institute of Technology) and Bruce Mortimer (Engineering Acoustics Inc.)

Shaping Performance Covertly and Remotely With Tactile Stimulation ERICK M. DUBUQUE and Lee Collins (University of Louisville) and Molly Dubuque (LittleStar ABA Therapy)

#190 Symposium

8:00 am–8:50 am Walter E. Washington Convention Center, Level 2, Room 202A AUT/DDA; Applied Research BACB CE Offered. CE Instructor: Sarah Frampton, Ph.D.

Programming for Generalization of Direction Following and Play Skills in Young Children With Autism Using Multiple-Exemplar Training and Matrix Training

Chair: Sharon A. Reeve (Caldwell University) Discussant: Sarah Frampton (May Institute, Inc.)

Using Matrix Training to Teach Direction Following to Children with Autism Spectrum Disorder ALONDRA SANCHEZ SOLANO, Sharon A. Reeve, Kenneth F. Reeve, and Ruth M. DeBar (Caldwell University); Chata A. Dickson (New England Center for Children); and Eileen Mary Milata (Caldwell University)

Teaching Pretend Play to 2-Year-Old Children With Autism

LAURA ŴILHELM (Western New England University) and William H. Ahearn (New England Center for Children)

#191 Symposium

8:00 am-8:50 am Walter E. Washington Convention Center, Level 2, Room 201 AUT/DDA; Applied Research BACB CE Offered. CE Instructor: Adel C. Najdowski, Ph.D.

Research Related to Teaching Language Flexibility, Social Planning, and Social Skills to Individuals With Autism and other Developmental Disabilities

Chair: Adel C. Najdowski (Pepperdine University)

Using a Shades of Gray Continuum to Teach Language Flexibility to Individuals With Autism

EMMA ISABEL MOON (Pepperdine University), Megan Michelle St. Clair (Halo Behavioral Health), Adel C. Najdowski (Pepperdine University), and Victoria Daniela Castillo (Endicott College)

Teaching Individuals With Autism to Engage in Social Planning

PETER FARAG (Halo Behavioral Health), Victoria Daniela Castillo (Endicott College), Noya Alperson (Halo Behavioral Health), Adel C. Najdowski (Pepperdine University), and Megan Michelle St. Clair and Èmma Isabel Moon (Halo Behavioral Health)

A Review of Social Skills Interventions Conducted With Individuals With Developmental Disabilities: Examining Extent of Generalization

SVETLANA DANIELYAN and Lusineh Gharapetian (Pepperdine University)

#192 Symposium

8:00 am-8:50 am Walter E. Washington Convention Center, Level 1, Salon B CBM/DDA: Translational BACB CE Offered. CE Instructor: Megan M. Griffin, Ph.D.

The Contribution of Qualitative Research to the Understanding of the Application—or Lack Thereof of Behavior Principles

Chair: Megan M. Griffin (Whitworth University)

Qualitative Methodology to inform Applied Behavior Analytic Practices: A Literature Review TIFFANY OTERO (University of New Mexico)

Understanding Caregivers' Perceptions of Feeding/Mealtime Interventions for Their Young Child With a Feeding Difficulty DEIRDRE M. MULDOON (The College of Saint Rose)

Qualitative Research and Contextual Fit

SUSAN R. COPELAND (University of New Mexico) and Megan M. Griffin (Whitworth University)

#193 Paper Session

8:00 am-8:50 am Walter E. Washington Convention Center, Level 1, Salon A CBM

Advances in Feeding Disorders

Chair: Bryant C. Silbaugh (The University of Texas at San Antonio)

Interventions to Support Feeding in People with Intellectual and Developmental Disabilities

(Applied Research) BRYANT C. SILBAUGH (The University of Texas at San Antonio), Becky Penrod (California State University, Sacramento), Scott Page (Utah State University), and Melissa Moseman (California State University, Sacramento)

Operant Control of the Swallowing Response (Applied Research) ALDEN MARIE GARTRELL. Manish Vaidva. Brennan Patrick Armshaw, and Russell Silguero (University of North Texas)

#194 Symposium

8:00 am-8:50 am Marriott Marguis, Level M4, Liberty M CSS/AUT; Applied Research BACB CE Offered. CE Instructor: Mack S. Costello, Ph.D.

Crafting Evidence Based Policies Using Data Displays of International BACB Certificants Chair: Mack S. Costello (Rider University)

Policies to Stimulate BACB Certificant Growth HARLEY LANG (Semiahmoo Behavior Analysts)

A Case Example of Stimulating Growth in the Field: Ontario, Canada

JOAN BROTO (Dalton Associates)

#195 Symposium

8:00 am–8:50 am Marriott Marquis, Level M2, Marquis Ballroom 1/2 EAB/PCH; Basic Research

Current Research in Token Reinforcement

Chair: Haily Traxler (Western Michigan University)

They Walk Like Ducks: Effects of Generalized Conditioned Stimuli in Humans HAILY TRAXLER and Anthony DeFulio (Western Michigan University)

An Assessment of Token Value and Effectiveness: Does Form Matter? MARCELLA HANGEN, Ashley Romero, Halle Norris, Breanna R. Roberts, Kathryn A. Gorycki, and Pamela L. Neidert (University of Kansas)

Evaluating the Effects of Open and Closed Economies on the Rate of Skill Acquisition ANA MARIA MORENO PABON and Yanerys Leon (University of Miami) and Jessica Gomez (Florida Institute of Technology)

#196 Symposium

8:00 am–8:50 am Marriott Marquis, Level M4, Independence D EDC/AUT; Translational BACB CE Offered. CE Instructor: Jeremy H. Greenberg, Ph.D.

Passport Pedagogy: Applied Behavior Analysis for International School Students With Special Education Needs

Chair: Jeremy H. Greenberg (The Children's Institute of Hong Kong)

All for One and One for All: Establishing Social Validity Measures for Inclusion Jeremy Greenberg and HIU CHING CHEUNG (The Children's Institute of Hong Kong)

Using Functional Behavior Assessment and Conditioning Procedures to Replace Stereotypy in an International School Student With Autism JEREMY H. GREENBERG and Jamie So (The Children's Institute of Hong Kong)

Using Video Modelling to Teach Drawing Skills in Middle School and High School Students With Autism

PHOEBE KIT YING LAU and Hoi Ting Daryl Cheung (The Children's Institute of Hong Kong)

#197 Symposium

8:00 am–8:50 am Marriott Marquis, Level M4, Independence E EDC/AUT; Applied Research BACB CE Offered. CE Instructor: Yannick Andrew Schenk, Ph.D.

Parametric Evaluations of Noncontingent Reinforcement to Improve Compliance and Decrease Challenging Behavior

Chair: Stephanie Jones (West Virginia University) Discussant: Yannick Andrew Schenk (May Institute)

Effects of Reduced Integrity Implementation of NCR on Disruptive Behavior STEPHANIE JONES and Claire C. St. Peter (West Virginia University)

The Effect of Varying Durations and Quantities of Noncontingent Access to Preferred Items on Compliance

HALLIE MARIE ERTEL, Ashley Shuler, David A. Wilder, and Ansley Catherine Hodges (Florida Institute of Technology)

#198 Symposium

8:00 am–8:50 am Marriott Marquis, Level M4, Independence F-H EDC/TBA; Applied Research BACB CE Offered. CE Instructor: Kathryn Glodowski, Ph.D.

Saving the World With Behavior Analysis: One Undergraduate Student at a Time Chair: Kathryn Glodowski (Penn State Harrisburg)

E-mail Professionalism Training for Undergraduates THOMAS FARNSWORTH, Rachel H. Thompson, Sabrina Minic, Joseph Van Allen, and Tylynn Kuralt (Western New England University)

An Evaluation of Quiz Length on College Student Behavior KATHRYN GLODOWSKI (Penn State Harrisburg)

Teaching Study Skills to College Students Using Checklist Training and Feedback SARAH KONG, Corey S. Stocco, and Sindhu Vatikuti (University of the Pacific)

#199 Symposium

8:00 am–8:50 am Marriott Marquis, Level M4, Capitol/Congress OBM/DEV; Service Delivery BACB CE Offered. CE Instructor: Gregory Young, Ph.D.

Improving the Quality of Data Collection and Behavior Plans in Educational, Medical, and Psychiatric Settings

Chair: Gregory Young (Franciscan Children's)

Evaluating Quality of Behavior Support Plans

KELSEY VENTURA, Uriah Hedrich, Jennifer R. Zarcone, Sarah Frampton, Clare Liddon, Yannick Andrew Schenk, and Ali Schroeder (May Institute)

Development of a Treatment Package to Improve Accuracy of Data Collection on a Psychiatric Unit for Children Diagnosed With Intellectual and Developmental Disabilities

ANTOINETTE M. DONALDSON (Children's Hospital Colorado), Patrick Romani (University of Colorado, Anschutz Medical Campus; Children's Hospital Colorado), and Aimee Sue Alcorn and James Linares (Children's Hospital Colorado)

The Use of Computerized Prompts to Improve Behavioral Data Collection in a Medical Setting GREGORY YOUNG and Mary Laurette Hughes (Franciscan Children's), Daniel Clark (May Institute), and Aimee Lyons (Franciscan Children's)

#200 Panel Discussion

8:00 am–8:50 am Marriott Marquis, Level M4, Liberty I-L OBM/CSS; Service Delivery BACB CE Offered. CE Instructor: Natalie A. Parks, Ph.D.

Extending Behavior Analysis into Public Service: Applications Within the Fire Service Chair: Natalie A. Parks (Behavior Leader)

MASON WASHINGTON (Behavior Leader; Robertson Fire Protection District) PAUL PEEBLES (Behavior Leader; Robertson Fire Protection District) TYLER BONNELL (Behavior Leader; Orange County Fire Department)

#201 Invited Presenter

8:00 am–8:50 am Marriott Marquis, Level M4, Independence A-C TBA; Theory BACB/PSY/QABA CE Offered. CE Instructor: Lin Du, Ph.D.

Current Dimensions of Applied Behavior Analysis in China: A Reflection of Twenty Years of Dissemination and Progress

Chair: Lin Du (Teachers College, Columbia University)

WEIHE HUANG (Creating Behavioral + Educational Momentum)



Weihe Huang is a board certified behavior analyst at doctoral level (BCBA-D). Dr. Huang has been working with individuals with developmental disabilities since 1994. His experience in the fields of applied behavior analysis (ABA) and developmental disabilities cuts across clinical service, teaching, and research. Prior to joining the CBEM team, Dr. Huang served as the behavior analyst at the Regional Center of the East Bay for 16 years. In this position, he provided behavioral supports to clients with developmental disabilities in two counties and professional training for service providers working with them. Dr. Huang has been teaching applied behavior analysis courses at both undergraduate and graduate levels in several universities. In addition, he has also been actively disseminating ABA-related knowledge and skills in China. To date, Dr. Huang has published eight research papers on various aspects of developmental disabilities in peer-reviewed journals and several books on evidence-based interventions for autism.

Abstract: In the West, the field of applied behavior analysis (ABA) evolved from experimental analysis of behavior. In this evolutionary process, seven dimensions of ABA emerged: applied, behavioral, analytic, technological, conceptual, effective, and generality. On the other hand, ABA was introduced into mainland China 20 years ago and has been developing since then as a direct result of the rise of autism spectrum disorder. Therefore, the level of acceptance of, and interest in, the aforementioned seven dimensions varied in China. The different development of ABA dimensions in the West and in China can also be attributed to cultural and societal variables as well. This presentation will provide an overview of what I observed in the past two decades regarding the practice and research of ABA in China. Equipped with personal experience and relevant literature both in English and in Chinese, I will describe efforts and milestones of disseminating ABA in China. Based on this anthropological description, I will also share with participants my assessment of the current dimensions of ABA in China as well as recommendations to further elevate ABA practices and research in China.

#202 Symposium

8:00 am–9:50 am Walter E. Washington Convention Center, Level 2, Room 206 AUT/VRB; Translational BACB CE Offered. CE Instructor: Cindy Gevarter, Ph.D.

Teaching the Use of Different Speech-Generating Device Displays to Individuals With Autism During Natural Routines

Chair: Cindy Gevarter (University of New Mexico)

An Embedded Naturalistic Teaching Approach to the Increase Multistep Speech-Generating Device Responses of Children With Autism Spectrum Disorder CINDY GEVARTER, Mariah Groll, Erin Stone, and Adriana Medina (University of New Mexico)

The Effects of Speech-Generating Devices on the Communication of Adolescents With Autism Spectrum Disorder During Social Interactions SALENA BABB and Ciara Ousley (Penn State University)

The Establishment of Peer Manding During Naturally Occurring Routines ELIZABETH R. LORAH, Jessica Miller, and Brenna Griffin (University of Arkansas)

#203 Symposium

8:00 am–9:50 am Walter E. Washington Convention Center, Level 2, Room 202B AUT; Translational BACB/QABA/NASP CE Offered. CE Instructor: Javier Virues Ortega, Ph.D.

Current Trends in the Assessment of Treatment Outcomes of Behavioral Services for Autism and Other Developmental Disabilities

Chair: Aida Tarifa Rodriguez (ABA España; Universidad Autónoma de Madrid) Discussant: Brian Reichow (University of Florida)

Delivering Early Interventions for Children With Fragile X Syndrome via Telehealth: Outcomes of a Randomized Controlled Trial

SCOTT S. HALL (Stanford University), Katerina Monlux (Stanford University; Oslo Metropolitan University), Arlette Bujanda (Behavior Change Institute; Stanford University), and Joy Pollard (Behavior Change Institute)

Treatment Gains From Early Intensive Behavioral Intervention Are Maintained in Adolescents and Adulthood

SVEIN EIKESETH (Oslo Metropolitan University), Dean Smith (UK Young Autism Project), Diane W. Hayward (UK Young Autism Project), Catherine M. Gale (UK Behavior Analysis; Research Group CIC), and Lars Klintwall (Stockholm University)

Early Identification and Treatment of Autism Symptomatology in Infant Siblings KATHRYN COUGER, Rebecca P. F. MacDonald, and William H. Ahearn (New England Center for Children)

A Callosal Biomarker of Behavioral Intervention in Autism: A Case-Control Study

JAVIER VIRUES ORTEGA (Universidad Autónoma de Madrid; The University of Auckland); Nerea Lopez (Universidad Española de Educación a Distancia); and Nicole McKay, Jessica Catherine McCormack, Rosalie Liu, and Ian Kirk (The University of Auckland)

#204 Symposium

8:00 am-8:50 am Walter E. Washington Convention Center, Level 1, Salon I AUT/EDC; Translational BACB CE Offered. CE Instructor: Thomas G. Szabo, Ph.D.

ACTing the Part: Expanding the Reach of ACT-Based Efforts Within Behavior Analysis Chair: Dana Paliliunas (Missouri State University)

Values and Persistence: Evaluating the Effectiveness of Brief Values Exercises on a Persistence Task in the Laboratory

JAY LEUNG (University of Southern California) and Jonathan J. Tarbox (University of Southern California; FirstSteps for Kids)

Watch Me Try: ACT for Improving Athletic Performance of Young Adults With ASD

THOMAS G. SZABO (Florida Institute of Technology) and Chris Palinski and Paula Willis (Las Vegas College)

Investigations of Psychological Flexibility as a Mediator for Academic, Prosocial, and Maladaptive Behavior Change in a Twice Exceptional Student Sample

DANIEL HOWELL, Adam DeLine Hahs, and Michael DeLaet (Arizona State University)

#205 Symposium

DEI

8:00 am-9:50 am Marriott Marguis, Level M4, Liberty N-P CSS/PCH; Theory BACB CE Offered. CE Instructor: Diana J. Walker. Ph.D.

Discrimination in Behavior Analysis and Beyond: False Dichotomies, Disparagement Humor, Implicit

Bias, and #MeToo Cusp Chair: Diana J. Walker (Visions, LLC; The Chicago School of Professional Psychology) Discussant: Christine E. Hughes (University of North Carolina Wilmington)

False Dichotomies in Behavior Analysis: How They Hurt Us and What to Do About It DIANA J. WALKER (Visions, LLC; The Chicago School of Professional Psychology)

Just Keep Scrolling: The Persistence of Prejudice and Discrimination in Politically Correct Social Media Groups

JENNIFER KLAPATCH TOTSCH (National Louis University)

Explicit and Implicit Attitudes and Their Relation to Social Issues

MARIE-MICHELE TRUCHON (The Chicago School of Professional Psychology)

The Endurance and Power of Women: Making It Matter Through #MeToo

GABRIELA ARIAS, Michaela Smith, Traci Cihon, and Kyosuke Kazaoka (University of North Texas) and Aecio De Borba Vasconcelos Neto (Universidade Federal do Pará; University of North Texas)

#206 Symposium

8:00 am-9:50 am Walter E. Washington Convention Center, Level 1, Room 103 DDA; Translational BACB CE Offered. CE Instructor: Jessica L. Becraft, Ph.D.

How Are We Doing? A Closer Look at Clinical Outcomes and Caregiver Behavior

Chair: Jessica L Becraft (Kennedy Krieger Institute; Johns Hopkins University School of Medicine) Discussant: Linda A. LeBlanc (LeBlanc Behavioral Consulting LLC)

Valuation of Behavioral Analysis: From Social to Societal Validity

MICHAEL F. CATALDO (Kennedy Krieger Institute; Johns Hopkins University School of Medicine)

Parent Perception of Problem Behavior: A Thematic Analysis of Parent Descriptions of Problem Behavior

NADRATU NUHU, Joanna Lomas Mevers, Alexis Constantin Pavlov, and Nathan Call (Marcus Autism) Center: Children's Healthcare of Atlanta; Emory University)

The Validity of Parent Evaluation of Treatment Effects

JESSICA L. BECRAFT, Michael F. Cataldo, and Patricia F. Kurtz (Kennedy Krieger Institute: Johns Hopkins University School of Medicine) and Usai Bah (Kennedy Krieger Institute)

Caregiver Training and Choice in Reducing Problem Behavior for Children With Autism Spectrum Disorder

ASHLEY ANNE STEVENS (The Mentor Network; REM Minnesota), Casey J. Clay (University of Missouri), Alison Jo Cooper (Thompson Center for Autism and Neurodevelopmental Disorders), Savannah Tate (University of Florida), and SungWoo Kahng (Rutgers University)

#207 Symposium

8:00 am–9:50 am Walter E. Washington Convention Center, Level 1, Salon G DDA/EAB; Applied Research BACB CE Offered. CE Instructor: Sarah D Haney, M.A.

Translational and Applied Investigations of Renewal Chair: Sarah D. Haney (Munroe-Meyer Institute, University of Nebraska Medical Center) Discussant: Christopher A. Podlesnik (Auburn University)

Examining Contextual Control in Children With Automatically Reinforced Problem Behavior ALEXIS CONSTANTIN PAVLOV, Colin S. Muething, and Nathan Call (Marcus Autism Center)

Operant Renewal of Desirable Behavior in a Simulated Workplace: A Translational Model ABIGAIL BLACKMAN, Matthew Novak, Tyler Erath, and Florence D. DiGennaro Reed (University of Kansas)

An Evaluation of a Mitigation Procedure for Renewal of Inappropriate Mealtime Behavior SARAH D. HANEY, Cathleen C. Piazza, and Kathryn M. Peterson (Munroe-Meyer Institute, University of Nebraska Medical Center) and Brian D. Greer (Rutgers Robert Wood Johnson Medical School)

Operant Renewal With Human Subjects: Implications for Theory and Practice VALDEEP SAINI (Brock University) and Daniel R. Mitteer (Munroe-Meyer Institute, University of Nebraska Medical Center)

#208 Symposium

8:00 am–9:50 am Walter E. Washington Convention Center, Level 1, Salon H DDA/AUT; Applied Research BACB CE Offered. CE Instructor: Allison Nicole White, M.Ed.

Advancements in Research on Decision-Making in Behavioral Treatment

Chair: Allison Nicole White (Michigan State University)

Discussant: Tyra Paige Sellers (Behavior Analyst Certification Board)

Piloting a Collaborative Decision Tool to Increase Rigor and Relevance of Functional Behavior Assessments

BLAIR LLOYD, Jessica Torelli, and Marney Pollack (Vanderbilt University)

Evaluation of an Instructional Package for Data-Based Decision Making MEKA MCCAMMON, Katie Wolfe, Ashley Holt, and Lauren LeJeune (University of South Carolina)

Considering the Process and Product of Intensive Intervention Through Data Triangulation IPSHITA` BANERJEE (Peabody College; Vanderbilt University) and Joseph Michael Lambert, Nealetta Houchins-Juarez, and Bailey Copeland (Vanderbilt University)

Visual Analysis With Dynamic Data Sets and Changing Data Accuracy

ALLISON NICOLE WHITE and Matthew T. Brodhead (Michigan State University) and David J. Cox (Johns Hopkins University School of Medicine)

#209 Symposium

8:00 am–9:50 am Marriott Marquis, Level M2, Marquis Ballroom 3/4 EAB/VRB; Basic Research BACB CE Offered. CE Instructor: Robbie Hanson, Ph.D.

Stimulus Classes, Transfer of Function, and Verbal Behavior

Chair: Robbie Hanson (Endicott College) Discussant: Erik Arntzen (Oslo Metropolitan University)

Transfer of Avoidance in Equivalence Classes Using Loss of Points as Aversive Stimulus Lucas Gandarela, Leandro Boldrin, and PAULA DEBERT (Universidade de São Paulo)

Establishing Derived Reinforcers via Equivalence-Based Instruction

LESLEY A. SHAWLER (Kennedy Krieger Institute; Johns Hopkins University School of Medicine) and Karina Zhelezoglo, Shannon Luoma, and Caio F. Miguel (California State University, Sacramento)

Effects of a Rhyming Distractor on Trained and Untrained Stimulus Relations in a Delayed Matchto-Sample Task

ELIZABETH AUGSPURGER, Yors A. Garcia, Julie A. Ackerlund Brandt, and Amanda Mahoney (The Chicago School of Professional Psychology)

Investigating the Effects of Verbal Behavior on Emergent Comparative Relations

SHANNON LUOMA, Adrienne O'Neil, Angel Gonzalez, Nigel Richardson, and Caio F. Miguel (California State University, Sacramento)

8:00 am–9:50 am Walter E. Washington Convention Center, Level 3, Ballroom AB OTH; Theory PSY/BACB/QABA/NASP CE Offered. CE Instructor: Peter R. Killeen, Ph.D.

Behavior Analysis in the Domain of Psychology

Chair: Peter R. Killeen (Arizona State University)

ANTHONY BIGLAN (Oregon Research Institute) MICHAEL J. DOUGHER (University of New Mexico) ALAN E. KAZDIN (Yale University) MARK A. MATTAINI (Jane Addams College of Social Work-University of Illinois at Chicago) DEREK REED (University of Kansas) SUSAN M. SCHNEIDER (Root Solutions)



Anthony Biglan, Ph.D., is a senior scientist at Oregon Research Institute. He is the author of *The Nurture Effect: How the Science of Human Behavior Can Improve our Lives and Our World*. Dr. Biglan has been conducting research on the development and prevention of child and adolescent problem behavior for the past 30 years. His work has included studies of the risk and protective factors associated with tobacco, alcohol, and other drug use; high-risk sexual behavior; and antisocial behavior. He has conducted numerous experimental evaluations of interventions to prevent tobacco use both through school-based programs and community-

wide interventions. 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 and colleagues at the Center for Advanced Study in the Behavioral Sciences published a book summarizing the epidemiology, cost, etiology, prevention, and treatment of youth with multiple problems (Biglan et al., 2004). He is a former president of the Society for Prevention Research. He was a member of the Institute of Medicine Committee on Prevention, which released its report in 2009 documenting numerous evidence-based preventive interventions that can prevent multiple problems. As a member of Oregon's Alcohol and Drug Policy Commission, he is helping to develop a strategic plan for implementing comprehensive evidence-based interventions throughout Oregon.



Dr. Michael J. Dougher is professor of psychology at the University of New Mexico, which is but the tip of the iceberg when it comes to describing the breadth and crosscurrents of teaching, research, and service in his distinguished career. Trained at the University of Illinois, Chicago as a clinical psychologist, his career exemplifies the scientist-practitioner model of that discipline. He has published widely on the analysis and treatment of such clinical problems as pain, depression, and addictive behavior. His research, however, has extended far beyond the traditional boundaries of clinical psychology. He has brought creative basic analyses of verbal behavior and

stimulus equivalence to bear on the understanding of not only the origins of clinical syndromes, but also new possible lines of approaches to their treatment. These complementary analyses of basic and applied research earned him the APA Division 25 Don Hake Award. Along these same lines, it is telling to note that Dr. Dougher served concurrently on ABAI's Practice Board and as the experimental representative to its executive council. His record of service also includes terms as president of ABAI and APA's Division 25, and on numerous boards and task forces related to professional issues in psychology. On these boards and task forces, he consistently has been a strong, thoughtful, and diplomatic representative of a behavior analytic perspective. These same adjectives characterize his editorial contributions to behavior analysis, as editor of *The Behavior Analyst*, associate editor of the *Journal of the Experimental Analysis* of *Behavior*, and as a member of the editorial boards of six other journals. In addition, Dr. Dougher has provided equally exceptional service to his students and university. This mentor of 25 doctoral students has received several teaching awards, including being named the University of New Mexico Teacher of the Year in 1995. Prior to his present appointment, he served as the department's director of clinical training and also department chair, then associate dean for research in the College of Arts and Sciences, and thereafter as the University of New Mexico's associate vice-president for research.



Alan E. Kazdin. Ph.D., ABPP, is Sterling professor of psychology and child psychiatry (emeritus) at Yale University. Before coming to Yale, he was on the faculty of The Pennsylvania State University and the University of Pittsburgh School of Medicine. At Yale, he has been director of the Yale Parenting Center, chairman of the Psychology Department, director and chairman of the Yale Child Study Center at the School of Medicine, Director of Child Psychiatric Services at Yale-New Haven Hospital. Kazdin's research has focused primarily on the treatment of aggressive and antisocial behavior in children and adolescents. His 750+ publications include 50 books that focus on

methodology and research design, interventions for children and adolescents, behavioral and cognitivebehavioral treatment, parenting and child rearing, and interpersonal violence. His work on parenting and childrearing has been featured on NPR, PBS, BBC, and CNN and he has appeared on the *Today Show, Good* Morning America, ABC News, 20/20, and Dr. Phil. For parents, he has a free online course (Coursera), Everyday Parenting: The ABCs of Child Rearing (ABCs = Antecedents, Behaviors, Consequences). Kazdin has been editor of six professional journals (*Journal of Consulting and Clinical Psychology, Psychological Assessment, Behavior Therapy, Clinical Psychology: Science and Practice Current Directions in Psychological Science*, and *Clinical Psychological Science*). He has received a number of professional awards including the Outstanding Research Contribution by an Individual Award and Lifetime Achievement Award (Association of Behavioral and Cognitive Therapies), Outstanding Lifetime Contributions to Psychology Award and Distinguished Scientific Award for the Applications of Psychology (American Psychological Association), the James McKeen Cattell Award (Association for Psychological Science), and the Gold Medal Award for Life Achievement in the Science of Psychology (American Psychological Foundation). In 2008, he was president of the American Psychological Association.



Mark Mattaini, DSW, ACSW, holds an emeritus appointment at Jane Addams College of Social Work, University of Illinois at Chicago (UIC), where he was previously director of the doctoral program. He has developed, implemented, and researched behavioral strategies for individual, family, organizational, community and policy level interventions in the US, Canada, and Latin America, increasingly emphasizing advocacy, accompaniment, and activism in recent years. Consistent with that emphasis, his recent scholarship has focused on nonviolent action supporting social justice, and behavioral systems science at the cultural level. He is a research affiliate

of the UIC Center for Research on Violence, and has chaired 25 dissertations related to responses to social issues. Most of his Ph.D. graduates are engaged in research and practice with marginalized populations, including those victimized by—and perpetrating—violence, and in developing evidence-guided supports for young people experiencing homelessness and social exclusion. Dr. Mattaini is a author or editor of 13 books, two of the most recent being *Strategic Nonviolent Power: The Science of Satyagraha*, and *Leadership for Cultural Change: Managing Future Well-Being*, as well as numerous other publications. Editor of the interdisciplinary journal *Behavior and Social Issues*, Dr. Mattaini has served on the editorial boards of multiple journals in behavior analysis and social work. ABAI Convention Program Board Coordinator from 2013-2017, he has also been a long-time member of the Board of Planners for Behaviorists for Social Responsibility, the oldest ABAI SIG.



Dr. Derek Reed is an associate professor in the Department of Applied Behavioral Science at the University of Kansas where he directs the Applied Behavioral Economics Laboratory. Derek received his bachelor's degree in psychology from Illinois State University and his master's and Ph.D. in school psychology from Syracuse University. He has served as associate editor for *Behavior Analysis in Practice* and *The Psychological Record*, and guest associate editor for *The Behavior Analysis*. He serves as a reviewer on the editorial boards of *The Behavior Analyst*, *Journal of*

Applied Behavior Analysis, and Journal of the Experimental Analysis of Behavior. Derek has published over 80 peer reviewed papers and book chapters, coauthored three edited books, and was the 2016 recipient of the American Psychological Association Division 25 B. F. Skinner Foundation New Applied Researcher Award. He is presently working on a new textbook titled "Introduction to Behavior Analysis" with his coauthors Greg Madden and Mark Reilly. Derek recently served on the ABAI Science Board and is presently the executive director of the Society for the Quantitative Analyses of Behavior. Derek's research translates the behavioral economics of addiction to understanding ultraviolet indoor tanning dependence in college populations.



Dr. Susan M. Schneider's involvement in behavior analysis goes back to high school when she read Beyond Freedom & Dignity and wrote B. F. Skinner, never dreaming that he would reply. They corresponded throughout her master's degree in mechanical engineering at Brown University, her engineering career, and her stint in the Peace Corps. At that point, Schneider bowed to the inevitable and switched careers, obtaining her Ph.D. in developmental psychology in 1989 from the University of Kansas. A research pioneer, she was the first to apply the generalized matching law to sequences and to demonstrate operant generalization and

matching in neonates. Her publications also cover the history and philosophy of behavior analysis and the neglected method of sequential analysis. Schneider has championed the inclusive "developmental systems" approach to nature nurture relations, culminating in reviews in the *Journal of Experimental Analysis of Behavior* and *The Behavior Analysi*, and she has served on the editorial boards for both of those journals. Her book, *The Science of Consequences: How They Affect Genes, Change the Brain, and Impact Our World*, summarizes the field of operant behavior, its larger nature-nurture context, and its full range of applications. It earned a mention in the journal *Nature*, was a selection of the Scientific American Book Club, and won the 2015 Society for the Advancement of Behavior Analysis Award for Effective Presentation of Behavior Analysis in the Mass Media.

Abstract: Whereas behavior analysts take due pride in the unique characteristics that distinguish us from mainstream psychology, those characteristics also distance us from psychology, cheating us of attention, recognition, support, and employment opportunities. Is it possible to remain true to our behavioral tenets, while improving our communication and presence in the larger intellectual community? If so, how do we go about it? We are fortunate to have Dr. Alan E. Kazdin, an early pioneer of behavior modification and expert in single case (N of 1) research designs in clinical and applied settings. He has succeeded in what we aspire to do--formulating and validating empirically grounded behavioral interventions, in particular for children and teenagers. He has been embraced by psychologists in general, having served as the president of APA and winning the APA gold medal for lifetime achievement. He also has a significant public audience (e.g. https://slate.com/author/alan-kazdin; https://time.com/author/alan-kazdin/ and https://amzn.to/2NiAp4c). In this panel he will discuss with leaders in our field his thoughts about ways in which we can advance our agenda, and regain a seat at the table of empirically-based behavioral psychology writ large.

#211 Invited Tutorial

8:00 am–9:50 am Walter E. Washington Convention Center, Level 2, Room 207A PRA; Theory BACB CE Offered. CE Instructor: Edward J. Daly, Ph.D.

Professional Competency: You May Have It Now, but Can You Keep It?

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

EDWARD J. DALY (University of Nebraska-Lincoln)



Edward J. Daly III, BCBA-D, conducts research on functional assessment methods and school-based consultation. He has co-authored numerous chapters and journal articles on this topic. Dr. Daly is professor of educational psychology at the University of Nebraska-Lincoln, where he teaches course work in applied behavior analysis, school-based interventions, and single-case experimental designs.

Abstract: This presentation will examine what the sciences of expertise and professional judgment have to teach behavior analysts about cultivating,

maintaining, and expanding professional competencies following training. The topic will be presented in the context of the field's ethical standards with respect to (a) relying on scientific knowledge, (b) respecting the boundaries of competence, and (c) maintaining and continuously improving professional competence in the complex environments in which we work. This complexity makes our work environments highly conducive to judgment errors that compromise our ability to assure that our clients receive the best-possible treatment. But, the greatest potential source of error lies within the professional who assumes that prior training and experience assures competence. Although the research on professional expertise and judgment has largely been carried on outside the field, our very own principles of behavior and professional practice can be useful to us if we apply them to ourselves properly in managing our professional behavior. The implications for practice of the sciences of professional expertise and judgment will be examined in terms of how we behavior analysts can self-manage our professional behavior to assure that we are doing everything within our power to address the needs of our clients.

#212 Symposium

8:00 am–9:50 am Marriott Marquis, Level M4, Archives TBA/EDC; Translational BACB CE Offered. CE Instructor: Catherine M. Gayman, Ph.D.

Empowering the Learner: Using Interteaching to Improve Higher Education

Chair: Catherine M. Gayman (Troy University) Discussant: Philip N. Hineline (Temple University - Emeritus)

Can Access to Preparation Guides Alone Enhance Lecture-Based Teaching? CATHERINE M. GAYMAN (Troy University), Stephanie Jimenez (University of Pittsburgh at Johnstown), and Tara Elizabeth Casady (Bassett Army Community Hospital)

An Investigation of the Group Discussion Component of Interteaching With and Without Completed Prep Guides

STEPHANIE JIMENEZ (University of Pittsburgh at Johnstown) and Catherine M. Gayman (Troy University)

Interteaching in Community Health: A Comparison of Active Learning Strategies and Follow-Up JONATHAN A. SCHULZ and Vincent Thomas Francisco (University of Kansas)

A Systematic Review and Quantitative Analysis on the Effectiveness of Interteaching CAMILO HURTADO PARRADO (Troy University; Fundación Universitaria Konrad Lorenz), Nicole Pfaller-Sadovsky (Queen's University Belfast), Lucia Medina (Fundacion Universitaria Konrad Lorenz), Catherine M. Gayman and Kristen A. Rost (Troy University), DANIELA CARDILLO (Fundacion Universitaria Konrad Lorenz), and Derek Schofill (Troy University)

#213 Panel Discussion

9:00 am–9:50 am Walter E. Washington Convention Center, Level 2, Room 202A AUT/DDA; Service Delivery BACB CE Offered. CE Instructor: Melissa R. Nosik, Ph.D.

An Update on the Behavior Analyst Certification Board

Chair: Melissa R. Nosik (Behavior Analyst Certification Board)

BRIDGET A. TAYLOR (Alpine Learning Group; Behavior Analyst Certification Board) NEIL TIMOTHY MARTIN (Behavior Analyst Certification Board) MELISSA R. NOSIK (Behavior Analyst Certification Board)

#214 Symposium

9:00 am–9:50 am Walter E. Washington Convention Center, Level 2, Room 201 AUT/DDA; Translational BACB CE Offered. CE Instructor: Ashley Marie Fuhrman, Ph.D.

Recent Applied and Translational Research on Treatment Relapse

Chair: Ashley Marie Fuhrman (Rutgers University; Children's Specialized Hospital)

Resurgence Following Traditional and Interdependent Differential Reinforcement of Alternative Behavior

ASHLEY MARIE FUHRMAN (Rutgers University; Children's Specialized Hospital), Wayne W. Fisher and Brian D. Greer (Rutgers Robert Wood Johnson Medical School), Timothy A. Shahan (Utah State University), and Andrew R. Craig (SUNY Upstate Medical University)

The Potential Effects of Mand Preference on the Long-Term Maintenance of FCT

COURTNEY MAUZY and Joel Eric Ringdahl (University of Georgia), Wendy K. Berg and Kelly M. Schieltz (The University of Iowa), and Karla Zabala (University of Georgia)

Effects of Combining Contextual Changes, Omission Errors, and Commission Errors on Target and Alternative Behavior

DANIEL R. MITTEER (Munroe-Meyer Institute, University of Nebraska Medical Center), Brian D. Greer (Rutgers Robert Wood Johnson Medical School), Kayla Rechelle Randall (Munroe-Meyer Institute, University of Nebraska Medical Center), Ryan Kimball (University of St. Joseph), and Sean Smith (Munroe-Meyer Institute, University of Nebraska Medical Center)

#215 Symposium

9:00 am–9:50 am Walter E. Washington Convention Center, Level 1, Room 102 AUT/DDA; Applied Research BACB CE Offered. CE Instructor: Lisa Tereshko, M.S.

Review and Implementation of Positive Behavioral Feeding Interventions to Increase Food Consumption Chair: Kimberly Marshall (CCSN: Center for Independence; Endicott College)

A Systematic Literature Review of Positive Behavioral Feeding Interventions Without the Implementation of Escape Extinction

LISA TERESHKO (Beacon ABA Services; Endicott College), Justin B. Leaf (Autism Partnership Foundation; Endicott College), Mary Jane Weiss (Endicott College), Amy Victoria Rich (Beacon ABA Services), and Morgan Pistorino (Beacon ABA Services; Cambridge College)

Observational Effects on the Food Preferences of Children With Autism Spectrum Disorder

Joseph H. Cihon and ASIM JAVED (Autism Partnership Foundation; Endicott College), Mary Jane Weiss (Endicott College), Julia Ferguson (Autism Partnership Foundation), Justin B. Leaf (Autism Partnership Foundation; Endicott College), Thomas L. Zane (University of Kansas), and Robert K. Ross (Beacon ABA Services)

Access to Stereotypy as Reinforcement for Rate of Eating

COLLEEN O'GRADY (Melmark New England)

#216 Symposium

9:00 am–9:50 am Walter E. Washington Convention Center, Level 2, Room 207B AUT; Applied Research BACB CE Offered. CE Instructor: Allison Parker, M.A.

Recent Research on Social Skills for Children With Autism Spectrum Disorder Chair: Allison Parker (Caldwell University)

Reinforcer Assessment of Contingent Imitation in Preschoolers With Typical Development and Autism Spectrum Disorder

LESLIE QUIROZ, Tina Sidener, Meghan Deshais, and Kenneth F. Reeve (Caldwell University) and David C. Palmer (Smith College)

The Use of Social Referencing to Respond in the Context of Novel Stimuli

JENNA GRAY (Western New England University) and Rebecca P. F. MacDonald (New England Center for Children)

An Analysis of the Effects of Social Stories on Social Pragmatic Skills for Individuals With Autism Spectrum Disorder

SAMANTHA STEVENSON and Rebecca P. F. MacDonald (New England Center for Children)

#217 Symposium

9:00 am-9:50 am Walter E. Washington Convention Center, Level 1, Salon B CBM/PCH; Translational BACB CE Offered. CE Instructor: Elizabeth Meshes, Ph.D.

Escaping the Uncomfortable: Why the Measurement of Experiential Avoidance Matters

Chair: Madison Taylor Logan (University of North Texas) Discussant: Emily Kennison Sandoz (University of Louisiana at Lafayette)

Toward the Development of a Delay Discounting Model of Experiential Avoidance

ELIZABETH MESHES (The Chicago School of Professional Psychology; Exceptional Minds), Jonathan J. Tarbox (University of Southern California; FirstSteps for Kids), and Amy Odum (Utah State University)

Politics Predict Prejudice: Exploring Experiential Avoidance as a Moderator of Political Beliefs and Sexual Intolerance

MADISON TAYLOR LOGAN, Taylor Johnson, and Amy Murrell (University of North Texas)

#218 Symposium

9:00 am-9:50 am Marriott Marquis, Level M2, Marquis Ballroom 1/2 EAB/VRB: Translational

Examining the Role of State Versus Trait Variables on Delay Discounting Across Human and Animal Subjects

Chair: Luis Rodriguez (Idaho State University)

Delay Discounting of Food and Water in Rats Shows Trait Characteristics

CARÓLINE TOWSÉ, Jeremy Haynes, Annie Galizio, Charles Casey Joel Frye, and Amy Odum (Utah State University)

Relation Between Age, Puberty, and Obesity in Food Delay Discounting YAEEUN LEE and Erin B. Rasmussen (Idaho State University)

The Effects of Obligatory and Preferential Frames on Delay Discounting

Laura Barcelos Nomicos, KENNETH W. JACOBS, and Matt Locey (University of Nevada, Reno)

#219 Symposium

9:00 am-9:50 am Marriott Marguis, Level M4, Independence D EDC; Service Delivery BACB CE Offered. CE Instructor: Shantel Pugliese, M.S.

System-Wide Applications of Behavior Analytic Models in Schools

Chair: Shantel Pugliese (The Faison Center) Discussant: Autumn Kaufman (Virginia Department of Juvenile Justice)

Tiered Behavioral Service Model Within a Public School System: Intensive Behavior Program **Reduces Exclusionary Discipline**

CHRISTINE M. WELGAN, Ashley Bowman-Matheson, and Tina Tomalesky (Clarke County Public Schools)

Bringing a More Proactive Approach to a Traditionally Punitive Setting Within a Juvenile Correctional Facility JAMES C. SANTOYO, Autumn Kaufman, Evelyn Gonzalez-Ortiz, Jay Lane, Kara Judy, and Penney

Baker (Virginia Department of Juvenile Justice)

#220 Symposium

9:00 am–9:50 am Marriott Marquis, Level M4, Independence F-H EDC/EAB; Applied Research BACB CE Offered. CE Instructor: Ji Young Kim, Ph.D.

Equivalence-Based Instruction: Procedures and Contingencies to Promote Generative Learning Chair: Ji Young Kim (Teachers College)

Equivalence-Based Instruction: Effects of Training Structure on Efficiency and Transfer of Function

JULIANA SEQUEIRA CESAR DE OLIVEIRA (Texas Čhristian University), Luiz Alexandre Barbosa de Freitas (Universidade Federal de Mato Grosso; Federal University of Pará; Florida Institute of Technology), and Anna I. Petursdottir (Texas Christian University)

Comparing Interdependent Group Contingency-Based and Individualized Equivalence-Based Instruction to PowerPoint Lecture to Establish Classes

BRIANA OSTROSKY, Kenneth F. Reeve, Sharon A. Reeve, and Jason C. Vladescu (Caldwell University) and Jessica Day-Watkins (Drexel University)

Peer Tutoring of Equivalence-Based Instruction

VICTORIA VERDUN, Brittany Chiasson, and Daniel Mark Fienup (Teachers College, Columbia University)

#221 Panel Discussion

9:00 am–9:50 am Marriott Marquis, Level M4, Capitol/Congress OBM/AUT; Service Delivery BACB CE Offered. CE Instructor: Gina Feliciano, Ph.D.

Culture Shock: OBM Works! Changing the Culture of an Autism Spectrum Disorders Service Provision Agency

Chair: Alicia M. Alvero (Queens College, CUNY)

GINA FELICIANO (Quality Services for the Autism Community) ANYA K. SILVER (Quality Services for the Autism Community) LISA A. VEGLIA (Quality Services for the Autism Community)

#222 Symposium

9:00 am–9:50 am Marriott Marquis, Level M1, University of D.C./Catholic University PCH/VRB; Theory BACB CE Offered. CE Instructor: Eva Lieberman, Ph.D.

So What's the Function? The Application of Behavior Analysis to Ethical Standards and Belief Systems Chair: Eva Lieberman (University of Louisiana at Lafayette) Discussant: Karen Kate Kellum (University of Mississippi)

The Development of Spiritual Belief Systems: Observations of the Possible Role of Rule-Governance, Manding, Pliance, and Psychological Flexibility DAVID R. PERKINS, MaKensey Sanders, Daryl Rachal, and Emily Kennison Sandoz (University of Louisiana at Lafavette)

Why Rats Can't Be Right (or Wrong): A Behavioral Analysis of Ethical Theories MAKENSEY SANDERS, David R. Perkins, Daryl Rachal, and Emily Kennison Sandoz (University of Louisiana at Lafayette)

#223 Panel Discussion

9:00 am–9:50 am Marriott Marquis, Level M2, Marquis Ballroom 5 PCH/CSS; Service Delivery BACB CE Offered. CE Instructor: Jon S. Bailey, Ph.D.

Behavior Analysts Treating Supervisees and RBTs Badly

Chair: Jon S. Bailey (Florida State University)

MARY JANE WEISS (Endicott College) THOMAS L. ZANE (University of Kansas) JON S. BAILEY (Florida State University)

#224 Paper Session

9:00 am–9:50 am Marriott Marquis, Level M4, Independence A-C TBA

Recent Advancements and Applications in Decision Making Skills Training Chair: Dawn Allison Bailey (Oregon Institute of Technology)

Description of a Generative Instruction Model to Improve Clinical Decision-Making Skills for Students Seeking Certification in Applied Behavior Analysis (Service Delivery) DAWN ALLISON BAILEY (Oregon Institute of Technology)

Decision Modeling in Behavior Analysis: Implications for Supervision and Mentoring (Service Delivery) JULIE LOUISE MELENDEZ and Michael J. James Cameron (University of Southern California)

#225 Symposium

9:00 am–10:50 am Walter E. Washington Convention Center, Level 1, Salon A CBM/CSS; Translational BACB CE Offered. CE Instructor: Carole M. Van Camp, Ph.D.

Recent Applications of Behavior Analysis to Physical Activity

Chair: Stephanie L. Kincaid (Rollins College) Discussant: Carole M. Van Camp (University of North Carolina Wilmington)

Music's Effects on Running: A Behavior Analytic Review of the Psychological Research JENNIFER L. COOK and Raymond G. Miltenberger (University of South Florida)

The Peculiarities of Runners: A Survey of Runners' Behavior and Factors Influencing Running SHREEYA DESHMUKH, Jennifer L. Cook, and Raymond G. Miltenberger (University of South Florida); Cynthia P. Livingston (University of North Florida); and Jeremy Buttice (University of South Florida)

A Functional Analysis of Physical Activity in Children with Intellectual and Developmental Disabilities ALEXANDRA KNERR and Stephanie L. Kincaid (Rollins College)

The Effects of Behavioral Skills Training on the Acquisition of Swimming Skills LINDSEY ERIN WRIGHT (Quest, Inc.)

#226 Symposium

9:00 am–10:50 am Marriott Marquis, Level M4, Liberty M CSS; Service Delivery BACB CE Offered. CE Instructor: Erin Elizabeth Bertoli, M.S.

ACTions Speak Louder Than Words: The Vast Utility of Acceptance and Commitment Therapy Inside ABA Agencies

Chair: Ěrin Elizabeth Bertoli (Brett DiNovi & Associates, LLC) Discussant: Stuart E. Libman (PLEA)

ACT Now: Ways to Enhance Behavior Analytic Practice with Acceptance and Commitment Training MICHELLE L. ZUBE (Brett DiNovi & Associates, LLC; Caldwell University)

Clinical Family Coaching: An Example of Acceptance and Commitment Therapy in Behavioral Caregiver Training EHREN J. WERNTZ (Arizona Autism United)

The Utility of Acceptance and Commitment Therapy in Acknowledging and Addressing Stress, and Stress Management. With Your Team

Stress Management, With Your Team KATE ELIZABETH HARRISON (Brett DiNovi & Associates, LLC)

The Use of Acceptance and Commitment Therapy with Struggling Youth: Another Tool for Your Behavior Analytic Toolbox

ERIN ELIZABETH BERTOLI (Brett DiNovi & Associates, LLC)

#227 Symposium

9:00 am–10:50 am Marriott Marquis, Level M4, Independence E EDC; Applied Research BACB CE Offered. CE Instructor: Kwang-Sun Cho Blair, Ph.D.

School-Based Interventions for Problem Behavior Chair: Kimberly Crosland (University of South Florida) Discussant: Kwang-Sun Cho Blair (University of South Florida) Evaluating Check-In/Check-Out With a Self-Monitoring Component MOLLIE MCDERMIT and Kimberly Crosland (University of South Florida)

An Evaluation of Self-Monitoring Using the Individualized Behavior Rating Scale Tool in Classroom Settings

Jessica Moore, SARA HORDGES, and Kimberly Crosland (University of South Florida)

A Meta-Analysis of Tier 2 Interventions Implemented Within School-Wide Positive Behavioral Interventions and Supports

Kwang-Sun Cho Blair (University of South Florida), Eun-Young Park (Jeonju University), Won-Ho Kim (Ulsan College), and Daniel Kwak and JENNIFER TRAPANI (University of South Florida)

#228 Symposium

9:00 am–10:50 am Marriott Marquis, Level M4, Liberty I-L OBM; Service Delivery

Big Data and Analytics in Behavior Analysis

Chair: Jonathan E. Friedel (National Institute for Occupational Safety and Health) Discussant: Mark P. Alavosius (Praxis2LLC)

An Overview of Analytics in Occupational Safety Research

OLIVER WIRTH, Jonathan E. Friedel, and Anne M. Foreman (National Institute for Occupational Safety and Health)

Utilizing Data Analytics to Inform Safety Interventions and Reduce Adverse Safety Outcomes MATTHEW M. LASKE, Yalcin Acikgoz, Timothy D. Ludwig, and Shawn Bergman (Appalachian State University)

Assessing Analytics Readiness Within Occupational Health and Safety

MAIRA CŎMPAĠNONE, Timothy D. Ludwig, Śhawn Bergman, and Yalciń Acikgoz (Appalachian State University)

The Scope and Variety of Analytics: Examples of Techniques Suitable for Behavioral Data Sets ANNE M. FOREMAN, Jonathan E. Friedel, and Oliver Wirth (National Institute for Occupational Safety and Health)

#229 Symposium

10:00 am–10:50 am Marriott Marquis, Level M2, Marquis Ballroom 5 AAB/CBM; Service Delivery BACB CE Offered. CE Instructor: Terri M. Bright, Ph.D.

Reproducing the Past and Predicting the Future: Dog Aggression and Separation Anxiety

Chair: JoAnna Platzer (Virginia Tech) Discussant: Janie A Funk (University of Nevada, Reno)

Can an In-Shelter Test Predict Whether Dogs Will Exhibit Separation-Related Problem Behavior Post-Adoption?

ERICA N. FEUERBACHER (Virginia Tech), Andrew Robert Smith (Western Michigan University), Clive Wynne (Arizona State University), Sarah Hebert (Virginia Tech), Christopher T. Franck (Virginia Tech), and Jessica Hekman (Broad Institute; Massachusetts Institute of Technology)

The "Fake" Dog as Stimulus Control Agent to Assess Dog Reactivity/Aggression TERRI M. BRIGHT and Jocelyn Strassel (MSPCA Angell)

#230 Symposium

10:00 am–10:50 am Walter E. Washington Convention Center, Level 2, Room 202B AUT/DDA; Service Delivery

Functional Analyses without Boundaries: Methodological Adjustments to Increase Acceptability Across Cultures and Settings

Chair: Caitlin Fulton (University of Nebraska Medical Center) Discussant: Jessica Foster Juanico (University of Kansas)

An Evaluation of Behavior Skills Training for the Identification of Precursor Behaviors and Implementation of Precursor-Based Functional Analyses by Japanese Teachers KOZUE MATSUDA, Julie A. Ackerlund Brandt, and Susan D. Flynn (The Chicago School of Professional Psychology) and Neil Timothy Martin (Behavior Analyst Certification Board)

An Evaluation of a Response Allocation Assessment as a Possible Alternative to Traditional Functional Analysis

JENNIFER QUIGLEY, Julie A. Ackerlund Brandt, and Joslyn Mintz (The Chicago School of Professional Psychology) and Jessica Foster Juanico (University of Kansas)

#231 Symposium

10:00 am-10:50 am Walter E. Washington Convention Center, Level 1, Salon B CBM; Applied Research BACB CE Offered. CE Instructor: Matthew L. Edelstein, Psy.D.

Scaling the Science: Bridging the Clinical Gap Between Indirect Assessment and Functional Analysis for Outpatient Populations

Chair: Matthew L. Edelstein (Kennedy Krieger Institute)

Generalizing Preference Assessment Methodology Using Electronic Leisure Devices ASHLEY BOYLE (Kennedy Krieger Institute); Kaitlin M. Gould (University of Massachusetts Boston); and Jaime Benson, Susan K. Perkins-Parks, and Matthew L. Edelstein (Kennedy Krieger Institute)

Evaluation of a Structured Interview and Synthesized Contingency Analysis to Improve Efficient Functional Assessment

KAIT GOULD, Matthew L. Edelstein, Alicia Sullivan, and Rachel Bradley (Kennedy Krieger Institute)

A Comparison of Indirect Methods for Generating a Functionally Informed, Socially Valid Understanding of Challenging Behavior

RACHEL BRADLEY, Amanda Moen, Renee Smucker, Jaime Benson, Susan K. Perkins-Parks, and Matthew L. Edelstein (Kennedy Krieger Institute)

#232 Symposium

10:00 am–10:50 am Marriott Marquis, Level M4, Liberty N-P CSS; Theory

Discrimination, Microaggressions, and Perpetrator Blame: Behavioral Conceptualizations of Problematic Interpersonal Behavior from Social Psychology Chair: Eva Lieberman (University of Louisiana at Lafayette)

A Behavioral Conceptualization of Discrimination in the Workplace KRISTEN BLACK, Emily Kennison Sandoz, and Manyu Li (University of Louisiana at Lafayette)

A Behavioral Conceptualization of Racial Microaggressions NIA JACKSON and Emily Kennison Sandoz (University of Louisiana at Lafayette)

A Behavioral Conceptualization of Perpetrator Blame

EVA LIEBERMAN and Emily Kennison Sandoz (University of Louisiana at Lafayette)

#233 Symposium

10:00 am–10:50 am Marriott Marquis, Level M4, Independence F-H EDC/TBA: Translational

Training Teachers in Evidence-Based Practices to Improve the Behavior and Academic Functioning of Students in Iceland

Chair: Anna-Lind Petursdottir (School of Education, University of Iceland)

Reading Instruction Using Direct Instruction and Fluency Training in Special Education in 4th–7th Grade in Iceland

HARPA ÓSKARSDÓTTIR and Zuilma Gabriela Sigurdardottir (University of Iceland)

Training Teachers in Explicit Instruction and Fluency Building: 25 Case Studies From a University Course

GUDRUN BJORG RAGNARSDOTTIR (University of Iceland)

Guiding Teachers to Conduct Behavior Assessment and Function-Based Interventions Through a Distance Education Course

ANNA-LIND PETURSDOTTIR and Margret Sigmarsdottir (School of Education, University of Iceland)

#234 Special Event

10:00 am-10:50 am Walter E. Washington Convention Center, Level 1, Salon C 0TH PSY/BACB CE Offered. CE Instructor: Julie Kornack, Ph.D.

CPT Billing Codes: An Update From the ABA Billing Codes Commission Chair: Katherine Mahaffy (Association for Behavior Analysis International)

JULIE KORNACK (Center for Autism and Related Disorders)



Julie Kornack is the vice president of Government Relations for the Center for Autism and Related Disorders, the world's largest provider of evidence-based autism treatment. Her work includes identifying, developing, and supporting federal and state initiatives that preserve or increase access to autism services and supports, as well as analyzing the impact of federal and state legislative and regulatory developments on access to mental health services. She is the ABAI representative on the ABA Billing Codes Commission. She is co-author of The Diversity Is in the Details: Unintentional Language Discrimination in the Practice of Applied Behavior

Analysis and A Response to Papatola and Lustig's Paper on Navigating a Managed Care Peer Review: Guidance for Clinicians Using Applied Behavior Analysis in the Treatment of Individuals on the Autism Spectrum, published in Behavior Analysis in Practice, and is the author of The History, Pitfalls, and Promise of Licensure in the Field of Behavior Analysis, published in Handbook of Treatments for Autism Spectrum Disorder. Her analysis of the economics of autism treatment was published in the Handbook of *Early Intervention for Autism Spectrum Disorders: Research, Policy, and Practice*, and she was an editor of *Evidence-Based Treatment for Children with Autism: The CARD Model*. She co-founded and serves on the board of directors of the National Coalition for Access to Autism Services and participates in multiple state and national advisory committees and task forces. She was co-chair of Hillary for America's Disability Policy Health Care Task Force and a co-author of the Democratic National Committee's Disability Primer for Democratic Candidates.

Abstract: In the 18 months since the 2019 CPT I billing codes for adaptive behavior took effect, members of the ABA Billing Codes Commission have worked to disseminate information, resolve problems, address Concerns, and identify next steps. This presentation builds on the information presented in the workshop ABA Billing Codes Commission Presents: Is That Billable? Understanding How to Bill Ethically and Effectively. This presentation will provide an update on the work of the ABA Billing Codes Commission and will address recurrent questions, including the effort to increase uniformity in how the codes are interpreted; the proper use of Medically Unlikely Edits; the process to value codes; and the next steps in the Commission's effort to bridge the gap between billable services and ABA that reflects best practices.

#235 Invited Presenter

10:00 am-10:50 am Marriott Marguis, Level M2, Marguis Ballroom 6 PCH: Theory PSY/BACB/QABA/NASP CE Offered. CE Instructor: Per Holth, Ph.D.

Multiple Exemplar Training: Illustrations, Limitations, and Preliminary Guidelines Chair: David C. Palmer (Smith College)

PER HOLTH (Oslo Metropolitan University)



Professor Per Holth received his license to practice psychology in 1983, and his Ph.D. in 2000, with a dissertation on the generality of stimulus equivalence. His clinical work has been in services for people with autism and developmental disabilities, in psychiatric units, and in the military services. His research activities span basic research, on stimulus equivalence and joint attention, as well as applied work and management of large research projects. Per Holth has taught classes in behavior analysis and learning principles at the University of Oslo and Oslo and Akershus University College (OAUC) since 1982, and joined the faculty of OAUC and the Program for learning in complex systems, as an associate professor in 2004 and as full professor in 2006. He

teaches classes in all behavior-analytic education programs at OAUC. He has written for peer-reviewed publications on basic research, applied work, and philosophy of science; served on several editorial boards; and he has a member of the editorial troika of the European Journal of Behavior Analysis for 15 years. He has been a program co-coordinator of the TPC area of ABAI, is currently a program co-coordinator for the development area, and he is on the board of directors of the B. F. Skinner Foundation. His current research interests have drifted in the direction of basic experimental work with animals and humans.

Abstract: Through a set of exemplars that sample the range of stimulus and response topographies, multiple exemplar training aims to produce the full range of performances. The principle has been widely acknowledged and used in experimental psychology, in the experimental analysis of behavior, and in behavior-analytic applications. Behavior analysts have often referred to a history of multiple exemplar

training to account for different generalized performances. Examples of such generalized performances are abstraction and concept learning, responding to relations, identity matching, rule following, behavioral variability, responding to wh-questions, describing past events, learning sets, and continuous repertoires. There is convincing evidence for the usefulness of multiple exemplar training with respect to many types of performances, even performances that involve relations between objects or events. Yet, there appear to be at least two important exceptions, where direct multiple exemplar training does not work well: (1) when there are no physical dimensions at all along which generalized performances can emerge, and (2) when the relation between antecedents and an effective response is complex. General limitations of multiple exemplar training as well as an interpretation of exceptions in terms of behavior-mediated generalization are discussed. Guidelines for more effective training for generalized skills are outlined.

#236 Panel Discussion

DEI

10:00 am-10:50 am Marriott Marquis, Level M1, University of D.C./Catholic University PCH/CSS; Theory

Barriers to Career Growth for Women in Behavior Analysis

Chair: Anika Costa (Brett Dinovi and Associates)

SOPHIA KATZ (BlueSprig Pediatrics) JENNY LEANN PAGAN (BlueSprig Pediatrics) AMANDA RALSTON (BlueSprig Pediatrics)

#237 Invited Tutorial

10:00 am–10:50 am Walter E. Washington Convention Center, Level 2, Room 207A PRA; Theory PSY/BACB/QABA/NASP CE Offered. CE Instructor: Peter Gerhardt, Ed.D.

Realizing the Potential of Applied Behavior Analysis to Improve Outcomes in Adolescents and Young Adults With Autism

Chair: Bobby Newman (Proud Moments)

PETER GERHARDT (The EPIC School)



Peter Gerhardt, Ed.D., is the Executive Director of the EPIC School in Paramus, NJ. Dr. Gerhardt has nearly 40 years of experience utilizing the principles of applied behavior analysis in support of adolescents and adults with autism spectrum disorders in educational, employment, residential and community-based settings. He is the author or co-author on a number of articles and book chapters on the needs of adolescents and adults with ASD and has presented nationally and internationally on this topic. Dr. Gerhardt serves as co-chairman of the Scientific Council for the Organization for Autism Research and is on numerous professional advisory boards

including the Cambridge Center for Behavioral Studies. He received his doctorate from Rutgers, The State University of New Jersey's Graduate School of Education.

Abstract: In their seminal article, Baer, Wolf and Risley (1968), stated that behavior analytic intervention is expected to result in strong, socially important, and generalizable behavior change which, in this case, should mean more positive adult outcomes in ASD. Unfortunately, despite a nearly three decade-long emphasis on evidence-based, behavior analytic intervention in ASD, adult outcomes remain poor "for almost any outcome you choose." (Roux, et al, 2015, p. 8). While there may be several reasons for continued poor outcomes (including the challenge of simply defining "good outcome"), the potential of behavior analytic intervention to develop more positive adult outcomes has yet to be fully realized. Such outcomes, however, are well within the reach of our behavior analytic technology. But to do that, the contingencies governing our behavior will, most likely, need to shift. For example, we will need to shift from contingencies that reinforce the technical precision of our classroom-based intervention (assuming the target has a fair degree of social validity). This tutorial will identify a number areas, both internal and external to the field, where a "contingency shift" may be necessary if the power of behavior analytic intervention to significantly improve outcomes for adults with autism is to be more fully realized.

#238 B. F. Skinner Lecture Series

10:00 am–10:50 am Walter E. Washington Convention Center, Level 3, Ballroom AB TBA; Applied Research PSY/BACB/QABA/NASP CE Offered. CE Instructor: Lin Du, Ph.D.

Keys to School Success: Bridging the Outcomes of the Boehm Test of Basic Concepts-3 to Language Development

Chair: Lin Du (Teachers College, Columbia University)

ANN BOEHM (Teachers College, Columbia University)



Ann E. Boehm, Ph.D. is professor emerita of psychology and education at Teachers College, Columbia University where she continues to teach a course on early childhood assessment. She is the author of the *Boehm Test of Basic Concepts* (*BTBC*) which was the outcome of her dissertation and was seminal in identifying basic relational concepts as an important aspect of language development and essential for success across all areas of school learning. The test, now in nits third edition, consists of a preschool level (ages 3-5) and a school age level (ages 5-7). Outcomes of the test are helpful for identifying learning objectives and monitoring progress, The *BTBC-3* is one

of the few instruments available at these age levels in raised form and big picture versions for the blind and visually impaired (through the American Printing House for the Blind). She is the author of numerous books and articles. Her current research interests focus on the next version of the *BTBC*, direction following, intervention activities, and work with students on the autism spectrum.

Abstract: The session will cover the long history of how the outcomes of the *BTBC-3* inform intervention and instruction for young children's language development and success in school. The issues covered are of particular relevance for children on the autism spectrum. Recent research using the *Boehm Test of Basic Concepts-3: Preschool* in a behaviorally-based preschool program has identified bi-directional naming as a key factor in the progression of learning, an issue to be explored in the session. The importance of relational concepts as measured by the *BTBC* for learning across all areas of learning, following directions and more complex problem solving will be presented along with strategies for intervention.

#239 Symposium

10:00 am–10:50 am Marriott Marquis, Level M4, Independence A-C TBA; Service Delivery BACB CE Offered. CE Instructor: Noelle Balsamo, Ph.D.

Super Supervision: Ethical, Impactful, Essential Chair: Noelle Balsamo (Florida Gulf Coast University)

Securing Placement Sites EDWARD JUSTIN PAGE (Duquesne University)

Ethical Consideration for Behavior Analysts Providing Supervision in School-Based Settings JESSICA NAOMI CADETTE DUNN (The Victory Center for Autism and Related Disabilities)

Increase Adequate Supervision to Decrease Ethical Violations ELISA M. CRUZ-TORRES (Florida Atlantic University)

#240 Panel Discussion

Student Committee Event

10:00 am–10:50 am Marriott Marquis, Level M4, Archives TBA/EDC; Translational BACB CE Offered. CE Instructor: Jovonnie L. Esquierdo-Leal, Ph.D.

The Joys (and Perils) of Writing: How to Prepare a Manuscript for Publication Chair: Jovonnie L. Esquierdo-Leal (University of Nevada, Reno)

RUTH ANNE REHFELDT (The Chicago School of Professional Psychology, Chicago) MITCH FRYLING (California State University, Los Angeles) RICHARD F. RAKOS (Cleveland State University)

#241 Symposium

10:00 am-10:50 am Walter E. Washington Convention Center, Level 1, Salon I VRB/AUT; Translational BACB CE Offered. CE Instructor: April N. Kisamore, Ph.D.

Research on Imagining and Problem Solving: Investigations Into Private Events and Complex Behavior Chair: April N. Kisamore (Hunter College)

Teaching Individuals With Autism to Solve Social Problems

VICTORIA DANIELA CASTILLO (Endicott College); Adel C. Najdowski (Pepperdine University); and Megan Michelle St. Clair, Peter Farag, and Emma Isabel Moon (Halo Behavioral Health)

Effects of Visual Imagining on the Acquisition of Multiply Controlled Intraverbals in Children With Autism

SHANNON RAIMONDO (Caldwell University), April N. Kisamore (Hunter College), and Sharon A. Reeve and Tina Sidener (Caldwell University)

Effects of Visual Imagining on Speed of Emergent Conditional Discriminations

REAGAN ELAINE COX. Camille Roberts, and Anna I. Petursdottir (Texas Christian University)

#242 Symposium

10:00 am-11:50 am Walter E. Washington Convention Center, Level 2, Room 206 AUT/DEV; Translational BACB CE Offered. CE Instructor: Richard Wayne Fugua, Ph.D.

Evaluating Procedural Variations and Staff Training of Functional Analysis Procedures

Chair: Jessica Lynn Amador (Caldwell University) Discussant: Richard Wayne Fugua (Western Michigan University)

Examining the Correlation Between Trial-Based and Traditional Models of Functional Analysis for Adults With Autism in Community Settings

JAMES MARAVENTANO (Douglass Developmental Disabilities Center) and Jenna Budge and Robert LaRue (Rutgers University)

ABC Data Collection Versus Trial-Based Functional Analyses: An Assessment Comparison of Severe Problem Behavior of Adults With Autism Spectrum Disorder

JULIA IANNACCONE and Emily A. Jones (Queens College; The Graduate Center, City University of New York) and Misbah Bibi (Queens College)

Training Functional Analysis Skills With Video Modeling and Video Self-Monitoring HALEY CIARA HUGHES, Richard Wayne Fugua, and Shanice Carlson (Western Michigan)

Evaluating the Effects of Computer-Based Instruction to Teach Trial-Based Functional Analysis to Practitioners

JESSICA LYNN AMADOR, Ruth M. DeBar, and Tina Sidener (Caldwell University) and Andrew W. Gardner (University of Arizona, College of Medicine)

#243 Paper Session

10:00 am-11:50 am Walter E. Washington Convention Center, Level 2, Room 201 AUT

Technology-Mediated Interventions

Chair: Leslie Ann Bross (University of North Carolina at Charlotte)

The Impact of Technology on the Efficacy of Self-Monitoring of Academic Behaviors in Students With Autism (Theory) MICHELE M. DAVIDSON (Penn State University)

Effects of Video Modeling on Customer Service Skills of Young Adults With Autism (Applied Research) LESLIE ANN BROSS (University of North Carolina at Charlotte) and Jason Travers (University of Kansas)

Effects of Teacher Training in Trial-Based Functional Analysis via Video-Modeling (Applied Research) MARY HASPEL (Monmouth University), Alexandra Hollo (West Virginia University), and Stacy Lauderdale-Littin (Monmouth University)

A Collaborative Electronic Behavior Assessment System: Validation and Evaluation of Feasibility (Service Delivery) CARLOS SILVESTRE and Kwang-Sun Cho Blair (University of South Florida)

#244 Symposium

10:00 am–11:50 am Walter E. Washington Convention Center, Level 1, Room 103 DDA/AUT; Applied Research BACB CE Offered. CE Instructor: Cassandra Standish, Ph.D.

Advancements in Trial-Based Intensive Intervention

Chair: Cassandra Standish (Vanderbilt University) Discussant: S. Shanun Kunnavatana (Easterseals UCP of NC & VA)

Supporting School Personnel to Implement Trial-Based Functional Analysis and Function-Based Interventions

ERIC SHANNON, Mandy J. Rispoli, Marie David, and Catharine Lory (Purdue University); Emily Gregori (University of Illinois at Chicago); and So Yeon Kim and Rose A. Mason (Purdue University)

Teaching Caregivers to Execute and Interpret Trial-Based FAs Using a Partially Automated Training Protocol

BAILEY COPELAND, Joseph Michael Lambert, Cassandra Standish, and Kathryn Madesta Bailey (Vanderbilt University) and Ipshita` Banerjee (Peabody College, Vanderbilt University)

Teaching Caregivers to Execute Trial-Based FCT Using a Partially Automated Training Protocol KATHRYN MADESTA BAILEY, Joseph Michael Lambert, and Cassandra Standish (Vanderbilt University); Ipshita` Banerjee (Peabody College, Vanderbilt University); and Bailey Copeland (Vanderbilt University)

Improving Efficiency and Accuracy of Trial-Based FA Through Standardized Data-Analysis Techniques: An Exploratory Study

CASSANDRA STANDISH, Joseph Michael Lambert, and Kathryn Madesta Bailey (Vanderbilt University); Ipshita` Banerjee (Peabody College, Vanderbilt University); and Bailey Copeland (Vanderbilt University)

#245 Symposium

10:00 am–11:50 am Walter E. Washington Convention Center, Level 1, Salon G DDA; Applied Research BACB CE Offered. CE Instructor: Joseph Michael Lambert, Ph.D.

Treatment Variations for Problem Behavior in Children With Developmental Disabilities

Chair: Colin S. Muething (Marcus Autism Center) Discussant: Joseph Michael Lambert (Vanderbilt University)

Differential Reinforcement Without Extinction: An Assessment of Sensitivity to and Effects of Reinforcer Parameter Manipulations

HANNAH LYNN MACNAUL and Catia Cividini-Motta (University of South Florida)

Functional Communication Training Without Extinction to Decrease Self-Injurious Behavior With Subtype 1 Automatic Maintained Behavior

JORDAN WIMBERLEY (Autism Treatment Center) and Leslie Neely and Amarie Carnett (Victoria University of Wellington)

The Effects of a Variable Momentary Differential Reinforcement of Other Behavior Procedure on Reduction and Maintenance of Problem Behavior

KYLE HAMILTON and Casey J. Clay (University of Missouri) and SungWoo Kahng (Rutgers University)

Consecutive Case Series of Problem Behavior Maintained by Social Avoidance EMILY GOTTLIEB (Marcus Autism Center; Children's Healthcare of Atlanta) and Colin S. Muething (Marcus Autism Center)

#246 Symposium

10:00 am-11:50 am Walter E. Washington Convention Center, Level 1, Salon H DDA; Applied Research BACB CE Offered. CE Instructor: J. B. GANZ, Ph.D.

Further Evaluation of Critical Aspects of Augmentative and Alternative Communication for Individuals With Developmental Disabilities

Chair: Rachel Cagliani (University of Georgia) Discussant: J. B. Ganz (Texas A&M University)

Comparing Procedures to Promote Navigation With Augmentative and Alternative Communication for Three Girls With Rett Syndrome

SHAWN GIRTLER, Emily Katrina Unholz-Bowden, Jennifer J. McComas, Rebecca Kolb, and Alefyah Shipchandler (University of Minnesota)

Storybook Reading Intervention for Individuals With Complex Communication Needs: A Single-Case Study

LAUREN PIERSON, J. B. GANZ, Julie L. Thompson, Other Wattanawongwan, Valeria Yllades, and April N. Haas (Texas A&M University)

Analysis of Accurate Communication Using Low- and High-Tech Devices With Individuals With Rett Syndrome

EMILY KATRINA UNHOLZ-BOWDEN, Shawn Nicole Girtler, Jennifer J. McComas, Rebecca Kolb, and Alefyah Shipchandler (University of Minnesota)

Effects of Picture Exchange Communication System and Alterations on Vocal Development in Early Intervention Classrooms

EMILY WHITE and Rachel Cagliani (University of Georgia)

#247 Symposium

10:00 am-11:50 am Walter E. Washington Convention Center, Level 1, Room 102 DEV/EDC; Translational BACB/NASP CE Offered. CE Instructor: Art Dowdy, Ph.D.

Advancing Applied Behavior Analysis With Meta-Analyses

Chair: Tracy Eileen Sinclair (The University of Oklahoma) Discussant: Kristi Morin (Lehigh University)

Say Something Nice: A Meta-Analytic Review of Peer Reporting Interventions

TAÍ COLLINS (University of Cincinnati) and Daniel Drevon (Central Michigan University)

Mystery Motivator: A Meta-Analysis to Guide Implementation

JÓHN DAVIS, Keith C. Radley, William R. Jenson, Hunter King, Cambria Corsi, and Hilary Jenson (University of Utah)

Active Time: A Meta-Analytic Review of Antecedent Exercise

ART DOWDY, Matthew Tincani, and W. Joel Schneider (Temple University)

Mathematics Interventions for Students With Emotional and Behavioral Disorders: A Meta-Analysis Using Multi-Level Modeling

COREY PELTIER and Tracy Eileen Sinclair (University of Oklahoma)

#248 Symposium

10:00 am–11:50 am Marriott Marquis, Level M2, Marquis Ballroom 3/4 EAB; Translational BACB CE Offered. CE Instructor: Michael E. Kelley, M.S.

Extending the Renewal Literature through Basic and Translational Research

Chair: Madeleine Diane Keevy (University of Nebraska Medical Center; Children's Specialized Hospital; Rutgers University Center for Autism Research, Education, and Services) Discussant: Michael E. Kelley (University of Scranton)

ABA Renewal After Response Elimination With an Extinction or an Omission Contingency CATALINA REY, Eric A. Thrailkill, Kate Goldberg, and Mark E. Bouton (University of Vermont)

Context-Discrimination Training During Treatment May Reduce ABC Renewal WILLIAM SULLIVAN and Andrew R. Craig (SUNY Upstate Medical University); Kaitlyn Browning (Utah State University); and Nicole M. DeRosa, Emily L. Baxter, and Henry S. Roane (SUNY Upstate Medical University)

An Evaluation of the Effects of Multiple Languages on Renewal of Responding FABIOLA VARGAS LONDONO, Terry S. Falcomata, Ashley Bagwell, Andrea Ramirez-Cristoforo, Monique Barnett, and Travis Wong (The University of Texas at Austin)

Operant Renewal of Desirable Behavior in a Simulated Workplace: A Translational Model Matthew Novak, Abigail Blackman, TYLER ERATH, and Florence D. DiGennaro Reed (University of Kansas)

#249 Symposium

10:00 am–11:50 am Marriott Marquis, Level M4, Independence D EDC; Applied Research BACB CE Offered. CE Instructor: Cynthia M. Anderson, Ph.D.

Evaluations of Innovative Procedures Aimed at Improving Behavior in Classrooms and Clinical Settings Chair: Catia Cividini-Motta (University of South Florida) Discussant: Cynthia M. Anderson (May Institute)

Effects of Pre-Transition Quiet Time on Transition Duration and Problem Behavior SARAH WILLIAMS, Jennifer N. Fritz, Megan Skrbec, and Caitlyn Nichole Metoyer (University of Houston-Clear Lake)

A Comparison of High-Tech and Low-Tech Response Modalities to Improve Student Performance and Classroom Behavior

LESLIE SINGER, Catia Cividini-Motta, Kwang-Sun Cho Blair, and Hannah Lynn MacNaul (University of South Florida)

The Use of Stability Balls for Children With Autism Spectrum Disorder in a Clinic Setting JUSTINE BRENNAN and Kimberly Crosland (University of South Florida)

Evaluating Khan Academy Videos as Supplemental Support for Elementary Aged Students With Disabilities

JACY REED and Kimberly Crosland (University of South Florida)

#250 Symposium

10:00 am–11:50 am Marriott Marquis, Level M4, Capitol/Congress OBM/DDA; Applied Research BACB CE Offered. CE Instructor: Jason C. Vladescu, M.S.

Recent Advancements in Training Caregivers and Staff

Chair: Jacqueline Carrow (Caldwell University) Discussant: Amy Henley (Western New England University)

Negative Reinforcement of Caregiver Behavior: A Contingency Analysis and Function-Based Solutions JACQUELINE ROGALSKI (New England Center for Children; Western New England University) and Eileen M. Roscoe (New England Center for Children)

The Influence of Active and Nonactive Requirements When Training Staff to Implement Behavioral Technologies

KATHLEEŇ EMILY MARANO, Jason C. Vladescu, Samantha Breeman, Alexandra Marie Campanaro, and Jacqueline Carrow (Caldwell University)

An Interactive Computerized Training to Teach Educators to Implement Natural Language Paradigm Procedures to Children With ASD

STEPHANIE MATTSON (Utah State University), Lorraine A Becerra (University of Missouri), Thomas S. Higbee and Stephanie Cousin (Utah State University), Adriano Barboza (Afeto Association), and Kassidy Reinert (Utah State University)

Effects of a Technology-Based Self-Monitoring Intervention on Staff/Consumer Interactions in Group Homes

SANDRA ALEX RUBY and Florence D. DiGennaro Reed (University of Kansas)

#251 B. F. Skinner Lecture Series

Recorded Session

11:00 am–11:50 am Walter E. Washington Convention Center, Level 3, Ballroom AB AAB; Applied Research PSY CE Offered. CE Instructor: Nathaniel Hall, Ph.D.

Why Do Captive Animals Perform Abnormal Repetitive Behaviors?

Chair: Nathaniel Hall (Texas Tech University)

GEORGIA MASON (University of Guelph)



Unusual repetitive behaviors in confined animals (including those sometimescalled stereotypies) have long been used as welfare indicators because they are disturbing and fairly easy to assess. Because it is not yet certain which behaviors should be included (for example, is wheel-running normal or abnormal?), how much the heterogeneity of different forms matters, and which are most analogous with stereotypies versus OCDs versus other clinical abnormal behaviors, I will group all as "abnormal repetitive behavior" (ARB). Despite these unknowns, enough is now understood to use ARBs in welfare assessment (where welfare means affective state: moods, and quality of life). I will review the aetiology of ARBs, and discuss their underlying mechanisms (including unintended reinforcement by owners), to help illustrate why it is that they emerge. To evaluate their validity as indicators of welfare, I will review whether they are increased by exposing animals to aversive stimuli and stimuli that are ancestrally bad for fitness. I will show that the prevalence and/or frequency of ARBs typically reflects suboptimal husbandry and uncomfortable health problems, and that they are quite specific to negative states (though perhaps as experienced over the lifetime, rather than just present state alone). Overall, ARBs are thus reliable signs of poor welfare. However, general activity can be a confound. Indeed, some negative states never promote ARBs; and in some species, strains and individuals show little ARBs, even in extremis, becoming inactive instead (such that all else being equal, we should not assume that high ARB individuals have worse welfare than low ARB individuals).

#252 Symposium

11:00 am–11:50 am Marriott Marquis, Level M2, Marquis Ballroom 5 AAB; Applied Research BACB CE Offered. CE Instructor: Christy A. Alligood, Ph.D.

Applications of Functional Analysis Methodology to Feline Aggression Chair: Steven W. Payne (California State University, Fresno) Discussant: Christy A. Alligood (Disney's Animal Kingdom and University of Florida)

Functional Analysis and Treatment of Feline Aggression in an Animal Shelter MARIA SALMERON (Trumpet Behavioral Health) and Steven W. Payne and Arielle Brianna Hegr (California State University, Fresno)

Functional Analysis of Aggression Exhibited by Cats Towards Humans During Petting VICTORIA FLETCHER, Jennifer N. Fritz, Megan Skrbec, and Samantha Dyer (University of Houston-Clear Lake)

#253 Symposium

11:00 am–11:50 am Walter E. Washington Convention Center, Level 2, Room 207B AUT/DDA; Applied Research BACB CE Offered. CE Instructor: Meghan Deshais, Ph.D.

Recent Research on Establishing Stimulus Control of Stereotypy in Individuals With Autism Spectrum Disorder

Chair: Tina Sidener (Caldwell University) Discussant: Meghan Deshais (Caldwell University)

Effects of a Multiple Schedule with RIRD on Stereotypy in Children With Autism Spectrum Disorder ASHLEY CALLAHAN, Tina Sidener, Ruth M. DeBar, Meghan Deshais, and Heather Pane (Caldwell University)

Establishing Stimulus Control of Motor Stereotypy in an Adolescent With Autism CAROLINE FEARNLEY and Cammarie Johnson (New England Center for Children; Western New England University)

#254 Panel Discussion

11:00 am–11:50 am Walter E. Washington Convention Center, Level 1, Salon A CBM/VRB; Translational BACB CE Offered. CE Instructor: Evelyn Rachael Gould, Ph.D.

Tracking Behavioral Processes: A Clinical Behavior Analysis Approach

Chair: Abbey Warren (Louisiana Contextual Science Research Group)

GLENN M. CALLAGHAN (San Jose State University) EVELYN RACHAEL GOULD (McLean Hospital, Harvard Medical School; FirstSteps for Kids, Inc.) T. V. JOE LAYNG (Generategy, LLC)

#255 Panel Discussion

11:00 am–11:50 am Marriott Marquis, Level M4, Liberty N-P CSS/DDA; Service Delivery BACB CE Offered. CE Instructor: Terence G. Blackwell, M.S.

The Use of RBT's/BCBAs to Change the Face of Adult Services Chair: Terence G. Blackwell (Chimes International Limited)

SAUL AXELROD (Temple University) JAMES G. O'BRIEN (New York League for Early Learning) VIVIAN A. ATTANASIO (Services for the Underserved)

#256 Panel Discussion

11:00 am–11:50 am Marriott Marquis, Level M4, Liberty M CSS/PCH; Translational BACB CE Offered. CE Instructor: Susan M. Schneider, Ph.D.

Behavioral Barriers to Climate Sustainability: A Challenge to Our Field Chair: Susan M. Schneider (Root Solutions)

MEGHAN ELIZABETH MARTINEAU (Newton Public Schools) E. SCOTT GELLER (Virginia Tech) KATE BINDER MARTINI (Bell's Brewery)

#257 Symposium

11:00 am–11:50 am Walter E. Washington Convention Center, Level 1, Salon C DEV/AUT; Applied Research BACB CE Offered. CE Instructor: Jessica Horton, Ph.D.

Investigating the Empathetic, Social, and Compliance Behaviors of Children With ASD Chair: Jessica Horton (Teachers College, Columbia University)

The Effects of the Social-Listener Protocol on the Empathetic Behavior of Children With ASD JESSICA HORTON and Jessica Singer-Dudek (Teachers College, Columbia University) and R. Douglas Greer (Columbia University Teachers College and Graduate School of Arts and Sciences)

Reinforcing Efficacy of Token and Social Attention in Preschoolers With Autism Spectrum Disorder YANRU CHEN and Laudan Jahromi (Teachers College, Columbia University) and R. Douglas Greer (Columbia University Teachers College and Graduate School of Arts and Sciences)

How a Mother's Communication Form and the Use of Contingencies Relate to the Responding of Her Child With Autism Spectrum Disorder During a Compliance Task ELIZABETH SNELL and Jessica Singer-Dudek (Teachers College, Columbia University) and R. Douglas Greer (Columbia University Teachers College and Graduate School of Arts and Sciences)

#258 Panel Discussion

11:00 am–11:50 am Marriott Marquis, Level M4, Independence E EDC/TBA; Service Delivery BACB CE Offered. CE Instructor: Jenna Mrljak, Ph.D.

Accreditation and Verified Course Sequences: Recognition of University Training in Behavior Analysis Chair: Jenna Mrljak (Association for Behavior Analysis International)

MICHAEL F. DORSEY (Amego Inc.) MICHAEL PERONE (West Virginia University) JENNA MRLJAK (Association for Behavior Analysis International)

#259 Symposium

11:00 am–11:50 am Marriott Marquis, Level M4, Liberty I-L OBM/EDC; Service Delivery BACB CE Offered. CE Instructor: Guy S. Bruce, Ed.D.

ProgressCharter and the Pragmatic Organizational Performance Engineering Process Chair: Guy S. Bruce (Appealing Solutions, LLC) Discussant: Edward Framer (Health Fitness Corporation, Inc.)

ProgressCharter and the Organizational Performance Engineering Process: An Overview GUY S. BRUCE (Appealing Solutions, LLC)

Use of ProgressCharter to Improve Graduate Student Performance and Staff Supervision Margaret Pavone Dannevik and KELLY HANTAK (Lindenwood University)

#260 Invited Presenter

11:00 am–11:50 am Marriott Marquis, Level M2, Marquis Ballroom 6 OTH; Applied Research PSY/BACB/QABA/NASP CE Offered. CE Instructor: Jonathan J. Tarbox, Ph.D.

Relational Skills Training for Enhancing Intelligence: The Science of Destabilizing Stable Traits Chair: Jonathan J. Tarbox (University of Southern California; FirstSteps for Kids)

BRYAN ROCHE (National University of Ireland, Maynooth)



Dr. Bryan Roche has been a member of academic staff at MU since 2000. His early work was on the development of Relational Frame Theory, a post-Skinnerian account of human language and cognition, the first text for which has been cited over 1000 times in the academic literature. He is author of over 100 peer reviewed papers and book chapters. Dr. Roche has developed an online intervention, based on Relational Frame Theory, that is the only intervention currently known by psychologists to increase IQ by clinically significant degrees (around 15 points) for many or most users. This method is known as SMART (Strengthening Mental

Abilities with Relational Training) and is offered online by the MU campus company RaiseYourlQ.com of which Dr. Roche is a co-director. Dr. Roche also conducts research into fear and avoidance as part of wider interest in anxiety, and has developed a new implicit test, built from first learning principles, called the FAST (Function Acquisition Speed Test), also available online as a test and in modified form as a therapeutic intervention to enhance psychological flexibility in the context of troubling emotional issues.

Abstract: Part of the mission of radical behaviorism is to increase control over behavioral variability in all domains of human activity, and perhaps especially those in which activity is seen as constrained by invariant traits. One such "invariant trait" is intelligence, a concept long understood to represent a mentalism. However, it is only recently that behavior analysts have made progress in providing a functional-analytic model of intelligence that was sufficiently progressive to produce targeted interventions that can increase intellectual skill fluency to the point where large and reliable gains are observable on standardized tests of intelligence. In this talk Dr. Bryan Roche of Maynooth University, Ireland, will outline the rationale behind one such intervention method, known as SMART training (Strengthening Mental Abilities with Relational Training), which has emerged from a Relational Frame Theory account of derived stimulus relations. The talk will also outline evidence of the positive effects on intellectual functioning of the SMART intervention, and argue that for pragmatic, ethical, and now empirical reasons, psychologists' traditional conceptualization of intelligence needs to be revised.

#261 Paper Session

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11:00 am–11:50 am Marriott Marquis, Level M1, Georgetown PCH

Behavior and Medical Issues in Behavior Analysis Chair: Sarah Campau (The May Institute)

Behavior Analysis and Conversion Therapy: A Historical Review (Theory) SARAH CAMPAU (The May Institute)

Sharing the Care: Bridging Pediatrics and Behavior Analysis (Service Delivery) STEVEN MERAHN (Union In Action, Inc.)

#262 Invited Presenter

11:00 am–11:50 am Walter E. Washington Convention Center, Level 2, Room 207A PRA; Theory PSY/BACB/QABA/NASP CE Offered. CE Instructor: Angeliki Gena, Ph.D.

Systemic Behavior Analysis: A Therapeutic Approach for Optimizing Best Practices for Children With Autism Spectrum Disorder and Their Families Chair: Bobby Newman (Proud Moments)

ANGELIKI GENA (University of Athens, Greece)



Angeliki Gena is Professor at the School of Philosophy, Department of Philosophy-Pedagogy-Psychology at the National and Kapodistrian University of Athens, Greece (EKPA). She received her BA in Psychology and Sociology, her Master's Degree in Clinical Psychology and her Ph.D. from the "Learning Processes" program of the Psychology Department of the City University of New York. She conducted her Doctoral Dissertation at the Princeton Child Development Institute, in Princeton, New Jersey. She worked in various institutes in the USA and became the director of the Alpine Learning Group, a prominent center for children with autism in Alpine, New Jersey. She also taught as an adjunct professor at the City University of New York. In Greece she started her teaching career at the University of Thessaly, was elected at the University of the Aegean, and since 1998 teaches at the National and Kapodistrian University of Athens. Her research is predominantly in the area of Behavior Analysis and its applications for early intervention in children with Autism Spectrum Disorder. Was general secretary of the Association of Behavioral Research for 11 years, is an associate of the Institute of Behavioral Research and Therapy, and a founding member and current president of the Institute of Systemic Behavior Analysis. She has served as an elected member of the Senate of EKPA, since 2016 she is a member of the board of trustees of IKY—National Organization of Scholarships, Greece—has been appointed to national committees of the Greek Ministry of Education, and has served on the board of various non-for-profit organizations. She has received several scholarships and awards for distinguished research and clinical practices addressing children with autism and grands from the European Commission and various Greek organizations. She has published numerous books, empirical and theoretical articles in peer-reviewed journals, as well as book chapters. The main focus of her

Abstract: This presentation will address the question of effective practices for the treatment of individuals with autism spectrum disorder, from both an epistemological and a therapeutic perspective, and suggest the importance of a synthesis of two paradigms—behavior analysis and general systems theory—as a means of optimizing our assessment of the needs and the services provided to people with disabilities. Despite the development and the use of a wide array of behavior analytic practices that help all children with ASD to reach their full potential, a question that remains under-researched has to do with the effort expected from the child and his/her family and whether this effort can be somehow lessened without compromising the benefits. The answer to that question led to investigating the properties of another epistemological paradigm—general systems theory—its merits, its compatibility, and its complementarity to the discipline of behavior analytic practices. If we are to adapt a systemic perspective, according to which the joining of two or more systems leads to an outcome that exceeds by far the additive effects of those systems, it will be interesting to assess the potential emergent benefits of the synthesis of two compatible and complementary epistemological paradigms and how those translate into therapeutic outcomes.

#263 Panel Discussion

11:00 am–11:50 am Marriott Marquis, Level M4, Independence A-C TBA/EDC; Service Delivery BACB CE Offered. CE Instructor: Cheryl J. Davis, Ph.D.

Current Practices in Teaching Behavior Analysis Across All Formats: Face-to-face, Fully Online, and Hybrid

Chair: Sam Blanco (The Sage Collges)

CHERYL J. DAVIS (The Sage College; SupervisorABA) DANA R. REINECKE (Capella University) BRYAN J. BLAIR (Long Island University)

#264 Symposium

11:00 am–12:50 pm Walter E. Washington Convention Center, Level 2, Room 202B AUT/DDA; Translational BACB/QABA/NASP CE Offered. CE Instructor: Peter Sturmey, Ph.D.

Training Caregivers, Part I: Working With Young Children Chair: Peter Sturmey (The Graduate Center and Queens College, City University of New York) Discussant: Gina Feliciano (Quality Services for the Autism Community)

Parent-Mediated Targeted Intervention via Telehealth for a Young Child At-Risk for Autism Spectrum Disorder ALICIA A77ANO (Brock University), Rehecca A, Ward (Phoenix Centre for Learning), and Trici

ALICIA AZZANO (Brock University), Rebecca A. Ward (Phoenix Centre for Learning), and Tricia Corinne Vause and Maurice Feldman (Brock University)

Parent and Sibling Training to Increase Joint Attention Behavior in Young Children With Developmental Disabilities

SARAH GRACE HANSEN (Georgia State University), Tracy Jane Raulston (Penn State University), and Jessica Demarco and Hannah Etchison (Georgia State University)

The Effects of a Teacher's Behavior Skills Training in Strategies for Students With Exceptionalities in a General Education Classroom

DUSTIN PLATTER (Hawaii Department of Education), Jennifer Ninci (University of Hawaii at Manoa), and Shari Daisy (University of Nevada, Reno)

Evaluation of a Caregiver Training Intervention to Teach Safety Skills to Children With Autism SARAH DAVIS (Brock University), Sarah Kupferschmidt (Ontario ABA), and Kendra Thomson and Carly Magnacca (Brock University)

#265 Symposium

11:00 am-12:50 pm Walter E. Washington Convention Center, Level 2, Room 202A AUT; Applied Research BACB CE Offered. CE Instructor: Daniel E Conine, Ph.D.

Efficacy and Efficiency in Skill Acquisition: Novel Approaches to Measurement and Procedural Refinement

Chair: Daniel E. Conine (Georgia State University) Discussant: Dorothea C. Lerman (University of Houston-Clear Lake)

A Comparison of Continuous and Discontinuous Data Collection in Discrete Trial Teaching

CRYSTAL M. SLANZI and Timothy R. Vollmer (University of Florida), Daniel E. Conine (Georgia State University), and James E. Carr (Behavior Analyst Certification Board)

An Evaluation of Prompting Procedures on Prompt Dependence and Task Mastery EMMA GRAUERHOLZ-FISHER (University of Florida), Jonathan K Fernand (Aurora University), Brandon C. Perez (University of Florida), Haleh Amanieh (West Virginia University), and Timothy R. Vollmer (University of Florida)

The Efficacy and Efficiency of Error-Correction: An Examination of Dependent Measures During Instruction

JESSI REIDY, Tiffany Kodak, Mary Halbur, Lauren Debertin, Alyssa P. Scott, Courtney Lyn Meyerhofer, Xi'an Maya Williams, and Marisa E. McKee (Marquette University)

Assessment and Treatment of Response to Name in Children With Autism DANIEL E. CONINE (Georgia State University), Timothy R. Vollmer and Molly A. Barlow (University of Florida), Cynthia Dela Rosa (Florida Autism Center), Abigail Petronelli (University of Florida; Florida Autism Center), and Emma Grauerholz-Fisher (University of Florida)

#266 Symposium

11:00 am-12:50 pm Walter E. Washington Convention Center, Level 1, Salon B CBM/VRB: Translational BACB/QABA/NASP CE Offered. CE Instructor: Thomas J. Waltz, Ph.D.

Social Reinforcement: Basic Findings and Applications

Chair: Cory Stanton (University of Nevada, Reno) Discussant: William C. Follette (University of Nevada, Reno)

A Review of the Experimental Analysis of Social Reinforcement

CLAUDIA DROSSEL and Thomas J. Waltz (Eastern Michigan University)

Social Contingencies: From Language Acquisition to Skilled Social Interactions

THOMAS J. WALTZ and Claudia Drossel (Eastern Michigan University), Lauren Bauer (Gateway Pediatric Therapy), and Tori Humiston (University of Nevada, Reno)

Social Contingencies Affect Standard Behavior-Analytic Methods

ZOE LUCOCK and Rebecca A. Sharp (Bangor University)

Preliminary Psychometric Properties of the FIAT-2: Updating a Behavioral Measure of Interpersonal Skills

CORY STANTON, Brandon Sanford, Jonathan Singer, and William C. Follette (University of Nevada, Reno)

#267 Symposium

11:00 am-12:50 pm Marriott Marguis, Level M4, Independence F-H EDC/AUT; Service Delivery BACB CE Offered. CE Instructor: Morten Haugland, Ph.D.

Reading Across the Spectrum: Behavior Analytic Considerations for Reading Instruction for Students With Autism

Chair: Morten Haugland (Haugland Learning Center) Discussant: Kathy Fox (Haugland Learning Center)

Teaching Students Who Use Speech-Generating Devices to Read

SARAH DOOLEY and Jill McLaury (Bright Futures Learning Services)

Building and Applying Important Reading Component Skills With Students With Autism: Finding What Works to Maximize Success

MORTEN HAUGLAND, Kathy Fox, Jason Guild, and Patrick Billman (Haugland Learning Center)

DAVID WEGNER (Haugland Learning Center)

From AAC to R-E-A-D: A Potential Roadmap to Reading for AAC Users

TERI LEFFLER and Jill McLaury (Bright Futures Learning Services)

#268 Symposium

11:00 am-12:50 pm Marriott Marquis, Level M4, Archives TBA/EDC: Theory BACB CE Offered. CE Instructor: Robin Kuhn. Ph.D.

Research on Higher Education Online Teaching: Experimental Analysis of Selected Teacher Variables Chair: Thomas L. Zane (University of Kansas)

Discussant: Robin Kuhn (University of Kansas)

Enhancing Online Instructional Practices for Adult Learners: Implementing the ABC's in the Virtual Classroom

NELLY DIXON (Purdue University Global) and Meme Hieneman (Positive Behavior Support Applications)

You're Not Skyping Your Uncle Buck on Saturday Night

Thomas L. Zane (University of Kansas), Mary Jane Weiss (Endicott College), SAMANTHA VOLPE (Endicott College; Elwyn NJ), and Jennifer Lynn Hilton (Endicott College)

An Analysis of Measured Practice and Fluency Based Instruction on the Acquisition and Maintenance of Vocabulary Terms

JENNIFER LYNN HILTON (Endicott College). Thomas L. Zane (University of Kansas), and Mary Jane Weiss (Endicott College)

A Comparison of the Effects of Interteaching and Asynchronous Discussion Boards on Learner **Outcomes in Online Instruction**

NICHOLAS ORLAND and Jennifer Lynn Hilton (Endicott College), Samantha Volpe (Endicott College/ Elwyn NJ), Thomas L. Zane (University of Kansas), and Mary Jane Weiss (Endicott College)

#269 Symposium

11:00 am-12:50 pm Walter E. Washington Convention Center, Level 1, Salon I VRB/AUT; Translational BACB CE Offered. CE Instructor: Alison M. Betz, M.S.

Arranging Teaching Procedures that Promote Emergent Behavior

Chair: Ashley Kemmerer (Caldwell University) Discussant: Alison M. Betz (Betz Behavioral Consulting)

The Influence of Differential Exposures to Noncritical Features on Stimulus Generalization TINA SONG, Jason C. Vladescu, and Kenneth Reeve (Caldwell University); Caio F. Miguel (California State University, Sacramento); and Samantha Breeman (Caldwell University)

Designing Verbal Behavior Instruction to Promote Behavioral Variability and Transfer Across Verbal Operants

CORINA JIMENEZ-GOMEZ (Auburn University) and James J. Oskam, Matt Giuliano, Jessebelle Pichardo, and Victoria Ryan (Florida Institute of Technology)

An Evaluation of the Effects of Multiple Exemplar Instruction on Emergent and Generalized Behavior DANIELLE LAFRANCE (H.O.P.E. Consulting, LLC), Endicott College, Institute for Behavioral Studies), Careen Suzanne Meyer (H.O.P.E. Consulting, LLC), James E. Carr (Behavior Analyst Certification Board), Mary Jane Weiss (Endicott College), Jason Church (H.O.P.E. Consulting, LLC; The University of Kansas), and Areli Perez (H.O.P.E. Consulting, LLC)

Establishment of Bidirectional Naming Through Joint Control Training HEIDI SKORGE OLAFF, Vibeke Haaland, Marie Rohme Aunemo, and Per Holth (Oslo Metropolitan University)

#270 Paper Session

12:00 pm-12:20 pm Marriott Marquis, Level M4, Independence E EDC

Using Technology Innovations for Training and Intervention Chair: John Kosmopoulos (Humber College)

The Use of Simulation Technology to Enhance the Behavior Analytic Skills of College Students (Service Delivery) JOHN KOSMOPOULOS (Humber College)

12:00 pm-12:20 pm Marriott Marguis, Level M1, Georgetown PCH

What's So Interbehavioral About Organismic Biology?

Chair: Bryan D. Midgley (McPherson College)

What's So Interbehavioral About Organismic Biology? (Theory)

BRYAN D. MIDGLEY (McPherson College) and Edward K. Morris (University of Kansas)

#272 Symposium

12:00 pm-12:50 pm Walter E. Washington Convention Center, Level 2, Room 206 AUT/EDC; Translational BACB CE Offered. CE Instructor: Reem Muharib, Ph.D.

Assistive Technology Innovations in Interventions for People With Autism Spectrum Disorder Across **Multiple Domains**

Chair: Reem Muharib (Texas State university) Discussant: Tonya Nichole Davis (Baylor University)

Speech-Generating Devices and Backward Chaining Increases Spoken Mands in Children With Autism REEM MUHARIB (Texas State University)

The Effects of Teacher-Implemented Video-Enhanced Activity Schedules on the Academic Skills

and Collateral Behaviors of Students With Autism KATHERINE LEDBETTER-CHO (Texas State University), Mark O'Reilly (The University of Texas at Austin), Laci Watkins (University of Alabama), Russell Lang (Texas State University-San Marcos), Nataly Lim (University of Texas at Austin), Katy Davenport (Texas State University-San Marcos), and Caitlin Murphy (Texas State University)

#273 Symposium

12:00 pm-12:50 pm Walter E. Washington Convention Center, Level 2, Room 201 AUT/DDA; Applied Research BACB CE Offered. CE Instructor: Robert W. Isenhower, Ph.D.

Promoting Leisure Activities for Individuals With Autism Spectrum Disorder Chair: Robert W. Isenhower (Rider University)

Assessing Preference and Aptitude for Leisure Activities for Adults With Autism Spectrum Disorder ROBERT W. ISENHOWER (Rider University), Jenna Budge (Rutgers University), James Maraventano (Douglass Developmental Disabilities Center), and Robert LaRue (Rutgers University)

Teaching Photography as a Leisure Skill to Children and Adolescents With Autism Spectrum Disorder Caitlyn Gumaer and ALICIA TSAI (Claremont Graduate University), Marjorie H. Charlop (Claremont McKenna College)

Spontaneous Social and Language Behaviors of Children With Autism Spectrum Disorder During Physical Play

BENJAMIN R. THOMAS (Claremont Graduate University) and Marjorie H. Charlop (Claremont McKenna College)

#274 Symposium

12:00 pm-12:50 pm Walter E. Washington Convention Center, Level 2, Room 207B AUT/DEV; Applied Research BACB CE Offered. CE Instructor: Samantha Bergmann, Ph.D.

Conversations, Sharing, and Friendships: Understanding and Facilitating Social Behavior Chair: Samantha Bergmann (University of North Texas)

A Descriptive Assessment of Conversational Skills

Stephanie A. Hood, Britany Marie Beauchesne, Tara A. Fahmie, and SYLVIA AQUINO (California State University, Northridge)

An Evaluation of Variables That Contribute to Sharing in Children With Autism

COURTNEY CLUBB (University of North Texas; Kristin Farmer Autism Center); Karen A. Toussaint, Samantha Bergmann, and Aaron Sanchez (University of North Texas); and Rébecca Rodriguez and Jared T. Armshaw (University of North Texas; Kristin Farmer Autism Center)

Evaluating the Generality of the Prosocial Skills Taught in Preschool Life Skills Friendship Unit CIOBHA ANNE MCKEOWN, Kevin C. Luczynski, Caleb Lauvetz, and Robert K. Lehardy (Munroe-Meyer Institute, University of Nebraska Medical Center)

#275 Symposium

12:00 pm-12:50 pm Walter E. Washington Convention Center, Level 2, Room 207A AUT; Applied Research BACB CE Offered. CE Instructor: Eliana M. Pizarro, Ph.D.

Evaluating Preference for and Function of Social Interaction

Chair: Eliana M. Pizarro (Our Lady of the Lake Children's Health Pediatric Development & Therapy Center)

Evaluating the Function of Social Interaction Using Time Allocation as a Dependent Measure: A Replication and Extension

SAMUEL MORRIS and Timothy R. Vollmer (University of Florida)

Evaluating the Relationship Between Schedules of Attention and Preferences for Social Interaction in Children With Autism Spectrum Disorder

BRIANNA LAUREANO and Iser Guillermo DeLeon (University of Florida)

Evaluating the Paired-Stimulus Preference Assessment for Identifying Social Reinforcers for Skill Acquisition

ALISON SCHAEFER and Eileen M. Roscoe (New England Center for Children)

#276 Panel Discussion

12:00 pm-12:50 pm Walter E. Washington Convention Center, Level 1, Salon A CBM; Service Delivery BACB CE Offered. CE Instructor: Virginia Kaufmann, M.Ed.

What Do You Mean You're Not Hungry?

Chair: Robert LaRue (Rutgers University)

VIRGINIA KAUFMANN (Children's Hospital of Philadelphia) SANDRA F. CONCORS (ABC Consultants) KRISTIN VESPE (Children's Hospital of Philadelphia)

#277 Invited Presenter

12:00 pm-12:50 pm Marriott Marquis, Level M4, Liberty I-L CSS: Basic Research BACB/QABA/NASP CE Offered, CE Instructor: Thomas G. Szabo, Ph.D.

Building Effective Teams: An Interdisciplinary Task

Chair: Thomas G. Szabo (Florida Institute of Technology)

NORA RANGEL (Universidad de Guadalaiara, Mexico)



Nora Rangel is a Research Professor at the Centro de Estudios e Investigaciones en Comportamiento at the University of Guadalajara since 2003. She received a bachelor's degree in psychology from Instituto Tecnológico y de Estudios Superiores de Occidente, a master's degree and a doctor's degree in Behavioral Sciences from University of Guadalajara, México in 2003 and 2008 respectively. From 2006 she joined as a teacher in the program of Behavioral Science at the University of Guadalajara. She has published a book, several chapters and research articles in national and international indexed journals, and she has presented her work in national and international forums. She is a member of the Mexican System of Researchers since 2009, and her interests

are the experimental analysis of social behavior and recently, the establishment of high-quality teams.

Abstract: In terms of an interbehavioral point of view, Ribes (1990) proposed a conceptual formulation and a methodological approach to identify consistent modes of people interaction with different situations, distinguishing individuals. He suggested that these particular and idiosyncratic modes of interaction. denominated interactive styles, could be modulated by the imposed criteria in a particular situation. But it also seems feasible that the criteria compliance could be modulated by the individuals' interactive style. While this asseveration has proved relevance in the context of individual task performance, we propose to transpose it to the teamwork level. Nowadays, most of the tasks demanded in educational, academic, and occupational contexts involve teamwork. However, teams do not always perform successfully even when members have the proper disciplinary knowledge and the required skills to achieve the assigned goal. In collaboration with Muñoz, Mejía, Peña & Torres, we conformed an interdisciplinary group interested in the identification of the factors that participate in the establishment of effective teams for software development. The result has been a model in which, besides the disciplinary knowledge and individual skills to achieve products of high quality, it is necessary to take into account the way in which each individual faces situations and how these interactive styles complement with the others. Additionally, we have considered that this model could be applied in other areas.

#278 Panel Discussion

12:00 pm–12:50 pm Marriott Marquis, Level M4, Liberty N-P CSS/TBA; Translational BACB CE Offered. CE Instructor: Erin S. Leif, Ph.D.

Ethics of Effective Dissemination and Cross-Disciplinary Collaboration

Chair: Erin S. Leif (Monash University)

JOSE MOLINA (Irabina Autism Services) KRISTIN E. BAYLEY (To The Moon & Back; Griffith University) LISA KEMMERER (STAR Autism Support Inc.)

#279 Paper Session

12:00 pm–12:50 pm Marriott Marquis, Level M4, Liberty M CSS

New Applications of Behavior Analysis to Behavioral Safety Issues Chair: Ron Van Houten (Western Michigan University)

Changing Driver Yielding Behavior on A Citywide Basis: A Tale of Two Cities (Applied Research) RON VAN HOUTEN and Jonathan Hochmuth (Western Michigan University)

A Behavior-Analytic Approach to the Anti-Vaccination Movement (Theory) SUMAH CONFER, James W. Diller, and Jeffrey Danforth (Eastern Connecticut State)

#280 Symposium

12:00 pm–12:50 pm Walter E. Washington Convention Center, Level 1, Room 103 DDA; Applied Research BACB CE Offered. CE Instructor: Amarie Carnett, Ph.D.

Behavioral Assessment and Treatment of Sleep Problems in Children With Developmental Disabilities and Rare Genetic Developmental Disorders Chair: Laurie McLay (University of Canterbury)

Quantitative-Analysis of Behavioral Interventions to Treat Sleep Problems in Children With Autism Amarie Carnett (Victoria University of Wellington), Sarah Grace Hansen (Georgia State University), Laurie McLay (University of Canterbury), Leslie Neely (University of Texas at San Antonio), and Russell Lang (Texas State University-San Marcos)

Assessment and Treatment of Sleep Problems in Young Children

SANDY JIN, Frank Gutierres, and Sevan Ourfalian (California State University, Northridge)

Evaluating the Relative Effectiveness of Circadian Manipulations and Function-Based Interventions for Sleep Problems in Children With Rare Genetic Developmental Disorders LAURIE MCLAY, Karyn G. France, Neville Morris Blampied, Caitlin Busch, and Emma Woodford

(University of Canterbury)

#281 Symposium

12:00 pm–12:50 pm Walter E. Washington Convention Center, Level 1, Salon G DDA/AUT; Translational BACB CE Offered. CE Instructor: Mindy Christine Scheithauer, Ph.D.

Advancements in the Assessment of Challenging and Repetitive Behaviors Maintained by Automatic Reinforcement

Chair: Mindy Christine Scheithauer (Marcus Autism Center; Emory University)

Subtyping Repetitive Behavior from Standard Functional Analysis Data

TIAGO SALES LARROUDÉ DE MAN (Western New England) and Haley Steinhauser, Julia Touhey, Catlyn LiVolsi, and William H. Ahearn (New England Center for Children; Western New England University)

Evaluating Protective Procedures for Assessment, Treatment, and Research on Automatically Maintained Self-Injurious Behavior

MICHELLE A. FRANK-CRAWFORD and Louis P. Hagopian (Kennedy Krieger Institute)

Evaluating the Rate and Variability of Challenging Behavior During Extended Alone and Ignore Assessments

JAYNE MEREDITH MURPHY, Summer Bottini, and Mindy Christine Scheithauer (Marcus Autism Center; Emory University)

#282 Symposium

12:00 pm-12:50 pm Walter E. Washington Convention Center, Level 1, Salon H DDA/AUT; Service Delivery BACB CE Offered. CE Instructor: Michele D. Wallace, Ph.D.

Functional Analysis Methodology: Updated

Chair: Michele D. Wallace (California State University, Los Angeles)

Practical Functional Analysis and Functional Communication Training for Survivors of Traumatic Brian Injury LAUREN SERVELLON (University of Southern California) and Jonathan J. Tarbox (University of

Southern California; FirstSteps for Kids)

A Practical Guide to Functional Analyses in the Natural Environment

BENJAMIN THOMAS HEIMANN (California ABA) and Michele D. Wallace (California State University, Los Angeles)

Visual-Inspection and Conceptualization of Functional Analysis in Graduate Setting JUSTIN B. HAN and Michele D. Wallace (California State University, Los Angeles)

#283 Panel Discussion

12:00 pm-12:50 pm Walter E. Washington Convention Center, Level 1, Room 102 DEV/AUT; Translational BACB CE Offered. CE Instructor: Richard E. Laitinen, Ph.D.

Functional Curriculum Design and Path of Treatment Analysis for Language/Cognitive Normalization and Enhancement

Chair: Kalle M. Laitinen (Fit Learning Aptos; Educational and Developmental Therapies Inc.)

RICHARD E. LAITINEN (Personalized Accelerated Learning Systems) SHUBHRA GHOSH (Florida Institute of Technology) DERMOT BARNES-HOLMES (Ghent University)

#284 Symposium

12:00 pm-12:50 pm Walter E. Washington Convention Center, Level 1, Salon C DEV/VRB; Applied Research BACB CE Offered. CE Instructor: JeanneMarie Speckman, Ph.D.

Investigating Complex Bi-Directional Relations and Joint Attention in Both Monolingual English and English Language Learners

Chair: Jeanne Marie Speckman (Fred S. Keller School Teachers College Columbia University)

Bidirectional Naming, Echoics, and Arbitrarily Applicable Derived Relations Among 20- to 37-Month-Old Toddlers

LEAH FRIEDMAN (Teacher's College, Columbia University)

A Comparison of Bidirectional Naming for Familiar Stimuli Across English Language Learners and Monolingual English Speaking Students KATHERINE GARCIA (Teachers College Columbia University)

The Role of Joint Attention in the Verbal Behavior Development Trajectory GINGER HARMS (Teachers College, Columbia University)

#285 Symposium

12:00 pm-12:50 pm Marriott Marguis, Level M1, University of D.C./Catholic University PCH/VRB; Translational BACB CE Offered. CE Instructor: Genevieve M. DeBernardis, Ph.D.

Interbehaviorism and Psychological Events as a Field of Interactants: A Possible Future Path for **Behavior Science** Chair: Genevieve M. DeBernardis (University of Nevada, Reno)

The Field Construction of Interbehaviorism LINDA J. PARROTT HAYES (University of Nevada, Reno)

Research, Application, and the Interbehavioral Field

MITCH FRYLING (California State University, Los Angeles)

Up-Dating Relational Frame Theory: More Field Than Frame MARTIN FINN, Dermot Barnes-Holmes, and Yvonne Barnes-Holmes (Ghent University) 12:00 pm–12:50 pm Walter E. Washington Convention Center, Level 3, Ballroom AB PRA; Service Delivery BACB/PSY/QABA CE Offered. CE Instructor: Sigrid Glenn, Ph.D.

Don Baer Lecture: Gains and Losses on the Balance Sheet: ABA 1964-2020

Chair: Shahla Susan Ala'i (University of North Texas)

SIGRID GLENN (University of North Texas)



Sigrid Glenn is regents professor emeritus at the University of North Texas (UNT). She was the founding chair of UNT's Department of Behavior Analysis and the founder and former director of UNT's Behavior Analysis Online program. Her published research includes work in conceptual, experimental and applied areas; current interests are primarily conceptual and philosophical, especially as these pertain to culturo-behavioral systems. Dr. Glenn is past president of ABAI and a founding fellow of the Association. She was the 2015 recipient of the Award for Distinguished Service to Behavior Analysis. Other awards include TxABA Award for

Distinguished Service to Behavior Analysis. Other awards include TxABA Award for Career Contributions to Behavior Analysis in Texas; CalABA's Award for Outstanding Contributions to Behavior Analysis; the Michael Hemingway Award for Advancement of Behavior Analysis; the Cambridge Center for Behavioral Studies Ellen P. Reese Award in Recognition for Significant Contributions to Communication of Behavioral Concepts; and—most important to her—the ABAI 2008 Student Committee Award for Outstanding Mentorship of students.

Abstract: One might say that the treatment that launched applied behavior analysis began with a commitment to help little Dicky, a 3 ½ year old boy with autism (Wolf, Risley & Mees, 1964). The treatment was an amazing story of a successful marriage of science and clinical wisdom. Now, over 50 years later, it is evident that applied behavior analysis has both expanded and shrunk. Expansion is seen in the 2018 Annual Report of the Behavior Analysis Certification Board: 35,286 professionals certified to practice behavior analysis and 51,507 technicians registered to assist them. Most of the recipients of these practices are children and adults with autism and developmental disabilities. Among the costs of taking behavior analysis to scale has been the shrinking of what it means to be an applied behavior analyst. Both science and clinical wisdom seem to have moved to the margins and other considerations have taken center stage. We will examine some of the changes that appear to have occurred, including ossification of protocols, training and supervision in decontextualized environments, and a focus on structural rather than functional approaches to treatment. We will also examine what appears to be a misunderstanding or misapplication of what constitutes evidence-based practice. Finally, we will offer some observations on how the field might recapture what has been lost as it continues moving forward.

#287 B. F. Skinner Lecture Series

12:00 pm–12:50 pm Marriott Marquis, Level M2, Marquis Ballroom 6 SCI; Applied Research BACB CE Offered. CE Instructor: Derek D. Reed, Ph.D.

Onward and Upward: Behavioral Science Principles and Practice in Human Space Exploration Chair: Derek D. Reed (University of Kansas)

PETER ROMA (NASA Johnson Space Center)



Dr. Pete Roma is senior scientist and director of the Behavioral Health & Performance Laboratory at NASA Johnson Space Center. He also holds adjunct appointments at the Johns Hopkins University School of Medicine, the University of Kansas, the University of California—Irvine, the University of Texas at Austin, and Rice University. Prior to joining NASA, he trained and worked with space research pioneer Dr. Joseph V. Brady and behavioral economics pioneer Dr. Steven R. Hursh studying individual and environmental influences on cooperative behavior in highperforming teams. At NASA, the BHP Laboratory specializes in multidisciplinary

longitudinal research and countermeasure development to support individual and team behavioral health, performance, and adaptation in isolated, confined, and extreme operational environments. Through support from NASA's Human Research Program, Space Biology Program, and Systems Maturation Team as well as the US Army Medical Research and Materiel Command and the Defense Advanced Research Projects Agency, recent and ongoing efforts include integrated investigations of human physical and behavioral health, performance, and biopsychosocial adaptation over time in NASA's Human Exploration Research Analog and 20-ft Chamber facilities, the Hawai'i Space Exploration Simulation and Analog habitat, the Russian Institute for Biomedical Problems' SIRIUS/NEK chamber, Concordia and Neumayer Stations in Antarctica, and the International Space Station.

Abstract: Complex mission-oriented operational environments such as space exploration seem incompatible with the rigor and control that define the behavior analytic approach. Yet, the inherent risks, strategic value, and public investment in these missions require applying the best science available to enable success. This presentation will describe the parallels between behavior analytic principles and spaceflight operations, review selected historical and recent applications of behavioral science in astronauts and other teams in isolated, confined, and extreme environments, and describe opportunities for applied behavior analysis as part of integrated multidisciplinary efforts to enable future mission success and support those who work, live, serve, and explore on the final frontier.

#288 Symposium

12:00 pm–12:50 pm Marriott Marquis, Level M4, Capitol/Congress TBA/PCH; Translational BACB CE Offered. CE Instructor: Darlene E. Crone-Todd, Ph.D.

Behavior Analysis in Higher Education: Basic Principles Teaching and Supervision Chair: Andresa De Souza (University of Missouri St. Louis)

Chair: Andresa De Souza (University of Missouri St. Louis) Discussant: Darlene E. Crone-Todd (Salem State University)

Concept and Principle Analysis, Controversies in Critical and Variable Features, and Decision-Making Model for Basic Behavioral Principles

ISVÂNIA ALVES DOS SANTOS, Ana Carolina Sella, and Jackeline Santana Santos (Universidade Federal de Alagoas; Programa de Pós-graduação em Educação)

Considerations for Designing and Implementing Online Instruction and Remote Supervision for Students of Behavior Analysis

MAEGAN D. PISMAN (Imbueity; Pepperdine University) and Andresa De Souza (University of Missouri St. Louis)

#289 Panel Discussion

Student Committee Event

12:00 pm–12:50 pm Marriott Marquis, Level M4, Independence D TBA/DEV; Translational

Professional Perspectives: Essential Questions in Graduate School for Professional Preparation in ABA Chair: Bradley Ray Tiefenthaler (Montana State University Billings, Family Outreach, Inc.)

ELLIE KAZEMI (California State University, Northridge) CHERYL A. YOUNG-PELTON (Montana State University in Billings) JACKIE MOHLER (Family Outreach)

#290 Symposium

12:00 pm–12:50 pm Marriott Marquis, Level M4, Independence A-C TBA/AUT; Translational BACB CE Offered. CE Instructor: Jessica Singer-Dudek, Ph.D.

Effectiveness and Efficacy of Several Different Applications of ABA Intervention Across Two Countries Chair: Jessica Singer-Dudek (Teachers College, Columbia University)

Measuring Special Education Without Special Schools: Challenges and Research Opportunities Where Treatment Efficiency Is Needed the Most FABIOLA CASARINI and Elisa Galanti (Scuola delle Stelle Learning and Research Centre)

Autism Diagnostic Protocol for Low-and-Mid Income Countries: Barriers for an Early Diagnosis and Intervention for ASD in Bosnia and Herzegovina NIRVANA PISTOLJEVIC (EDUS- Education for All; CABAS and Teachers College, Columbia University),

Eldin Dzanko (EDUS- Education for All), and Mohammad Ghaziuddin (University of Michigan Hospitals)

Establishing and Evaluating Different Evidence-Based Interventions: Experiences From Bosnia and Herzegovina

NIRVANA PISTOLJEVIC (EDUS- Education for All; CABAS and Teachers College, Columbia University) and Eldin Dzanko (EDUS- Education for All)

#291 Noteworthy Activity

1:00 pm-1:30 pm Walter E. Washington Convention Center, Level 2, Hall D

Meet presenters to discuss their research, ask questions, or just say "hi." Check the app to see who will be participating.

#292 Noteworthy Activity

1:00 pm–2:00 pm Walter E. Washington Convention Center, Level 2, Hall D

Purchase one of the many titles available at the bookstore and stop by to have it signed by the author! Check the app to see who will be participating.

#295 Poster Session

1:00 pm–3:00 pm Walter E. Washington Convention Center, Level 2, Hall D EAB Chair: Karen M. Lionello-DeNolf (Assumption College)

Discussant: Karen M. Lionello-DeNolf (Assumption College)

1. Observing Stimuli Correlated With Transitions Between Rich and Lean Schedules of Reinforcement (Basic Research) CORY WHIRTLEY and Michael Perone (West Virginia University)

2. Effects of a Changeover Requirement on Between-Sequence Variation in Pigeons (Basic Research) HAWKEN V. HASS and Adam H. Doughty (College of Charleston)

3. Learning New Response Sequences: A PORTL Replication of Reid (1994) (Basic Research) JOSEF HARRIS and Jesus Rosales-Ruiz (University of North Texas) and Mary Elizabeth Hunter (The Art and Science of Animal Training)

4. Development and Disruption of Differential Reinforcement of Low Rates Performances: A PORTL Exploration (Basic Research) LEAH HERZOG and Jesus Rosales-Ruiz (University of North Texas)

5. Effects of Signaled Versus Unsignaled Schedules on the Acquisition and Maintenance of Behavior (Basic Research) AWAB ABDEL-JALIL and Jesus Rosales-Ruiz (University of North Texas)

6. Repeated Resurgence With and Without a Context Change (Basic Research) CAROLYN RITCHEY (Auburn University), Toshikazu Kuroda (Aichi Bunkyo University), and Christopher A. Podlesnik (Auburn University)

7. Effects of Frequency and Magnitude of Reinforcement on Resistance to Change and Spontaneous Recovery (AAB; Basic Research) BEATRIZ ELENA ARROYO ANTUNEZ (Universidad de Guadalajara, Centro de Estudios e Investigaciones en Comportamiento) and Carlos Javier Flores Aguirre (Universidad de Guadalajara)

8. Testing for Renewal and Resurgence of a Nose-Poke Response in Rat (Basic Research) GENEVIEVE GUIDONE, Calista Holt, Jonathan David Shaw, Sarah Elizabeth Accattato, Kyndra Lawson, Melissa Meglin, Mark Galizio, and Katherine Ely Bruce (University of North Carolina Wilmington)

9. Arbitrary Training and Transitivity Tests in Rats Using Olfactory Stimuli (AAB; Basic Research) Mirela Louise Alves (Instituto de Psicologia, Universidade de São Paulo), Miriam Garcia Mijares (Universidade de São Paulo), and FABIO LEYSER GONCALVES (Universidade Estadual Paulista)

10. Environmental Effects on Canine Olfaction (DEV; Basic Research) MADELYN SLATON-SANFORD (Texas Tech University)

Discussant: Fabio Leyser Goncalves (Universidade Estadual Paulista)

11. A Search for Functional Equivalence With Odor Stimuli in Rats (VRB; Basic Research) JONATHAN DAVID SHAW, Genevieve Guidone, Sarah Elizabeth Accattato, Kyndra Lawson, Melissa Meglin, Katherine Ely Bruce, and Mark Galizio (University of North Carolina Wilmington)

12. Olfactory Stimulus Delivery and Removal System for an Operant Chamber (AAB; Theory) SOPHIA BELLE KIRKLAND (University of North Texas) and April M. Becker (University of North Texas; University of Texas Southwestern Medical Center)

13. Using the Blank Comparison Task to Assess Select and Reject Stimulus Controlling Relations in Rats (Basic Research) BOBBIE WOLFF, Haley Markham, Mark Galizio, and Katherine Ely Bruce (University of North Carolina Wilmington)

14. Does Immediate-Reward Training Increase Impulsive Choice? A Test With Naïve Male and Female Rats (Basic Research) Audrey DeBritz, Carla Martinez-Perez, Hannah Mungenast, and ADAM E. FOX (St. Lawrence University)

15. Stimulus Control in a "Resistance to Temptation" Procedure: A Comparative Study (AAB; Basic Research) MEZTLI ROCIO MIRANDA, Brenda Estela Ortega, Brasil Baltazar, and Raul Avila (National Autonomous University of Mexico)

16. Delay Discounting of Token Rewards With Pigeons: Effects of Varying the Exchange-Production Schedule (AAB; Basic Research) RICARDO SILVESTRE CAMPOS RIVERA and Cristiano Valerio dos Santos (University of Guadalajara)

17. Bridging the Gap Between Basic and Applied Behavior Analysis: Human Operant Research in the Twenty-First Century (PCH; Theory) ASHLEY BAGWELL, Terry S. Falcomata, and Samantha Brooke Swinnea (The University of Texas at Austin)

18. Slot Machine Gambling at the Venue versus Laboratory Setting (CSS; Applied Research) ALEKSANDRA TEREKHOVA, Mack S. Costello, Avisha Patel, and Quintin Robin (Rider University)

20. Is There a Relationship Between Risky Choice and Perception of Causality? (Basic Research) CESAR CORONA and Raul Avila (National Autonomous University of Mexico)

Discussant: David A. Eckerman (University of North Carolina, Chapel Hill)

21. Sustainable Use of Common Resources in a Digital Game for Children (CSS; Basic Research) Marlon Alexandre de Oliveira and JULIO C. DE ROSE (Universidade Federal de São Carlos)

23. Examining the Participation of Describing Referential Contingencies in Cultural Interbehavior (VRB; Basic Research) WILL FLEMING, Jamiika Thomas, Garrett Digenan, Bailey Huggins, and Linda J. Parrott Hayes (University of Nevada, Reno)

24. The Effects of Management and Production of a Common Resource in Ethical Self-Controlled Behavior (Basic Research) MARLA BALTAZAR (University of North Texas), LAIS MORORO CORREA and Aecio De Borba Vasconcelos Neto (Universidade Federal do Pará), Traci M. Cihon (University of North Texas), and Carlos Rafael Fernandes Picanco (Imagine Tecnologia Comportamental)

25. Can Cooperation be Selected During an Asymmetric Iterated Prisoner's Dilemma Game? (Basic Research) CARLOS LOPEZ and Traci M. Cihon (University of North Texas) and Aecio De Borba Vasconcelos Neto (Universidade Federal do Pará)

26. Ethical Self-Control Under Different Cumulative Effects (Basic Research) WILLIAMS ADOLFO ESPERICUETA (University of North Texas), David de Lima Rabelo and Aecio De Borba Vasconcelos Neto (Universidade Federal do Pará), and Traci M. Cihon (University of North Texas)

27. Exploring Basic Mechanisms That Select Variability or Repetition in Interlocking Behavioral Contingencies and Their Aggregate Products Through Cultural Selection (Basic Research) TOMAS URBINA and Traci M. Cihon (University of North Texas) and Aecio De Borba Vasconcelos Neto (Universidade Federal do Pará)

28. The Effects of Verbal Behavior on Acquisition and Maintenance of Interlocked Behaviors (CSS; Basic Research) JOSE ARDILA (University of Nevada) and Ramona Houmanfar and Will Fleming (University of Nevada, Reno)

29. The Implicit Relational Assessment Procedure as a Measure of Hopelessness in Elderly: An Exploratory Study (CBM; Basic Research) RENATO BORTOLOTI and Mauro Rezende (Universidade Federal de Minas Gerais), Diana Ferroni Bast (National University of Ireland, Galway), and Edson Huziwara (Universidade de Federal de Minas Gerais)

30. Efficacy of Conjugate-Scheduled Music to Alter Run Pace and Cadence (CBM; Applied Research) MACK S. COSTELLO and Drue Stapleton (Rider University) and Neil Deochand (University of Cincinnati)

31. A Possible Relationship between Academic Procrastination and Psychophysiological Responses to Stress (EDC; Basic Research) HITOMY EDITH MATSUDA WILSON and Maria Antonia Padilla Vargas (University of Guadalajara)

#297 Poster Session

1:00 pm–3:00 pm Walter E. Washington Convention Center, Level 2, Hall D EDC Chair: Elizabeth Houck (University of Texas at Austin)

Discussant: Elizabeth Houck (University of Texas at Austin)

32. An Evaluation of the Effectiveness of Content and Quality of Praise as a Reinforcer for Skill Acquisition in Children With and Without Developmental Delays (DEV; Applied Research) GENA PACITTO, Julie A. Ackerlund Brandt, and Chrystal Jansz Rieken (The Chicago School of Professional Psychology) and Claudia L. Dozier (University of Kansas)

33. A Descriptive Analysis of Teacher Rates of Different Content and Quality of Praise Statements in General and Special Education Classrooms (DDA; Applied Research) GENA PACITTO, Julie A. Ackerlund Brandt, and Chrystal Jansz Rieken (The Chicago School of Professional Psychology) and Claudia L. Dozier (University of Kansas) 34. Evaluating the Effects of a Stimulus Equivalence Protocol to Teach Bully Identification to School-Age Children (VRB; Applied Research) Courtney Sowle and ANGELICA A. AGUIRRE (Minnesota State University, Mankato)

35. Teaching Replacement Skills Through Visual Cues to Reduce Problem Behaviors in a Preschool Classroom (Service Delivery) MAY CHRISELINE BEAUBRUN (Brett DiNovi & Associates)

36. The Development of Evaluation Inventory for Special School-Wide Positive Behavior Support (Applied Research) DAEYONG KIM (Daejeon Middle School) and Jinhyeok Choi (Pusan National University)

37. Effects of Stability Balls on Attention to Task During Instructional Activities in the Regular Classroom for Students With Attention Deficit Hyperactivity Disorder (DDA; Applied Research) WILLIAM J. SWEENEY and Carla Miller (University of South Dakota)

38. A Comparison of Two Methods for Increasing College Student Attendance and Punctuality (TBA; Applied Research) ELIAN ALJADEFF-ABERGEL (Kinneret College on the Sea of Galilee)

39. Cultural Adaptation of a Daily Behavior Report Card for Spanish-Dominant English Learner Students and Families (Applied Research) HALLIE FETTERMAN, Daniel Newman, Cara Dillon, Hannah McIntire, and Julia Nicole Villarreal (University of Cincinnati)

40. Learning Teaching Situations to Promote a Different Level of Functional Aptitude (EAB; Applied Research) AGUSTIN DANIEL GOMEZ FUENTES and Francisco Xavier Pulido Pérez (Universidad Pedagógica Veracruzana)

41. Reciprocal Peer Monitoring to Improve Appropriate Classroom Behaviors and Peer Relationships (Service Delivery) CARA DILLON, Renee Hawkins, Kavya Kandarpa, and Julia Nicole Villarreal (University of Cincinnati)

42. Escalating Reinforcement Schedules and Quiz Submission in College Students (EAB; Applied Research) HELOISA CURSI CAMPOS (Arkansas State University)

43. Using Popular Music to Teach Parts of Speech: An Alternating Treatments Design (EAB; Applied Research) JONTE TAYLOR (Penn State University)

Discussant: Stephanie Jones (West Virginia University)

44. Evaluation and Treatment of Multiply Maintained Problem Behavior Dependent on the Time of Day (DDA; Applied Research) SARA SNYDER and Kevin Ayres (University of Georgia)

45. Using Behavioral Skills Training to Teach Peer Models: Effects on Interactive Play (Applied Research) TANGCHEN LI, XIAONING SUN, and Sheila R. Alber-Morgan (The Ohio State University)

46. Imitation: Conceptual Issues and a Systematic Review of Treatment Research (AUT; Applied Research) JENNIFER LEDFORD and Joseph Michael Lambert (Vanderbilt University)

47. Utilizing a Classwide Positive Behavior Interventsion and Supports Framework in an Alternative School Setting for Students With Autism (AUT; Applied Research) CYNTHIA SHUTTLETON and Robert F. Putnam (May Institute)

48. College Classroom Policies: Effects of "Technology Breaks" on Student Cell Phone Usage and Grades (Applied Research) REBECCA DIANE NELSON (Southern Illinois University) and Ryan N. Redner (Southern Illinois University)

49. Evaluating the Effects of an Acceptance Commitment Training Exercise on Test Anxiety, Psychological Flexibility, and Academic Performance among College Students (Applied Research) KRISTA WARD, Dana Paliliunas, and Ann D. Rost (Missouri State University)

50. Values-Based Self-Management Training to Improve College Student Academic Behavior (Applied Research) KARMEN COLLEY, Celeste Unnerstall, Emily Shepard, and Dana Paliliunas (Missouri State University)

51. The Use of Functional Communication Training With Picture Communication to Teach Appropriate Communication Skills and Reduce Inappropriate Behaviors for a Preschool Girl With Autism (AUT; Applied Research) JENNIFER M NEYMAN, Jessica Moorhouse, and Megan Carroll (Gonzaga University)

52. Teaching Partial-Interval Recording of Problem Behavior With Virtual Reality (TBA; Basic Research) SETH KING (The University of Iowa)

53. A Comparison of Different Modeling Techniques to Establish Token Reinforcers in Classroom Settings (Basic Research) SPENCER GAUERT, Andrew L. Samaha, and Anthony Concepcion (University of South Florida)

54. An Evaluation of Good Behavior Game Procedural Variations on Academic Performance and On-Task Behavior (Applied Research) ASHLYN NICOLE SHARPE (Berry College) and P. Raymond Joslyn (Utah State University)

55. Relationship Between Academic Procrastination and Salivary Cortisol and Heart Ratein Researchers in Training (EAB; Applied Research) MARIA ANTONIA PADILLA VARGAS (University of Guadalajara)

#298 Poster Session

1:00 pm–3:00 pm Walter E. Washington Convention Center, Level 2, Hall D TBA Chair: Dawn Allison Bailey (Oregon Institute of Technology)

Discussant: Dawn Allison Bailey (Oregon Institute of Technology)

56. Examining the Reliability of an Objective Severity Tool to Classify Severe Problem Behavior (EAB; Service Delivery) MARIE-CHANEL MONIQUE MORGAN and Alison Cox (Brock University)

57. Social Studying: The Use of Online Study Groups to Improve Student Scores on BCBA Exam Preparation Assessments (EDC; Applied Research) MARGARET PAVONE DANNEVIK (Lindenwood University) and Liat Sacks (Study Notes ABA)

58. A Replication: Teaching the Implementation of the Picture Exchange Communication System Through Behavioral Skills Training (VRB; Service Delivery) AISLING COLLINS and Philippa Da Silva (Jigsaw CABAS school)

59. Analysis of Program Mode, Cohort Size, and Certification Exam Pass Rates Across Verified Course Sequences in Behavior Analysis (Applied Research) KENDRA GUINNESS and Kylan S. Turner (Simmons University)

60. Embedding Single Case Design Research Into a Master's Program in Special Education With an Applied Behavior Analysis Emphasis (EAB; Applied Research) SUZANNE JERI YOCKELSON (Brandman University)

61. Interteaching in Combination With Cumulative Exams (EDC; Applied Research) CATHERINE M. GAYMAN (Troy University), Stephanie Jimenez (University of Pittsburgh at Johnstown), and Sherwonda Taylor and Stephany Hammock (Troy University)

62. Preparing Educators to Support Augmentative and Alternative Communication Through Online Instruction of System of Least Prompts (EDC; Applied Research) ASHLEY MCCOY (Bowling Green State University), David McNaughton and Theoni Mantzoros (Penn State University), Jessica Gormley (Munroe-Meyer Institute), and Tara O'Neill (Misericordia University)

63. Behavior Analytic Dissemination: Using the ECHO Model (Service Delivery) RACHEL L. WHITE (University of Alaska Anchorage)

#299 Poster Session

1:00 pm-3:00 pm Walter E. Washington Convention Center, Level 2, Hall D CSS Chair: Thomas G. Szabo (Florida Institute of Technology)

Discussant: Thomas G. Szabo (Florida Institute of Technology)

64. The Role of Social Discounting in Bystanders' Helping Cyberbullying Victims: A Behavioral Economic Approach (EAB; Applied Research) YUSUKE HAYASHI and Nargess Tahmasbi (Penn State Hazleton)

65. An Indirect Assessment Tool of Family's Cultural Background: Promoting Cultural-Responsive Clinicians (AUT; Service Delivery) MARIE-HELENE KONRAD (Autismuszentrum Sonnenschein), Andresa De Souza (University of Missouri St. Louis), and Virginia Gimenez (Agir et Vivre l'Autisme)

66. A Behavior Analytic Perspective of the Public Behavior of Donald Trump (PCH; Theory) ROBIN ARNALL (The Sage Colleges; The Chicago School of Professional Psychology;; Nova Southeastern University), Sarah Russell (Sage Graduate School; ASPIRE LLC), and Tanisha McClaren and Tara Castle (The Chicago School of Professional Psychology)

67. The Additive Effects of Varying Stimuli on Cooperative and Conformity Responding (VRB; Basic Research) ELIZABETH GHEZZI and Ramona Houmanfar (University of Nevada, Reno)

68. Investigating Gender Biases Towards Careers Among STEM and Humanities Students (EAB; Basic Research) Murilo Cesar Moreira (Universidade Federal de São Carlos), João Henrique de Almeida (Universidade Estadual de Londrina), and JULIO C. DE ROSE (Universidade Federal de São Carlos)

69. Let's Get on the Same Page: Operationally Defining Behaviors in Substance Addiction (Theory) KELSEY KINNEY and Matthew Tyson (Behavior By Design, LLC)

70. Let's Save the World With Applied Behavior Analysis: A Closer Look at the Climate Crisis and What We Can Do About It (Theory) MEAGHEN SHAVER, Pamela Shea, and Jori Bird (Centre for Behavioral Studies, St. Lawrence College) 71. Strategies for Engaging Parent Trainees in Behavioral Skills Training on Social Skills Intervention of Their Infant Babies (DDA; Service Delivery) WEIWEI CHEN (Wucailu Center for Children with Autism)

72. Designing an Instructional Program to Teach Behavior Analysts How to Evaluate Cultural Practices and Systems (Service Delivery) MICHAELA SMITH and Traci M. Cihon (University of North Texas) and Aecio De Borba Vasconcelos Neto (Universidade Federal do Pará)

73. An In-Depth Look at Community Gardens: Identifying Practices That Support Community Garden Longevity (Service Delivery) STEPHANIE CRAN and Traci M. Cihon (University of North Texas)

74. Bringing Behavior Analysis to High School: A Pilot Program Designed to Foster Social Responsibility and Citizenship (EDC; Service Delivery) TOMAS URBINA, Michaela Smith, Rob J. Goodhue, and Gabriela Arias (University of North Texas); Aecio De Borba Vasconcelos Neto (Universidade Federal do Pará); and Traci M. Cihon (University of North Texas)

#300 Poster Session

1:00 pm–3:00 pm Walter E. Washington Convention Center, Level 2, Hall D OBM Chair: Mary C. Scheeler (Pennsylvania State University)

Discussant: Mary C. Scheeler (Pennsylvania State University)

75. Behavior-Based Safety: The Difference Between Immediate and Delayed Feedback on Safe Performances (EAB; Applied Research) MARIA GATTI, Gianluca Aldo Ghezzi, Anna Losi, and Giuliana Spirito (Association for the Advancement of Radical Behavior Analysis)

76. A New Safety Measure for Workers: Location Identification Using Information and Communication Techonology Devices (EAB; Applied Research) SHOKEN SHIMIZU (National Institute of Occupational Safety and Health, Japan), Koichi Ono (Komazawa University), Christoph F. Bördlein (University of Applied Sciences Würzburg-Schweinfurt), and Rieko Hojo (National Institute of Occupational Safety and Health)

77. Instruction Effects for Identification of Safety Equipment (EAB; Applied Research) RIEKO HOJO (National Institute of Occupational Safety and Health), Koichi Ono (Komazawa University), Christoph F. Bördlein (University of Applied Sciences Würzburg-Schweinfurt), and Shoken Shimizu (National Institute of Occupational Safety and Health, Japan)

78. Use of Organizational Behavior Management to Increase Use of Protective Equipment (Applied Research) DEBORAH TORRES, Clare Liddon, and Eileen Fuentes (May Institute)

79. Identifying Barriers Within Behavior-Based Safety: A Pilot Inquiry to Inform Technological Solutions (Service Delivery) LUCA GIANI (University of West Florida; Behavior Factory), and Dayna Beddick and Leasha Barry (University of West Florida)

80. A Comparison of the Effects of Various Types of Gateway on the Reduction of Speeding Behavior at a Pedestrian Crossing (Applied Research) Sung Jun Lim and JIHAN CHOI (Chung-Ang University), Eunju Choi (Western Michigan University), and Shezeen Oah (Chung-Ang University)

81. Precisely Teaching Disaster Response: An Evaluation of SAFMEDS on Teaching Disaster Response (EDC; Applied Research) IRA MEINHOFER, John W. Eshleman, and Shannon Ormandy (The Chicago School of Professional Psychology)

82. Prolific Authors in the Journal of Organizational Behavior Management: Where Else Do They Publish? (Theory) DAVIS SIMMONS, Nicholas Matey, Andressa Sleiman, and Nicole Gravina (University of Florida)

83. The Effects of Performance Feedback on Organizational Citizenship Behavior: A Systematic Review and Meta-Analysis (Theory) MARCO TAGLIABUE, Sigridur Soffia Sigurjonsdottir, and Ingunn Sandaker (Oslo Metropolitan University)

84. An Analysis of Treatment Integrity Reporting in Behavior Analysis in Practice (Theory) ERIK SWANSON GODINEZ, Galan Falakfarsa, Denys Brand, Lea Jones, Deborah Christine Richardson, and Colin Wills (California State University, Sacramento)

#301 Poster Session

1:00 pm-3:00 pm Walter E. Washington Convention Center, Level 2, Hall D CBM Chair: Amy Murrell (University of North Texas)

Discussant: Amy Murrell (University of North Texas)

85. Emotional Responding During Escape Extinction of Inappropriate Mealtime Behavior (Applied Research) CHRISTOPHER W. ENGLER, Kathryn M. Peterson, and Cathleen C. Piazza (Munroe-Meyer Institute, University of Nebraska Medical Center)

86. Gastrointestinal Issues and Problem Behavior: Using Conditional Probability to Determine Possible Relationships (Service Delivery) MORGAN MARIE HALLGREN, Meagan K. Gregory, and Anlara McKenzie (Kennedy Krieger Institute)

87. The Use of a Levels System to Treat an Adolescent Exhibiting Food Refusal (DDA; Applied Research) HAILEY RIPPLE, Rita Druffner, and Hallie Smith (Kennedy Krieger Institute)

88. Preliminary Evaluation of a Trial-Based Functional Analysis of Inappropriate Mealtime Behavior (Applied Research) ASHLEY ANDERSEN and Bethany Hansen (Munroe-Meyer Institute, University of Nebraska Medical Center) and Kathryn M. Peterson and Cathleen C. Piazza (Children's Specialized Hospital–Rutgers University Center for Autism Research, Education, and Services)

89. Relative Preferences for Target and Non-Target Foods in Children With Pediatric Feeding Disorders (Applied Research) JASON RAMSEY and Lisa Guerrero (University of Nebraska Medical Center), Jonathan K. Fernand (Aurora University), and Jason R. Zeleny (Munroe-Meyer Institute, University of Nebraska Medical Center)

90. Increasing Parent Compliance With In-Session Practice by Altering Child's Criteria for Reinforcement to Include Accuracy of Parental Implementation (Service Delivery) NICOLE HIGGINS (Kennedy Krieger Institute, Johns Hopkins Medical School)

91. Increasing Self-Feeding and Self-Drinking Using a Backward Chaining Procedure (Applied Research) ALEXANDRIA BROWN, Caitlin A. Kirkwood, and Connor Sheehan (Center for Pediatric Behavioral Health; University of North Carolina Wilmington) and Tiffany Kronenwetter and Melanie H. Bachmeyer-Lee (University of North Carolina Wilmington)

92. A Comparison of a Food Chaining Approach to an Applied Behavior Analytic Approach in the Treatment of Food Selectivity in Children With Autism Spectrum Disorder (Applied Research) CONNOR SHEEHAN (Center for Pediatric Behavioral Health), Melanie H. Bachmeyer-Lee (University of North Carolina Wilmington), Caitlin A. Kirkwood (Center for Pediatric Behavioral Health, University of North Carolina Wilmington), and Emily G. Doane (University of North Carolina Wilmington)

Discussant: Elizabeth Meshes (TCS-LA)

93. Training Staff in Effective Performance Feedback to Coach Foster Parents' Use of Behavioral Health Strategies (OBM; Service Delivery) MIKE MOLESKI (Devereux Foundation), Richard Allen (Devereux Foundation; Philadelphia College of Osteopathic Medicine), and Elizabeth Smith (Devereux Foundation)

94. Interdisciplinary Intervention Towards Avoidant and Restrictive Food Intake Disorder: A Review of 16 Inpatient Cases (Service Delivery) AARON D. LESSER, Michelle Melicosta, and Emily Seals Mathis (Kennedy Krieger Institute; Johns Hopkins University School of Medicine)

95. A Comparison of Trial-Based and Pair-Wise Functional Analyses in the Assessment of Pediatric Feeding Disorders (Applied Research) TAYLOR KRISTINA MOSELEY and Melanie H. Bachmeyer-Lee (University of North Carolina Wilmington); Caitlin A. Kirkwood (Center for Pediatric Behavioral Health, University of North Carolina Wilmington); Connor Sheehan (Center for Pediatric Behavioral Health); and Tiffany Kronenwetter, Richelle Elizabeth Hurtado, Yohan Krumov, and Jourdan Bayne (University of North Carolina Wilmington)

96. Treatment of Sudden Onset Avoidant and Restrictive Food Intake Disorder: A Medical and Behavioral Model (Service Delivery) ELIZABETH A. MASLER (Kennedy Krieger Institute), Aaron D. Lesser (Kennedy Krieger Institute, Johns Hopkins University School of Medicine), and DeLicia Boyd and Clark Elliott (Kennedy Krieger Institute)

97. Introducing Applied Behavior Analysis to a Pediatric Medical Hospital (Applied Research) LAURA PIZZA (Children's Hospital of Philadelphia)

98. The Use of Behavioral Principles to Address Infant Feeding Problems (DEV; Service Delivery) Amy Drayton, RACHEL KNIGHT, and Melissa Andersen (University of Michigan Medical School)

99. Rumination Syndrome: Review of Historical Trends and Ethical Considerations (PCH; Theory) KRISTYN PETERSON and Julie A. Brandt (The Chicago School of Professional Psychology)

#302 Poster Session

1:00 pm–3:00 pm Walter E. Washington Convention Center, Level 2, Hall D DEV Chair: Jo Ann Pereira Delgado (Teachers College, Columbia University)

Discussant: Jo Ann Pereira Delgado (Teachers College, Columbia University)

100. Comparing the Effects of the Standard Multiple Exemplar Instruction Protocol to Academic Literacy Multiple Exemplar Instruction to Induce Bidirectional Naming (VRB; Applied Research) Francis Hwang-Nesbit, MICHAELA ANN DUNHAM, and Tanya Bajwa (Teachers College Columbia University) 101. The Effects of Fluency Training of Word Problems on the Fluent Responding to Math Facts (Applied Research) YIFEI SUN and Mary-Genevieve White (Teachers College, Columbia)

102. A Parametric Analysis of Auditory Match-to-Sample Protocol on Inducing Accurate Echoics (VRB; Applied Research) TANYA BAJWA (Teachers College, Columbia University), Rebecca Hotchkiss (Evergreen Center), Kristina Wong (Columbia University), and Daniel Mark Fienup (Teachers College, Columbia University)

103. The Effects of Social-Listener Reinforcement Protocol on Increasing Vocal Verbal Operants (Applied Research) RUBY SARA GIBSON, Jessica Horton, and Jessica Singer-Dudek (Teachers College, Columbia University)

104. The Effects of Peer Tutor Using Multiple Exemplar Instruction to Induce Bidirectional Naming (VRB; Applied Research) Brittany Chiasson, MANINDER VIRK, Patricia Elizabeth Cahill, and Jennifer Weber (Teachers College, Columbia University)

105. The Effects of an Accelerated Auditory Matching Procedure on the Echoic Responding of Preschool Students (VRB; Applied Research) MARY KATHLEEN SHORT (Teachers College, Columbia University), Jessica SangEun Yoon (Gotham Children), and Enhea Oh (Teachers College, Columbia University)

106. An Assessment of Token Value and Effectiveness: Does Token Form Matter? (EDC; Applied Research) Marcella Hangen, Halle Norris, Ashley Romero, BREANNA R ROBERTS, Kathryn A. Gorycki, and Pamela L. Neidert (University of Kansas)

107. Further Investigation of Negative Reinforcement to Increase Self-Feeding and Self-Drinking for Children With Feeding Disorders (Applied Research) KRISTIN HATHAWAY, Sarah D. Haney, and Laura E. Phipps (Munroe-Meyer Institute, University of Nebraska Medical Center) and Cathleen C. Piazza (Rutgers University and Children's Specialized Hospital) and Kathryn M. Peterson (Rutgers University and Children's Specialized Hospital)

#303 Poster Session

1:00 pm–3:00 pm Walter E. Washington Convention Center, Level 2, Hall D VRB Chair: Sarah A. Lechago (University of Houston-Clear Lake)

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

108. Teaching Mands for Removal of Blocked Access to Preferred Stimuli Using Progressive Time Delay Procedures (Applied Research) George Sullivan and Genevieve Marshall (SPARKS, LLC; The Chicago School of Professional Psychology, DC Campus), Mary Caruso-Anderson (The Chicago School of Professional Psychology), and BARBARA J. KAMINSKI (Green Box ABA, PLLC; The Chicago School of Professional Psychology, DC Campus)

109. An Extension of Analyses of Verbal Operants: Identifying the Functions of Perseverative Speech (CBM; Applied Research) SAGAR PATEL (Kennedy Krieger Institute; Johns Hopkins School of Medicine; University of Maryland, Baltimore County) and Michelle A. Frank-Crawford, Nicole Lynn Hausman, Melissa Theodore, and Morgan Marie Hallgren (Kennedy Krieger Institute)

110. Relative Efficacy of Functional Communication for a Break to Reduce Problem Behavior Maintained by Different Types of Social Negative Reinforcement (AUT; Applied Research) JULIA GILLORAN, Morgan Marie Hallgren, Anlara McKenzie, and Meagan K. Gregory (Kennedy Krieger Institute)

111. Examining the Increase in Functional Communication in Children With Developmental Concerns in Comparison With Other Children in Clinical Treatment: Part Two (AUT; Applied Research) STEPHANIE NORTHINGTON (PACES, LLC), Helen Christine Shelton (Chancelight), and Cassandra Hammonds, MS, BCBA (PACES, LLC)

112. The Impact of an Intraverbal Webbing Procedure on the Emergence of Advanced Intraverbal Skills in Children With Autism Spectrum Disorder (AUT; Service Delivery) NOUF ALZRAYER (King Saud University)

113. Comparing the Effects of Category Tact and Match-to-Sample Training on the Emergence of Untrained Intraverbals (AUT; Service Delivery) NOUF ALZRAYER (King Saud University)

114. Effectiveness of Speech Therapy on the Use of Siri for an Adult With an Intellectual Disability (DDA; Service Delivery) CARLY ELIZABETH DRAGAN (The Faison Center, Inc.)

115. The Effects of Asian Immigrant Parent Implemented Training on Mand Acquisition of Children With Autism (AUT; Applied Research) XIAOHAN CHEN (Duquesne University)

116. The Effects of an Accelerated Auditory Match-to-Sample Procedure on Echoic Responses (TBA; Applied Research) WENHUI ZHANG and Lenah Alshowaiman (Teacher's College, Columbia University) 117. An Analysis of Faded Prompting Procedures on the Rate of Tact Acquisition (EDC; Applied Research) Ginger Harms (Teachers College, Columbia University), Susan Buttigieg (Teachers College, Columbia University; Manhattanville College), and NANA ISHIKAWA (Teachers College Columbia University)

118. Effects of a Peer-Editing Package on Producing Effective Math Problem Solving (Applied Research) SONG CHOI, Daria Kaczorowska, and Dallal Bayan (Teachers College, Columbia University)

119. Effects of Peer-Editing With a Script on Emergence of Read-Do Correspondence in Fourth Graders (Applied Research) DALLAL BAYAN, Song Choi, and Daria Kaczorowska (Teacher's College, Columbia University)

#304 Poster Session

1:00 pm-3:00 pm Walter E. Washington Convention Center, Level 2, Hall D DDA Chair: Casey J. Clay (University of Missouri)

Discussant: Casey J. Clay (University of Missouri)

120. An Evaluation of a More-Adaptive Treatment of Elopement Using Modern Technology for Children With Developmental Disabilities (Applied Research) EHREN J. WERNTZ (Arizona Autism United; The Chicago School of Professional Psychology); Julie A. Ackerlund Brandt, Susan D. Flynn, and Jack Spear (The Chicago School of Professional Psychology); Morgan Chipley (Arizona Autism United); Shannon Weller (Arizona Autism United; The Chicago School of Professional Psychology); and Kaitlin Winter (Arizona Autism United)

121. Promotion of the Preparation Behavior in Kindergarten Using Visual Timer: Application to Neurodevelopmental Disorders and Typical Developmental Children (EDC; Applied Research) YUMIKO SASADA (Academy of Behavioral Coaching) and Kenji Okuda (Educational Foundation of Nishi Karuizawa Gakuen)

122. Functional and Treatment Analysis of Problem Behavior in Children With DiGeorge Syndrome (22q11.2 Deletion Syndrome) (CBM; Applied Research) BENJAMIN R. THOMAS, Julia T. O'Connor, and Patricia F. Kurtz (Kennedy Krieger Institute; Johns Hopkins University School of Medicine)

123. An Example of an Analytical Progression to Identify and Treat Multiply Controlled Problem Behavior (AUT; Applied Research) KELLY ALEXANDRA BENHART and Jason C. Bourret (New England Center for Children)

124. Further Retrospective Comparisons of Response Rate and Latency in Functional Analysis Data: A Summary of 38 Cases (AUT; Applied Research) AMANDA MAE MORRIS (University of Nebraska Medical Center), Adam M. Briggs (Eastern Michigan University), Daniel R. Mitteer (Rutgers University - Children's Specialized Hospital Center for Autism Research, Education, and Services), Andrew Sodawasser (University of Nebraska Medical Center), and Wayne W. Fisher (Rutgers University -Children's Specialized Hospital Center for Autism Research, Education, and Services)

125. A Meta-Analysis of School-Based Challenging Behavior Interventions for Adolescents With Developmental Disabilities (AUT; Applied Research) MARIE DAVID and Rose A. Mason (Purdue University); John Davis (University of Utah); Emily Gregori (University of Illinois at Chicago); and Qingli Lei, Danni Wang, and Catharine Lory (Purdue University)

126. Assessment and Treatment of Challenging Behavior Maintained by Escape From Interruption of Play (Applied Research) CARMEN CARUTHERS (Kennedy Krieger Institute; Johns Hopkins School of Medicine) and Aila K. Dommestrup, Patricia F. Kurtz, and George Miller (Kennedy Krieger Institute)

127. Investigation on the Function of Problems Behavior of Children in After-School Daycare (Basic Research) MAKO ITO and Koji Takeuchi (Meisei University)

128. Assessing Sensory Perception and the Behavioral Function of Self-Injurious Behavior (Basic Research) DREW E. PIERSMA (Kennedy Krieger Institute), Griffin Rooker and Louis P. Hagopian (Kennedy Krieger Institute; Johns Hopkins University School of Medicine), Christopher M Dillon (Kennedy Krieger Institute), Frank J. Symons and Alyssa Merbler (University of Minnesota), and Erica Lozy (Louisiana State University)

129. Reducing Inappropriate Sexual Behavior With Response Interruption and Redirection: A Comparison of Immediate Versus Delayed Interruption (Applied Research) JESSIKA RENEE HURTS (Munroe-Meyer Institute, University of Nebraska Medical Center), Michael P. Mullane (Child Mind Institute), and Amanda Zangrillo (Munroe-Meyer Institute, University of Nebraska Medical Center)

130. Daily Behavior Report Cards for Students With Developmental Disabilities in Extended School Year Classrooms (AUT; Applied Research) JONTE TAYLOR (Pennsylvania State University) and Doris Adams Hill (Auburn University)

131. A Brief Descriptive Assessment of Screaming Behavior in the Presence and Absence of Other Individuals (Service Delivery) KELSEY WEBSTER, Audrey Renee Conrad, Jessica Detrick, and Stephanie

M. Peterson (Western Michigan University)

132. Analysis of Competition Factors in the Reduction of Treatment-Resistant Automatically Maintained Self-Injury (AUT; Applied Research) CHRISTOPHER M. DILLON (Kennedy Krieger Institute; University of Maryland, Baltimore County) and Louis P. Hagopian and Griffin Rooker (Kennedy Krieger Institute; Johns Hopkins University School of Medicine)

Discussant: Craig Strohmeier (Kennedy Krieger Institute)

133. Increasing Lip Closure and Spoon Acceptance in a Child With a Pediatric Feeding Disorder (AUT; Applied Research) MARGARET BERNHEIM POWELL (Kennedy Krieger Institute; Mississippi State University) and Hallie Smith (Kennedy Krieger Institute)

134. Evaluation of an Expelling Assessment to Decrease Expelling Among Children With Food Refusal (Service Delivery) MICHAELA SCOTCHIE (Kennedy Krieger Institute; University of Maryland Baltimore County) and Carrie S. W. Borrero (Kennedy Krieger Institute)

135. Using a Jaw Prompt With Differential Reinforcement and Response Cost to Increase Open Cup Drinking (CBM; Applied Research) RACHEAL, Alison Kozlowski, and Michaela Scotchie (Kennedy Krieger Institute)

136. Using Stimulus Fading to Increase Food Consumption in a Child With Autism (AUT; Applied Research) MOHAMMED ALMALKI (The University of Minnesota)

137. Dysphagia in Brain Injury: Promoting Safe Eating Through Differential Reinforcement and Self-Management (CBM; Service Delivery) CHRIS M. SCHAUB (ReMed) and Rayan Alqunaysi (Temple University)

138. Multiple-Exemplar Training in the Generalization of Self-Control Choice: A Pilot Study (Applied Research) ALMA LUISA LÓPEZ FUENTES and Silvia Morales Chaine (National Autonomous University of Mexico)

139. Assessing Preference Using Eye Gaze Technologies for Individuals With Significant Intellectual Disabilities (EDC; Basic Research) XIAONING SUN, Helen I. Cannella-Malone, and Emily Bumpus (The Ohio State University)

140. Using a Comprehensive Assessment Procedure to Evaluate Learner Preferences for Sensory Categories (AUT; Applied Research) AMANDA AUSTIN (Douglass Developmental Disabilities Center; Rutgers Graduate School of Applied and Professional Psychology), Daniela Silva (Douglass Developmental Disabilities Center), and Kate E. Fiske Massey (Douglass Developmental Disabilities Center; Rutgers University)

141. Video Preferences and Their Relative Reinforcing Effects (Applied Research) HUGO CURIEL and Emily Curiel (The University of Texas Rio Grande Valley)

142. Get Pref-ed in a Hurry: An Examination of a Synthesized Preference Assessment (Applied Research) EMILY E. ARNOLD and Aimee Decker (The Faison Center)

143. Determining Mand Topography Preferences During Functional Communication Training (Service Delivery) MATHEW C. LUEHRING and Elizabeth Clare Nudelman (Kennedy Krieger Institute; Johns Hopkins School of Medicine) and Patricia F. Kurtz (Kennedy Krieger Institute)

144. Assessing the Social Acceptability of Similar Competing Response and Those Designed To Be Less Conspicuous (Applied Research) KISSEL JOSEPH GOLDMAN and Iser Guillermo DeLeon (University of Florida)

145. The Application of Applied Behavior Analysis to the Treatment of Trauma (CBM; Service Delivery) LEAH FLANAGAN (Allambi Care) and Alayna T. Haberlin (Paperbark Solutions; University of New England Australia)

#305 Poster Session

1:00 pm–3:00 pm Walter E. Washington Convention Center, Level 2, Hall D AUT Chair: Corina Jimenez-Gomez (Auburn University)

Discussant: Corina Jimenez-Gomez (Auburn University)

146. What Should We Do? A Problem-Solving Approach to Identify Skill-Acquisition Procedures to Resolve Persistent Errors (Applied Research) VALERIA LADDAGA GAVIDIA and Samantha Bergmann (University of North Texas)

147. An Evaluation of Stimulus Preference Using a Progressive Response Effort Assessment (DDA; Applied Research) AVISHA PATEL, Robert W. Isenhower, and Frances A. Perrin (Rider University) and Cynthia Bott-Tomarchio, Rachel Tait, and Kelly Dunn (Eden Autism Services)

148. Functional Analysis and Treatment of Diurnal Bruxism (Applied Research) Savannah Tate (University of Florida), KYLE HAMILTON and Rachel LeeAnn Schmidli (University of Missouri Thompson Center for Autism and Neurodevelopmental Disorders) and Casey J. Clay (University of Missouri)

149. Implementation of a Social Emotional Learning Program: Modified and Adapted to Meet the Learning Needs of Students With Autism Spectrum Disorder and Other Disabilities (DEV; Service Delivery) SHARON R. GAINFORTH (Stepping Stones Centre)

150. Teaching Children With Autism to Make Empathetic Statements in Presence of Non-Verbal Affective Stimuli (DEV; Applied Research) GUIDO DANGELO, Claudio Radogna, and Maria Graziano (DALLA LUNA)

151. Evaluating an eHealth Case Management System in an Intensive Behavioral Intervention Program (CSS; Service Delivery) AMY PANKEWICH, Toby L. Martin, and Kerri L. Walters (University of Manitoba; St. Amant Research Centre) and Charmayne Dube (New Directions; University of Manitoba)

152. Examining the Function of Behavior Prior and Following Instructional Fading and Rapport Building (Service Delivery) MICHAELA RICE, Stephanie Coe, and Meghan Silva (May Institute)

153. Training Parents of Children With Autism Who Have Limited English Proficiency Using Video Prompting (CBM; Applied Research) NATALY LIM, Mark O'Reilly, Fabiola Vargas Londono, and Adrienne Russell-George (University of Texas at Austin)

154. Reinstatement of Multiple Mand Topographies (VRB; Applied Research) WHITNEY TRAPP, Clare Liddon, and Courtney Bright (May Institute)

155. A Preliminary Examination of the Influence of Medical Marijuana Products on Aberrant Behavior of Adolescents With Autism Spectrum Disorder (Applied Research) KAITLIN ROSS (MECA), Gloria Satriale (PAAL Program), and Thomas L. Zane (University of Kansas)

Discussant: Mandy J. Rispoli (Purdue University)

156. Staff Preference: Another Dimension of Assessment and Its Relation to On-Task and Compliance Behavior (DDA; Applied Research) JESSICA ZAWACKI and Gloria Satriale (PAAL Program)

157. Task Analysis of Naturalistic Developmental Behavioral Interventions (EDC; Service Delivery) JOHN BUDDE, Anna Lopez, Phillip Romero, Amanda Small, Ya-Chih Chang, and Mitch Fryling (California State University, Los Angeles)

158. Safe and Efficient Analysis of Self-Injury With Students Being Protected by Multiple Forms of Equipment (DDA; Applied Research) EMILY SULLIVAN (May Institute; Western New England University) and Gregory P. Hanley (Western New England University)

159. The Effects of Individualized Positive Behavior Support on Classroom Challenging Behaviors and Alternative Behaviors Using Augmentative and Alternative Communication for a Student With Autism Spectrum Disorder in Special School (EAB; Applied Research) EUNHEE PAIK (Kongju National University; Korean Association for Behavior Analysis), Surnhee Lee (Brain Korea 21; Kongju National University), Young Hee Seo and Kwangrim Lee (Kongju National University), and Hyouja Lee (Korean National University of Transportation)

160. Mirror Protocol to Increase Observing and Imitation Skills in Adolescents With Autism (EDC; Applied Research) CLAUDIA PUCHETTI, Gianluca Amato, and Elena Vaccari (VitaLab Educational Centre) and Chiara Leuci and Fabiola Casarini (Errepiù)

161. Teaching Children With Autism to Mand for Information Across Tact and Intraverbal Operants (Applied Research) JAMIE GILMORE-BLACK and Nicole M. Rodriguez (Munroe-Meyer Institute, University of Nebraska Medical Center), Desiree Dawson (University of Nebraska Medical Center), and Michael Aragon (Munroe-Meyer Institute, University of Nebraska Medical Center)

162. Practical Functional Assessment and Skill-Based Treatment Process for an 8-Year-Old Student With Autism (DDA; Applied Research) DANIEL JOHN SHERIDAN (New England Center for Children), Shannon Ward (FTF Behavioral Consulting), and Katherine Rousseau (New England Center for Children)

163. A Match-to-Sample Teaching Procedure to Facilitate Independent Page Navigation and Stimulus Class Formation for Augmentative and Alternative Communication Users (DDA; Applied Research) CATHY J. BOOTH (Simmons University Autism Bridges)

164. The Effects of Material Choice on On-Task Behavior During Art Activities (Applied Research) BRENNA R. GRIFFEN, Jessica Miller, and Elizabeth R. Lorah (University of Arkansas)

165. Evaluating the Effects of Social Skills Interventions Among Young Children With Autism Spectrum Disorder: A Meta-Analysis (Applied Research) MONIQUE BARNETT, Terry S. Falcomata, and Travis Wong (The University of Texas at Austin)

Discussant: Thea H. Davis (Autism Bridges)

166. The Effects of Antecedent Exercise on Stereotypic Behaviors in Individuals With Autism Spectrum Disorder: A Meta-Analysis (Applied Research) TRAVIS WONG, Terry S. Falcomata, and Monique Barnett (University of Texas at Austin)

167. Using Behavior Skills Training to Teach a Child With Autism Spectrum Disorder Hand Raising Skills (EDC; Applied Research) ALYSSA P. SCOTT, Tiffany Kodak, and Mary Halbur (Marquette University); Diana Meredith (Center for Language Acquisition and Social Skills Intervention); and Courtney Lyn Meyerhofer (Marquette University)

168. A Systematic Review of Linguistic and Verbal Behavior Outcomes of Pivotal Response Treatment (VRB; Service Delivery) HEATHER J. FORBES, Jason Travers, and Jenee Vickers Johnson (University of Kansas)

169. Augmentative Communication Screening Tool for Children With Autism Spectrum Disorder (Applied Research) AMANDA L. GIBSON (BlueSprig Pediatrics), Elizabeth J. Preas and Leslie VanWinkle (University of Nebraska Medical Center), and Regina A. Carroll (Munroe-Meyer Institute, University of Nebraska Medical Center)

170. Reducing Stereotypy Using a Differential Reinforcement Procedure With an Adult With Autism Spectrum Disorder (Applied Research) COURTNEY BUTLER, Ashley Kobylarz, and Christeen Scarpa (Rutgers University); Doug Stacquadanio (Caldwell-West Caldwell School District); Robert LaRue (Rutgers University); Christopher Manente (Rutgers Center for Adult Autism Services, Rutgers University); and SungWoo Kahng (Rutgers University)

171. Analyzing Variables in a Brazilian Behavioral Intervention Program for Children With Autism (Applied Research) MARIA CLARA DE FREITAS, Nathalia Manoni, and Camila Domeniconi (Federal University of São Carlos)

172. Practical Functional Assessment and Skill-Based Treatment With Non-Verbal Adolescents With Severe Problem Behavior (DDA; Service Delivery) MARA VANDERZELL, Allison Kim, Erika Rose DiNatale, and Jessica Lynn Hanson (Upstate Cerebral Palsy)

173. Using Graduated Exposure to Decrease Phobic Avoidance of a Pressure Cooker in a Child With Autism (Applied Research) JESSICA BENNETT (ACI Learning Partners; Florida Institute of Technology) and Christopher A. Krebs (Eastern Connecticut State University)

174. Matrix Training and Instructional Feedback With Students With Autism Spectrum Disorder in an Educational Setting (Service Delivery) ANDREA DANIELLE DRISCOLL, Sarah Frampton, Karly Covall, and Meghan Silva (May Institute)

175. Assessing the Effectiveness of Three Treatment Packages to Treat Echolalia in a Boy With Autism (DEV; Applied Research) Guido Dangelo, Stefania Natale, Consiglia Trentadue, and MARIANGELA ACQUAVIVA (Dalla Luna)

Discussant: Meghan Deshais (Caldwell University)

176. Systematic Identification of Video Preferences and Reinforcing Effects (Applied Research) Hugo Curiel and EMILY CURIEL (The University of Texas Rio Grande Valley) and Alan D. Poling (Western Michigan University)

177. Tolerating Denials to Purchase Preferred Items in a Community Setting (Applied Research) EMILY E. ARNOLD (The Faison Center)

178. Evaluating Differential Reinforcement for Treating Food Selectivity Within a School Setting (Service Delivery) KARLY COVALL, Kara Lee Romanetz, Sarayu Padmanabhan, Tiana Reed, and Meghan Silva (May Institute)

179. An Approach to Increase Eye Contact in Children With Autism Using an Elicited Orienting Response (DEV; Service Delivery) BASAK TOPCUOGLU (The Scott Center for Autism Treatment and Research), Nicole Adriaenssens (Florida Institute of Technology), Stephanie Brand (The Scott Center for Autism Treatment; Florida Institute of Technology), Ada Harvey (Florida Institute of Technology), Cheyenne Dong (The Scott Center for Autism Treatment and Research), Tiara Putri (Florida Institute of Technology), and Corina Jimenez-Gomez (Auburn University)

180. Delay-Denial Tolerance Training With Specific Mands in a School Setting (Service Delivery) KARA LEE ROMANETZ, Stephanie Coe, Meghan Silva, and Michaela Rice (May Institute)

181. Treatment Outcomes for a Sibling Identified as Symptomatic for Autism at Eight Weeks Old (Applied Research) VICTORIA WEISSER, Kathryn Couger, and Rebecca P. F. MacDonald (New England Center for Children)

182. A Within-Subjects Comparison of Functional Analyses With Brief and Extended Session Durations (Applied Research) ROBERT BENJAMIN CORNAGLIA (Western New England University; New England Center for Children), Eileen M. Roscoe (New England Center for Children), and Lee Griffith

(Western New England University) **183. Examination of Teaching Handwriting Using the Handwriting Without Tears iPad Application** (EDC; Applied Research) XI'AN MAYA WILLIAMS, Tiffany Kodak, Mary Halbur, Maria Clara Cordeiro, and Lauren Debertin (Marquette University); Diana Meredith (Center for Language Acquisition and Social Skills): and Alyssa P. Scott and Courtney Lyn Meyerhofer (Marquette University)

184. The Effects of Service Setting on Early Intensive Behavioral Intervention Program Delivery (Service Delivery) KARLI PEDREIRA (University of Manitoba) and Toby L. Martin (St. Amant Research Centre)

185. Teaching Autoclitics to a Child With Autism Spectrum Disorder Using PECS (DDA; Applied Research) LAUREN DEBERTIN, Mary Halbur, Tiffany Kodak, and Xi'an Maya Williams (Marquette University)

Discussant: Michele M. Davidson (Penn State)

186. Decreasing Challenging Behavior for an Individual With Attention Deficit Hyperactivity Disorder and Autism Using a Collaborative Interdisciplinary Approach (Applied Research) KRISTIN LEFEVRE, Erin Way, Sharon Lausch Onda, and Kelly Mieczkowski (Melmark)

187. Interventions to Increase Compliance With Medication Administration: A Literature Review (Applied Research) FINLEY CRUGER and Eileen M. Roscoe (New England Center for Children)

188. A Comparison of Methods for Presenting Tasks to Children With Autism Spectrum Disorders: Systematic Replication (DDA; Applied Research) NATSUMI FUJIMOTO, Fumiyuki Noro, and Soichiro Matsuda (University of Tsukuba)

189. Increasing Communication via Speech Generating Devices for Children With Autism Spectrum Disorder: A Comparison of Aided Language Modeling and Incidental Teaching (Applied Research) MEAGHEN SHAVER and Christiane Haberl (Centre for Behavioral Studies, St. Lawrence College), Beata Batorowicz (Queens University), and Alysha Eaton (Centre for Behavioral Studies, St. Lawrence College)

190. Replications and Extensions of the Interview-Informed Synthesized Contingency Analysis in a School Setting (EDC; Applied Research) SUSAN E. TIRELLA (First Bridge Centre) and Sarah Fattal, Dhi Jadeja, Kirstie Eayrs, and Julia O'Hallarn (Forest Bridge School)

191. Reduction of Automatically Maintained Self Injurious Behavior Through the Reinforcement of Mands in Order to Recruit Restraint (Applied Research) ELISSA SPINKS (Kennedy Krieger Institute; University of Maryland, Baltimore County), Christopher M. Dillon (Kennedy Krieger Institute), Matthew Harrington (Kennedy Krieger Institute; University of Maryland, Baltimore County), and Lynn G. Bowman (Kennedy Krieger Institute; Johns Hopkins University School of Medicine)

192. Modality-Based Fluency Instruction of Pivotal Responses and Advanced Skills Emergence on Non-Verbal Children With Autism (DDA; Applied Research) MADOKA OCHI (NOVA LUNA Education & Consulting Center, LLC), Ayuko Kondo (Elche Co., Ltd.), and Ginga Sasaki (University of Tsukuba)

193. Using a Self-Guided Training Package to Teach Implementation of Functional Analysis (TBA; Applied Research) ELIN THORVALDSDOTTIR (Western New England University; New England Center for Children) and Allen J. Karsina (New England Center for Children)

194. Efficiently Teaching Adults With Autism Spectrum Disorder in a Virtual Reality Environment to Safely Navigate Pedestrian Street Crossing (Applied Research) CHRISTEEN SCARPA (Rutgers Center for Adult Autism Services, Rutgers University); Cecilia Feeley (Rutgers University); Whitney Pubylski-Yanofchick, Dillon Reitmeyer, and Christopher Manente (Rutgers Center for Adult Autism Services, Rutgers University); and Robert LaRue and SungWoo Kahng (Rutgers University)

195. A Review of Research on Physical Activity (Theory) CHELSEA HEDQUIST (New England Center for Children; Western New England University) and Eileen M. Roscoe (New England Center for Children)

Discussant: Kristine Rodriguez (Autism Learning Partners)

196. Teaching Social Skills to Children With Autism Spectrum Disorder: Comparison of Robot Versus Human Delivered Intervention (EDC; Applied Research) LAURA CAMPBELL and Meaghen Shaver (Centre for Behavioral Studies; St. Lawrence College), Katie Phillips (Algonquin Lakeshore Catholic District School Board), and Emma Morgan Whelpley (Centre for Behavioral Studies; St. Lawrence College)

197. I'm Playing With the Dinosaur. This Crayon is Blue. I'm on a Walk: The Effects of Tact Operant Training on the Scripting Behavior of a 4-Year-Old Male With Autism Spectrum Disorder (Service Delivery) JESSICA SMITH (Rutgers University; Bedrock Clinic & Research Center), Abby Lewis (Teachers College, Columbia University), and Melissa Engasser and Stacey Montoya (Bedrock Clinic & Research Center) 199. The Effects of Stimulus-Stimulus Pair/Test Procedure on Three Individuals With Autism Spectrum Disorder (DDA; Service Delivery) JASMINE EITTAH HARRELL (Rider University; Bedrock Clinic & Research Center, Inc.), Jessica Smith (Rutgers University; Bedrock Clinic & Research Center), Abby Lewis (Teachers College, Columbia University), and Melissa Engasser and Michelle Pulese (Bedrock Clinic & Research Center, Inc.)

200. Assessing Skill Acquisition Through Game-Based Instruction for Participants Who Select Games as Leisure Activities (DDA; Applied Research) Courtney Lyn Meyerhofer and Tiffany Kodak (Marquette University), Marisa E. McKee (Center for Language Acquisition and Social Skills Intervention), and Mary Halbur and ABIGAIL STOPPLEWORTH (Marquette University)

201. Treating Pica Maintained by Automatic Reinforcement using Competing Stimulus Items (Applied Research) MATTHEW HARRINGTON (University of Maryland Baltimore County; Kennedy Krieger Institute), Christopher M. Dillon and Javron Keene (Kennedy Krieger Institute), Marissa Lewis (Kennedy Krieger Institute; University of Maryland Baltimore County), and Lynn G. Bowman (Kennedy Krieger Institute; Johns Hopkins University School of Medicine)

202. A Systematic Review of Single Case Experimental Design Studies in Parent Training for Problem Behavior (Applied Research) PAIGE O'NEILL (Brock University), Julie Koudys (Brock University), Meghan Dunnet (Kalyana Support Systems), and Claire Shingleton-Smith and Alyssa Treszl (Brock University)

203. A Review of Variations in Social Preference Assessments (DDA; Applied Research) KALEY KNAPP (Western New England University; New England Center for Children) and Eileen M. Roscoe (New England Center for Children)

204. Pyramidal Behavioral Skills Training for Staff Providing Applied Behavior Analytic Services to Adults With Autism (Applied Research) IAN BOBER, James Maraventano, and Whitney Pubylski-Yanofchick (Rutgers Center for Adult Autism Services; Rutgers University); SungWoo Kahng and Robert LaRue (Rutgers University); and Christopher Manente (Rutgers Center for Adult Autism Services, Rutgers University)

205. Disseminating Early Intensive Behavioral Intervention to Low Income Families (Service Delivery) ALLISON GERMANN, Sarah M. Avendano, Brittany Hunter, and Josh Plavnick (Michigan State University)

Discussant: Zoe Newman (New England Center for Children; Western New England University)

206. Embedding Identity-Match Prompts to Establish Auditory-Visual Conditional Discriminations and Tacts (VRB; Applied Research) KARLY ZELINSKI and Tiffany Kodak (Marquette University) and Marisa E. McKee (CLASS Intervention)

207. Functional Analysis and Treatment for a Child With Social Avoidance Disorder (DDA; Applied Research) LAURA SENN (Kennedy Krieger Institute; Johns Hopkins University) and Julia T. O'Connor, Destiny Davis, and Kelly Rothrock (Kennedy Krieger Institute)

208. Recombinative Generalization of Tacting Noun Verb Combinations (Applied Research) REBECCA MARIE LARSON and Dylan Rutter (Verbal Beginnings)

209. A Treatment Comparison of the Effects of Reinforcement-Based Interventions on the Suppression of Pica (Applied Research) SARAH SLOCUM (Marcus Autism Center; Emory School of Medicine), Lindsay Lloveras (University of Florida), and Jacquelyn Caffera (Florida Autism Center)

210. Language Environments in Home and an Early Intensive Behavioral Intervention Classroom (Applied Research) GREESHMA SANCHULA, Sarah M. Avendano, Shelby Rosalik, and Josh Plavnick (Michigan State University)

211. Assessing and Increasing Physical Activity for Children With Autism (Applied Research) LAUREN RAE (Western New England University; New England Center for Children)

212. Common Mistakes of Parent-Collected ABC Data (Service Delivery) CHRISTOPHER TUNG and Mindy Christine Scheithauer (Marcus Autism Center)

213. An Evaluation of Group-Level Interventions to Increase Vegetable Consumption: A School-Wide Study (Applied Research) LINDSAY SEIDEN (Penn State Harrisburg); Lauren Davison, Ben Bacon, Brittney Miller, and Megan Gring (Hogan Learning Academy); Fred E. Carriles (Penn State Harrisburg); Keith E. Williams (Penn State Hershey Medical Center); and Jonathan W. Ivy (Penn State Harrisburg)

214. Efforts Towards Comprehensive Transition Programming in the U.S. Virgin Islands (CSS; Service Delivery) SARA GUNNING (Island Therapy Solutions)

215. Treatment of Self-Injurious Behavior Through Intervention on Precursor Behavior (DDA; Applied Research) EMILY ANN CHESBROUGH, Michelle A. Frank-Crawford, Griffin Rooker, and Alyssa Fisher (Kennedy Krieger Institute)

Discussant: Oswaldo Ochoa (Bloom Behavioral Health)

216. Classroom Staff as an Establishing Operation for Aggressive Behavior (EDC; Applied Research) COREY OLVERA and Johanna F. Lantz (The Center for Discovery)

217. A Practioner's Guide to Teach for Generalization in ABA Treatment for Autism and Other Disabilities Using the R.E.AL. Model (Service Delivery) BRENDA J. TERZICH-GARLAND and Mari R. Ueda-Tao (Applied Behavior Consultants, Inc.)

218. The Treatment of Food Selectivity in an Adult With Autism Spectrum Disorder (Applied Research) WHITNEY PUBYLSKI-YANOFCHICK and Christopher Manente (Rutgers Center for Adult Autism Services, Rutgers University) and Robert LaRue and SungWoo Kahng (Rutgers University)

219. Latency-Based Attention Assessment Among Individuals With Social Avoidance Functions (AAB; Applied Research) KRYSTA PAIGE LAMOTTE (Marcus Autism Center) and Sarah Slocum and Colin S. Muething (Marcus Autism Center; Emory University School of Medicine)

220. Pretest/Post-Test Evaluation of Language Measures After a Year of Early Intensive Behavioral Intervention (Applied Research) SHELBY ROSALIK, Sarah M Avendano, Greeshma Sanchula, and Josh Plavnick (Michigan State University)

221. Establishing Tangible Conditioned Reinforcers for Children With Autism using a Discrimination Training Procedure (Applied Research) RACHEL YOSICK and Kristina Gerencser (Marcus Autism Center; Emory University School of Medicine)

222. Evaluation of the Latency-Based, Interview-Informed Synthesized Contingency Analysis (DDA; Applied Research) AMINA NOOR WONG (Queens College, City University of New York), Theresa Fiani (The Graduate Center, City University of New York), and Joshua Jessel (Queens College, City University of New York)

223. Social Validity: A Comparison of Social Skills Interventions (DDA; Applied Research) FRANK KEVIN DAVIS, Juan Geovanni Torres, Charles Thomas Gageby, and Debra Berry Malmberg (California State University, Northridge)

224. Defining the Functions of Sarcasm and Its Practical Implications for Individuals With Developmental Disabilities (VRB; Applied Research) JOSHUA GARNER (Hopebridge Pediatrics; Behavioral Education Research Initiative), Tom Wierzbinski (The Chicago School of Professional Psychology), and Adam Peal (Behavioral Education Research Initiative)

225. Behavioral Assessment and Early Intervention Protocol for Autistic Risk Babies: Increasing the Generality of Previous Results (TBA; Applied Research) PAULA GIOIA, Simone Assunção Keiner, and Flavia Maria Mascarenhas veras Morais (Pontifical Catholic University of São Paulo)

226. An Alternative Model for Traditional Early Intensive Behavioral Intervention: A Pilot Study (VRB; Service Delivery) ALEXANDRA AMENT (University of Colorado Anschutz Medical Campus; Children's Hospital of Colorado), Sarah C Connolly (May Institute), and Ashley Showalter (Nationwide Children's Hospital Center for Autism Spectrum Disorders)

#306 Noteworthy Activity

1:30 pm–2:00 pm Walter E. Washington Convention Center, Level 2, Hall D

Meet presenters to discuss their research, ask questions, or just say "hi." Check the app to see who will be participating.

#307 Noteworthy Activity

2:00 pm–2:30 pm

Walter E. Washington Convention Center, Level 2, Hall D

Meet presenters to discuss their research, ask questions, or just say "hi." Check the app to see who will be participating.

#308 Noteworthy Activity

2:00 pm–3:00 pm Walter E. Washington Convention Center, Level 2, Hall D

Purchase one of the many titles available at the bookstore and stop by to have it signed by the author! Check the app to see who will be participating.

#309 Noteworthy Activity

2:30 pm–3:00 pm Walter E. Washington Convention Center, Level 2, Hall D

Meet presenters to discuss their research, ask questions, or just say "hi." Check the app to see who will be participating.

#310 Special Session

2:30 pm–3:50 pm Walter E. Washington Convention Center, Level 3, Ballroom AB CE Instructor: Peter R. Killeen, Ph.D.

An International Model for Education in Behavior Science and Application Chair: Peter R. Killeen (Arizona State University)

MARTHA COSTA HÜBNER (University of São Paulo) FRANCESCA DEGLI ESPINOSA (ABA Clinic) ILANA GERSCHLOWITZ (Star Academy) AGUSTIN DANIEL GOMEZ FUENTES (Universidad Veracruzana) GLADYS WILLIAMS (Centro CIEL; LearnMore, Inc.)



Martha Hübner is a full professor of experimental psychology at the Institute of Psychology, University of São Paulo (USP), Brazil. She was coordinator of the graduate program in the experimental department from 2004–2010. She is past president of the Brazilian Association of Psychology (2002–2005), of the Brazilian Association of Behavioral Medicine and Psychology (2008–2011), and of ABAI (2015–2017). She also served as ABAI's international representative (2009–2014). She conducts research at the Institute for Science and Technology on learning and at the Laboratory for the Study of Verbal Operants on processes involved in the acquisition of symbolic behaviors such

as reading, writing, and verbal episodes. She is currently an invited professor at USP's psychiatry institute and chair of the psychology section at the university hospital; she is immersed in three areas of research, teaching, and application: empirical relations between verbal and nonverbal behavior, control by minimal units in reading, and verbal behavior programs for children with autism spectrum disorders.



Francesca degli Espinosa has worked with children with autism for more than 20 years. Her longstanding clinical and research interests are in advanced applications of contemporary analyses of verbal behavior (Horne & Lowe, 1996; Lowenkron, 1998, 2008; Michael, Palmer, & Sundberg, 2011) as a basis for teaching generalized verbal repertoires and, thereby, as a means of minimizing the need to teach specific individual verbal responses. She was the lead clinican for the Southampton Childhood Autism Program at the University of Southampton, the first UK-based EIBI outcome study (Remington et al., 2007), results of which formed the basis of her Ph.D. She currently

runs a small diagnostic, behavioral, and skills assessment clinic in Southampton and teaches applied behavior analysis in the graduate program at the University of Salerno, Italy, her home country, where she also continues to mentor Italian BCBAs.



Ilana Gerschlowitz lives in Johannesburg, South Africa, and is the mother of three boys. She completed her B.Com (LLB) (commerce and law degree) in 1998 at the University of the Witwatersrand and was subsequently admitted and practiced as an attorney. In 2004, when her oldest son, David, was diagnosed with autism at the age of 20 months, she immersed herself in research to find solutions. In 2009, she hosted the landmark Challenging Children Conference, which successfully provided a platform for the introduction of ABA to South African parents and professionals. Ms. Gerschlowitz is the founding director of the Star Academy (Star), an affiliate of the

US-based Center for Autism and Related Disorders. Now 10 years old, Star Academy (Star), an affiliate of the US-based Center for Autism and Related Disorders. Now 10 years old, Star has provided access to ABA programs to more than 230 children around the country with autism or related disorders, as well as to children in Ghana, Zimbabwe, Rwanda, Mauritius, and Zambia. Other Star projects include providing ABA instruction to underprivileged children in Johannesburg and a program called Catch Up Kids, which helps children overcome learning challenges, including those with ADHD.

In 2015, Ms. Gerschlowitz was recognized for her work in education with the CEO Global Award for Africa's Most Influential Woman in Business and Government in the Education and Private Sector for Region, Country, and Continent. In 2018 she was a finalist for the Europcar Jewish Women in Leadership Award. She is the author of *Saving My Sons: A Journey With Autism*, published in 2019 and which helps light the way for many parents coping with autism or learning difficulties in Africa.



Dr. Agustín Daniel Gómez Fuentes has a degree in psychology from Universidad Veracruzana, a master's in psychology (behavior analysis) from Western Michigan University, and a doctorate in behavioral science from the University of Guadalajara. Dr. Gómez Fuentes has been recognized as a National Level I Investigator by the Mexican National System of Investigators of the National Council of Science and Technology. In addition, he has a PROMEP profile and has been director of more than 80 theses on psychology and education, as well as published more than 16 articles in specialized scientific journals on those same topics. Additionally, he

has published 10 book chapters and 3 specialized books on behavioral science and education. His research interests are mainly focused on linguistic modes and their relationships, as well as historical and philosophical analysis of psychological concepts. Dr. Gómez Fuentes was a member of the program committee for the 2013 ABAI International Conference in Mérida, Mexico, and truly instrumental to its

success and subsequent positive effects encouraging the growth of behavior analysis in Mexico. He promoted the conference and its call for papers among his colleagues at Universidad Veracruzana, gave a talk as part of a symposium, and chaired two other sessions.



Gladys Williams leads the program on autism and verbal behavior at David Gregory School in New Jersey. She is the founder and director of Centro CIEL in Barcelona and Oviedo, Spain, and of LearnMore, Inc., an institution that promotes effective teaching strategies. She earned her doctoral degree in special education and behavior analysis from Teachers College, Columbia University, where she was a recipient of the Fred S. Keller Research Grant to study language development and autism. She has won several awards for her contributions to the field of applied behavior analysis. Dr. Williams has published 18 articles in peer-reviewed journals such as the *Journal of Applied Behavior*

Analysis, the American Journal on Mental Retardation, Teaching Exceptional Children, and others. She has been a guest reviewer for the Journal of Applied Behavior Analysis, Behavior and Social Issues, and The Behavior Analyst. She is a frequent guest speaker in Europe and South America. Dr. Williams's main objective is to implement effective strategies to teach functional verbal language to nonverbal children and to investigate strategies and techniques to facilitate social skills and functional language acquisition. Her quest is to use behavioral technology to benefit children around the world.

Abstract: The ABAI Task Force on International Education has been working since January to create a model to improve educational opportunities and develop formal recognition of behavior analysts that could be adapted for individual countries. Constituents from Brazil, Italy, Mexico, South Africa, and Spain will provide an update on the task force's progress. We welcome the attendance of all those interested in this effort.

#311 Invited Presenter

3:00 pm–3:50 pm Marriott Marquis, Level M2, Marquis Ballroom 6 AAB; Applied Research BACB/QABA CE Offered. CE Instructor: Erica Feuerbacher, Ph.D.

A Dog's Life: Using Behavior Analysis to Investigate the Human-Dog Relationship and Address Behavioral Issues

Chair: Nathaniel Hall (Texas Tech University)

ERICA FEUERBACHER (Virginia Tech)



Dr. Feuerbacher is an assistant professor of Companion Animal Behavior and Welfare at Virginia Tech and director of the Applied Animal Behavior & Welfare Lab in the Department of Animal & Poultry Science. She earned her Ph.D. in Psychology at the University of Florida in the UF Canine Cognition and Behavior Lab and her Masters in Behavior Analysis at the University of North Texas in the Organization for Reinforcement Contingencies with Animals. Prior to joining Virginia Tech, she was an Assistant Professor at Carroll College in Helena, MT, where she led the canine program in which students trained foster dogs during the academic year. She

has worked as a shelter behavior consultant, offered group dog training classes and private behavior consultations, and is co-founder of the Shelter Dog Institute. She is a board certified behavior analyst and a certified professional dog trainer. Her research at Virginia Tech focuses on understanding dog behavior and learning from a behavior analytic perspective, using applied behavior analysis to solve behavioral issues, and identifying interventions that improve shelter dog welfare. She has earned several awards for her behavior analytic research and her dedication to the theoretical foundations of behavior analysis. She is passionate about humane, effective animal training, and working with owners, trainers, and shelter staff to improve our interactions with animals through behavior analysis.

Abstract: Dogs are described as "man's best friend" and dog ownership is at an all-time high. Nevertheless, the nature of the human-dog bond has only recently been explored and much work in this field focuses on the structure of the relationship. While this might describe what the relationship looks like, it does not address what maintains the relationship nor does it identify the variables we can manipulate to produce, maintain, or enhance that relationship. Taking a behavior analytic approach, our research has sought to identify the functions maintaining human-dog interactions from the dog's perspective. This talk will highlight our work investigating dogs' preference for different human interactions, what stimuli typically function as reinforcers for dog behavior, and how we can use those to address behavioral issues, such as separation-related problem behavior in owned dogs and kennel reactivity in shelter dogs. Audience members will learn about the current state of knowledge of dog social behavior, how behavioral science can help enhance the human-dog relationship by taking the dogs' perspective through preference and reinforcer efficacy tests, and how that knowledge can be applied to solve common behavioral issues in companion and shelter dogs.

#312 Symposium

3:00 pm–3:50 pm Walter E. Washington Convention Center, Level 2, Room 201 AUT/EDC; Applied Research BACB CE Offered. CE Instructor: Chata A. Dickson, Ph.D.

Reinforcement Variables That Impact Skill Acquisition and Performance in Individuals With Autism Chair: Chata A. Dickson (New England Center for Children)

Further Evaluation of the Effects of Reinforcer Magnitude on Skill Acquisition

ANDREA VALENCIA and Yanerys Leon (University of Miami), Yanelis Arias (Florida Institute of Technology), Anibal Gutierrez Jr. and Elaine Espanola (University of Miami), and Meagan K. Gregory (Kennedy Krieger Institute)

The Effects of Procedural-Integrity Errors During Auditory-Visual Conditional Discrimination Training SAMANTHA BREEMAN, Jason C. Vladescu, and Ruth M. DeBar (Caldwell University) and Laura L. Grow (Garden Academy)

An Evaluation of a Lag Schedule of Reinforcement and Progressive Time Delay on Mand Variability KRISTA NICOLE PARANCZAK and Amanda Guld Fisher (Temple University)

#313 Symposium

3:00 pm–3:50 pm Walter E. Washington Convention Center, Level 1, Salon H AUT/CSS; Translational BACB CE Offered. CE Instructor: Sigmund Eldevik, Ph.D.

Quality and Quantity is Related to Outcome of Early Intensive Beahvioral Intervention for Children With Autism

Chair: Greg Elsky (Behavioral Learning Network)

Measuring Quality of EIBI

SIGMUND ELDEVIK (Oslo Metropolitan University); Silje Nikolaisen, Christine Lie, Hanne Skau, and Astri Valmo (Centre for Early Intervention); and Roy Tonnesen (Autism Team, Bergen, Norway)

Community Implementation of Early Behavioral Intervention: Higher Intensity and Quality Gives Better Outcome

HEGE AARLIE (Western Norway University of Applied Sciences), Sigmund Eldevik (Oslo Metropolitan University), Roy Tonnesen (Autism Team Bergen), Kristine Berg Titlestad (Western Norway University of Applied Sciences), and Silje Nikolaisen (Centre for Early Intervention)

Video-Based Supervison of EIBI programs: Perceived Quality, Time Saved and Implications for Caseload

AINA HAY-HANSSON and Sigmund Eldevik (Oslo Metropolitan University)

#314 Symposium

3:00 pm–3:50 pm Walter E. Washington Convention Center, Level 1, Room 102 AUT; Applied Research BACB CE Offered. CE Instructor: Noelle Brooke Neault, Ph.D.

Advancements in the Selection of Effective Reinforcers Chair and discussant: Noelle Brooke Neault (Simmons University)

Reducing Vocal Stereotypy With Hip-Hop Music MATTHEW BADGER (University of Washington)

Video Preference Assessment to Evaluate Client Treatment Acceptability SHELLY HUNTINGTON (Simmons University)

#315 Symposium

3:00 pm–3:50 pm Marriott Marquis, Level M2, Marquis Ballroom 5 BPN/EAB; Translational

Behavioral Pharmacology of Prescription Drugs: The Good, the Bad, and the Ugly Chair: Mark Galizio (University of North Carolina Wilmington)

Long-Term Behavioral and Metabolic Effects of Early-Life Second-Generation Antipsychotic Exposure in Mice

PAUL L. SOTO (Louisiana State University)

Drug Effects in an Automated Version of the Rodent Odor Span Task

MARK GALIZIO, Thomas Wagner, Genevieve Guidone, Calista Holt, Jonathan David Shaw, and Katherine Ely Bruce (University of North Carolina Wilmington)

Oxycodone and Sensitivity to Reinforcement Magnitude: Implications for Opioid Effects on Impulsive and Risky Choice

RAYMOND C. PITTS, Katelyn Hunt, Justin T. Van Heukelom, Thomas Wagner, Jeremy Langford, and Christine E. Hughes (University of North Carolina Wilmington)

#316 Symposium

3:00 pm-3:50 pm Walter E. Washington Convention Center, Level 1, Salon A CBM: Applied Research

Sensor Technology and the Scope and Precision of Applied Behavior Analysis Chair: Brennan Patrick Armshaw (University of North Texas)

mMotiv8: A Smartphone-Based Incentive Intervention to Promote Smoking Cessation LESLEIGH ANN STINSON, Hypatia A. Bolivar, and Mendoza Tonatiuh (University of Florida); Francois Modave (Lovola University Chicago): and Pulkit Rohilla and Jesse Dallery (University of Florida)

Using Conjugate Reinforcement to Improve the Activity of the Vastus Medialis Obligue Muscle ROB J. GOODHUE, Brennan Patrick Armshaw, Russell Silguero, and Manish Vaidya (University of North Texas)

Contingency Management and Technology: Tackling Problems in Behavioral Medicine and Moving Beyond the Status Quo

BRENNAN PATRICK ARMSHAW, Manish Vaidya, and Russell Silguero (University of North Texas)

#317 Symposium

3:00 pm-3:50 pm Marriott Marquis, Level M4, Liberty M CSS/OBM; Basic Research

Utilizing the Implicit Relational Assessment Procedurein Designing Interventions Related to Motivation and Cooperation in Organizations

Chair: Ramona Houmanfar (University of Nevada, Reno)

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

Examining the Additive Effects of Individually Assessed Verbal Stimuli on Cooperative Responding in an Analog Work Task KENNETH BURLEIGH (University of Nevada, Reno)

That's Funny! An Examination of the Effects of Humorous Stimuli on Cooperative Responding CHELSEA J. WILHITE (University of Nevada, Reno)

#318 Paper Session

3:00 pm-3:50 pm Marriott Marquis, Level M4, Liberty N-P CSS

Contemporary Considerations in Decision-Making Research Chair: Marcia M. Ventura (BYU)

Decision-Making in Risk Management: A Behavioral perspective (Service Delivery) JAN FOLKMANN WRIGHT (Oslo Metropolitan University)

Loss Aversion and the Menstrual Cycle: Establishing Monetary Gain/Loss Differentials via a Concurrent Operant Method (Basic Research) MARCIA M. VENTURA and Harold and JeNeal Miller (Brigham Young University)

#319 Paper Session

3:00 pm-3:50 pm Walter E. Washington Convention Center, Level 1, Salon C DEV Conditioning Leisure Skills and Investigating Problem-Solving Tools Chair: Ashley B. Greer (The Faison Center) The Effects of Multiple Conditioning Treatments on the Increase of Appropriate Play With Leisure Items for Adolescents With Autism (Applied Research) Katherine M. Matthews, ASHLEY B. GREER, and Amy Coleman (The Faison Center)

Comparison of Words and Objects as Tools in Problem-Solving Tasks (Basic Research) MARIA ELENA RODRIGUEZ PEREZ, Gerardo A. Ortiz Rueda, Elizabeth Lozano, and Carmen Quintana (University of Guadalajara)

#320 Symposium

3:00 pm–3:50 pm Marriott Marquis, Level M4, Independence D EDC/AUT; Translational BACB CE Offered. CE Instructor: Kent Johnson, Ph.D.

Classroom Management, Coaching, and Precision Teaching With the Morningside Model of Generative Instruction Chair: Kent Johnson (Morningside Academy)

The Mystery Behavior Game: Turning the Good Behavior Game on Its Head HANNAH JENKINS and Andrew Robert Kieta (Morningside Academy)

A Systematic School-Wide Implementation of a Modified Good Behavior Game With Children With Autism

Kathy Fox, PATRICK BILLMAN, and Jason Guild (Haugland Learning Center)

The Impact of the Morningside Model of Generative Instruction on Student Engagement, Classroom Management, and Staff Coaching at the Judge Rotenberg Educational Center JILL HUNT and Justin Halton (Judge Rotenberg Educational Center)

#321 Invited Presenter

3:00 pm–3:50 pm Marriott Marquis, Level M4, Liberty I-L OTH; Theory BACB CE Offered. CE Instructor: Julia Fiebig, Ph.D.

Of Immediate Consequence: A Strategic Plan for Expanding Behavioral Science Research on Climate Change and Multi-Level Community Action

Chair: Criss Wilhite (California State University Fresno)

JULIA FIEBIG (Ball State University; ABA Global Initiatives LLC)



Dr. Fiebig has been applying the science of behavior analysis to optimize school, community, and organizational environments and improve individual well-being for two decades. Though initially convinced she would change the world with music, incidentally, it was her music composition studies at the University of Florida that paved the road to behavior analysis. She completed her graduate training in behavior analysis at The Florida State University and her Ph.D. in organizational leadership at The Chicago School of Professional Psychology, with emphasis on organizational behavior management and relational frame theory applied to climate change communication.

Her work has taken her across the US and Europe and is focused on impacting organizational sustainability, leadership development and team performance, and prosocial, consensus-based community practices. She is an assistant teaching professor in the Department of Applied Behavior Analysis at Ball State University, co-founder of ABA Global Initiatives Consulting Group, and a director of LPC International. She is a founding member and chair of ABA's Behavior Analysis for Sustainable Societies SIG and serves on the Coalition for Behavior Science Organization's Climate Change Task Force.

Abstract: The role of human behavior in climate change is well established—as is the core mission of behavior analysis—to impact behavior of social significance. Despite overwhelming evidence, an exhaustive review of the literature has shown that only a small portion of the published research topically related to climate change included an experimental evaluation of strategies to reduce emissions-producing behavior. Even if, "we reduce GHG emissions...consequences for people and their livelihoods will still be challenging but potentially more manageable..." (Intergovernmental Panel on Climate Change, 2019 p. 1). These findings call for effective, scalable strategies for impacting climate-relevant policy and behavior at all levels of community and organization. The promise of behavior analysis can be realized through unified mobilization of our efforts. This talk will provide overview of a strategic plan for greatly increasing collaborative efforts within and across behavioral science organizations. Actions that ABAI members can take as researchers, practitioners, and citizens will be pinpointed and listeners can identify how they might contribute to these efforts in collaboration with the task force. A subsequent symposium and panels will give additional insight into the efforts of the Climate Change Task Force for a coalition of behavior science organizations.

#322 Symposium

3:00 pm–3:50 pm Marriott Marquis, Level M1, University of D.C./Catholic University PCH/VRB; Translational BACB CE Offered. CE Instructor: Victoria Diane Hutchinson, M.S.

Telling Secrets: Behavior-Analytic Investigations of Private Events Chair: Devon Wendtland (Arizona State University) Discussant: Carmen Luciano Soriano (University Almería)

Can Altering Private Events Change Personality? AMANDA N. CHASTAIN (California State University, Sacramento) and Jonathan J. Tarbox (University of Southern California; FirstSteps for Kids)

Examining the Exploration of Private Events in Behavior Analysis: A Systematic Review

VICTORIA DIANE HUTCHINSON, Laurel Giacone, Alexis Kennison, Jessica Laughlin, and Alyssa N. Wilson (Saint Louis University)

#323 Panel Discussion

Student Committee Event

3:00 pm-3:50 pm Marriott Marquis, Level M4, Archives TBA: Service Deliverv

How to Develop a Research Idea

Chair: Ingrid Morales (California State University, Los Angeles)

MICHELE D. WALLACE (California State University, Los Angeles) THOMAS S. HIGBEE (Utah State University) SARAH E. BLOOM (University of South Florida)

#324 B. F. Skinner Lecture Series

3:00 pm-3:50 pm Walter E. Washington Convention Center, Level 2, Room 207A VRB; Applied Research PSY/BACB/QABA/NASP CE Offered. CE Instructor: Einar T. Ingvarsson, Ph.D.

How Children Learn Early Communicative Gestures Chair: Einar T. Ingvarsson (Virginia Institute of Autism)

ELENA NICOLADIS (University of Alberta)



Elena Nicoladis is a professor of psychology at the University of Alberta. Her research interests include first language acquisition (both among bilinguals and monolinguals), language and thought, and gestures in communication.

Abstract: Children can communicate through gestures (like pick-me-up or pointing) even before they begin to speak. Some gestures likely develop through social learning (like waving hello). Researchers have argued that other early gestures, like the pick-me-up gesture, cannot be learned through social learning (since adults do not

gesture to be picked up). They have therefore proposed that these gestures are learned through ontogenetic ritualization, a kind of learning that critically involves role and dyad specificity. Ontogenetic ritualization is thought to differ from operant conditioning. In this presentation, based on videotaped interactions between parents and children between six and twelve months of age, I argue that these early communicative gestures are likely learned through operant conditioning. I also discuss the possible developmental origins of pointing, ranging from operant conditioning to species-typical behavior. It is important to entertain the possibility that simple and well-established learning mechanisms account for children's early gestures.

#325 Symposium

3:00 pm-3:50 pm Walter E. Washington Convention Center, Level 1, Salon I VRB/AAB; Translational BACB CE Offered. CE Instructor: Rebecca A Sharp, Ph.D.

Translational Studies on Differential Reinforcement of Problem Behavior in Underserved Populations: From Separation-Induced Challenging Behavior to an Operant Model of Socratic Questioning Chair: Camilo Hurtado Parrado (Troy University; Konrad Lorenz Fundación Universitaria) Discussant: Rebecca A. Sharp (Bangor University)

Shaping Complex Verbal Behavior Units in Individuals With Symptoms of Depression and Anxiety: An Operant Model of Socratic Questioning

REBECA PARDO-CEBRIAN (ABA España; Universidad Autonoma de Madrid), Javier Virues Ortega (Universidad Autónoma de Madrid; The University of Auckland), Ana Calero-Elvira (Universidad Autónoma de Madrid)

Differential Reinforcement of Incompatible Behavior for Separation-Induced Challenging Behavior in Horses: Treatment Evaluation and Owner Uptake of a Target Training Procedure

Veronika Ribova and KATE CATHARINE ANNE WINCHESTER (The University of Auckland), Javier Virues Ortega (Universidad Autónoma de Madrid, The University of Auckland), Sarah Cowie (The University of Auckland), Nicole Pfaller-Sadovsky (Queen's University Belfast), and Camilo Hurtado Parrado (Troy University; Konrad Lorenz Fundación Universitaria)

#326 Symposium

3:00 pm-4:50 pm Walter E. Washington Convention Center, Level 2, Room 202A AUT; Translational BACB CE Offered. CE Instructor: Jenna Gilder, Ph.D.

Treatment of Culturally and Linguistically Diverse Children With Autism Spectrum Disorder Chair: Catherine De Los Lugar (Claremont Graduate University) Discussant: Ruth M. DeBar (Caldwell University)

Linguistically Diverse Echo Prompting With Children With Autism Spectrum Disorder

ALANNA DANTONA (Claremont Graduate University), Marjorie H. Charlop (Claremont McKenna College), and Caitlyn Gumaer (Claremont Graduate University)

Assessing Language in Linguistically Diverse Children With Autism Spectrum Disorder

CAITLYN GUMAER and Alanna Dantona (Claremont Graduate University), Marjorie H. Charlop (Claremont McKenna College), and Nataly Lim (University of Texas at Austin)

Diversity of Participants With Autism Spectrum Disorder in a Verbal Social Initiation Teaching Program

JENNA GILDER (Claremont Graduate University) and Marjorie H. Charlop (Claremont McKenna College)

The Effects of Language Preference Among Bilingual Individuals With Autism Spectrum Disorderor Other Developmental Disorders

KARLA ZABALA (University of Georgia), Kara L. Wunderlich (Rollins College), and Lauren Best and Joel Eric Ringdahl (University of Georgia)

#327 Symposium

3:00 pm-4:50 pm Walter E. Washington Convention Center, Level 2, Room 202B AUT: Applied Research BACB CE Offered. CE Instructor: Jessica Slaton, Ph.D.

Effective Treatments Without Extinction

Chair: Jessica Slaton (Nashoba Learning Group) Discussant: Mahshid Ghaemmaghami (University of the Pacific)

Evaluating the Efficacy of and Preference for Reinforcer Variation and Choice to Teach Academic Skills LAURA A. HANRATTY, Miranda Fogg, Alyssa Jean Clark, and Christopher Tamburrino (Elms College)

Simultaneous and Sequential Presentation of Preferred and Nonpreferred Foods to Increase Consumption

MORGAN DAVIS (Nashoba Learning Group), Jacquelyn M. MacDonald (Regis College), and Jessica Slaton (Nashoba Learning Group)

FCT Without Extinction in a School Setting

JESSICA SLATON, Kate Raftery, Christina Čaruso, and David DePetris (Nashoba Learning Group)

Effects of Choice Making on Escape Maintained Behavior of Children With Autism

JACQUELYN M. MACDONALD and Julia Volchok (Regis College)

#328 Symposium

3:00 pm-4:50 pm Walter E. Washington Convention Center, Level 2, Room 206 AUT/DDA; Applied Research BACB CE Offered. CE Instructor: Billie Retzlaff, Ph.D.

Applications of Choice Arrangements in Assessment and Treatment

Chair: Patricia Zemantic (Munroe-Meyer Institute, University of Nebraska Medical Center) Discussant: Billie Retzlaff (Munroe-Meyer Institute, University of Nebraska Medical Center)

Evaluating the Effects of Magnitude on Preferences for Edible and High-Tech Stimuli in Children With Autism

MORGAN TAYLOR KISSENBERTH (Rollins College), Angle Van Arsdale (Interventions Unlimited), and Kara L. Wunderlich and Michele Williams (Rollins College)

The Effects of Choice on Reinforcing Efficacy of Healthful Foods

ANGIE VAN ARSDALE (Interventions Unlimited) and Kara L. Wunderlich, Morgan Taylor Kissenberth, and Alexandra Knerr (Rollins College)

Validity of a Caregiver and Child Attention Preference Assessment using a Concurrent Operants Arrangement

SHERAH SOMERVELL and Christina Simmons (Rowan University)

An Evaluation of the Accuracy of Caregiver Identification of Demands for Children with Escape-Maintained Problem Behavior

HEATHER LEUNG-VANHASSEL, Christina Simmons, and Reema Sethi (Rowan University)

#329 Paper Session

3:00 pm-4:50 pm

Walter E. Washington Convention Center, Level 1, Salon B CBM

Behavior Analysis in Mental Health

Chair: Michael Jon Vriesman (Eastern Michigan University)

Behavioral Interventions for Individuals With Serious Mental Illness: The Often-Forgotten History of Behavior Analysis (Theory)

MICHAEL JON VRIESMAN and Jessica Good (Eastern Michigan University)

Implementing Behavior Skills Training With Pediatricians: Managing Adolescent Depression in Primary Care Settings (Service Delivery)

TERVN BRUNI (University of Michigan Médical Center), Leah Rose LaLonde and Alexandros Maragakis (Eastern Michigan University), and Blake M. Lancaster and Luke Turnier (University of Michigan)

The Effects of a Self-Management Treatment Package on Physical Activity in University Students With Depressive Symptoms (Applied Research) REGHANN MUNNO, Kendra Thomson, and Kimberley L. M. Zonneveld (Brock University)

Toward a Behavioral Account of Grief and Identity (Theory) TOM BUQO (Hofstra University; Bx+) and Erin Ward-Ciesielski (Hofstra University)

#330 Symposium

3:00 pm-4:50 pm Walter E. Washington Convention Center, Level 1, Salon G DDA/AUT; Translational BACB/QABA/NASP CE Offered. CE Instructor: Lindsay Maffei-Almodovar, Ph.D.

Training Caregivers, Part II: Enhancing Treatment Integrity

Chair and discussant: Lindsay Maffei-Almodovar (Quality Services for the Autism Community)

Natural Change Agent Implemented Functional Analysis: A Systematic Review and Quality Appraisal EMILY GREGORI (University of Illinois at Chicago), Christine Drew (University of Oregon), Stephanie Gerow (Baylor University), and Leslie Neely (The University of Texas at San Antonio)

An Error Analysis of a Telehealth Intervention for Teaching Behavior Technicians Common Behavioral Protocols

JOEY ROBERTSON and Kendra Thomson (Brock University), Mary Hume (Ontario ABA), and Carly Magnacca and Amanda Marcinkiewicz (Brock University)

Effects of Treatment Integrity Errors during Functional Communication Training MARIE DAVID and Mandy J. Rispoli (Purdue University)

Training Interaction Skills to Caregivers: A Systematic Literature Review LORI L FINN (Center for Applied Behavior Analysis, The Sage Colleges)

#331 Symposium

3:00 pm-4:50 pm Walter E. Washington Convention Center, Level 1, Room 103 DDA/AUT; Translational BACB CE Offered. CE Instructor: Cody Morris, Ph.D.

From the Lab to the Clinic: Assessing and Treating Challenging Behavior in Applied Settings Chair: Stephanie M. Peterson (Western Michigan University) Discussant: Mandy J. Rispoli (Purdue University)

A Component Analysis of an Electronic Data Collection Package CODY MORRIS (Salve Regina University)

Functional Assessment and Treatment of Elopement Occasioned by Transitions DENICE RIOS MOJICA (Western Michigan University) Concurrent Operants Treatment of Escape-Maintained Problem Behavior Using Random Reinforcement Schedules REBECCA KOLB (University of Minnesota)

A Restriction/Intrusion Removal Process: A Guide for Fading Restrictive and Intrusive Procedures KELSEY WEBSTER (Western Michigan University)

#332 Symposium

3:00 pm–4:50 pm Marriott Marquis, Level M2, Marquis Ballroom 3/4 EAB/BPN; Translational BACB CE Offered. CE Instructor: Kenneth F. Reeve, Ph.D.

Theoretical and Experimental Aspects of Emergent Stimulus Relations

Chair: Live Fay Braaten (Oslo Metropolitan University) Discussant: Kenneth F. Reeve (Caldwell University)

Observing Matching-to-Sample Performance and Stimulus Sorting ERIK ARNTZEN (Oslo Metropolitan University) and Justice Mensah

Punishment of Incorrect Recognitions Increased Equivalence-Based False Memories Natalia Maria Aggio, Gustavo Kruger, Winny Nunes, and JULIO C. DE ROSE (Universidade Federal de São Carlos)

On the Relation Between the Definition and Measurement of Equivalence MANISH VAIDYA (University of North Texas)

Activity of Deep Point Source Generators That Are the Neural Correlates of Decision Making by Various Relations in Equivalence Classes LANNY FIELDS (Queens College, City University of New York)

#333 Invited Symposium

3:00 pm–4:50 pm Marriott Marquis, Level M4, Independence A-C EDC; Theory PSY/BACB/QABA/NASP CE Offered. CE Instructor: Patrick C. Friman, Ph.D.

Siegfried Engelmann's Direct Instruction: Faultless Communication, Measurably Superior Learning, and the Quest for Widespread Adoption

Chair: William L. Heward (Ohio State University) Discussant: Patrick C. Friman (Boys Town)

Science in the Service of Humanity: The Astonishing Contributions of Siegfried Engelmann SHEPARD BARBASH



Shepard Barbash has been a writer for forty years. His work has appeared in *The New York Times, Wall Street Journal, Washington Post, Smithsonian Magazine, City Journal, Education Next* and other publications. He is former bureau chief of the *Houston Chronicle* in Mexico City and is the author of five books, including *Clear Teaching*, published in 2012 by the Education Consumers Foundation. He and his wife, photographer Vicki Ragan, have published an alphabet book of limericks and three illustrated books (including one for children) on the folk-art wood carvers of Oaxaca, Mexico. He has advised the Georgia Governor's Office and the Atlanta Public Schools

(APS) on curricular issues and has organized teacher training programs and written grants for APS. He has also worked for E.D. Hirsch at the Core Knowledge Foundation. He is a graduate of Harvard University.

Abstract: A pioneering scientist and educator for more than 50 years, Siegfried 'Zig' Engelmann was among the first to apply the scientific method to the design and delivery of instruction. He stood alone for his ability to create programs that accelerate learning in even the hardest to teach children and that most teachers can learn to use. He wrote more than 100 curricula, covering the major subjects from preschool to high school. As a professor of education at University of Oregon and founder of the National Institute for Direct Instruction, he attracted students from around the world. No one did more to help the underdog. Millions of poor children learned when taught by teachers trained in his methods, often when nothing else worked. He never gave up on a child or blamed children for the failings of adults. He lived by his motto: If the student hasn't learned, the teacher hasn't taught. More scientific evidence validates DI's effectiveness than any other mode of teaching. I will present an overview of Zig's life and achievements.

Factors in Education and ABA That Work Against Adoption and Maintenance of Direct Instruction TIMOTHY 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 that time. He has been involved in behavior analysis and reading research for more than 25 years. He has conducted research on phonological skills, vocabulary, and schoolwide 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, single-case research methods,

statistics, advanced topics in behavior analysis, and verbal behavior. Dr. Slocum was recognized as 2011 Teacher of the Year by the USU College of Education; received the 2011 Fred S. Keller Behavioral Education award from Division 25 of the American Psychological Association; was inducted into the Direct Instruction Hall of Fame in 2013; and was named 2018 Mentor of the Year by Utah ABA.

Abstract: A great deal of evidence demonstrates that Direct Instruction can be extremely effective for efficiently building academic repertoires in a wide variety of learners including those with disabilities. However, Direct Instruction is not widely implemented in schools or ABA service settings. This presentation explores the interaction of features of Direct Instruction and the resources and contingencies in potential implementation settings that account for the under-utilization of this powerful technology that addresses a high-priority need. First, Direct Instruction is powerful technology that addresses a high-priority need. First, Direct Instruction is powerful, therefore, they often values a good deal of expertise, on-going support, and ongoing effort by educators. Third, few schools or ABA service providers understand how and why Direct Instruction is powerful therefore, they often undermine its effectiveness when making modifications, fail to generalize its powerful features, and select less effective some for reasons that are irrelevant to student achievement. Fourth, many educators find some features of Direct Instruction could help them achieve highly-valued outcomes.

What's the Evidence for Direct Instruction?

JEAN STOCKARD (University of Oregon)



Jean Stockard has Bachelor of Arts degrees in mathematics and sociology, a Masters of Arts in Sociology, and a Ph.D. in Sociology. She taught at the University of Oregon from 1974 to 2011 and currently holds the rank of Professor Emerita. She has published eight books and over seven dozen articles in a wide variety of areas, including sociology of gender, urban sociology, sociology of education, sociology of health and demography. She has taught a variety of courses related to these areas as well as numerous classes on methodology and quantitative analysis. Professor Stockard was President of the Pacific Sociological Association in 2008, the regional

association serving the western United States, Canada, and Mexico, served as co-editor of *Sociological Perspectives*, a general sociological journal; and was employed for nine years as director of research and evaluation at the National Institute for Direct Instruction, a nonprofit organization devoted to helping schools in disadvantaged areas better serve their students.

Abstract: More than fifty years and 300 studies document DI's effectiveness. A recent meta-analysis found that the average effect size for DI was over .50, substantially larger than the level typically found in studies of other programs. Estimated effects were similar across time, methodologies, student characteristics, settings, outcome variables, and comparison programs. However, they were larger when students were exposed for longer periods of time and with greater fidelity, surpassing the effect associated with the average achievement gap between advantaged and disadvantaged students. Future research might most effectively focus on ways to improve implementation fidelity and understand resistance to the programs.

Faultless Communication: The Heart and Soul of DI JANET TWYMAN (blast)



Janet Twyman received her Ph.D. from Columbia University. She currently holds the positions of associate professor of pediatrics at the University of Massachusetts Medical School, and Director of Innovation and Technology for the Center on Innovations in Learning, having served previously as Vice President of Instructional Development, Research, and Implementation for Headsprout. Dr. Twyman is widely recognized as an authority on instructional design, fully informed by behavior analytic research and conceptualization. Her leadership contributions at Headsprout were pivotal in managing a project of more than \$6 million, which reached more than

a million children with effective reading instruction. Similarly impressive were her contributions and her leadership at the Fred S. Keller School, where she served as executive director for eight years, arranging a behavioral approach to every aspect of the school's functioning and inspiring many students, staff members, and parents in doing so. Dr. Twyman has also provided significant service to the field, with leadership roles within the Cambridge Center for Behavioral Research and for ABAI, where she served as president, Executive Council member, and chair of several important boards and task forces. Abstract: Engelmann and colleagues realized that a scientific analysis of learning needed to control for one of two variables: either the learner or the instruction. As no two learners are alike, they focused on controlling instruction—in the form of logical, "faultless communication." For most novice learners, normal instruction is riddled with confusion and ambiguity. To reduce misinterpretation and maximize learning, DI's instructional components (such as content analysis, explicit teaching, judicious example selection, and structured sequencing) are designed communicate one logical interpretation. The effects on the learner's performance are then observed, and the communication redesigned until faultless. DI's "Theory of Instruction" is harmonious with behavior analysis and beneficial to anyone interested in the heart and soul of good instruction.

#334 Symposium

3:00 pm–4:50 pm Marriott Marquis, Level M4, Independence E EDC/OBM; Applied Research BACB CE Offered. CE Instructor: Matthew C. Howarth, Ph.D.

An Organizational Behavior Management Approach to Learner-Centered Instruction for Supervisors, Teachers, Teaching Staff, and Clients

Chair: Angela Moran (Touchstone) Discussant: Matthew C. Howarth (Verbal Behavior Associates)

Supervision through a Personalized System of Instruction in a School Settings

Dolleen-Day Keohane (Nicholls State University; Touchstone), KELLY KING (Touchstone; The Chicago School of Professional Psychology), and Grant Gautreaux (Nicholls State University; Touchstone)

The Effects of the Application of OBM Strategies on Overall Effectiveness of Service Delivery MARA KATRA OBLAK (Seattle Behavior Consulting & Therapy)

Training Clinicians to Assess Early Verbal Developmental Cusps and Capabilities and Implement Early Language Protocols

DANICA REAVES SAVOIE and Jayven J. Encarnacion (Touchstone Center) and Tricia Clement (Touchstone; Louisiana BAA)

Effects of a Performance Management Portfolio System on Changes in Critical Variables for Clinical Staff

GRANT GAUTREAUX (Nicholls State University, Touchstone Center), Angela Moran (Touchstone Center), Tricia Clement (Touchstone Center; Louisiana BAA), and Derek Jacob Shanman (Nicholls State University; Touchstone Center)

#335 Symposium

3:00 pm–4:50 pm Marriott Marquis, Level M4, Independence F-H EDC/VRB; Applied Research BACB CE Offered. CE Instructor: Jordan Belisle, Ph.D.

Changing the Unchangeable: Treatment Advances in RFT Can Influence Global Measures of Intellectual and Adaptive Functioning in Children

Chair: Taylor Marie Lauer (Missouri State University) Discussant: Mark R. Dixon (Southern Illinois University)

A Model Dependent View of Executive Functioning: Assessment and Treatment of Children With Autism

JORDAN BELISLE (Missouri State University)

ABA Effectiveness for Persons With Autism and Related Disabilities in Large-Scale Group Designs LINDSEY NICOLE HOLTSMAN (Emergent Learning: STL Center) and Mark R. Dixon and Becky Barron (Southern Illinois University)

Relational Framing to Promote Increases in Intelligence With Neurotypical Children CALEB STANLEY (Utah Valley University) and Mark R. Dixon and Ayla Schmick (Southern Illinois University)

A Relational Frame Skills Training Intervention to Increase IQ in 11–12-Year-Old Children: The Role of Attentional Skills

BRYAN T. ROCHE (National University of Ireland, Maynooth); Ian Grey, Anna Dillon, and Justin Thomas (Zayed University); Sarah N. Cassidy (National University of Ireland, Maynooth); and Lauren Moore (Maynooth University)

#336 Symposium

3:00 pm–4:50 pm Marriott Marquis, Level M4, Capitol/Congress OBM; Translational

Behavior Analysis and Social Structures

Chair: Kalliu Carvalho Couto (Oslo Metropolitan University) Discussant: Tete Kobla Agbota (Oslo Metropolitan University)

A Network Analytic Perspective to Safety Culture and Behavior Change in Shipyards FABIO BENTO (Oslo Metropolitan University)

Rules, Consequences, and Feedback Dynamics: Putting Principles of Behavioral Systems Analysis and Complexity to Work in Designing Adaptable Organizations JONATHAN KRISPIN (Valdosta State University)

Nested Interlocking Behavioral Contingencies

INGUNN SANDAKER (Oslo Metropolitan University)

Bridging Organizational Silos: A Scoping Review

MARCO TAGLIABUE (Oslo Metropolitan University)

#337 Symposium

4:00 pm–4:50 pm Walter E. Washington Convention Center, Level 1, Room 102 AUT/EDC; Service Delivery BACB CE Offered. CE Instructor: Ana Carolina Carolina Sella, Ph.D.

Reading and Autism Spectrum Disorder: From Problems to Possible Solutions

Chair: Ana Carolina Carolina Sella (Universidade Federal de Alagoas) Discussant: Marta Leon (Learning A-Z)

What Might Happen When You Start Teaching Reading for Children With Autism Spectrum Disorders? ANA CAROLINA CAROLINA SELLA (Universidade Federal de Alagoas) and Dafny Bispo da Silva, Leticia Cintra Alencar, Marina Santos Lemos, and Natany Ferreira Silva (Núcleo de Intervenção Comportamental)

Literacy in Children With Autism Spectrum Disorder: Development Proposal for a Brazilian Curriculum LETICIA CINTRA ALENCAR, Dafny Bispo da Silva, Marina Santos Lemos, and Natany Ferreira Silva (Núcleo de Intervenção Comportamental) and Ana Carolina Sella (Universidade Federal de Alagoas)

#338 Panel Discussion

4:00 pm-4:50 pm Walter E. Washington Convention Center, Level 2, Room 207B AUT/DDA; Service Delivery BACB CE Offered. CE Instructor: Mary Ellen McDonald, Ph.D.

The Importance of Independence and Interdependence in Adults With Autism Spectrum Disorders Chair: Anya K. Silver (Quality Services for the Autism Community)

PETER F. GERHARDT (The EPIC School) MARY ELLEN MCDONALD (Hofstra University; Eden II/ Genesis Programs) ROBERT LARUE (Rutgers University)

#339 Symposium

4:00 pm-4:50 pm Walter E. Washington Convention Center, Level 1, Salon H AUT/EDC; Service Delivery BACB/QABA CE Offered. CE Instructor: Lee L Mason, M.A.

Services to Students with Autism in South Texas

Chair: Alonzo Alfredo Andrews (University of Texas at San Antonio) Discussant: Lee L. Mason (Cook Children's Health Care System)

Services to Students With Autism in San Antonio Independent School District SONYA CASAS and Kelsey L Cody (San Antonio ISD)

Services to Students With Autism in Military School Districts GUADALUPE CASTANEDA (Fort Sam Houston ISD)

#340 Symposium

4:00 pm-4:50 pm Walter E. Washington Convention Center, Level 1, Salon A CBM/PCH; Service Delivery BACB CE Offered. CE Instructor: Theodore A. Hoch, Ed.D.

But Is It Behavior Analytic?

Chair: Denise B. Malone (State of VA Department of Corrections)

Breath Awareness: A Mobile Meditation App that May Be Used to Manage Stress—Anywhere, Anytime. Unobtrusively

ROBERT STROMER (George Brown College)

Mindfulness, Private Events, and Verbal Behavior CLINGAN R. MARK (West Virginia University)

Hypnosis? But Is It Behavior Analytic? THEODORE A. HOCH (George Mason University)

#341A Panel Discussion

Student Committee Event

4:00 pm–4:50 pm Marriott Marquis, Level M4, Liberty M OBM/TBA; Translational BACB/QABA CE Offered. CE Instructor: Megan Miller, Ph.D.

Business Leaders in ABA

Chair: Tangchen Li (The Ohio State University; DolFun Academy)

MEGAN MILLER (#dobetter Pod) MARY SAWYER (Fit Learning Atlanta) DAVID BICARD (Great Leaps Learning Center)

#341 Panel Discussion

4:00 pm–4:50 pm Marriott Marquis, Level M4, Liberty N-P CSS/PCH; Theory BACB CE Offered. CE Instructor: Anika Costa, M.Ed.

Disseminating to Increase Diversity within Behavior Analysis

Chair: Heather Cooper (Brett DiNovi & Associates)

ANIKA COSTA (Brett DiNovi & Associates) MAY CHRISELINE BEAUBRUN (Brett DiNovi & Associates) PIERRE D. LOUIS (Brett DiNovi & Associates)

#342 Invited Presenter

4:00 pm–4:50 pm Marriott Marquis, Level M2, Marquis Ballroom 5 DDA; Service Delivery BACB CE Offered. CE Instructor: Katerina Dounavi, Ph.D.

Evidence-Based Supervision and the Use of Technology as an Effective Tool for Training Values-Driven Professionals Across Cultures

Chair: Yaniz C. Padilla Dalmau (Seattle Children's Hospital)

KATERINA DOUNAVI (Queen's University Belfast)



Dr. Dounavi is a Senior Lecturer in Behavior Analysis and Autism at Queen's University Belfast, where she serves as the MScABA director (includes an ABAI VCS) and supervisor of Ph.D. students. Her research focuses on behavior analysis, developmental delays including autism, values-driven professional training, verbal behavior, evidence-based education and wider behavioral applications for improving health and well-being. Dr. Dounavi has extensive clinical experience across numerous countries overseeing services offered to children and their families, supervising professionals and conducting research with the aim to improve educational outcomes.

She is the Founder and Clinical Director of Magiko Sympan (Greece), the Clinical Director of Melody Learning Centre (Germany), the Senior Supervisor of Futuroschool Centre (France) and the Coordinator and Associate Supervisor of at-distance practice for ABA Spain (Spain and Spanish speaking countries). Her overall aim, which she seeks to achieve through several activities internationally, is to improve the delivery of services offered to families of children with autism and other developmental or learning disorders internationally through the provision of highly trained professionals and empowered parents. **Abstract:** Supervision of trainees and service providers is crucial in guaranteeing that clients receive quality services that match their needs and respect their wishes and preferences. This presentation will focus on evidence-based strategies for the effective training and supervision of service providers across cultures. Emphasis will be put on the importance of protecting supervise's well-being to achieve optimal outcomes for the clients they serve. An outline of how technology can enhance the process of disseminating our science internationally, in countries where there is a dearth of behavior analysts and training opportunities, will be offered.

#343 B. F. Skinner Lecture Series

4:00 pm-4:50 pm Walter E. Washington Convention Center, Level 2, Room 207A DDA; Service Delivery PSY/BACB/QABA/NASP CE Offered. CE Instructor: Kelly M. Schieltz, Ph.D.

Bullying Among Youth in the Digital Era

Chair: Kelly M. Schieltz (The University of Iowa)

REBECCA ANG (National Institute of Education, Nanyang Technological University, Singapore)



Rebecca P. Ang is a professor with the Psychological Studies Academic Group, National Institute of Education, Nanyang Technological University, Singapore (NIE NTU Singapore). She obtained her Ph.D. in School Psychology from Texas A&M University. She is a Nationally Certified School Psychologist in the USA, and a registered psychologist in Singapore. Dr. Ang's research and professional interests include developmental child psychopathology, and antisocial, aggressive behavior, and related prevention and intervention work. She is also interested in children's relationships with their parents and teachers, and the impact these relationships have on children's

adjustment and functioning. Dr. Ang is a well-cited researcher whose scholarly work has been published in international peer reviewed journals. She serves on various advisory boards within NTU, government ministries, as well as voluntary welfare organizations. Some of her previous awards include the International Council of Psychologists Seisoh Sukemune/Bruce Bain Early Career Research Award, Japanese Chamber of Commerce and Industry Singapore Foundation Education Award, the NTU Nanyang Education Award (College), and the Singapore National Day Award - The Public Administration Medal (Bronze).

Abstract: The advancement of technology has inevitably shaped social interactions for a large majority of adolescents in urbanized cities. This digital age is a time of positive growth, but also a time of considerable challenge. Bullying has extended its reach from the physical to the cyberspace. Most of what we now know about traditional bullying and cyberbullying comes from research conducted in Western societies. There have been several studies from Asian Pacific Rim societies, though it is acknowledged that there is a comparative lack of studies from South-East Asian countries. This talk will review key issues in this field such as the similarities, differences, and relationship between cyberbullying and traditional bullying, measurement issues in cyberbullying research as it relates to prevalence rates, and crucial cross-cultural considerations. This talk will also examine the risk and protective factors, and outcomes including mental health outcomes of traditional/cyberbullying victims and perpetrators. Finally, this talk will also include a review of prevention and intervention strategies targeting multiple levels and contexts/systems (individual, relationships such as parent-adolescent, teacher-student, peer-peer, school, community) which will be needed to more effectively address traditional and cyberbullying in an integrated manner.

#344 Symposium

4:00 pm-4:50 pm Walter E. Washington Convention Center, Level 1, Salon C DEV/EDC; Translational BACB CE Offered. CE Instructor: Jo Ann Pereira Delgado, Ph.D.

Verbal Behavior Development in the CABAS® Accelerated Independent Learner Model Chair: Jo Ann Pereira Delgado (Teachers College, Columbia University)

Bidirectional Naming in the Accelerated Independent Learner Model YIFEI SUN and Jo Ann Pereira Delgado (Teachers College, Columbia University)

Comparing Operant Acquisition and Procedural Efficacy for Three Observational Acquisition Assessments Across Kindergarten Students With and Without Bidirectional Naming GABRIELA PEDRERO-DAVILA (Morris School District), Jo Ann Pereira Delgado (Teachers College, Columbia University), Leanna Mellon (SUNY New Paltz), and Esther Bakaev (Teachers College)

Transformation of Stimulus Function Across Written and Vocal Spelling Responses as a Function of Multiple Exemplar Instruction in the Accelerated Independent Learner Setting JI YOUNG KIM and Jo Ann Pereira Delgado (Teachers College, Columbia University) and R. Douglas Greer (Columbia University Teachers College and Graduate School of Arts and Sciences)

#345 Symposium

4:00 pm–4:50 pm Marriott Marquis, Level M4, Independence D EDC/OBM; Translational BACB CE Offered. CE Instructor: Andrew Bulla, Ph.D.

Assessment, Instruction, and Precision Teaching With the Morningside Model of Generative Instruction Chair: Andrew Robert Kieta (Morningside Academy)

Designing a Centralized Progress Monitoring System to Increase Effective Teacher Decision Making AUSTIN SEABERT, Andrew Robert Kieta, and Julian Gire (Morningside Academy)

Differentiating Instruction Within Homogeneous Achievement Groups: A Year in the Life of a Morningside Teacher

NICOLE ERICKSON (Morningside Academy)

Comparing the Effects of Restricted Operant and Free Operant Teaching Paradigms on Students' Learning Pictures

ANDREW BULLA, Jennifer Wertalik, and Thea Schmidt (Georgia Southern University - Armstrong)

#346 Invited Symposium

4:00 pm–4:50 pm Marriott Marquis, Level M4, Liberty I-L OTH; Translational BACB CE Offered. CE Instructor: Thomas G. Szabo, Ph.D.

Growing the Behavioral Biome: Putting a Strategic Plan into Action Chair: Thomas G. Szabo (Florida Institute of Technology)

Identifying the Need for Expansion of Behavioral Research on Climate Change ANTHONY BIGLAN (Oregon Research Institute)



Anthony Biglan, Ph.D., is a Senior Scientist at Oregon Research Institute. He is the author of *The Nurture Effect: How the Science of Human Behavior Can Improve our Lives and Our World*. Dr. Biglan has been conducting research on the development and prevention of child and adolescent problem behavior for the past 30 years. His work has included studies of the risk and protective factors associated with tobacco, alcohol, and other drug use; high-risk sexual behavior; and antisocial behavior. He has conducted numerous experimental evaluations of interventions to prevent tobacco use both through school-based programs and community-wide interventions. 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 and colleagues at the Center for Advanced Study in the Behavioral Sciences published a book summarizing the epidemiology, cost, etiology, prevention, and treatment of youth with multiple problems (Biglan et al., 2004). He is a former president of the Society for Prevention Research. He was a member of the Institute of Medicine Committee on Prevention, which released its report in 2009 documenting numerous evidence-based preventive interventions that can prevent multiple problems. As a member of Oregon's Alcohol and Drug Policy Commission, he is helping to develop a strategic plan for implementing comprehensive evidence-based interventions throughout Oregon.

Abstract: This paper will present a thorough and integrated analysis of existing behavioral science research on climate change and greenhouse gas emissions. It will begin by contrasting the amount of money being invested in physical science research relevant to climate change with the much smaller amount being invested in behavioral science research, despite the fact that addressing the problem is almost entirely a matter of changing human behavior. This discrepancy in funding that supports behavioral science research translates to a gap in policy solutions based in behavioral science. Additionally, we will provide a review of the extent to which research is identifying effective and scalable strategies for affecting climate-relevant policy and behavior. We will then describe the kind of experimental research that is most likely to result in scalable change. Finally, we will present a strategic plan for greatly increasing funding for large-interdisciplinary programs of experimental analysis of strategies for affecting climate-relevant policy and behavior.

We're All in This Together: The Road to Research Collaboration, Funding, and Community Interventions HOLLY SENIUK (Behavior Analyst Certification Board)



Holly Seniuk, Ph.D., BCBA-D is the Ethics Disciplinary Manager at the Behavior Analyst Certification Board. Dr. Seniuk graduated with her doctorate from the University of Nevada, Reno in 2013 under the mentorship of Dr. Larry Williams and has been a Board Certified Behavior Analyst since 2010. She has previously worked as an assistant professor at the University of New Brunswick, Fredericton where she developed an undergraduate level behavior analysis program and as the Project Coordinator for the Nevada PBIS Technical Assistance Center, working on the Facility-Wide PBIS Project providing behavioral systems support to residential juvenile corrections and youth mental health facilities as well as youth parole. Dr. Seniuk has over 13 years of experience working in a variety of clinical settings including early intervention, schools, mental health, and intellectual disabilities. She has served on numerous boards and committees including the Nevada Association for Behavior Analysis, Atlantic Provinces Association for Behavior Analysis, Behaviorists for Social Responsibility, and the Coalition of Behavioral Science Organizations Climate Change Task Force. Her professional and research interests include behavioral systems analysis, applications of the matching law to sports, and environmental sustainability.

Abstract: Since 2018, the Coalition of Behavioral Science Organizations Climate Change Task Force (BSC-CCTF) has been reviewing the behavioral research on climate change, as described in the previous paper. In addition to reviewing the literature the task force is working to create resources that will aid in pushing the needle forward on behavior science research related to greenhouse gas emissions and policy change. Through a network of volunteers, the task force's committees have assembled an evolving collection of research institutions, funding sources, and examples of community interventions addressing the development of policies and strategies to reduce carbon emissions. The goal of these collections is to establish a database that will help propel the work of the task force forward by identifying potential funding sources, collaborators, and community intervention models that could benefit from experimental evaluation. This paper will provide audience members with a roadmap of the work thus far and an overview of the research programs, foundations/institutions providing funding, and the community level interventions that have been compiled in this process.

Building a Network: What It Takes to Make It Happen ANDREW C. BONNER (University of Florida)



Andrew is a doctoral student in behavior analysis at the University of Florida. His primary research interests are in the areas of developing community interventions to reduce greenhouse gas emission. To that end, he evaluates the determinants for pro-environmental behavior, develops interventions, and then evaluates their effects always with an eye toward scalability and widespread adoption.

Abstract: One of the greatest challenges in moving forward the work on behavioral science research on climate change and related community interventions and policy involves coordinating efforts in an efficient and systematic way without

losing momentum. This presentation will provide an overview of the resources and effort required to accomplish the goals of the task force by sharing the model that has been developed and implemented. This includes recruitment of volunteers to support research endeavors, as well as, committee work related to the development of searchable databases for research institutions, funding agencies, and community interventions that aim to address issues related to greenhouse gas emissions. The BSC-CCTF has made significant progress in the last two years that would not be possible without the collective effort of many. We will share the process for recruiting, training, and retaining volunteers. Finally, next steps for expanding and scaling up this work will be explored

#347 Paper Session

4:00 pm-4:50 pm Marriott Marguis, Level M1, Georgetown PCH

Selectionism and Machine Learning

Chair: Temple S. Lovelace (Duquesne University)

Selection Sciences: A Five-Level Undergraduate Course in Selection by Consequences (Theory) CRISS WILHITE (California State University Fresno)

Machine Learning and Behavior Analysis: Can Artificial Intelligence Reduce Bias in the Functional Behavior Assessment Process? (Theory) TEMPLE S. LOVELACE (Duquesne University)

#348 Invited Panel

Recorded Session

4:00 pm-4:50 pm Walter E. Washington Convention Center, Level 3, Ballroom AB SCI; Theory BACB/PSY/QABA CE Offered. CE Instructor: Derek D. Reed, Ph.D.

Behavioral Economics: A Panel Discussion on Its Past, Present, and Future Chair: Derek D. Reed (University of Kansas)

WARREN BICKEL (Virginia Tech Carilion Research Institute)



Dr. Warren Bickel is a leading figure in behavioral pharmacology, with an outstanding record of scientific and professional contributions to experimental and applied behavior analysis. His work on the applications of behavioral economic principles derived from basic research with nonhuman organisms to drug abuse in humans has opened an exciting and productive new approach to this area with implications for treatments and science-based drug abuse policies. Dr. Bickel's work has contributed to the expanded use of methadone for the treatment of opioid dependence and the

development and approval of buprenorphine, the newest agent for opioid-dependent treatment. He has received numerous awards and positions for his accomplishments, including a MERIT Award from the National Institute on Drug Abuse, University Scholar Award from the University of Vermont, editor of Experimental and Clinical Psychopharmacology, president of Division 28 of the American Psychological Association, and president of the College on Problems of Drug Dependence. He has published four books and more than 200 journal articles and book chapters.

STEVEN HURSH (Institutes for Behavior Resources, Inc.)



Dr. Steven R. Hursh received his BA from Wake Forest University in 1968 and his Ph.D. from the University of California, San Diego in 1972. He is the president of the Institutes for Behavior Resources and adjunct professor of Behavioral Biology at Johns Hopkins University School of Medicine. Dr. Hursh has over 40 years' experience as a researcher and is author of over 80 articles, book chapters, and books. He is a former associate editor of the Journal of the Experimental Analysis of Behavior. His seminal article on economic concepts for the analysis of behavior is considered one of the most significant articles in the history of the journal. Dr. Hursh has been a key figure in the

establishment of behavioral economics as a major conceptual area. His research papers have introduced into the behavioral vocabulary a number of "household terms" in behavioral psychology: open and closed economies, demand curves and demand elasticity, unit price, substitution and complementarity, Pmax, Omax, and recently essential value based on exponential demand that has broad generality across species and reinforcers. His extensions to drug abuse and the framing of drug abuse policy have had a major impact on the direction of research on substance use disorders.

AMY ODUM (Utah State University)



Amy Odum is a professor in the Department of Psychology at Utah State University. Her research interests are in basic behavioral phenomena, such as response persistence, sensitivity to delayed outcomes, conditional discriminations, and environmental influences on drug effects. Her work has been funded by the National Institute on Drug Abuse and the National Institute of Mental Health. She completed a post-doctoral fellowship at the University of Vermont's Human Behavioral Pharmacology Laboratory after earning her Ph.D. and M.A. in psychology, specializing in behavior analysis, from West Virginia University. She received a BS

in psychology from the University of Florida. Dr. Odum served as editor in chief of the Journal of the Experimental Analysis of Behavior. She has been president of the Society for the Experimental Analysis of Behavior and president of Division 25 (Behavior Analysis) of the American Psychological Association. She is a Fellow of the Association for Behavior Analysis International.

Abstract: Behavioral economics is the intersection of operant psychology and micro-economic principles. The subfield of behavioral economics began as a novel means of interpreting drug administration studies in behavioral pharmacology and the experimental analysis of behavior. Over time, the translational utility of behavioral economics—especially in the domains of delay discounting and operant demand—has become apparent in nearly all facets of behavior analysis (e.g., OBM, treatment of severe problem behavior, substance use, education). Decades of research on the topics of discounting and demand have thereby led to the development of efficient yet psychometrically sound measures that permit generality to nearly any setting or research question. Recent critiques of behavioral economics, however, suggest it is antithetical to the dimensions of behavior analysis due to the use of self-report and quantitative analyses. This panel discussion will feature three of the most impactful luminaries in behavioral economics; collectively, the group will discuss the behavior analytic origins of behavioral economics, contemporary applications in behavior analysis, and suggestions for future research and development.

#350 Symposium

4:00 pm-5:50 pm Marriott Marguis, Level M2, Marguis Ballroom 1/2 EAB/CBM; Translational

Advances in Behavioral Economics of Food Choice Among Humans and Non-humans Chair: Yaeeun Lee (Idaho State University) Discussant: Suzanne H. Mitchell (Oregon Health & Science University)

Assessing Demand, Discounting, and Reinforcing Efficacy of Food RACHEL NICOLE SOBOL FOSTER (University of Kansas, Applied Behavioral Economics Laboratory) and Derek D. Reed (University of Kansas)

Effects of Food Paired Cues on Conditioned Salivation and Food Reinforcer Efficacy ETHAN HEMMELMAN, Bailey Perschon, and Erin B. Rasmussen (Idaho State University)

Parallel Procedures of Impulsive Choice: Effects of a High-Fat Diet in Humans and Rats TRAVIS RAY SMITH, Catherine Steele, MacKenzie Gwinner, and Kimberly Kirkpatrick (Kansas State University)

Effects of Mindful Eating Training on Delay and Probability Discounting Among Food Insecure Women LUIS RODRIGUEZ, Erin B. Rasmussen, Shelby Pemberton, Maria Wong, and Dante Kyne-Rucker (Idaho State University) and Katie S. Martin (Food Share)

#351 Symposium

4:00 pm–5:50 pm Marriott Marquis, Level M1, University of D.C./Catholic University PCH; Theory BACB CE Offered. CE Instructor: Jack J. McDowell, Ph.D.

Selection in Phylogeny, Ontogeny, and Sociogeny: Progenitors, Properties, and Implementations Chair: Nancy A. Neef (The Ohio State University) Discussant: Jack J. McDowell (Emory University)

The Progenitors: Charles Darwin, B. F. Skinner, E. O. Wilson WILLIAM DAVID STAHLMAN (University of Mary Washington) and A. Charles Catania (University of Maryland, Baltimore County)

Reinforced Variability and Darwinian Divergence ALLEN NEURINGER (Reed College)

Rapid Adaptation at Small Timescales in a Selectionist System CYRUS CHI (Emory Laney Graduate School)

Long-Term and Short-Term Contingencies in Phylogenic, Ontogenic, and Sociogenic Selection

A. CHARLES CATANIA (University of Maryland, Báltimore County) and William David Stahlman (University of Mary Washington)

#352 Symposium

4:00 pm–5:50 pm Marriott Marquis, Level M4, Archives TBA/DEV; Translational BACB CE Offered. CE Instructor: Zoe Lucock, Ph.D.

The Diversity of Applied Behavior Analysis in Practical Settings

Chair: Katrina J. Phillips (The University of Auckland) Discussant: Zoe Lucock (Bangor University)

Using a Check-In Procedure to Increase Engagement with a Range of Populations; Adults With Dementia, Acquired Brain Injuries, Intellectual Disabilities ANGELA ARNOLD-SARITEPE and Katrina J. Phillips (The University of Auckland); Ebonee Hodder

(ABI); and Eve, Sarah Leadley, Javier Virues Ortega, and Rhian Collings (The University of Auckland)

Improving Academic Teaching—Interteach and Equivalence-Based Instruction KATRINA J. PHILLIPS and Queenie Leung (The University of Auckland); Jacqueline Munro (Explore); and Angela Arnold-Saritepe, Sarah Leadley, and Javier Virues Ortega (The University of Auckland)

Evaluating How Staff in Dementia Care Homes Spend Their Time Using Behavioral Measures CHOO YING YING LAU and Rebecca A. Sharp (Bangor University)

Self-Reflection and Evaluation of Task-List Competencies and Critical Soft-Skills for Trainees Pursuing Their BACB Qualifications

SVETLAÑA DALY, Katrina J. Phillips, and Angela Arnold-Saritepe (The University of Auckland)

#353 Symposium

4:00 pm–5:50 pm Walter E. Washington Convention Center, Level 1, Salon I VRB/DEV; Translational BACB CE Offered. CE Instructor: Ruth Anne Rehfeldt, M.S.

Advances in Increasing Verbal Behavior Across Children With and Without Developmental Disabilities Chair: Natalia Baires (Southern Illinois University) Discussant: Buth Anno Pehfoldt (The Chicago School of Professional Revehology, Chicago)

Discussant: Ruth Anne Rehfeldt (The Chicago School of Professional Psychology, Chicago) An Evaluation of Two Verbal Behavior Teaching Procedures on Teaching Convergent Intraverbals

An Evaluation of Two Verbal Behavior Teaching Procedures on Teaching Convergent Intraverbal: to Children With Autism ANCELLOA A ACHINERE Lauren Martene, Crete Kao, Maliage Schedider, and Presence Devroe

ANGELICA A. AGUIRRE, Lauren Martone, Greta Kos, Melissa Schneider, and Breanna Perron (Minnesota State University, Mankato)

Effects of the Stimulus-Stimulus Pairing Procedure on the Rate of Vocalizations of an Infant SEBASTIAN GARCIA-ZAMBRANO and Kwadwo O. Britwum (Southern Illinois University), Michelle Britwum (Morningstar Behavioral Associates), and Ruth Anne Rehfeldt (The Chicago School of Professional Psychology, Chicago)

Evaluation of a Skills Assessment for the Stimulus Pairing Observation Procedure Rocio Rosales (University of Massachusetts Lowell), KRISTINE TRAPANI (University of Massachusetts Lowell; PrideStar Center for Applied Learning), and Emily Bergman (University of Massachusetts Lowell)

Can a Word-Picture Pairing with Orientation Response Generate Emergent Reading? GIOVAN WILLIAN RIBEIRO, Letícia Regina Fava Menzori, Hindira Naomi Kawasaki, Deisy De Souza, and Julio C. De Rose (Universidade Federal de São Carlos) and Micah Amd (National University of Ireland Maynooth)

#354 Symposium

5:00 pm–5:50 pm Walter E. Washington Convention Center, Level 1, Room 102 AUT/CSS; Translational BACB CE Offered. CE Instructor: Amy Kenzer, Ph.D.

Short Term Parent Training Programs for Families Impacted by Autism: Community Based Practice Chair: Amy Kenzer (Southwest Autism Research & Resource Center)

Parent Training in Pivotal Response Treatment to Support Parent and Child After Receiving an Autism Diagnosis

BRITTANI NICHOLE HARRIS (Southwest Autism Research and Resource Center), Beatriz Orr (Four Corners Association for Behavior Analysis; Southwest Autism Research and Resource Center), and Alexis N. Boglio (Southwest Autism Research and Resource Center)

Increasing Access to Services for Families Living in Remote and Rural Communities Through Parent-Mediated Intervention

ALEXIS BOGLIO, Sienna VanGelder, and Haley Rose (Southwest Autism Research and Resource Center)

A Brief Parent Training Program for Parents of School-Aged Students

MEGAN MANN, Sienna VanGelder, and Alexis N. Boglio (Southwest Autism Research and Resource Center)

#355 Panel Discussion

5:00 pm–5:50 pm Walter E. Washington Convention Center, Level 2, Room 207B AUT; Service Delivery BACB CE Offered. CE Instructor: Karen Nohelty, M.Ed.

Working With Insurance Companies: Navigating Medical Necessity Criteria and Peer Reviews Chair: Karen Nohelty (Center for Autism and Related Disorders)

JULIE KORNACK (Center for Autism and Related Disorders) KATHERINE A. JOHNSON (Learn/Advances Learning Center) ASHLEY WILLIAMS (Learn/ABACS)

#356 Symposium

5:00 pm–5:50 pm Walter E. Washington Convention Center, Level 1, Salon H AUT/VRB; Translational BACB CE Offered. CE Instructor: Christopher M. Furlow, Ph.D.

ABA Billing Code Utilization for Comprehensive Assessments and Effective Supervision in an Early Intervention Clinic

Chair: Laura-Katherine K. Barker (The University of Southern Mississippi) Discussant: Christopher M. Furlow (Canopy Children's Solutions)

An Initial Evaluation of an Assessment Method for the PEAK Relational System Direct Training Module LANA WARREN, Robyn Brewer, Mark Garrett Yeager, and Laura-Katherine K. Barker (Canopy Children's Solutions)

Clinical Applications of a Staff Training and Supervision Model to Newly Hired Registered Behavior Technicians

MADELINE POTTER, Laura-Katherine K. Barker, Robyn Brewer, Breanna Newborne, and Mary Nicole Thomason (Canopy Children's Solutions)

#357 Symposium

5:00 pm–5:50 pm Marriott Marquis, Level M4, Liberty N-P CSS; Applied Research BACB CE Offered. CE Instructor: Dennis Uriarte, M.S.

Behavior Analysis and Sports: Coaching Interactions

Chair: Dennis Uriarte (Florida Institute of Technology)

The Use of Negative Reinforcement to Increase Running Behavior in Collegiate Athletes JESSE DEPAOLO and Kimberly Crosland (University of South Florida)

The Effects of Feedback Statements Versus Coaching Questions on Athlete Performance Cledia Caberlon, Nicholas Weatherly, Curtis Phillabaum, Kayce Nagel, and VINCE ALEXANDER BELLO (Florida Institute of Technology)

Using Video-Based Feedback and Self-Monitoring to Improve Athletic Coaching Interactions Kayce Nagel, Nicholas Weatherly, Curtis Phillabaum, Cledia Caberlon, LAUREN RIVERA, and Nelmar Jacinto Cruz (Florida Institute of Technology)

#358 Panel Discussion

5:00 pm–5:50 pm Marriott Marquis, Level M4, Liberty M CSS; Service Delivery BACB CE Offered. CE Instructor: Linda S. Heitzman-Powell, Ph.D.

Increasing Access to ABA Services Using Telehealth Technology: Research, Challenges, and Successes Chair: Linda S. Heitzman-Powell (The University of Kansas Medical Center)

KATRINA OSTMEYER-KOUNTZMAN (Behavioral Technologies Consulting Organization; Beyond the Individual, Inc.) CARLA T. SCHMIDT (University of Florida) REGAN GARDEN (PCR Alaska)

#359 Symposium

5:00 pm–5:50 pm Walter E. Washington Convention Center, Level 1, Salon G DDA; Applied Research BACB CE Offered. CE Instructor: Lauren LeJeune, Ph.D.

Individualizations and Considerations for Measuring Client Preference

Chair: Lauren LeJeune (University of South Carolina)

Evaluating Item Inclusion Methods in Multiple-Stimulus Without Replacement Preference Assessments

SARA RAZIA JEGLUM (Kennedy Krieger Institute, Johns Hopkins University School of Medicine; University of Wisconsin-Madison), Matthew O'Brien (The University of Iowa), and Jennifer M. Asmus (University of Wisconsin-Madison)

Considering Student Preference for Instructional Format: An Experimental Comparison of Paper-Based and Computer-Assisted Literacy Instruction

LAUREN LEJEUNE (University of South Carolina) and Christopher Lemons (Vanderbilt University)

Differences in Acquisition of Functional Communication Response for Social Positive Reinforcers STEPHANIE TRAUSCHKE (Children's Healthcare of Atlanta; Marcus Autism Center) and Joanna Lomas Mevers (Marcus Autism Center)

#360 Invited Presenter

5:00 pm–5:50 pm Walter E. Washington Convention Center, Level 2, Room 207A DDA; Theory BACB CE Offered. CE Instructor: Kelly M. Schieltz, Ph.D.

Scientist-Practitioners in Action: Cultivating Clinical and Academic Careers With Behavior Analytic Roots Chair: Kelly M. Schieltz (The University of Iowa)

GREGORY REED (Howard University)



Dr. Reed is a native Washingtonian. He received his bachelor's in psychology from Bowie State University in 1996, and his doctorate in School Psychology from The University of Iowa in 2002. He completed his pre-doctoral internship in Behavioral Pediatrics at the Children's Hospital of Iowa, and his post-doctoral fellowship at the Kennedy Krieger Institutes and Johns Hopkins University School of Medicine. Dr. Reed currently holds joint appointments as an associate professor of school psychology and as an associate dean within the School of Education at Howard University. He is a licensed behavior analysts and school psychologist. Dr. Reed's

research and clinical interests are in the areas of pediatric feeding disorders, assessment and treatment of severe behavior problems of childhood, developmental disabilities, and culturally competent assessment; he has served on the editorial board of the *Journal of Applied Behavior Analysis*, and on the Executive Board of the Maryland School Psychology Association. He also illustrates children's books in his spare time.

Abstract: Balancing clinical and academic careers can be challenging, but also rewarding. The current presentation focuses on the career trajectory of scientist-practitioners, with specific emphasis on ways in which research, teaching, and practice can be successfully merged and leveraged to cultivate a reinforcing career that not only allows one to practically impact children and families, but also expand that impact towards future generations (trainees), and the broader scientific community. Attendees will gain an understanding of: (a) what it means to be a scientist-practitioner, (b) ways in which to leverage their expertise in both academic and clinical arenas, and (c) ways in which to benefit the public at large, while also establishing multiple streams of income.

#361 Invited Presenter

5:00 pm–5:50 pm Walter E. Washington Convention Center, Level 1, Salon C DEV; Basic Research PSY/BACB/QABA/NASP CE Offered. CE Instructor: Kieva Hranchuk, Ph.D. The Interaction Between Development and Instruction Cheire, Jessie Reidek (Torchere College, Columbia University)

Chair: Jessica Singer-Dudek (Teachers College, Columbia University)

KIEVA HRANCHUK (St. Lawrence College)



Kieva is both a certified special education teacher and a doctoral-level board certified behavior analyst. She specializes in teacher training as well as in supervision of evidence-based service delivery to students with and without disabilities. Her interests include effective delivery of instruction, analyzing rates of learning in young children, inclusion/integration, kindergarten readiness, verbal behavior development, and the CABAS® model. Her research focuses on how teaching procedures can be effectively modified to accelerate student learning. Kieva received her undergraduate degree in Psychology from Queen's University in Kingston, Ontario, and a Behavioral

Science Technician post-graduate certificate from George Brown College in Toronto, Ontario. She then worked at both Surrey Place Centre in Toronto and at the CHEO Autism Program in Ottawa before making the big move to New York City. There, she earned her MA in Teaching as Applied Behavior Analysis and her Ph.D. in applied behavior analysis at Columbia University. She has taught at both Columbia University and Arizona State University as an adjunct assistant professor. Additionally, Kieva helped to pioneer the Scottsdale Children's Institute, an integrated kindergarten readiness program in Arizona where she then served as the clinical director for two years before moving back to Canada to begin her career as a full-time Professor at St. Lawrence College.

Abstract: The difference between curricula and pedagogy is highlighted best when we consider what we teach versus how we teach it. There exists an interaction between development and instruction such that instruction can only be effective if the educator considers the learner's level of verbal development. The ways in which we teach must cater to the current verbal developmental cusps found within the learner's repertoire. While the progression of instructional objectives targeted within a curriculum will change as the learner acquires the prerequisite skills to move forward, attention should be placed on modifying the ways in which we teach those subsequent objectives. Research in the field of verbal behavior development has proven time and time again that the acquisition of skills can be accelerated if the method of teaching is consistent with the capabilities that the learner exhibits, i.e. the presence of verbal developmental cusps within their repertoire.

#362 Panel Discussion

5:00 pm–5:50 pm Marriott Marquis, Level M4, Independence F-H EDC; Service Delivery BACB CE Offered. CE Instructor: Selena J. Layden, Ph.D.

Ethical Considerations for Behavior Analysts Providing Supervision and Supports in Public Schools Chair: Selena J. Layden (Old Dominion University)

DARIA LORIO-BARSTEN (College of William & Mary Training and Technical Assistance Center) LAUREN VETERE (Culpeper County Public Schools) DANIS URBAN (New Horizons Regional Education Centers)

#363 Symposium

5:00 pm–5:50 pm Marriott Marquis, Level M4, Independence E EDC; Service Delivery BACB CE Offered. CE Instructor: Rose Iovannone, Ph.D.

So Happy Together: Behavior Analysts and School Psychologists Collaborating in Natural School Settings Chair: Rose Iovannone (University of South Florida; Florida Center for Inclusive Communities)

Overview and Preliminary Data for Project Enhancing Behavior Analytic Services KWANG-SUN CHO BLAIR, Diana Socie, Catia Cividini-Motta, and Kimberly Crosland (University of South Florida)

Using the Prevent-Teach-Reinforce Model to Improve Disruptive Behavior of an Elementary Student JENNIFER M. HODNETT, Andrea Nicole Zuniga, and Catia Cividini-Motta (University of South Florida)

Using the Prevent-Teach-Reinforce Process to Facilitate Intervention for a Student With Emotional Disturbance

NICHOLAS LEONARD SCHEEL, Mollie McDermit, and Diana Socie (University of South Florida)

#364 Symposium

5:00 pm–5:50 pm Marriott Marquis, Level M4, Capitol/Congress OBM; Applied Research BACB CE Offered. CE Instructor: Michael Passage, M.Ed.

Behavioral Applications for Human Services Staff

Chair: Michael Passage (Florida Institute of Technology)

An Evaluation of a Culture Interview Checklist for Behaviorally Oriented Clinicians JOSHUA ADDINGTON, Katie Nicholson, Michael Passage, Jacqueline Noto, and Nelmar Jacinto Cruz (Florida Institute of Technology)

Playing Isn't Just for the kids: The Effects of Video Modeling on Adult Play Behavior

MAŔY LOUISE LEWIS (Florida Institute of Technology), Grace Francine Boatman (Florida Institute of Technology; Nemours Children's Hospital), and Katie Nicholson and Sandhya Rajagopal (Florida Institute of Technology)

An Evaluation of Self-Monitoring and Goal Setting for Increasing Mand Opportunities Among RBTs SANDHYA RAJAGOPAL, Katie Nicholson, and Mary Louise Lewis (Florida Institute of Technology)

#365 Invited Panel

5:00 pm–5:50 pm Marriott Marquis, Level M4, Liberty I-L OTH; Translational BACB CE Offered. CE Instructor: Thomas G. Szabo, Ph.D.

Coordinating Interdisciplinary Sustainability Research: What We've Learned About Community Intervention Research

Chair: Thomas G. Szabo (Florida Institute of Technology) ANTHONY BIGLAN (Oregon Research Institute) LISA COYNE (Harvard Medical School; Suffolk University; McLean Hospital) JESSICA GHAI (Boston University)



Anthony Biglan, Ph.D., is a senior scientist at Oregon Research Institute. He is the author of *The Nurture Effect: How the Science of Human Behavior Can Improve our Lives and Our World.* Dr. Biglan has been conducting research on the development and prevention of child and adolescent problem behavior for the past 30 years. His work has included studies of the risk and protective factors associated with tobacco, alcohol, and other drug use; high-risk sexual behavior; and antisocial behavior. He has conducted numerous experimental evaluations of interventions to prevent tobacco use both through school-based programs and

community-wide interventions. 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 and colleagues at the Center for Advanced Study in the Behavioral Sciences published a book summarizing the epidemiology, cost, etiology, prevention, and treatment of youth with multiple problems (Biglan et al., 2004). He is a former president of the Society for Prevention Research. He was a member of the Institute of Medicine Committee on Prevention, which released its report in 2009 documenting numerous evidence-based preventive interventions that can prevent multiple problems. As a member of Oregon's Alcohol and Drug Policy Commission, he is helping to develop a strategic plan for implementing comprehensive evidence-based interventions throughout Oregon.



Dr. Coyne is the founder and senior clinical consultant of the McLean OCD Institute for Children and Adolescents at McLean Hospital, and is an assistant professor at Harvard Medical School. She is the founder and director of the New England Center for OCD and Anxiety (NECOA), and is on the faculty of the Behavior Therapy Training Institute (BTTI) of the International OCD Foundation. She is also a licensed psychologist and a peer-reviewed ACT trainer. She has authored multiple articles and chapters on ACT with children and adolescents, and is a co-author of the books Acceptance and Commitment Therapy: The Clinician's Guide for Supporting Parents

(Elsevier), and *The Joy of Parenting* (New Harbinger). Her new books, *The ACT Guide to Teen Anxiety and OCD* (Guilford Press) and *Stuff That's Loud: A Teen's Guide to Unspiralling When OCD Gets Noisy* (New Harbinger & Little Brown), are expected in 2020.



Jessica Ghai, M.Ed. BCBA, LABA(MA) is a doctoral candidate at the Boston University: Wheelock College of Education and Human Development (anticipated completion: Spring 2020) and a Volunteer Coordinator for the Behavioral Science Coalition: Climate Change Task Force. In additional to extensive teaching experience and animal-related dissertation research, Jessica's academic background includes a B.S. in Natural Resources from The Ohio State University: College of Food, Agriculture, and Environment Sciences. Following completion of her doctoral program, she hopes to pursue a career in research. Research interests include: human-animal interactions through a behavior analytic lens, animal well-being and management of maladaptive behaviors in zoological settings, visitation behaviors of patrons at zoological facilities, and the effectiveness of behavior change interventions related to species biodiversity and conservation of natural resources. Jessica also volunteers as a keeper's aide at a zoological facility and is a member of ABAI's Applied Animal Behavior SIG.

Abstract: This panel will serve as a follow-up to the previous events on "A Strategic Plan for Expanding Behavioral Science Research on Climate Change". It is the first of a two-panel discussion on coordinating efforts of the behavior science community to increase research and community intervention to reduce carbon emissions. This panel includes experts from the fields of prevention science, clinical psychology, environmental education, and behavior analysis. The panelists will discuss coordinating efforts of individuals with diverse expertise in the development, execution, and data analysis of interdisciplinary sustainability research and make suggestions for immediate and pragmatic actions at the individual, community and societal levels. Audience members will have the opportunity to participate in real-time work to expand and scale up research and application needed in this area. We invite participants to dialogue and identify the opportunities and barriers to doing this work and commit to taking actions to increase the contributions of the behavior analysis community toward mitigating the effects of climate change.

#366 B. F. Skinner Lecture Series

Recorded Session

5:00 pm–5:50 pm Walter E. Washington Convention Center, Level 3, Ballroom AB SCI; Applied Research PSY/BACB/QABA/NASP CE Offered. CE Instructor: Stephanie M. Peterson, Ph.D.

Leveraging Technology for Health Behavior Change Chair: Stephanie M. Peterson (Western Michigan University)

SHERRY PAGOTO (University of Massachusetts Medical School)



Dr. Pagoto earned her Ph.D. in clinical psychology from Western Michigan University in 2000. She is now a Professor in the Department of Allied Health Sciences at the University of Connecticut and Director of the UConn Center for mHealth and Social Media. Her research, funded by the National Institutes of Health, focuses on leveraging technology in the development and delivery of behavioral interventions designed to reduce risk for the top two causes of death in the US: cardiovascular disease and cancer. She has published nearly 200 papers on these topics. Devoted to communicating behavioral science to the public, she has >25K followers on Twitter

and has written for the Washington Post, Boston Globe, Salon, US News and World Report, Chronicle of Higher Education, and Psychology Today. Her work has been featured in major news outlets including CNN, NPR, NBC News, ABC News, and Good Morning America. As a lifelong devoted behavior analyst, she keeps a first edition signed copy of B. F. Skinner's autobiography displayed in her office.

Abstract: The digital health industry, estimated to be worth \$206 billion by 2020, has produced countless mobile apps, wearable devices, and other technologies to help users develop healthy lifestyles to manage and prevent physical and mental illness. An open question is whether behavioral science is being applied to these innovations which reach millions of users each day. In this talk, Dr. Pagoto will first discuss her work examining the degree to which the work of behavioral scientists is represented in popular commercial health technologies, and menta. Finally, she will present her research applying behavioral principles via mobile technology and social media. Finally, she will discuss ways that technology can provide novel sources of data to enhance our understanding of behavior as well as the efficacy and reach of behavioral interventions.

#367 Symposium

5:00 pm–5:50 pm Marriott Marquis, Level M4, Independence D TBA; Translational BACB CE Offered. CE Instructor: Melissa Olive, Ph.D.

Business Intelligence 101: Moving Beyond Excel Charts and Tables Chair: Melissa L. Olive (Applied Behavioral Strategies LLC)

Using Software Such as Pivot Tables, Tableau, and Domo PAUL W. HEERING (May Institute)

Using Reporting Functions in Practice Management Software to Create Informative Dashboards Melissa Olive, JULIA PELKINGTON, Colleen DeMello, and Ashley Pizzoferrato (Applied Behavioral Strategies)

Business Intelligence Assessment and Results

IVY M. CHONG (May Institute) and Arjun Baradwaj (CapTech Consulting)

#368 Symposium

5:00 pm-6:50 pm Walter E. Washington Convention Center, Level 2, Room 206 AUT/OBM; Service Delivery BACB CE Offered. CE Instructor: Kate E. Fiske Massey, Ph.D.

Compassion and Self-Compassion Among Supervising Behavior Analysts and Direct Care Staff Chair: Kate E. Fiske Massey (Rutgers University)

Discussant: Bridget A. Taylor (Alpine Learning Group)

The Composition of Exemplary Practitioners: Perspectives of Behavior Analysts

JESSICA E. FRIEDER (Western Michigan University); Ryan M. Zayac (University of North Alabama); Thom Ratkos (Berry College); and Madison Williams, Ashton Geiger, and Amber Paulk (University of North Alabama)

Burnout in Providers Serving Individuals With Autism Spectrum Disorder: A Multi-Method Examination of Organizational Causes

SUMMER BOTTINI (Binghamton University; Marcus Autism Center), Colin S. Muething (Marcus Autism Center), and Kaylie Wiseman and Jennifer M. Gillis (Binghamton University)

Evaluating the Effects of Behavioral Skills Training With Behavior Analysts to Increase Essential Supervisory Skills ALLISON HAWKINS and Kate E. Fiske Massey (Rutgers University)

Effects of Short-Term Self-Care Training on the Well-Being of Staff in an Applied Behavior Analytic Setting

KATE E. FISKE MASSEY (Rutgers University), Margaret Swarbrick (Rutgers University Behavioral Health Care), Susan Gould-Fogerite (Rutgers New Jersey Medical School), and Catriona Beauchamp Francis and Debra Paone (Rutgers University)

#369 Paper Session

5:00 pm-6:50 pm Walter E. Washington Convention Center, Level 2, Room 202A AUT

Speech, Augmentative and Alternative Communication, and Autism Spectrum Disorder Chair: Jessica Miller (University of Arkansas)

Effect of Multi-Step Augmentative and Alternative Communication Intervention on Three Partner-Directed Communicative Behaviors During Play in Preschoolers With Autism Spectrum Disorder (Applied Research)

JESSICA MILLER, Christine Holyfield, and Elizabeth R. Lorah (University of Arkansas)

Collaboration Between BCBAs and SLPs: Can't We All Just Get Along?! (Service Delivery) BEN J. SEIFERT (Central Texas Autism Center; Ball State University)

Vocal Emergence and the Verbal Operant: An Analysis of 735 First Instances of Speech in 105 Non-Vocal Children With Autism (Applied Research)

SMITA AWASTHI (Behavior Momentum India) and Karola Dillenburger (Queen's University Belfast)

An Analysis of First 735 Speech Instances in 105 Children With Autism (Applied Research) Smita Awasthi (Behavior Momentum India), Karola Dillenburger (Queen's University Belfast), Sridhar Aravamudhan (Behavior Momentum India), and ABHYUDAY SHANKAR AWASTHI (Cerverus Digital Solutions)

#370 Paper Session

5:00 pm-6:50 pm Walter E. Washington Convention Center, Level 2, Room 202B AUT

Systematic Reviews of Autism Spectrum Disorder Interventions Chair: Nidal Daou (McNeese State University)

An Overlooked Dimension of Social Validity: Toward a Participatory Approach When Involving Learners With Autism in Behavior Analytic Research and Practice (Theory) NIDAL DAOU (McNeese State University)

Educational Outcomes of Young Children With Autism: Review of 15 Years of Data (Service Delivery) PEISHI WANG (Queens College, City University of New York), Menglin Sun and Weiwei Chen (Beijing Wucailu Center for Children with Autism), Elizabeth Ijalba (Queens College, City University of New York), Mei Liu (Beijing Wucailu Center for Children with Autism), Qi Li (Queens College, City University of New York), and Lihua Han and Xiaowei Xu (Beijing Wucailu Center for Children with Autism)

Effectiveness of Matrix Training for Language and Literacy Outcomes in Individuals With Autism Spectrum Disorders: A Systematic Review (Theory)

PAUL J. SIMEONE (Proven Behavior Solutions; Mass General Hospital Institute of Health Professions), Ralf Schlosser (Northeastern University), and Howard Shane (Boston Children's Hospital)

A Systematic Review of Intervention Intensity in Pivotal Response Training and Scripting Research (Theory)

ŽIJIE MA and Jason Travers (University of Kansas), Jose Martinez (University of Florida), Jenee Johnson (University of Kansas), and Leslie Ann Bross (University of North Carolina at Charlotte)

#371 Symposium

5:00 pm-6:50 pm Walter E. Washington Convention Center, Level 1, Salon B CBM/DDA; Translational BACB CE Offered. CE Instructor: Louis P. Hagopian, Ph.D.

Advances in Behavior Analysis: Past, Present, and Future

Chair: Michael F. Cataldo (Kennedy Krieger Institute) Discussant: Patrick C. Friman (Boys Town)

The Neurobehavioral Programs and the Culture of Obligation to Serve, Learn, and Share LOUIS P. HAGOPIAN and Patricia F. Kurtz (Kennedy Krieger Institute)

Integration of Research and Practice, Treatment Accountability, and Consumer Data HELEN YU-LEFLER (Kennedy Krieger Institute); Jessica L. Becraft (Kennedy Krieger Institute; Johns Hopkins University School of Medicine); Chelsea Rolinec, Joseph Wakeman-Linn, Kara Clark, and Usai Bah (Kennedy Krieger Institute); Patricia F. Kurtz (Kennedy Krieger Institute; Johns Hopkins University School of Medicine); and Anne Riley (Johns Hopkins University School of Public Health)

How to Develop and Demonstrate the Impact of Tele-Behavioral Health

JENNIFER L. CROCKETT and Michelle Bubnik (Kennedy Krieger Institute)

Behavior Analysis, Pediatric Pain, and the Opioid Crisis

KEITH J. SLIFER (Kennedy Krieger Institute, Johns Hopkins University School of Medicine) and Caitlin Thompson, Margaret Tunney, and Alyssa Day (Kennedy Krieger Institute)

#372 Symposium

5:00 pm–6:50 pm Walter E. Washington Convention Center, Level 1, Room 103 DDA; Applied Research BACB CE Offered. CE Instructor: Corina Jimenez-Gomez, Ph.D.

Further Evaluation of the Effects of Differential Qualities of Praise and Instructive Feedback on the Rate of Skill Acquisition

Chair: Yanerys Leon (University of Miami)

Discussant: Corina Jimenez-Gomez (Aubúrn University)

A Systematic Replication on the Effects of Neutral, Enthusiastic, and No Praise on Skill Acquisition RAHMA ISMAIL and Claudia Campos (Florida Institute of Technology), Yanerys Leon (University of Miami), and Mary Gilhuly (Florida Institute of Technology)

A Comparison of Behavior-Specific Praise and General Praise With Instructive Feedback NATALIE MANDEL and Catia Cividini-Motta (University of South Florida) and Jeff Schram (Engage Behavioral Health)

The Influence of Instructive Feedback Presentation Schedule: A Replication With Children With Autism Spectrum Disorder

CASEY NOTTINGHAM (ABA Collective, LLC), Jason C. Vladescu, Ruth M. DeBar, and Meghan Deshais (Caldwell University); and Jaime DeQuinzio (Alpine Learning Group)

The Effects of Instructive Feedback on the Emergence of Untrained Relations

ASHLEY GIBBS and Christopher A. Tullis (Georgia State University) and Jocelyn Priester and Alix Johnson (Kiddos' Clubhouse)

#373 Symposium

5:00 pm-6:50 pm Marriott Marguis, Level M4, Independence A-C EDC: Translational BACB CE Offered. CE Instructor: Janet S. Twyman, Ph.D.

Design and Delivery Features of Direct Instruction That You Didn't Know You Didn't Know, and Didn't Know You Needed

Chair and discussant: Adam Hockman (The Mechner Foundation; ABA Technologies)

Features of Direct Instruction: Analysis of the Domain and Effective Interaction TIMOTHY A. SLOCUM and Kristen Rolf (Utah State University)

Creating the Components for Teaching Concepts KENT JOHNSON (Morningside Academy)

You Have the Big Idea, Concept, and Examples: Now What? JANET S. TWYMAN (blast)

Adopting Direct Instruction Principles to Design and Deliver Generative Language Instruction via Narratives

TRINA SPENCER (Rightpath Research & Innovation Center, University of South Florida)

#374 Paper Session

6:00 pm–6:20 pm Marriott Marquis, Level M4, Capitol/Congress OBM

The Use of Decision Models in the Field of Behavior Medicine: A Preliminary Review Chair: Naira Kirakosyan (University of Southern California)

The Use of Decision Models in the Field of Behavior Medicine: A Preliminary Review (Service Delivery) NAIRA KIRAKOSYAN and Michael J. James Cameron (University of Southern California)

#375 Panel Discussion

6:00 pm–6:50 pm Walter E. Washington Convention Center, Level 2, Room 207B AUT; Service Delivery

Celebrating the Legacy of Dr. Tristram Smith

Chair: David A. Celiberti (Association for Science in Autism Treatment)

ERIC V. LARSSON (Lovaas Institute Midwest; University of Minnesota) DANIEL W. MRUZEK (University of Rochester Medical Center) JILL ALDRICH (Hillside Family of Agencies)

#376 Symposium

6:00 pm–6:50 pm Walter E. Washington Convention Center, Level 2, Room 201 AUT/VRB; Applied Research BACB CE Offered. CE Instructor: Emma Seliina Sipila-Thomas, M.A.

Recent Advancements in Play and Social Skill Development for Children With Autism Chair: Emma Seliina Sipila-Thomas (Michigan State University)

An Evaluation of a Manualized Social-Play Intervention Using a Randomized Controlled Trial EMMA SELIINA SIPILA-THOMAS, Matthew T. Brodhead, and Josh Plavnick (Michigan State University)

Teaching Negotiation Skills During Play to Children With Autism Spectrum Disorders NICOLE O'GUINN and Jessica Akers (Baylor University)

A Collaborative Parent-Implemented Script Program to Teach Conversational Speech to Their Children With Autism Spectrum Disorder at Home MELAURA ERICKSON TOMAINO (Port View Preparatory) and Marjorie H. Charlop (Claremont

McKenna College)

#377 Symposium

6:00 pm–6:50 pm Walter E. Washington Convention Center, Level 1, Room 102 AUT; Service Delivery

Intakes: What Are We Missing? Chair: Laura Sabin Milstrey (The BISTÅ Center)

ASSIST: Synthesized Screening Tool STEPHANIE BAKAZAN (The BISTA Center)

Practical Functional Analyses in an Impractical Time Frame ELIZABETH SINGER (The BISTÅ Center)

An Investigation of Correspondence Between Intake Interviews and Baseline Levels LAURA SABIN MILSTREY (The BISTÅ Center)

#378 Panel Discussion

6:00 pm-6:50 pm Marriott Marguis, Level M4, Liberty M CSS; Service Delivery BACB CE Offered. CE Instructor: Amanda N. Kelly, Ph.D.

May We Offer Another Perspective? Ethics and Cultural Considerations

Chair: Amanda N. Kelly (BEHAVIORBABE; Distinguished Organization of Behavior Enterprises; Hawai'i Association of Behavior Analysis)

NICOLE M. DAVIS (Northeastern University) ANTONIO M. HARRISON (Renaissance Behavior, LLC) AMOY HUGH-PENNIE (Understanding Behavior, Inc.; TCI-VCS Program)

#379 Symposium

6:00 pm-6:50 pm Marriott Marguis, Level M4, Liberty N-P CSS/PCH; Applied Research BACB CE Offered. CE Instructor: Amy D. Wiech, Ph.D.

Celeration and Crimes Against Humanity: Part 2

Chair: Amy D. Wiech (ABC Group, Inc. Hawaii)

Behavior Analysis: The Ideal Technology for Improving Critical Issues of the Unites States' Law Enforcement Community AMY D. WIECH (ABC Group, Inc. Hawaii)

Growing Concerns in the United Kingdom KRISTOPHER R. KIELBASA (The Chicago School of Professional Psychology)

Terrorism: Will It Ever End? KENT A. CORSO (Xcelerate Innovations, LLC)

#380 Symposium

6:00 pm-6:50 pm Walter E. Washington Convention Center, Level 1, Salon G DDA/AUT; Applied Research BACB CE Offered. CE Instructor: Christopher Manente, Ph.D.

Practical Strategies for Assessment and Program Development for Adults With Autism and Intellectual or Developmental Disabilities

Chair: Christopher Manente (Rutgers Center for Adult Autism Services, Rutgers University)

Using Telehealth to Teach Valued Skills to Adults With Intellectual and Developmental Disabilities AZURE PELLEGRINO and Florence D. DiGennaro Reed (University of Kansas)

Practical Functional Assessment and Skill-Based Treatment in an Adult Service Agency KATE MARIE SADLER (University of Virginia); Einar T. Ingvarsson, Lauren Haskins, Jessica L Doucette, and Jake Frazier (Virginia Institute of Autism); and William Therrien (University of Virginia)

A Comparison of Preference Assessment Methods of Community-Based Activities for Adults With Autism Spectrum Disorder COURTNEY BUTLER and SungWoo Kahng (Rutgers University)

#381 Panel Discussion

6:00 pm-6:50 pm Walter E. Washington Convention Center, Level 1, Salon H DDA/CBM; Translational BACB CE Offered. CE Instructor: Laurie Tarter, Psy.D.

Treating Complex Clients Into Adulthood: Incorporating Mental Health and Behavioral Health Services Chair: Laurie Tarter (Encompass Behavioral Health)

TIERRA AIRMET (Community Research Foundation) NILOFAR SEDIQI (Community Research Foundation) PATRYCJA JOCZYN (Community Research Foundation)

#382 Invited Presenter

6:00 pm–6:50 pm Walter E. Washington Convention Center, Level 1, Salon C DEV; Applied Research PSY/BACB/QABA/NASP CE Offered. CE Instructor: Jennifer Weber, Ph.D.

Designing Instruction for All Learners: How Verbal Development Informs Curriculum Chair: Jo Ann Pereira Delgado (Teachers College, Columbia University)

JENNIFER WEBER (Teachers College, Columbia University)



Dr. Jennifer Weber is an adjunct assistant professor at both Teachers College, Columbia University and Nicholls State University. She received her Master's, M.Phill, and Ph.D., in applied behavior analysis from Teachers College, Columbia University. Dr. Weber is a doctoral level-board certified behavior analyst and holds a CABAS® senior behavior analyst rank. She specializes in training teachers to utilize a strategic science of teaching in both special education and general education settings. Her research interests include verbal behavior development, instructional design, and teacher training.

Abstract: Research findings from our CABAS® and Accelerated Independent Learner (AIL) schools and laboratories have demonstrated that instruction for all learners is best arranged with a focus on verbal development. The Early Learner Curriculum and Achievement Record (ELCAR, previously known as the C-PIRK) provides an inventory of repertoires and verbal developmental cusps that are the foundation for children to excel in Kindergarten. Our AIL objectives and new STEM curricula serve more advanced learners. However, knowing what to teach is only half the battle. Instruction must take place within the context of the learner's verbal development. Once students have the necessary foundational repertoires and verbal behavior developmental cusps that will allow learning to occur, it is crucial to identify the proper instructional objectives. In this talk, I will provide academic teaching sequences aligned to both State and Common Core standards to instruct all students. I will also provide an overview of how to arrange instruction for all learners, from students at the pre-foundational level to those who are independent readers and writers.

#383 Invited Presenter

Recorded Session

6:00 pm–6:50 pm Walter E. Washington Convention Center, Level 3, Ballroom AB EAB; Theory BACB/PSY/QABA CE Offered. CE Instructor: Amy Odum, Ph.D.

What Your Future Self Wants You to Know Now

Chair: Erik Arntzen (Oslo Metropolitan University)

AMY ODUM (Utah State University)



Amy Odum is a professor in the Department of Psychology at Utah State University. Her research interests are in basic behavioral phenomena, such as response persistence, sensitivity to delayed outcomes, conditional discriminations, and environmental influences on drug effects. Her work has been funded by the National Institute on Drug Abuse and the National Institute of Mental Health. She completed a post-doctoral fellowship at the University of Vermont's Human Behavioral Pharmacology Laboratory after earning her Ph.D. and MA in psychology, specializing in behavior analysis, from West Virginia University. She received a BS in psychology

from the University of Florida. Dr. Odum served as editor in chief of the *Journal of the Experimental Analysis of Behavior*. She has been president of the Society for the Experimental Analysis of Behavior and president of Division 25 (Behavior Analysis) of the American Psychological Association. She is a Fellow of the Association for Behavior Analysis International.

Abstract: Although the behavior of humans and other animals can show exquisite sensitivity to consequences, under some circumstances, we act as if important variables are irrelevant. Why is that? How can we learn to act now, to avoid regret later? I will discuss common end-of-life regrets and work backwards to the present, reverse engineering the path we will wish we had taken. Delay discounting, the decline in the present value of temporally remote rewards, can contribute to the understanding and thus prevention of regret. I will discuss the factors that give rise to our disregard of our future preferences. These include the shape of discounting curves, aspects of the rewards in consideration, and organismic influences. I will discuss research from the basic laboratory to the clinic, and apply it to individual, societal, and global decision-making levels. Within these factors are the keys to changing our own decision making now to prevent regret later.

#384 Symposium

6:00 pm–6:50 pm Marriott Marquis, Level M4, Independence E EDC/TBA; Translational BACB CE Offered. CE Instructor: Jesslyn N. Farros, Ph.D.

A Component Analysis of Higher Education

Chair: Jesslyn N. Farros (Center for Applied Behavior Analysis; Endicott College)

Online Learning: The Effect of Synchronous Discussion Sessions in Asynchronous Courses JESSLYN N. FARROS (Center for Applied Behavior Analysis; Endicott College), Lesley A. Shawler (Endicott College), Ksenia Kravtchenko (Endicott College; Global Autism Project), and Mary Jane Weiss (Endicott College)

The Use of Discussion Forums in Asynchronous Behavior Analysis Masters Courses ALLISON ROSE BICKELMAN (Autism Behavior Intervention; Endicott College), Mary Jane Weiss (Endicott College), and Tara A. Fahmie (California State University, Northridge)

Comparing Grading Criteria for Readiness Assessment Tests: Accuracy versus Credit/No Credit Leah Rosenfeld, Megan R. Heinicke, and SHELBY MARIE BRYEANS (California State University, Sacramento)

#385 Paper Session

600 pm–6:50 pm Marriott Marquis, Level M4, Independence F-H EDC

Social-Emotional Learning

Chair: Laurilyn Dianne Jones (The Mechner Foundation)

A Behavioral Approach to Social-Emotional Learning (Service Delivery) LAURILYN DIANNE JONES and Francis Mechner (The Mechner Foundation)

Achieving Fluency in Socio-Emotional Skills (Theory) FRANCIS MECHNER, Laurilyn Dianne Jones, and Adam Hockman (The Mechner Foundation)

#386 Symposium

6:00 pm–6:50 pm Marriott Marquis, Level M4, Independence D OBM; Applied Research

Monetary Incentives and Goals: Recent Research and Application Chair and discussant: Alyce M. Dickinson (Western Michigan University)

Pay Systems and Goal-Setting: Till Research Do Them Part ALEJANDRO RAMOS and Alyce M. Dickinson (Western Michigan University)

Using Money Effectively—A Case Study in Monetary Incentives DANIEL B. SUNDBERG (Kendrick Realty, Inc.)

#387 Invited Panel

6:00 pm–6:50 pm Marriott Marquis, Level M4, Liberty I-L OTH; Translational BACB CE Offered. CE Instructor: Thomas G. Szabo, Ph.D.

Behavior Analysis and Sustainability: Designing Community Interventions, Collaboration and Outreach, and Obtaining Funding

Chair: Thomas G. Szabo (Florida Institute of Technology)

HOLLY SENIUK (Behavior Analyst Certification Board) JULIA H. FIEBIG (Ball State University; ABA Global Initiatives LLC) TIFFANY DUBUC (University of Nevada, Reno) ANDREW C. BONNER (University of Florida)



Holly Seniuk, Ph.D., BCBA-D is the Ethics Disciplinary Manager at the Behavior Analyst Certification Board. Dr. Seniuk graduated with her doctorate from the University of Nevada, Reno in 2013 under the mentorship of Dr. Larry Williams and has been a Board Certified Behavior Analyst since 2010. She has previously worked as an assistant professor at the University of New Brunswick, Fredericton where she developed an undergraduate level behavior analysis program and as the Project Coordinator for the Nevada PBIS Technical Assistance Center, working on the Facility-Wide PBIS Project providing behavioral systems support to residential

juvenile corrections and youth mental health facilities as well as youth parole. Dr. Seniuk has over 13

years of experience working in a variety of clinical settings including early intervention, schools, mental health, and intellectual disabilities. She has served on numerous boards and committees including the Nevada Association for Behavior Analysis, Atlantic Provinces Association for Behavior Analysis, Behaviorists for Social Responsibility, and the Coalition of Behavioral Science Organizations Climate Change Task Force. Her professional and research interests include behavioral systems analysis, applications of the matching law to sports, and environmental sustainability.



Dr. Fiebig has been applying the science of behavior analysis to optimize school, community, and organizational environments and improve individual well-being for two decades. Though initially convinced she would change the world with music, incidentally, it was her music composition studies at the University of Florida that paved the road to behavior analysis. She completed her graduate training in behavior analysis at The Florida State University and her Ph.D. in organizational leadership at The Chicago School of Professional Psychology, with emphasis on organizational behavior management and relational frame theory applied to climate

change communication. Her work has taken her across the US and Europe and is focused on impacting organizational sustainability, leadership development and team performance, and prosocial, consensusbased community practices. She is an assistant teaching professor in the Department of Applied Behavior Analysis at Ball State University, co-founder of ABA Global Initiatives Consulting Group, and a director of LPC International. She is a founding member and chair of ABAI's Behavior Analysis for Sustainable Societies SIG and serves on the Coalition for Behavior Science Organization's Climate Change Task Force.



Tiffany is a board certified behavior analyst, from Ontario, Canada. She received her master's degree in applied behavior analysis in 2011 from Northeastern University and in 2015 she began completing doctoral requirements for a Ph.D. in applied behavior analysis from the Chicago School of Professional Psychology. Tiffany has extensive clinical experience developing, evaluating, supervising and consulting on educational and behavioral programs for individuals with autism spectrum disorders. Her clinical contributions have spanned an excess of five countries, including those within the Middle East, as well and India. Tiffany's research interests include the conceptual

analysis of cultural discrimination and implicit bias, using a relational frame theory account, as well as the use of Acceptance and Commitment Therapy interventions to increase psychological flexibility as it pertains to cultural competency. Tiffany is passionate about the power of behavior science to create meaningful and sustained change, and is interested in its application to issues of broad-scale social significance (racism, sustainability). In line with her penchant for fascinating contexts, Tiffany presently resides in Riyadh, Saudi Arabia as BCBA Fieldwork Supervisor for the University of Nevada, Reno in collaboration with the King Faisal Specialist Hospital & Research Center.



Andrew is a doctoral student in behavior analysis at the University of Florida. His primary research interests are in the areas of developing community interventions to reduce greenhouse gas emission. To that end, he evaluates the determinants for pro-environmental behavior, develops interventions, and then evaluates their effects always with an eve toward scalability and widespread adoption.

Abstract: An extension of the panel on "Coordinating Interdisciplinary Sustainability Research", this panel is composed of experts in behavior analysis who will share

perspectives on coordination and outreach, research institutions and foundations, and collaboration with others to design community-level interventions to curb the effects of greenhouse gases. This panel aims to foster an open dialogue on how the behavioral community can move this work forward through addressing complex questions, sharing new ideas, and collaborative problem-solving. Audience members will have the opportunity to ask questions of the panelists and offer ideas for collaboration and expansion of the work of the task force. We invite participants to lean in to the complex nature of behavioral science work on climate change and explore new relationships and collaborations that build a community of researchers, practitioners, and activists that are committed to the health and long term survival of our planet and the important role that behavior science plays in making that happen.

#388 Panel Discussion

6:00 pm–6:50 pm Marriott Marquis, Level M1, University of D.C./Catholic University PCH/TBA; Translational BACB CE Offered. CE Instructor: Darren Sush, Psy.D.

Ethics CEUs! Oh, and Also an In-Depth Discussion on Functional Perspectives of the BACB Ethics Code Chair: Shane Spiker (Positive Behavior Supports, Corp.)

DARREN SUSH (Pepperdine University) SARA GERSHFELD LITVAK (Behavioral Health Center of Excellence) OLIVIA ONOFRIO (Trumpet Behavioral Health)

#389 Panel Discussion

6:00 pm–6:50 pm Marriott Marquis, Level M4, Archives TBA/VRB; Translational BACB CE Offered. CE Instructor: Diah Askari, M.S.

Things Supervisors Do That Supervisees Hate: Improving Bcba Supervision Through Feedback From RBTs and BCaBAs

Chair: Diah Askari (Behavior Man; Mighty Heroes at Pediatric Behavior Therapies)

DERIC E. TONEY (The Dozen; University of Nevada, Reno) KRISTEN LANCASTER (BH3, INC; Capella University) LINA MARIA KANEDA (Florida Institute of Technology)

#390 Business Meeting

7:00 pm-7:50 pm

Walter E. Washington Convention Center, Level 1, Salon C

Rehabilitation and Independent Living Special Interest Group Business Meeting Chair: Megan R. Heinicke (California State University, Sacramento)

The Rehabilitation and Independent Living (R.a.I.L.) Special Interest Group has continued to support the need for expanding the impact of behavior analysis in the field of rehabilitation, neurorehabilitation, and related areas. Through presentations at the ABAI conference and SIG business meeting, the R.a.I.L. SIG helps to maintain dissemination, communication, and collaboration of information that has proven to be of interest to its members. Visit the page to check it out and join/like, the URL is http://www.facebook. com/pages/ABA-Rehab-Special-Interest-Group/118243448217580. Rehabilitation, and specifically neurorehabilitation, professionals face unique behavior challenges with the population they serve. When individuals have experienced a disruption in neurological function whether from a traumatic brain injury (i.e., impact and/or inertial injuries), non-traumatic brain injury (e.g., stroke, anoxia/hypoxia) or other neurological conditions, it is not uncommon for difficult behavior remediation; however, in collaboration with behavior analysts, such professionals can have a significant role in positive behavior change. Issues related to training, student development, and research have been and will be reviewed at the SIG meeting. We welcome participants from all treatment disciplines and behavior analysts that currently work in the field of rehabilitation or have interests in populations outside of autism.

#391 Business Meeting

7:00 pm–7:50 pm Walter E. Washington Convention Center, Level 2, Room 207B

Behaviorists for Social Responsibility Business Meeting

Chair: Sarah M. Richling (Auburn University)

Behaviorists for Social Responsibility (BFSR) is the oldest SIG in ABAI. BFSR members engage in theoretical, conceptual, and empirical analyses of significant social issues related sustainability, economic and social justice, violence, health and wellness, political systems, culture, among others. In the business meeting, the BFSR planners will report on our active projects, including (a) the Matrix Project which is oriented toward increasing preparation and opportunities for behavior analysts to engage in work related to major social issues, (b) international outreach, (c) social media presence, (d) education initiatives, and (e) sustainability initiatives. Discussion of opportunities for participation will follow these brief reports.

#392 Business Meeting

7:00 pm–7:50 pm Walter E. Washington Convention Center, Level 1, Room 102

How the Association for Science in Autism Treatment Supports the Important Work of Behavior Analysts Chair: David A. Celiberti (Association for Science in Autism Treatment)

A business meeting will be held to provide a forum for networking, to outline the Association for Science and Autism Treatment (ASAT)'s current goals and objectives, and to discuss collaboration opportunities between ASAT and ABAI members. As there is not a shared commitment to empirical validation, research, and data-based decision making amongst providers within the autism community, ASAT strives to be an important resource for individuals with autism, family members, professionals, and paraprofessionals interested in reliable, science-based and accurate information about autism and its treatments. Founded in 1998, the mission of the ASAT is to promote safe, effective, science-based treatments for individuals with autism by disseminating accurate, timely, and scientifically-sound information; advocating for the use of scientific methods to guide treatment; and, combating unsubstantiated, inaccurate and false information about autism and its treatment. For more information please visit ASAT's website at www.asatonline.org. To receive Science in Autism Treatment, ASAT's free online publication, subscribe at www.asatonline.org/ newsletter/ All interested individuals are encouraged to attend this meeting.

#393 Business Meeting

7:00 pm–7:50 pm Walter E. Washington Convention Center, Level 2, Room 207A

Update: A Strategic Plan for Reintegrating Behavior Analysis Principles

Chair: Susan M. Schneider (Root Solutions)

Despite years of dissemination effort on our part, a National Medal of Science for Skinner, and impressive generality, replication, and application, operant and Pavlovian learning principles still frequently get ignored in mainstream psychology, minimized or misrepresented in texts, and only spottily incorporated into relevant related disciplines. In 2018, a group of behavior analysts created a list of action items toward a strategic plan for the integration/reintegration of these principles into mainstream psychology and underrepresented interdisciplinary areas - taking advantage of high-profile supporters in those areas, among other methods. This meeting will provide an update on progress, and further discussion on how to overcome the many barriers. We hope to choose several action items on which to focus and develop working groups to follow up on them. We will build on suggestions from Alan Kazdin's panel discussion Sunday morning. Andy Lattal and Ray Pitts will co-chair.

#394 Business Meeting

7:00 pm–7:50 pm Walter E. Washington Convention Center, Level 2, Room 206

Verbal Behavior Special Interest Group

Chair: April N. Kisamore (Hunter College)

The Verbal Behavior Special Interest Group (VB SIG) is affiliated with ABAI and is dedicated to the study of language acquisition. The VB SIG is led by a group of professionals within the field of applied behavior analysis, all of whom approach the study of verbal behavior from a Skinnerian perspective as established by B. F. Skinner's (1957) publication of *Verbal Behavior*. This organization was established to (a) support and encourage research efforts to improve our understanding of verbal behavior, (b) support practicebased issues in utilizing the analysis of verbal behavior, (c) support undergraduate and graduate instruction of Skinner's (1957) Verbal Behavior, (d) communicate with other organizations making use of Skinner's *Verbal Behavior*, and (e) disseminate information regarding a behavioral approach to studying language.

#395 Business Meeting

7:00 pm–7:50 pm Walter E. Washington Convention Center, Level 1, Room 103

Clinical Special Interest Group

Chair: Thomas J. Waltz (Eastern Michigan University)

This is the special interest group for those who have an interest in clinical applications of behavior analysis. Clinical behavior analysts work in both research and applied settings applying behavior analytic principles to just about any situation that may involve psychological distress. This is our annual meeting to discuss how to promote our work at ABAI and beyond. Members can network and discuss their areas of interest and work, training opportunities, research projects, conceptual struggles and developments, and plan activities for next year's convention. The Clinical SIG is also working for ideas on how to disseminate program updates from graduate programs and faculty that provide training in Clinical Behavior Analysis (CBA) to a broader audience. Everyone is welcome to attend and learn more about this exciting area of behavior analysis.

#395A Business Meeting

7:00 pm–7:50 pm Walter E. Washington Convention Center, Level 1, Salon I

SIG Español

Chair: Mapy Chavez Cueto (Alcanzando)

All Spanish speaking ABAI members are invited to participate, share and exchange information at this meeting. Join us to learn what is happening in the Spanish speaking community of ABAI.

#396 Business Meeting

7:00 pm–7:50 pm Walter E. Washington Convention Center, Level 2, Room 2028

Perspectives on Behavior Science Editorial Board and Author Meeting Chair: M. Christopher Newland (Auburn University)

Annual meeting for editorial board members, authors, and interested ABAI members.

#396A Business Meeting

7:00 pm–7:50 pm Walter E. Washington Convention Center, Level 1, Salon H

Open Educational Resources Special Interest Group

Chair: Veronica J. Howard (University of Alaska Anchorage)

The mission of the Open Educational Resources (OER) SIG is to provide information about quality open or low-cost educational, training, and research resources as well as to provide a forum for those creating OERs to collaborate on new projects, reduce individual workload involved in creating and managing OERs, and recruit reinforcement for works produced outside of for-profit publication venues. Join us to learn about plans for the upcoming year and to learn how to get involved.

#397 Special Event

7:00 pm–7:50 pm Walter E. Washington Convention Center, Level 1, Salon G OTH; Theory

ABAI Program Board Meeting

Chair: Federico Sanabria (Arizona State University)

AAB Applied Animal Behavior VALERI FARMER-DOUGAN (Illinois State University) and Nathaniel Hall (Texas Tech University)

AUT Autism THOMAS HIGBEE (Utah State University), Tiffany Kodak (University of Wisconsin - Milwaukee), and Corina Jimenez-Gomez (Auburn University)

BPN Behavioral Pharmacology and Neuroscience CARLA LAGORIO (University of Wisconsin-Eau Claire) and Sally L. Huskinson (University of Mississippi Medical Center)

CBM Clinical, Family, Behavioral Medicine AMY MURRELL (University of North Texas) and Michele R. Traub (St. Cloud State University)

CSS Community, Social, and Sustainability Issues THOMAS SZABO (Florida Institute of Technology) and Sarah M. Richling (Auburn University)

DDA Developmental Disabilities KELLY SCHIELTZ (The University of Missouri) and Yaniz C. Padilla Dalmau (Seattle Children's Hospital)

DEV Human Development JESSICA DUDEK (Teachers College, Columbia University) and Jo Ann Pereira Delgado (Teachers College, Columbia University)

EAB Experimental Analysis of Behavior ERIK ARNTZEN (Oslo and Akershus University College) and Karen M. Lionello-DeNolf (Assumption College)

EDC Education ROBIN CODDING (University of Massachusetts Boston) and Renee Hawkins (University of Cincinnati)

OBM Organizational Behavior Management BYRON WINE (The Faison Center) and Nicole Gravina (University of Florida)

PCH Philosophical, Conceptual, and Historical Issues DAVID PALMER (Smith College) and Michael D. Hixson (Central Michigan University)

PRA Practice Robert Ross (Beacon ABA Services) and MARK D. SHRIVER (Munroe-Meyer Institute, University of Nebraska Medical Center)

SCI Science DEREK D. REED (University of Kansas)

TBA Teaching Behavior Analysis GABRIELLE LEE (Chongqing Normal University) and Lin Du (Teachers College, Columbia University)

VRB Verbal Behavior EINAR INGVARSSON (Virginia Institute of Autism) and Sarah A. Lechago (University of Houston-Clear Lake)

#398 Special Event

7:00 pm–7:50 pm Walter E. Washington Convention Center, Level 1, Salon A OTH; Theory BACB CE Offered. CE Instructor: Gordon Bourland, Ph.D.

The ABAI Licensing Committee: Why? When? What? Who? Where?

Chair: Gordon Bourland (Trinity Behavioral Associates)

MICHAEL F. DORSEY (Amego Inc.) GRANT GAUTREAUX (Nicholls State University) GORDON BOURLAND (Trinity Behavioral Associates)

Abstract: The ABAI Licensing Committee was established in the last 3 years to serve as a resource for behavior analysis organizations interested in licensure of behavior analysts. The Committee is a component of the Affiliate Chapters Board. The members are highly experienced behavior analysts who have experience in effectively addressing public policy issues in state government, especially pertaining to behavior analyst licensure. The reasons for the establishment of the committee, its history, operation, previous, current and anticipated activities, and the resources that it offers behavior analytic organizations will be described. The presentation will address, also, the fit of Committee activities with a behavior analytic perspective on social institutions (e.g., how its activities are relevant to metacontingencies effecting social institutions, exemplify Skinner's perspective regarding behaviorists engaging with issues relevant to a culture, incorporation of behavior analytic principles in addressing public policy issues, and promote ethical behavior in the culture). Audience participation will be encouraged.

#398A Reunion

8:00 pm–10:00 pm Marriott Marguis, Second Floor, Mezzanine Foyer

Kennedy Krieger Institute Reunion

Chair: Michael F. Cataldo (Kennedy Krieger Institute)

Reuniting past and current employees, trainees, faculty, alumni, and friends. Join us as we celebrate over four decades of achievements in training, research, and clinical excellence. Cocktails, beer, wine, hor d'oeuvres and a buffet will be served.

#399 Reunion

7:00 pm–9:00 pm Marriott Marquis, Level M4, Capitol

Behavior Analysis Training System Reunion

Chair: Richard W. Malott (Western Michigan University)

Students, faculty, alumni, and friends of the Behavior Analysis Training System (BATS) at Western Michigan University are invited to reunite with old friends and meet new ones at our annual ABAI BATS Reunion.

#400 Reunion

8:00 pm–10:00 pm Marriott Marquis, Level M4, Independence D

65 Years of aMAYzing people, May Institute Reunion

Chair: Lauren Solotar (May Institute)

Reuniting past and current employees, co-workers, interns, fellows and friends. Join us as we celebrate 65 years as an organization. Join us in light refreshments, music, and conversation.

#401 Reunion

8:00 pm–10:00 pm Marriott Marquis, Level M4, Independence F

Brock University: Department of Applied Disability Studies, St. Catharines, ON, Canada Chair: Rosemary A. Condillac (Brock University)

Alumni, students, faculty, and friends of the Department of Applied Disability Studies at Brock University are invited to reunite with friends and colleagues and to meet new ones as we celebrate over 13 years of scholarly activity, achievements, and growth.

#402 Reunion

8:00 pm–10:00 pm Marriott Marguis, Level M2, Marguis Ballroom 1

University of North Texas Department of Behavior Analysis

Chair: Ruth Cross (University of North Texas Department of Behavior Analysis)

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.

#403 Reunion

8:00 pm–10:00 pm Marriott Marquis, Level M4, Independence E

Western Michigan University Reunion

Chair: Stephanie M. Peterson (Western Michigan University)

Alum and friends (former faculty, our colleagues across the world) of the Department of Psychology at Western Michigan University are invited to join us in celebrating over 50 years of behavior analysis at Western Michigan University. We would love to see you all there!

#404 Reunion

8:00 pm–10:00 pm Marriott Marguis, Level M4, Independence G

University of Florida Reunion

Chair: Iser Guillermo DeLeon (University of Florida)

Students, faculty, alumni, and friends of the Department of Behavior Analysis at the University of Florida (UF) are invited to reunite with old friends and meet new ones as we celebrate many years of excellence and achievement in behavior analysis at UF. Go Gators!

#405 Reunion

8:00 pm–10:00 pm Marriott Marquis, Level M4, Liberty I

Endicott College Reunion

Chair: Mary Jane Weiss (Endicott College)

This reunion is for current students and graduates of Endicott College's programs in ABA. We welcome current and former students, faculty, adjuncts, supervisors, and friends of Endicott's ABA program.

#406 Reunion

8:00 pm–10:00 pm Marriott Marquis, Level M1, University of D.C.

The Sage Colleges Get Together for Students, Alumni, Faculty, and Friends Chair: Sarah Russell (Sage Graduate School; ASPIRE LLC)

Current students, faculty, alumni, and friends of The Center for Applied Behavior Analysis at The Sage Colleges are invited to meet and mingle. This will surely be a great time for all of us!

#407 Reunion

8:00 pm–10:00 pm Marriott Marquis, Level M4, Liberty J

MS in Behavior Analysis at St. Cloud State University

Chair: Michele R. Traub (St. Cloud State University)

Alumni, current students, faculty, and friends of St. Cloud State University's MS in ABA program are invited to reunite with friends and hear about exciting new happenings in the program. Wear your red and black and bring your Husky pride!

#408 Reunion

8:00 pm–10:00 pm Marriott Marquis, Level M1, Catholic University

Arizona State University Sun Devils Alumni and Instructor Reunion

Chair: Samuel DiGangi (Arizona State University)

Are you and alumni of ASU? Are you a co-instructor at ASU? Maybe you are a current student? If so, we invite you to join us at the ASU Alumni and Instructor Reunion at this year's ABAI Convention! Come by and meet friends, colleagues, and faculty! Current and future students are welcome to say hi! We look forward to seeing you there!

#409 Reunion

8:00 pm–10:00 pm Marriott Marquis, Level M4, Independence H

Behavior Analysis Program at University of Nevada Reno

Chair: Ramona Houmanfar (University of Nevada, Reno)

This year marks the 29th Anniversary of the Behavior Analysis Program at University of Nevada, Reno. We are looking forward to celebrating the following accomplishments with our colleagues and students at ABAI 2020: Our Program has Conferred over 60 Ph.D. degrees. Our On-Campus master's program has conferred over 80 master's degrees. Our Satellite master's program has conferred over 100 off campus master's degrees in multiple national and in international locations. Our undergraduate specialization in Behavior Analysis received the ABAI accreditation in 2016. Awarded the Organizational Enduring Contribution to Behavior Analysis by the Society for Advancement of Behavior Analysis in May 2010.

#410 Reunion

8:00 pm–10:00 pm Marriott Marquis, Level M2, Marquis Ballroom 6

Columbia University Teachers College and CABAS

Chair: R. Douglas Greer (Columbia University Teachers College and Graduate School of Arts and Sciences)

This event is a social gathering for current students and graduates of the programs in Teaching as Applied Behavior Analysis of Teachers College and Columbia University Graduate School of Arts and Sciences, as well as CABAS professionals and friends from around the world.

#411 Reunion

8:00 pm–10:00 pm Marriott Marguis, Level M2, Marguis Ballroom 5

The Chicago School of Professional Psychology, Cambridge Center for Behavioral Studies, B. F. Skinner Foundation

Chair: Ashley Whittington-Barnish (The Chicago School of Professional Psychology)

This event provides an opportunity for all ABAI attendees involved with or interested in the B. F. Skinner Foundation, the Cambridge Center for Behavioral Studies, and The Chicago School of Professional Psychology ABA departments in Chicago, Southern California, Washington, DC, Dallas, and Online to get together, get updates on activities, and make plans for the future. This event is a great time to meet a diverse group of behavior analysts—from students to seasoned faculty to well-known researchers in the field. All ABAI attendees are invited to network, discuss common interests, and have an all-around good time!

#412 Reunion

8:00 pm–10:00 pm Marriott Marquis, Level M1, Georgetown

Annual Celebration for Beacon ABA Services, Beacon CT, Evergreen Center, and friends of MassABA Chair: Paulo Guilhardi (Beacon ABA Services, Inc.)

All colleagues, acquaintances, friends, and staff are invited to an evening of engaging social interactions, spirits/food, and team trivia.

#413 Reunion

8:00 pm–10:00 pm Marriott Marquis, Level M2, Marquis Ballroom 2

University of Kansas Reunion

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

Students, faculty, alumni, and friends of the Department of Applied Behavioral Science at the University of Kansas (KU) are invited to reunite with old friends and meet new ones as we celebrate more than five decades of excellence and achievement in behavior analysis at KU.

#414 Reunion

8:00 pm–10:00 pm Marriott Marquis, Level M4, Liberty L

Florida Tech's Annual Reunion

Chair: Nicholas Weatherly (Florida Tech School of Behavior Analysis (SoBA); Department of Continuing Education; ABA Technologies)

Florida Tech's annual reunion reception for instructors, students, and all with Panther pride. Florida Tech's School of Behavior Analysis, in partnership with Continuing Education's ABA Online programs and ABA Technologies, invites students, alumni, faculty, friends and "Panthers 4 Life" to reunite and join us as we celebrate more than a decade of helping students accomplish their dreams.

#415 Reunion

8:00 pm–10:00 pm Marriott Marquis, Level M2, Marquis Ballroom 3

Celebrating the Life and Legacy of Barbara C. Etzel (1926-2019)

Chair: Kenda Morrison (University of North Texas)

All are welcome to join us for a program of memories about Dr. Barbara Etzel's pioneering work and meaningful life as a gracious teacher, mentor, colleague, and friend. Audience members will have an opportunity to share their favorite reminiscences. Cash bar available.

#416 Reunion

8:00 pm–10:00 pm Marriott Marquis, Level M4, Liberty O

University of North Carolina Wilmington Reunion

Chair: Wendy Donlin Washington (University of North Carolina Wilmington)

Students, faculty, alumni, and friends of the Behavior Analysis program at the University of North Carolina Wilmington are invited to reunite with old friends and meet new ones as we celebrate our MA and Ph.D. programs.

#417 Special Event

8:00 pm–10:00 pm Marriott Marquis, Level M4, Independence A-C

Friends of SABA Reunion

Chair: Mark A. Mattaini (Jane Addams College of Social Work-University of Illinois at Chicago)

ABAI members who donated to the Society for the Advancement of Behavior Analysis (SABA) in 2018 and 2019 are invited to a reception in honor of their contributions and commitment to the field. We are grateful for the generosity of those who support the activities of ABAI and SABA.

#418 Reunion

8:00 pm–10:00 pm Marriott Marquis, Level M4, Liberty K

Speech Pathology Applied Behavior Analysis Special Interest Group Reunion, Social and Networking Reception

Chair: Nikia Dower (Dower and Associates, Inc.)

The Speech Pathology and Applied Behavior Analysis 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 interests in clinical practice and research as well as to further interprofessional collaboration. This social reception will provide our members and other interested professionals with ample opportunity to connect and converse. Bring your friends!

#419 Reunion

8:00 pm–10:00 pm Marriott Marquis, Level M4, Liberty N

Three Decades of Behavior Analysis at Allegheny College

Chair: Rodney D. Clark (Allegheny College)

Current students, Alumni, and Friends are invited to celebrate thirty years of undergraduate preparation in Behavior Analysis at Allegheny College. Bring your business cards and meet or reunite with Gators from far and wide. We have now surpassed 50 alumni who are current behavior analysts or behavioral pharmacologists.

#420 Reunion

8:00 pm–10:00 pm Marriott Marquis, Level M4, Liberty P

Utah State University Reunion

Chair: Thomas S. Higbee (Utah State University)

The behavior analytic faculty from the Special Education and Psychology Departments invite students, faculty, alumni, and friends to a reunion celebrating behavior analysis at Utah State University. Come mingle and reminisce with friends and colleagues.

#420A Reunion

8:00 pm–10:00 pm Marriott Marquis, Level M4, Archives

The Ohio State University Reunion

Chair: Sheila R. Alber-Morgan (The Ohio State University)

Students, faculty, alumni, and friends of The Ohio State University's ABA/Special Education program are invited to reunite with old friends and meet new ones as we celebrate more than four decades of excellence, achievement, and enduring contributions in applied behavior analysis at OSU. Go Buckeyes!

#421 Reunion

8:00 pm–10:00 pm Marriott Marquis, Level M4, Liberty M

Northeastern University Reunion

Chair: Laura L. Dudley (Northeastern University)

Northeastern University alumni, students, faculty and friends are invited to our reunion at the 46th Annual Convention in Washington, D.C.! Come reconnect with old friends and learn about our current programs in behavior analysis. Whether you graduated in 1979 or 2009, we hope you will join us to reminisce!

#422 Reunion

8:00 pm–10:00 pm Marriott Marquis, Level M4, Congress

Florida State University: Celebrate 50 Years of Behavior Analysis at FSU

Chair: Jon S. Bailey (Florida State University)

Reunion for FSU graduates, students, and friends of FSU Behavior Analysis.

#423 Special Event

8:00 pm–10:00 pm Marriott Marquis, Level M2, Marquis Ballroom 4

Celebrating Murray Sidman's Life

Chair: Paula Ribeiro Braga-Kenyon (Kadiant)

Murray Sidman lived a long life in which he gave so much to the field of behavior analysis, influenced so many students, and mentored so many behavior analysts around the world. Dr. Sidman had vital roles in the founding of JEAB and in planting the seeds of what have become incredible behavior analysis programs across the globe. A shining example of the result of his international efforts is the strong behavior analysis programs now in many Brazilian universities, where researchers keep vigorous lines of research initiated by him alive to this day. Dr. Sidman has influenced so many of us, personally, academically and professionally. This panel will highlight some of his many major contributions to the science of behavior analysis including single-subject methodology and experimental designs, coercion and its effects, avoidance behavior, stimulus control, errorless learning, programmed learning, and stimulus equivalence. In this menrial panel, we will also share some personal stories of how Dr. Sidman (or Murray to many of us) continued to teach us until his very last days. Murray was a kind and loving person, and he will be sorely missed. His lessons will continue to guide us in advancing behavior analysis and in creating a less coercive world.

SCHEDULE OVERVIEW

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46th annual convention WASHINGTON Monday, May 25

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Walter E. Washington Convention Center; Monday, May 25

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ABAI is excited to acquire *Education and Treatment of (hildren*: a journal dedicated to the dissemination of information about behavioral assessments or interventions for children and youth who are at-risk for or experiencing emotional or behavioral problems. Publications should directly improve the effectiveness of services provided by educators, parents, child-care providers, or mental health professionals for children with emotional or behavioral problems. All submissions should emphasize impact of the paper on the practical concerns of professionals serving these children and youth.

www.abainternational.org/journals/etc

Education and Treatment of Children

#424 Noteworthy Activity

7:00 am–7:50 am Walter E. Washington Convention Center, Level 3, South Pre-Function Chair: Rachel Nicole Sobol Foster (University of Kansas)

Join us for an early morning 50-minute Baptiste power vinyasa flow, an energizing class focused on facilitating movement and controlled breathing. This vigorous sequence is designed to elevate heart rate and increase blood flow, promoting strength and flexibility through seated and standing postures, balancing, and back bends. We hope to see you there!

#425 Special Event

7:00 am–7:50 am Marriott Marquis, Level M2, Marquis Ballroom 5 OTH; Service Delivery

ABAI Annual Business Meeting

Chair: Peter R. Killeen (President)

MARIA MALOTT (Chief Executive Officer) MICHAEL PERONE (Accreditation Board Coordinator) DEREK D. REED (Science Board Coordinator) DONALD A. HANTULA (Publication Board Coordinator) FEDERICO SANABRIA (Program Board Coordinator) MARK D. SHRIVER (Practice Board Coordinator) WENDY DONLIN WASHINGTON (Membership Board Coordinator) MICHAEL F. DORSEY (VCS Board Coordinator; Affiliated Chapters Board Coordinator)

Abstract: The purpose of the annual meeting of members is for ABAI leadership to provide an update on the ongoing activities of and major developments in the association.

#426 Symposium

8:00 am–8:50 am Walter E. Washington Convention Center, Level 1, Room 102 AUT/DDA; Applied Research BACB CE Offered. CE Instructor: Beth Pokorski, Ph.D.

Advances in Functional Communication Training to Treat Challenging Behavior in Children With Autism Spectrum Disorders

Chair: Beth Pokorski (STAR Inititative, University of Virginia)

Functional Communication Training With Lag Reinforcement: A Systematic Replication BETH POKORSKI (STAR Initiative, University of Virginia) and Erin E. Barton, Blair Lloyd, Ana Paula Martinez, and Kelly Willard (Vanderbilt University)

Adding Nuance to Discrimination Training for a Child With Complex Communication Needs and Challenging Behavior

MALLOŘY ĽAMERS, Joseph Michael Lambert, and Bailey Copeland (Vanderbilt University); Ipshita` Banerjee (Peabody College, Vanderbilt University); and Kate Bailey (Vanderbilt University)

FCT to Evaluate Incongruent Results of Synthesized Versus Isolated Contingencies in Trial-Based Functional Analysis

CATHARINE LORY and Mandy J. Rispoli (Purdue University), Emily Gregori (University of Illinois-Chicago), Joseph Michael Lambert (Vanderbilt University), and So Yeon Kim (Purdue University)

#427 Symposium

8:00 am–8:50 am Walter E. Washington Convention Center, Level 2, Room 201 AUT/DEV; Theory BACB CE Offered. CE Instructor: Patrice Marie Miller, Ed.D.

A Behavioral-Developmental Approach to Autism Assessment, Intervention and Curriculum Chair: Patrice Marie Miller (Salem State University)

Behavioral Developmental Autism Instrument PATRICE MARIE MILLER (Salem State University)

An Instrument Measuring Reinforcer Preferences in Children MANSI J. SHAH (Dare Association, Inc.)

Mapping a Teaching Curriculum Based on the Autism Developmental Instrument PATRICE MARIE MILLER (Salem State University)

#428 Panel Discussion

8:00 am–8:50 am Walter E. Washington Convention Center, Level 2, Room 207B AUT/DDA; Service Delivery BACB CE Offered. CE Instructor: Beth McKee, M.Ed.

You Gotta Be Flexible to Save the World With Behavior Analysis Chair: Beth McKee (Guangxiu International Children's Center, PEAK ABA)

BETH MCKEE (Guangxiu International Children's Center) ANESA DOYLE (8 the Plate) LI YING (Guangxiu International Children's Center)

#429 Panel Discussion

8:00 am–8:50 am Walter E. Washington Convention Center, Level 2, Room 202B AUT/DDA; Service Delivery BACB CE Offered. CE Instructor: Hanna C. Rue, Ph.D.

ABA, Autism, and Value-Based Care: A Pilot Project

Chair: Hanna C. Rue (LEARN Behavioral)

SANTINO LOVULLO (LEARN Behavioral) KRISTEN M TREULICH (LEARN Behavioral) CHRISTINE SEUBERT (LEARN Behavioral)

#430 Symposium

8:00 am–8:50 am Marriott Marquis, Level M2, Marquis Ballroom 5 BPN/DDA; Translational BACB CE Offered. CE Instructor: Dawn O'Neill, Ph.D.

Medication Reduction: An Organizational Approach to Psychopharmacology in a Behavior Analytic Residential Treatment Program

Chair: Dawn O'Neill (Judge Rotenberg Educational Center; Contextual Behavioral Science Institute) Discussant: R. Nicolle Carr (The University of Oklahoma)

Changes in Major Problem Behaviors following Psychotropic Medication Reduction KAREN STUFFLEBEAM (Judge Rotenberg Educational Center), Dawn O'Neill (Judge Rotenberg Educational Center; Contextual Behavioral Science Institute), Nathan Blenkush (Judge Rotenberg Educational Center), and Anthony Joseph (McLean Hospital; Harvard Medical School)

Retrospective Analysis of Clonidine Efficacy for Aggressive and Self-Injurious Behavior DAWN O'NEILL (Judge Rotenberg Educational Center; Contextual Behavioral Science Institute), Nathan Blenkush (Judge Rotenberg Educational Center), and Anthony Joseph (McLean Hospital; Harvard Medical School)

#431 Invited Presenter

8:00 am–8:50 am Walter E. Washington Convention Center, Level 1, Salon C CBM; Applied Research PSY/BACB/QABA/NASP CE Offered. CE Instructor: Alison Cox, Ph.D.

Expanding Behavior Analysis to Promote Better Outcomes for Persons With Disabilities Chair: Michele R. Traub (St. Cloud State University)

ALISON COX (Brock University)



Dr. Alison Cox received her Ph.D. in Psychology from the University of Manitoba. She is also a board certified behavior analyst - doctoral. Throughout her Ph.D., Dr. Cox was involved in a variety of research initiatives ranging from developing measures to reliably identify preference in individuals with profound multiple disabilities to teaching children and adolescents with autism to successfully undergo MRI procedures. As an assistant professor in the Applied Disability Studies Program at Brock University her research interests continue to be diverse. However, her primary interests lay in behavioral medicine, including examining the effects of

psychotropic medication on behavior. Through her current and past research and clinical experiences Dr. Cox has developed specific expertise in assessing and treating severe challenging behavior in individuals with dual diagnosis and acquired brain injury, supporting skill acquisition in individuals with dual diagnosis and autism, and supervising early intensive behavioral intervention programs. Dr. Cox has presented her work at international and national conferences, is published in several prominent behavior analytic journals, and serves as a peer-reviewer across a range of journals in the disabilities field. Finally, Dr. Cox currently serves on the Ontario Association for Behavior Analysis (ONTABA) Adult Task Force and recently co-authored a best-practice guidelines document entitled Evidence-based Practices for Individuals with Challenging Behavior: Recommendations for Caregiver, Practitioners, and Policy Makers.

Abstract: Objectivity, accountability, replicability, verifiability: these are a sample of the cornerstones of the science of behavior analysis. As a field, we emphasize developing direct measurement systems to promote accountability. These systems may add value across client services and service delivery models that may not always incorporate direct measurement protocols. For example, my co-investigator and I developed a program evaluation tool, guided by behavior analytic measurement practices, to examine how well services align with respective best-practice recommendations in a governmentfunded service supporting adults with acquired brain injury. Direct measurement systems may also add substantial value to psychopharmacology in treating challenging behavior in individuals with disabilities (e.g., intellectual and developmental disabilities; acquired brain injury). In fact, recent literature has concluded medication monitoring processes in this context are poor or non-existent. Clients often receive concurrent, but separate, psychopharmacological and behavioral interventions. In some cases, psychiatry and behavior analysts working together. These relatively rare arrangements present behavior analysts with an opportunity to promote systematic data collection to efficiently identify medication impact on behavior (e.g., adaptive, maladaptive), including side effects. Unfortunately, behavior analysts do not often receive formal training relevant to psychotropic medications. Promoting behavior analysis as a valuable component in the context of psychopharmacological intervention means having behavior analysts well-trained in this area. One step towards this goal may be to establish an evidence-based training protocol enabling behavior analysts to perform effectively when collaboration opportunities arises. I will describe a research project exploring the clinical utility and feasibility of a Medications Guidelines Tool and training for behavior analysts.

#432 Panel Discussion

8:00 am-8:50 am Marriott Marquis, Level M4, Independence D CSS/OBM; Translational

How to Approach Social and Systemic Change Chair: Edward Brandon Amezquita (University of North Texas)

TRACI M. CIHON (University of North Texas) RAMONA HOUMANFAR (University of Nevada, Reno) JOMELLA WATSON-THOMPSON (University of Kansas)

#433 Panel Discussion

8:00 am-8:50 am Marriott Marguis, Level M4, Liberty M CSS/CBM; Service Delivery BACB CE Offered. CE Instructor: Karen Kate Kellum, M.Ed.

Behavior Analysis in Service of Gender and Sexual Minorities: State of the Field Chair: Patrick Wade Richardson (University of Louisiana at Lafayette)

KAREN KATE KELLUM (University of Mississippi) MARIA LOUDERMILK (LittleStar ABA Therapy) JEFFREY BOLIN (The Chicago School of Professional Psychology)

#434 Paper Session

8:00 am-8:50 am Marriott Marguis, Level M4, Liberty N-P CSS

Cultural Considerations in Service Delivery

Chair: Shariffah Azzaam (Florida Institute of Technology)

Guidelines for Providing Residential and In-Home Services for Muslim Clients (Service Delivery) SHARIFFAH AZZAAM (Qatar Foundation)

Overlooked and Forgotten: Using an Intersectional Lens to Address Disparities for Black Girls With Autism (Theory) Temple S. Lovelace, JOVONNE TABB, Olajumoke Oshokoya, Mary Comis, and Angela Estrada

(Duquesne University)

Student Committee Event

DEI

DEI

Monday, May 25

#435 B. F. Skinner Lecture Series

8:00 am–8:50 am Walter E. Washington Convention Center, Level 3, Ballroom AB DEV; Applied Research PSY/BACB/QABA/NASP CE Offered. CE Instructor: Jessica Singer-Dudek, Ph.D.

Improving Observed Parenting and Enhancing Well-Being in Parents of Young Children With Autism Spectrum Disorder

Chair: Jessica Singer-Dudek (Teachers College, Columbia University)

MARLA BRASSARD (Teachers College, Columbia University)



Marla R. Brassard, Ph.D., is a professor in the School Psychology Program at Teachers College, Columbia University. For 37 years her research has focused on parenting, especially psychological maltreatment (PM) of children by parents, a nonphysical form of abuse and neglect, that research shows is the equivalent in adverse causal impact to other forms of maltreatment and the most related to depression and suicidal behavior. Recently her work has expanded to include parenting in other high stress contexts, specifically parenting a young child with autistic spectrum disorder, with a focus on interventions that enhance parental wellbeing and increase quality of

parenting. She is a fellow of the American Psychological Association and past president of the Council of Directors of School Psychology Programs.

Abstract: Research has shown that parents of children with ASD are among the most stressed as compared to all other parents, including those who have children with other psychiatric conditions and developmental disabilities (Hayes & Watson, 2013). Parents of children with ASD are chronically stressed because the demands of the family environment often exceed the parent's ability to cope. There are few evidence-based interventions available for professionals to use with parents of a child with ASD: some use cognitive therapies, such as meditation, some use social support to reduce stress and mental health problems, and others use implement parent training to improve child behavior. Few if any combine both mental health and behavioral approaches, and none of these are designed for implementation by school personnel. This presentation describes findings from a multi-year transdisciplinary investigation into the most common stressors for parents of preschool children with ASD attending a CABAS® model school. Specifically, in two studies we surveyed parents to determine their reported levels of stress and common stressors, as well as parents' mental and physical wellbeing, self-care, and self-efficacy skills. In the first study we also examined mother-child interactions during free-play and demand situations in order to determine possible target behaviors for intervention. Implications of the findings and suggestions for interventions will be discussed.

#436 Symposium

8:00 am–8:50 am Marriott Marquis, Level M4, Independence F-H EDC/VRB; Applied Research BACB CE Offered. CE Instructor: Jennifer Longano, Ph.D.

Multiple Exemplar Instruction and its Implications on Rate of Acquisition of Textual, Vocal, and Written Responses and Joint Stimulus Control

Chair: Susan Buttigieg (Teachers College, Columbia University; Manhattanville College) Discussant: Jennifer Longano (Fred S. Keller School)

The Effect of Multiple Exemplar Instruction on The Emergence of Joint Stimulus Control for Writing and Vocally Spelling Transparent Words in Kindergarten Students With and Without Disabilities LEANNA MELLON (SUNY New Paltz), R. Douglas Greer (Columbia University Teachers College and Graduate School of Arts and Sciences), and Gabriela Pedrero-Davila and Esther Bakaev (Teachers College, Columbia University)

The Effects of Intensive Blending Instruction on the Acquisition of Blending and Segmenting Skills and Rate of Acquisition of Textual Operants

FRANCIS HWANG-NESBIT (Teacher College, Columbia University) and R. Douglas Greer (Columbia University Teachers College and Graduate School of Arts and Sciences)

#437 Invited Presenter

8:00 am–8:50 am Marriott Marquis, Level M2, Marquis Ballroom 6 PCH; Theory PSY/BACB/QABA/NASP CE Offered. CE Instructor: Henry Schlinger, Ph.D.

A Behavior Analytic Theory of Complex Behavior

Chair: Michael D. Hixson (Central Michigan University)

HENRY SCHLINGER (California State University, LA)



Henry D. (Hank) Schlinger Jr. received his Ph.D. in psychology (applied behavior analysis) from Western Michigan University (WMU) under the supervision of Jack Michael. He then completed a two-year National Institutes of Health-funded post-doctoral fellowship in behavioral pharmacology also at WMU with Alan Poling. Dr. Schlinger was a full tenured professor of psychology at Western New England University in Springfield, MA, before moving to Los Angeles in 1998. He is now professor of psychology and former director of the M. S. Program in Applied Behavior Analysis in the Department of Psychology at California State University, Los

Angeles. Dr. Schlinger has published 80 scholarly articles, chapters, and commentaries in more than 30 different journals. He also has authored or co-authored three books, *Psychology: A Behavioral Overview* (1990), *A Behavior-Analytic View of Child Development* (1995; which was translated into Japanese), and *Introduction to Scientific Psychology* (1998). He is past editor of *The Analysis of Verbal Behavior and The Behavior Analyst* and sits on the editorial boards of several other journals. He also serves on the Board of Trustees of the Cambridge Center for Behavioral Studies and on the Advisory Board of The Venus Project (https://www.resourcebasedeconomy.org/advisory-board/). He received the Distinguished Alumni Award from the Department of Psychology at Western Michigan University in 2012, and the Jack Michael Award for Outstanding Contributions in Verbal Behavior from the Verbal Behavior Special Interest Group of the Association for Behavior Analysis International in 2015.

Abstract: In 1950, Skinner published an article titled "Are Theories of Learning Necessary?" which was widely misunderstood and misrepresented as arguing that theories in science were not necessary. In fact, he was arguing that explanations of behavior consisting of explanatory fictions were not necessary. In necessary, but faulty. Skinner's choice of the term "theory" in that context was unfortunate. Elsewhere (e.g., Skinner, 1957), Skinner has used the term "interpretation" to refer to his extrapolation of the basic principles of operant behavior from the experimental laboratory to the understanding of complex behavior, including behavior he called verbal. This was also an unfortunate choice because what he called interpretation was nothing less than a theoretical analysis. In this instance, the standard term "theory" would have been more appropriate. In the present talk, I offer one view of what theories in science are and how they originate, and then I discuss what a behavior. As with theories in the natural sciences, behavior-analytic theory does not posit circular explanations, does not commit the nominal fallacy or the reflication fallacy, and is parsimonious. In other words, the statements comprising the theory point to observable or potentially observable and testable events.

#439 Symposium

8:00 am–8:50 am Marriott Marquis, Level M4, Independence A-C TBA/AUT; Service Delivery BACB CE Offered. CE Instructor: Valerie R. Rogers, Ph.D.

Creating Opportunities for Dissemination Through Collaboration: Behavior Analysis Across Educational Settings Chair: Valerie R. Rogers (The ABRITE Organization)

This School Belongs to All of Us: Outcomes for Students Enrolled in Nonpublic School Developed Through Collaborative Initiatives

JANICE FREDERICK, Ginger R. Raabe, and Kinga Wolos-Zachmeier (Brite Horizons)

Breaking Barriers Through Collaboration: A Interagency Model for Providing Students With Applied Behavior Analytic Support

JESSICA PIZZICA (Santa Cruz City School District) and Janice Frederick (Brite Horizons)

Agency and University Collaborations to Disseminate Behavior Analysis and Provide Greater Access to Care

VALERIE R. ROGERS, Janice Frederick, and Ginger R. Raabe (The ABRITE Organization)

#440 Symposium

8:00 am-9:50 am Walter E. Washington Convention Center, Level 2, Room 206 AUT/DDA; Translational BACB/NASP CE Offered. CE Instructor: Melanie Pellecchia, Ph.D.

Can Behavioral and Developmental Science Live Happily Ever After? An Overview and Application of Naturalistic Developmental Behavioral Intervention

Chair: Melanie Pellecchia (University of Pennsylvania) Discussant: Sophia R. D'Àgostino (Hope College)

Naturalistic Developmental Behavioral Intervention: The Next Frontier for Early Autism Treatment MELANIE PELLECCHIA (University of Pennsylvania)

The Application of Naturalistic Developmental Behavioral Interventions in a Hospital-Based Autism Center

ASHLEY DUBIN, Emily Bernabe, and Meena Khowaja (Nemours; Alfred I. Dupont Hospital for Children)

Follow the Children: A Group-Based Application of Naturalistic Developmental Behavioral Intervention for Preschool Children With Autism MEGHAN KANE, Melanie Pellecchia, and David Mandell (University of Pennsylvania)

Self-Reported Utilization of Developmental and Behavioral Intervention Techniques by Applied **Behavior Analysis Providers**

KYLE M. FROST and Brooke Ingersoll (Michigan State University)

#441 Symposium

8:00 am–9:50 am Walter E. Washington Convention Center, Level 1, Salon G DDA/EAB; Translational BACB CE Offered. CE Instructor: Clodagh Mary Murray, Ph.D.

To Vary or Not To Vary: Advances in Behavioral Variability Research

Chair: Clodagh Mary Murray (Emirates College for Advanced Education) Discussant: Allen Neuringer (Reed College)

Increasing Variability of Intraverbal Responses to Social Questions in Adults With Autism Spectrum Disorder

Aibhin O'Neill (National University of Ireland Galway) and CLODAGH MARY MURRAY (Emirates College for Advanced Education)

Using Lag Schedules to Increase Variability in Toy Selections of Children with Autism Spectrum Disorder

Megan Davis and KATHERINE MARISSA CLARKE (National University of Ireland Galway) and Clodagh Mary Murray (Emirates College for Advanced Education)

Examining Variability of Item Interaction and Activity Selection in Preschool Classrooms JARED T. ARMSHAW, Joseph D. Dracobly, and Gabriela Arias (University of North Texas)

Generalization of Variability Training Across Responses in Rats

KAILEY MORRISSEY, Annie Galizio, Jeremy Haynes, Diana Michelle Perez, Caroline Towse, and Amy Odum (Utah State University)

#442 Symposium

8:00 am-9:50 am Walter E. Washington Convention Center, Level 1, Room 103 DDA/AUT; Translational BACB CE Offered. CE Instructor: Robin Moyher, Ph.D.

Ethics Under the Umbrella: Sexual Behavior Considerations for Client Intervention and Beyond Chair and discussant: Barbara Gross (Empowered: A Center for Sexuality; Special School District of St. Louis County)

What Is Sexual Behavior Anyway: A Biopsychosocial Account of Conceptualizing Sex and Risk BRYANT ANTOINE (Empowered: A Center for Sexuality; Special School District of St. Louis County) and Worner Leland (Empowered: A Center for Sexuality; Upswing Advocates)

Censorship, the Right to Effective Treatment, and Avoiding Legal Risk ALEXANDRA ZHESTKOVA (Moscow Centre of Pedagogy and Psychology)

The Use of Preference Assessments in the Selection of Sex Tovs in Adult Retail Environments LANDA L. FOX (Positive Connections)

When Should or Shouldn't an Individual be Compliant to an Instruction? ROBIN MOYHER (George Mason University)

#443 Symposium

8:00 am–9:50 am Walter E. Washington Convention Center, Level 1, Salon H DDA/CBM; Translational BACB CE Offered. CE Instructor: Craig Strohmeier, Psy.D.

Functional Analysis of Problem Behavior: A Context for Assessment and Treatment Innovation Chair: Craig Strohmeier (Kennedy Krieger Institute)

Discussant: John C. Borrero (University of Maryland, Baltimore County)

Mand Compliance as a Contingency Controlling Problem Behavior

ADITHYAN RAJARAMAN (University of Maryland, Baltimore County) and Gregory P. Hanley (Western New England University)

Assessment and Treatment of Problem Behavior Maintained by Escape from Attention: A Summary of 29 Cases

MIRELA CENGHER (University of Maryland, Baltimore County) and Michelle D. Chin and Patricia F. Kurtz (Kennedy Krieger Institute)

Aggressive Behavior: What do We Know and Where Should We Go?

NIČOLE LYNN HAUSMAN, Louis P. Hagopian, Molly K Bednar, Madeleine Guell, and Elissa Spinks (Kennedy Krieger Institute); John Falligant and Michael P. Kranak (Kennedy Krieger Institute; Johns Hopkins University School of Medicine); and Jasmeen Kaur (Kennedy Krieger Institute)

Effective, Efficient, and Practical Use of Multiple Schedules in the Treatment of Problem Behavior: A Comparison of Progressive Schedule Thinning and a Terminal Probe Method

CRAIG STROHMEIER (Kennedy Krieger Institute), Mirela Cengher (University of Maryland, Baltimore County), and Michelle D. Chin (Kennedy Krieger Institute)

#444 Symposium

8:00 am–9:50 am Marriott Marquis, Level M2, Marquis Ballroom 3/4 EAB; Basic Research

Resistance to Change and Relapse: Effects of Schedules of Reinforcement, Operant Variability and Reinforcement Parameters

Chair: Raquel Alo (Universidade de Brasília) Discussant: Andre Miguel (Washington State University)

Resistance to Change and Response Rates: A Parametric Analysis Eduardo Walcacer Viegas (Universidade de Brasília) and CARLOS RENATO XAVIER CANÇADO (Florida Institute of Technology)

Reinforcement in Context: Preference, Resistance to Change, and Renewal

Raquel Alo (Universidade de Brasília), CINTHIA HERNANDEZ and Edileth Guadalupe Yocupicio Campa (Universidad de Guadalajara, CEIC), and Karine Santana (Universidade de Brasília)

Recurrence of Variability: A Reinforcement History or/and Extinction-Induced Effect? Gabriela Chiaparini and JOSELE ABREU-RODRIGUES (Universidade de Brasilia)

Degrading Target Responding on Resurgence: Extinction, Magnitude, Frequency, and Delay Reinforcement

Cinthia Hernandez (Universidad de Guadalajara, CEIC) and CARLOS FLORES AGUIRRE (Universidad de Guadalajara)

#445 Paper Session

8:00 am–9:50 am Marriott Marquis, Level M2, Marquis Ballroom 1/2 EAB

Behavior Analysis and Comparative Psychology

Chair: Alliston K. Reid (Wofford College)

Measuring Transfer of Stimulus Control as Pigeons Acquire New Skills (Basic Research) ALLISTON K. REID (Wofford College), Sara Futch (North Carolina State University), Vanessa Zarubin (University of California at Davis), and Julia Smith (University of Michigan)

Why Monkeys Boop: Social Tolerance, Over "Knowledge," Antecedes Muzzle Contact in Wild Vervet Monkeys (Basic Research)

CHRISTINA NORD, Tyler Bonnell, Marcus Dostie, S. Henzi, and Louise Barrett (University of Lethbridge)

Bumble Bees as Model Organisms for Behavior Analysis and Comparative Psychology (Basic Research) CHRISTOPHER ALLEN VARNON (Converse College)

Testing and Practice Effects With Typically Developing Learners in Within-Subject Research Designs: A Preliminary Investigation (Basic Research) PAUL MAHONEY II (Amego, Inc.), Bryan J. Blair (Long Island University), and Michael F. Dorsey (Amego Inc.)

#446 Symposium

8:00 am-9:50 am Marriott Marguis, Level M4, Independence E EDC: Service Delivery BACB CE Offered. CE Instructor: David A. Wilder, Psy.D.

Improving Student and Client Outcomes: The Role of Feedback in Staff Training Chair: Nicole M. DeRosa (SUNY Upstate Medical University) Discussant: David A. Wilder (Florida Institute of Technology)

Using Graphic Feedback and Goal-Setting to Increase Learning Opportunities in the Classroom AMANDA AUSTIN (Douglass Developmental Disabilities Center; Rutgers Graduate School of Applied and Professional Psychology), Debra Paone (Douglass Developmental Disabilities Center), Hyein Lee (Douglass Developmental Disabilities Center; Rutgers Graduate School of Applied and Professional

Psychology), and Kate E. Fiske Massey (Douglass Developmental Disabilities Center; Rutgers University) Evaluating Feedback to Increase Opportunities to Respond During Therapeutic Riding NATALIE RUTH SHULER, Claire C. St. Peter, and Sydney Hull (West Virginia University) and Bethany

Smiley and Carol Petitto (On Eagles' Wings)

Increasing Staff Healthy Practices in Programs for Adults With IDD: Individual Staff Performance BERTILDE U KAMANA (May Institute), Claudia L. Dozier, Nicole Kanaman, Stephanie M. Glaze, Ali Markowitz Vickstrom, Kelley Harrison, ALEC BERNSTEIN, and Marcella Hangen (University of Kansas)

An Evaluation of Feedback Frequencies During Maintenance MARGARET MOLONY (Advantage Behavioral Health Systems) and Joel Eric Ringdahl (University of Georgia)

#447 Symposium

8:00 am-9:50 am Marriott Marguis, Level M4, Liberty I-L OBM; Service Delivery BACB CE Offered. CE Instructor: Jenna Marie Rabe, M.S.

Behavior Systems Analysis to Address the Issues Arising from Our Quickly Expanding Field Chair and discussant: Jenna Marie Rabe (Capella University; Cambridge Center for Behavioral Studies)

Mentorship: How to Build a Supportive System to Foster Clinical Growth PAIGE MARIE RITARI (California ABA; Cambridge Center for Behavioral Studies)

Reinforcement and Incentives Work on Clinicians, too: A Process for Implementing **Reinforcement Systems** JAMMIE JONES (Arizona State University; Cambridge Center for Behavioral Studies)

Competency Based Assessments: A Process for Assessing Clinicians and Supporting Skill Development ELISA YONJI KIM (Cambridge Center for Behavioral Studies)

Behavior Systems: How Reinforcement, Mentorship, and Competency Based Assessment Work Together

CHRISTINA M. COUNTIE (Simmons University; Cambridge Center for Behavioral Studies)

#448 Symposium

8:00 am-9:50 am Marriott Marquis, Level M1, University of D.C./Catholic University PCH: Translational BACB CE Offered. CE Instructor: Marc J. Lanovaz, Ph.D.

Innovations in the Use Single-Case Methodology: Artificial Intelligence, Aids to Clinical Decision-Making, and Hybrid Designs Chair: Marc J. Lanovaz (Université de Montréal)

Discussant: David Richman (Texas Tech University)

Automating Functional Analysis Interpretation

JONATHAN E. FRIEDEL (National Institute for Occupational Safety and Health) and Alison Cox (Brock University)

Artificial Intelligence to Analyze Single-Case Data

MARC J. LANOVAZ (Université de Montréal), Antonia R. Giannakakos (Manhattanville College), and Océane Destras (Polytechnique Montréal)

Using AB Designs With Nonoverlap Effect Size Measures to Support Clinical Decision Making: A Monte Carlo Validation

ANTONIA R. GIANNAKAKOS (Manhattanville College) and Marc J. Lanovaz (Université de Montréal)

Unique Applications of Single-Case Experimental Designs: "Hybrid Designs" in Research and Practice ODESSA LUNA (St. Cloud State University) and John T. Rapp (Auburn University)

#449 Symposium

8:00 am–9:50 am Marriott Marquis, Level M4, Archives TBA; Applied Research BACB CE Offered. CE Instructor: Florence D. DiGennaro Reed, Ph.D.

Efficacy Demonstrations for Training Caregivers, Professionals, and Students to Collect and Graph Data, Assess, and Treat Problem Behavior

Chair: Robert K. Lehardy (Munroe-Meyer Institute, University of Nebraska Medical Center) Discussant: Florence D. DiGennaro Reed (University of Kansas)

An Evaluation of Observer Training Procedures to Promote Accurate Data Collection

ASHLEY ANDERSEN, Sarah D. Haney, Bethany Hansen, and Kathryn M. Peterson (Munroe-Meyer Institute, University of Nebraska Medical Center)

Teaching Professionals to Conduct A Structured Mealtime Assessment

Vivian F. Ibanez, KERRI P. PETERS, Janelle Kirstie Bacotti, Lindsay Lloveras, and Timothy R. Vollmer (University of Florida)

Efficacy and Generality of a Video Tutorial to Create Publication-Quality, Single-Case Graphs in Microsoft Excel

ROBERT K. LEHARDY and Kevin C. Luczynski (Munroe-Meyer Institute, University of Nebraska Medical Center), Stephanie A. Hood (California State University, Northridge), and Ciobha Anne McKeown (Munroe-Meyer Institute, University of Nebraska Medical Center)

Efficacy of Module-Based Functional Communication Caregiver Training for Moderate to Severe Problem Behavior

LAUREN PHILLIPS (The Behavior Center) and Wayne W. Fisher and Alexandra Hardee (Munroe-Meyer Institute, University of Nebraska Medical Center)

#450 Symposium

8:00 am–9:50 am Marriott Marquis, Level M4, Capitol/Congress TBA/EDC; Translational BACB CE Offered. CE Instructor: Spencer Gauert. Ph.D.

Advancements in Instructional Strategies for Undergraduate and Graduate Students in Behavior Analysis Chair: Rachel Scalzo (University of South Florida) Discussant: Spencer Gauert (University of South Florida)

Evaluating the Effect of Active Student Responding and Competition on Student Academic Performance Hannah Lynn MacNaul, Catia Cividini-Motta, and KATHRYN WILLIAMS (University of South Florida)

Evaluating the Effect of Assignment Choice on Student Academic Performance in an Online Class Hannah Lynn MacNaul, Rachel Scalzo, Catia Cividini-Motta, and SHANNON WILSON (University of South Florida)

Self-Monitoring in the Online Classroom: An Intervention to Increase Academic Performance Rachel Scalzo, Anthony Concepcion, and ZOE ISABELLA HAY (University of South Florida)

At Last: An Application of Delay Discounting on Academic Procrastination

ANTHONY CONCEPCION, Kimberly Crosland, and Rachel Scalzo (University of South Florida)

#451 Symposium

9:00 am–9:50 am Walter E. Washington Convention Center, Level 2, Room 202B AUT/DEV; Applied Research BACB CE Offered. CE Instructor: Shelly Huntington, Ph.D.

Snack Talk: Implementation of an Embedded Visual Communication Support During Mealtimes Chair: William Therrien (University of Virginia) Discussant: Shelly Huntington (University of Washington)

Snack Talks: Visual Supports to Increase Communication Engagement for Preschoolers With Autism

KATHERINE BATEMAN (University of Washington); Sarah Emily Wilson (University of Virginia); Ariane Gauvreau (University of Washington); Katherine M. Matthews (The Faison Center); and William Therrien, Rose Nevill, and Micah Mazurek (University of Virginia)

Snack Talks: Effects of a Visual Communication Support on Increasing Conversation Engagement for Adults With Autism

SARAH EMILY WILSON (University of Virginia); Katherine Bateman (University of Washington); Einar T. Ingvarsson (Virginia Institute of Autism); and William Therrien, Rose Nevill, and Micah Mazurek (University of Virginia)

#452 B. F. Skinner Lecture Series

9:00 am–9:50 am Walter E. Washington Convention Center, Level 2, Room 207A AUT; Basic Research PSY/BACB/QABA/NASP CE Offered. CE Instructor: Tiffany Kodak, Ph.D.

Neurobehavioral Biomarkers of Autism Spectrum Disorder

Chair: Tiffany Kodak (Marquette University)

GABRIELA ROSENBLAU (George Washington University)



I am an assistant professor of cognitive neuroscience in the Psychology Department at George Washington University (GWU). I am also affiliated with the Autism and Neurodevelopmental Disorders Institute at GWU. My research combines computational and neuroscientific methods to understand the neurobiological mechanisms underlying learning in neurotypical and clinical populations, especially autism spectrum disorder. I have expertise in designing naturalistic tasks to assess social decision making in behavior and brain function, conducting longitudinal clinical studies, computational modeling and developmental cognitive neuroscience. I have recently been awarded the

Bridge to Independence Award by the Simons Foundation for Autism Research to study learning in autism with a computational neuroscientific approach and its implications for treatment.

Abstract: Advances in genetics, molecular biology, and cognitive neuroscience offer hope for personalized treatment and improved outcomes in those with autism spectrum disorder (ASD). However, the promise of precision medicine is limited by a lack of mechanistic models that explain phenotypic and teiological heterogeneity; instead of using such models to identify subgroups likely to respond to specific treatments, the field relies on service availability, trial-and-error, and clinical judgment to make treatment decisions. In line with the computational psychiatry objective, my research integrates mathematical models of behavior and brain activity to establish neurocognitive models that can successfully predict individual social and nonsocial learning profiles. Specifically, I am formally comparing the suitability of various computational models to capture selective deficits in social learning of individuals with ASD, as well as variability in both social and nonsocial learning across typically developing youth and those with ASD. Identifying how these model-based predictions are implemented in the brain will allow us to identify neural architecture underlying learning in therapeutically relevant contexts. The long-term goal of this research line is to apply these computational models to inform, refine, and individualize diagnosis, education, and treatment of youth with ASD.

#453 Symposium

9:00 am–9:50 am Walter E. Washington Convention Center, Level 1, Room 102 AUT/VRB; Translational BACB CE Offered. CE Instructor: Mary Jane Weiss, Ph.D.

Comparing Methods to Maximize Teaching: Equivalence Based Instruction, Progressive and Conventional Discrete Trial Teaching

Chair: Justin B. Leaf (Autism Partnership Foundation; Endicott College) Discussant: Mary Jane Weiss (Endicott College)

Toward Efficiency and Effectiveness: Comparing Equivalence-Based Instruction to Discrete Trial Teaching

JULIA FERGUSON (Autism Partnership Foundation); Joseph H. Cihon, Justin B. Leaf, and Christine Milne (Autism Partnership Foundation; Endicott College); and Ronald Leaf and John James McEachin (Autism Partnership Foundation)

Comparing Conventional and Progressive Approaches of Discrete Trial Teaching When Teaching Tact Relations to Children Diagnosed With Autism Spectrum Disorder

Christine Milne and Justin B. Leaf (Autism Partnership Foundation; Endicott College), Julia Ferguson (Autism Partnership Foundation), JOSEPH H. CIHON (Autism Partnership Foundation; Endicott College), and Ronald Leaf and John James McEachin (Autism Partnership Foundation)

#454 Panel Discussion

9:00 am–9:50 am Walter E. Washington Convention Center, Level 1, Salon B CBM/CSS; Service Delivery BACB CE Offered. CE Instructor: Alexis Constantin Pavlov, Ph.D.

Practical Considerations and Applications of Behavior Analysis to Working With Children in Healthcare Settings

Chair: Alexis Constantin Pavlov (Marcus Autism Center; Emory School of Medicine)

SETH B. CLARK (Marcus Autism Center) COLIN S. MUETHING (Marcus Autism Center; Emory School of Medicine) PATRICK ROMANI (University of Colorado, Anschutz Medical Campus)

#455 Paper Session

9:00 am–9:50 am Walter E. Washington Convention Center, Level 1, Salon A CBM

Applications of Behavior Science

Chair: Meme Hieneman (Positive Behavior Support Applications)

Overcoming Obstacles to Parent Engagement in ABA Education and Treatment (Service Delivery) MEME HIENEMAN (Positive Behavior Support Applications; Purdue University; Global Home and Community PBS Network)

Applied Behavior Analysis Applied to Marital Behavior Change: Behaviorally Sound Approaches to "Marriage Counseling" and "Marital Therapy" (Service Delivery) RICHARD COOK (Applied Behavior Medicine Associates of Hershey)

Descriptive Functional Assessment of Aberrant Behaviors in a Gaming Environment (Applied Research) YIYI WANG, Zhen Lin, Manwei Cao, Andrew Hall, David Ressa, Robert Dunst, and Michael J. James Cameron (University of Southern California)

The Road to Diagnosis: Sociodemographic, Clinical Characteristics, and Service Utilization of Young Children Diagnosed With Autism Spectrum Disorder at a Research Center in Saudi Arabia (Applied Research)

ABDULLAH MOHAMMED ALOTAIBI (Center for Autism Research.)

#456 Panel Discussion

9:00 am–9:50 am Marriott Marquis, Level M4, Liberty N-P CSS; Service Delivery BACB CE Offered. CE Instructor: Janet Vasquez, M.S.

Expanding the Reach of Behavior Analysis: Practicing Behavior Analysis in Health, Sports, Fitness and Nutrition

Chair: Janet Vasquez (Precision Chi)

BEVERLY KIRBY (Team ABA LLC) MARK BRADLEY (Brett DiNovi & Associates) KELLY KILLEN (KK Wellness Consulting)

#457 Panel Discussion

9:00 am–9:50 am Marriott Marquis, Level M4, Liberty M CSS/TBA; Translational BACB CE Offered. CE Instructor: Mawule A. Sevon, Ph.D.

Evaluating the Effects of Cultural Awareness and Sensitivity Within the BCBA/RBT Supervision Model Chair: Shawn Capell (Covenant 15:16 LLC)

MAWULE A. SEVON (The Key Consulting Firm, LLC) KIMBERLY EDWARDS (SIQS Educational Consulting, LLC) SHANEERIA K PERSAUD (United Behavior Analysis Inc.) DEI

#458 Symposium

9:00 am–9:50 am Walter E. Washington Convention Center, Level 1, Salon C DEV/PCH; Theory BACB CE Offered. CE Instructor: Genevieve M. DeBernardis, Ph.D.

Child Development: Recent Advancements in Theory, Basic, and Applied Research Chair: Nicole Luke (Brock University)

Behavioral Systems Theory: A Contextual Behavioral Model of Development GARY D. NOVAK (California State University Stanislaus)

Basic Research in Understanding Child Development Phenomena MARTHA PELAEZ (Florida International University)

A Behavioral Systems Theory Approach to The Treatment of Childhood Behavior Disorders GENEVIEVE M. DEBERNARDIS (University of Nevada, Reno)

#459 B. F. Skinner Lecture Series

9:00 am–9:50 am Marriott Marquis, Level M2, Marquis Ballroom 6 EAB; Basic Research PSY/BACB/QABA/NASP CE Offered. CE Instructor: Karen M. Lionello-DeNolf, Ph.D.

The Influence of Social Synchrony and Social and Motor Context on Social Communication, Social Interaction, and Restricted and Repetitive Behaviors in Autism Chair: Karen M. Lionello-DeNolf (Assumption College)

PAULA FITZPATRICK (Assumption College)



My research focuses on understanding how bodily movement tunes psychological development by exploring the impact of motor behavior on social, cognitive, and emotional developmental outcomes from infancy through adolescence. In particular, current projects focus on understanding the relationship between motor coordination and social skills, the contribution of social coordination to social problems in autism, the factors (at the level of the child and family) that influence the development of motor skill, and the relationship between motor skill and early learning and academic success. My research derives from dynamical systems theory that emphasizes

self-organizing principles of stability, instability, and behavioral transitions to understand the emergence and progression of behavior. My approach involves measuring behavior across multiple domains (motor, social, cognitive, emotional) and at a number of scales—observable behavioral coding, micro-dynamical time-series measures, and, more recently, neurobiological measures. My research employs innovative, multi-method research designs and the formation of collaborative research teams with diverse backgrounds that cut across disciplinary expertise—developmental psychology, clinical psychology, social psychology, movement science, neuroscience, and education—and has important implications for translating new knowledge about social, cognitive, and motor development into treatments and interventions to help struggling children and families.

Abstract: Autism spectrum disorder (ASD) is marked by social communication and interaction impairments and restricted and repetitive behaviors (RRBs), yet little is understood about the etiology of these impairments and there are few successful treatment interventions. The expression and severity of social impairments can vary widely across individuals, so more objective bio-behavioral markers that measure the process of how interactions unfold over time will greatly enhance our understanding and could lead to targeting of interventions to particular subgroups of patients. Engagement in restrictive and repetitive behaviors can compound the social communication and interaction difficulties, so a fuller understanding of the contextual factors that influence the expression of RRBs is also need. In this talk, I argue that social synchrony may be a useful dynamic bio-marker of social ability in children and adolescents with ASD. The relevance of social synchrony and coupled oscillator-based modeling of synchronization for understanding social impairment in ASD will be discussed and synchronization ability for spontaneous and intentional interpersonal coordination in children and adolescents with and without ASD will be compared. In addition, I will present data that evaluates the relationship between synchronization ability and more traditional clinical and social cognitive measures of social ability and evaluate the influence of social and motor context on the presentation of RRBs and language production during conversation. Finally, the promise of social synchronization ability for providing a measure with heightened resolution to identify the essential qualities of social performance in naturalistic situations and isolate underlying neural mechanisms that may be disrupted in ASD will be discussed and directions for future research and potential interventions outlined.

#460 Paper Session

9:00 am-9:50 am Marriott Marguis, Level M4, Independence F-H FDC

Behavior Analysts in Schools: IEPs and Restorative Justice Chair: Mary Comis (Duquesne University)

Family Perceptions of the Individualized Education Program Meeting Process for Children With Autism Spectrum Disorder (Service Delivery) ELIZABETH GOLINI (Hunter College; INCLUDEnvc)

Restorative Justice as Behavior Intervention in Schools: The Promises and Pitfalls for Behavior Analysts (Service Delivery) Temple S. Lovelace, MARY COMIS, and JoVonne Tabb (Duquesne University)

#461 B. F. Skinner Lecture Series

Recorded Session

9:00 am-9:50 am Walter E. Washington Convention Center, Level 3, Ballroom AB PCH: Theory BACB/PSY/QABA CE Offered. CE Instructor: Darlene E. Crone-Todd, Ph.D.

Experimental and Behavioral Psychology at Harvard From William James to B. F. Skinner Chair: Darlene E. Crone-Todd (Salem State University)

SARA SCHECHNER (Harvard University)



Sara Schechner, Ph.D. is the David P. Wheatland Curator of the Collection of Historical Scientific Instruments at Harvard University, where she is also on the faculty of the History of Science Department. She has served as Secretary of the Scientific Instrument Commission of the International Union of History and Philosophy of Science and Technology. She has published widely on the history of astronomy, scientific instruments, and material culture and has curated numerous exhibitions, including several on the history of psychology.

Schechner earned degrees in physics and the history and philosophy of science from Harvard and Cambridge. Before returning to Harvard, she was chief curator at the Adler Planetarium in Chicago, and curated exhibits for the Smithsonian Institution, the American Astronomical Society, and the American Physical Society. Schechner's research, teaching, and exhibition work has earned her many awards. She is the 2019 recipient of the Paul Bunge Prize from the German Chemical Society and the German Bunsen Society for Physical Chemistry, which is regarded worldwide as the most important honor in the history of scientific instruments. She has also received the prestigious LeRoy E. Doggett Prize for Historical Astronomy from the American Astronomical Society, the Joseph H. Hazen Education Prize of the History of Science Society, and the Great Exhibitions Award of the British Society for the History of Science.

Abstract: In 1892, William James brought Hugo Münsterberg from Freiburg to direct the new, Harvard Psychological Laboratory that James had created in the Philosophy Department. Münsterberg had trained under William Wundt in Leipzig, who had pioneered an experimental method to explore the relationship between mental events and physical experience. The New Psychology banished the old method of introspection. Instead, it relied on highly controlled experiments with equipment borrowed from the domains of physics and physiology. Researchers studied the psychology of the senses, the timing of mental acts, judgement, memory, and attention. Starting with these "prism, pendulum, and chronograph philosophers," as James called them, this talk will conclude with B. F. Skinner and his experiments on operant conditioning, reinforcement, and learning. Special attention will be paid to early apparatus such as reaction keys, prototype operant chambers, cumulative recorders, and teaching machines. The apparatus, laboratory records, memoranda, and correspondence of James, Munsterberg, and Skinner survive at Harvard University and can be accessed by scholars interested in the development of their thought.

#462 Symposium

9:00 am-9:50 am Marriott Marquis, Level M4, Independence D TBA/DDA; Applied Research BACB CE Offered. CE Instructor: Elizabeth J. Preas, Ph.D.

Behavioral Skills Training: Evaluations and Applications of Training Procedures Across Consumers Chair: Elizabeth J. Preas (Munroe-Mever Institute, University of Nebraska Medical Center)

Using Behavioral Skills Training to Teach Children With Williams Syndrome Safe Responding to Strangers SHANNON ARTHUR (Endicott College)

Monday, May 25

Use of Behavioral Skills Training to Teach Staff Effective Pairing Strategies CALANDRA E. PLATTNER (Endicott College) and Kelsey Leigh Van Boxel and Kaitlyn Proctor (Access Family Services)

Evaluation of Caregiver Training Procedures to Teach Activities of Daily Living Skills

ELIZABETH J. PREAS and Therese L. Mathews (University of Nebraska Medical Čenter)

#463 Symposium

9:00 am–9:50 am Marriott Marquis, Level M4, Independence A-C TBA/PCH; Translational BACB CE Offered. CE Instructor: Audrey N. Hoffmann, Ph.D.

Ethical Behavior Analysis: A Guide to Being an Evidence-Based Practitioner Chair: Audrey N. Hoffmann (Northern Vermont University)

An Introduction to Engaging in Evidence-Based Practice

BETHANY P. CONTRERAS YOUNG (Middle Tennessee State University), Audrey N. Hoffmann (Northern Vermont University), and Timothy A. Slocum (Utah State University)

EBP as a Framework for Training Novice Behavior Analysts AUDREY N. HOFFMANN (Northern Vermont University)

Challenges of EBP in Clinical Practice S. SHANUN KUNNAVATANA (Easterseals UCP of NC & VA)

#464 Symposium

9:00 am–10:50 am Walter E. Washington Convention Center, Level 2, Room 201 AUT/EAB; Translational BACB/NASP CE Offered. CE Instructor: Shawn Patrick Gilroy, Ph.D.

Behavioral Economic Extensions to Assessments and Interventions for Individuals With Developmental Disabilities

Chair: Shawn Patrick Gilroy (Louisiana State University) Discussant: Christopher E. Bullock (Francis Marion University)

Systematic Review of Applied Behavioral Economics With Individuals With Developmental Disabilities BRENT KAPLAN (University of Kentucky) and Shawn Patrick Gilroy (Louisiana State University)

Handling Costs Affect Preference for Accumulated and Distributed Response-Reinforcer Arrangements JENNIFER N. HADDOCK (Kennedy Krieger Institute; Johns Hopkins School of Medicine)

Asymmetry of Token Gain and Loss in Individuals Diagnosed With Intellectual and Developmental Disabilities

ELISSA SPINKS, Griffin Rooker, and Michelle A. Frank-Crawford (Kennedy Krieger Institute), Michael Kranak and Jennifer N. Haddock (Kennedy Krieger Institute; Johns Hopkins University School of Medicine), and Ashley Nicole Carver (Kennedy Krieger Institute)

Operant Demand and Reinforcer Efficacy: Incorporating the Elasticity of Demand into Behavior Analytic Evaluations of Reinforcers

SHAWN PATRICK GILROY and Jodie Waits (Louisiana State University)

#465 Symposium

9:00 am–10:50 am Walter E. Washington Convention Center, Level 2, Room 202A AUT; Applied Research BACB CE Offered. CE Instructor: Jennifer J. McComas, Ph.D.

Further Evaluation of Telehealth Services: Parent-Implemented Functional Analyses and Functional Communication Training

Chair: Leslie Neely (The University of Texas at San Antonio) Discussant: Jennifer J. McComas (University of Minnesota)

Conducting Brief Functional Analysis via Telehealth Technology STEPHANIE GEROW and Supriya Radhakrishnan (Baylor University)

A Randomized Controlled Trial of Functional Analysis Procedures for Young Children With Autism

MATTHEW O'BRIEN and Wendy K. Berg (The University of Iowa); Dorothea C. Lerman (University of Houston-Clear Lake); Nathan Call (Marcus Autism Center); Loukia Tsami (University of Houston at Clear Lake); and Kelly M. Schieltz, David P. Wacker, and Scott D. Lindgren (The University of Iowa)

Treatment acceptability and Effectiveness of Telehealth-Based Functional Communication Training in Asia

DIEU TŘUONG (University of Houston) and Loukia Tsami and Dorothea C. Lerman (University of Houston-Clear Lake)

The Generalized Effects of Functional Communication Training for Young Children With Autism KELLY M. SCHIELTZ, Matthew O'Brien, and Wendy K. Berg (The University of Iowa); Nicole Hendrix

(Emory University); Dorothea C. Lerman (University of Houston-Clear Lake); Nathan Call (Marcus Autism Center); Loukia Tsami (University of Houston-Clear Lake); and David P. Wacker (The University of Iowa)

#466 Symposium

9:00 am–10:50 am Walter E. Washington Convention Center, Level 2, Room 207B AUT/VRB; Translational BACB CE Offered. CE Instructor: Jordan Belisle, Ph.D.

Putting the "ACT" in ACTion: Behavior-Analytic Efforts to Improve Applications of Acceptance and Commitment Training

Chair: Lindsey Dennis (Missouri State University) Discussant: Jordan Belisle (Missouri State University)

Promoting Values-Behavior Coherence with Acceptance and Commitment Training and Self-Management Techniques

DANA PALILIUNAS (Missouri State University)

ACT for Kids: Developing Practical Approaches to Implementing ACT in Your Daily ABA Practice With Children With ASD

ERIN SILVERMAN (FirstSteps for Kids) and Jonathan J. Tarbox (University of Southern California; FirstSteps for Kids)

AlMing to Scale Up: Efforts to Promote Psychological Flexibility and Decrease Maladaptive Behavior in a School Setting Impacts

MICHAEL DELAET and Adam DeLine Hahs (Arizona State University)

An Evaluation of Acceptance and Commitment Training on Changes in Psychological Flexibility and Language for Children With Autism Spectrum Disorders JESSICA M. HINMAN and Mark R. Dixon (Southern Illinois University)

#467 Symposium

10:00 am-10:50 am Walter E. Washington Convention Center, Level 1, Room 102 AUT/EDC; Service Delivery BACB CE Offered. CE Instructor: Setareh Moslemi, M.Ed.

Parent Training Across the World

Chair: Setareh Moslemi (University of North Texas) Discussant: Karen A. Toussaint (University of North Texas)

Adapting Evidence-Based Parent Mediated Early Intervention for Children With Autism Spectrum Disorder in India

GEETIKA AGARWAL (Ball State University), Jennifer M. Gillis (Binghamton University), and Svetlana lyer (Stepping Stones Center)

Removing Barriers to Parents' Access to Behavior Analytic Knowledge

SETAREH MOSLEMI and Manish Vaidya (University of North Texas)

#468 Symposium

10:00 am–10:50 am Walter E. Washington Convention Center, Level 2, Room 202B AUT; Applied Research BACB CE Offered. CE Instructor: Kimberly Sloman, Ph.D.

Advances in Behavioral Skills Training for Implementing Evidence-Based Practices

Chair: Kimberly Sloman (The Scott Center for Autism Treatment; Florida Institute of Technology)

Training Technicians to Conduct Trial-Based Functional Analyses via Telehealth

KACIE M. MCGARRY (The Scott Center for Autism Treatment; Florida Institute of Technology), Michael E. Kelley (University of Scranton), Kimberly Sloman and Kristin M. Albert (The Scott Center for Autism Treatment and Florida Institute of Technology); and Katherine Haggerty and Ronald J. Clark (Florida Institute of Technology)

Effectively and Efficiently Training Staff With Video Models and Video Critiques MISBAH BIBI (Queens College), Julia lannaccone (City University of New York Graduate Center; Queens College), and Emily A. Jones (Queens College, The Graduate Center, City University of New York)

Evaluating Perceptions and Adherence to Behaviorally Based Evidence Practices Amonust Staff Serving Adults With Autism Spectrum Disorders

CATHERINE KISHEL (University of Florida), James Maraventano (Rutgers Center for Adult Autism Services), and Jenna Budge and Robert LaRue (Rutgers University)

#469 Symposium

10:00 am-10:50 am Marriott Marguis, Level M2, Marguis Ballroom 5 BPN/CBM; Translational BACB CE Offered. CE Instructor: M. Christopher Newland, Ph.D.

Psychotropic Drug Use in Children: Prescribing and Deprescribing

Chair: M. Christopher Newland (Auburn University)

Psychotropic Medication Management: Ethical and Practical Considerations for Behavior Analysts ANNETTE GRIFFITH and Chrystal Jansz Rieken (The Chicago School of Professional Psychology)

Prescription Practices: The Impact of National and State Policies JENNIFER R. ZARCONE and Sarah Weddle (May Institute)

Psychotropic Medications: When Does a Prescription End? M. CHRISTOPHER NEWLAND and John T. Rapp (Auburn University)

#470 Symposium

10:00 am-10:50 am Walter E. Washington Convention Center, Level 1, Salon B CBM; Service Delivery BACB CE Offered. CE Instructor: Kent A. Corso, Psy.D.

Addressing the Needs of Those With Traumatic Brain Injury and Post-Traumatic Stress Disorder Chair and discussant: Kent A. Corso (NCR Behavioral Health, LLC)

Review of Problem Behaviors in the Military and Veterans With Traumatic Brain Injury KOMLANTSE GOSSOU (Québec Association for Behavior Analysis)

Taxonomy of Post-Traumatic Stress Disorder Behaviors ABIGAIL B. CALKIN (Calkin Consulting Center)

#471 Symposium

10:00 am-10:50 am Walter E. Washington Convention Center, Level 1, Salon A CBM/EDC; Service Delivery BACB/NASP CE Offered. CE Instructor: Jeannie A. Golden, Ph.D.

ABA to the Rescue: Enhancing Implementation of Psychosocial Interventions in Medical and Educational Settings

Chair: Jeannie A. Golden (East Carolina University)

Behavioral Strategies Facilitating Implementation of a Psychosocial Intervention in a Diabetes Camp ANA LEPAGE (East Carolina University)

Behavioral Strategies Facilitating Implementation of Mindfulness Interventions in High School Physical Education Classes

LEIGH CHANCEY (East Carolina University)

Behavioral Strategies Facilitating Implementation of Acceptance and Commitment Therapy in High School Physical Education Classes

SAMUEL FAULKNER (Geisinger Bloomsburg Pediatrics)

#472 B. F. Skinner Lecture Series

10:00 am–10:50 am Marriott Marquis, Level M4, Liberty I-L CSS; Applied Research BACB/PSY/QABA CE Offered. CE Instructor: Thomas G. Szabo, Ph.D.

Scaling Up Behavioral Therapy for Public Health: The Case of Acceptance and Commitment Therapy for Stopping Cigarette Smoking

Chair: Thomas G. Szabo (Florida Institute of Technology)

JONATHAN BRICKER (University of Washington)



Dr. Jonathan Bricker's passion is to scale up behavioral therapies into high reach public health intervention programs. He is an internationally recognized scientific leader in the behavioral therapy called Acceptance and Commitment Therapy (ACT). He focuses ACT on skills for self-control, particularly for quitting smoking and other addictions. His programs have been developed and tested on many platforms, including apps, chatbots, websites, and telephone coaching that reach thousands of people daily. Rather than encouraging people to ignore cravings, his approach to ACT is to focus on becoming aware of triggers for cravings and choosing not to

act on them. His smoking cessation programs have achieved success rates that are double that of other programs—cutting cigarette use by 75 percent. Dr. Bricker has over 85 scientific publication and has received \$14 million in US Government NIH grants, predominantly for WebQuit, iCanQuit and the TALK study of Acceptance and Commitment Therapy for smoking cessation. His research and expert testimony was instrumental in Washington State passing a law to increase the minimum age of tobacco sales to 21.

He founded and leads the Health and Behavioral Innovations in Technology Lab (which goes by the apt acronym: HABIT), which is part of the Public Health Sciences Division, at the Fred Hutch Cancer Research Center in Seattle, Washington. Dr. Bricker's expertise in his field has led him to his current role of senior editor of the journal, Addiction. His TEDx talk, "The Secret to Self-Control" has been viewed nearly 5 million times, and has been translated into ten languages.

Abstract: Despite the rise of nicotine vaping and its recent public scares, cigarette smoking remains the single most preventable cause of premature death in the USA and for many other parts of the world. Smoking kills over 7 million people a year. Smoking fits well with the principles of applied behavior analysis because it is a highly repetitious behavior maintained by its consequences. Early applications of functional analysis and conditioning led to promising treatments for helping people stop smoking but as group and individual face-to-face therapies they were hampered high intensity, cost, and low scalability. Fortunately, the rise of digital technologies and telehealth has a recreated the ability for provide behavioral therapies for smoking cessation on a broad scale at lower cost. Acceptance and Commitment Therapy (ACT), a contemporary form of clinical behavior analysis based on Skinner's philosophy of Radical Behaviorism, is becoming a prominent therapeutic approach to digital and telehealth delivered smoking cessation. ACT teaches functional analysis, present moment awareness, and values-based living to help people cope with urges and stay committed to living smoke free. I will show how my research team translates ACT principles into concrete and highly accessible treatment programs on platforms including telephone-delivered behavioral coaching, websites, smartphone apps, and chatbots for smoking cessation. This translational research is an iterative process of expert clinician input, user testing, and rapid prototyping. Once developed, we test each of these delivery platforms in both small and large-scale randomized controlled trials comparing the ACT program with standard cognitive behavioral programs. I will share the latest results of these trials and how our interventions have already reached over 50,000 people. I will close with highlighting the future directions of our research, including applications to treatment of obesity.

#473 Panel Discussion

DE Student Committee Event

10:00 am–10:50 am Marriott Marquis, Level M4, Liberty N-P CSS; Service Delivery

More Strategies for Empowering Women: Managing Professional and Personal Life Chair: Fernanda Suemi Oda (University of Kansas)

SARAH A. LECHAGO (University of Houston-Clear Lake) LAURA L. GROW (Garden Academy) FLORENCE D. DIGENNARO REED (University of Kansas)

#474 Panel Discussion

10:00 am–10:50 am Marriott Marquis, Level M4, Liberty M CSS/AUT; Service Delivery BACB CE Offered. CE Instructor: Ann B Beirne, M.A.

Honey I Analyzed the Kids: Being Both Professionals and Parents of Neurodiverse Children Chair: Bobby Newman (Proud Moments)

ANN B. BEIRNE (Proud Moments) ANDREA KOTLER (Proud Moments) CELIA HEYMAN (New Jersey ABA)

#475 Symposium

10:00 am–10:50 am Walter E. Washington Convention Center, Level 1, Salon G DDA/AUT; Applied Research

Increasing Compliance With Dental Examination Procedures

Chair: Pamela L. Neidert (University of Kansas)

Community Based Intervention to Increase Compliance With Dental Exams

NATALIE BADGETT (University of Virginia), Einar T. Ingvarsson (Virginia Institute of Autism), John Will (Children's Dentistry of Charlottesville), and William Therrien (University of Virginia)

Assessment and Treatment of Noncompliance During Routine Dental Exams: Preliminary Findings of a Large-N Study With Adults With IDD

MARISSA MATTEUCCI, Loukia Tsami, and Dorothea Lerman (University of Houston-Clear Lake)

Treatment of Noncompliance With Healthcare Procedures in Simulated Settings: Maintenance and Generalization of Acquisition

KELLEY L. HARRISON (University of Kansas), Kimberley L. M. Zonneveld (Brock University), and ALEC BERNSTEIN and Pamela L. Neidert (University of Kansas)

#476 Symposium

10:00 am-10:50 am Walter E. Washington Convention Center, Level 1, Salon C DEV/AUT; Applied Research BACB CE Offered. CE Instructor: Shahad Alsharif, Ph.D.

Establishing Critical Observing Responses Through Stimulus-Stimulus Pairing Procedures Chair: Amy J. Davies Lackey (Manhattan Children's Center) Discussant: Shahad Alsharif (Teacher College, Columbia University)

Conditioned Reinforcement of Faces, Voices, and Object Tracking to Induce Joint Attention in Young Children With Autism SUDHA RAMASWAMY and Christine O'Rourke Lang (Mercy College)

Examining the Acquisition of Observing Responses Through Conditioned Reinforcement for Faces and Voices and the Emergence of Joint Attention CHRISTINE A. O'ROURKE-LANG and Sudha Ramaswamy (Mercy College)

#477 Panel Discussion

10:00 am–10:50 am Marriott Marquis, Level M4, Independence F-H EDC; Service Delivery BACB CE Offered. CE Instructor: Jodie Soracco, M.Ed.

Throwing Sand in the Sandbox: Potential Conflicts Between Ethical Codes in Multidisciplinary Work Chair: Jodie Soracco (University of Nevada, Reno)

ROSE IOVANNONE (University of South Florida; Florida Mental Health) CHRISTIAN SABEY (Brigham Young University) KACI FLEETWOOD (University of Nevada, Reno) 10:00 am-10:50 am Walter E. Washington Convention Center, Level 3, Ballroom AB OBM; Theory BACB/PSY/QABA CE Offered. CE Instructor: Donald Hantula, Ph.D.

Countering Countability Culture: A Behavioral Systems Perspective on the Replication Crisis Chair: Byron J. Wine (The Faison Center)

DONALD HANTULA (Temple University)



Donald Hantula earned undergraduate degrees from Emory University and graduate degrees from University of Notre Dame and is currently with the Department of Psychology, Decision making Laboratory, and Interdisciplinary Program in Applied Behavior Analysis at Temple University. He has previously held academic positions in Occupational Health Promotion at the Johns Hopkins School of Medicine, Human Resource Management at King's College and Management Information Systems at St. Joseph's University, and also as director of Decision, Risk, and Management Sciences at the National Science Foundation. He is the immediate past editor of

Perspectives on Behavior Science and presently serves as Coordinator of the ABAI Publications Board and on the ABAI VCS board. He has published over 100 articles and chapters and his research interests include finding rational explanations for seemingly irrational decisions, quantitative analysis of behavior, consumer choices for sustainable products and practices, integrating behavioral and digital technology and ethical implications of OBM.

Abstract: In 2005, Ioannidis proclaimed "Why Most Published Research Findings Are False." RetractionWatch has cataloged over 20,000 scientific papers that have been withdrawn since 2010. The "replication crisis" is not the result of a few bad actors but rather is a systems problem. This presentation reviews "replication crisis" from a behavioral systems analysis perspective, identifies the metatcontogencies of the "countability culture" in academia and research that maintain the problem, and proposes solutions based on open science practices, ethical standards and methodological pluralism, noting that OBM research has been a leader in this regard.

#479 Symposium

10:00 am–10:50 am Marriott Marquis, Level M4, Capitol/Congress OBM; Applied Research BACB CE Offered. CE Instructor: Jennifer N. Fritz, Ph.D.

Improving Safety-Related Behavior of Employees and Caregivers During Episodes of Aggression Chair: Jennifer N. Fritz (University of Houston-Clear Lake)

Analysis and Treatment to Increase Adherence With Safety Guidelines for Employees Working in Human Services

SHANTEL PUGLIESE, Byron J. Wine, Christopher Morgan, Trang Doan, Jody Liesfeld, Nicholas Vanderburg, and Eli T. Newcomb (The Faison Center)

Teaching Caregivers to Respond Safely During Precursors to Aggression

YUHUI MICHELLE WANG, Jennifer N. Fritz, Caitlyn Nichole Metoyer, Justin Charles Hunt, and Victoria Fletcher (University of Houston-Clear Lake)

Personal Protection Skills Training for Caregivers During Aggressive Episodes

NING CHEN, Jennifer N. Fritz, Victoria Fletcher, Alexis Marcouex, and Justin Charles Hunt (University of Houston-Clear Lake)

#480 Invited Tutorial

10:00 am–10:50 am Walter E. Washington Convention Center, Level 2, Room 207A PRA; Service Delivery PSY/BACB/NASP CE Offered. CE Instructor: Linda LeBlanc, Ph.D.

Designing Effective Game-Based Instruction: A Tutorial Chair: Susan Wilczynski (Ball State University)

LINDA LEBLANC (LeBlanc Behavioral Consulting LLC)



Linda A. LeBlanc, Ph.D., BCBA-D, licensed psychologist is the president of LeBlanc Behavioral Consulting. She is the editor in chief of the Journal of Applied Behavior Analysis and is a former associated editor of Behavior Analysis in Practice, The Analysis of Verbal Behavior, and Education and Treatment of Children. She previously served as a professor at Claremont McKenna College, Western Michigan University and Auburn University and as the Executive Director of Trumpet Behavioral Health, leading the creation of large-scale systems for clinical standards, quality assurance, and research. She has over 110 publications in the areas of behavioral treatment of autism, technology-based behavioral interventions, supervision and mentorship, leadership, and systems development in human services. She is the 2016 recipient of the American Psychological Association Nathan H. Azrin Award for Distinguished Contribution in Applied Behavior Analysis.

Abstract: Naturalistic teaching strategies involve incorporation of natural environments, natural change agents, and naturally occurring stimulus conditions and teaching contexts into instruction. One way to do this is to create instructional programs that are more game-like in design. These game-based programs can help to establish important social repertoires (e.g., taking turns, hiding eyes and waiting, being a good sport) as well as the primary skills that are targeted. This tutorial will review examples of game-based instruction and recommendations for modifying structured teaching to be more game-like and naturalistic.

#481 Invited Tutorial

10:00 am–10:50 am Marriott Marquis, Level M2, Marquis Ballroom 6 SCI; Theory BACB/PSY/QABA CE Offered. CE Instructor: Anthony Biglan, Ph.D.

The Nurture Consilience: Evolving Societies That Work for Everyone

Chair: Cynthia J. Pietras (Western Michigan University)

ANTHONY BIGLAN (Oregon Research Institute)



Anthony Biglan, Ph.D., is a senior scientist at Oregon Research Institute. He is the author of *The Nurture Effect: How the Science of Human Behavior Can Improve our Lives and Our World*. Dr. Biglan has been conducting research on the development and prevention of child and adolescent problem behavior for the past 30 years. His work has included studies of the risk and protective factors associated with tobacco, alcohol, and other drug use; high-risk sexual behavior; and antisocial behavior. He has conducted numerous experimental evaluations of interventions to prevent tobacco use both through school-based programs and community-

wide interventions. 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 and colleagues at the Center for Advanced Study in the Behavioral Sciences published a book summarizing the epidemiology, cost, etiology, prevention, and treatment of youth with multiple problems (Biglan et al., 2004). He is a former president of the Society for Prevention Research. He was a member of the Institute of Medicine Committee on Prevention, which released its report in 2009 documenting numerous evidence-based preventive interventions that can prevent multiple problems. As a member of Oregon's Alcohol and Drug Policy Commission, he is helping to develop a strategic plan for implementing comprehensive evidence-based interventions throughout Oregon. Information about Dr. Biglan's publications can be found at http://www.ori.org/scientists/anthony_biglan.

Abstract: This presentation will argue that what might be called "The Nurture Consilience" provides a framework for guiding the further evolution of our societies. E. O. Wilson describes consilience as "the linking of facts and fact-based theory across disciplines to create a common groundwork of explanation." I will prevent evidence from evolutionary biology, behavior analysis, development, clinical, and social psychology, and medicine about the nurturing conditions that humans need to thrive and the toxic conditions that undermine wellbeing and promote the development of a constellation of psychological, behavioral, and health problems. Research has identified programs, policies, and practices that replace toxic conditions with environments that limit opportunities and influences for problem behavior, richly reinforce diverse forms of prosocial behavior, and cultivate psychological flexibility. However, advocacy for free market economics has corrupted virtually every sector of society; practices in business, health care, education, criminal justice, media, and government have been selected by their contribution to the wealth of a small segment of the population; the majority of people have been harmed. I will describe how we can evolve societies that foster general wellbeing, by creating contingencies that select practices that minimize harm and contribute to the general wellbeing.

#482 Symposium

10:00 am–10:50 am Marriott Marquis, Level M4, Independence D TBA/OBM; Service Delivery BACB CE Offered. CE Instructor: Lloyd D. Peterson, Ph.D.

Training Pre-Service Behavior Analysts: A Review of Multiple Training Systems Chair: Lloyd D. Peterson (Western Michigan University)

Creating an Organizational Pre Service Supervision System: A Review of Melmark's Learning Series JENNIFER RUANE and Shawn P. Quigley (Melmark) and Mary Jane Weiss (Endicott College)

Evaluating the Softer Side of Supervision: Recommendations When Teaching and Evaluating Behavior-Analytic Professionalism

MICHAEL KRAŃAK (Kennedy Krieger Institute; Johns Hopkins University School of Medicine) and Natalie Andzik (Northern Illinois University)

Teaching Graduate ABA Students to Utilize Single Subject Design in Applied Settings SUSAN AINSLEIGH (Bay Path University)

#483 Panel Discussion

10:00 am–10:50 am Marriott Marquis, Level M4, Archives TBA/EDC; Theory BACB CE Offered. CE Instructor: Nicole M. Davis, Ph.D.

High-Contact, High-Quality Teaching Strategies for Distance Learning in Applied Behavior Analysis Chair: Nicole M. Davis (Northeastern University)

DIPTI MUDGAL (Ball State University) LAURA L. DUDLEY (Northeastern University) VERONICA J. HOWARD (University of Alaska Anchorage)

#484 Symposium

10:00 am–10:50 am Walter E. Washington Convention Center, Level 1, Salon I VRB/PCH; Translational BACB CE Offered. CE Instructor: Ryan C. Speelman, Ph.D.

Pushing Language Relations to the Edge: Advanced Investigations of Derived Relational Responding as a Generalized Operant

Chair: Amanda Chastain (University of Southern California; FirstSteps for Kids) Discussant: Seth W. Whiting (Central Michigan University)

PEAK Establishes Derived Relational Responding as an Overarching Operant RYAN C. SPEELMAN (Pittsburg State University)

A Comparison of Embedded and Withheld Tests Derived Language Relations During the Acquisition Trained Relations in Children CHANTAL RAINFORD (Autism Care West 11 C), Jordan Reliste (Missouri State University) :

CHANTAL RAINFORD (Autism Care West, LLC), Jordan Belisle (Missouri State University), and Charles Marriott (Autism Care West, LLC)

#485 Symposium

10:00 am–11:50 am Walter E. Washington Convention Center, Level 2, Room 206 AUT/EDC; Applied Research BACB CE Offered. CE Instructor: Mariann Szabo, M.Ed.

Behavior Analytic Research in a School for Children and Young Adults Diagnosed With Autism and a Learning Disability

Chair and discussant: Mariann Szabo (Jigsaw CABAS School)

Peer Tutoring: A Comparison of the Rate of Tact Acquisition by Pupils Diagnosed With Autism When Taught by Peers or Teachers ADRIANA BORZECKA and Kate Hewett (Jigsaw CABAS School)

The Effects of Discrimination Training of Known and Unknown Stimuli on the Acquisition of Observational Learning for Young People Diagnosed With Autism BERNADETTE ALICE ALLCOCK (Jigsaw CABAS School) and Grant Gautreaux (Nicholls State University)

The Play Unit? Response Variability and Verbal Operants in Play Following Learn Unit Instruction HAYLEY LOUISE LOCKE, Kate Hewett, and Emma Hawkins (Jigsaw CABAS School)

Testing the Effects of Mirror Training on Generalized Imitation of Play Actions and Independent Play MIRIAM DUDEK and Veronica Baroni (Jigsaw CABAS School)

#486 Symposium

10:00 am-11:50 am Walter E. Washington Convention Center, Level 1, Room 103 DDA/AUT; Applied Research BACB CE Offered. CE Instructor: Nicole Heal, M.Ed.

Treating Dangerous Problem Behavior and Teaching Skills Without Physical Management: Enhanced Choice Model Extensions

Chair: John E. Staubitz (Vanderbilt University Medical Center, TRIAD) Discussant: Nicole Heal (Margaret Murphy Center for Children)

Evaluating a Behavior Skills Training Package for School-Based Implementers of Skill-Based Treatment MARNEY SQUIRES POLLACK, Johanna Staubitz, and Blair Lloyd (Vanderbilt University)

Specific Mands as a Generalized Outcome of an Enhanced Choice Model of Skill-Based Treatment JOHANNA STAUBITZ (Vanderbilt University) and John E. Staubitz, Michelle Mahoney Hopton, and William P. Martin (Vanderbilt University Medical Center, TRIAD)

Distance-Based Collaborations for Assessing and Treating Problem Behavior RACHEL METRAS and Gregory P. Hanley (Western New England University; FTF Behavioral Consulting)

On the Generality and Implications of the Tendency to Prefer the Contingent Aspect of Reinforcement HOLLY GOVER and Gregory P. Hanley (Western New England University; FTF Behavioral Consulting)

#487 Symposium

10:00 am-11:50 am Walter E. Washington Convention Center, Level 1, Salon H DDA/AUT; Translational BACB CE Offered. CE Instructor: David R Donnelly, Ph.D.

Automatic or Undifferentiated Functional Analysis Results for Individuals With Challenging Behavior: Digging Deeper

Chair and discussant: David R. Donnelly (private practice; Webster University)

What Does Toward a Functional Analysis of Problem Behavior Look Like Today? ELIZABETH ANDRESEN (Autism Learning Partners) and David R. Donnelly (private practice; Webster University)

Functional Analysis, Treatment Analysis, and Physiological Measures to Investigate the Role of Positive and Negative Automatic Reinforcement in the Treatment of Problem Behavior NANCY I. SALINAS (Harmony Behavioral Health)

A Habituation Protocol for Increasing Tolerance for Measuring Physiological Responses SHAWN E. HAPPE (Harmony Behavioral Health)

Rethinking Automatic Reinforcement: Matching Law Contribution to Developing Effective Treatment ZHICHUN ZHOU (Webster University)

#488 Symposium

10:00 am–11:50 am Marriott Marquis, Level M2, Marquis Ballroom 3/4 EAB; Basic Research

Neuroscientific Measures of Stimulus Equivalence

Chair: Marcelo Vitor Silveira (Universidade Federal do ABC) Discussant: Daniele Ortu (University of North Texas)

Number of Meaningful Stimuli in Matching-to-Sample Procedure and Eye-Tracking LIVE FAY BRAATEN and Erik Arntzen (Oslo Metropolitan University)

An ERP Investigation of Stimulus Equivalence Based on "Name-Object" Relations

Gustavo Dias, EDSON MASSAYUKI HUZIWARA, and Renato Bortoloti (Universidade Federal de Minas Gerais) and Marcelo Vitor Silveira (Universidade Federal do ABC)

N400 Compared Between Adults With and Without High Functioning Autism

GURO DUNVOLL and Erik Arntzen (Oslo Metropolitan University), Torbjørn Elvsåshagen (Norwegian Centre for Mental Disorders Research), Christoffer Hatlestad-Hall (CHTD Research, Division of Clinical Neuroscience; Oslo University Hospital), and Eva Malt (Department of Adult Habilitation)

Delayed Emergence of N400 Following Extensive Equivalence Testing

MARCELO VITOR SILVEIRA (Universidade Federal do ABC), Eduardo Vilela (Universidade de São Paulo), Gustavo Dias (Universidade Federal de Minas Gerais), and Marcelo S. Caetano (Universidade Federal do ABC)

#489 Symposium

10:00 am–11:50 am Marriott Marquis, Level M4, Independence E EDC/TBA; Applied Research BACB CE Offered. CE Instructor: Denise Ross, Ph.D.

Reading Interventions for Struggling Readers: Training and Instructional Procedures Chair: Ariana D'Arms (Western Michigan University)

Discussant: Denise Ross (Western Michigan University)

The Effectiveness of Oral Retelling as a Reading Comprehension Strategy for Elementary Students With Reading Delays

BRANDI FONTENOT (Community Living Options Transitions of Kalamazoo)

A Comparison of the Effects of Sustained Silent Reading and Reciprocal Reading on Reading Motivation for Middle School Students With Reading Delays MARGARET UWAYO (First Leap Pediatric Therapy)

Behavioral Skills Training and Literacy: Supporting Reading Instructors in Adult Education Centers MYA HERNANDEZ (Lake Michigan College)

The Effects of Self-Observation on Implementation of Direct Instruction Reading Curricula KATHERINE MAHAFFY (Association for Behavior Analysis International)

#490 Symposium

10:00 am–11:50 am Marriott Marquis, Level M1, Georgetown PCH/EAB; Translational

Rethinking Reinforcement: Moving Beyond Response Strength

Chair: Carsta Simon (University of Agder, Norway) Discussant: Timothy A. Shahan (Utah State University)

Reconsidering Reinforcement: Was It Induction All Along? CARSTA SIMON (University of Agder)

Control by Past, Present, and Potential Depends on Generalization Across Multiple Dimensions SARAH COWIE (The University of Auckland)

Avoidance, Induction, and the Illusion of Reinforcement WILLIAM M. BAUM (University of California, Davis)

How the Conceptualization of Behavior-Environment Interaction as a Selectionist System Relates to Material Reality JACK J. MCDOWELL (Emory University)

#491 Invited Presenter

11:00 am–11:50 am Walter E. Washington Convention Center, Level 3, Ballroom AB DEI; Service Delivery PSY/BACB/QABA/NASP CE Offered. CE Instructor: Shahla Ala'i, Ph.D.

Cultural Responsiveness, Social Justice, and Behavior Analysis Chair: Carol Pilgrim (University of North Carolina Wilmington)

SHAHLA ALA'I (University of North Texas)



Shahla Ala'i received her BS from Southern Illinois University and her MA and Ph.D. from the University of Kansas. She is an associate professor in the Department of Behavior Analysis at the University of North Texas (UNT) and the director of the North Texas Autism Project (NTAP). NTAP is a service, training and research program working in cooperation with several global partners, with applied anthropologists, and with Easter Seals North Texas. Shahla is also a member of a social justice collective at UNT. This is an interdisciplinary effort designed to create a space for applied research and activism in social justice and includes faculty and anthropologists.

students from woman's and gender studies, applied anthropology and behavior analysis. Shahla feaches classes on ethics, autism intervention, parent training, applied research methods, and behavior change techniques. Shahla served on the governing board of the Behavior Analysis Certification Board and as a subject matter expert on supervision and on ethics. Shahla currently serves on the ABAI Practice Board and the APBA Diversity Ad Hoc Task Force. She has published and presented research on ethics in early intervention, play and social skills, family harmony, change agent training, and evidence-based practice. Her research is applied and grounded in a commitment to love and science. She has trained hundreds of

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master's level behavior analysts who have gone on to serve families and communities with honor. Shahla has over four decades of experience working with families, particularly those from non-dominant cultural backgrounds. She travels and presents her work nationally and internationally to both professional and lay audiences. She was awarded an Onassis Foundation Fellowship for her work with families, was the recipient of UNT's prestigious student selected "Fessor Graham" teaching award, and received the Texas Association for Behavior Analysis Career Contributions Award in 2019.

Abstract: The voice and inclusion of people of diverse cultural identities is expanding within the world and within our discipline. This expansion presents both tensions and possibilities. Ideally, applied behavior analysts should be developing increasingly more cultural responsiveness in all aspects of research and practice. That is not the case. Cultural responsiveness is closely yoked with lived experience, social justice, and the kyriarchy. The purpose of this presentation is to explore worldviews in the context of coloniality and to then relate this to our disciplinary and personal responses to power and efforts to contribute to a more socially just world. This includes consideration of global trends, the aims and history of our discipline, womanist and determinist worldviews, and ethics. The presentation will close with a discussion of pathways to cultural responsiveness and social justice.

#492 Symposium

11:00 am–11:50 am Walter E. Washington Convention Center, Level 2, Room 202B AUT/DDA; Applied Research BACB CE Offered. CE Instructor: Eileen M. Roscoe, Ph.D.

Novel Applications of Functional Analysis: Topographies, Twins, and Telemedicine Chair: Eileen M. Roscoe (New England Center for Children)

A Functional Analysis of Immediate Echolalia

ZOE NEWMAN, Eileen M. Roscoe, and Sarah Lundstrom (New England Center for Children; Western New England University)

Trial-Based Functional Analyses With Multiples with Autism Spectrum Disorder

MEGHAN DESHAIS (Caldwell University) and Timothy R. Vollmer, Eliana M. Pizarro, and Brandon C. Perez (University of Florida)

Trial-Based TeleFunctional Analysis for Individuals With SYNGAP1-Related Intellectual Disability GRIFFIN ROOKER (Kennedy Krieger Institute), Constance Smith-Hicks (Kennedy Krieger Institute; Johns Hopkins University School of Medicine), Molly K. McNulty (Kennedy Krieger Institute), and Michael Kranak (Kennedy Krieger Institute; Johns Hopkins University School of Medicine)

#493 Symposium

11:00 am-11:50 am Walter E. Washington Convention Center, Level 2, Room 201 AUT/PCH; Translational BACB CE Offered. CE Instructor: Becky Barron, M.S.

Investigations of Higher Order Verbal Behavior: Modifications to Relational Training Procedures to Promote Derived Relational Responding

Chair: Daniel Howell (Arizona State University Department of Psychology)

Evaluating the Effects of Relational Training Procedures on Dementia Severity and Memory in Older Adults

AYLA SCHMICK and Mark R. Dixon (Southern Illinois University)

The Relationship Between Ocular Observing Responses and Relational Training Procedures for Children With Autism Spectrum Disorder BECKY ARPDON and Mark B. Divon (Southarn Illinois University)

BECKY BARRON and Mark R. Dixon (Southern Illinois University)

From Basic Research to Applied Intervention: A Pilot Study on PEAK Life ZHIHUI YI, Ayla Schmick, Mark R. Dixon, and Kwadwo O. Britwum (Southern Illinois University) and Kait Matson and Imran A. Khan (ABA of Illinois)

#494 Symposium

11:00 am–11:50 am Walter E. Washington Convention Center, Level 1, Salon A CBM/AUT; Service Delivery BACB CE Offered. CE Instructor: Anna Garcia, Ph.D.

Providing Culturally Competent Services to Families of Diverse Backgrounds

Chair: Anna Garcia (Rightpath Research and Innovation Center; University of South Florida) Discussant: Sarah E. Bloom (University of South Florida) Cultural Reciprocity in Behavior Analytic Services: Why Does It Matter? ANNA GARCIA (Rightpath Research and Innovation Center; University of South Florida)

Readability of Behavior Treatment Plans Written by Behavior Analysts VALERIA MACUARE and Anna Garcia (University of South Florida)

Using the Prevent-Teach-Reinforce for Families With Hispanic Families of Young Children With Autom Spectrum Disorder

RACHEL ELIZABETH AYRES, Melissa Santiago, and Kwang-Sun Cho Blair (University of South Florida)

Using Fotonovelas to Teach Reinforcement Procedures to Hispanic Parents SARA GARCIA, Anna Garcia, Vanessa Morejon-Campos, and Trina Spencer (University of South Florida)

#495 Panel Discussion

11:00 am–11:50 am Marriott Marquis, Level M4, Liberty N-P CSS; Service Delivery BACB CE Offered. CE Instructor: Denisha Gingles, M.S.

Examining Racial and Implicit Bias Within the Field of Applied Behavior Analysis Chair: Vanessa Bethea-Miller (Bethea-Miller Behavioral Consulting)

DENISHA GINGLES (Signature Behavior Analytic Services) SHAWN CAPELL (Covenant 15:16 LLC) KRISTEN CSIZMADIA (Bethea-Miller Behavioral Consulting)

#496 Panel Discussion

11:00 am-11:50 am Walter E. Washington Convention Center, Level 1, Salon G DDA; Service Delivery BACB/QABA CE Offered. CE Instructor: Shelby Gundling, M.Ed.

Hello! I Am Your Student, Have You Noticed Me?

Chair: Shelby Gundling (Central Reach)

MEGAN MILLER (#dobetter Pod) JENNIFER LAMARCA (Applied Behavior Center for Autism) KRISTINA ZACCARIA (CLM Center of Excellence)

#497 Invited Presenter

11:00 am–11:50 am Marriott Marquis, Level M4, Liberty I-L OBM; Applied Research BACB/QABA/NASP CE Offered. CE Instructor: Fabio Tosolin, Ph.D.

Behavior-Based Safety Driving: Improve Your Driving With the B-BS Protocol Chair: Nicole Gravina (University of Florida)

FABIO TOSOLIN (Association for the Advancement of Radical Behavior Analysis)

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Fabio Tosolin is the behavior analyst and consultant that since the 1980s has been introducing, spreading and applying behavior analysis and organizational behavior management (OBM) principles both in Italy and Europe. In 1985, he founded his own consulting company, FT&A, that is specialized in performance management (PM), learning technologies, and behavior-based safety (B-BS), for the last of which he's also a referent of European level. His company counts hundreds of PM and B-BS processes implemented in plants and construction sites in Italy and around the world. He is currently professor of human factors in HSEQ management in the

safety engineering master's degree course, Faculty of Industrial Processes, at Polytechnic of Milano and president of the Italian Associate Chapter of ABAI, made of both the oldest and largest Italian Behavior Analysis Scientific Societies (AARBA and AIAMC). Since 2003, he's also chair of the European Scientific Conference on OBM, PM, B-BS, held by AARBA. In 2019, he received the SABA Award for his significant contribution to the international dissemination/development of behavior analysis.

Abstract: In recent years, technological progress has made it possible to design more and more modern vehicles that satisfy new safety standards required by society and law. Despite this and the many awareness-raising campaigns aimed at promoting safer driving in line with contemporary society values, the number of driving accidents has been far from zero. One reason is surely because very few have considered the matter from a behavioral point of view. The development of an app to deliver consequences to drivers is an essential, but small, part of a wide-ranging project that must necessarily involve all the relevant stakeholders, if we really want to improve our driving habits.

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#498 Panel Discussion

11:00 am-11:50 am Marriott Marguis, Level M4, Capitol/Congress **OBM/AUT**; Translational BACB CE Offered. CE Instructor: Danielle L. Gureghian, Ph.D.

Teaching and Supporting Professional Behavior in Academic and Clinical Settings Chair: Danielle L. Gureghian (Garden Academy)

LAURA L. GROW (Garden Academy) TIFFANY KODAK (Marquette University) SARAH A. LECHAGO (University of Houston-Clear Lake)

#499 Invited Presenter

11:00 am-11:50 am Marriott Marquis, Level M4, Independence A-C TBA: Applied Research PSY/BACB/QABA/NASP CE Offered. CE Instructor: Daniel Fienup, Ph.D.

Skill Acquisition Learning Arrangements: How the Little Things Can Make a Big Difference Chair: R. Douglas Greer (Columbia University Teachers College and Graduate School of Arts and Sciences)

DANIEL FIENUP (Teachers College, Columbia University)



Daniel M. Fienup is an associate professor of applied behavior analysis at Teachers College, Columbia University. He received his master's in applied behavior analysis from Southern Illinois University and his Ph.D. in school psychology from Illinois State University. Dr. Fienup and his students conduct research on instructional design and educational performance. Dr. Fienup is an associate editor for the *Journal* of Behavioral Education and The Analysis of Verbal Behavior. He also serves on the editorial board for Behavior Analysis in Practice, The Psychological Record, Behavior Analysis: Research and Practice, Journal of Developmental and Physical Disabilities,

and Behavior Development. He serves on the Licensed Behavior Analyst New York State Board and is a past board member of the New York State Association for Behavior Analysis.

Abstract: This talk will discuss learning arrangements—or the combination of instructional components that affect skill acquisition. Often, skill acquisition programming is developed and evaluated by comparing some instructional package to no instructional package (baseline responding). This is useful toward developing technologies that are likely to produce the intended outcomes. Many years of such research has produced a large "toolbox" of applied behavior analysis intervention approaches. But, for an instructor working with a specific learner, what combination of instructional components should the instructor choose? This talk will discuss the comparative effectiveness of different learning arrangements and instructional components that promote both effective and efficient learning. Research that will be discussed includes components such as trial arrangements and mastery criteria and how these components differentially affect skill acquisition.

#500 Symposium

11:00 am-11:50 am Marriott Marguis, Level M4, Independence D TBA: Translational BACB CE Offered. CE Instructor: Margaret Payone Dannevik. Ph.D.

Everyone Eats: Behavior Analysis Applied to Eating and Meal-Related Behaviors Chair: Margaret Pavone Dannevik (Lindenwood University)

Utilizing an Online Video Series to Increase Frequency of Home Cooking TONY CHAMBERS (Special School District St. Louis MO) and Margaret Pavone Dannevik

(Lindenwood University)

Why Do Behavior Analysts Eat What They Eat? CLINT EVANS (Behavior Therapy Specialists of Illinois and Missouri) and Margaret Pavone Dannevik (Lindenwood University)

Everybody Eats! A Model for Supervisors Assisting Students in Acquiring Experience Working With Problematic Eating and Activity-Related Behaviors MARGARET PAVONE DANNEVIK and Nicole Vaux (Lindenwood University)

#501 Panel Discussion

11:00 am–11:50 am Marriott Marquis, Level M4, Archives TBA/OBM; Service Delivery BACB CE Offered. CE Instructor: Shawn P. Quigley, Ph.D.

I Graduated and Now I'm a Supervisor: How Do I Manage My Time Effectively and Become an Awesome Supervisor?

Chair: Avner Fraidlin (Western Michigan University)

JENNIFER N. FRITZ (University of Houston-Clear Lake) SHAWN P. QUIGLEY (Melmark) KATHY FOX (Haugland Learning Center)

#502 Symposium

11:00 am–11:50 am Walter E. Washington Convention Center, Level 1, Salon I VRB/EDC; Translational BACB CE Offered. CE Instructor: Ryan C. Speelman, Ph.D.

Expanding the Summit: Advancements in PEAK Relational Training System Applications Chair: Ryan C. Speelman (Pittsburg State University)

Pre-Post PEAK-CA Changes Following 3-Months of Instruction in a Special Education Setting LINDSEY DENNIS and Jordan Belisle (Missouri State University)

Executive Functioning and Construct Validity of the PEAK-CA TAYLOR MARIE LAUER and Jordan Belisle (Missouri State University)

PEAK Case Conceptualization Tool MARY GRACE CAVALIERE, Alyssa N. Wilson, and Keyana Cooke (Saint Louis University)

#503 Symposium

11:00 am–12:50 pm Walter E. Washington Convention Center, Level 2, Room 202A AUT/VRB; Applied Research BACB CE Offered. CE Instructor: Caio F. Miguel, M.A.

Emergent Responding: Recent Advances and Future Directions

Chair: Kathleen Emily Marano (Caldwell University) Discussant: Caio F. Miguel (California State University, Sacramento)

Teaching Who, What, and Where Using Matrix Training

MARIA ČLARA CORDEIRO, Mary Halbur, and Tiffany Kodak (Marquette University); Gabriella Rachal Van Den Elzen (Munroe-Meyer Institute, University of Nebraska Medical Center); and Jessi Reidy (Marquette University)

Matrix Training With and Without Instructive Feedback ALEXANDRA MARIE CAMPANARO, Bryan Rickoski, Jason C. Vladescu, and Sharon A. Reeve (Caldwell University) and Danielle L. Gureghian (Garden Academy)

The Effects of Varying Matrix Training Arrangements on Recombinative Generalization REBECCA DURHAM, Samantha Bergmann, and Karen A. Toussaint (University of North Texas)

Comparing the Efficacy and Efficiency of Tact Training Procedures for Generalization With Children With Autism Spectrum Disorder

GABRIELLA RACHAL VAN DEN ELZEN and Regina A. Carroll (Munroe-Meyer Institute, University of Nebraska Medical Center)

#504 Symposium

11:00 am–12:50 pm Walter E. Washington Convention Center, Level 2, Room 207B AUT; Applied Research BACB CE Offered. CE Instructor: Jennifer Rebecca Weyman, Ph.D.

Issues Related to Assessment and Treatment of Problem Behavior from a Variety of Perspectives

Chair: Jennifer Rebecca Weyman (University of Missouri) Discussant: Megan A. Boyle (Missouri State University)

Some Effects of Functional Analysis on Problem Behavior Outside of Session

KARIE JOHN, Sarah E. Bloom, Andrew L. Samaha, Marlesha Bell, and Paige Talhelm (University of South Florida)

An Application of the Trial-Based Functional Analysis to Assess Problem Behavior Evoked by Ritual Interruption

JENNIFER REBECCA WEYMAN (University of Missouri), Sarah E. Bloom (University of South Florida), Claudia Campos (Florida Institute of Technology), and Anna Garcia (University of South Florida)

Development and Validation of the Waiting Assessment Interview Tool and Evaluation of Individualized Waiting Durations in Signaled Reinforcement

CLAUDIA CAMPOS (Florida Institute of Technology), Sarah E. Bloom (University of South Florida), Jennifer Rebecca Weyman (University of Missouri), and Anna Garcia (University of South Florida)

Translational Evaluation of History Effects on Resurgence

PAIGE TALHELM, Sarah E. Bloom, Anthony Concepcion, and Andrew L. Samaha (University of South Florida)

#505 Symposium

11:00 am–12:50 pm Walter E. Washington Convention Center, Level 1, Room 102 AUT; Translational BACB CE Offered. CE Instructor: Kerri L. Milyko, Ph.D.

Value Based Care and Behavior Analysis

Chair and discussant: Steven Merahn (Union In Action, Inc.)

Value-Based Care and Research: A Comparison of Behavior Analysis and Behavior Analysis + Precision Teaching

RICHARD M. KUBINA (Penn State University; CentralReach)

Implementing a Precision Measurement System to Deliver a Value Based Care Model of ABA Services BRIAN LOPEZ and Allison Bartsch (JumpStart Autism Center)

Medial and Distal Progress Monitoring to Measure Care KERRI L. MILYKO (CentralReach)

The Need for Technology in Defining Value-Based Reimbursement Measures for ABA Therapy DAVID STEVENS (CentralReach)

#506 Symposium

11:00 am–12:50 pm Marriott Marquis, Level M2, Marquis Ballroom 5 BPN/EAB; Basic Research BACB CE Offered. CE Instructor: Gregory J. Madden, Ph.D.

Current Directions in Behavioral Economic Approaches to Demand

Chair: Bethany R. Raiff (Rowan University) Discussant: Gregory J. Madden (Utah State University)

A Behavioral Economic Swiss-Army Knife: Flexible Applications of the Commodity Purchase Task in Behavior Analysis

JUSTIN CHARLES STRICKLAND (Johns Hopkins University School of Medicine)

Delay Discounting and Behavioral Economic Demand for Alcohol in a Census-Matched National Sample of Adults

MIKHAIL KOFFARNUS (University of Kentucky College of Medicine) and Brent Kaplan (University of Kentucky)

Reduced-Nicotine Cigarettes: Behavioral-Economics of Operant Reinforcement MATTHEW W. JOHNSON, Sean Dolan, David Cox, and Justin Charles Strickland (Johns Hopkins University School of Medicine) and Meredith Steele Berry (University of Florida)

Examining the Utility of a Functional Purchase Task to Measure Motives for Non-Medical Prescription Stimulant Use

MATTHEW J. DWYER, Connor Andrew Burrows, and Bethany R. Raiff (Rowan University)

#507 Symposium

11:00 am-12:50 pm Walter E. Washington Convention Center, Level 1, Salon B CBM; Applied Research BACB CE Offered. CE Instructor: Valerie M. Volkert, M.A.

Recent Advancements in the Treatment of Pediatric Feeding Disorders

Chair: Connor Sheehan (Center for Pediatric Behavioral Health; University of North Carolina Wilmington) Discussant: Valerie M. Volkert (Marcus Autism Center; Emory School of Medicine)

Evaluation of Preference Shifts Following Treatment for Picky Eaters JESSICA FOSTER JUANICO and Claudia L. Dozier (University of Kansas)

A Replication of an Examination of Food Preferences Before and After Treatment for a Pediatric Feeding Disorder

JASON R. ZELENY and Cathleen C. Piazza (Munroe-Meyer Institute, University of Nebraska Medical Center), Valerie M. Volkert (Marcus Autism Center; Emory School of Medicine), Vivian F. Ibanez (University of Florida), Jaime Crowley (May Institute), and Caitlin A. Kirkwood (Center for Pediatric Behavioral Health, University of North Carolina Wilmington)

Comparing High-Probability Demands With and Without Food to Increase the Consumption of Healthy Food in Picky Eaters

LAURA TARDI and Kimberley L. M. Zonneveld (Brock University)

Evaluating Staff and Caregiver Training Within Pediatric Feeding

RONALD J. CLARK (Florida Institute of Technology) and Corina Jimenez-Gomez and Christopher A. Podlesnik (Auburn University)

#508 Symposium

11:00 am-12:50 pm Marriott Marguis, Level M4, Liberty M CSS: Translational

"What" and "How" Psychology Could Be Related to Other Disciplines: An Interbehavioral Approach Chair: Carlos de Jesús de Jesús Torres (University of Guadalajara) Discussant: Mitch Fryling (California State University, Los Angeles)

Individual Behavior and the Problems of Social Coexistence GERARDO A. ORTIZ RUEDA, Nora Rangel, Carmen Quintana, and Carlos de Jesús de Jesús Torres (University of Guadalajara) and Karla Acuña (Universidad de Sonora)

Teamwork Interaction in Software Development: Proposing a Model ADRIANA PEÑA (Universidad de Guadalajara), Mirna Muñoz (Centro de Investigación en Matemáticas), Nora Rangel and Carlos de Jesús Torres (Universidad de Guadalajara)

Interbehavioral Psychology Contributions in the Field of School Education KARLA ACUNA. Miriam Yerith Jimenez, and Alfonso López (Universidad de Sonora)

Linguistic Transformations May Promote Behavior Change TELMO EDUARDO PEÑA CORREAL (Universidad Javeriana)

#509 Symposium

11:00 am-12:50 pm Marriott Marguis, Level M4, Independence F-H EDC; Applied Research BACB CE Offered. CE Instructor: Rocky Haynes, Ph.D.

Implementation of Teacher Consultation in Public Schools Chair: Trevor Maxfield (University of South Florida)

Discussant: Rocky Haynes (University of South Florida)

Promoting Equity in Teachers' Use of Behavior Specific Praise With Self-Monitoring and Performance Feedback

ASHLEY ELIZABETH KNOCHEL and Kwang-Sun Cho Blair (University of South Florida)

Using the Prevent-Teach-Reinforce for Secondary Model for High School Students With Autism Spectrum Disorders

Deanna Deenihan, Kwang-Sun Cho Blair, and DANIELLE ANN RUSSO (University of South Florida)

Implementation of the Prevent-Teach-Reinforce Model Within Multi-tiered Systems of Support for Elementary School Students With Problem Behavior Sofia Reves, Kwang-Sun Cho Blair, and NICOLE MARIE HARRIS (University of South Florida)

Using Differential Reinforcement of Other Behaviors and Response Cost as a Class-Wide Intervention to Improve Student and Teacher Behaviors Monika Bardzilauskaite, RACHEL SCALZO, and Kwang-Sun Cho Blair (University of South Florida)

#510 Invited Tutorial

11:00 am–12:50 pm Walter E. Washington Convention Center, Level 2, Room 207A PRA; Service Delivery PSY/BACB/QABA/NASP CE Offered. CE Instructor: Thomas Higbee, Ph.D.

Building Independence and Complex Social Play in Children With Autism Spectrum Disorders Using Photographic Activity Schedules and Social Scripts

Chair: Sarah Frampton (May Institute, Inc.)

THOMAS HIGBEE (Utah State University)



Dr. Thomas S. Higbee is a professor and interim department head in the Department of Special Education and Rehabilitation at Utah State University and executive director of the Autism Support Services: Education, Research, and Training Program, an early intensive behavioral intervention program for children with autism that he founded in 2003. He is a doctoral-level board certified behavior analyst and a licensed behavior analyst in the state of Utah. He is also chair of the Disability Disciplines Doctoral Program at Utah State University. His research focuses on the development of effective educational and behavioral interventions for children with autism spectrum disorders

and related disabilities as well as the development of effective training strategies for teaching parents and professionals to implement effective interventions. He is a former associate editor for the *Journal of Applied Behavior Analysis* and the *European Journal of Behavior Analysis*. Dr. Higbee is committed to the dissemination of effective behavioral interventions and has helped to create intensive behavior analytic preschool and school programs for children with autism and related disorders in Brazil, Russia, Portugal, and throughout his home state of Utah. He is the past president of the Utah Association for Behavior Analysis and has served as a member of the Practice Board of the Association for Behavior Analysis International and the Psychologist Licensing Board of the state of Utah.

Abstract: Many students with autism and other developmental disabilities have difficulty sequencing their own behavior during free-choice situations. Rather, they rely on adults to prompt them to engage activities. Many do not interact appropriately with play materials or may select one activity and engage in it for an extended period. Photographic activity schedules have been shown to be an effective tool to teach children to sequence their own behavior and transition smoothly between multiple activities. Children learn to follow the visual cues in the activity schedule to make transitions instead of relying on adult-provided prompts. Activity schedules also provide a context for teaching basic and complex choice-making behavior. As children develop verbal behavior, social scripts can also be added and then later faded to promote social interaction. Activity schedules have been used successfully in a variety of settings with both children and adults with various disabilities. They are easy to use and can be adapted to most environments. In the present tutorial, participants will learn how to use activity schedules with clients/students as well as learn about recent research on using these techniques to promote complex social play.

#511 Invited Presenter

DE Recorded Session

12:00 pm–12:50 pm Walter E. Washington Convention Center, Level 3, Ballroom AB DEI; Service Delivery BACB/PSY/QABA CE Offered. CE Instructor: Ramona Houmanfar. Ph.D.

Management of Well-Being in Organizations and Beyond

Chair: Carol Pilgrim (University of North Carolina Wilmington)

RAMONA HOUMANFAR (University of Nevada, Reno)



Dr. Ramona A. Houmanfar is professor of psychology and the director of the Behavior Analysis Program at the University of Nevada, Reno. She currently serves as the trustee of the Cambridge Center for Behavioral Studies, chair of the Organizational Behavior Management Section of Cambridge Center for Behavioral Studies, and editorial board members of the Journal of Organizational Behavior Management and Behavior & Social Issues. Dr. Houmanfar recently completed her seven-year term as the editor of Journal of Organizational Behavior Management. She has served as the former senior co-chair of the Association for Behavior Analysis International,

director of the Organizational Behavior Management Network, and president of the Nevada Association for Behavior Analysis. Dr. Houmanfar has published over 70 peer reviewed articles and chapters, delivered more than 100 presentations at regional, national, and international conferences in the areas of behavioral systems analysis, cultural behavior analysis, leadership in organizations, rule governance, communication networks, instructional design, and bilingual repertoire analysis and learning. Her expertise in behavioral systems analysis and cultural behavior analysis have also guided her research associated with implicit bias, cooperation, situational awareness, decision making, and value based governance. Dr. Houmanfar has published three co-edited books titled *Organizational Change* (Context Press), *Understanding Complexity in Organizations*, and *Leadership & Cultural Change* (Taylor & Francis Group). Abstract: A growing body of scientific evidence suggests implicit biases influence ways our actions may affect others to the extent that may favor some and detract from others. Biases can be deleterious and throw decisions off course just enough to harm others (e.g., women and minorities) or unjustifiably protect special interests. Moreover, the numerous examples of ways diversity can promote organizational success and quality of healthcare have generated interests of organizational leadership in relation to bias and diversity across industries. In many ways, leaders' communication and decision-making shape the interlocking behavioral contingencies, aggregate products (i.e. metacontingency), and the behavior topographies of consumers (i.e., cultural practices). Simply stated, leaders' design and implementation of contingencies can bear positive or negative influences on the wellbeing of the organizational members plus the external environment (including the physical and social environment). This presentation provides an overview of ways behavior science can contribute to the design of healthy environments that promote well-being of workers and consumers in human service industry.

#512 Symposium

12:00 pm–12:50 pm Walter E. Washington Convention Center, Level 2, Room 202B AUT; Applied Research BACB CE Offered. CE Instructor: Rachel McIntosh, M.A.

Utilizing Pairing Procedures to Decrease Challenging Behaviors in Preschoolers With Autism Chair: Rachel McIntosh (Southwest Autism Research and Resource Center)

Decreasing Fixated Interest Behaviors During Play-Based Activities Using a Stimulus Pairing Procedure

AMANDA M. SUMNEY (Southwest Autism Research and Resource Cente)

Using Stimulus Control to Teach Compliant and Flexible Responding With Children With Autism Spectrum Disorder

KATHRYN ANN HOYLE (Southwest Autism Research and Resource Cente)

Utilizing a Stimulus Pairing Procedure to Decrease Restrictive Behaviors Within School Settings MARY MAKENNA HILL (Southwest Autism Research and Resource Cente)

#513 Symposium

12:00 pm–12:50 pm Walter E. Washington Convention Center, Level 2, Room 206 AUT; Service Delivery BACB CE Offered. CE Instructor: Samantha Volpe, Ph.D.

Staff Training in Adult Services

Chair: Alexandra Held (Elwyn New Jersey) Discussant: Samantha Volpe (Endicott College; Elwyn New Jersey)

Training Staff in PECS Implementation: A Pyramidal Approach

BRIDGET KEOUGH (Elwyn New Jersey) and Samantha Volpe (Endicott College; Elwyn New Jersey)

Increasing Staff Performance and Professionalism through Individual Supervision

SARAH LÕGAN and Alexandra Held (Elwyn New Jersey) and Samantha Volpe (Endicott College; Elwyn New Jersey)

#514 Symposium

12:00 pm–12:50 pm Walter E. Washington Convention Center, Level 2, Room 201 AUT; Service Delivery BACB CE Offered. CE Instructor: Ronald Leaf, Ph.D.

An Evaluation of Prompting and Error Correction Procedures

Chair: Julia Ferguson (Autism Partnership Foundation) Discussant: Ronald Leaf (Autism Partnership Foundation)

Comparison of Simultaneous Prompting to Error Correction For Children With Autism Spectrum Disorder

WAFA A. ALJOHANI, Justin B. Leaf, Asim Javed, and Christine Milne (Autism Partnership Foundation; Endicott College); Julia Ferguson (Autism Partnership Foundation); and Joseph H. Cihon (Autism Partnership Foundation; Endicott College)

A Comparison of Least-to-Most Prompting and Flexible Prompt Fading to Teach Sight Words to Children Diagnosed With Autism Spectrum Disorder

Kristel Eddington, MADDISON J. MAJESKI, and Julia Ferguson (Autism Partnership Foundation); Christine Milne (Autism Partnership Foundation; Endicott College); John James McEachin and Ronald Leaf (Autism Partnership Foundation); and Justin B. Leaf (Autism Partnership Foundation; Endicott College)

#515 Panel Discussion

12:00 pm-12:50 pm Marriott Marquis, Level M4, Independence D CSS; Service Delivery BACB CE Offered. CE Instructor: Jonathan C. Baker, Ph.D.

Networking and Making Connections: Advice From Experts on How To Do It Right!

Chair: Adrienne Jade Bohlen (Western Michigan University)

DENISE ROSS (Western Michigan University) JONATHAN C. BAKER (Western Michigan University) P. RAYMOND JOSLYN (Utah State University)

#516 Paper Session

12:00 pm-12:50 pm Marriott Marguis, Level M4, Liberty N-P CSS

Effective Dissemination of Behavior Analysis to the Public

Chair: Rita M. Cooper (Kansas ABA)

Increasing Understanding the of Behavior Analysis in Mental Health, Substance Use Disorder and Aging (Service Delivery)

RITA M. COOPER (Missouri Department of Mental Health, Division of Developmental Disabilities: Kansas ABA; Missouri ABA) and Teresa A. Rodgers, Lucas Evans, and Melantha Witherspoon (Missouri Department of Mental Health, Division of Developmental Disabilities)

HeroRATs: Lessons to be Learned From Successful Diffusion (Theory) KRISTIN GRIFFITH, Scott Page, and Sarah E. Pinkelman (Utah State University)

#517 Symposium

12:00 pm-12:50 pm Walter E. Washington Convention Center, Level 1, Salon H DDA/AUT; Applied Research BACB CE Offered. CE Instructor: Joseph D. Dracobly, Ph.D.

Advances in Function-Based Treatment for Problem Behavior Chair: Joseph D. Dracobly (University of North Texas)

Stimulus Fading and Functional Communication Training to Reduce Challenging Behavior Associated With an Aversive Stimulus GABBY RIVERA, Stephanie Gerow, and Suzy Avery (Baylor University)

Evaluating Schedule Thinning in Functional Communication Training Using Chained Schedules and Multiple Schedules MADELINE MARIE ASARO, Kimberley L. M. Zonneveld, and Laura Tardi (Brock University)

Adapting Functional Communication Training: An Evaluation of DRL to Decrease the Rate of Mands SARA BAAK, Joseph D. Dracobly, and Ashton Corinne Tinney (University of North Texas)

#518 Symposium

12:00 pm-12:50 pm Walter E. Washington Convention Center, Level 1, Room 103 DDA/AUT; Applied Research BACB CE Offered. CE Instructor: Jessica L. Thomason-Sassi, Ph.D.

Innovations in Functional Analysis and Function-Based Treatment of Problem Behavior: The Role of Transitions, Synthesized Contingencies, and Treatment Integrity in Addressing Problem Behavior Chair: Jessica L. Thomason-Sassi (New England Center for Children)

The Establishing Effects of Task Preference on Escape-Maintained Destructive Behavior ANDREW C. BONNER, Nathalie Fernandez, Kissel Joseph Goldman, and Iser Guillermo DeLeon (University of Florida)

A Comparison of Interview-Informed Isolated and Synthesized Contingency Functional Analyses and Functional Communication Training CASEY MCKOY IRWIN and Carole M. Van Camp (University of North Carolina Wilmington)

Evaluation and Mitigation of the Effects of Treatment Integrity Failures AIMEE COURTEMANCHE and Jessica L. Thomason-Sassi (New England Center for Children)

#519 Symposium

12:00 pm–12:50 pm Marriott Marquis, Level M2, Marquis Ballroom 1/2 EAB/AUT; Translational BACB CE Offered. CE Instructor: Danielle LaFrance, M.S.

Procedural Variations for the Establishment of Stimulus Control and the Formation of Equivalence Classes Chair: Danielle LaFrance (H.O.P.E. Consulting, LLC; Endicott College)

Using a Go/No-Go Procedure to Teach Simple Discrimination to Learners With Autism JOYCE CHENCHEN TU and Vanessa Yip (Center for Behavioral Sciences, Inc.)

An Evaluation of Successive Matching-to-Sample in the Establishment of Emergent Stimulus Relations ROBBIE HANSON (Endicott College) and Karina Zhelezoglo, Jillian Christine Sordello, Vanessa Lee, and Caio F. Miguel (California State University, Sacramento)

Effects of Repeating or Not Repeating a Trial When Errors Occur During Training of Equivalence Classes in Adults of Typical Development

DANIELLE MARCECA, Kenneth F. Reeve, Christopher R. Colasurdo, Sharon A. Reeve, and Meghan Deshais (Caldwell University)

#520 Symposium

12:00 pm–12:50 pm Marriott Marquis, Level M4, Independence E EDC; Applied Research BACB CE Offered. CE Instructor: Michael Passage, M.Ed.

Evaluations of Behavior Analytic Self-Control Training in Natural Settings

Chair: Jaclyn Pickering (Florida Institute of Technology) Discussant: Julie A. Ackerlund Brandt (The Chicago School of Professional Psychology)

An Evaluation of Self-Control Training Procedures in Applied Behavior Analysis MICHAEL PASSAGE and Katie Nicholson (Florida Institute of Technology)

A Treatment Component Analysis for Impulsivity in Typically Developing Schoolchildren

KAITLYNN GOKEY (Florida Institute of Technology), Adam Thornton Brewer (Western Connecticut State University), Ada C. Harvey and Jaclyn Pickering (Florida Institute of Technology), and Joshua K. Pritchard (Southern Illinois University)

#521 B. F. Skinner Lecture Series

12:00 pm–12:50 pm Marriott Marquis, Level M4, Liberty I-L OBM; Service Delivery PSY/BACB/QABA/NASP CE Offered. CE Instructor: Byron J. Wine, Ph.D.

Understanding Process Behavior Using Lean Six Sigma Techniques

Chair: Byron J. Wine (The Faison Center)

JENNIFER HOOKS (Medical University of South Carolina)



Jennifer is the director of the Performance Improvement Department at the Medical University of South Carolina and a retired Air Force E9 chief master sergeant with 32 years of clinical, administrative, and performance improvement experience in hospital, ambulatory care, and dental facilities in a variety of settings worldwide. Jennifer is an accomplished trainer and her practical experience has taken her into many types of industries including healthcare, supply chain, service organizations, aerospace, and manufacturing. She is an invited speaker to numerous conferences, webinars, and symposiums. She supports MUSC's executive leadership in the

deployment of Lean Six Sigma throughout the organization. Jennifer manages Six Sigma Black and Green Belts, develops and teaches curriculum for Lean Six Sigma education, drives system-wide projects, and customizes Lean Six Sigma methodology to best suit MUSC's needs. She is an adjunct faculty member in MUSC College of Health Professions and College of Nursing. She has an MBA in human resources and BS in occupational education health administration. Jennifer is a certified Six Sigma Master Black Belt and holds a LEAN Sensei Certification from Villanova University. Jennifer is a member of the American Society for Quality, the Institute of Industrial and System Engineers, Society of Health Systems, Institute for Healthcare Improvement, and Project Management Institute. She also serves on the American Quality Institute Green Belt International Standard Technical Committee.

Abstract: Behavior can be defined as anything a person does. Understanding everyday processes and why we do things the way we do is often not analyzed but is taken for granted as this is just how we do it. Lean Six Sigma can be intimidating to those who are just learning about the concept due to

the overwhelming amount of information on this topic. But it doesn't have to be! Lean Six Sigma is a process improvement methodology designed to eliminate problems, remove waste and inefficiency. and improve working conditions to provide a better response to customers' needs. Currently healthcare, finance, manufacturing, IT, and other fields are using Lean Six Sigma. Even complete strangers to Lean Six Sigma can gain a working knowledge of how the methodology works. They need only develop a basic Lean Six Sigma literacy by becoming acquainted with the fundamentals. This session will help start your journey towards becoming successful using Lean Six Sigma with easy-to-understand methods and tools that can be applied to behavior analytic principles for overall business process improvement, quality management and healthy behavior change.

#522 Symposium

12:00 pm-12:50 pm Marriott Marguis, Level M4, Capitol/Congress OBM; Translational BACB CE Offered. CE Instructor: Ivy M. Chong, Ph.D.

Behavioral Systems Approaches to Staff Training: Effective Orientation, On-Boarding, and Training Systems

Chair: Ivy M. Chong (May Institute)

Evaluation of an Agency-Wide Training System to Enhance Functional Behavior Assessment Skills by Clinicians

SARAH M. DUNKEL-JACKSON and Jessica Hynes (Centria Autism Services)

A Systems Evaluation of Staff On-Boarding: Efficiency, Outcomes, and Design AMY KENZER, Alexis N. Boglio, and Sienna VanGelder (Southwest Autism Research & Resource Center)

Melding Approaches: A Staff Training Model for Orienting Psychiatric Nursing and Support Staff to the Role of Applied Behavior Analysis on an Acute In-patient Child and Adolescent Psychiatric Unit JAMES W. JACKSON (University of Michigan; Michigan Medicine)

#523 Symposium

12:00 pm-12:50 pm Marriott Marguis, Level M1, University of D.C./Catholic University PCH/CBM; Translational BACB CE Offered. CE Instructor: Richard T. Codd, Ph.D.

Emotions: Is It really Possible to Teach Those With Autism Spectrum Disorder or Other Learners to Tact Inners?

Chair: T. V. Joe Layng (Generategy, LLC) Discussant: Richard T. Codd (Cognitive-Behavioral Therapy Center of WNC, PA)

How Neuroscience Informs a Behavioral Approach to Understanding Emotions AWAB ABDEL-JALIL (University of North Texas)

Teaching the Identification of Emotions: A Consequential Contingency Analysis Approach NOLAN WILLIAMS (Leonville Elementary School) and T. V. Joe Layng (Generategy, LLC)

#524 Paper Session

12:00 pm-12:50 pm Marriott Marquis, Level M1, Georgetown PCH

Historical Topics in Behavior Analysis

Chair: Jay Moore (University of Wisconsin-Milwaukee)

An Important Chapter in the Story of Behaviorism (Theory) JAY MOORE (University of Wisconsin-Milwaukee)

A Conceptual Shift in the Beginning of B. F. Skinner's Theory of Operant Behavior (Theory) KRISTJAN GUDMUNDSSON (Reykjavik University)

#526 Symposium

12:00 pm-12:50 pm Marriott Marquis, Level M4, Independence A-C TBA/CSS; Translational BACB CE Offered. CE Instructor: Jeffrey Michael Chan, Ph.D.

Applied Ethics: A Discussion of Rural Practice, International Dissemination, and Employee Reported Ethical Situations

Chair: Jeffrey Michael Chan (Northern Illinois University)

Evaluations of Ethical Perceptions in Applied Behavior Analysis

David Cox (John Hopkins University, School of Medicine), SHAWN P. QUIGLEY (Melmark), and Matthew T. Brodhead (Michigan State University)

Ethics in Rural Settings: Special Considerations and Implications R. NICOLLE CARR (University of Oklahoma)

Ethics Internationally: The Need for Responsible and Sustainable Dissemination JACOB SADAVOY (Global Autism Project)

#527 Paper Session

12:00 pm–12:50 pm Walter E. Washington Convention Center, Level 1, Salon I VRB

Pushing the Conceptual and Practical Understanding of Autoclitics Forward Chair: Thom Ratkos (Berry College)

Relational Autoclitics of Order and the Analysis of Language (Theory) ROBERT DLOUHY (Western Michigan University)

I Think This Is the Title: Evoking Descriptive Autoclitics in Adult Subjects (Basic Research) THOM RATKOS, Aubrey McFayden, and Annie Small (Berry College)

#528 Noteworthy Activity

1:00 pm-1:30 pm

Walter E. Washington Convention Center, Level 2, Hall D

Meet presenters to discuss their research, ask questions, or just say "hi." Check the app to see who will be participating.

#529 Noteworthy Activity

1:00 pm-2:00 pm

Walter E. Washington Convention Center, Level 2, Hall D

Purchase one of the many titles available at the bookstore and stop by to have it signed by the author! Check the app to see who will be participating.

#532 Poster Session

1:00 pm–3:00 pm Walter E. Washington Convention Center, Level 2, Hall D EAB Chair: Andre Miguel (Washington State University)

Discussant: Andre Miguel (Washington State University)

1. Effects of Four Types of Feedback Upon Stimulus Equivalence Class Formation (VRB; Basic Research) MARIO SERRANO (Universidad Veracruzana)

2. A Study of Stimulus Control Required from Symmetry in Pigeons by Generalization Gradient (Basic Research) MASAKI ISHIZUKA (Meisei University) and Tetsumi Moriyama (Tokiwa University)

3. Exploring Training Efficiency: How Number of Stimuli Affect Learning Acquisition and Application (EDC; Basic Research) COURTNEY SMITH, Natalie Buddiga, and Matt Locey (University of Nevada, Reno) and Kenneth J. Killingsworth (Helix Behavioral Services)

4. An Alternative Explanation of Relational Frame Theory Studies on the Relational Frames of Sameness and Opposition (VRB; Basic Research) CHANGZHI WU (Long Island University Post) and Benigno Alonso-Alvarez (Long Island University)

5. Magnitude and Persistence of Bursting Following Extinction-Based Treatments (AUT; Applied Research) LAURA SUZANNA COLEMAN (Marcus Autism Center) and Colin S. Muething and Summer Bottini (Marcus Autism Center; Emory University)

6. Galactic Cosmic Radiation Effects on Economic Demand and Psychomotor Vigilance in Mice (BPN; Basic Research) OANH LUC and Monica Dawes (McLean Hospital, Harvard Medical School), Charles Limoli (University of California, Irvine), and Rajeev Desai and Brian D. Kangas (McLean Hospital, Harvard Medical School)

7. Potential Punishing Effects of Rich-to-Lean Transition-Specific Stimuli (Basic Research) LILLITH CAMP, Halley M. Robbins, Raymond C. Pitts, and Christine E. Hughes (University of North Carolina Wilmington)

8. Response Induction in Fixed Interval Schedules (Basic Research) SANDRA PATRICIA AVILES and Rogelio Escobar (National Autonomous University of Mexico)

9. Rule Accuracy and Positive Behavioral Contrast in Multiple Schedules of Conjugate Reinforcement and Extinction (Basic Research) MATTHEW CHRISTOPHER PETERSON (University of Nevada, Reno; The ABRITE Organization) and Patrick M. Ghezzi (University of Nevada, Reno)

10. Impulsivity in Children and Adults Using Identical Task and Procedural Parameters (Basic Research) LORI-ANN B. FORZANO (College at Brockport, State University of New York), Michiko Sorama (Kyoto Notre Dame University), and Evette Ramos (College at Brockport, State University of New York)

Discussant: Forrest Toegel (Johns Hopkins University School of Medicine)

11. Obesity in Adolescents and Devaluation of Outcomes Due to Their Cost: Delay, Probability, and Effort (CSS; Basic Research) GISEL G. ESCOBAR and Silvia Morales Chaine (National Autonomous University of Mexico) and Suzanne H. Mitchell (Oregon Health & Science University)

12. Novel Experiential Discounting Tasks in Children Across Different Cost: Delay, Probability, and Effort (PCH; Basic Research) GISEL G. ESCOBAR, Alma Luisa López Fuentes, and Silvia Morales Chaine (National Autonomous University of Mexico)

13. Relationships Between Delay and Social Discounting and Risky Smartphone Use in College Students (Basic Research) PAUL ROMANOWICH (Gonzaga University), Takeharu Igaki and Naoki Yamagishi (Ryutsu Keizai University), and Tyler Norman (University of Texas San Antonio)

14. Qualitative Differences Between Discounting of Gains and Losses: Systematic Devaluations and Zero Discounting (Basic Research) ELISE FURREBOE (University of Agder)

15. Spontaneously Hypertensive and Lewis Rats Learn to Choose Impulsively (BPN; Basic Research) MALANA JEAN MALONSON and Carlos F. Aparicio Naranjo Naranjo (Salem State University)

16. Stimulus Control of "Resistance to Temptation" in Pigeons (Basic Research) KARLA CAMPOS, Brenda Estela Ortega, and Raul Avila (National Autonomous University of Mexico)

17. Exploring the Relationship Between Affordance Boundaries and Concurrent Schedules of Reinforcement (PCH; Basic Research) ROBERT W. ISENHOWER and Avisha Patel (Rider University)

18. Chasing Ghosts: Human Conc FR FI Responding in a Computer Game (Basic Research) DEBRA J. SPEAR, Hannah Pannell, Malloree Siver, and Elizabeth Stromquist (South Dakota State University)

19. An Evaluation of the Effects of the Number of Options Within an Array and Time Constraints on an Individual's Preference for Choice-Making Contexts (Basic Research) MINDY CASSANO, Julie Aukerland Brandt, Kathryn L. Kalafut, and Jack Spear (The Chicago School of Professional Psychology)

20. The Effect of Relative Rate of S+ Production on Choice: A Replication (Basic Research) NATALIE RONTY, Samuel L. Morris, and Timothy R. Vollmer (University of Florida)

Discussant: Suzanne H. Mitchell (Oregon Health & Science University)

21. Evaluation of the Over-Justification Effect With Undergraduate Students (EDC; Applied Research) AMY ETHRIDGE (Auburn University; Berry College), P. Raymond Joslyn (Utah State University), and Kerri P. Peters (University of Florida)

22. Metacontingencies Applied to the Good Behavior Game: Methods and Preliminary Results (EDC; Applied Research) FLORA MOURA LORENZO and Laércia Abreu Vasconcelos (Universidade de Brasília)

23. The Effects of Group Contingencies on Math Performance of Elementary School Children (Applied Research) NAYARA GOIS, Lucas Couto de Carvalho, and João S. Carmo (Universidade Federal de São Carlos)

24. The Effectiveness and Cost-Efficiency of Group Contingency in Promoting Walking Behavior of College Students (CBM; Applied Research) HEEWON KIM, Changseok Lee, and Suhyon Ahn (Yonsei University)

25. Effects of a Brief Defusion Presentation on Near Miss Ratings (Applied Research) JASMINE EITTAH HARRELL (Rider University; The Bedrock Clinic & Research Center Inc.) and Mack S. Costello (Rider University)

26. Variables Facilitating Defusion from the Contextual Control of the Rock-Paper-Scissors Game (Basic Research) AIKO TAKANO (Hosei University)

27. An Apparatus for Single-Subject Research With Rats in Group Housing (BPN; Theory) ALEX DAVIDSON and Grayson Butcher (University of North Texas) and April M. Becker (University of North Texas; University of Texas Southwestern Medical Center)

28. Using the Livecode Community Edition Development Environment, Apple Macintosh Computers, and Off-the-Shelf Interface Devices for Inexpensive Operant Laboratory Control and Data Collection (BPN; Basic Research) JAMES T. TODD and Eleah Sunde (Eastern Michigan University) 29. Rats Find Occupancy of a Restraint Tube Rewarding (AAB; Basic Research) YOSUKE HACHIGA (American University; Waseda University) and Alan Silberberg, Burton Slotnick, and Maria Gomez (American University)

30. Effects of Constant and Qualitatively Varied Reinforcers on Response Rates: A Replication of Steinman (1968) (Basic Research) MAIRA LUZMILA REVOLLEDO VICERREL and Alicia Roca (National Autonomous University of Mexico)

31. The Reinforcing Value of Water as a Function of Food Deprivation on Scheduled-Induced Drinking (Basic Research) MOISES VILLALOBOS and Alicia Roca (National Autonomous University of Mexico)

32. The Effects of Stimulus-Equivalence Training in Promoting Generalization of Trained Safety Responses to Hazard Symbols (DEV; Applied Research) COURTNEY MULLINAX and Carol Pilgrim (University of North Carolina Wilmington)

#534 Poster Session

1:00 pm–3:00 pm Walter E. Washington Convention Center, Level 2, Hall D EDC Chair: Robin Codding (Northeastern University) Discussant: Robin Codding (Northeastern University)

33. The Impact of Trial Type and Instructional Errors on Acquisition During Discrete Trial Training (EAB; Applied Research) SUMMER BOTTINI and Jennifer M. Gillis (Binghamton University) and Raymond G. Romanczyk (SUNY at Binghamton)

34. Differential Effect of Feedback on Performance and Its Relation With Students' Past Knowledge (Applied Research) RITA OLLA, Ramona Houmanfar, Monica De La Puente, and Laura Crosswell (University of Nevada, Reno)

35. The Effect of Direct Instruction on Spanish Language Acquisition in a Preschool Free-Play Environment: A Single-Case Design (VRB; Service Delivery) LUCY SCOTTI (Monongalia County Schools; West Virginia University), Joseph R. Scotti (WHOLE Families, PLLC), and Bobbie Warash (West Virginia University)

36. Active Learning Investigations Citing Freeman et al. (2014): A Critical Analysis of Citation Accuracy and Reporting (PCH; Applied Research) AMEDEE MARTELLA, Nancy Marchand-Martella, Ronald C. Martella, and Jeffrey Karpicke (Purdue University)

37. Effects of the Self-Determined Learning Model of Instruction on Academic and Nonacademic Behaviors: A Meta-Analysis (DEV; Theory) JOSHUA M. PULOS and Corey Peltier (University of Oklahoma), Kristi Morin (Lehigh University), and Tracy Eileen Sinclair and Kendra Williams-Diehm (University of Oklahoma)

38. English Language Learners' Decode Words Using Build A Word-EASY Spelling with Phonics Electronic App (Applied Research) LAURICE JOSEPH and Kelsey Ross (The Ohio State University)

39. Teaching English Learners With Disabilities to Summarize Passages (Applied Research) ELIZABETH HORTON and Sophia R. D'Agostino (Hope College)

40. Examining the Impact of Technology on Student Engagement, Performance, and Achievement: A Comparison of Kahoot and Socrative (Applied Research) CAITLIN GRANT (The Chicago School of Professional Psychology, Washington DC)

41. The Effects of Contingency Contracts on the Correct Use of Punctuation Marks in Elementary Students With Learning Disabilities (DDA; Applied Research) MATTHIAS GRÜNKE (University of Cologne)

42. The Effects of a Class-Wide Multicomponent Motivational Intervention on the Writing Performance of Academically Challenged Elementary School Students (DDA; Applied Research) MATTHIAS GRÜNKE (University of Cologne)

43. Teaching Addition to Students With Moderate Disabilities Using Video Prompting (DDA;) SCOTT DUEKER (Ball State University) and Helen I. Cannella-Malone (The Ohio State University)

44. Supporting English Language Learners Within the Classroom With Video Modeling (DDA;) DACIA MCCOY (University of Cincinnati)

Discussant: Temple S. Lovelace (Duquesne University)

45. Evaluation of Self-Regulated Strategy Development to Improve the Narrative Writing Performance in Students With Autism (AUT; Applied Research) JULIA SZALWINSKI and Amanda Leichliter (Ivymount School)

46. The Effects of Self-Questioning on the Reading Comprehension of English Language Learners in Elementary School Classes (Applied Research) ABDULRAHMAN ALSULTAN and Sheila R. Alber-Morgan (The Ohio State University) 47. Increasing the Frequency of Basic Phonics Skills to Effect Oral Reading Fluency for First Grade Students At-Risk for Reading Failure (Basic Research) JEREMY D. MOELLER (Penn State University)

48. The Impact of Text-To-Speech on Comprehension for Students With Learning Disabilities in an Urban School (Applied Research) TOLULOPE OLAYEMI SULAIMON (The Ohio State University; Cleveland State University) and John Schaefer (Cleveland State University)

49. Reviewing State-Created Curriculum Evaluation Tools Through an Implementation Lens (CSS; Theory) KRISTEN ROLF, Sarah E. Pinkelman, and Kaitlin Bundock (Utah State University)

51. The Effects a Fluency Building Intervention on Math Facts Performance for Students Receiving Intensive Academic Support (Applied Research) JAMES STOCKER, Emily Crumpler, and Alexandra Gonzales (University of North Carolina Wilmington)

52. The Effectiveness of an Adapted Direct Instruction Math Strategy Using Manipulatives and Visual Placemats on the Development of Quantifying Numbers by Two 13-Year-Old Boys With Special Needs (DDA; Applied Research) JENNIFER M. NEYMAN and Jordyn McKenna (Gonzaga University)

53. A Programmed Instruction on Rhythm Transcription (Applied Research) ANTONIO CARLOS LEME JR., Julio C. De Rose, and Letícia Regina Fava (Universidade Federal de São Carlos) and Paulo Ferreira (Universidade Federal da Grande Dourados)

54. Comparing Single-Case Design Quality Appraisal Tool Outcomes: Functional Communication Training with Communicative Supports in Schools (DDA; Applied Research) CIARA OUSLEY and Tracy Jane Raulston (Penn State University); Emily Gregori (University of Illinois at Chicago); and David McNaughton, Naima Bhana, and Theoni Mantzoros ((Penn State University)

55. An Evaluation of Mirror Training and Modeling: Teaching Sign Language to Children With Developmental Disabilities (AUT; Applied Research) MELIA SHAMBLIN and W. Larry Williams (University of Nevada, Reno)

#535 Poster Session

1:00 pm-3:00 pm Walter E. Washington Convention Center, Level 2, Hall D TBA Chair: Choo Ying Lau (Bangor University)

Discussant: Choo Ying Lau (Bangor University)

56. Evaluating the Effects of Feedback Type in a Computer Assisted Learning Program (EDC; Applied Research) LISA HUNTER and Joseph J. Pear (University of Manitoba)

57. An Online Interactive Video Tool for BCBA Supervision and Behavioral Consultation (EDC; Service Delivery) FU LIN YU (Central China ABA) and Shu-Hwei (Sue) Ke (University of Nevada, Reno)

58. Setting and Adjusting Schedules of Reinforcement: A Systematic Review (Applied Research) AAISHAY HAQUE and Jonathan W. Ivy (Penn State Harrisburg)

59. Teaching Graduate Students to Create High-Quality, Single-Case Design Graphs Using a Video Tutorial (EDC; Applied Research) CHRISTOPHER J. PERRIN, Ian Bober, Bria Donovan, Katelynn Wiamer, Nicolette Mauro, and Shaun Kloby (Georgian Court University)

60. Using Behavioral Skills Training and Video Examples to Teach Undergraduates to Identify the Function of Behaviors (Applied Research) ELIANA SEGAL, Daniel D. Holt, and Trevor F. Stokes (James Madison University)

61. Choice in Behavior Analysis: A Systematic Review of Concurrent-Operant Assessments and Interventions (Applied Research) KACEY RENEE FINCH (West Virginia University), Rebecca Kolb (University of Minnesota), and Kathryn M. Kestner (West Virginia University)

62. Gamification of Discrete Trail Training on a Touchscreen Device: Pilot Evaluation With the PEAK Relational Training System (AUT; Service Delivery) LINDSEY AUDREY MARIE DENNIS (Missouri State University), Ray Burke (The Prevention Group), and Jordan Belisle (Missouri State University)

63. Proactively Training Graduate-Level Students Through Tiered Consultation to Promote Effective Behavior Management (EDC; Applied Research) EMILY DEFOUW (Munroe-Meyer Institute; University of Massachusetts-Boston), Morgan Elridge (Munroe-Meyer Institute), and Zachary Charles LaBrot (University of Nebraska Medical Center)

64. Behaviors That Define Good Teaching Practice From the Perspective of Students (EDC; Basic Research) HORTENSIA HICKMAN, Sergio Mendez, Maria Luisa Cepeda Islas, and Martha Alarcón (Universidad Nacional Autonoma de México, FES-Iztacala)

#536 Poster Session

1:00 pm–3:00 pm Walter E. Washington Convention Center, Level 2, Hall D CSS Chair: E. Scott Geller (Virginia Tech)

Discussant: E. Scott Geller (Virginia Tech)

65. Delay Discounting and Sex: An Investigation into Gender and Online Dating Applications (EAB; Basic Research) RYAN BABLE and Julie A. Ackerlund Brandt (The Chicago School of Professional Psychology)

66. Possible Displacement of Sexual Interaction by Sex Toys: A Study of Preference (DEV; Applied Research) KASEY TANNER and Julie A. Ackerlund Brandt (The Chicago School of Professional Psychology)

67. Taking a Deeper Look at the Cultural Cusp (Theory) GABRIELA ARIAS (University of North Texas), Aecio De Borba Vasconcelos Neto (Universidade Federal do Para), and Kyosuke Kazaoka and Traci M. Cihon (University of North Texas)

68. Behavioral Training of Local Enumerators for Observing Exposure of Young Children to Campylobacter in Ethiopia (Applied Research) ELIZABETH SCHIEBER and Crystal M. Slanzi (University of Florida); Abdulmuen Mohammad (Haramaya University); and Arie Havelaar, Song Liang, and Sarah McKune (University of Florida)

69. Meaningful Applications of Culturo-Behavior Systems Science to Social and Global Issues (PCH; Theory) JOSE ARDILA (University of Nevada), Traci M. Cihon (University of North Texas), Kendra Combs (Sparks Behavioral Services), Mark A. Mattaini (Jane Addams College of Social Work-University of Illinois at Chicago), Richard F. Rakos (Cleveland State University), Sarah M. Richling (Auburn University), and Holly Seniuk and Molli Luke (Behavior Analyst Certification Board)

70. Evaluation of College Students' Implicit Biases Toward Believability of Claims of Sexual Harassment Using the Implicit Relational Assessment Procedure (Basic Research) CHYNNA FRIZELL and Dana Paliliunas (Missouri State University)

71. Evaluating the Impacts of Acceptance and Commitment Therapy on Rock Climbing Performance (Applied Research) ALEXA WESSELHOFF and Becky Barron and Mark R. Dixon (Southern Illinois University)

72. Quantitative Modeling of Social Biases Using Relational Density Theory (Basic Research) DANIEL JOYNER JOHNS, Dana Paliliunas, and Jordan Belisle (Missouri State University)

73. Discounting of Climate Point of No Return: The Influence of Geographic Distance and Delay on Policy Preference (Applied Research) CELESTE UNNERSTALL, Jordan Belisle, Meredith Matthews, and Mason Todd (Missouri State University)

74. Comparing Punitive Taxation and Redistributive Policies on Rates of Climate Change Discounting: Delaying the Point of No Return (Applied Research) MEREDITH MATTHEWS, Mason Todd, and Reiley Snavely (Missouri State University)

75. Participatory Research Methods for Behavioral Assessment of Complex Social Behavior: A Case Example of the Functional Assessment of High-Risk Sexual Behavior in South African Youth (Theory) ANNETTE GRIFFITH and Kasey Bedard (The Chicago School of Professional Psychology)

#537 Poster Session

1:00 pm-3:00 pm Walter E. Washington Convention Center, Level 2, Hall D OBM Chair: Natalie A. Parks (Pulse Business Strategies LLC)

Discussant: Natalie A. Parks (Pulse Business Strategies LLC)

76. Literature Review: Evaluating the Effectiveness of Staff Training Procures in Applied Behaviors Analysis Organizations (AUT; Service Delivery) SHARI L. SCHATZMAN (Eden II Programs)

77. Improving Procedural Fidelity of Natural Environment Training Using Peer Feedback (AUT; Applied Research) KARA NICOLE SHAWBITZ, Jacob H. Daar, and Ashley Shayter (Northern Michigan University)

78. Utilizing Acceptance and Commitment Therapy to Reduce Burnout in Behavior Analysts Working in Public Schools (CBM; Service Delivery) Keely Stephens (Special School District of St. Louis) and DANI PIZZELLA (Special School District of St. Louis; University of Missouri St. Louis)

79. Evaluating the Effects of a Randomized Dependent Group Contingency on Employee Completion of Assigned Job Duties in an Autism Clinic (Applied Research) ASHLEY DIANA MONDATI and Meghan Deshais (Caldwell University)

80. Effects of a Video Self-Monitoring Procedure to Increase Treatment Integrity of Paraprofessionals' Implementation of Discrete Trial Training (EDC; Service Delivery) AILBHE NUDI-MULDOON (University of New Mexico; Temple University) and Matthew Tincani (Temple University)

81. Analysis and Treatment of Staff Adherence to Data Collection Procedures (EDC; Applied Research) EMILY HASBROUCK ROTOLA, Kimberley Benes, Jody Liesfeld, and Shantel Pugliese (The Faison Center)

82. An Evaluation of the Performance Diagnostic Checklist-Human Services to Inform Intervention Selection for Improving Classroom Staff Performance (EDC; Service Delivery) JESSICA M. COHENOUR (May Institute, Randolph School) and Yannick Andrew Schenk (May Institute)

83. The Affects of Public Posting on Staff Delivery of Client Learn Units (TBA; Service Delivery) MAGDA A. GUCWA and Rachel L. Ernest (The Faison Center)

84. Assessing the Effect of Visual Feedback on Staff Training (Applied Research) ABHYUDAY SHANKAR AWASTHI (Cerverus Digital Solutions) and Papiya Mukherjee, Shushma V., and Smita Awasthi (Behavior Momentum India)

#538 Poster Session

1:00 pm–3:00 pm Walter E. Washington Convention Center, Level 2, Hall D CBM Chair: Jeannie A. Golden (East Carolina University)

Discussant: Jeannie A. Golden (East Carolina University)

85. The Effects of Pairing Teaching With Acoustical Guidance and Social Praise on Gymnastics Skill Improvement (CSS; Applied Research) KEA WINDSOR and Mary Caruso-Anderson (The Chicago School of Professional Psychology)

86. A Comparison of Indirect Screening for Function of Challenging Behavior by Medical Professionals to Functional Analysis Outcomes Using Signal Detection Theory (DDA; Service Delivery) ANDREW W. GARDNER (University of Arizona, College of Medicine), Patrick Romani (University of Colorado, Anschutz Medical Campus), Lauren Mowrey (Children's Hospital Colorado), and Chelsea E. Carr (University of Arizona, College of Education)

87. Reducing Agitation in Dementia: An Antecedent Intervention Using Virtual Reality (Service Delivery) ALLISON WALDEN, Rebecca Ingram, Madeline Lag, Jenny Lagervall, Katie Granier, and Leilani Feliciano (University of Colorado Colorado Springs)

88. An Evaluation of Caregivers' Perceptions and Implementation of Safety Skills Training (Applied Research) CARLY MAGNACCA and Kendra Thomson (Brock University)

89. A Behavior Analytic Account of Obsessive-Compulsive Behavior (AUT; Theory) AISLING COLLINS (Jigsaw CABAS School)

90. Using Sensory Based Interventions and Applied Behavior Analysis to Decrease Escape Behaviors (EAB; Applied Research) PAMELA SHEA and Dylan Twist (St. Lawrence College)

91. Behavioral Conceptualization of Pediatric Attention-Deficit Hyperactivity Disorder: An Old but Under-Appreciated Perspective on a Prevalent Issue (Theory) JESSICA GOOD, Leah Rose LaLonde, Michael Jon Vriesman, and Alexandros Maragakis (Eastern Michigan University)

92. Effects of an Aqua-Titanium Necklace on Running Speed When Examined at the Individual and Group Levels (Applied Research) NATHAN WEBER, Duane Wood, and Mychal Machado (University of Alaska Anchorage)

Discussant: Matthew L. Edelstein (Kennedy Krieger Institute)

93. Parent Training as an Intervention for Children Who Demonstrate Problem Behavior in Japan (TBA; Applied Research) MOMOKO YAMASHITA (University of Utah; Nationwide Children's Hospital)

94. Choosing to Feel Good: Wellbeing Discounting (PCH; Basic Research) WOJCIECH BIALASZEK and Franciszek Ostaszewski (Institute of Psychology, SWPS University of Social Sciences and Humanities)

95. Exploring a Factor Structure of Korean Version of the Stress Index for Parents of Adolescents (Applied Research) YOONJUNG YANG and Seungmin Jung (Yonsei University)

96. Behavioral Skills Training for the Visual Analysis of Behavior Data on Treatment Decisions by Staff and Clinicians in an Acute Psychiatric Hospital (Applied Research) MATTHEW A. LAW, Annette Griffith, Amanda Mahoney, and Chrystal Jansz Rieken (The Chicago School of Professional Psychology) **97. Responses of Delay Discounting and Behavioral Demand for Food to Acute Exercise** (Basic Research) JONATHAN R. MILLER (University of Colorado School of Medicine; Children's Hospital Colorado); Tanya Halliday (University of Utah); and Mollie White, Ed Melanson, and Marc-Andre Cornier (University of Colorado School of Medicine)

98. Caregiver-Implemented Interventions for Adolescents and Young Adults With Autism Spectrum Disorder: A Systematic Literature Review (AUT; Service Delivery) KRISTINA MCGINNIS and Stephanie Gerow (Baylor University) and Emily Gregori (University of Illinois at Chicago)

#539 Poster Session

1:00 pm–3:00 pm Walter E. Washington Convention Center, Level 2, Hall D DEV Chair: Richard E. Laitinen (Personalized Accelerated Learning Systems)

Discussant: Richard E. Laitinen (Personalized Accelerated Learning Systems)

99. Evaluating the Efficacy of the AIM Curriculum for Increasing Psychological Flexibility and Decreasing Rigid Behavior in a 13-Year-Old Girl (Applied Research) ALLIX ISABELLE LEMIEUX (St. Lawrence College) and Laura Campbell, Kim Trudeau-Craig, and Katarina Fischer (Ontario Association for Behavior Analysis)

100. Client Attendance of Applied Behavior Analysis Services and Possible Contributing Factors of Missed Attendance (AUT; Applied Research) CELESTE NISHIJIMA, Alexandra Pilar Sagastume, and AnnMarie Hammell (Autism Behavior Consulting Group Hawai'i)

101. Increasing Physical Activity for Individuals With a Mild Intellectual Disability (DDA; Service Delivery) JASON KOZICA (The University of Auckland)

102. Preventing Dog Bites in Children (CSS; Applied Research) DANIELLE LEAH PARADISE (The Chicago School of Professional Psychology)

103. Evaluating Trends in Behavioral Skills Training Protocols to Identify Characteristics Associated With Effective Results on Client Outcomes: A Brief Review (OBM; Theory) AUTUMN KOZLUK, Marie-Chanel Monique Morgan, Alison Cox, and Brianna Anderson (Brock University)

104. Escalating Processes of Coercive Behavior During Childhood and Adolescence (Applied Research) MARCELA ROSAS PENA and Silvia Morales Chaine (National Autonomous University of Mexico)

#540 Poster Session

1:00 pm–3:00 pm Walter E. Washington Convention Center, Level 2, Hall D VRB Chair: Einar T. Ingvarsson (Virginia Institute of Autism)

Discussant: Einar T. Ingvarsson (Virginia Institute of Autism)

105. On the Stand: A Contextual Speech Analysis of the Kavanaugh Hearing (CSS; Basic Research) SEBASTIAN GARCIA-ZAMBRANO, Rocco G. Catrone, Natalia Baires, Manish K. Goyal, Amrinder Babbra, Jessica M. Hinman, and Darwin S Koch (Southern Illinois University)

106. The Efficacy of Behavioral Skills Training on Caregiver Implementation of PEAK-Direct Training (AUT; Applied Research) VIRGINIA LOUISE EASTER and Zhichun Zhou (Webster University)

107. Arbitrarily Applicable Relational Responding Following a Brain Injury: A Comparison Between Injured and Non-Injured Participants (Basic Research) NAZURAH KHOKHAR and Marie-Chanel Monique Morgan (Brock University) and Karl Gunnarsson (West Park Healthcare Center)

108. Using the PEAK-Relational Training System to Improve Social Cognition in Individuals With Acquired Brain Injury (Applied Research) SASHA NEY and Lauren Rose Hutchison (George Brown College), Nazurah Khokhar and Marie-Chanel Monique Morgan (Brock University), and Karl Gunnarsson (West Park Healthcare Centre)

109. Relational Coherence Evident in Gender Stereotyping: Relational Density Theory (CSS; Applied Research) ANNALISE GIAMANCO, Jordan Belisle, and Morgan Brueseke (Missouri State University)

110. Content Validity of ABA Language Assessments: Totality of Skinner's Verbal Operants and Relational Frames in Four Common Language Assessments (Service Delivery) TAYLOR MARIE LAUER (Missouri State University), Brylie Mason (Utah Valley University), Jordan Belisle (Missouri State University), and Caleb Stanley (Utah Valley University)

111. An Evaluation of the Relationship Between Derived Relational Responding and Intelligence (Applied Research) Clara Merten, Mickelle Cheever, and CALEB STANLEY (Utah Valley University)

112. Evaluating Multiple Exemplar Instruction to Establish Bidirectional Naming in Children With Autism (AUT; Applied Research) ANGELICA NOEL COPPOLA (University of Southern California; FirstSteps For Kids), Amanda N. Chastain (FirstSteps For Kids), Jonathan J. Tarbox (University of Southern California; FirstSteps for Kids), Courtney Tarbox Lanagan (FirstSteps for Kids), and Zoey Isabella Ulrey and Jasmine Lau (University of Southern California)

113. Teaching the Verbal Operants to College Students Through a Stimulus Equivalence Protocol (EDC; Basic Research) ANGELICA A. AGUIRRE (Minnesota State University, Mankato); John O'Neill (Contextual Behavioral Science Institute); and Courtney Sowle, Emily Boduch, Iloria Phoenix, Ibelizet Dominguez, Breanna Perron, and Ashley Yang (Minnesota State University, Mankato)

114. Assessment of Reading and Writing Skills Based on Stimulus Equivalence Paradigm (EDC; Basic Research) JULIA ZANETTI ROCCA and Victor Hugo de Souza (Universidade Federal de Mato Grosso), Deisy De Souza and Ricardo Campos Junior (Universidade Federal de São Carlos), Elenice Seixas Hanna (Universidade de Brasilia), and Julio C. De Rose and Raquel Melo Golfeto (Universidade Federal de São Carlos)

#541 Poster Session

1:00 pm-3:00 pm Walter E. Washington Convention Center, Level 2, Hall D DDA Chair: Amarie Carnett (Victoria University of Wellington)

Discussant: Amarie Carnett (Victoria University of Wellington)

115. The Use of Antecedent-Based Interventions to Increase Compliance Related to Physical Activity in Children With Down Syndrome (Applied Research) KAYLEE CHRISTENSEN (Brigham Young University)

116. Toilet Training Protocol for Preschoolers With Disabilities (Applied Research) JI YOUNG KIM, Madeline Frank, and Daniel Mark Fienup (Teachers College, Columbia University)

117. Examining Variables Contributing to Acquisition in Multiple Response Repetition Error Correction Procedures (Applied Research) JULIE BETH HESTER, Tom Cariveau, Astrid La Cruz Montilla, and Richelle Elizabeth Hurtado (University of North Carolina Wilmington)

118. A Chance to Dance: A Case Study Examining the Benefits of Recreational Dance and Behavior Analysis (Applied Research) MADELINE PONTONE, Tricia Corinne Vause, Courtney Denise Bishop, Dana Kalil, Nicole Staite, and Sarah Davis (Brock University)

119. Teaching Life Skills Using a Modified Behavioral Skills Training Framework (Applied Research) MICHAEL PALMER and Rachele Phinney (University of New Brunswick)

120. Assessing Visual and Auditory Discrimination Skills of People With Multiple Disabilities (Basic Research) RYAN HECKERT, Braden Milani, Brennan Foidart, and C. T. Yu (University of Manitoba)

121. The Effects of Reinforcer Schedule on Visuo-Spatial Working Memory Tasks With Different Difficulty Levels: Comparison of Distributed and Accumulated Reinforcement (EDC; Applied Research) DONGJOO CHIN and Chansol Park (Yonsei University)

122. The Usage Pattern of Collection-Based Reinforcement System for Youths With Intellectual Disabilities (Applied Research) HOOMYUNG LEE and Seungeun Oh (Yonsei University)

123. A Preliminary Study of Evaluating an App-Based Neurorehabilitation Program for Youths With Developmental Disability (Applied Research) HYEYEON JANG (University of Yonsei)

124. Intervention Intensity in Rapid Toilet Training (AUT; Applied Research) JENEE VICKERS JOHNSON, Jason Travers, Heather Forbes, and Kathleen Zimmerman (University of Kansas)

125. Comparing Instructional Methods for Augmentative Communication for a Girl With *Mucopolysaccharidosis-IIIA* (EDC; Applied Research) RACHEL HENTNICK and Kimberly A. Schreck (Penn State Harrisburg) and Alisha Paxon (Pennsylvania Counseling Services)

126. Beat the Clock: Goal Setting to Reduce Transition Time at a Residential Summer Camp (EDC; Applied Research) BRADLEY SCOTT BLOOMFIELD and Gemima Fauvel (University of Alabama) and Zoe Miller (Tufts University)

Discussant: Christopher Manente (Rutgers Center for Adult Autism Services, Rutgers University)

127. Comparison of Prompt Assignments Within Total Task Chaining (Applied Research) DANIELA SILVA, Catherine Kishel, and Kate E. Fiske Massey (Douglass Developmental Disabilities Center; Rutgers, The State University of New Jersey)

128. The Effects of Behavioral Skills Training and In Situ Feedback in Teaching Safety Skills to Young Adults With Developmental and Intellectual Disabilities (Applied Research) DANIELLE WATSON, Teresa Cardon, and Julie A. Ackerlund Brandt (The Chicago School of Professional Psychology)

129. Effects of Paraprofessional Training in Errorless Teaching Procedures on Rate of Acquisition of Imitating and Matching Skills (DEV; Applied Research) ANNIE LISA GREEN (University of West Florida; Arlington Community Schools)

130. Assessing and Teaching Job-Related Social Skills to Italian Adults With Developmental Disabilities (DEV; Applied Research) Claudio Radogna and GUIDO DANGELO (Associazione Dalla Luna Professionisti per l'Autismo)

131. Extending Brief Error-Correction Assessments to Adults With Intellectual or Developmental Disabilities (AUT; Applied Research) J. TURNER BUTLER BRAREN, Andrew L. Samaha, and Karie John (University of South Florida)

132. Helping Two Kinds of Solitude: Increasing Well-Being Levels for Adolescents With Developmental Disability and for Elderly Persons (CSS; Service Delivery) FEDERICA BERARDO, Giada Gueli, Sara Guandalini, and Luca Vascelli (TICE Live and Learn) and Francesca Cavallini (University of Parma)

133. Using a Job-Matching Assessment to Inform Skills to Target With Video Prompting (AUT; Applied Research) XIAONING SUN, Helen I. Cannella-Malone, and Emily Bumpus (The Ohio State University)

134. The Family Behavior Support App: Empowering Parents of Young Children With Disabilities and Challenging Behaviors (EDC; Applied Research) ERIN E. BARTON (Vanderbilt University), Hedda Meadan (University of Illinois at Urbana-Champaign), Angel Fettig (University of Washington), Beth Pokorski (STAR Inititative, University of Virginia), Marina Velez (Vanderbilt University), Rebecca Hacker (University of Illinois), Claire Winchester (Vanderbilt University), and Shawna Harbin (University of Washington)

135. Parent Training in Bosnia-Herzegovina: An Analysis of Pyramidal Training as a Method of Disseminating Effective Practices (AUT; Applied Research) BLAKE HANSEN and Katie Barton (Brigham Young University), Rebecca Barton (Brigham Young University; Kids on the Move), Hannah Kruman (Bloom Behavior and Consulting Services), and Emma Orton (Utah Behavior Services)

136. Effectiveness of an InVivo Parental Training to Enhance the Procedural Integrity of Parent-Implemented Discrete Trial Training (EDC; Applied Research) SOYEON KANG (Seoul Metropolitan Children's Hospital) and Ju Hee Park (Yonsei University)

137. Training Therapists to Employ Applied Behavior Analysis Strategies in Their Daily Practice: A Study in China (TBA; Service Delivery) TRACY YIP and Jaroslaw Domagala (Orient Speech Therapy)

138. Considerations in the Selection of Representative and Practical Data Collection Methods (Applied Research) JULIA IANNACCONE and Kate E. Fiske Massey (Douglass Developmental Disabilities Center, Rutgers University) and SungWoo Kahng and Robert LaRue (Rutgers University)

#542 Poster Session

1:00 pm–3:00 pm Walter E. Washington Convention Center, Level 2, Hall D AUT Chair: Thomas S. Higbee (Utah State University)

Discussant: Thomas S. Higbee (Utah State University)

139. The Effects of Speech Fluency on the Social Interactions of Children With Social Skills Deficits (DDA; Applied Research) TANNER MADISON PICKETT and Thom Ratkos (Berry College)

140. Using Relational Frame Theory to Teach Perspective Taking Skills (Service Delivery) BRITTANY DOLAN (St. Cloud State University; Centre for Behavioral Studies, St. Lawrence College), Meaghen Shaver (Centre for Behavioral Studies, St. Lawrence College), and Michele R. Traub (St. Cloud State University)

141. A Consultation Model for Improving the Implementation of the "Accept, Identify, Move" Curriculum in Applied Behavior Analysis Programs for Children Diagnosed With Autism Spectrum Disorder (Service Delivery) SARAH M. DUNKEL-JACKSON, Jennifer Reid, Kayleah Crosby-Rowley, and Laura Belz (Centria Healthcare)

142. Tobacco and E-Cigarette Use in Youth With Autism Spectrum Disorders (Basic Research) NICOLE HIGGINS and Vida Tyc (Florida Institute of Technology)

143. The Long-Term Usage Patterns of App-Based Intervention Programs for Youths With Autism Spectrum Disorder in the Real World (Applied Research) YOUNKYOUNG LEE and Kyong-Mee Chung (Yonsei University)

144. Increasing Child-Initiated Communication in Young Children With Autism Using Pivotal Response Treatment (CBM; Applied Research) DEVON WHITE, Jane Shkel, Morgan Steele, Antonio Hardan, and Grace Werner Gengoux (Stanford University School of Medicine)

305

145. A Systematic Review and Extension of Parent-Mediated Communication Intervention for Children With Autism Spectrum Disorders (CBM; Service Delivery) JODIE WAITS, Cassie Feck, Shawn Patrick Gilroy, and Daphne Hartzheim (Louisiana State University) and Jane Morton (Emerge Center)

146. Promoting the Use of Web-Based VB-MAPP in China: Some Preliminary Findings (VRB; Service Delivery) Xuegang Wang (INGCare), ZIWEI XU (Institute for Accessibility Development Tsinghua University; INGCare), Zhen Wang (INGCare), Jiarui Yan (INGCare; Interactive Media Institute of Arts & Design Academy, Tsinghua University), and Youruo Ma (INGCare)

147. Reduction of Automatically Maintained Skin Picking in an Adult Informed by a Competing Stimulus Assessment (DDA; Service Delivery) ELIZABETH CLARE NUDELMAN (Kennedy Krieger Institute; Johns Hopkins School of Medicine), Sara Jeglum (Kennedy Krieger Institute; Johns Hopkins School of Medicine; University of Wisconsin-Madison), Mathew C. Luehring (Kennedy Krieger Institute; Johns Hopkins School of Medicine), and Patricia F. Kurtz (Kennedy Krieger Institute)

148. The Effects of Escape Extinction and Differential Reinforcement of Alternative Behaviors on Acceptance of Regular Texture Non-Preferred Foods by a Child With Food Selectivity and Autism (Service Delivery) DENA KELLY, Brittany Ann Doan, and Jennifer E. Dawson (Devereux Southeastern Pennsylvania Autism Resource Center)

Discussant: Russell Lang (Texas State University-San Marcos)

149. Increasing Novel Food Consumption by a Young Adult With Autism Through Differential Negative Reinforcement of Alternative Behavior (Applied Research) LAUREN CARTER and Silva Orchanian (Melmark New England)

150. A Re-Examination of Augmentative and Alternative Communication Interventions for Minimally Verbal Children With Autism (Theory) ANGELA T. MACDONALD and Aparna Nadig (McGill University; Centre for Research on Brain, Language, and Music)

151. ABAcadabra: An App to Teach Conditional Discrimination to Individuals With Autism (EDC; Applied Research) LUIZA GUIMARAES and João S. Carmo (Universidade Federal de São Carlos)

152. The Effect of Response Interruption and Redirection as Treatment for Stereotypy in an Adult With Autism (Service Delivery) HEIDI GARCIA (The Faison Center)

153. Let's Work Together! A Family-Centered Services System in Mainland China (DEV; Service Delivery) TANGCHEN LI (The Ohio State University)

154. An Analysis of Exposure Procedures for Sound Aversion in an Adolescent With Autism Spectrum Disorder (Service Delivery) CARISSA CAREY, Aine Murphy, David R. Gallaway, and Diane Dean (IPPI Learning Academy)

155. Virtual Reality: What Is Currently Known About a Promising Tool to Teach Social Skills to Children and Adolescents With Autism Spectrum Disorders (TBA; Theory) ARGNUE CHITIYO (Ball State University) and Chaidamoyo Goodson Dzenga (Tennessee Technological University)

156. Using Functionally Matched Interventions to Reduce Transition-Related Challenging Behavior for Children With Autism Spectrum Disorder (Applied Research) LAURA ROJESKI and Mark O'Reilly (The University of Texas at Austin) and Cindy Gevarter (University of New Mexico)

157. The Role of Choice, Stimulus Fading, and Negative Reinforcement in the Treatment of Food Selectivity (Service Delivery) HALLIE FETTERMAN (Nationwide Children's Hospital; University of Cincinnati), Sarah C. Connolly (May Institute), and Anya Froelich (Nationwide Children's Hospital Center for Autism Spectrum Disorders; The Ohio State University)

158. A Component Analysis of Self-Monitoring for Increasing Task Engagement (DDA; Applied Research) SAM SHEETS and Eileen M. Roscoe (Western New England University; New England Center for Children)

159. Less Preferred Dimensions but More Preferred Parameters of Reinforcement Reduce Problem Behavior in Differential Reinforcement of Alternative Behavior Without Extinction (DDA; Applied Research) ALEXA CECELIA MORLEY KALMBACH (Kennedy Krieger Institute; University of Maryland, Baltimore County), John C. Borrero (University of Maryland, Baltimore County), and Nicole Lynn Hausman (Kennedy Krieger Institute)

Discussant: Justin B. Leaf (Autism Partnership Foundation)

160. Treatment of Escape-Maintained Problem Behavior Without Extinction (Applied Research) ANGELICA J. SEDANO (New England Center for Children; Western New England University), Eileen M. Roscoe (New England Center for Children), and Zoe Newman (New England Center for Children; Western New England University)

161. A Replication of the Cool Versus Not Cool Procedure Using Video and InVivo Demonstration With Preschoolers With Autism to Increase Vocal and Non-Vocal Social Interactions (EDC; Applied Research) KATHLEEN MCCABE-ODRI, Melanie Erwinski, and Erin O'Brien (Partners in Learning, Inc.) **162. A Review of Targeted Response Complexity During Functional Communication Training** (DDA; Applied Research) CHARLENE NICOLE AGNEW (The Graduate Center, City University of New York; Queens College) and Joshua Jessel (Queens College, City University of New York)

163. An Individualized Treatment Package to Increase Urinary Continence (Applied Research) ERICA JONES (Florida Autism Center) and Brandon C. Perez, Janelle Kirstie Bacotti, Kerri P. Peters, and Timothy R. Vollmer (University of Florida)

164. Competing Stimulus Assessment and Its Application in Treating Automatically Maintained Behaviors (EDC; Applied Research) OLIVIA COPPES CULBERTSON, Kathryn Herndon, Kathryn Littlejohn, and Jennifer Graboyes Camblin (The Faison Center)

165. Assessing the Criterion Validity of the Verbal Behavior Milestones Assessment and Placement Program (VRB; Applied Research) Courtney Maher, BRITTANY HUNTER, Shelby Rosalik, and Josh Plavnick (Michigan State University)

166. Aesthetic Theming of Token Economies and its Affect on Target Response Rates (EAB; Applied Research) KIMBERLY GHORM, Nora Healy, and Bernadette Damiano (Vista Autism Services) and Jonathan W. Ivy (Penn State Harrisburg)

167. An Evaluation of the Effects of Blocking on Self-Injurious Behavior Maintained by Automatic Reinforcement (CBM; Service Delivery) KATHERINE LUKE, Silva Orchanian, Lauren Carter, Jessica Buckley, Kristina Harty, and Miah Dunbar (Melmark New England)

168. Temporal Distributions of Eliminations Based on Scatter Plot Analysis (Applied Research) TÉAH DANIELA SEGURA, Brandon C. Perez, Samuel L. Morris, Janelle Kirstie Bacotti, Kerri P. Peters, and Timothy R. Vollmer (University of Florida)

Discussant: Eileen M. Roscoe (New England Center for Children)

169. Evaluating the Effects of Noncontingent Reinforcement and Response Blocking in Reducing Automatically Maintained Saliva Play (Service Delivery) Corey Walsh, Vanessa Monti, and SARAH C. CONNOLLY (May Institute)

170. A Descriptive Analysis of Ear Plugging in Children With Autism Spectrum Disorder (Applied Research) KATIE ANN ALVAREZ, Samuel L. Morris, Brandon C. Perez, and Timothy R. Vollmer (University of Florida)

171. Distance-Based Collaborations for Assessing and Treating Problem Behavior (Applied Research) RACHEL METRAS (Western New England University; FTF Behavioral Consulting), Matthew Carbone (Western New England University), and Gregory P. Hanley (Western New England University; FTF Behavioral Consulting)

172. Using Pairing to Teach Response to Name to Children With Autism (Applied Research) AMBER R. PADEN and Regina A. Carroll (Munroe-Meyer Institute, University of Nebraska Medical Center)

173. Behavioral Assessment and Early Intervention Protocol for Autistic Risk Babies: Increasing the Generality of Previous Results (TBA; Applied Research) Paula Gioia, Simone Assunção Keiner, and FLAVIA MORAIS (Pontifical Catholic University of São Paulo)

174. Assessment and Treatment of Peer Aggression Evoked Under Play Contexts (Service Delivery) MALLORY NICHELSON, Nicole M. Rodriguez, Grace Spath, and Kassondra Andereck (Munroe-Meyer Institute, University of Nebraska Medical Center)

175. School Staff-Implemented High Probability Request Sequence to Enhance Compliance and Social Skills for Preschoolers With Autism (EDC; Applied Research) Richard Cowan and LINDSAY CANDEL (Kent State University)

176. Presumed Anxiety in Autism: Utilizing a MotivAider to Reduce Staff Reassurance (EDC; Applied Research) DANIELA POWTER, Jessica Zawacki, and Gloria Satriale (PAAL)

177. Mand Training Techniques for Children With Autism Spectrum Disorder: A Systematic Review (Theory) REMINGTON SWENSSON and Jessica Akers (Baylor University)

178. Reducing Severe Problem Behavior Without Extinction: Application to Children With Limited Language Ability (Applied Research) Alexandra Beckwith, Allyson Crowley, KATHRYN QUINN, and Elizabeth Jane Schoolmaster (Ivymount School)

Discussant: Ana Carolina Sella (Universidade Federal de Alagoas)

179. A Single Case Study of Using a Visual Schedule via Watch Interface to Promote Autonomy in Self-Care of a Moderately Delayed Child With Autism and a Neurotypical Peer (EDC; Applied Research) CHERYL TSE, Stephanie Ngo, and Janell Kaneshiro (ABC Group Hawai'i)

180. Replacement Skills Training to Address Inappropriate Throwing and Aggression in a Student With Autism Spectrum Disorder (EDC; Applied Research) JOHN SCULLY, Rena Marr, and Johanna F. Lantz (The Center for Discovery)

181. Effects of a Chained Schedule Procedure to Treat Challenging Behavior Maintained by Escape (DDA; Service Delivery) JESSICA DETRICK, Kelsey Webster, and Stephanie M. Peterson (Western Michigan University)

182. When Picture Communication Fails: Teaching Communication With Objects (Service Delivery) MARGARET WRIGHT, Meagan K. Gregory, and Anlara McKenzie (Kennedy Krieger Institute)

183. A Practitioner's Approach to Decrease Severe Behavior Problems and Increase Skills Across Critical Settings (Service Delivery) WOAN TIAN CHOW, Monica Topete, and Nichole Shumake (Applied Behavior Consultants, Inc.)

184. A Treatment Analysis for Increasing Physical Activity in a Child With Autism (Applied Research) HANNAH MARIE KRUEGER, Chelsea Hedquist, and Eileen M. Roscoe (New England Center for Children)

185. Assessing Preference of Two Communication Modalities (Service Delivery) DAPHNE SNYDER (Western Michigan University), Cody Morris (Salve Regina University), and Kelsey Webster and Stephanie M. Peterson (Western Michigan University)

186. Differences in Pretend Play Between Children With Autism Spectrum Disorders and Typically Developing Children (DDA; Basic Research) GENEVIEVE KREBS (Beacon ABA Services)

187. Performance of Students With Autism Spectrum Disorder in the Original and Adapted Versions of the Basic Literacy Repertory Assessment Instrument (EDC; Applied Research) CASSIA LEAL DA HORA and Najra Lima (Paradigma - Center of Science and Behavioral Technology)

188. Effects of Language on Functional Analysis Outcomes: A Systematic Replication (Applied Research) AMANDA MARIE FINLAY (Melmark; Temple University) and Matthew Tincani (Temple University)

Discussant: Kenneth F. Reeve (Caldwell University)

189. Use of Principles of Applied Behavior Analysis to Decrease Maladaptive Behavior and Increase Skill Acquisition in Children With Autism Spectrum Disorder: A Review of Few Case Studies (VRB; Service Delivery) SADAF KHAWAR (Montclair State University; Helping Hands Therapeutic Services, Inc.) and Chana Tilson (The Chicago School of Professional Psychology; Helping Hands Therapeutic Services, Inc.)

190. The Efficacy of Behavioral Skills Training on the Administration of the Verbal Behavior Milestones Assessment and Placement Program by Clinical Staff (TBA; Applied Research) SADAF KHAWAR (Montclair State University; Helping Hands Therapeutic Services, Inc.) and Chana Tilson (The Chicago School of Professional Psychology; Helping Hands Therapeutic Services, Inc.)

191. Examining the Effects of Behavioral Skills Training to Teach Children With Autism How to Use and Create Activity Schedules (CBM; Applied Research) LAUREN MARTONE and Angelica A. Aguirre (Minnesota State University, Mankato)

192. Increasing Adaptive Behavior Using the "Accept, Identify, Move" Curriculum (Applied Research) Danielle Esselink, TARA WEIR, and Shiri Bartman (Shining Through Centre for Children with Autism)

193. Trial Based Functional Analysis in Classrooms: Evaluating Effectiveness and Exploring Sustainability Through Mixed Methods Research (DDA; Applied Research) NATALIE BADGETT (University of Virginia) and Ilene S. Schwartz (University of Washington)

194. Functional Analysis and Treatment of Self-Injury Maintained by Automatic Reinforcement (EAB; Applied Research) BRODY CAVANAUGH, Meagan K. Gregory, and Anlara McKenzie (Kennedy Krieger Institute)

195. The Assessment and Treatment of Automatically Maintained Property Destruction (DDA; Applied Research) LESLEY A. SHAWLER (Kennedy Krieger Institute; Johns Hopkins University School of Medicine) and Joy Clayborne and Julia T. O'Connor (Kennedy Krieger Institute)

196. Comparison of High- and Low-Preference Items to Teach Children With Autism Spectrum Disorder to Mand for Information Using "Where" and "Who" (VRB; Applied Research) C. T. YU (University of Manitoba)

197. Treatment Integrity in Applied Behavior Analysis: Are We Measuring the Right Thing? (DDA; Service Delivery) JACQUELINE LUGO, Luisana Medina, Valerie Perez, Ya-Chih Chang, and Mitch Fryling (California State University, Los Angeles)

198. Increasing Appropriate Responding to Non-Preferred Topics for a Child With Autism (EDC; Service Delivery) SHONDA SMITH and Jennifer Quigley (The Chicago School of Professional Psychology) Discussant: Jessica Ann Korneder (Oakland University)

199. Reducing Challenging Behavior Following Denied Access (Applied Research) HAILEE PEREZ, Timothy Nipe, and Brooke Ambert (Bancroft)

200. An Evaluation of Visual Schedules to Treat Vocal Stereotypy (Applied Research) DANIELLA EMMER, Phoebe Leach, Giovanna Salvatore, Sherah Somervell, and Christina Simmons (Rowan University)

201. The Effects of Functional Communication Training as Identified from a Comparison of Descriptive Assessments and a Trial Based Functional Analysis on Interfering Behavior in the Home (DDA; Applied Research) GEORGE MCCLURE, Lisa Tereshko, and Robert K. Ross (Beacon ABA Services)

202. The Comparison of a Descriptive Assessment and a Trial Based Functional Analyses on Interfering Behavior as the Basis of Treatment in the Home Setting With Children With Autism Spectrum Disorder (DDA; Applied Research) THOMAS MARSH, Lisa Tereshko, and Robert K. Ross (Beacon ABA Services)

203. The Use of Autism Curriculum Encyclopedia in Program Development and Service Delivery for Children With Autism (DDA; Service Delivery) KAORI G. NEPO and Kathleen Bailey Stengel (NeurAbilities)

204. Evaluating the Relationships Between Derived Relational Responding, Intelligence, and the Function of Challenging Behavior in Children With Autism (VRB; Applied Research) CHANTAL RAINFORD (Autism Care West) and Jordan Belisle, Hannah Wallace, Kaitlin Beason, and Celeste Unnerstall (Missouri State University)

205. Decreasing Pica in a Child With Autism Spectrum Disorder Using a Differential of Low Rates of Reinforcement Procedure (DDA; Applied Research) AMY VICTORIA RICH, Lisa Tereshko, and Robert K. Ross (Beacon ABA Services)

206. Teaching Cooking Skills to Individuals Diagnosed With Autism Spectrum Disorder Via Video Modeling and Self-Monitoring (Applied Research) ELIZABETH FONTAINE (The Chicago School; KGH Autism Services) and Ariana Ronis Boutain Hopstock (KGH Autism Services)

207. Evaluating Global Changes in Verbal Relational Performance Following Three Months of PEAK Instruction in a Special Education Setting (VRB; Applied Research) KAYLA WELCH (Pender Public School), Lindsey Audrey Marie Dennis (Missouri State University), Leah E Clark (Pender Public Schools), and Nicole Choate and Jordan Belisle (Missouri State University)

208. Exploring the Relationship Between Derived Relational Responding and Autism Symptom Severity (DDA; Applied Research) KWADWO 0. BRITWUM (The Chicago School of Professional Psychology), Zhihui Yi and Anne Sheerin (Southern Illinois University), Caleb Stanley (Utah Valley University), and Mark R. Dixon (Southern Illinois University)

Discussant: Nidal Daou (McNeese State University)

209. Evaluating the Efficacy of PEAK in Children With Autism and Corresponding Increases in Derived Relational Responding (VRB; Applied Research) TAYLOR MARIE LAUER, Jordan Belisle, Megan Kimzey, Lindsey Schneider, and Celeste Unnerstall (Missouri State University)

210. Using Point of View Video Modeling to Teach Math to Students With Autism Spectrum Disorder in Saudi Arabia (EDC; Service Delivery) HAMAD HAMDI and Temple S. Lovelace (Duquesne University)

211. Analogical Reasoning of Opposition-Opposition Relations Within a Matrix Reasoning Task in Children With Autism (VRB; Applied Research) LINDSEY AUDREY MARIE DENNIS (Missouri State University), Leah E. Clark (Pender Public Schools), Rebecca Jepsen (Tower School), Nicole Choate (Missouri State University), Kayla Welch (Pender Public Schools), and Jordan Belisle (Missouri State University)

212. Shout It Out: The Effects of an Unconventional Treatment Package on Screaming (DDA; Service Delivery) ELIZABETH ROUNTREE and Jennifer A. Bonow (The Learning Consultants)

213. The Effects of Video Modeling on Staff Training: Beyond Discrete Skills (TBA; Applied Research) ELAINE ESPANOLA, Anibal Gutierrez Jr., and Melissa N. Hale (University of Miami)

214. Imitation Type as a Predictor of Skill Mastery During Intervention (DEV; Basic Research) ELAINE ESPANOLA, Melissa N. Hale, and Anibal Gutierrez Jr. (University of Miami) and Andre V. Maharaj (University of Massachusetts Boston)

215. Effect of Matrix Training on the Generalization of Instruction Following for Children With Autism (EDC; Applied Research) CHRISTIAN BORROMEO and Jennifer Quigley (The Chicago School of Professional Psychology), Melissa J. Richards (Columbus Medical Services), and RIANNE CANLAS CORTEZ (The Chicago School of Professional Psychology)

216. The Intricacies of Dating on the Autism Spectrum (CBM; Applied Research) ALEXANDRA ARENA (California State University Los Angeles)

217. An Evaluation of Two Methods of Functional Analysis to Assess Maintaining Consequences of Inappropriate Mealtime Behavior and Implications for Treatment (Service Delivery) BEN SARCIA (Verbal Beginnings)

218. A Comparison of Mixed and Blocked-Trial Formats for Teaching Conditional Discriminations to an Individual With Autism (Applied Research) JAMES SHERMAN, Joseph M. Vedora, Kimberly Beckman, and Kayla Christenson (Evergreen Center)

#543 Noteworthy Activity

1:30 pm-2:00 pm

Walter E. Washington Convention Center, Level 2, Hall D

Meet presenters to discuss their research, ask questions, or just say "hi." Check the app to see who will be participating.

#544 Noteworthy Activity

2:00 pm-2:30 pm Walter E. Washington Convention Center, Level 2, Hall D

Meet presenters to discuss their research, ask questions, or just say "hi." Check the app to see who will be participating.

#545 Noteworthy Activity

2:00 pm–3:00 pm Walter E. Washington Convention Center, Level 2, Hall D

Purchase one of the many titles available at the bookstore and stop by to have it signed by the author! Check the app to see who will be participating.

#546 Noteworthy Activity

2:30 pm-3:00 pm Walter E. Washington Convention Center, Level 2, Hall D

Meet presenters to discuss their research, ask questions, or just say "hi." Check the app to see who will be participating.

#547 Panel Discussion

3:00 pm-3:50 pm Walter E. Washington Convention Center, Level 2, Room 202A AUT/OBM; Service Delivery BACB CE Offered. CE Instructor: Theodore A. Hoch, Ed.D.

Starting an Applied Behavior Analysis Practice

Chair: Theodore A. Hoch (George Mason University)

REBECCA GONZALES (ABC Behavior; Hi-5 ABA, Inc.) DAVID MADDOX (ABC Behavior; Hi-5 ABA, Inc.) STEPHANIE MADDOX (ABC Behavior; Hi-5 ABA)

#548 Panel Discussion

3:00 pm-3:50 pm Walter E. Washington Convention Center, Level 2, Room 207B AUT/CSS; Service Delivery BACB CE Offered. CE Instructor: Hana Jurgens, M.A.

Effective, Streamlined, and Low Supervisor Response Cost Mentor Programs for Companies With **BACB Students**

Chair: Hana Jurgens (Positive Behavior Supports)

PATRICK O'LEARY (Positive Behavior Supports Corp.) SHANNON O'LEARY (Positive Behavior Supports, Corp.) BEVERLY WATSON (Positive Behavior Supports, Corp.)

#549 Symposium

3:00 pm-3:50 pm Walter E. Washington Convention Center, Level 2, Room 201 AUT/DEV; Service Delivery BACB CE Offered. CE Instructor: Lin Du. Ph.D.

System-Wide Data Analysis as a Measure of Efficiency of Developmental Treatments

Chair: Joan Broto (Dalton Associates)

CABAS® Based Model of Interventions in Italy and How We Measure Effectiveness Versus Efficiency

ELISA GALANTI (University of Parma), Fabiola Casarini (Scuola delle Stelle), Sandra Sesenna (Cortile Cooperative; Kirikù Project), and Gianluca Amato (VitaLab Educational Centre)

Education for Children With ASD in South Korea: A Case Study

HYE-SUK LEE PARK (KAVBA ABA Research Center), Lin Du (Teachers College, Columbia University), and Jinhyeok Choi (Pusan National University)

Do You Get What You Pay For? An Evaluation of Efficiency of Behavioral Intervention in a Center-Based Model

LIN DU (Teachers College, Columbia University) and JeanneMarie Speckman (Fred S. Keller School, Teachers College, Columbia University)

#550 Panel Discussion

3:00 pm–3:50 pm Walter E. Washington Convention Center, Level 1, Salon A CBM; Translational BACB CE Offered. CE Instructor: Teresa Camille Kolu, Ph.D.

Expanding Our Competence and Collaborations: Behavior Analysis in Mental and Medical Health Chair: Evelyn Gould (McLean Hospital, Harvard Medical School; FirstSteps for Kids, Inc.)

TERESA CAMILLE KOLU (Cusp Emergence) JEFF KUPFER (University of Colorado Denver) KEN WINN (Firefly Autism)

#551 Symposium

3:00 pm–3:50 pm Marriott Marquis, Level M4, Liberty M CSS/OBM; Theory

An Examination of Corruption as a Behavioral and Cultural Phenomenon

Chair: Fabio Bento (Oslo Metropolitan University) Discussant: Marco Tagliabue (Oslo Metropolitan University)

Units of Analysis for Corruption Experiments: Operant, Culturobehavioral Lineage, Culturant, and Macrobehavior

KAROLINY LOPES DA HORA and Angelo A. S. Sampaio (Universidade Federal do Vale do São Francisco)

Behavioral and Cultural Analysis of the Use of Intermediaries in Corruption Transactions TETE KOBLA AGBOTA (Oslo Metropolitan Unoversity)

#552 Invited Presenter

3:00 pm–3:50 pm Marriott Marquis, Level M2, Marquis Ballroom 6 EAB; Basic Research BACB/PSY/QABA CE Offered. CE Instructor: Sarah Cowie, Ph.D.

There's a Time and a Place for Everything

Chair: Karen M. Lionello-DeNolf (Assumption College)

There's a Time and a Place for Everything

SARAH COWIE (The University of Auckland)



Sarah Cowie obtained her Ph.D. in 2014 at the University of Auckland, under the supervision of Professor Michael Davison and Professor Doug Elliffe. Sarah's research explores how our behavior depends on past, present, and potential events.

Abstract: When the environment around us changes with regularity, certain events come to predict others; the sign at the café tells me coffee will be forthcoming, whereas the line of people outside the café suggests coffee will not occur in the immediate future. These signpost events come to exert control over behavior, at

least when they point to currently important events: In the morning, we follow signposts to coffee, but at dinnertime, we follow signposts to food. In a complex world, signposts are crucial for adaptation to our environment, and for choice of a future that might contain maximal pleasure and minimal pain—that is, signposts help us to behave appropriately. Yet some signposts fail to control our behavior, even when they predict favorable future conditions more reliably than do other signposts. Why do some events come to exert stimulus control over behavior, while others do not? This talk explores basic research that highlights the importance of experience, affordances—the ability to discriminate order, time, and location—and dispositions—the wants and needs of the organism that may be satisfied by the environment—in the development of effective signposts. We discuss how imperfect

discrimination causes signposts lose predictive power, and exert weaker control over behavior. Finally, we turn to misbehavior and bad habits, and consider how these basic research findings might help us to understand—and perhaps even change—apparently surprising, sometimes maladaptive control by signposts in the natural world.

#553 Symposium

3:00 pm–3:50 pm Marriott Marquis, Level M4, Independence E EDC/OBM; Service Delivery BACB CE Offered. CE Instructor: Sarah E. Pinkelman, Ph.D.

Gilbert Goes to School: Applying a Systems Analysis to Education

Chair: Ronnie Detrich (Utah State University) Discussant: Cloyd Hyten (ADI)

Gilbert's Environmental Supports and Education: Creating Optimal Conditions for Student Achievement SARAH E. PINKELMAN (Utah State University)

Gilbert's Behavioral Repertoire and Education: Maximizing the Repertoire RONNIE DETRICH (Utah State University)

#554 Symposium

3:00 pm–3:50 pm Marriott Marquis, Level M4, Independence F-H EDC/OBM; Translational BACB CE Offered. CE Instructor: Charis Wahman, Ph.D.

Running Low on Time? Practical Strategies for Training School Staff Chair: Charis Wahman (Michigan State University)

Comparative Effects of Feedback Before and After Instruction to Increase Novice Teacher's Specific Praise and Student Behavior

CAITLIN CRISS, Sheila R. Alber-Morgan, and Moira Konrad (The Ohio State University)

Behavior Skills Training for Paraprofessionals Prompting Students with Complex Communication Needs to use Augmentative and Alternative Communication Devices ERIC ANDERSON (The Ohio State University)

Teaching Paraprofessionals to Conduct Functional Analysis Conditions RON DEMUESY and Kimberly Jones (Dublin City Schools)

#555 Symposium

3:00 pm–3:50 pm Marriott Marquis, Level M4, Capitol/Congress OBM/CSS; Translational BACB CE Offered. CE Instructor: Marianne L. Jackson, Ph.D.

Expanding the Use of Assessment Tools: Clinical Applications to OBM and OBM to Health Behaviors Chair: Jonpaul D. Moschella (California State University, Fresno)

Discussant: Denys Brand (California State University, Sacramento)

WTF(F): What's the Function of Feedback?

MARÌAÍNNE L. JACKSON, Jonpaul D. Moschella, Vanessa Gowett, and Alexis Barajas (California State University, Fresno)

Extending the Performance Diagnostic Checklist to Assessing Health Behaviors in Athletes ISABELLA MARIA CAMELLO TAN and Jonathan J. Tarbox (University of Southern California; FirstSteps for Kids)

#556 Panel Discussion

3:00 pm–3:50 pm Marriott Marquis, Level M4, Liberty I-L OBM/AUT; Translational BACB CE Offered. CE Instructor: Annie Elisa Escalante, M.S.

Using Virtual Reality for Hiring and Training RBTs Chair: Annie Elisa Escalante (BehaviorMe)

ANDRES CHAVEZ (BehaviorMe) KIMBERLEY ANDREA ENLOE (Easterseals Southern California) ALYSSA KAVNER (Easterseals Southern California)

#557 Panel Discussion

3:00 pm–3:50 pm Marriott Marquis, Level M1, University of D.C./Catholic University PCH; Theory BACB CE Offered. CE Instructor: Christina M. Peters, M.Ed.

Complex Invariance: Translation, Paraphrase, and the Precision of Technical Language Chair: Christina M. Peters (University of Nevada, Reno)

PHILIP N. HINELINE (Temple University - Emeritus) MARTHA COSTA HÜBNER (University of São Paulo) PER HOLTH (Oslo Metropolitan University)

#558 Invited Tutorial

3:00 pm–3:50 pm Walter E. Washington Convention Center, Level 2, Room 207A PRA; Applied Research BACB CE Offered. CE Instructor: Bridget Taylor, Psy.D.

Training and Treating Wholeheartedly: Identifying a Role for Compassion Practices in the Profession of Behavior Analysis

Chair: David Bicard (Great Leaps Learning Center)

BRIDGET TAYLOR (Alpine Learning Group)



Dr. Bridget A. Taylor is co-founder and CEO of Alpine Learning Group and is senior clinical advisor for Rethink. 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. Dr. Taylor is President of the Behavior Analyst Certification Board and serves on the Autism Advisory Group for the Cambridge Center for Behavioral Studies. She is past associate editor for the *Journal of Applied Behavior Analysis*. She also serves on the editorial board of Behavioral Interventions. Active in the

autism research community, Dr. Taylor has published numerous peer-reviewed articles and book chapters on effective interventions for autism. She is a national and international presenter and serves in an advisory capacity for autism education and treatment programs both locally and abroad. Dr. Taylor was recently recognized by the Association for Applied Behavior Analysis International for her outstanding contributions to behavior analysis and was given ABAI's Fellow designation.

Abstract: Within certain areas of healthcare, it has been documented that treating patients with compassion and empathy can have important benefits, such as increasing patient satisfaction, enhancing adherence to treatment, and improving clinical outcomes (e.g., Beach, et al., 2006; Hojat et al., 2011; Weiss et al., 2017). Treating oneself and others with compassion is also believed to promote individual wellbeing and improve mental health (e.g. McClelland, et al., 2018; Neff, 2011; Scarlet et al., 2017). While current empirical support for these outcomes is mixed (Kirby, Tellegen & Steindl, 2017), there is increasing scientific interest in the benefits of compassion. That broad-based interest notwithstanding, the data-driven field of behavior analysis has only recently begun to advocate for the importance of relationship variables that could positively impact our work (e.g., Taylor, LeBlanc & Nosik, 2018; Leblanc, Taylor & Marchese, 2019). This presentation reviews survey data documenting parent perception of compassionate care by behavior analysts, as well as behavior analysts' impressions of training in this area. Behavioral responses that may comprise compassionate care will be presented, along with considerations for how compassionate care of our clients and ourselves can enhance our work as behavior analysts and potentially improve clinical outcomes.

#559 Panel Discussion

3:00 pm–3:50 pm Marriott Marquis, Level M4, Archives TBA/CSS; Translational BACB/QABA CE Offered. CE Instructor: Jennifer M. Gillis, M.A.

How Do We Ensure Treatment Integrity in International Markets With Less Than 4,000 BCBAs Attempting to Serve the Needs of Nearly 20 Million People With Autism Spectrum Disorder? Chair: Karen Chung (Special Learning, Inc.)

KIM MADAR KLEMEK (Global Autism Project) JENNIFER M. GILLIS (Binghamton University) SVETLANA IYER (Stepping Stones Center, Bangalore, India)

#560 Symposium

3:00 pm–3:50 pm Marriott Marquis, Level M4, Independence A-C TBA/AUT; Translational BACB CE Offered. CE Instructor: Lusineh Gharapetian, Ph.D.

Behavior Analysis Around the World: Examples of Poland, Ecuador and Armenia Chair: M. Fernanda Welsh (InTouch Behavioral Services)

Behavior Analysis in Poland

KINGA WOLOS-ZACHMEIER (The ABRITE Organization) and Przemyslaw Babel (Jagiellonian University)

Ecuador and Autism: An Overview of Current Services and Next Steps M. FERNANDA WELSH (InTouch Behavioral Services) and Maria Chang (Centro Enigma)

Applied Behavior Analysis, Autism, and Armenia: Issues in Dissemination in a Developing County LUSINEH GHARAPETIAN (Pepperdine University)

#561 Invited Presenter

Recorded Session

3:00 pm–3:50 pm Walter E. Washington Convention Center, Level 3, Ballroom AB VRB; Basic Research PSY/BACB/QABA/NASP CE Offered. CE Instructor: Caio F. Miguel, Ph.D.

Bidirectional Naming and Problem Solving Chair: Sarah A. Lechago (University of Houston-Clear Lake)

CAIO F. MIGUEL (California State University, Sacramento)



Dr. Caio Miguel is a professor of psychology and director of the Verbal Behavior Research Laboratory at California State University, Sacramento. He holds adjunct appointments at Endicott College, MA, and at the University of São Paulo, Brazil. He is the past-editor of *The Analysis of Verbal Behavior* and past-associate editor for the *Journal of Applied Behavior Analysis*. Dr. Miguel's research focuses on the study of verbal and verbally-mediated behaviors. He has given hundreds of professional presentations in North America, South America and Europe, and has had over 70 manuscripts published in English, Portuguese, and Spanish. He is the recipient of the

subscripts published in English, Portuguese, and Spanish. He is the recipient of the 2013–2014 award for outstanding scholarly work by the College of Social Sciences and Interdisciplinary Studies at Sacramento State, the 2014 Outstanding Mentor Award by the Student Committee of the Association for Behavior Analysis International (ABAI), the 2019 Award for Excellence in Teaching Verbal Behavior from the Verbal Behavior Special Interest Group of ABAI, and the 2019 Alumni Achievement Award for m the Department of Psychology at Western Michigan University.

Abstract: We often solve problems by engaging in mediating strategies such as talking to ourselves. In order to accurately use and respond to these strategies, we must understand what we are saying. The term bidirectional naming (BiN) has been used to describe the integration of both listener and speaker behaviors that leads to speaking with understanding. In this talk, I will describe a series of studies showing that in the absence of either speaker or listener behaviors, participants often fail to solve problems in the form of matching-to-sample and categorization tasks. These results suggest that to solve complex tasks participants must be verbal. Thus, I will propose that the BiN repertoire is one of the most important skills learned during language development and must be prioritized in early intensive behavioral intervention.

#562 Symposium

3:00 pm–3:50 pm Walter E. Washington Convention Center, Level 1, Salon I VRB; Translational BACB CE Offered. CE Instructor: Sandhya Rajagopal, M.S.

Verbal Behavior: From Private to Public Chair: Sandhya Rajagopal (Florida Institute of Technology)

Effects of Multiple Operant Training Across Similar and Different Response Topographies ASHLEY FELDE, Katie Nicholson, and Michael Passage (Florida Institute of Technology)

Private Events in Behavior Analysis: A Review KATIE NICHOLSON and Sandhya Rajagopal (Florida Institute of Technology)

Mnemonic Recognition and the Defective Contingency DANIELE ORTU (University of North Texas)

#563 Paper Session

3:00 pm-4:50 pm

Walter E. Washington Convention Center, Level 2, Room 202B ALIT

International Applications of ABA for Autism Spectrum Disorder

Chair: Valeria Parejo (Changing Behavior LLC; Florida Institute of Technology online courses)

Blending Principles of Applied Behavior Analysis and Developmentally Appropriate Practice in a Preschool Program for Children With Autism in China (Service Delivery)

Peishi Wang (Queens College, CUNY); MENGLIN SUN, Mei Liu, and Lihua Han (Beijing Wucailu Center for Children with Autism); and Hyun Min Lee (New York City Public Schools 212 Queens School of CyberScience and Literacy)

Experiences of Families of ASD Children in Africa: Implications for Research and Practice (Service Delivery)

JANE PAUL (Excella Developmental Services, California Pan African Congress on Autism)

Replicability of Principles of Applied Behavior Analysis in Kenya: A Long-Term Study (Service Delivery) POOJA PANESAR (Kaizora Centre for Neurodevelopmental Therapies) and Korey Taylor (Global Autism Project)

Case Study in International Dissemination and Interdisciplinary Collaboration: Partnering With Brazilian Not-for-Profit Clinic (Service Delivery)

VALERIA PAREJO (Changing Behavior LLC; Florida Institute of Technology) and Celisabel Caldevilla (Changing Behavior LLC)

#564 Paper Session

3:00 pm-4:50 pm Walter E. Washington Convention Center, Level 2, Room 206 AUT

Verbal Behavior and Autism Spectrum Disorder

Chair: Thea H. Davis (Autism Bridges)

Teaching Conversational Skills to Adolescents and Young Adults With Autism: A Script-Fading Procedure (Applied Research)

MICHAEL NICOLOSI (Queen's University Belfast; Voce nel Silenzio Onlus) and Karola Dillenburger (Queen's University Belfast)

Teaching Pronouns: Who's on First? (Applied Research) THEA H. DAVIS (Autism Bridges; Simmons University)

Robot-Mediated Intraverbal Training for Children With ASD (Applied Research) JESSICA ANN KORNEDER, Wing-Yue Louie, and Ibrahim Abbas (Oakland University)

Treatment Outcome Research to Evaluate Verbal Behavior Intervention for Autism: Buying In or Selling Out? (Applied Research) MICHELLE ENNIS SORETH and Mary Louise E. Kerwin (Rowan University)

#565 Paper Session

3:00 pm–4:50 pm Walter E. Washington Convention Center, Level 1, Salon B CBM

ABA in Community and Public Health Settings

Chair: Gerald McKeegan (Friends Hospital)

ABA Practice in a Medically Oriented Rehabilitation Setting (Service Delivery) GERALD MCKEEGAN (Friends Hospital)

Green Spaces and Healthy Aging (Theory) PARSLA VINTERE (CHE Senior Psychological Services; Elaine Kaufman Cultural Center)

An Approach to Addiction Recovery and Reanimation Emphasizing Robust Antecedent State Development Through Neuroscience and Public Health Principles (Service Delivery) MATTHEW GROSS (Shippensburg University) and Richard T. Cook (Applied Behavioral Medicine Associates of Hershey, PA)

Cultural Awareness and the Behavior Analyst: The Supervision Process (Service Delivery) BOBBY NEWMAN, Damali Alexander, and Chanie Rubin (Proud Moments ABA)

#566 Symposium

3:00 pm-4:50 pm Marriott Marguis, Level M2, Marguis Ballroom 5 CSS/CBM; Applied Research BACB CE Offered. CE Instructor: Robin Arnall, Ph.D.

Application of Behavior Analytic Approaches to Increase Sport Skills

Chair: Annette Griffith (The Chicago School of Professional Psychology) Discussant: Raymond G. Miltenberger (University of South Florida)

Comparing Randomized Vocal Consequences to TAGteach™ to Teach Novel Dance Movements to Adults

ROBIN ARNALL (The Sage Colleges; The Chicago School of Professional Psychology); Annette Griffith, Kathryn L. Kalafut, and Jack Spear (The Chicago School of Professional Psychology); and Laurie Bonavita (Bay Path University)

Comparing TAGteach™ and Precision Teaching to Vocal Contingencies to Teach Novel Dance Movements to Adults

Robin Arnall (The Sage Colleges; The Chicago School of Professional Psychology); MARIAH MUSSETTER (University of Kansas); Annette Griffith, Kathryn L. Kalafut, and Jack Spear (The Chicago School of Professional Psychology); and Laurie Bonavita (Bay Path University)

Component Analysis of a Behavioral Coaching Package on Hockey Skating Skills LAURIE BONAVITA, Kathryn L. Kalafut, Annette Griffith, and Julia Ackerlund Brandt (The Chicago School of Professional Psychology) and Nicole Barton (Arizona ABA)

Decreasing Severe Head Collisions in American Football With a Behavioral Coaching Treatment Package

BRANDON LOGAN (Bay Path University), Laurie Bonavita (Bay Path University; The Chicago School of Professional Psychology), and Melissa Hunsinger Harris and Susan Ainsleigh (Bay Path University)

#567 Symposium

3:00 pm-4:50 pm Marriott Marquis, Level M4, Liberty N-P CSS; Applied Research BACB CE Offered. CE Instructor: Timothy D. Ludwig, M.A.

Recent Advancements in Training Procedures to Teach Safety Skills

Chair: Alexandra Marie Campanaro (Caldwell University) Discussant: Timothy D. Ludwig (Appalachian State University)

An Interactive Computerized Training to Teach Educators How to Respond During an Active Shooter Situation

LORRAINE A BECERRA (University of Missouri) and Thomas S. Higbee, Annie Galizio, Stephanie Mattson, Juliana Aquilar, and Kassidy Reinert (Utah State University)

Comparing Behavioral Skills Training, Video Modeling, and Interactive Computer Training to Teach Sidewalker Safety Skills SARAH BRADTKE, Claire C. St. Peter, Emily K. Hull, Natalie Ruth Shuler, Stephanie Jones, and Sijin

Wen (West Virginia University) and Bethany Smiley and Carol Petitto (On Eagles' Wings)

Sleeping Beauties: Teaching Adults to Arrange Safe Infant Sleep Environments

JACQUELINE CARROW, Jason C. Vladescu, and Sharon A. Reeve (Caldwell University) and April N. Kisamore (Hunter College)

Teaching Water Safety Skills to Children With Autism Using a Train-the-Trainer Model ROSE NEVILL (University of Virginia); Einar T. Ingvarsson (Virginia Institute of Autism); Amber Hardin, Emily Meltzer, and Wendy Byun (University of Virginia); and Lauren Haskins (Virginia Institute of Autism)

#568 Symposium

3:00 pm-4:50 pm Walter E. Washington Convention Center, Level 1, Room 103 DDA BACB CE Offered, CE Instructor: Nathan Blenkush, Ph.D.

Positive Punishment of Severe Problem Behaviors

Chair: Nathan Blenkush (Judge Rotenberg Educational Center) Discussant: W. Joseph Wyatt (Marshall University)

Positive Punishment of Severe Problem Behaviors: A Review of 191 Clinical Cases

JOHN O'NEILL and Nathan Blenkush (Judge Rotenberg Educational Center)

Positive Punishment to Treat Self-Injurious Behaviors of an Individual With Arnold Chiari Malformation ELIZABETH A. FITTER, John O'Neill, and Nathan Blenkush (Judge Rotenberg Educational Center)

Positive Punishment of Severe Problem Behaviors Associated With Anti-Social Personality Disorder DYLAN PALMER (Judge Rotenberg Educational Center; Simmons University) and John O'Neill and Nathan Blenkush (Judge Rotenberg Educational Center)

Evaluating Risks and Benefits for Patients With Severe Behavior Disorders in the Present Day NATHAN BLENKUSH (Judge Rotenberg Educational Center)

#569 Symposium

3:00 pm-4:50 pm Walter E. Washington Convention Center, Level 1, Room 102 DDA/AUT; Applied Research BACB CE Offered. CE Instructor: Sheila R. Alber-Morgan, Ph.D.

An Examination of Technology-Based Interventions Designed to Help Adolescents and Adults With Autism Spectrum Disorders and Severe Developmental Disabilities Chair: Sheila R. Alber-Morgan (The Ohio State University)

Discussant: Marjorie H. Charlop (Claremont McKenna College)

Evaluating the Effects of a Picture Activity Schedule to Video Prompting on Vocational Skills to Young Adults With Autism Spectrum Disorder ANA C. ALBAN, Ruth M. DeBar, and Meghan Deshais (Caldwell University) and Dawn B. Townsend

(Institute for Educational Achievement)

Comparison of Picture and Video Prompting to Teach Vocational Skills to Students With Severe Intellectual and Developmental Disabilities MARY BARCZAK (The Ohio State University)

Effects of TeachTown on Functional Skills of Students With Disabilities

MEGHAN MAIRE O'NEAL, Lindsey Miller, Christina Rouse-Billman, Sheila R. Alber-Morgan, and Moira Konrad (The Ohio State University)

Examining the Efficacy of Using Virtual Reality as a Stimulus Prompt to Aid Law Enforcement CHATURI EDRISINHA, Zexin Ma, Karoline Kenville, and Madeline Morgan (Oakland University)

#570 Symposium

3:00 pm-4:50 pm Walter E. Washington Convention Center, Level 1, Salon H DDA/AUT; Applied Research BACB CE Offered. CE Instructor: Javier Virues Ortega, Ph.D.

Using Behavior Analysis to Promote Early Social Repertoires in Infants and Children With Developmental Disabilities

Chair: Martha Pelaez (Florida International University) Discussant: Javier Virues Ortega (The University of Auckland)

Teaching First-Time Mothers to Play a Vocal Imitation Game With Their Infant Using an Interactive Computer Training That Included Embedded Observer Effect Activities KERRY ABIGAIL SHEA (Utah State University), Tyra Paige Sellers (Behavior Analyst Certification

Board), Sandra Smith (Utah State University), and Andrea Bullock (Box Elder School District)

Training Parents to Establish Joint Attention and Social Referencing Repertoires in Toddlers With Developmental Disorders

KATERINA MONLUX (Stanford University; Oslo Metropolitan University), Martha Pelaez (Florida International University), and Jonathan J. Tarbox (University of Southern California; FirstSteps for Kids)

Using Multiple Exemplar Training to Establish Social Referencing in Young Children With Autism MAITHRI SIVARAMAN (Ghent University), Javier Virues Ortega (The University of Auckland), and Herbert Roeyers (Ghent University)

An Evaluation of Social Stories to Teach Classroom Social Skills to Children With Various Disabilities ANJELICE PIPER, Sharon A. Reeve, Meghan Deshais, and Eileen Mary Milata (Caldwell University) and Anjalee Nirgudkar (Behavior Analysts of NJ, LLC)

#571 Symposium

3:00 pm-4:50 pm Walter E. Washington Convention Center, Level 1, Salon G DDA/AUT; Applied Research

Considerations for Enhancing Treatment Efficacy: Overcoming Barriers in the Implementation of Extinction and Treatment-Resistant Behavior

Chair: Sarah Elizabeth Martinez Rowe (Munroe-Meyer Institute, University of Nebraska Medical Center) Discussant: Joanna Lomas Mevers (Marcus Autism Center)

Comparison of Instructional Methods With and Without Physical Guidance When Teaching Chained Tasks

KIMBERLY FORD and Christina Simmons (Rowan University)

Development and Validation of a Systematic Approach to Identifying Reinforcer Dimension Sensitivity KATHERINE BROWN (Utah State University), Amanda Zangrillo (Munroe-Meyer Institute, University of Nebraska Medical Center), and Brian D. Greer (Rutgers Robert Wood Johnson Medical School)

A Consecutive-Case Review of the Clinical Use of the Stimulus Avoidance Assessment ANDREW SODAWASSER (University of Nebraska Medical Center), Katherine Brown (Utah State University), and Alexandra Hardee and Billie Retzlaff (Munroe-Meyer Institute, University of Nebraska Medical Center)

Clinical Concerns Regarding the Utility of the Stimulus Avoidance Assessment

ALEXANDRA HARDEE (Munroe-Meyer Institute, University of Nebraska Medical Center), Katherine Brown (Utah State University), Andrew Sodawasser (University of Nebraska Medical Center), and Billie Retzlaff (Munroe-Meyer Institute, University of Nebraska Medical Center)

#572 Symposium

3:00 pm–4:50 pm Marriott Marquis, Level M2, Marquis Ballroom 1/2 EAB/VRB; Translational

Verbal Correspondence: From the Laboratory to Applied Research

Chair: Concepcion Serrador Diez (Universidad de Guadalajara, CEIC) Discussant: Julio C. De Rose (Universidade Federal de São Carlos)

Delay Between Moments and Magnitude of the Reinforcer in Say-Do Correspondence in Rats CONCEPCION SERRADOR DIEZ (Universidad de Guadalajara, CEIC) and Carlos Javier Flores Aguirre (Universidad de Guadalajara)

Say-Do Correspondence Decreases Ingestion of Unhealthy Foods in Children JOSIANE MARIA DONADELI and Julio C. De Rose (Universidade Federal de São Carlos)

Effects of Monitoring on Children's Self-Report Accuracy in a Computerized Game

MARIÈLE CORTEZ, Rafael Mazzoca, Douglas Donaris, and Ricardo Oliveira (Universidade Federal de São Carlos)

Say-Do-Report Correspondence in Semi-Natural Contexts: A Methodological Proposal

Isabel Avila-Herrero, Carolina Trujilo-Sánchez, Natalia Andrés- López, JESŬS ALONSO-VEGA, and María Xesús Froxán-Parga (Universidad Autónoma de Madrid) and Ricardo de Pascual Verdu (European University of Madrid)

#573 Symposium

3:00 pm–4:50 pm Marriott Marquis, Level M2, Marquis Ballroom 3/4 EAB; Basic Research

It Takes Two to Tango: Analyses of Social Behavior

Chair: Brian R. Katz (West Virginia University) Discussant: Rogelio Escobar (National Autonomous University of Mexico)

Coordinated Responding in Pairs of Rats Under Individual and Simultaneous Reinforcement Schedules

LUCAS COUTO DE CARVALHO and Deisy De Souza (Universidade Federal de São Carlos), João Claudio Todorov (Universidade de Brasilia), and Leticia Santos and Alceu Regaço (Universidade Federal de São Carlos)

Coordinated Responding and Social Control Under Concurrent Schedules of Reinforcement KALLIU CARVALHO COUTO and Fredrik Dale (Oslo Metropolitan University), Lucas Couto de Carvalho (Universidade Federal de São Carlos), and Ingunn Sandaker (Oslo Metropolitan University) Slow and Steady Wins the Race: How Competition Contingencies Influence Behavior BRIAN R. KATZ and Kennon Andy Lattal (West Virginia University)

Assessing Reinforcer Efficacy of Access to Visual-Social Stimuli: Will Pigeons Peck to See a Simulated Conspecific?

MICHAEL STEELE YENCHA and Kennon Andy Lattal (West Virginia University)

#574 Symposium

3:00 pm–4:50 pm Marriott Marquis, Level M4, Independence D EDC/OBM; Service Delivery BACB CE Offered. CE Instructor: Paul Thomas Andronis, Ph.D.

Reasoning Skills: In the Clinic, Lab, Classroom, and Business Venture With Talk Aloud Problem Solving Chair: Joanne K. Robbins (Morningside Academy)

Discussant: Paul Thomas Andronis (Northern Michigan University)

From Pilot to Takeoff: Exploring a Talk Aloud Problem Solving Approach LILLY ALEJANDRA FLORES-FIUMARA and Eric Carlson (The Chicago School of Professional Psychology) and Joanne K. Robbins (Morningside Academy)

Teaching Problem Solving Skills to Children With Autism Through Talk Aloud Problem Solving in One-on-One Settings

EMILY NORDLUND and Naomie Branson (South Sound Behavior Therapy)

Observe: The Training of TAPS Teachers

SEAN MICHAEL WILL (Florida Institute of Technology) and Joanne K. Robbins (Morningside Academy)

Case Study: Applying Talk Aloud Problem Solving With the Business Canvas Model ELIZABETH A. LANG (Smart Spot Educational Services)

#575 Panel Discussion

4:00 pm-4:50 pm Walter E. Washington Convention Center, Level 2, Room 202A AUT/OBM; Service Delivery BACB CE Offered. CE Instructor: Kristine Rodriguez, M.A.

Cover Your Bases: A Compliance Framework to Help ABA Providers Ethically Navigate the Requirements of the Healthcare System (bein Victoria Deditions of Artician Learning Dectaers)

Chair: Kristine Rodriguez (Autism Learning Partners)

DAN MATAS (Autism Learning Partners) JENNIFER J JOHNSTON (Easter Seals of Southern California) TYRA PAIGE SELLERS (Behavior Analyst Certification Board)

#576 Paper Session

4:00 pm–4:50 pm Walter E. Washington Convention Center, Level 2, Room 207B AUT

Training Issues in Autism Spectrum Disorder

Chair: Preetinder Narang (University of Toronto)

Increasing the Rate of Instructional Opportunities Using Behavior Skills Training in a Clinical ABA Setting (Applied Research) EMILY DAVIS and Daniel Howell (The BISTÅ Center)

Effect of Behavior Technician Training for Paraprofessionals in Canadian Public Schools (Applied Research)

PREETINDER NARANG (University of Toronto)

#577 Symposium

4:00 pm-4:50 pm Walter E. Washington Convention Center, Level 1, Salon A CBM; Translational BACB CE Offered. CE Instructor: Kylan S. Turner, Ph.D.

Behavioral Medicine SIG of ABAI Presents: Pain and Wellness Research in Behavioral Medicine Chair: Gretchen A. Dittrich (Simmons University) Discussant: Kylan S. Turner (Simmons University)

Effects of Behavioral Coaching on Exercise Behavior and Adherence

JESSICA R. MIAS, Gretchen A. Dittrich, and Russell W. Maguire (Simmons University)

The Effects of Vibrotactile Feedback Schedules on the Acquisition and Maintenance of Proper Sitting Posture PRIAN LORDO Cretchan A. Dittrich, and Ponald E. Allan (Simmone University)

BRIAN JADRO, Gretchen A. Dittrich, and Ronald F. Allen (Simmons University)

#578 Panel Discussion

4:00 pm–4:50 pm Marriott Marquis, Level M4, Liberty M CSS/OBM; Service Delivery BACB CE Offered. CE Instructor: Joe Kendorski, M.Ed.

Put Your Own Oxygen Mask on First: Incorporating Self-Care Into Applied Behavior Analysis Chair: Kate Harrison (Brett DiNovi & Associates)

JOE KENDORSKI (Brett DiNovi and Associates, LLC) JANET VASQUEZ (Precision Chi) KELLEY ROSE HOAG (Root to Rise Health)

#579 Panel Discussion

4:00 pm–4:50 pm Marriott Marquis, Level M4, Independence E EDC/CSS; Service Delivery

BCBAs Working in Public School Settings: Training, Retaining, and Recharging Behavior Change Agents Chair: Kristy Park (George Mason University)

JANEEN WADDELL (Fairfax County Public Schools) AMBER SHRIVER (Pathways Behavioral Health) JOY ENGSTROM (Loudoun County Public Schools)

#580 Paper Session

4:00 pm–4:50 pm Marriott Marquis, Level M4, Independence F-H EDC

Training Teachers and Peers to Improve Social-Emotional Learning and Play Chair: Charis Wahman (The Ohio State University)

Project HEAR+T: Implementation of a Social-Emotional Intervention Package to Teach Behavior Expectations in Early Childhood (Applied Research) CHARIS WAHMAN (Michigan State University) and Eric Anderson (The Ohio State University)

Using Behavioral Skills Training to Teach Peer Models: Effects on Interactive Play for Students With Moderate to Severe Disabilities (Applied Research) Tangchen Li and Sheila Alber-Morgan (The Ohio State University)

#581 Symposium

4:00 pm–4:50 pm Marriott Marquis, Level M4, Liberty I-L OBM/VRB; Applied Research BACB CE Offered. CE Instructor: Adam DeLine Hahs, Ph.D.

Advancements in Staff Training Practices via Progressive Behavior-Analytic Approaches Chair: Arianna Charos (Arizona State University) Discussant: Adam DeLine Hahs (Arizona State University)

Using Acceptance and Commitment Training to Enhance the Effectiveness of Behavioral Skills Training ALEXANDRA LITTLE (University of Southern California) and Jonathan J. Tarbox (University of Southern California; FirstSteps for Kids)

Feedback Makes Everyone Better: Effects of Feedback on ACT implementation and Client Outcomes SHANNON ROSE HUNYADI, Victoria Diane Hutchinson, Joshua Jimison, and Alyssa N. Wilson (Saint Louis University)

#582 Symposium

4:00 pm-4:50 pm Marriott Marquis, Level M4, Capitol/Congress OBM/DEV; Applied Research BACB CE Offered. CE Instructor: Lauri Simchoni, M.S.

Using Organizational Behavior Management in ABA-Based Service Delivery Agencies Chair: Lauri Simchoni (Halo Behavioral Health)

Collaborative Staff Performance Improvement

LAURI SIMCHONI and Megan Michelle St. Clair (Halo Behavioral Health), Adel C. Najdowski (Pepperdine University; Halo Behavioral Health), Victoria Daniela Castillo (Endicott College; Halo Behavioral Health), Peter Farag (Halo Behavioral Health), and Bryan Acuña (Halo Behavioral Health; Pepperdine University)

Using Self-Management Procedures to Improve Staff Performance in an ABA-Based Service Agency BRYĂN ACUÑA (Halo Behavioral Health; Pepperdine University), Victoria Daniela Castillo (Endicott College; Halo Behavioral Health), Adel C. Najdowski (Pepperdine University; Halo Behavioral Health), and Lauri Simchoni (Halo Behavioral Health)

A Closer Look at Employee Satisfaction Within a Behavior Analytic Service Organization

GINGER R. RAABE, Janice Frederick, and Valerie R. Rogers (The ABRITE Organization)

#583 Panel Discussion

4:00 pm-4:50 pm Marriott Marquis, Level M1, Georgetown PCH/TBA; Service Delivery BACB CE Offered. CE Instructor: Mvra-Jade Lui. Ph.D.

Breaking Bad in Behavior Analysis: The Value of Rebels to Our Field

Chair: Myra-Jade Lui (Quebec ABA)

CHERICE R. CARDWELL (Accelerate Behavior International) MERRILL WINSTON (Professional Crisis Management, Inc.) RYAN LEE O'DONNELL (RYANO, LLC)

#584 Panel Discussion

4:00 pm-4:50 pm Marriott Marguis, Level M1, University of D.C./Catholic University PCH/DEV; Theory BACB CE Offered. CE Instructor: Luisa F. Canon, Psy.D.

Training Moral Reasoning: A Behavior Analytic Approach Chair: MaKensey Sanders (University of Louisiana at Lafayette)

LUISA F. CANON (Institute for Effective Behavioral Interventions) MEGAN MICHELLE ST. CLAIR (Halo Behavioral Health) MATT WILLIAMS (Autism Center of North Mississippi)

#585 B. F. Skinner Lecture Series

4:00 pm-4:50 pm Marriott Marguis, Level M2, Marguis Ballroom 6 SCI: Theory BACB CE Offered. CE Instructor: Cynthia J. Pietras, Ph.D.

Climate Change Demands Behavioral Change: Giving the Future a Chance Chair: Cynthia J. Pietras (Western Michigan University)

ELKE WEBER (Princeton University)



Elke Weber is the Gerhard R. Andlinger professor in energy and the environment and professor of psychology and public affairs at Princeton University. Her research models decision-making under uncertainty and time delay in financial and environmental contexts from a psychological and neuroscience perspective. Her expertise in the behavioral decision sciences has been sought out by advisory committees of the National Academy of Sciences on Human Dimensions in Global Change, an American Psychological Association Task Force that issued a report on the Interface between Psychology and Global Climate Change, and Working Group III for the 5th and 6th Assessment Report of the U.N. Intergovernmental Panel on Climate Change. She

is past president of the Society for Neuroeconomics, the Society for Judgment and Decision Making, and the Society for Mathematical Psychology. She is a fellow of the American Academy of Arts and Sciences, the American Association for the Advancement of Science, the American Psychological Association,

the Association for Psychological Science, the Society for Risk Analysis, the Society for Experimental Psychology. She received the Distinguished Scientific Contribution Award from the Society for Risk Analysis and was also elected to the German National Academy of Sciences.

Abstract: Bounded rationality and finite processing capacity result in homo sapiens focusing attention first on the here and now. But many individual and social problems require attention to future costs and benefits, with climate change the most urgent challenge for decisions that fully and justly weigh immediate and certain costs and benefits of business-as-usual or greenhouse gas mitigation efforts against delayed, risky, and often disputed costs and benefits. Psychological theories from prospect theory to hyperbolic discounting and query theory predict that future costs of business-as-usual and future benefits of GHG mitigation efforts will typically get short thrift in such decisions. I present data for three interventions that focus greater attention on future consequences and thus provide entry points for choices that better balance short- and long-term goals and objectives. (1) In trade-offs between immediate and delayed consumption, discounting of future consequences is reduced when choice options with future benefits are made the default and when decision makers are prompted to consider arguments for such choices first (Weber et al., 2007). (2) Individual and country-level data show that citizens may use perceptions of their country's age to predict its future continuation, with longer pasts predicting longer futures, and longer futures justifying greater investments into sustainability. Thus, framing a country as a long-standing entity can promote pro-environmental behavior (Hershfield, Bang, & Weber, 2014). (3) Finally, individuals' motivation to leave a positive legacy can be leveraged to increase engagement with climate change and other environmental problems (Zaval, Markowitz & Weber, 2015).

#586 Panel Discussion

Student Committee Event

4:00 pm–4:50 pm Marriott Marquis, Level M4, Independence A-C TBA/EDC; Translational BACB CE Offered. CE Instructor: Mitch Fryling, Ph.D.

Peer Review Is Still Better Than Facebook: An Introduction to Peer Review and Some Cautions, Concerns, and Recommendations for the Consumer of Behavior Science and Behavior Analysis Information Chair: Donald A. Hantula (Temple University)

MARK R. DIXON (Southern Illinois University) MITCH FRYLING (California State University, Los Angeles) JONATHAN J. TARBOX (University of Southern California; FirstSteps for Kids)

#587 Panel Discussion

Student Committee Event

4:00 pm–4:50 pm Marriott Marquis, Level M4, Archives TBA/AUT; Service Delivery BACB CE Offered. CE Instructor: Jessica M. Hinman, M.S.

The Supervision Experience: Utilizing ACT and RFT Approaches to Create Effective Dialogue Within The Supervisor-Supervisee Relationship

Chair: Jessica M. Hinman (Southern Illinois University, Carbondale)

DANA PALILIUNAS (Missouri State University) BECKY BARRON (Southern Illinois University) MARY RACHEL ENOCH (Antioch University New England)

#588 Invited Presenter

4:00 pm–4:50 pm Walter E. Washington Convention Center, Level 2, Room 207A VRB; Applied Research PSY/BACB/QABA/NASP CE Offered. CE Instructor: Einar T. Ingvarsson, Ph.D.

Small Steps Toward a Complex and Integrated Reading and Writing Repertoire

Chair: Einar T. Ingvarsson (Virginia Institute of Autism)

DEISY DE SOUZA (Universidade Federal de São Carlos)



Deisy de Souza is full professor at the Psychology Department, Universidade Federal de São Carlos, Brazil, where she teaches behavior analysis in graduate and undergraduate courses in Psychology, and in Special Education. She obtained her Ph.D. in experimental psychology at Universidade de São Paulo, under the direction of Carolina Bori, and held a post-doctoral position at the University of Maryland Baltimore County, working with Charlie Catania. She has published articles and book chapters on non-human and human relational learning, including studies applying the stimulus equivalence paradigm to investigate the acquisition of symbolic relations involved in reading and writing. and

to investigate the acquisition of symbolic relations involved in reading and writing, and in developing curricula to teach those skills. She is past-editor of the *Brazilian Journal of Behavior Analysis*, past-associate editor of *Acta Comportamentalia*, and she is currently a member of the Board of Editors of the *Journal for the Experimental Analysis of Behavior*. She was designated as ABAI Fellow (2018) and is the recipient of the 2015 Award for Distinguished Contributions to the Experimental Analysis of Human Behavior by the Experimental Analysis of Human Behavior Special Interest Group.

Abstract: Reading and writing skills refer to a network of equivalence relations between stimuli (e.g., printed words, dictated words, and pictures) and between stimuli and responses (e.g., picture naming, textual responding, writing, etc.). This conceptual framework has served as a foundation to the development of assessment tools and teaching procedures. Concerning the assessment of repertoires, this presentation will describe empirical data on the network of S-S and R-S relations, as measured by an online instrument, comprised of 15 tasks assessing auditory-visual and visual-visual matching-to-sample, picture naming, reading and writing skills. The goal was to characterize the performance of beginning readers. The instrument was administered to approximately 2300 students (6- to 12-year-olds), and results suggest that the matching skills were significantly correlated with textual behavior and dictation-taking. An "integration" index showed, as predicted by the stimulus equivalence paradigm, that accuracy increased as the entire repertoire developed. The integration index may be a useful tool for the prediction and evaluation of the effects of teaching programs for establishing this repertoire in non-readers. The presentation will also summarize the main results of two procedures designed to teach arbitrary relations between dictated words and printed words, namely, the exclusion procedure and the stimulus-pairing with orientation response procedure. Both procedures can be easily implemented via computers, and the results have shown that they can be effectively used for the systematic teaching of a large set of the target relations.

#589 Paper Session

4:00 pm–5:50 pm Walter E. Washington Convention Center, Level 2, Room 201 AUT

Exercise and Music Research

Chair: Stephanie Chan (PlaySmart Child Development Society)

Autism and Water Safety: How Can Applied Behavior Analysis Help? (Applied Research) CATRIONA MARTIN and Karola Dillenburger (Queen's University Belfast)

Just Keep Swimming: Collaborating With Others to Teach Lifesaving Swim Skills to Children With Autism (Service Delivery) VINCENT LAMARCA (Applied Behavior Center for Autism)

Exercise Intensity and Its Importance in Promoting Physical Activity for Individuals With Autism Spectrum Disorder (Applied Research) SHANNON MARIE DIERINGER, Constance McIntosh, and David E. McIntoch (Ball State University)

SHANNON MARIE DIERINGER, Constance McIntosn, and David E. McIntoch (Bail State University)

Teaching Early Piano Skills to Children With Autism With Equivalence-Based Instruction (Service Delivery)

STEPHÁNIE CHAN (PlaySmart Child Development Society; The Chicago School of Professional Psychology) and Shannon Ormandy (The Chicago School of Professional Psychology)

#590 Invited Tutorial

Recorded Session

4:00 pm–5:50 pm Walter E. Washington Convention Center, Level 3, Ballroom AB PRA; Service Delivery BACB/PSY/QABA CE Offered. CE Instructor: Claudia Drossel, Ph.D.

Introduction to a Behavioral Analysis of Cognitive Loss and Functional Decline Chair: Cynthia M. Anderson (May Institute)

CLAUDIA DROSSEL (Eastern Michigan University)



Claudia Drossel is an assistant professor at Eastern Michigan University, a researcher and a clinical psychologist who specializes in advancing neurobehavioral health, including how to best understand and manage cognitive loss and associated behavioral changes. Claudia holds doctoral degrees from Temple University's experimental psychology and from University of Nevada Reno's clinical psychology programs, and she completed post-doctoral training in neuropsychology and rehabilitation psychology at the U.S. Department of Veterans Affairs and the University of Michigan. She was the associate director of the Nevada Caregiver

Support Center from 2005 until 2010. In addition to journal articles, chapters, and training videos for professionals, she has co-authored a step-by-step manual that guides healthcare providers in working with people who have problems thinking, remembering, or problem-solving. Past and current projects were funded by the Michigan Health Endowment Fund and the Anna Botsford Bach Fund for Seniors.

Abstract: Cognitive loss and associated functional decline can reflect many different physiological processes, some of which are progressive and neurodegenerative, others stable or even reversible. Behavior analysts, through their measurement-based practice, are uniquely positioned to detect fluctuations in proficiencies and skill levels that are potentially indicative of decline, and to implement assessment and intervention. The goals of this tutorial are twofold: (1) to provide an overview of neurocognitive disorders, such as those from Alzheimer's, Lewy body disease, or stroke, and prominent risk factors, such as age and an already compromised nervous system due to prior traumatic brain injury, chronic disease, lifestyle factors, or particular preexisting neurodevelopmental disorders; and (2) to offer a practical step-by-step guide to ruling out reversible conditions, ascertain the appropriate level of social and physical support, and address potential behavioral and emotional changes. Video and audio examples will be provided for training purposes, to illustrate the heterogeneity of individuals' reactions to functional decline, the difficulties of family members to follow behavioral plans or adapt to their loved one's loss of skills or repertoires, and the need for medical care navigation. The tutorial will introduce cognitive loss and functional decline as a highneed specialty practice area, amenable to workforce development in behavior analysis.

#591 Panel Discussion

5:00 pm–5:50 pm Walter E. Washington Convention Center, Level 2, Room 207B AUT/EDC; Service Delivery BACB CE Offered. CE Instructor: Fan Yu Lin, Ph.D.

Training the Trainers: Success and Challenges of Different Parent Training Modes Chair: Fan Yu Lin (ALSOLIFE)

FAN YU LIN (ALSOLIFE) FAN YU LIN (ALSOLIFE) DOROTHY XUAN ZHANG (The Chicago School of Professional Psychology; George Mason University; ABA Professional Committee of China Association of Rehabilitation of Disabled Persons (ABA-CARDP)) XIAOHAN CHEN (Duquesne University)

#592 Panel Discussion

5:00 pm–5:50 pm Walter E. Washington Convention Center, Level 2, Room 202A AUT/DDA; Translational BACB CE Offered. CE Instructor: Stephen Ray Flora, Ph.D.

Non-Compete Agreements in Applied Behavior Analysis: Prevalence, Impact, and Ethical Considerations Chair: Stephen Ray Flora (Youngstown State University; Progressive ABA Therapy Group)

KRIS BROWN (Youngstown State University) MARY BROWN (Youngstown State University) STEPHEN RAY FLORA (Youngstown State University; Progressive ABA Therapy Group)

#593 Paper Session

5:00 pm–5:50 pm Walter E. Washington Convention Center, Level 2, Room 207A AUT

Problem Behavior and Abuse in Autism Spectrum Disorder

Chair: Theoni Mantzoros (Penn State University)

Implementing a Differential Reinforcement of Low Rates Schedule to Alter Vocal Stereotypy and Task Engagement in Two Adolescents With Autism Spectrum Disorder (Applied Research) THEONI MANTZOROS and David L. Lee (Penn State University)

What Behavior Analysts Know About Abuse and Autism (Applied Research) BRANDON NICHOLAS MILLER (Ball State University) and Maria Martino (University of Alabama)

#594 Invited Presenter

5:00 pm–5:50 pm Marriott Marquis, Level M2, Marquis Ballroom 6 BPN; Applied Research PSY/BACB/QABA/NASP CE Offered. CE Instructor: August Holtyn, Ph.D.

Operant Conditioning to Address Poverty and Substance Use Disorders

Chair: Sally L. Huskinson (University of Mississippi Medical Center)

AUGUST HOLTYN (Johns Hopkins University School of Medicine)



August Holtyn is an assistant professor in the Department of Psychiatry and Behavioral Sciences and associate director of the Center for Learning and Health at the Johns Hopkins University School of Medicine. Dr. Holtyn earned her master's and doctoral degrees in psychology at West Virginia University under the mentorship of Dr. Michael Perone. In 2015, she joined the faculty in the Johns Hopkins University School of Medicine after completing a post-doctoral fellowship there in behavioral pharmacology under the mentorship of Dr. Kenneth Silverman. Dr. Holtyn's work is focused on the development of contingency management interventions for the treatment of opioid, cocaine, and alcohol use disorders. Her primary lines of research have focused on development and evaluation of remotely delivered financial incentive interventions to promote drug abstinence and medication adherence in substance use disorder treatment, and the therapeutic workplace intervention to promote drug abstinence and employment in adults living in poverty. Her work has been funded by the National Institutes of Health, the Centers for Disease Control and Prevention, and the Patient-Centered Outcomes Research Institute.

Abstract: Substance use disorders, like many health problems, are concentrated in people who live in poverty. This presentation will review research on the application of operant conditioning to address the interrelated problems of poverty and substance use disorders. Our research has clearly shown that operant reinforcement using financial incentives can promote abstinence from heroin and cocaine in low-income adults with substance use disorders. The use of operant conditioning to reduce poverty is less well-established. However, our research on an employment-based intervention called the therapeutic workplace suggests that operant conditioning could promote behaviors that may facilitate the transition out of poverty. In the therapeutic workplace, unemployed adults with substance use disorders are paid to work but must provide drug-negative urine samples or take prescribed medication to maximize pay. The therapeutic workplace can promote drug abstinence, medication adherence, job seeking, and employment. The therapeutic workplace could provide an effective framework for broader anti-poverty programs, but more research is needed to determine whether such interventions consistently reduce poverty, and how best to implement these at scale.

#595 Panel Discussion

5:00 pm–5:50 pm Walter E. Washington Convention Center, Level 1, Salon B CBM/CSS; Service Delivery BACB CE Offered. CE Instructor: Catalina Rey, Ph.D.

Public Health and Behavior Analysis: Careers and Applications

Chair: Catalina Rey (University of Vermont; Vermont Center on Behavior and Health)

TYLER NIGHBOR (University of Vermont) SHRINIDHI SUBRAMANIAM (California State University, Stanislaus) ANTHONY OLIVER (University of Vermont; Vermont Center on Behavior and Health)

#596 Symposium

5:00 pm–5:50 pm Marriott Marquis, Level M4, Liberty N-P CSS/CBM; Translational BACB CE Offered. CE Instructor: Anthony Biglan, Ph.D.

Addressing the Needs of Neighborhoods of Concentrated Disadvantage: A Research and Policy Agenda Chair: Anthony Biglan (Oregon Research Institute)

The Nature and Needs of Neighborhoods of Concentrated Disadvantage KELLY KELLEHER (Nationwide Children's Hospital)

The State of Research in Neighborhoods of Concentrated Disadvantage TAMAR MENDELSON (Johns Hopkins Bloomberg School of Public Health)

Public Policy Needed to Advance Research and Practice in Neighborhoods and Communities of Concentrated Disadvantage ANTHONY BIGLAN (Oregon Research Institute)

#597 Panel Discussion

5:00 pm–5:50 pm Marriott Marquis, Level M4, Liberty M CSS; Theory BACB CE Offered. CE Instructor: Natalie A. Parks, Ph.D.

Isms: Why We Hate and What To Do About It Chair: Beverly Kirby (Team ABA LLC)

NATALIE A. PARKS (Behavior Leader) ERIN LUSBY-DONOVAN (BH3, Inc. Capella University) MARK WILKERSON (Team ABA, LLC) DE

#598 Paper Session

5:00 pm-5:50 pm Marriott Marguis, Level M4, Liberty I-L CSS

Toward Culturally Sustainable Sources of Control in Behavior Analysis

Chair: Carol E. Williams (The Chicago School of Professional Psychology)

Use of Behavior Analysis to Reduce the Sharing of False Information on Social Media (Theory) CAROL E. WILLIAMS (The Chicago School of Professional Psychology)

Examining Counter-Control: Toward an Eco-Behavioral Analytic Approach That Is Culturally Sustaining and Emancipatory (Theory) Temple S. Lovelace, OLAJUMOKE OSHOKOYA, and Mary Comis (Duquesne University)

#599 Symposium

5:00 pm-5:50 pm Walter E. Washington Convention Center, Level 1, Room 102 DDA/AUT; Applied Research BACB CE Offered. CE Instructor: Allison Bickelman. Ph.D.

Recent Research in Skill Acquisition

Chair: Allison Rose Bickelman (Autism Behavior Intervention; Pepperdine University; Endicott College)

The Use of Multiple Exemplar Training and Rules to Teach Disquised Mands to Kids Diagnosed With Autism

Allison Bickelman (Autism Behavior Intervention; Pepperdine University; Endicott College), Marla Saltzman (Autism Behavior Intervention), and AZIZULL KAUR DHADWAL (Pepperdine University)

Evaluation of a Treatment Package to Teach Children With Autism Spectrum Disorder to Tact Past Events

CARRIE ZUCKERMAN (Auburn University) and Sacha T. Pence (Auburn University: Drake University)

Using Percentile Schedules of Reinforcement to Increase On-Task Behavior

DANIEL KWAK (Pepperdine University, Center for Applied Behavior Analysis)

#600 Panel Discussion

5:00 pm-5:50 pm Walter E. Washington Convention Center, Level 1, Salon H DDA/EDC; Translational BACB CE Offered. CE Instructor: Ken Winn, M.S.

Permission to Communicate: Skill Acquisition Errors and Prompt Maintained Behavior Chair: Ken Winn (Firefly Autism)

KAYLA ANN MOORE (Firefly Autism) SAMANTHA SHEEHAN (Firefly Autism) ELBERT BLAKELY (Quest)

#601 Symposium

5:00 pm–5:50 pm Walter E. Washington Convention Center, Level 1, Salon G DDA/VRB; Translational BACB CE Offered. CE Instructor: Michael P. Mozzoni, M.A.

Recent Advances in Research With Adults With Acquired and Developmental Disabilities Chair: Nicole Pantano (Caldwell University) Discussant: Michael P. Mozzoni (Mozzoni & Associates LLC)

Teaching Leg Shaving With Finishing Touch Flawless Legs™ to Women With Disabilities Natalie Folgia, Tina Sidener, Sharon A. Reeve, Ruth M. DeBar, and PRIYA P. PATIL (Caldwell University)

Piloting a Function-Based Language Assessment for Adults with Neurocognitive Disorder Dani Leigh Buckley and Megan R. Heinicke (California State University, Sacramento), Jonathan C. Baker (Western Michigan University), and AMANDA N. JONES and Shelby Marie Bryeans (California State University, Sacramento)

#602 Paper Session

5:00 pm–5:50 pm Walter E. Washington Convention Center, Level 1, Room 103 DDA

Innovative Methods for Developing Communicative and Coping Skills Within an ABA Framework Chair: Ericka Mullinix (Lexington Behavioral Health Services)

A Behavior Analytic Approach to Analyzing the Phenomenon of Emulation (Applied Research) TRICIA CLEMENT, Julie A. Ackerlund Brandt, and Amanda C. Philp (The Chicago School of Professional Psychology) and Grant Gautreaux (Nicholls State University)

Efficacy of the Zones of Regulation When Applied Within an ABA Framework for Individuals With Severe Epilepsy and Brain Injury (Theory)

ERICKA MULLINIX (Lexington Benavioral Health Services) and Adam DeLine Hahs (Arizona State University)

#603 Symposium

5:00 pm–5:50 pm Marriott Marquis, Level M4, Independence E EDC/DDA; Translational BACB CE Offered. CE Instructor: Janice Frederick, Ph.D.

Ready, Set, GOAL! Applications of Goal Setting and Performance Feedback across Populations, Behaviors, and Settings

Chair: Janice Frederick (The ABRITE Organization)

Decreasing Challenging Behavior in School Setting with a Combination of Goal Setting, Performance Feedback, and Differential Reinforcement of Diminishing Rates of Behavior Without Extinction Kinga Wolos-Zachmeier and SAM GARCIA (The ABRITE Organization)

The Present, Positive, Participant (P3) Project: Outcomes for General Education Students Exposed to a Behavior Analytic Intervention Package Janice Frederick, CAITLIN ELIZABETH MANNING, and Marlena Jacobson (The ABRITE Organization)

The Effects of Goal Setting and Daily Feedback From a Coach on Number of Steps Taken by Users of Activity Trackers

Kinga Wolos-Zachmeier, SEAN GALE KOTZMAN, Caitlin Elizabeth Manning, Kellie Bohlke, and Agueda Maria Flores Silva (The ABRITE Organization)

#604 Symposium

5:00 pm–5:50 pm Marriott Marquis, Level M4, Independence F-H EDC/OBM; Translational BACB CE Offered. CE Instructor: Kathryn M. Roose, M.Ed.

Enhancing Behavior Science in K-12 Schools

Chair: Kaci Fleetwood (University of Nevada, Reno) Discussant: Kathryn M. Roose (University of Nevada, Reno)

Evaluating Access and Outcomes of Advanced Tier Supports in Schools JODIE SORACCO (University of Nevada, Reno)

Using OBM to Maximize Effectiveness of Educational Coaches and Consultants SHARI DAISY (University of Nevada, Reno)

#605 Symposium

5:00 pm–5:50 pm Marriott Marquis, Level M4, Capitol/Congress OBM/AUT; Applied Research BACB CE Offered. CE Instructor: Helena L. Maguire, Ph.D.

Further Examination of Training and Supervision Strategies to Promote Staff Performance in Applied Settings

Chair: Jill Harper (Melmark New England) Discussant: Helena L. Maguire (Melmark New England)

Comparing the Effects of Three Training Modalities on Staff Performance Across Increasingly Complex Skills

JULIYA KRASNOPOLSKY and Jill Harper (Melmark New England)

Effective Management of Staff Performance: Self-Monitoring Coupled With Supervisory Checks KINSLEY E WILLIS and Julia Hrdina (Melmark New England)

#606 Symposium

5:00 pm–5:50 pm Marriott Marquis, Level M1, Georgetown PCH; Theory

Shaping a Behavior Analyst: How Dance, Video Games, and Religion Can Create a Behavior Analytic World View

Chair: Jessica Smith (Rutgers University; The Bedrock Clinic & Research Center, Inc.)

Successive Approximations to Applying Behavior Analysis MELISSA ENGASSER (The Bedrock Clinic & Research Center, Inc.)

Examining Your Behavioral History With Your Newfound Behavior Analytic Worldview: Computer Science, Video Games, and More CAMERON GREEN (Bx+)

Determinism Is Everywhere, From Rats to Enlightenment ABBY LEWIS (Bx+) and Tom Bugo (Hofstra University)

#607 Panel Discussion

5:00 pm–5:50 pm Marriott Marquis, Level M4, Independence D TBA; Service Delivery BACB CE Offered. CE Instructor: Rocio Rosales, Ph.D.

Recruiting the Next Generation: Teaching Behavior Analysis to Undergraduate and High School Students Chair: Rocio Rosales (University of Massachusetts Lowell)

TRACI M. CIHON (University of North Texas) BENJAMIN N. WITTS (St. Cloud State University) KEVIN P. KLATT (University of Wisconsin-Eau Claire)

#608 Panel Discussion

5:00 pm–5:50 pm Marriott Marquis, Level M4, Archives TBA; Translational BACB CE Offered. CE Instructor: Michael DeLaet, Ph.D.

Don't Pigeonhole Me Inside a Hexagon! ACT is Behavior Analysis

Chair: Michael DeLaet (Arizona State University)

ADAM DELINE HAHS (Arizona State University) EMILY SANDOZ (University of Louisiana Lafayette) ALYSSA N. WILSON (Saint Louis University)

#609 Symposium

5:00 pm–5:50 pm Marriott Marquis, Level M4, Independence A-C TBA; Service Delivery BACB CE Offered. CE Instructor: Yendri Diaz, M.A.

Train-the-Trainer: Achieve Best Training Outcomes Using Evidence-Based Procedures for Staff Training and Supervision

Chair: Maria Brown (Skillometry Inc.)

Implementation of Behavioral Skills Training in Train-the-Trainer Programs ZUHE C. ARNESEN (Skillometry Inc.)

Evaluating the Use of Acoustical Guidance as an Immediate Method of Reinforcement for Staff Training MARIA BROWN (Skillometry Inc.)

Utilizing Digital Technology to Train and Supervise Staff YENDRI DIAZ (Skillometry Inc.)

6:00 pm–6:50 pm Walter E. Washington Convention Center, Level 3, Ballroom AB OTH PSY/BACB/QABA/NASP CE Offered. CE Instructor: Peter R. Killeen, Ph.D.

Compassionate Behaviorism

Chair: Peter R. Killeen (Arizona State University)

ERIN RASMUSSEN (Idaho State University)



Dr. Erin B. Rasmussen received her Ph.D. in the experimental analysis of behavior with a minor in behavioral pharmacology and toxicology from Auburn University under the direction of Dr. Christopher Newland. She is currently a professor of psychology at Idaho State University. The work from her animal and human laboratories has generated over 50 peer-reviewed publications. Most recently, she conducts research on the behavioral economics of food reinforcement in the context of obesity. Her latest series of studies, funded by the NIH, examines delay discounting in food insecure populations. She has served on the Science Board of the ABAI and is a past associate

editor of Perspectives on Behavior Science (formerly The Behavior Analyst).

Abstract: Many are concerned about the state of the world. The effects of climate change, political polarization, and backlash to social movements that cultivate equality threaten our future. Even outside and within our own discipline, conflict continues. Many of us joined ABAI because we support the vision that the problems of the world can be solved through the principles of behavior analysis. Can they? Perhaps. Many of the answers to the world's problems still reside within the discipline; indeed, our own community of behavior scientists and behavior analysts have continued to generate some of the solutions. However, seeking perspective outside of the discipline to understand the complex contingencies of social groups, networks, and organizations is also critical. An integration of these viewpoints is the foundation for a compassionate behaviorism—a philosophy that includes the action and verbal behavior of humility, behavioral flexibility, self-control, perspective taking, and empathy. These terms will be carefully defined, and their functions discussed. Compassionate behavioral action can be and should be practiced at multiple levels: toward our earth, towards outsiders of our verbal communities, to those within our verbal communities, and even towards ourselves.

#611 Business Meeting

7:00 pm–7:50 pm Marriott Marquis, Level M4, Independence F-H

Positive Behavior Support Special Interest Group

Chair: Jodie Soracco (Nevada Positive Behavior Interventions and Support Technical Assistance Center, University of Nevada, Reno)

The Positive Behavior Support Special Interest Group (PBS-SIG) is dedicated to promoting researchbased strategies that combine applied behavior analysis and biomedical science with person-centered values and systems change to increase the quality of life and decrease problem behaviors. The PBS-SIG's goal is to create awareness of how behavior analytic principles are applied in PBS activities and promote the use of PBS interventions in schools, communities, agencies and in homes and support practitioners in its use. The mission of this SIG is to: promote and disseminate positive behavior support within ABAI (Association for Behavior Analysis International), ensure PBS is aligned with the science of behavior, increase the number and visibility of PBS presentations at the ABAI conference, disseminate accurate information about PBS to ABAI's membership, promote methodologically sound, data-based PBS research and to encourage open dialogue among behavior analysts and proponents of PBS. The PBS-SIG members are those engaged in experimental and applied analyses of behavior who are interested in positive behavior support.

#612 Business Meeting

7:00 pm–7:50 pm Marriott Marguis, Level M4, Independence A-C

Education and Treatment of Children Editorial Board Meeting

Chair: Stephanie M. Peterson (Western Michigan University)

This is an open meeting for anyone interested in the journal, *Education and Treatment of Children*. Editorial board members, as well as potential authors and potential board members, are encouraged to attend. We will deliver the editorial report for the journal. Please come and join the discussion!

#613 Business Meeting

7:00 pm–7:50 pm Marriott Marquis, Level M1, University of D.C./Catholic University

Behavior Analysis in Military and Veteran Affairs

Chair: Abigail B. Calkin (Calkin Consulting Center)

The Military and Veterans SIG is devoted to the application of behavior analysis to military service members' and veterans' issues. This is a group whose emphasis concerns veterans of all wars. Governments have been concerned about the number of veterans suffering from brain or spinal injuries, post-traumatic stress, suicidal issues, lack of access to social services, and addiction problems related to their active duty service. The SIG approaches these issues from the perspective of public events, inner (or private) events, and verbal behavior while looking at each of these area in which behavior analysis has developed effective treatments. This SIG promotes awareness of these issues and facilitates the research and practice of applied behavior analysis with this population.

#614 Business Meeting

7:00 pm–7:50 pm Marriott Marquis, Level M4, Independence E

History of Behavior Analysis

Chair: Edward K. Morris (University of Kansas)

The purpose of this meeting is to address the SIG's aim, mission, objectives, and purview by proposing and voting on by-laws. The by-laws will establish positions, policies, and procedures for the SIG's governance and its succession (e.g., an Executive Council, Treasurer, Secretary) and committees with chairs for the SIG's activities (e.g., an awards program, bibliographies, communications, syllabus bank; identifying and creating archives; membership and website committees should attend (or inform the SIG president prior to the SIG's governance and service on its committees should attend (or inform the SIG president prior to the meeting of their interests). Our aim is to advance behavior analysis nationally and internationally through its history and historiography. Our objectives are to enhance teaching—course content and pedagogy; research (presentations, publications, and workshops); and service—leadership, governance, and communications. Our purview is the field's long past, short history, and recent origins. Our audience includes behavior analysts, other scientists and humanists, and the public at large.

#615 Business Meetina

7:00 pm–7:50 pm Marriott Marquis, Level M1, Georgetown

Behavioral Medicine Special Interest Group Business Meeting

Chair: Gretchen A. Dittrich (Simmons University)

#616 Business Meeting

7:00 pm–7:50 pm Marriott Marguis, Level M4, Independence D

Ethics SIG: Special Interest Group for Behavior Analysts Interested in Ethics Chair: Ann B Beirne (Proud Moments)

In this meeting we will address progress on this year's goals as well as goals for the coming year.

#617 Business Meeting

7:00 pm–7:50 pm Marriott Marquis, Level M4, Liberty I-L

Culture and Diversity SIG Meeting Chair: Elizabeth Hughes Fong (Saint Joseph's University)

Annual meeting of the Culture and Diversity SIG.

#618 ABAI Social

8:00 pm–2:00 am Marriott Marquis, Level M2, Marquis Ballroom 1-10

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Join your friends and colleagues for one last night of music, dancing, and celebration!

ABAI Practitioner Webinar Series

ABAI's webinar series that is **free to members** and provides information on research-based practice to applied behavior analysis practitioners. Webinars are offered live throughtout year and will also be recorded and posted for later viewing by members. BACB Learning Type (formerly Type 2) continuing education credit will be available for \$10 each.

To learn more about this exciting, new offer from ABAI, review upcoming topics and speakers, and register for a future webinar, visit today!

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The Association for Behavior Analysis International (ABAI) Accreditation Board is the governance body responsible for the accreditation of training programs in behavior analysis at the bachelor's, master's, and doctoral levels.

The mission of the ABAI Accreditation Board is to establish and implement standards for the accreditation of educational programs in behavior analysis. The accreditation process is designed to encourage, support, and recognize exemplary training of behavior scientists and scientist-practitioners in the experimental and theoretical foundations of behavior analysis and in ethical and evidence-based practice, and to promote continuous improvement through voluntary accreditation.

The ABAI Accredited bachelor's, master's, and doctoral programs have undergone a rigorous process of review and successfully met the ABAI Accreditation Standards. Accredited programs contain a VCS. Search ABAI accredited programs at https://accreditation.abainternational.org/apply/accredited-programs

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Programs interested in applying for ABAI accreditation may email us at ABAIaccreditation@ abainternational.org

ABAI Accredited Programs contain a Verified Course Sequence for the Behavior Analyst Certification Board's coursework requirements (via Option 1). Effective January 1, 2022, ABAI Accredited Programs meet the BACB's coursework requirements (via Pathway 1).



The Association for Behavior Analysis International manages Verified Course Sequences. A Verified Course Sequence (VCS) is a set of courses that has been verified as meeting specific coursework requirements, content hours, and faculty standards.

The mission of the ABAI Course Sequences Board is to establish and implement standards for the verification of course sequences in behavior analysis. The verification process is designed to review coursework meeting the minimum content requirements for domains in behavior analysis.

There are two Verified Course Sequence programs:

Behavior Analysis Certification Board (BACB)

Verification of the course sequence meets coursework eligibility criteria for either BCBA or BCaBA coursework requirements as part of the application for BACB examinations. Applicants will need to meet additional BACB requirements before they are eligible to take the examination.

Content Areas:

Ethics: BACB Compliance Code and Disciplinary Systems; Professionalism

Philosophical Underpinnings; Concepts and Principles

Measurements, Data Display and Interpretation; Experimental Design

Behavior Assessment

Behavior-Change Procedures; Selecting and Implementing Interventions

Personnel Supervision and Management

Culturo-Behavior Science (CBS)

Verification of the course sequence meets the coursework eligibility criteria for a certificate of completion in Culturo-Behavior Science from ABAI. Applicants will need to meet additional requirements before they earn the certificate.

Content Areas:

Basic Principles of Behavior Analysis

Behavioral Systems Analysis

Experiential Learning – Applying Cultural Analysis on Multiple Levels of Organized Complexity:

The Detection of Micro-Cultural Discrepancies of Saying and Doing

Subcultures and Sub-Optimization

Cultural Architecture and Systems Engineering

Cross Sector and Multidisciplinary Approaches to Complex Societal Challenges

Search the VCS Directory for coursework at www.abainternational.org/vcs/directory

Programs interested in applying for ABAI VCS may email us at VCS@ abainternational.org

The BACB VCS program meets the BACB's coursework requirements (via Option 1). Effective January 1, 2022, ABAI BACB VCS meets the BACB's coursework requirements (via Pathway 2).

ABAI Accreditation and ABAI VCS were established for and maintain distinctly different functions. Although complete VCSs may apply for accreditation from ABAI, it is not required.

2020 SABA Senior Student Presenter Grant Recipients

Thank you to all who donated to SABA's Student Presenters Fund for the 46th ABAI Annual Convention. Your generous contributions have supported the registration of the following 49 student presenters in Washington, DC!



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Primary Area Index

W68, 65, 86, 104, 140, 229, 251, 252, 311

AUT: Autism

W1, W2, W3, W4, W5, W6, W7, W8, W9, W10, W11, W12, W13, W14, W15, W33, W40, W41, W42, W43, W44, W45, W63, W69, W70, W71, W72, W73, 23, 24, 25, 26, 27, 28, 38, 50, 51, 56, 57, 58, 59, 66, 67, 68, 98, 105, 106, 116, 117, 118, 119, 120, 121, 141, 146, 147, 148, 149, 150, 188, 189, 190, 191, 202, 203, 204, 213, 214, 215, 216, 230, 242, 243, 253, 264, 265, 272, 273, 274, 275, 305, 312, 313, 314, 326, 327, 328, 337, 338, 339, 354, 355, 356, 368, 369, 370, 375, 376, 377, 426, 427, 428, 429, 440, 451, 452, 453, 464, 465, 466, 467, 468, 485, 492, 493, 503, 504, 505, 512, 513, 514, 542, 547, 548, 549, 563, 564, 575, 576, 589, 591, 592, 593

BPN: Behavioral Pharmacology and Neuroscience

W74, 39, 87, 151, 315, 430, 469, 506, 594

CBM: Clinical; Family; Behavioral Medicine

W16, W17, W18, W20, W34, W46, W47, W67A, W75, W76, W77, W78, 29, 40, 52, 53, 69, 70, 94, 107, 122, 131, 192, 193, 217, 225, 231, 254, 266, 276, 301, 316, 329, 340, 371, 431, 454, 455, 470, 471, 494, 507, 538, 550, 565, 577, 595

CSS: Community, Social, and Sustainability Issues

W21, W22, W48, W64, W79, W80, W81, 30, 41, 60, 71, 92, 108, 123, 142, 152, 153, 194, 205, 226, 232, 255, 256, 277, 278, 279, 299, 317, 318, 341, 357, 358, 378, 379, 432, 433, 434, 456, 457, 472, 473, 474, 495, 508, 515, 516, 536, 551, 566, 567, 578, 596, 597, 598

DDA: Developmental Disabilities

W23, W24, W65, W82, W83, 31, 42, 61, 62, 72, 97, 124, 125, 126, 154, 155, 156, 206, 207, 208, 244, 245, 246, 280, 281, 282, 304, 330, 331, 342, 343, 359, 360, 372, 380, 381, 441, 442, 443, 475, 486, 487, 496, 517, 518, 541, 568, 569, 570, 571, 599, 600, 601, 602

DEV: Human Development

32, 73, 95, 127, 247, 257, 283, 284, 302, 319, 344, 361, 382, 435, 458, 476, 539

EAB: Experimental Analysis of Behavior

W49, 43, 63, 88, 132, 143, 157, 195, 209, 218, 248, 295, 332, 350, 383, 444, 445, 459, 488, 519, 532, 552, 572, 573

EDC: Education

W25, W26, W35, W36, W37, W50, W51, W52, W53, W54, W66, W67, 44, 45, 46, 74, 75, 76, 90, 128, 129, 130, 133, 158, 159, 160, 196, 197, 188, 219, 220, 227, 233, 249, 258, 267, 270, 297, 320, 333, 334, 335, 345, 362, 363, 373, 384, 385, 436, 446, 460, 477, 489, 509, 520, 534, 553, 554, 574, 579, 580, 603, 604

OBM: Organizational Behavior Management

W27, W28, W55, W56, W57, W84, W85, 47, 77, 78, 93, 109, 144, 161, 199, 200, 221, 228, 250, 259, 300, 336, 341A, 364, 374, 386, 447, 478, 479, 497, 498, 521, 522, 537, 555, 556, 581, 582, 605

OTH: Other

22, 54, 79, 110, 134, 164, 210, 234, 260, 321, 346, 365, 387, 397, 398, 425, 610

PCH: Philosophical, Conceptual, and Historical Issues

W29, W58, W59, W86, 48, 80, 81, 89, 111, 135, 136, 162, 222, 223, 235, 236, 261, 271, 285, 322, 347, 351, 388, 437, 448, 461, 490, 523, 524, 557, 583, 584, 606

PRA: Practice

211, 237, 262, 286, 438, 480, 510, 558, 590

SCI: Science

34, 49A, 55, 82, 112, 130A, 137, 163, 287, 348, 366, 481, 585

TBA: Teaching Behavior Analysis

W30, W31, W32, W38, W60, W61, W87, W88, W89, W90, W91, W92, 35, 36, 64, 91, 113, 114, 138, 145, 201, 212, 224, 238, 239, 240, 263, 268, 288, 289, 290, 298, 323, 352, 367, 389, 439, 449, 450, 462, 463, 482, 483, 499, 500, 501, 526, 535, 559, 560, 586, 587, 607, 606, 609

VRB: Verbal Behavior

W39, W62, W93, W94, W95, 49, 83, 96, 115, 139, 241, 269, 303, 324, 325, 353, 484, 502, 527, 540, 561, 562, 588

Author Index

A

Please note that the numbers listed here refer to event numbers and not program book page numbers.

Aarlie, Hege 313 Abbas, Ibrahim 564 Abbey, Naomi 118 Abdel-Jalil, Awab 295(5), 523 Abdool-Ghany, Faheema 32 Abreu-Rodrigues, Josele 444 Accattato, Sarah 295(8), 295(11) Achurra, Khiela 98(167) Acikgoz, Yalcin 228 Ackley, Meleah 98(171) Acquaviva, Mariangela 305(175) Acuña, Bryan 582 Acuña, Karla 508 Addington, Joshua 364 Adriaenssens, Nicole 98(217), 305(179) Agarwal, Geetika 467 Agbota, Tete Kobla 336, 551 Aggio, Natalia Maria 332 Agnew, Charlene 542(162) Aguilar, Esteban 88(26) Aguilar, Juliana 38, 567 Aguirre, Angelica 297(34), 353, 540(113), 542(191) Aguirre, Larissa 98(231) Abearn, William 67, 68, 145, 190, 203, 281 Ahn, Suhyon 532(24) Ainsleigh, Susan 482, 566 Airmet, Tierra 381 Airmet, Tierra 381 Akers, Jessica 121, 179(78), 376, 542(177) Akin-Little, Angeleque 98(173) Al Zouabi, Abeer 98(214) Ala'i, Shahla 71, 98(209), 142, 150, 286, 491 Alami, Arezu 92(89) Alarcón, Martha 535(64) Alavosius, Mark 142, 228 Alba, Jaime W21, 98(217) Alban, Ana 569 Alber-Morgan, Sheila 178(20), 297(45), 534(46), 554, 569, 580 Albert, Avery 145 Albert, Kristin 468 Albright, Leif 45 Alcorn, Aimee 199 Aldrich, Jill 375 Alencar, Leticia 337 Alexander, Damali 565 Alicea, Karelix W77 Aljadeff-Abergel, Elian 297(38) Aljohani, Wafa A. 514 Allcock, Bernadette 485 Allen, Amber 95(125) Allen, Keith 178(14) Allen, Richard 301(93) Allen, Ronald 156, 577 Allegiod, Christy 104, 181(121), 252 Alligood, Christy 104, 181(121), 252 Almalki, Mohammed 304(136) Alo, Raquel 43, 444 Alonso-Alvarez, Benigno 179(68), 532(4) Alonso-Vega, Jesús 94(108), 572 Alotaibi, Abdullah 455 Alperson, Noya 191 Alqunaysi, Rayan 304(137) Alsharif, Shahad 476 Alshowaiman, Lenah 303(116) Alsultan, Abdulrahman 534(46)

Altus, Deborah 81 Alvarez, Elvin 88(29) Alvarez, Katie 542(170) Alvero, Alicia 221 Alzrayer, Nour 303(112), 303(113) Amador, Jessica 242 Amanieh, Haleh 265 Amato, Gianluca 305(160), 549 Ambert, Brooke 542(199) Amd, Micah 353 Ament, Alexandra 305(226) Amezquita, Edward 39, 93(99), 432 Andereck, Kassondra 542(174) Andersen, Adsbuild 942(174) Andersen, Ashley 91(78), 91(79), 91(80), 91(81), 91(82), 91(83), 91(84), 91(85), 138, 301(88), 449 Andersen, Melissa 301(98) Anderson, Adriana 98(216) Anderson, Angelika 98(235) Anderson, Ashley 92(96) Anderson, Brianna 539(103) Anderson, Cynthia 50, 98(199), 109, 249, 590 Anderson, Eric 554, 580 Anderson, Karen 87(13), 87(14), 87(15), 143, 178(25), 181(121) Andrade, Gabriela 29 Andrés-López, Natalia 572 Andresen, Elizabeth 487 Andrews, Alonzo W9, 27, W94, 339 Andronis, Paul 574 Andrukonis, Allison 140 Andzik, Natalie 482 Ang, Rebecca 343 Angelakis, Ioannis 179(29) Antonio, Marina 98(231) Antonsen, Anette Brogaard 73 Antshel, Kevin 145 Antshel, Kevin 145 Anzaldo, Leica 181(119) Aparicio Naranjo, Carlos 532(15) Aquino, Sylvia 96(132), 274 Aragon, Michael 83, 305(161) Aravamudhan, Sridhar 369 Arcus, Doreen 179(54) Ardila, Jose 142, 182(129), 295(28), 536(69) Arena, Alexandra 542(216) Aravala, Alexandra 572(216) Arevalo, Alexander 97(139), 97(140), 97(149), 158 Arevalo, Alexander 97 (139), 97 (140), 97 (14 Argueta, Tracy 158 Arias, Gabriela 205, 299(74), 441, 536(67) Arias, Yanelis 312 Armshaw, Brennan 94(120), 193, 316 Armshaw, Jared 87(9), 274, 441 Arnalds, Holmfridur Osk 181(94) Arradle Bobin 200(66), 566 Arnall, Robin 299(66), 566 Arnesen, Zuhe W92, 609 Arnold, Emily 304(142), 305(177) Arnold-Saritepe, Angela 352 Arntzen, Erik 45, 73, 88(34), 88(35), 181(99), 209, 332, 383, 397, 423, 488 Arroyo Antunez, Beatriz 295(7) Arthur, Shannon 462 Asaro, Madeline 517 Askari, Diah 389 Asmus, Jennifer 359 Assetta, Stefano 96(135) Atkins, Kathryn 98(220), 113 Attanasio, Vivian 255

Augspurger, Elizabeth 209 Ausenhus, Janelle 179(48) Austin, Amanda 304(140), 446 Austin, Jennifer 22, 44, 179(29) Austin, Sean 90(75) Auten, Emma 179(70) Auzenne, Jessica 64 Avendano, Sarah 305(205), 305(210), 305(220) Avery, Megan 89(58) Avery, Suzy 517 Avila, Raul 88(44), 295(15), 295(20), 532(16) Avila-Herrero, Isabel 94(108), 572 Aviles, Sandra 532(8) Awasthi, Abhyuday 369, 537(84) Awasthi, Smita 369, 537(84) Axe, Judah 83, W93, 128 Axelrod, Saul 179(75), 255 Ayres, Kevin 106, 130, 297(44) Ayres, Rachel 494 Ayvazo, Shiri 90(76) Azzaam, Shariffah 98(206), 434 Azzano, Alicia 264

B

Baak, Sara 74, 517 Babb, Salena 202 Babbra, Amrinder 97(153), 540(105) Babel, Przemyslaw 560 Bable, Ryan 536(65) Baca-Zeff, Sierra 350 Bachmeyer-Lee, Melanie 301(91), 301(92), 301(95) Bacon, Ben 128, 305(213) Bacon, McKenzie 116 Bacotti, Janelle 78, 124, 449, 542(163), 542(168) Badger, Matthew 314 Badgett, Natalie 475, 542(193) Bagley II, Raymond 88(28) Bagley, Jennifer 86(5) Bagwell, Ashley 143, 248, 295(17) Bah, Usai 206, 371 Bai, John 63 Bailey, Dawn 179(73), 224, 298(56), 298(57), 298(58), 298(59), 298(60), 298(61), 298(62), 298(62), 298(63) Bailey, Jon 178(6), 223, 422 Bailey, Kathryn 244, 426 Baires, Natalia 71, 97(153), 353, 540(105) Bajcar, Nicole 95(123 Bajwa, Tanya 302(100), 302(102) Bakaev, Esther 344, 436 Bakalik, Cara 88(42) Bakazan, Stephanie 377 Baker, Jonathan 73, 178(11), 515, 601 Baker, Monique 181(119) Baker, Penney 219 Balsamo, Noelle 239 Baltazar, Brasil 295(15) Baltazar, Marla 295(24) Banerjee, Ipshita` 208, 244, 426 Bank, Nicole W71, 181(105) Banks, Agota 153 Banna, Kelly 181(121) Baradwaj, Arjun 367 Barajas, Alexis 555 Barbash, Shepard 333 Barboza, Adriano 250 Barcelos Nomicos, Laura 109, 178(15), 218 Barczak, Mary 569 Bardeen, Joseph 46

Bardzilauskaite, Monika 509 Barker, Laura-Katherine 117, 356 Barlow, Molly 265 Barnes-Holmes, Dermot 32, 283, 285 Barnes-Holmes, Yvonne 69, 285 Barnett, Monique 106, 248, 305(165), 305(166) Baron, Juliane 130A Baroni, Veronica 485 Barosky, Christina W7 Barr, Jessica 91(83) Barrett, Louise 445 Barrett, Nolan 153 Barron, Becky 335, 493, 536(71), 587 Barros, Romariz 23 Barry, Leasha 300(79 Bartman, Shiri 542(192) Barton, Erin 426, 541(134) Barton, Katie 541(135) Barton, Nicole 566 Barton, Rebecca 541(135) Bartsch, Allison 505 Baruni, Rasha 51 Basile, Carissa 95(125), 98(177) Bass, April 71 Bass, Jenna 97(141) Bast, Diana 295(29) Batchelder, Sydney 122 Bateman, Katherine 188, 451 Batorowicz, Beata 305(189) Batten, Sonja 52 Bauer, Lauren 266 Baughmann, Mason 60 Baum, William 490 Baxter, Emily 88(48), 145, 248 Bayan, Dallal 303(118), 303(119) Bayles, Makenzie 178(3) Bayley, Kristin 278 Bayne, Jourdan 301(95) Beason, Kaitlin 542(204) Beaubrun, May 297(35), 341 Beauchesne, Britany 274 Becerra, Lorraine 38, 179(59), 250, 567 Becker, April 39, 87(9), 295(12), 532(27) Becker, Geoff 88(42) Beckman, Kimberly 542(218) Beckwith, Alexandra 542(178) Becraft, Jessica 206, 371 Bedrard, Kasey 536(75) Bedrack, Dayna 300(79) Bedrar, Molly 97(149), 154, 443 Beers, Jennifer 179(40) Beirne, Ann W22, 474, 616 Belinov, Krista 24 Belisle, Jordan 108, 335, 466, 484, 502, 535(62), 536(72), 536(73), 540(109), 540(110), 542(204), 542(207), 542(209), 542(211) Bell, Marlesha 504 Bello, Vince 357 Bellotti, Jennifer 89(60) Belz, Laura 542(141) Benavides, Rodrigo 88(49) Benes, Kimberley 537(81) Benhart, Kelly 304(123) Bennett, J. Adam 157, 174 Bennett, Jessica 305(173) Bennett, Kari 118 Bensemann, Joshua 93(98) Benson, Jaime 231 Bentley, Ting 93(101) Bento, Fabio 336, 551

Berardo, Federica 62, 541(132) Berenson, Jenna 91(78) Berg Titlestad, Kristine 313 Berg, Wendy 214, 465 Bergman, Emily 353 Bergman, Shawn 228 Bergmann, Samantha 49, 274, 305(146), 503 Bergthold, Sarah 181(109) Bermudez, Azaria 91(84) Bernabe, Emily 440 Bernstein, Alec 446, 475 Berry Malmberg, Debra 114, 179(35), 305(223) Berry, Meredith 506 Berry, Rashelle 40 Bertoli, Erin 226 Best, Lauren 326 Bethea-Miller, Vanessa 92(95), 495 Betz, Alison 181(105), 269 Bhana, Naima 534(54) Biagi, Shannon W56, 130, 144 Bialaszek, Wojciech 538(94) Bibi, Misbah 242, 468 Bicard, David 341A, 558 Bickel, Warren 348 Bickelman, Allison 384, 599 Biglan, Anthony 210, 346, 365, 481, 596 Billman, Patrick 267, 320 Binder Martini, Kate 256 Bird, Jori 299(70) Bishop, Courtney 62, 98(186), 541(118) Bispo da Silva, Dafny 337 Björnsdóttir, Katrin 181(94) Black, Kristen 232 Blackman, Abigail 207, 248 Blackwell, Terence W41, 255 Blair, Bryan 88(35), 88(36), 88(38), 88(39), 88(40), 88(41), 88(42), 88(43), 88(44), 131, 263, 445 Blair, Kwang-Sun Cho 51, 227, 243, 249, 363, 494, 509 Blakely, Elbert 600 Blampied, Neville 280 Blanco, Sam 263 Blenkush, Nathan W82, 430, 568 Bloom, Sarah 37, 323, 494, 504 Bloomfield, Bradley 541(126) Boatman, Audrey 98(194), 148 Boatman, Grace 364 Bober, Ian 305(204), 535(59) Bodily, Kent 181(121) Boduch, Emily 540(113) Boehm, Ann 238 Boglio, Alexis 354, 522 Bohlen, Adrienne 515 Bohlke, Kellie 603 Boldrin, Leandro 209 Bolin, Jeffrey 94(111), 433 Bolivar, Hypatia 316 Bonavita, Laurie 566 Bondy, Andy W32 Bonnell, Tyler 200, 445 Bonner, Andrew 346, 387, 518 Bonow, Jennifer 542(212) Booth, Cathy W67, 305(163) Booth, Nichola 179(28) Borba, Aecio 205, 295(24), 295(25), 295(26), 295(27), 299(72), 299(74), 536(67) Borba, Marilu 150 Bordelon, Ashley 74 Bördlein, Christoph 77, 94(110), 300(76), 300(77) Bordoni, Riccardo 96(135)

Borgen, John 179(73) Borlase, Megan 144 Borrero, Carrie 98(220), 178(10), 304(134) Borrero, John 146, 178(10), 443, 542(159) Borromeo, Christian 542(215) Bortoloti, Renato 295(29), 488 Borzecka, Adriana 485 Botting-Hammack, Cheryl 98(173) Bottini, Summer 281, 368, 532(5), 534(33) Bott-Tomarchio, Cynthia 305(147) Boucher, Megan 57 Bourland, Gordon 141, 398 Bourret, Jason 50, 88(38), 126, 304(123) Boutain Hopstock, Ariana 542(206) Bouton, Mark 248 Bowman, Lynn 305(191), 305(201) Bowman-Matheson, Ashley 219 Boyd, DeLicia 301(96) Boyle, Ashley 231 Boyle, Jessica 90(73) Boyle, Megan 116, 126, 504 Boyle, Samantha 178(21) Braaten, Live 332, 488 Braccolino, Jillian W13 Braconnier, Marie-Joëlle 97(155) Bradley, Mark 456 Bradley, Rachel 231 Bradtke, Sarah 567 Braga-Kenyon, Paula 423, 438 Brand, Denys 93(98), 93(100), 179(34), 300(84), 555 Brand, Stephanie 98(217), 98(240), 305(179) Brandt, Julie 72, 88(39), 88(40), 89(60), 92(90), 98(189), 181(114), 209, 230, 297(32), 297(33), 301(99), 304(120), 520, 532(19), 536(65), 536(66), 541(128), 566, 602 Branson, Naomie 574 Braren, J. Turner 249, 541(131) Brasileiro, Juliana 43 Bradley, Mark 456 Brasileiro, Juliana 43 Brassard, Marla 79, 435 Breeman, Samantha 250, 269, 312 Brennan, Justine 249 Brewer, Adam 520 Brewer, Robyn 117, 356 Bricker, Jonathan 472 Briggs, Adam 98(234), 98(237), 138, 304(124) Bright, Courtney 98(233), 305(154) Bright, Terri W68, 86(1), 86(2), 86(3), 86(4), 86(5), 86(6), 229 Britwum, Kwadwo 139, 353, 493, 542(208) Britwum, Michelle 353 Brock, Matthew 178(20) Brodhead, Matthew 208, 376, 526 Brogan, Kristen 129 Brooke, Jedidah 98(183) Bross, Leslie 243, 370 Brothers, Kevin 25, 119 Broto, Joan 194, 549 Brown, Alexandra 181(89) Brown, Alexandria 301(91) Brown, Katherine 56, 179(81), 571 Brown, Kris 592 Brown, Maria W92, 609 Brown, Mary 592 Brown, Thomas 123 Browning, Kaitlyn 143, 248 Browning, Samuel 153 Bruce, Guy W55, W84, 259 Bruce, Katherine 295(8), 295(11), 295(13), 315 Brueseke, Morgan 540(109) Bruni, Teryn 329

Bruzek, Jennifer 107, 179(33), 181(101) Bryeans, Shelby 384, 601 Bubnik, Michelle 371 Buckley, Dani 601 Buckley, Elizabeth 124 Buckley, Jessica 542(167) Budde, John 305(157) Buddiga, Natalie 532(3) Budge, Jenna 242, 273, 468 Budzinska, Anna 25, 119 Bujanda, Arlette 203 Bulla, Andrew 345 Bullock, Andrea 570 Bullock, Christopher 464 Bumpus, Emily 304(139), 541(133) Bundock, Kaitlin 534(49) Buqo, Tom 329, 606 Burke, Ray 535(62) Burleigh, Kenneth 317 Burnett, Kimberley 181(102) Burnham Riosa, Priscilla 62 Burren, Kelsey 24 Burrows, Connor 122, 179(63), 506 Busch, Caitlin 280 Bussaca, Margherita 98(235) Butcher, Grayson 532(27) Butler, Courtney 305(170), 380 Buttice, Jeremy 225 Buttice, Jeremy 225 Buttigieg, Susan 303(117), 436 Buzhardt, Jay 91(83) Byrne, Thomas 43, 88(25), 88(26), 88(27), 88(28), 88(29), 88(30), 88(31), 88(32), 88(33), 88(34), 88(42), 88(36), 88(38), 88(39), 88(40), 88(41), 88(42), 88(43), 88(44), 88(45), 88(40), 88(41), 88(42), 88(43), 88(44), 88(45), 88(46), 88(47), 88(48), 88(49), 88(50), 88(51), 88(52), 88(53), 88(54), 88(55), 131 Byun, Wendy 567

C

Cadette Dunn, Jessica 239 Caetano, Marcelo 488 Caffera, Jacquelyn 305(209) Cagliani, Rachel 246 Cahill, Cindy 49 Cahill, Patricia 302(104) Caito, Kimberly 106 Calderon, Tatiana 70 Caldevilla, Celisabel 563 Caldwell, R. Kyle 95(125) Calero-Elvira, Ana 325 Calkin, Abigail 11, 183(138), 470, 613 Call, Nathan 50, 126, 206, 207, 465 Callaghan, Glenn 254 Callahan, Ashley 253 Callahan, Owen 153 Camacho, Mikayla 90(68) Camafreita, Laura 98(196) Camblin, Jennifer 67, 542(164) Cameron, Michael J. 90(69), 94(115), 224, 374, 455 Cammarata, Jennifer 73 Camp, Benjamin 139 Camp, Lillith 532(7) Campanaro, Alexandra 250, 503, 567 Campau, Sarah 261 Campbell, Laura 305(196), 539(99) Campos Junior, Ricardo 540(114) Campos Rivera, Ricardo 295(16) Campos, Claudia 24, 98(185), 98(186), 98(187), 98(188), 98(189), 98(190), 98(191), 98(192),

98(193), 98(194), 372, 504 Campos, Karla 532(16) Cançado, Carlos 63, 444 Candel, Lindsay 542(175) Cannella-Malone, Helen 304(139), 534(43), 541(133) Cannon, Meagan 98(181) Canon, Luisa 584 Canovas, Daniela 96(138) Cantrell, Katherine 98(205) Cao, Manwei 455 Capell, Shawn W64, 92(86), 457, 495 Carbone, Matthew 542(171) Cardascia, Angela 96(136) Cardenas, Maggi 149 Cardon, Teresa 541(128) Cardwell, Cherice 583 Carey, Carissa 542(154) Carey, Mary Katherine 181(101) Cariveau, Tom 183(150), 541(117) Carlin, Michael 88(28) Carlson, Erici 179(40), 574 Carlson, Jane 179(80) Carlson, Shanice 242 Carmo, João 532(23), 542(151) Carneiro, Anne Caroline 96(138) Carnett, Amarie 98(205), 245, 280, 541(115), 541(116), 541(117), 541(118), 541(119), 541(120), 541(121), 541(122), 541(123), 541(124), 541(125), 541(126), 541(127), 541(128), 541(129), 541(130), 541(131), 541(132), 541(133), 541(134), 541(135), 541(136), 541(137), 541(138) Carpenter, Megan 90(63), 98(228), 98(229) Carr, Chelsea W20, 97(144), 538(86) Carr, James 265, 269 Carr, R. Nicolle 430, 526 Carrasquillo, Lyret 89(60) Carriles, Fred E. 128, 305(213) Carroll, Megan 297(51) Carroll, Regina 178(14), 179(61), 305(169), 503, 542(172) Carrow, Jacqueline 250, 567 Carter, Lauren 542(149), 542(167) Caruso, Christina 327 Caruso-Anderson, Mary 91(84), 181(126), 303(108), 538(85) Caruthers, Carmen 304(126) Carvalho Couto, Kalliu 336, 573 Carver, Ashley 97(140), 464 Casady, Tara 212 Casarini, Fabiola 290, 305(160), 549 Casas, Sonya 339 Cassano, Mindy 532(19) Cassidy, Sarah 335 Castaneda, Guadalupe 339 Castillo, Mariana 146 Castillo, Victoria 191, 241, 582 Castle, Tara 299(66) Catagnus, Robyn 98(189), 123, 179(46) Cataldo, Michael 206, 371, 422A Catala, A. Charles W58, 351 Catrone, Rocco 97(153), 178(8), 540(105) Cavalcante, Rebeca 91(85) Cavaliere, Mary 502 Cavanaugh, Brody 542(194) Cefalo, Nicola 98(168) Celiberti, David W5, 184(152), 375, 392 Cengher, Mirela 178(10), 443 Centone, Kayla 98(169)

Cepeda Islas, Maria Luisa 96(129), 535(64) Cerisier, Taysha 88(48) Cermak, Samantha 181(109) Chaine, Silvia 304(138), 532(11), 532(12), 539(104) Chalmé, Rebecca 87(15) Chamberlain, Natasha 97(164) Chambers, Tony 500 Champlin, Nancy W72, 118 Chan, Jeffrey 526 Chan, Jingyi 98(180) Chan, Stephanie 98(205), 98(206), 98(207), 98(208), 98(209), 98(210), 98(211), 98(212), 98(214), 98(231), 589 Chance, Sydni 49 Chancey, Leigh 471 Chang, Gina 26 Chang, Maria 560 Chang, Maria 560 Chang, Ya-Chih 305(157), 542(197) Charlop, Marjorie 67, 98(222), 273, 326, 376, 569 Charlton, Emma 97(142) Charos, Arianna 581 Chastain, Amanda 94(115), 322, 484, 540(112) Chavez, Andres 556 Cheever, Mickelle 540(111) Chen, Liqi 147 Chen, Mo 98(180) Chen, Ning 479 Chen, Weiwei 299(71), 370 Chen, Xiaohan 303(115), 591 Chen, Yanru 257 Chesbrough, Emily 305(215) Cheung, Hiu Ching 196 Cheung, Hoi Ting Daryl 98(190), 196 Chezan, Laura 98(170) Chi, Cyrus 351 Chiaccio, Robert 98(182) Chiaparini, Gabriela 444 Chiasson, Brittany 46, 220, 302(104) Chin, Dongioo 541(121) Chin, Michelle 443 Chin, Victor 97(148) Chipley, Morgan 304(120) Chitiyo, Argnue 97(156), 542(155) Chitralekha, Chandana 94(120) Cho, Jung Yeon 181(97) Choate, Nicole 542(207), 542(211) Choi, Eunju 300(80) Choi, Jihan 300(80) Choi, Jihan 300(80) Choi, Jinhyeok 297(36), 549 Choi, Song 303(118), 303(119) Chong, Ivy 367, 522 Chong, Weilyn 127 Chow, Woan Tian 542(183) Cheirtengen, Koula 542(183) Churakov, Oleg 148 Churakov, Oleg 148 Chung, Karen W91, 559 Chung, Kyong-Mee 95(127), 542(143) Chung, Moon 31 Church, Jason 269 Cicero, Frank 2, W11, W45, 155, 179(62) Cicoro, Frank 2, W11, W45, 155, 179(62) Cihon, Joseph 48, 80, 182(127), 215, 453, 514 Cihon, Traci 93(99), 182(129), 205, 295(24), 295(25), 295(26), 295(27), 299(72), 299(73), 299(74), 432, 536(67), 536(69), 607 Circe, Joshua 88(48) Cividíni-Motta, Càtia 24, W25, 49, 227, 245, 249, 363, 372, 450 Clark, Alyssa 327 Clark, Daniel 199

Clark, Gail 62 Clark, Kara 371 Clark, Leah 542(207), 542(211) Clark, Melissa W1, 97(147) Clark, Racheal 304(135) Clark, Racheal 304(135) Clark, Rodney 419 Clark, Ronald 104, 468, 507 Clark, Seth 454 Clarke, Katherine 441 Clausen, Amy 90(63) Clay, Casey 55, 126, 179(59), 206, 245, 304(120), 304(121), 304(122), 304(123), 304(124), 304(125), 304(126), 304(127), 304(128), 304(129), 304(130), 304(131), 304(132), 304(133), 304(134), 304(135), 304(136), 304(137), 304(138), 304(139), 304(140), 304(141), 304(142), 304(143), 304(144), 304(145), 305(148) Clavborne, Jov 542(195) Clarke, Katherine 441 Clayborne, Joy 542(195) Clem, Joseph 181(126) Clement, Tricia 334, 602 Clements, Andrea 181(116) Clubb, Courtney 274 Clubb, Courting 274 Codd, Richard 523 Codding, Robin 133, 397, 534(33), 534(34), 534(35), 534(36), 534(37), 534(38), 534(39), 534(40), 534(41), 534(42), 534(43), 534(44), 534(45), 534(46), 534(47), 534(48), 534(49), 534(51), 534(52), 534(53), 534(54), 534(55) Coderre, Jason W82 Cody, Kalesy 339 Cody, Kelsey 339 Coe, Stephanie 98(239), 305(152), 305(180) Cohen, Einav 181(95) Cohenour, Jessica 537(82) Colasurdo, Christopher 519 Coleman, Amy 46, 319 Coleman, Laura 532(5) Colley, Karmen 297(50) Collings, Rhian 352 Collins, Aisling 64, 298(58), 538(89) Collins, Lee 189 Collins, Tai 247 Colon, Marilin 98(214) Colon-Kwedor, Candice 98(181) Colvin, Brandon 98(223) Combs, Kendra 182(129), 536(69) Comis, Mary 434, 460, 598 Compagnone, Maira 228 Concepcion, Anthony 297(53), 450, 504 Concors, Sandra 276 Conde, Kerry 179(65) Condillac, Rosemary 401 Confer, Sumah 279 Conine, Daniel 49, 98(195), 98(196), 98(197), 98(198), 98(199), 98(200), 98(201), 98(202), 98(203), 98(204), 179(45), 265 Conners, Brian W64, 179(62) Connolly, Sarah 305(226), 542(157), 542(169) Connor Moore, Nicole 57 Conrad, Audrey 304(131) Contreras, Bethany 463 Cook, Emily 90(65), 130 Cook, Jemma 63, 87(19), 87(20) Cook, Jennifer L. 46, 225 Cook, Richard W16, W34, W78, 86(2), 87(23), 87(4), 00(65), 120, 455 655 87(24), 90(65), 130, 455, 565 Cooke, Keyana 502 Cooper, Alison 206 Cooper, Heather 341 Cooper, Rita 516

Copeland, Bailey 208, 244, 426 Copeland, Susan 192 Coppola, Angelica 540(112) Corallo, Timothy 67 Cordoiro, Maria Clarg 206(192) Cordeiro, Maria Clara 305(183), 503 Cordova, Eduardo 140 Cornaglia, Robert 305(182) Cornier, Marc-Andre 538(97) Corona, Cesar 295(20) Correa, Lais 295(24) Correll, Rebecca W79 Corriguia Corrigan, James W13 Corsi, Cambria 247 Corso, Kent 183(138), 379, 470 Cortez, Mariéle 96(138), 572 Cortez, Rianne 542(215) Cosato, Zoe 88(55) Costa, Anika 236, 341 Costella, Claudia 96(136) Costello, Mack 88(28), 183(134), 194, 295(18), 295(30), 532(25) Couger, Kathryn 68, 203, 305(181) Coulter, Gail 90(77) Coulter, Lorri 181(115) Countie, Christina 59, 447 Courtemache, Airage 519 Courtemanche, Aimee 518 Cousin, Stephanie 250 Covall, Karly 83, 305(174), 305(178) Covey, Alyssa 580 Cowan, Landon 145 Cowan, Richard 542(175) Cowie, Sarah 325, 490, 552 Cox, Alison 125, 298(56), 431, 448, 539(103) Cox, David 208, 506, 526 Cox, Jessica 98(211) Cox, Reagan 58, 241 Coy, Justin 64, 91(82) Coyne, Lisa 365 Craig, Andrew 63, 143, 214, 248 Craig, Emma 31 Cran, Stephanie 299(73) Cressman, Carly 92(87) Crewdson, Margaret 76 Criss, Caitlin 554 Croce, Katharine W43 Crockett, Jennifer 371 Crone-Todd, Darlene 55, 156, 179(55), 288, 461 Crook, Kayla 129 Crosby-Rowley, Kayleah 542(141) Crosland, Kimberly 227, 249, 357, 363, 450 Cross, Ruth 402 Crosswell, Laura 534(34) Croteau, Natalie 98(230) Crowe, Rebecca 90(75) Crowley, Allyson 542(178) Crowley, Jaime 98(199), 507 Cruger, Finley 305(187) Crumpler, Emily 534(51) Crus, Neuror 252, 264 Cruz, Nelmar 357, 364 Cruz, Selena 39 Cruz-Torres, Elisa 239 Csizmadia, Kristen 495 Cueto, Mapy 395A Cuevas López, Paula 88(32) Cui, Yaoyun 132 Cukar-Capizzi, Christine 98(201) Culbertson, Olivia 542(164) Cumiskey Moore, Colleen 98(230) Cunningham, Isabel 98(209), 150 Curiel, Emily 304(141), 305(176)

Curiel, Hugo 304(141), 305(176) Cursi Campos, Heloisa 297(42) Curtis, Kaitlin 126 Cushing, Lisa 116 Custer, Taylor 126 Cymbal, Daniel 145

D

Da Hora, Cássia 542(187) Da Hora, Karoliny 551 Da Silva, Philippa 298(58) Daar, Jacob 179(57), 537(77) D'Agostino, Sophia 31, 440, 534(39) Daisy, Shari 264, 604 Dale, Fredrik 573 Dallery, Jesse 183(131), 316 Daly, Edward W51, 211 Daly, Svetlana 352 Damiano, Bernadette 542(166) Danforth, Jeffrey 279 Dangelo, Guido 305(150), 305(175), 541(130) Dangelo, Guido 305(150), 305(175), 541(130) Daniels, Stephanie 76 Daniel-Way, Lisa 181(109) Danielyan, Svetlana 191 Dentone, Alenne 08(220), 226 Dantona, Alanna 98(222), 326 Daou, Nidal 370, 542(209), 542(210), 542(211), 542(212), 542(213), 542(214), 542(215), 542(216), 542(217), 542(218) D'arcangelo, Lorenza 96(136) Darcy, Laura 179(49) D'Arms, Ariana 489 Davenport, Katy 272 David, Marie 116, 244, 304(125), 330 Davidson, Alex 532(27) Davidson, Alex 352(27) Davidson, Lauren 128 Davidson, Michele 243, 305(186), 305(187), 305(188), 305(189), 305(190), 305(191), 305(192), 305(193), 305(194), 305(195) Davies Lackey, Amy 476 Davis Wilson, Diana 28 Davie, Chend 262 Davis, Cheryl 263 Davis, Destiny 305(207) Davis, Emily 576 Davis, Frank 305(223) Davis, John 247, 304(125) Davis, Megan 441 Davis, Wiegan 441 Davis, Morgan 327 Davis, Nicole 179(51), 378, 483 Davis, Sarah 94(112), 264, 541(118) Davis, Thea W67, 305(166), 305(167), 305(168), 305(169), 305(170), 305(171), 305(172), 305(173), 305(174), 305(175), 564 Davis Topya 97(159), 97(161), 97(161), 121, Davis, Tónya 97(159), 97(160), 97(161), 121, 179(78), 272 Davis, William 129 Davison, Lauren 305(213) Dawes, Monica 532(6) Dawson, Desiree 305(161) Dawson, Jennifer 94(116), 542(148) Dawson, Sarah 91(78) Day, Alyssa 371 Day-Watkins, Jessica 220 De Feo, Donna 119 De Freitas, Maria Clara 305(171) De La Puente, Monica 534(34) De Rose, Julio 295(21), 299(68), 332, 353, 423, 534(53), 540(114), 572 De Souza, Andresa 288, 299(65)

De Souza, Deisy 88(32), 88(33), 96(133), 353, 423, Diller, James 89(58), 279 540(114), 573, 588 Dean, Diane 542(154) Deaver, Cristine 179(71) DeBar, Ruth 38, 114, 178(17), 178(18), 190, 242, 253, 312, 326, 372, 569, 601 DeBernardis, Genevieve 89(57), 89(58), 89(59), 89(60), 285, 458 Debert, Paula 209 Debertin, Lauren 49, 265, 305(183), 305(185) DeBritz, Audrey 295(14) Debrocco, Dawn 29 DeCapo, Madison 86(5) DeChant, Mallory 65 Decker, Aimee 304(142) Decker, Hannah 65 Deenihan, Deanna 509 DeFouw, Emily 535(63) DeFulio, Anthony 88(52), 178(11), 195 Dela Rosa, Cynthia 265 DeLaet, Michael 204, 466, 608 DeLapp, Christina W66 DeLeon, Iser 50, 146, 158, 275, 304(144), 404, 518 Delfs, Caitlin 83, 183(150) Dolan, Sean 506 Dolan, Se Dellabadia, Kristine 29 DellAringa, Alex 98(200) Demarco, Jessica 264 DeMello, Colleen 367 DeMuesy, Ron 554 Dennis, Lindsey 466, 502, 535(62), 542(207), 542(211) Deochand, Neil 88(28), 194, 295(30) DePaolo, Jesse 357 DePetris, David 327 DeQuinzio, Jaime 38, 45, 98(218), 98(219), 372 DeRosa, Nicole 9, 145, 181(118), 248, 446 Desai, Rajeev 532(6) Deshais, Meghan 178(17), 178(18), 216, 253, 305(176), 305(177), 305(178), 305(179), 305(180), 305(181), 305(182), 305(183), 305(184), 305(185), 372, 492, 519, 537(79), 569, 570 Deshmukh, Shreeya 225 Destras, Océane 448 Detrich, Ronnie 90(61), 90(62), 90(63), 90(64), 90(65), 90(66), 90(67), 90(68), 90(69), 90(70), 90(71), 90(72), 90(73), 90(74), 90(75), 90(76), 90(77), 553 Detrick, Jessica 107, 304(131), 542(181) Devine, Bailey 58 Dezayas, Laura 98(196) Dhadwal, Azizull 599 Diamanti, Brittany 97(151) Diamond, Megan 153 Dias, Gustavo 488 Diaz de Villegas, Sara 44, 181(114) Diaz, Felipe 27 Diaz, Melissa 95(122) Diaz, Yendri W24, W92, 609 Dibari, Alessandro 96(136) Dickinson, Alyce 179(56), 386 Dickson, Chata 24, 98(182), 98(238), 190, 312 Dieringer, Shannon 179(47), 589 DiGangi, E. Amanda 98(215) DiGangi, Samuel 408 Digenan, Garrett 295(23) DiGennaro Reed, Florence 35, 178(9), 207, 248, 250, 380, 413, 449, 473 Dileva, Nicole 98(167) Dillen, Jeffrey 141 Dillenburger, Karola 369, 564

Dillon, Anna 335 Dillon, Cara 297(39), 297(41) Dillon, Christopher 97(149), 304(128), 304(132), 305(191), 305(201) Dillon, Sarah 88(27 DiNatale, Erika 305(172) Dingess, Paige 88(25) DiNovi, Brett 36, 161 Dionne, Carmen 97(155), 98(212) Dittrich, Gretchen 156, 183(139), 577, 615 Dixon, Dennis 66 Dixon, Mark 26, 139, 335, 466, 493, 536(71), 542(208), 586 Dixon, Nelly 268 Dlouhy, Robert 527 Doan, Brittany 542(148) Doan, Trang 47, 479 Doane, Emily 301(92) Dodzin, Alexandra 127 Dolan, Brittany 542(140) Dolan, Sean 506 Dominguez, Ibelizet 540(113) Dommestrup, Aila 304(126) Donadeli, Josiane 572 Donais, Sylvie 181(93) Donaldson, Antoinette 199 Donaldson, Jeanne 44, 98(241), 129 Donaris, Douglas 572 Dong, Cheyenne 305(179) Donnelly, David 487 Donovan, Bria 535(59) Dooley, Sarah 267 Doolittle, Emily 49A Dorsey, Michael 2, 258, 398, 425, 445 Dostie, Marcus 445 Dotson, Paige 86(6) Dotson, Wesley 86(6), 98(227) Doucette, Jessica 380 Dougher, Michael 210 Doughty, Adam 295(2) Douglas, Sarah 31 Dounavi, Katerina 31, 179(28), 342 Dowdy, Art 179(75), 181(120), 247 Dower, Nikia 173, 183(145), 418 Downing, Beverly W70 Doyle, Anesa 428 Dozier, Claudia 44, 154, 178(9), 297(32), 297(33), 446, 507 Dracobly, Joseph 74, 441, 517 Dragan, Carly 303(114) Drasgow, Erik 98(170) Drayton, Amy 301(98) Drevon, Daniel 247 Drew, Christine 330 Driscoll, Andrea 305(174) Drossel, Claudia 14, 107, 183(135), 266, 590 Druffner, Rita 301(87 Drummond, Ronald 130 Du, Lin 201, 238, 397, 549 Dube, Charmayne 305(151) Dubin, Ashley 440 Dubuc, Tiffany 387 Dubuque, Erick W2, 189 Dubuque, Molly 189 Dudek, Jessica 397 Dudek, Miriam 485 Dudley, Laura 179(51), 421, 483

Dueker, Scott 179(47), 534(43) Dufek, Sarah 68 Dufrene, Brad 130 Dunbar, Miah 542(167) Duncan, Taylor 95(126) Dunham, Michaela 302(100) Dunkel-Jackson, Sarah 522, 542(141) Dunn, Claudia 98(198), 116 Dunn, Claudia 98(198), 116 Dunn, Kelly 305(147) Dunnet, Meghan 305(202) Dunst, Robert 455 Dunvoll, Guro 488 Durham, Rebecca 503 Dutt, Anuradha 98(180) Dwyer, Matthew 122, 179(63), 506 Dyyer, Samantha 178(21), 252 Dyer, Tim 125 Dymond, Simon 179(27) Dzanko, Eldin 290 Dzenga, Chaidamoyo 97(156), 542(155)

E

Easter, Virginia 540(106) Eaton, Alysha 305(189) Eayrs, Kirstie 305(190) Eckerman, David 88(31), 295(21), 295(23), 295(24), 295(25), 295(26), 295(27), 295(28), 295(29), 295(30), 295(31) Eddington, Kristel 514 Edelstein, Matthew 94(113), 231, 538(92), 538(93), 538(94), 538(95), 538(96), 538(97), 538(98) Edgèmón, Anna 46 Edrisinha, Chaturi 569 Edwards, Kimberly 457 Effertz, Hannah 61 Eikeseth, Svein 25, 203 Eilers, Heidi 179(40) Eilertsen, Jon Magnus 45 Eisenhauer, Kaitlin 98(195) Elbon, Kelsey 97(152) Eldevik, Sigmund 25, 313 Eldridge, Rebecca W52 Elliffe, Douglas 63 Elliott, Clark 301(96) Elmeligy, Kabas 43 Elmquist, Marianne 42 Elnes, Aud 78 Elridge, Morgan 535(63) Elsky, Greg 313 Elvsåshagen, Torbjørn 488 Embry, Dennis 22, W48, 152 Emmer, Daniella 542(200) Encarnacion, Jayven 334 Enders, Olivia 64, 91(82) Endicott Harris, Katie 179(76) Engasser, Melissa 305(197), 606 Engler, Christopher 40, 301(85) Engstrom, Joy 579 Enloe, Kimberley 556 Enoch, Mary 587 Enriquez, Janet 27 Ensor, Rebecca 62 Erath, Tyler 142, 207, 248 Erickson, Nicole 345 Ernest, Rachel 47, 537(83) Ertel, Hallie 124, 197 Erwinski, Melanie 542(161) Escalante, Annie 556 Esch, Barbara 183(145)

Escobar, Cynthia 181(126) Escobar, Gisel G. 532(11), 532(12) Escobar, Rogelio 88(46), 88(49), 88(50), 532(8), 573 Eshleman, John 178(8), 300(81) Espanola, Elaine 98(196), 179(43), 312, 542(213), 542(214) Espericueta, Williams 93(99), 295(26) Esquierdo-Leal, Jovonnie 18, 169, 180(83), 240 Esselink, Danielle 542(192) Estle, Sara 132 Estrada, Angela 434 Etchison, Hannah 264 Ethridge, Amy 532(21) Evans, Amy W26 Evans, Ashley 126 Evans, Lucas 516 Everette, Gerald 98(195) Exline, Emily 97(159) Exume, Torica 98(244)

F

Fahmie, Tara 95(126), 114, 179(35), 274, 384 Fair. Damien 86(5) Fairchild, David 72 Falakfarsa, Galan 93(98), 300(84) Falcomata, Terry 97(162), 98(175), 98(176), 98(177), 98(178), 98(179), 98(180), 98(181), 98(182), 98(183), 98(184), 106, 143, 248, 295(17), 305(165), 305(166) Falliagat Lober 61, 07(142), 442 Falligant, John 61, 97(143), 443 Farag, Peter 191, 241, 582 Farmer, Kandace 87(21) Farmer-Dougan, Valeri 140, 397 Farnsworth, Thomas 198 Farros, Jesslyn 384 Fasko, Sharla 94(114) Fattal, Kathryn W28 Fattal, Robbie W28 Fattal, Sarah 305(190) Faulkner, Samuel 471 Fauvel, Gemima 541(126) Fava Menzori, Letícia Regina 353, 534(53) Favela, Alexis 98(227 Fearnley, Caroline 253 Feck, Cassie 542(145) Feczko, Eric 86(5 Fedezko, Jessica 93(102) Feeley, Cecilia 305(194) Felde, Ashley 562 Feldman, Maurice 98(186), 264 Feliciano, Gina 221, 264 Feliciano, Leilani 538(87) Fensken, Michael 88(42), 88(43) Ferguson, Janet 31 Ferguson, Julia 215, 453, 514 Fernand, Jonathan 179(42), 265, 301(89) Fernandez, Crystal W60, 98(209), 120 Fernández, Ilse 96(129) Fernández, Laura 88(28) Fernandez, Mariel 141 Fernandez, Nathalie 158, 518 Ferrant-Jimenez, Esperanza 92(94) Ferreira, Paulo 534(53) Fetterman, Hallie 297(39), 542(157) Fettig, Angel 541(134) Fetzner, Delanie 179(70) Feuerbacher, Erica 65, 86(1), 86(4), 229, 311

Fiani, Theresa 57, 305(222) Fiebig, Julia 166, 183(146), 321, 387 Fields, Lanny 332 Fienup, Daniel 32, 45, 46, 95(121), 95(122), 95(123), 95(124), 95(125), 95(126), 95(127), 178(19), 220, 302(102), 499, 541(116) Finch, Kacey 535(61) Finlay, Amanda 97(152), 542(188) Finn, Lori 330 Finn, Martin 285 Fiorile, Carol 179(68) Fiorilli, Ashley W17 Fischer, Aaron 55, 179(79) Fischer, Katarina 539(99) Fisher, Alyssa 97(139), 305(215) Fisher, Amanda 94(116), 179(75), 181(120), 312 Fisher, Wayne 61, 214, 304(124), 449 Fiske, Kate 304(140), 368, 446, 541(127), 541(138) Fitter, Elizabeth 568 Fitzpatrick, Paula 459 Flagg, Deanna 62 Flanagan, Leah 304(145) Fleck, Chelsea 50 Fleetwood, Kaci 477, 604 Fleming, Will 89(57), 295(23), 295(28) Fletcher, Jennifer 179(79) Fletcher, Victoria 252, 479 Flora, Stephen 592 Flores Aguirre, Carlos 63, 179(31), 181(98), 295(7), 444, 572 Flores Silva, Agueda Maria 603 Flores, Amalix 227 Flores-Fiumara, Lilly 574 Flynn, Susan 72, 88(39), 94(107), 179(46), 230, 304(120) Fogg, Miranda 327 Foidart, Brennan 541(120) Foley, Élizabeth 44 Folgia, Natalie 601 Follette, William 266 Fong, Elizabeth 123, 617 Fontaine, Elizabeth 542(206) Fontenot, Brandi 489 Forbes, Heather 183(145), 305(168), 541(124) Forck, Kara 126 Ford, Davita 96(137) Ford, Kimberly 56, 571 Foreman, Anne 228 Forzano, Lori-Ann 88(42), 88(43), 532(10) Fossett, Brenda 179(26) Foster, Rachel 350, 424 Fox, Adam 157, 295(14) Fox, Kathy 267, 320, 501 Fox, Landa 183(148), 442 Fraidlin, Avner 501 Framer, Edward W55, W84, 259 Frampton, Sarah 83, 190, 199, 305(174), 510 France, Karyn 280 Francis, Catriona 368 Francisco, Carly 98(218) Francisco, Vincent 178(9), 212 Franck, Christopher 229 Frank, Madeline 541(116) Frank-Crawford, Michelle 97(139), 97(140), 146, 158, 281, 303(109), 305(215), 464 Frazier, Jake 380 Frederick, Janice 439, 582, 603 Freeman, Kevin 87(21) Friedel, Jonathan 228, 448 Frieder, Jessica 128, 178(11), 368

Friedman, Leah 284 Frijters, Jan 98(186) Friman, Patrick 35, 54, 333, 371 Fritz, Jennifer 178(21), 249, 252, 479, 501 Frizell, Chynna 536(70) Froelich, Anya 542(157) Frost, Kyle 440 Froxán-Parga, María Xesús 94(108), 572 Fruth, Jason W48 Fry, Troy 160 Frye, Alice 179(54) Frye, Charles 218 Fryling, Mitch 240, 285, 305(157), 508, 542(197), 586 Fudge, Brittany 126 Fuentes, Eileen 300(78) Fuhrman, Ashley 138, 214 Fujimoto, Natsumi 305(188) Fuller, Marcus 188 Fulton, Caitlin 61, 230 Funk, Janie 229 Fuqua, Richard W38, 178(11), 242 Furlonger, Brett 98(235) Furlow, Christopher 117, 356 Furman, Alex 128 Furreboe, Elise 532(14) Futch, Sara 445

G

Gageby, charles 305(223) Gainforth, Sharon 305(149) Galanti, Elisa 290, 549 Galdieri, Devin 87(13) Gale, Catherine 203 Galizio, Annie 38, 218, 441, 567 Galizio, Mark 5, 87(12), 295(8), 295(11), 295(13), 315 Galjour, Mallorie 44 Gallagher, Bobbie W44 Gallagher, Christina W7 Gallant, Emily 119 Gallaway, David 542(154) Ganci, Antonino 62 Gandarela, Lucas 209 Ganz, J. B. 42, 98(198), 116, 246 Garcia Mijares, Miriam 295(9) Garcia, Anna 494, 504 Garcia, Arturo 56 Garcia, Christina 91(78) Garcia, Heidi 542(152) Garcia, Katherine 284 Garcia, Sam 603 Garcia, Sara 494 Garcia, Yors 94(107), 209 Garcia-Zambrano, Sebastian 71, 97(153), 353, 540(105) Garden, Regan 358 Gardner, Andrew W20, 242, 538(86) Garner, Dana 179(76) Garner, Joshua 98(245), 305(224) Garrison-Kane, Linda 116 Garthe, Erin 179(76) Gartrell, Alden 193 Gatta, Tami 53 Gatti, Maria 300(75) Gauert, Spencer 297(53), 450 Gautreaux, Grant 16, 334, 398, 485, 602 Gauvreau, Ariane 451 Gavoni, Paul 36, 161 Gayman, Catherine 212, 298(61)

Gaynor, Reagan 56 Geiger, Ashton 368 Gelino, Brett 142 Geller, E. Scott 153, 256, 536(65), 536(66) 536(67), 536(68), 536(69), 536(70), 536(71), 536(72), 536(73), 536(74), 536(75) Genà, Ángeliki 262 Gengoux, Grace 542(144) Gennari Crosby, Elizabeth 92(90) Gerencser, Kristina 305(221) Gerhardt, Peter 237, 338 Germann, Allison 305(205) Gerow, Stephanie 97(154), 121, 179(78), 330, 465, 517, 538(98) Gershfeld Litvak, Sara W8, 388 Gervais, Charlene 118 Gevarter, Cindy 98(226), 202, 542(156) Ghaemmaghami, Mahshid 327 Ghai, Jessica 98(178), 365 Gharapetian, Lusineh 191, 560 Ghaziuddin, Mohammad 290 Ghezzi, Elizabeth 299(67) Ghezzi, Gianluca 300(75) Ghezzi, Patrick 178(16), 532(9) Ghorm, Kimberly 542(166) Ghosh, Shubhra 120, 283 Giacone, Laurel 322 Giamanco, Annalise 540(109) Giani, Luca 300(79) Giannakakos- Ferman, Antonia 179(67) Giannakakos, Antonia 448 Gibbs, Ashley 372 Gibson, Amenda 305(169) Gibson, Ruby 96(131), 302(103) Gifford, Margaret 61, 95(125), 98(177) Gilchrest, Callie 97(145) Gilder, Jenna 98(222), 326 Giles, Aimee 179(29) Gilbuly, Mary 322 Gilhuly, Mary 372 Gillis, Jennifer 368, 467, 534(33), 559 Gilloran, Julia 97(143), 303(110) Gil-Luciano, Barbara 70 Gilmore-Black, Jamie 305(161) Gilroy, Shawn 58, 143, 464, 542(145) Gimenez, Virginia 299(65) Gingles, Denisha 123, 495 Gioia, Paula 305(225), 542(173) Gire, Julian 345 Giri, Sarthak 127 Girolami, Peter 113 Girtler, Shawn 246 Giuliano, Matt 269 Glasgow, Ryan 128 Glaze, Stephanie 446 Glenn, Sigrid 286 Glodowski, Kathryn 90(69), 90(70), 90(71), 90(72), 90(73), 90(74), 90(75), 90(76), 90(77), 198 Glugatch, Lindsay 98(175) Godinez, Erik 300(84) Goetzel, Amanda 97(143), 98(243) Gois, Nayara 92(91), 532(23) Gokey, Kaitlynn 24, 520 Gokéy, Katuyini 24, 520 Goldberg, Kate 248 Goldberg, Kellie 97(148) Golden, Jeannie W18, W76, 79, 179(69), 471, 538(85), 538(86), 538(87), 538(88), 538(99), 538(90), 538(91), 538(92), 538(93), 538(94), 538(95), 538(96), 538(97), 538(98) Goldman, Kissel 146, 304(144), 518 Golfeto Baquel 540(114) Golfeto, Raquel 540(114)

Golini, Elizabeth 460 Gomez Fuentes, Agustin Daniel 88(26), 297(40) Gomez, Jessica 195 Gomez, Maria 532(29) Goncalves, Fabio 43, 87(8), 295(9), 295(11), 295(12), 295(13), 295(14), 295(15), 295(16), 295(17), 295(18), 295(20) Gonzales, Alexandra 534(51) Gonzales, Mariah 98(166) Gonzales, Rebecca 547 Gonzales-Barriga, Fernanda 132 Gonzalez, Angel 209 Gonzalez-Ortiz, Evelyn 219 Good, Jessica 329, 538(91) Goodhue, Rob 299(74), 316 Goodwyn, Lauren 38, 91(78) Gopez, Jesey 96(132) Gormley, Jessica 298(62) Gorycki, Kathryn 195, 302(106) Gossou, Komlantse 470 Gottlieb, Emily 245 Gould, Evelyn 8, 113, 182(128), 254, 550 Gould, Kaitlin 231 Gould-Fogerite, Susan 368 Gover, Holly 486 Gowett, Vanessa 555 Goyal, Manish 97(153), 540(105) Granelli, Katherine L 179(65) Granier, Katie 538(87) Granpeesheh, Doreen 22 Grant, Caitlin 534(40) Grauerholz-Fisher, Emma 78, 265 Gravina, Nicole 47, 78, 300(82), 397, 497 Gray, Jenna 216 Graziano, Maria 305(150) Green, Annie Lisa 541(129) Green, Cameron 606 Green, Gina 119 Green, Leonard 22, 132 Greenberg, Jeremy W88, 196 Greeny, Kaitlin 111 Greer, Ashley 46, 319 Greer, Brian 61, 97(164), 137, 207, 214, 571 Greer, R. Douglas 32, 178(19), 257, 344, 410, 436, 499 Gregori, Emily 116, 121, 244, 304(125), 330, 426, 534(54), 538(98) Gregory, Meagan 301(86), 303(110), 312, 542(182), 542(194) Grey, Ian 335 Griffen, Brenna 305(164) Griffin, Brenna 202 Griffin, Megan 192 Griffith, Annette 38, 95(122), 98(230), 179(46), 469, 536(75), 538(96), 566 Griffith, Kristin 516 Griffith, Lee 305(182) Gring, Megan 305(213) Gring, Megan 305(213) Grisoff, Dean 93(102) Groll, Mariah 98(226), 202 Gross, Barbara 12, 183(148), 442 Gross, Matthew W34, 86(2), 87(23), 565 Grow, Laura 126, 183(150), 312, 473, 498 Grünke, Matthias 534(41), 534(42) Grybos, Elise 98(170) Guandalini, Sara 541(132) Gucwa, Magda 537(83) Gudmundsson, Kristjań 524 Gueli, Giada 541(132) Guell, Madeleine 154, 443

Guercio, John 141 Guerrero, L. Fernando 179(40) Guerrero, Lisa 40, 49, 301(89) Guidone, Genevieve 87(12), 295(8), 295(11), 315 Guild, Jason 267, 320 Guilhardi, Paulo 412 Guimarães, Beatriz 43 Guimarães, Luiza 542(151) Guinness, Kendra 298(59) Gumaer, Caitlyn 98(222), 273, 326 Gundling, Shelby W26, 496 Gunnarsson, Karl 92(93), 540(107), 540(108) Gunning, Sara 305(214) Gupta, Vanshika 108 Gureghian, Danielle 498, 503 Gutierres, Frank 280 Gutierrez, Anibal 98(196), 179(43), 312, 542(213), 542(214) Gutiérrez, Brissa 88(50) Gwinner, MacKenzie 350

Н

Haaland, Vibeke 269 Haas, April 42, 91(79), 246 Haberl, Christiane 305(189) Haberlin, Alayna 304(145) Hachiga, Yosuke 532(29) Hack, Garret 47, 98(179) Hackenberg, Timothy 157 Hacker, Rebecca 541(134) Haddock, Jennifer 158, 464 Hadjisolomou, Stavros 98(191) Hafsteinsdottir, Steinunn 181(94) Haggerty, Katherine 468 Hagopian, Louis 97(139), 97(140), 97(149), 281, 304(128), 304(132), 371, 443 Hahs, Adam 204, 466, 581, 602, 608 Halbur, Chris 58 Halbur, Mary 49, 58, 265, 305(167), 305(183), 305(185), 305(200), 503 Hale, Melissa 179(43), 542(213), 542(214) Hall, Andrew 455 Hall, Nathaniel 65, 140, 251, 311, 397 Hall, Scott 203 Hallgren, Morgan 98(243), 301(86), 303(109), 303(110) Halliday, Tanya 538(97) Halton, Justin 320 Hamajima, Kyoko 77 Hamdi, Hamad 542(210) Hamilton, Kyle 245, 305(148) Hammel, Whitney 41 Hammell, AnnMarie 539(100) Hammer, Amanda 60 Hammock, Stephany 298(61) Hammond, Olivia 89(58) Hammonds, MS, BCBA, Cassandra 303(111) Hamrick, Sally 129 Han, Justin 282 Han, Lihua 370, 563 Han, Robin W3 Hanashiro-Parson, Hana 122 Haney, Sarah 207, 302(107), 449 Hangen, Marcella 195, 302(106), 446 Hanley, Gregory 57, 305(158), 443, 486, 542(171) Hanna, Elenice 540(114) Hanratty, Laura 327 Hansen, Bethany 40, 183(150), 301(88), 449 Hansen, Blake 541(135)

Hansen, Sarah 264, 280 Hanson, Jessica 305(172) Hanson, Robbie 209, 519 Hansson, Jocelyn 183(135) Hantak, Kelly 259 Hantula, Donald 179(75), 189, 425, 478, 586 Happe, Shawn 487 Haque, Aaishay 535(58) Harbin, Shawna 541(134) Hardan, Antonio 542(144) Hardee, Alexandra 449, 571 Hardin, Amber 567 Harlan, Elizabeth 47 Harman, Mike 96(130) Harms, Ginger 284, 303(117) Harper, Jill W27, W85, 605 Harrell, Jasmine 532(25) Harrigan, William 127 Harrington, Matthew 305(191), 305(201) Harris, Brittani 354 Harris, Josef 71, 295(3) Harris, Matt 153 Harris, Nicole 509 Harrison, Antonio 378 Harrison, Kate 1, W79, 226, 578 Harrison, Kelley 98(200), 446, 475 Harrison, Kelli 98(171) Harty, Kristina 542(167) Hartzheim, Daphne 542(145) Harvey, Ada 305(179), 520 Harvey, Gareth 60 Harvey, Mark 189 Harvey, Olivia 98(234), 98(237) Haskins, Lauren 380, 567 Haspel, Mary 243 Hass, Hawken 295(2 Hathaway, Kristin 302(107) Hatlestad-Hall, Christoffer 488 Haugland, Morten 267, 554 Hausman, Nicole 61, 97(149), 154, 178(10), 303(109), 443, 542(159) Havelaar, Arie 536(68) Hawkins, Allison 368 Hawkins, Emma 485 Hawkins, Renee 297(41), 397 Hay, Zoe 450 Hayashi, Yusuke 299(64) Hayat, Yasmeen 98(191) Hayes, Linda 89(57), 178(15), 178(16), 285, 295(23) Hayes, Steven 178(16) Hay-Hansson, Aina 313 Haynes, Jeremy 218, 441 Haynes, Rocky 509 Hayward, Diane 203 Heal, Nicole 486 Healy, Nora 542(166) Heath, Erin 130A Heath, Kelsi 98(205) Hebein, Christopher 144 Hebert, Sarah 229 Heckers, Desiree 94(116) Heckert, Ryan 181 (91), 541 (120) Hedquist, Chelsea 305 (195), 542 (184) Hedrich, Uriah 199 Heering, Paul 367 Hear, Arielle 252 Heimann, Benjamin 282 Heinicke, Megan 74, W90, 93(100), 179(34), 384, 390, 601 Heitzman-Powell, Linda W89, 91(83), 358

Hekman, Jessica 229 Held, Alexandra 513 Heller, Cidney 95(121 Hemmelman, Ethan 350 Hemp, Cierra 98(187) Hendrix, Nicole 465 Hendy, Helen 128 Henley, Amy 35, 179(50), 250 Henry, Justine 98(240) Hentnick, Rachel 541(125) Henze, Erin 94(114) Henzi, S. 445 Herbst, Scott 13 Hernandez, Cinthia 444 Hernandez, Mya 489 Herndon, Kathryn 542(164) Herrod, Jessica 106 Herron, Meghan 179(40) Herzog, Leah 295(4) Hess, Brooke 90(74) Hesse, Bruce 179(41) Hessler, Terri 178(20) Hester, Julie 541(117) Heward, William 333 Hewett, Kate 485 Heyman, Celia 474 Heyman, Jona 474 Hickman, Hortensia 96(129), 535(64) Hieneman, Meme 268, 455 Higbee, Thomas 23, 38, 179(81), 250, 323, 397, 420, 510, 542(139), 542(140), 542(141), 542(142), 542(143), 542(144), 542(145), 542(145), 542(142), 542(147), 542(148), 542(145), 542(154), 542(154), 542(154), 542(154), 542(151), 542(152), 542(153), 542(150), 542(155), 542(152), 542(153), 542(154), 542(155), 542(156), 542(157), 542(158), 542(159), 542(160), 542(161), 542(162), 542(163), 542(164), 542(165), 542(166), 542(167), 542(168), 542(169), 542(170), 542(171), 542(172), 542(173), 542(174), 542(177), 542(172), 542(173), 542(174), 542(175), 542(176), 542(176), 542(177), 542(175), 542(176), 542(177), 542(178), 542(179), 542(180), 542(181), 542(182), 542(183), 542(184), 542(185), 542(186), 542(187), 542(184), 542(189), 542(190), 542(191), 542(192), 542(193), 542(194), 542(195), 542(196), 542(197), 542(198), 542(196), 542(197), 542(197), 542(198), 542(196), 542(197), 542(197), 542(198), 542(196), 542(197), 542(197), 542(198), 542(196), 542(197), 542(197), 542(198), 542(196), 542(197), 542(197), 542(198), 542(198), 542(198), 542(197), 542(198), 542(198), 542(198), 542(197), 542(198), 542(19 542(190), 542(190), 542(197), 542(198), 542(199), 542(200), 542(201), 542(202), 542(203), 542(204), 542(205), 542(206), 542(207), 542(208), 542(209), 542(210), 542(211), 542(212), 542(213), 542(214), 542(215), 542(216), 542(217), 542(218), 567 Higgins, Nicole 301(90), 542(142) Higgins, William 170(51) Higgins, William 179(61 Hill, Doris 90(64), 128, 304(130) Hill, Mary 512 Hillier, Ashleigh 179(54) Hilton, Jennifer 268 Hineline, Philip 179(75), 212, 557 Hinkle, Karlie 178(21) Hinman, Jessica 466, 540(105), 587 Hinnenkamp, Jay 38 Hinojosa, Veronica W70 Hirschmann, Michal 181(95) Hixson, Michael 397, 437 Hoag, Kelley 578 Hoch, Theodore 340, 547 Hochmuth, Jonathan 279 Hockman, Adam 75, 373, 385 Hodder, Ebonee 352 Hodges, Ansley 124, 197 Hodnett, Jennifer 363 Hoefer, Sarah 88(43)

Hoffmann, Audrey 181(124), 463 Hognason, Felix 88(34) Hojo, Rieko 77, 300(76), 300(77) Holcomb, William W86 Holehan, Kathleen 44 Hollins, Nicole W52, 90(67), 124 Hollo, Álexandra 243 Holmes, Sarah 44 Holt, Ashley 208 Holt, Calista 87(12), 295(8), 315 Holt, Daniel 535(60) Holth, Per 2, 20, 235, 269, 557 Holtsman, Lindsey 335 Holtyn, August 10, 183(131), 594 Holyfield, Christine 369 Hong, Ee Rea 42, 98(198) Hong, Esther 66 Hood, Stephanie 96(132), 179(35), 184(153), 274, 449 Hooks, Jennifer 521 Hopton, Michelle 486 Hordges, Sara 227 Horner, Fumi W12, 149 Horner, Robert 90(75) Horton, Catherine W4 Horton, Elizabeth 31, 534(39) Horton, Jessica 257, 302(103) Hotchkiss, Rebecca 46, 302(102) Houchins, hebecda 40, 302(102) Houchins-Juarez, Nealetta 208 Houck, Elizabeth 74, 297(32), 297(33), 297(34), 297(35), 297(36), 297(37), 297(38), 297(39), 297(40), 297(41), 297(42), 297(43), 297(44), 297(45), 297(46), 297(47), 297(48), 297(49), 297(50), 297(51), 297(52), 297(53), 297(54), 297(55) Houch, Makanzia 88/28), 126 Hough, Makenzie 88(38), 126 Hough, Tanya 89(60), 95(124) Houmanfar, Ramona 144, 178(16), 295(28), 299(67), 317, 409, 432, 511, 534(34) House, James 96(130) Houvouras, Andrèw W21 Howard, Jane 68 Howard, Veronica 140, 181(102), 396A, 483 Howarth, Matthew 334 Howell, Daniel 204, 493, 576 Howell, Stephanie 97(143) Howells, Jenna 44 Howenstine, Laura 92(92) Hoyle, Kathryn 512 Hozella, Willow 38 Hranchuk, Kieva 361 Hrdina, Julia 605 Hu, Lei 91(81) Huang, Weihe 201 Huber, Janice 7, 181(111), 184(154) Hübner, Martha 109, 557 Huggins, Bailey 295(23) Hughes, Christine 87(16), 87(17), 87(18), 88(45), 88(46), 88(47), 88(48), 88(49), 88(50), 88(51), 88(52), 88(53), 88(54), 88(55), 205, 315, 532(7) Hughes, Haley 242 Hughes, Mary Laurette 199 Hugh-Pennie, Amoy 378 Hugh-Statistic 567 Hull, Emily 567 Hull, Sydney 446 Hume, Kara 98(193) Hume, Mary 330 Humiston, Tori 266 Hunsinger Harris, Melissa 566 Hunt, Barbara W67

Hunt, Jill 320 Hunt, Justin 96(128), 479 Hunt, Katelyn 315 Hunter, Brittany 305(205), 542(165) Hunter, Brittany 305(205), 542(165) Hunter, Mary W60, 140, 295(3) Huntington, Shelly 314, 451 Hunyadi, Shannon 581 Hursh, Adrienne W12, W67A, 131 Hursh, Steven 348 Hurtado, Parrado, Camilo 212, 325 Hurtado, Richelle 88(36), 301(95), 541(117) Hurs, Jessika 304(129) Husak, Zachary 97(143) Huskinson, Sally 87(21), 397, 594 Hutchinson, Victoria 108, 322, 581 Hutchison, Lauren 540(108) Huziwara, Edson 295(29) Hwang, Stephanie 98(188) Hwang-Nesbit, Francis 302(100), 436 Hyde, Katie 64 Hynes, Jessica 522 Hyten, Cloyd 553

I

lacomini, Silvia 62 lannaccone, Julia 242, 468, 541(138) Ibanez, Vivian 40, 449, 507 Igaki, Takeharu 532(13) ljalba, Elizabeth 370 llem, Allison 183(135) Illapperuma, Chathuri 56 Imasaka, Tsuyoshi 98(235) Inbar-Furst, Hagit 90(76) Ingersoll, Brooke 440 Ingimarsdottir, Asa 181(94) Ingram, Rebecca 538(87) Ingvarsson, Einar 324, 380, 397, 451, 475, 11 yatssoff, Elital 324, 360, 397, 451, 473, 540(105), 540(106), 540(107), 540(108), 540(109), 540(110), 540(111), 540(112), 540(113), 540(114), 567, 588 Iovannone, Rose 363, 477 Irwin, Casey 122, 518 Isenhower, Robert 273, 305(147), 532(17) Ioarbid, Poter 20(70) Iserbyt, Peter 90(70) Isernia, Lindsay 86(1) Ishikawa, Nana 303(117) Ishizuka, Masaki 532(2) Ismail, Rahma 372 Ito, Mako 304(127) Ito, Masato 88(45) Ivanoski, Amy 98(239) Iversen, Iver 423 Ivy, Jonathan 48, 60, 128, 305(213), 535(58), 542(166) lyer, Svetlana 467, 559

J

Jackson, James 522 Jackson, Joshua 88(38), 126 Jackson, Marianne 179(38), 317, 555 Jackson, Nia 232 Jacobs, Kenneth 218 Jacobson, Marlena 603 Jadeja, Dhi 305(190) Jadro, Brian 577 Jahromi, Laudan 257 Jaksic, Heather 98(186)

James, Jack 179(27) Jang, Hyeyeon 541(123) Janota, Taylor 116 Jansz Rieken, Chrystal 38, 95(122), 297(32), 297(33), 469, 538(96) 297(35), 465, 556(96) Jantzi, Stacy 98(189) Javed, Asim 215, 514 Javed, Noor 154 Jeglum, Sara 98(243), 359, 542(147) Jenkins, Alexander 139 Jenkins, Hannah 320 Jennings, Adrienne 45 Jensen, Kristen 94(106) Jenson, Hilary 247 Jenson, William 247 Jepsen, Rebecca 542(211) Jess, Rachel 44 Jessel, Joshua 57, 305(222), 542(162) Jewett, Alyssa 128 Jewett, Alyssa 128 Jimenez, Angel 43 Jimenez, Kiriam Yerith 508 Jimenez, Stephanie 157, 212, 298(61) Jimenez-Gomez, Corina 58, 98(217), 98(221), 105, 179(32), 269, 305(146), 305(147), 305(148), 305(159), 305(150), 305(151), 305(152), 305(157), 305(154), 305(155), 305(166), 305(161), 305(162), 305(163), 305(164), 305(165), 305(166), 305(167), 305(168), 305(169), 305(170), 305(171), 305(172), 305(173), 305(174), 305(175), 305(180), 305(181), 305(182), 305(183), 305(184), 305(181), 305(182), 305(183), 305(184), 305(181), 305(184), 305(187), 305(184), 305(183), 305(194), 305(197), 305(184), 305(183), 305(194), 305(191), 305(192), 305(193), 305(194), 305(191), 305(192), 305(202), 305(207), 305(204), 305(201), 305(202), 305(207), 305(204), 305(201), 305(204), 305(207), 305(204), 305(205), 305(214), 305(211), 305(224), 305(221), 305(224), 305(223), 305(224), 305(225), 305(226), 372, 397, 507 Jimison, Joshua 581 Jin, Sandy 280 Jimenez, Ángel 43 Jimison, Joshua 581 Jin, Sandy 280 Jin, Sandy 280 Joczyn, Patrycja 381 John, Karie 504, 541(131) Johns, Daniel 536(72) Johnson, Alix 372 Johnson, Cammarie 98(236), 253 Johnson, Douglas 179(56) Johnson, Emily 183(132) Johnson, Jenee 370 Johnson, Katherine W87, 355 Johnson, Kent 183(147), 320, 373 Johnson, Lera 181(126) Johnson, Matthew 22, 506 Johnson, Selene 181(119) Johnson, Taylor 217 Johnson-Patagoc, Katherine 141, 181(122) Johnston, Jennifer 575 Jones, Amanda 601 Jones, Emily 242, 468 Jones, Erica 49, 542(163) Jones, Heather 90(64) Jones, Kara 94(113) Jones, Kimberly 554 Jones, Laurilyn 385 Jones, Lea 93(98), 300(84)

Jones, Melody 71 Jones, Stephanie 197, 297(44), 297(45), 297(46), 297(47), 297(48), 297(50), 297(51), 297(52), 297(53), 297(54), 297(55), 567 Jordan, Freya 181(117) Joseph, Anthony 430 Joseph, Laurice 178(20), 534(38) Josh, P. Raymond W35, 44, 179(81), 297(54), 515, 532(21) Jowett Hirst, Erica W33 Juanico, Jessica W90, 98(200), 178(9), 230, 507 Juban, Brittany 183(150) Judy, Kara 219 Juhlin, Natalie 183(136) Jung, Seungmin 95(127), 538(95) Jurgens, Hana 144, 548

K

Kaczmarczyk, Paulina 53 Kaczorowska, Daria 303(118), 303(119) Kahng, SungWoo 129, 154, 206, 245, 305(170), 305(194), 305(204), 305(218), 380, 541(138) Kalafut, Kathryn 532(19), 566 Kalil, Dana 98(186), 541(118) Kalinowski, Katharine 92(87) Kalmbach, Alexa 542(159) Kamana, Bertilde 154, 446 Kaminski, Barbara 303(108) Kamlowsky, Marissa 98(240) Kanaman, Nicole 154, 446 Kandarpa, Kavya 297(41) Kane, Casey W87 Kane, Meghan 440 Kaneda, Lina 389 Kaneshiro, Janell 542(179) Kang, Soyeon 541(136) Kangas, Brian 532(6) Kanthimathinathan, Soundarya 93(97) Kaplan, Brent 464, 506 Karlsson, Thorlakur 179(27) Karpicke, Jeffrey 534(36) Karsina, Allen 305(193) Karsten, Amanda 181(114) Kastner, Kendall 98(177) Katz, Brian 143, 178(25), 573 Katz, Sophia 236 Kaufman, Autumn 219 Kaufmann, Virginia 29, 276 Kaur, Jasmeen 443 Kavner, Alyssa 556 Kawasaki, Hindira 353 Kazaoka, Kyosuke 93(99), 205, 536(67) Kazdin, Alan 164, 210 Kazemi, Ellie 34, 105, 179(35), 289 Ke, Shu-Hwei (Sue) 535(57) Keating, Amanda W47 Keene, Javron 305(201) Keevy, Madeleine 248 Keiner, Simone 305(225), 542(173) Kelleher, Kelly 596 Kelley, Michael 98(240), 248, 468 Kelly, Karen 222, 433 Kelly, Amanda 41, 378 Kelly, Dena 542(148) Kelly, Elizabeth 111 Kelly, Elizabeth 111 Kelly, Jessica 135 Kelly, Michelle 41 Kelly, Sabrina 45 Kemmerer, Ashley 269

Kemmerer, Lisa 278 Kendorski, Jessica 181(120) Kendorski, Joe 578 Kendricks, Dalisa 87(10), 87(11) Kenneally, Laura W73 Kennedy, Krystal 97(156), 98(197) Kennison, Alexis 322 Kenville, Karoline 569 Kenzer, Amy 354, 522 Keohane, Dolleen-Day 334 Keough, Bridget 513 Kerwin, Emily 83 Kerwin, Mary Louise 179(63), 564 Kessler, Maria Lynn 179(73) Kestner, Kathryn W52, 72, 97(163), 157, 178(25), 535(61) Kettering, Tracy 56, 93(102) Khan, Imran 493 Khawar, Sadaf 542(189), 542(190) Khokhar, Nazurah 540(107), 540(108) Khowaja, Meena 440 Kielbasa, Kristopher 379 Kieta, Andrew 320, 345 Killeen, Peter 3, 130A, 164, 210, 425, 610 Killen, Kelly 456 Killingsworth, Kenneth 532(3) Kim, Allison 305(172) Kim, Daeyong 297(36) Kim, Elisa 447 Kim, Heewon 95(127), 532(24) Kim, Ji Young 220, 344, 541(116) Kim, JinKwan 93(104) Kim, So Yeon 244, 426 Kim, Won-Ho 227 Kimball, Ryan 61, 97(164), 214 Kimzey, Megan 542(209) Kincaid, Stephanie 178(7), 225 King, Emma 98(217), 98(221) King, Hunter 247 King, Jaysen 90(67) King, Kelly 334 King, Seth 97(157), 297(52) Kinney, Kelsey 299(69) Kirakosyan, Naira 374 Kirby, Beverly 456, 597 Kirby, Kimberly 183(131) Kirby, Megan Erin 170 Kirk, lan 203 Kirkland, Sophia 295(12) Kirkpatrick, Baileigh 76 Kirkpatrick, Kimberly 350 Kirkpatrick, Marie 121 Kirkwood, Caitlin 40, 301(91), 301(92), 301(95), 507 Kirsten, Elle 115 Kisamore, April 179(64), 183(150), 241, 394, 567 Kishel, Catherine 98(179), 468, 541(127) Kissenberth, Morgan 328 Klapatch Totsch, Jennifer 205 Klatt, Kevin 607 Klein, Claire 98(222) Klemek, Kim 559 Klintwall, Lars 203 Kloby, Shaun 535(59) Knapp, Kaley 305(203) Knerr, Alexandra 225, 328 Knight, Rachel 301(98) Knochel, Ashley 509 Knutson, Kayleen 98(175 Kobylarz, Ashley 305(170)

Koch, Darwin 71, 97(153), 540(105) Kodak, Tiffany 49, 58, 96(130), 98(165), 98(166), 98(167), 98(168), 98(169), 98(170), 98(171), 98(172), 98(173), 98(174), 98(175), 98(176), 98(177), 98(173), 98(174), 98(175), 98(176), 98(177), 98(173), 98(174), 98(175), 98(176), 98(177), 98(173), 98(174), 98(175), 98(176), 98(177), 98(173), 98(174), 98(175), 98(176), 98(177), 98(173), 98(174), 98(175), 98(176), 98(175), 98(176), 98(176), 98(176), 98(177), 98(176), 98(177), 98(178), 98(179), 98(180), 98(181), 98(182), 98(183), 98(184), 98(185), 98(186), 98(187), 98(183), 98(184), 98(185), 98(186), 98(187), 98(183), 98(194), 98(190), 98(191), 98(192), 98(193), 98(194), 98(195), 98(196), 98(197), 98(198), 98(199), 98(200), 98(201), 98(202), 98(203), 98(204), 98(205), 98(206), 98(207), 98(208), 98(204), 98(210), 98(211), 98(212), 98(208), 98(204), 98(210), 98(211), 98(212), 98(213), 98(214), 98(215), 98(216), 98(212), 98(208), 98(204), 98(210), 98(211), 98(212), 98(213), 98(214), 98(215), 98(216), 98(212), 98(213), 98(214), 98(215), 98(216), 98(212), 98(213), 98(214), 98(215), 98(216), 98(212), 98(213), 98(214), 98(215), 98(216), 98(212), 98(213), 98(214), 98(215), 98(216), 98(215), 98(216), 98(98(217), 98(208), 98(210), 98(210), 98(211), 98(212), 98(213), 98(214), 98(215), 98(216), 98(217), 98(218), 98(224), 98(220), 98(221), 98(222), 98(223), 98(224), 98(220), 98(226), 98(227), 98(228), 98(229), 98(230), 98(231), 98(232), 98(233), 98(234), 98(235), 98(236), 98(237), 98(238), 98(234), 98(235), 98(236), 98(237), 98(238), 98(239), 98(240), 98(241), 98(242), 98(243), 98(244), 98(245), 181(114), 265, 305(167), 305(183), 305(185), 305(200), 305(206), 397, 452, 498, 503 Koehler, Leab, 178(6) Koehler, Leah 178(6) Koffarnus, Traini 176(3) Koffarnus, Mikhail 87(7), 87(8), 87(9), 87(10), 87(11), 87(12), 87(13), 87(14), 87(15), 87(16), 87(17), 87(18), 87(19), 87(20), 87(21), 87(22), 87(23), 87(24), 506 Kohn, Carolynn 179(39) Kolb, Rebecca 124, 246, 331, 535(61) Kolu, Teresa W46, 550 Kondo, Ayuko 305(192) Kong, Sarah 198 Konrad, Marie-Helene 299(65) Kolriad, Marie-Helele 299(55) Konrad, Moira 178(20), 554, 569 Kornack, Julie W8, 234, 355 Korneder, Jessica 542(199), 542(200), 542(201), 542(202), 542(203), 542(204), 542(205), 542(206), 542(207), 542(208), 564 Kos, Greta 353 Koomaanukaa, John 270 Kosmopoulos, John 270 Kostewicz, Douglas 64 Kotler, Andrea 474 Kotzman, Sean 603 Koudys, Julie 305(202) Kozlowski, Alison 304(135) Kozluk, Autumn 539(103) Kranak, Michael 61, 443, 464, 482, 492 Krantz, Patricia 119 Krasnopolsky, Juliya 605 Kravtchenko, Ksenia 384 Krebs, Chris 96(137) Krebs, Christopher 305(173) Krebs, Genevieve 542(186) Kresge, Chrish 134 Kring, Anja 140 Krispin, Jonathan 336 Kronenwetter, Tiffany 301(91), 301(95) Kronfli, Faris 98(179), 146 Krstovska, Ivana W14 Krubinski, Kim 128 Krueger, Hannah 542(184) Kruger, Gustavo 332 Kruman, Hannah 541(135) Krumov, Yohan 301(95) Kubina, Richard 179(76), 505 Kuhn, Robin 178(9), 268 Kunnavatana, S. Shanun 244, 463 Kupfer, Jeff 550 Kupferman, Douglas 114 Kupferschmidt, Sarah 264 Kupzyk, Kevin 98(211) Kupzyk, Sara 98(211), 179(61)

Kuralt, Tylynn 198 Kuroda, Toshikazu 143, 295(6) Kurtz, Patricia 206, 304(122), 304(126), 304(143), 371, 443, 542(147) Kuwano, Keisuke 97(150) Kwak, Daniel 227, 599 Kyne-Rucker, Dante 350

L

La Cruz Montilla, Astrid 541(117) LaBrot, Zachary 130, 535(63) LaCroix, Kara 57 Laddaga Gavidia, Valeria 49, 305(146) LaFrance, Danielle 96(134), 269, 519 Lag, Madeline 538(87) Lagervall, Jenny 538(87) Lagorio, Carla 54, 151, 397 Laitinen, Kalle 283 Laitinen, Richard W39, 120, 283, 539(99), LaLonde, Leah 329, 538(101), 539(102), 539(103), 539(104) LaLonde, Leah 329, 538(91) LaMarca, Jennifer 496 LaMarca, Vincent 98(174), 589 Lambert, Joseph 208, 244, 245, 297(46), 426 Lambert, Michael Charles 90(77) Lamers, Mallory 426 LaMotte, Krysta 305(219) Lancaster, Blake 329 Lancaster, Kristen 389 Landa, Robin 57 Landers, Elizabeth 26 Landestoy, Geguel 98(182) Lane, Jay 219 Lang, Elizabeth 574 Lang, Haley 194 Lang, Russell 98(165), 98(166), 272, 280, 542(149), 542(150), 542(151), 542(152), 542(153), 542(154), 542(155), 542(156), 542(157), 542(158) Langford, Jeremy 87(16), 87(17), 87(18), 315 Langh, Ulrika 181(100) Lanovaz, Marc W59, 448 Lantz, Johanna 305(216), 542(180) Laprime, Amanda 183(150) Larson, Rebecca 305(208) Larson-McGuire, Brandon 93(101) Larsson, Eric W15, 375 LaRue, Robert 242, 273, 276, 305(170), 305(194), 305(204), 305(218), 338, 468, 541(138) Laske, Matthew 47, 228 Lasley, Julianne 179(58) Lasoški, Matthew 93(102) Lattal, K. Matthew 54 Lattal, Kennon Andy 143, 178(25), 573 Lau, Choo Ying 352, 535(56), 535(57), 535(58), 535(59), 535(60), 535(61), 535(62), 535(63), 535(64) Lau, Jasmine 90(69), 540(112) Lau, Phoebe 196 Lauderdale-Littin, Stacy 243 Lauer, Taylor 335, 502, 540(110), 542(209) Laughlin, Jessica 322 Laureano, Brianna 275 Laurenti, Carolina 136 Lauvetz, Caleb 274 Law, Matthew 538(96) Lawson, Emily 135 Lawson, Kyndra 295(8), 295(11) Layden, Selena 362

Layman, Lauren 98(171), 130 Layng, T. V. Joe 254, 523 Lazar-Rosenzweig, Judy 181(95) Le, Duy 141 Leach, Phoebe 542(200) Leadley, Sarah 352 Leaf, Justin 48, 50, 80, 167, 182(127), 215, 453, 514, 542(159), 542(160), 542(161), 542(162), 542(163), 542(164), 542(165), 542(166), 542(167), 542(168) Leaf, Ronald 48, 453, 514 Leatherman, Stacee 123 LeBlanc, Linda 168, 206, 480 LeBrun, Lindsey 94(111) Lechago, Sarah 49, 58, 96(128), 178(21), 181(122), 303(108), 303(109), 303(110), 303(111), 303(112), 303(113), 303(114), 303(115), 303(116), 303(117), 303(118), 202(110), 207, 472, 479, 574 303(119), 397, 473, 498, 561 Ledbetter-Cho, Katherine 98(165), 98(166), 272 Ledford, Jennifer 297(46) Lee Drew, Pauline 62 Lee Park, Hye-Suk 549 Lee Pereira, Gladis 94(108) Lee, Breanna 94(118) Lee, Changseok 95(127), 532(24) Lee, David 179(76), 593 Lee, Gabrielle 397 Lee, Hoomyung 541(122) Lee, Hyein 446 Lee, Hyouja 305(159) Lee, Hyun Min 563 Lee, Kwangrim 305(159) Lee, Pei Ling 98(235) Lee, Rachel 94(114) Lee, Surnhee 305(159) Lee, Vanessa 519 Lee, Yaeeun 218, 350 Lee, YounKyoung 542(143) LeFevre, Kristin 305(186) Leffler, Teri 267 Lehardy, Robert 274, 449 Lei, Qingli 304(125) Leichliter, Amanda 534(45) Leif, Erin W5, 278 Leiter, Rachel 96(131) LeJeune, Lauren 208, 359 Leland, Worner 442 Leme Jr, Antonio 534(53) Lemelin, Nina 150 Lemieux, Allix 539(99) Lemon, Julie W70 Lemons, Christopher 359 Lemos, Marina 337 Leon, Yanerys 24, 98(196), 158, 179(43), 195, 312, 372 Leon, Marta 337 Leon-Barajas, Marren 62 LePage, Ana 179(69), 471 Lerman, Dorothea 121, 145, 178(21), 265, 465, 475 Leslie, Julian 22, 159 Lesser, Aaron 301(94), 301(96) Lestremau, Lauren 90(73), 90(74) Leuci, Chiara 290, 305(160) Leung, Jay 204 Leung, Queenie 352 Leung-VanHassel, Heather 328 Lewis, Abby 305(197), 606 Lewis, Heather 179(60) Lewis, Marissa 305(201)

Lewis, Mary 364 Lewon, Matthew 178(16) Li, Anita 125 Li, Manyu 232 Li, Qi 370 Li, Tangchen 38, 297(45), 341A, 542(153), 580 Liang, Song 536(68) Liaupsin, Carl 88(30) Libman, Stuart 226 Liddon, Clare 98(210), 199, 300(78), 305(154) Lie, Christine 313 Lieberman, Eva 222, 232 Lieneman, Corey W3 Liesfeld, Jody 67, 479, 537(81) Liew, Joanna 98(238) Lim, Nataly 272, 305(153), 326 Lim, Sung Jun 93(103), 93(104), 300(80) Lima, Najra 542(187 Limoli, Charles 532(6) Lin, Fan Yu 98(172), 184(155), 591 Lin, Zhen 455 Linares, James 199 Lindauer, Steven 97(145) Lindblad, Tracie 183(145) Linden, April 98(209), 150 Lindgren, Scott 465 Linugren, scott 465 Lionello-DeNolf, Karen 88(31), 179(52), 295(1), 295(2), 295(3), 295(4), 295(5), 295(6), 295(7), 295(8), 295(9), 295(10), 295(11), 295(12), 295(13), 295(14), 295(15), 295(16), 295(17), 295(18), 295(20), 295(21), 295(23), 295(24), 295(25), 295(26), 295(27), 295(28), 295(29), 295(30), 295(31), 397, 459, 552 Little, Alexandra 581 Little, Annette 90(72) Little, Annette 90(72) Little, Steven 98(173) Littlejohn, Kathryn 542(164) Liu, Mei 370, 563 Liu, Rosalie 203 Lively, Providence 97(160) Livingston, Cynthia 49, 74, 225 LiVolsi, Catlyn 67, 281 Livolsi, Catlyn 67, 281 Liusic, Nikola 88(35) Lloveras, Lindsay 50, 305(209), 449 Lloyd, Blair 125, 208, 426, 486 Lo, Ya-yu 98(228) Locey, Matt 178(16), 218, 532(3) Locke, Daniel 93(102) Locke, Hayley 485 Lockley, Steven 438 Loe, Eunice 98(180) Loftis, Emily 97(156), 98(197) Logan, Brandon 566 Logan, Madison 217 Logan, Sarah 513 Lomas Mevers, Joanna 124, 206, 359, 571 Longano, Jennifer 436 Longo, Angelina 45 Looi, Irene 98(236) Lopergolo, Gabriel 97(151) López Fuentes, Alma Luisa 304(138), 532(12) López, Alfonso 508 Lopez, Anna 305(157) Lopez, Brian 505 Lopez, Carlos 295(25) Lopez, Nerea 203 Lorah, Elizabeth 202, 305(164), 369 Lorio-Barsten, Daria 362 Lory, Catharine 116, 244, 304(125), 426 Losi, Anna 300(75)

Loubeau, Zhana 98(243) Loudermilk, Maria 433 Louie, Wing-Yue 564 Louis, Pierre 341 Louise Alves, Mirela 295(9) Lovelace, Temple 347, 434, 460, 534(45), 534(46), 534(47), 534(48), 534(49), 534(51), 534(52), 534(53), 534(54), 534(55), 542(210), 598 Lovitz, Elizabeth 39 LoVullo, Santino 429 Lozano, Elizabeth 319 Lozy, Erica 44, 304(128) Luc, Oanh 532(6) Luciano Soriano, Carmen W49, 70, 322 Luck, Kally 145 Lucck, Zoe 107, 266, 352 Luczynski, Kevin 83, 121, 178(14), 274, 449 Ludwig, Timothy 93(97), 228, 567 Luehring, Mathew 304(143), 542(147) Luevano, Carla 40 Lugar, Catherine 98(222), 326 Lugo, Jacqueline 542(197) Lui, Myra-Jade 4, 181(93), 583 Luke, Katherine 542(167) Luke, Molli 536(69) Luke, Nicole 458 Luna, Odessa 92(96), 178(12), 448 Lundstrom, Sarah 492 Lundy, Marshall 98(171) Luoma, Shannon 209 Lusby-Donovan, Erin 597 Lyons, Aimee 199 Lyons, Charles 162

М

Ma, Youruo 542(146) Ma, Zexin 569 Ma, Zijie 370 MacAleese, Alicia 15, 181(117) MacDonald, Angela 542(150) MacDonald, Jacquelyn W25, 83, 114, 327 MacDonald, Rebecca 68, 203, 216, 305(181) MacDougall, Alexandra 118 Machado, Mychal 88(25), 538(92) Machalicek, Wendy 98(175) MacKellar, Megan 86(3) MacManus, Cormac 67 MacNaul, Hannah 121, 245, 249, 450 MacNaul, Hannah 121, 245, 249, 450 Maduare, Valeria 494 Madden, Gregory 179(81), 506 Maddox, David 547 Maddox, Stephanie 547 Madrigal Alcaraz, Kenneth 63, 181(98) Maffei-Almodovar, Lindsay 330 Magnacca, Carly 94(112), 264, 330, 538(88) Maguire, Helena W27, 605 Maguire, Russell 156, 577 Mahaffy, Katherine 234, 489 Mahamat, Ali 90(62) Maharaj, Andre 542(214) Maher, Courtney W83, 542(165) Mahoney, Amanda 72, 94(107), 98(189), 209, 538(96) Mahonéy II, Paul 445 Maich, Kimberly 62 Majeski, Maddison 514 Maki, Erik W36 Malagodi, Sarah 126 Malbica, Anne 179(79)

Malinowski, Michael 184(154) Malkin, Albert 92(93) Malone, Denise 340 Malonson, Malana 532(15) Malott, Maria 425 Malott, Richard 399 Malt, Eva 488 Malugen, Emily 40 Manabe, Kazuchika 88(41) Mandel, Natalie 24, 372 Mandell, David 440 Manente, Christopher 305(170), 305(194), Manterine, Constephier 305(170), 503(134), 305(204), 305(218), 380, 541(127), 541(128), 541(129), 541(130), 541(131), 541(132), 541(133), 541(134), 541(135), 541(136), 541(137), 541(138) Manterin, Estela 98(232) Mangum, Dan 106, 129 Mann, Megan 354 Manning, Čaitlin 603 Manoni, Nathalia 305(171) Mantzoros, Theoni 179(76), 298(62), 534(54), 593 Maor, Shai W67A, 131 Maraccini, Amber 104 Maragakis, Alexandros 329, 538(91) Maraño, Kathleen 250, 503 Maraventano, James 242, 273, 305(204), 468 Marceca, Danielle 519 Marchand-Martella, Nancy 534(36) Marcinkiewicz, Amanda 94(112), 330 Marcouex, Alexis 479 Mari, Jair 94(109) Marion, Erin 93(97) Mark, Clingan 340 Markham, Haley 295(13) Markovits, Rebecca 179(54) Markowitz Vickstrom, Ali 446 Marks, Nicholas 66 Marr, Marcus 112 Marr, Rena 542(180) Marriott, Charles 484 Marsh, Thomas 542(202) Marshall, Genevieve 91(84), 303(108) Marshall, Kimberly 48, W81, 215 Martell, Kimberly 179(47) Martella, Amedee 534(36) Martella, Ronald 534(36) Martens, Brian 88(48) Martin del Campo, Brianda 98(194), 148 Martin, Arabelle 58 Martin, Clarissa 98(241) Martin, Katie S. 350 Martin, Luke 46 Martin, Neil 213, 230 Martin, Ryan 98(199) Martin, Toby 92(87), 305(151), 305(184) Martin, William 486 Martineau, Meghan 256 Martinez, Ábigail 88(25) Martinez, Ana Paula 426 Martinez, Ariadna 98(196) Martinez, Ariadra 96(196) Martinez, Cecilia 98(165) Martinez, Jose 370 Martinez, Sarah 571 Martinez-Diaz, Jose 178(4) Martinez-Perez, Carla 295(14) Martino, Maria 593 Martone, Lauren 353, 542(191) Masler, Elizabeth 301(96) Mason, Brylie 540(110) Mason, Georgia 251

Mason, Lee W9, 27, W94, 339 Mason, Makenna 93(100) Mason, Rose 116, 244, 304(125) Massayuki Huziwara, Edson`488' Matas, Dan 575 Matey, Nicholas 47, 78, 300(82) Mathews, Therese 462 Mathis, Emily 301(94) Matijevic, Jenna 116 Matson, Kait 493 Matsuda Wilson, Hitomy 295(31) Matsuda, Kozue 89(60), 230 Matsuda, Soichiro 305(188) Mattaini, Mark 22, 60, 182(129), 210, 417, 536(69) Matteucci, Marissa 475 Matteucci, Marissa 475 Matthews, Katherine 319, 451 Matthews, Meredith 536(73), 536(74) Mattson, Stephanie 250, 567 Mauro, Nicolette 535(59) Mauzy, Courtney 97(142), 214 MÄøvers, Alisa 94(110) Maxfield, Trevor 51, 509 May, Richard 179(29) Mays, Julia 107 Mazurek, Micah 451 Mazzoca, Rafael 572 McAllister, Teal 181(117) McCabe, Helen 98(215) McCabe-Odri, Kathleen 542(161) McCammon, Meka 154, 208 McClannahan, Lynn 119 McClaren, Tanisha 299(66) McClure, George 542(201) McComas, Jennifer 163, 246, 465 McCormack, Jessica 203 McCoy, Ashley 298(62) McCoy, Dacia 17, 183(149), 534(44) McCracken, Courtney 40 Mccurdy, Alex 122 McCurdy, Merilee 76 McDermit, Mollie 227, 363 McDonald, Mary 338 McDowell, Claire 159 McDowell, Jack 112, 351, 490 McEachin, John 453, 514 McElwee, David 189 McElwee, John W62, 115 McFayden, Aubrey 527 McGarry, Kacie 468 McGee, Heather 179(56) McGinnis, Kristina 538(98) McGrale Maher, Jill W83 McGreevy, Patrick 160 McIlvane, William 423 McIntire, Hannah 297(39) McIntoch, David 589 McIntosh, Constance 589 McIntosh, Rachel 512 McKay, Nicole 203 McKee, Beth 428 McKee, Marisa 265, 305(200), 305(206) McKeegan, Gerald 565 McKenna, Jordyn 534(52) McKenzie, Anlara 301(86), 303(110), 542(182), 542(194) McKeown, Ciobha 83, 274, 449 McKerchar, Paige 178(3), 181(101) McKinley, Lauren 130 McKinnon, Suzie 98(212) McKune, Sarah 536(68)

McLaughlin, Annie 128 McLaury, Jill 267 McLay, Laurie 280 McNamara, Andrew 540(108) McNaughton, David 298(62), 534(54) McNeil, Cheryl W3 McNulty, Molly 61, 97(140), 158, 492 McPherson, Sterling 94(109) McPheters, Carol 45 McSherry, Mackenzie 98(225) McWilliams, Gerry 159 Mead, Sarah 179(42) Meadan, Hedda 31, 90(76), 541(134) Mechner, Francis 385 Medina, Adriana 98(226), 202 Medina, Lucia 212 Medina, Luisana 542(197) Meglin, Melissa 179(70), 295(8), 295(11) Meindl, James 60 Meinhofer, Ira 300(81) Melanson, Ed 538(97) Melendez, Julie 224 Meleshkevich, Olga W93 Melicosta, Michelle 301(94) Mellon, Leanna 344, 436 Melton, Britany W83, 182(127) Melton, Ian W83, 182(127) Meltzer, Emily 567 Mendelson, Tamar 596 Mendes, Eileen W67 Mendez, Sergio 96(129), 535(64) Meng, Paul 90(75) Mensah, Justice 332 Merahn, Steven 261, 505 Merbler, Alyssa 304(128) Mercorella, Kelly 179(76) Mercorella, Kelly 179(76) Meredith, Diana 305(167), 305(183) Merkle, Lescica 200(64) Merkle, Jessica 90(64) Merten, Clara 540(111) Meseck, Jackie 98(219) Meshes, Elizabeth 179(40), 217, 301(93), 301(94), 301(95), 301(96), 301(97), 301(98), 301(99) Meszaros, Lois 189 Metoyer, Caitlyn 249, 479 Metras, Rachel 57, 486, 542(171) Meyer, Careen 269 Meyerhofer, Courtney 49, 265, 305(167), 305(183), 305(200) Mias, Jessica 577 Michel, Renata 98(231), 98(232) Midgley, Bryan 271 Mieczkowski, Kelly 305(186) Mieczkowski, Kelly 305(186) Miguel, Andre 94(109), 444, 532(1), 532(2), 532(3), 532(4), 532(5), 532(6), 532(7), 532(8), 532(9), 532(10), 532(11), 532(12), 532(13), 532(14), 532(15), 532(16), 532(17), 532(18), 532(19), 532(20), 532(21), 532(22), 532(23), 532(24), 532(25), 532(26), 532(27), 532(28), 532(29), 532(30), 532(31), 532(32) Miguel, Caio 96(138), 179(34), 209, 269, 503, 519, 561 519, 561 Milani, Braden 541(120) Milata, Eileen 190, 570 Miler, Bryce W8 Miles, Amanda 143 Milic, Dejan 139 Miljkovic, Morena 542(196) Miller, Brandon 593 Miller, Brittney 305(213)

Miller, Carla 297(37) Miller, George 304(126) Miller, Harold 318 Miller, Jessica 202, 305(164), 369 Miller, Jonathan 538(97) Miller, Lindsey 569 Miller, Madison 98(241) Miller, Madison 98(241) Miller, Megan 41, W69, 341A, 496 Miller, Patrice 427 Miller, Zoe 541(126) Milne, Christine 453, 514 Milstrey, Laura 377 Miltenberger, Raymond 41, 51, 110, 122, 178(5), 225, 566 Milyko, Kerri 505 Ming, Siri W62, 115 Minic, Sabrina 198 Mintz, Joslyn 230 Miranda, Meztli 295(15) Mitchell, A. J. 86(5) Mitchell, A. J. 86(5) Mitchell, Suzanne 175, 183(140), 350, 532(11), 532(21), 532(22), 532(23), 532(24), 532(25), 532(26), 532(27), 532(28), 532(29), 532(30), 532(31), 532(32) Mitchell, Wayne 116 Mitteer, Daniel 97(164), 138, 207, 214, 304(124) Mittelman, Cameron 75, 178(8) Miyake Christopher 66 Miyake, Christopher 66 Mizutani, Yuto 143 Modave, Francois 316 Moeller, Jeremy 534(47) Moen, Amanda 231 Moeyaert, Mariola 42 Mohammad, Abdulmuen 536(68) Mohler, Jackie 181(115), 289 Moleski, Mike 301(93) Molina, Jose 278 Molony, Margaret 446 Molteni, John 98(201) Mondati, Ashley 537(79) Monlux, Katerina 203, 570 Montalvo, Monica 95(126) Monti, Vanessa 542(169) Montoya, Stacey 305(197) Moon, Emma 191, 241 Moore, Dennis 98(235) Moore, James 117 Moore, Jay 524 Moore, Jessica 227 Moore, Kayla 600 Moore, Lauren 335 Moore, Tiffanie 141 Moorhouse, Jessica 297(51) Morais, Flavia 305(225), 542(173) Morales, Ingrid 323 Moran, Angela 334 Moreira Almeida Verdu, Ana Cláudia 96(133) Moreira, Murilo 299(68) Morejon-Campos, Vanessa 494 Moreno Pabon, Ana 195 Moret, Adriane 96(133) Morford, Zachary 181(122) Morgan, Christopher 479 Morgan, Georgette 32 Morgan, Madeline 569 Morgan, Marie-Chanel 298(56), 539(103), 540(107), 540(108) Morin, Kristi 91(79), 247, 534(37) Moriyama, Tetsumi 532(2) Morlino, Rose 97(142)

Morris, Amanda 304(124) Morris, Cody 97(163), 107, 179(77), 331, 542(185) Morris, Edward 8<u>1</u>, 178(9), 183(137), 271, 614 Morris, Gabrielle 71 Morris, Miranda 134 Morris, Milanda 134 Morris, Samuel 78, 98(223), 98(224), 98(225), 146, 275, 532(20), 542(168), 542(170) Morrison, Kenda 415 Morrison-Diallo, Jennifer 53 Morrissey, Kailey 441 Morse, Sheri 98(181) Mortimer, Bruce 189 Morton, Jane 542(145) Moschella, Jonpaul 179(38), 555 Moseley, Taylor 179(70), 301(95) Moseman, Melissa 193 Moslemi, Setareh 467 Moua, Piyaporn W77 Moura Lorenzo, Flora 532(22) Mowrey, Lauren 538(86) Moyher, Robin 155, 181(126), 442 Mozzoni, Michael 601 Mrachko, Alicia 90(66) Mrljak, Jenna 176, 178(1), 180(88), 258 Mrowiec, Sydney 46 Mruzek, Daniel 124, 375 Muckey, Linda 87(7), 139 Mudgal, Dipti 483 Mueller, Natalie 128 Muethier, Natalie 128 Muething, Colin 88(51), 97(152), 97(153), 97(154), 97(155), 97(156), 97(157), 97(158), 97(159), 97(160), 97(161), 97(162), 97(163), 97(164), 124, 207, 245, 305(219), 368, 454, 532(5) Muharib, Reem 98(165), 98(166), 272 Mukherjee, Papiya 537(84) Mulder, Eve 352 Mukherje, Dairdre 192(145), 100 Muldoon, Deirdre 183(145), 192 Mulhern, Teresa 115 Mullane, Michael 304(129) Mullinax, Courtney 532(32) Mullinix, Ericka 602 Mullins, Laura 62 Mungenast, Hannah 295(14) Mungiguerra, Bailey 90(71) Munno, Reghann 329 Muñoz, Mirna 508 Munro, Jacqueline 352 Murillo, Kimberly 95(125) Murphy, Aine 542(154) Murphy, Caitlin 272 Murphy, Catlin 272 Murphy, Harry 178(6) Murphy, Jayne Meredith 97(146), 281 Murray, Clodagh 441 Murrell, Amy 52, 69, 134, 217, 301(85), 301(86), 301(87), 301(88), 301(89), 301(90), 301(91), 301(92), 301(93), 301(94), 301(95), 301(96), 301(97), 301(98), 301(99), 397 Musquez, Morgan 350 Mussetter, Mariab 566 Mussetter, Mariah 566 Myers, Aleck 181(119) Myerson, Joel 132

Ν

Nadeau, Nicole 43 Nadig, Aparna 542(150) Nagel, Kayce 357 Najdowski, Adel 179(37), 191, 241, 582 Najib, Yahya 98(184) Narang, Preetinder 576

Nastally, Becky 181(110) Nastasi, Jessica 78 Natale, Stefania 305(175) Neault, Noelle 314 Neef, Nancy 351 Neely, Leslie 98(205), 121, 245, 280, 330, 465 Neidert, Pamela 178(9), 195, 302(106), 475 Neil, Nicole 98(186) Neill, John W74, 179(68) Nelson, Rebecca 297(48) Nepo, Kaori 181(107), 542(203) Neuringer, Allen 351, 441 Neves, Anderson 96(133) Neves, Sara 43 Nevill, Rose 97(149), 154, 451, 567 Newborne, Breanna 117, 356 Newburg, Josie 179(70) Newcomb, Eli 47, 67, 479 Newcomb, Elizabeth 47 Newland, M. Christopher 49A, 87(10), 87(11), Newman, 80, 501(10), 57(11), 179(32), 396, 469 Newman, Bobby 237, 262, 474, 565 Newman, Daniel 297(39) Newman, Zoe 305(206), 305(207), 305(208), 305(209), 305(210), 305(211), 305(212), 305(213), 305(214), 305(215), 492, 542(160) Ney, Sasha 540(108) Neyman, Jennifer 297(51), 534(52) Ngo, Stephanie 542(179) Nichelson, Mallory 542(174) Nicholson, Katie 60, 364, 520, 562 Nicoladis, Elena 324 Nicolosi, Michael 98(168), 564 Nieves Serret, Francès W87 Nighbor, Tyler 595 Nikolaisen, Silje 313 Niland, Haven 49 Ninci, Jennifer 264 Nipe, Timothy 97(151), 97(152), 542(199) Nirgudkar, Anjalee 570 Nishijima, Celeste 539(100) Nist, Anthony 63 Nohelty, Karen 66, W70, 355 Nolder, Katya 87(14) Nord, Christina 39, 445 Nordlund, Emily 574 Norman, Tyler 532(13) Normand, Matthew 122, 179(39) Noro, Fumiyuki 305(188) Norris, Halle 195, 302(106) Northington, Stephanie 303(111) Nosek, John 189 Nosik, Melissa 213 Noto, Jacqueline 60, 364 Nottingham, Casey 372 Novak, Gary 458 Novak, Matthew 81, 207, 248 Novotny, Marissa 51 Nudelman, Elizabeth 304(143), 542(147) Nudi-Muldoon, Ailbhe 537(80) Nuhu, Nadratu 46, 206 Nunes, Winny 332 Nylen, Brendon 97(157 Nyman, Shelbie 98(195)

0

Oah, Shezeen 93(103), 93(104), 300(80) Oblak, Mara 334 O'Brien, Erin 542(161)

O'Brien, James 255 O'Brien, Matthew 97(144), 147, 359, 465 Ochi, Madoka 305(192) Ochoa, Oswaldo 149, 305(216), 305(217), 305(218), 305(219), 305(220), 305(221), 305(222), 305(223), 305(224), 305(225), 305(226) Ockert, Cailin 28 O'Connor Bones, Una 159 O'Connor, Julia 304(122), 305(207), 542(195) Oda, Fernanda 96(128), 473 Odom, Samuel 98(193) O'Donnell, Ryan 583 Odum, Amy 38, 179(81), 217, 218, 348, 383, 441 O'Gorman, Meranda 150 O'Grady, Colleen 215 O'Guinn, Nicole 376 Oh, Enhea 302(105) Oh, Seungeun 541(122 O'Hallarn, Julia 305(190) Okuda, Kenji 181(96), 304(121) Olaff, Heidi 269 O'Leary, Patrick 144, 548 O'Leary, Shannon 144, 548 Olguin, Violeta 88(44) Oliver, Melissa W53, 80, 181(106), 367 Oliveira, Ricardo 572 Oliver, Anthony 143, 595 Oliver, Jordan 153 Olla, Rita 534(34) Olvera, Corey 305(216) Onda, Sharon 305(186) O'Neal, Meghan 569 O'Neil, Aidrienne 209 O'Neil, Aibhin 441 O'Neill, Dawn 430 O'Neill, John 540(113), 568 O'Neill, Paige 305(202) O'Neill, Robert 179(79) O'Neill Robert 179(79) O'Neill, Tara 298(62) Ono, Koichi 77, 300(76), 300(77) Onofrio, Olivia 388 Orchania, Silva W27, 542(149), 542(167) Orduna, Vladimir 132 O'Reilly, Mark 272, 305(153), 542(156) Orland, Nicholas 268 Ormandy, Shannon 178(8), 300(81), 589 Orner, Margaret 51 O'Rourke Lang, Christine 476 O'Rourke, Taylor 88(31) O'Rourke-Lang, Christine 476 Orr, Beatriz 354 Ortega, Brenda 295(15), 532(16) Ortiz Barradas, Abraham 181(98) Ortiz Rueda, Gerardo 88(32), 319, 508 Orton, Emma 541(135) Ortu, Daniele 39, 488, 562 Oshokoya, Olajumoke 434, 598 Oskam, James 269 Ostaszewski, Franciszek 538(94) Ostmeyer-Kountzman, Katrina W89, 358 Ostrosky, Briana 220 Otero, Maria 49 Otero, Tiffany 192 Ourfalian, Sevan 280 Ousley, Ciara 202, 534(54) Overcash, Anne W32 Overstreet, Stacy 133 Overton, John 87(20) Owen, Christopher W3 Owen, Todd 98(213)

Pacitto, Gena 297(32), 297(33) Paden, Amber 542(172) Padilla Dalmau, Yaniz 97(139), 97(140), 97(141), 97(142), 97(143), 97(144), 97(145), 97(146), 97(145), 97(146), 97(145), 97(146), 97(142), 97(143), 97(149), 97(150), 97(151), 97(157), 97(153), 97(154), 97(155), 97(156), 97(157), 97(153), 97(154), 97(155), 97(156), 97(162), 97(153), 97(164), 342, 397 Padilla Vargas, Maria Antonia 295(31), 297(55) Padilla-Mainor, Kristen 90(71), 179(78) Padmanabhan, Sarayu 83, 305(178) Pagan, Jenny 236 Page, Edward 160, 179(74), 239 Page, Scott 193, 516 Pagoto, Sherry 366 Paik, Eunhee 305(159) Paliliunas, Dana 94(118), 94(119), 204, 297(49), 297(50), 466, 536(70), 536(72), 587 Palinski, Chris 204 Paliwoda, Dennis W67A Palmer, David 216, 235, 397 Palmer, Dylan W82, 568 Palmer, Jennifer 87(7) Palmer, Michael 541(119) Pane, Heather 253 Panesar, Pooja 98(183), 98(184), 563 Pankewich, Amy 305(151) Pannell, Hannah 532(18) Pantano, Nicole 601 Paone, Debra 368, 446 Paquet, Annie 97(155), 98(212) Paradise, Danielle 539(102) Paranczak, Krista 312 Pardo-Cebrian, Rebeca 325 Parejo, Valeria 563 Park, Chansol 541(121 Park, Eun-Young 51, 227 Park, Ju Hee 541(136) Park, Kristy 579 Parker, Allison 98(169), 216 Parks, Melanie 98(179) Parks, Natalie W57, 200, 537(76), 537(77), 537(78), 537(79), 537(80), 537(81), 537(82), 537(83), 537(84), 597 Parry-Cruwys, Diana W25, 83, 114 Partington, James W10 Pasqua, Jamie 130 Passage, Michael 93(97), 93(98), 93(99), 93(100). 93(101), 93(102), 93(103), 93(104), 93(105), 364, 520, 562 Pastrana, Sarah 181(90) Patel, Avisha 295(18), 305(147), 532(17) Patel, Sagar 303(109) Patil, Priya 601 Paul, Jane 98(235), 98(236), 98(237), 98(238), 98(239), 98(240), 98(241), 98(242), 98(243), 98(244), 98(245), 563 Paùlk, Ámbèr 368 Pauls, Benjamin 126 Pavlov, Alexis 206, 207, 454 Pavone, Margaret 259, 298(57), 500 Pawich, Tamara 98(240) Paxon, Alisha 541(125) Payne, Steven 179(38), 252 Peal, Adam 305(224) Pear, Joseph 91(81), 535(56) Pearl, Elise 181(113) Peck, Sara 38

Pedreira, Karli 181(91), 305(184) Pedrero-Davila, Gabriela 344, 436 Pedrick, Bobbi 130 Peebles, Paul 200 Pelaez, Martha 120, 161, 458, 570 Pelkington, Julia 367 Pellecchia, Melanie 440 Pellegrino, Azure 380 Peltier, Corey 247, 534(37) Pemberton, Shelby 350 Peña Correal, Telmo 508 Peña, Adriana 508 Pence, Sacha 128, 179(48), 599 Penney, Heather W23, 125 Pennington, Robert W37, 90(63), 98(229) Penrod, Becky 179(34), 193 Pereira Delgado, Jo Ann 178(19), 302(100), 302(101), 302(102), 302(103), 302(104), 302(105), 302(106), 302(107), 344, 382, 397 Perez, Areli 269 Perez, Brandon 124, 265, 492, 542(163), 542(168), 542(170) Perez, Dámaris 114 Perez, Diana 441 Perez, Emily 71 Perez, Hailee 97(151), 97(152), 542(199) Perez, Minerva 88(26) Perez, Valerie 542(197) Perfillon, Mike 120 Perkins, David 222 Perkins-Parks, Susan 231 Perone, Michael 37, 132, 178(25), 258, 295(1), 425 Perrin, Christopher 535(59) Perrin, Frances 305(147) Perrin, Jesse 97(163) Perron, Breanna 353, 540(113) Persaud, Shaneeria 457 Perschon, Bailey 350 Peters, Christina 178(15), 557 Peters, Kerri 40, 124, 449, 532(21), 542(163), 542(168) Peterson, Kathryn 40, 207, 301(85), 301(88), 302(107), 449 Peterson, Kristyn 301(99) Peterson, Lloyd W52, 482 Peterson, Matthew 532(9) Peterson, Stephanie W52, 90(67), 107, 124, 178(11), 304(131), 331, 366, 403, 542(181), 542(185), 612 Petitto, Carol 446, 567 Petronelli, Abigail 265 Petursdottir, Anna 58, 179(27), 220, 241 Petursdottir, Anna-Lind 233 Pfaller-Sadovsky, Nicole 212, 325 Phelps, Brady 87(7), 162 Phillabaum, Curtis 357 Phillips, Cara 50 Phillips, Katie 305(196) Phillips, Katrina 352 Phillips, Lauren 449 Philp, Amanda 602 Phinney, Rachele 541(119) Phipps, Laura 40, 302(107) Phoenix, Iloria 540(113) Piazza, Cathleen 40, 207, 301(85), 301(88), 302(107), 507 Picanco, Carlos 295(24) Pichardo, Jessebelle 269 Pickering, Jaclyn 520 Pickett, Tanner 542(139)

Pidano, Anne 98(201) Pierce, Tiva 88(39), 88(40) Piersma, Drew 97(139), 158, 304(128) Pierson, Lauren 42, 98(198), 116, 246 Pietras, Cynthia 178(11), 481, 585 Pilgrim, Carol 37, 88(36), 109, 491, 511, 532(32) Pina, Tassia 98(232) Pinkelman, Sarah 179(81), 516, 534(49), 553 Pinkston, Jonathan 55, 179(50) Piper, Anjelice 570 Piskura, Timothy 156 Pisman, Maegan 288 Pistoljevic, Nirvana 290 Pistorino, Morgan 215 Pitts, Raymond 87(16), 87(17), 87(18), 315, 532(7) Pizarro, Eliana 275, 492 Pizza, Laura 301(97) Pizzella, Dani 155, 537(78) Pizzica, Jessica 439 Pizzoferrato, Ashley 367 Platt, Donna 87(19), 87(20) Platt, Lawrence 75 Platter, Dustin 264 Plattner, Calandra W30, 181(119), 462 Platzer, JoAnna 86(4), 229 Plavnick, Josh 305(205), 305(210), 305(220), 376, 542(165) Plunk, Laura 90(72) Podlesnik, Christopher 58, 63, 98(217), 143, 163, 179(32), 207, 295(6), 507 Pokorski, Beth 426, 541(134) Polgar, Sara W39, 120 Polick, Amy 178(6) Poling, Alan 305(176) Pollack, Marney 125, 208, 486 Pollard, Joy 203 Pollard, Kyle 91(80) Pontore Medding E41(118) Pontone, Madeline 541(118) Popowicz, Guilherme 43 Porosoff, Lauren W50 Postalli, Lidia 88(32) Poteet, Nancy 181(119) Potter, Madeline 117, 356 Potter, William 179(41) Poulson, Claire 25 Powell, Margaret 304(133) Powell, Russell 89(59) Powter, Daniela 542(176) Preas, Elizabeth 305(169), 462 Prell, Amber 145 Prescott, Elizabeth 97(158) Priester, Jocelyn 372 Primus, Stephon 39 Pritchard, Duncan W23, 125 Pritchard, Joshua 520 Pritchett, Malika 71 Proctor, Kaitlyn 462 Protopopova, Alexandra 86(6), 140 Provost, Stephen 87(22) Pubylski-Yanofchick, Whitney 305(194), 305(204), 305(218) Puchetti, Claudia 290 Pugliese, Shantel 219, 479, 537(81) Pulido Pérez, Francisco Xavier 297(40) Pulos, Joshua 534(37) Pustejovsky, James 42 Putnam, Robert W36, 297(47) Putri, Tiara 58, 305(179) Pyles, David 131 Pyles, Megan W95

Quigley, Jennifer 230, 542(198), 542(215) Quigley, Shawn 48, W85, 107, 482, 501, 526 Quinland, Kadijah 129 Quinn, Kathryn 542(178) Quinn, Sherry 98(174) Quiñones-Orozco, Katya 88(46) Quintana, Carmen 319, 508 Quiroz, Leslie 216

R

R., Sathyanarayanan 98(185) Raabe, Ginger 439, 582 Rabe, Jenna 59, 447 Rabelo, David 295(26) Rachal, Daryl 222 Rader, Allison 50 Radhakrishnan, Supriya 121, 465 Radke, Jade 89(59) Radley, Keith 247 Radogna, Claudio 305(150), 541(130) Rae, Lauren 305(211 Rafacz, Sharlet 179(38) Raftery, Kate 327 Ragnarsdottir, Gudrun 233 Rahman, Shafiqur 87(7) Raiff, Bethany 122, 179(63), 183(131), 506 Raimondo, Shannon 241 Rainford, Chantal 484, 542(204) Rajagopal, Sandhya 60, 364, 562 Rajaraman, Adithyan 178(10), 443 Rakos, Richard 142, 182(129), 240, 536(69) Ralston, Amanda 236 Ramaswamy, Sudha 476 Ramirez, Jacqueline 123 Ramírez, Julio 96(129) Ramirez-Cristoforo, Andrea 97(162), 106, 143, 248 Ramirez-Schwarz, Tanja 98(240) Ramminger, Tabitha W65 Ramos, Alejandro 386 Ramos, Evette 532(10) Ramos, Richard 91(78) Ramsey, Jason 301(89) Randall, Kayla 61, 97(164), 214 Rangel, Nora 277, 508 Rapp, John 46, 92(96), 129, 179(32), 181(101), 448, 469 Rasmussen, Erin 218, 350, 610 Ratkos, Thom 368, 527, 542(139) Raulston, Tracy 179(76), 264, 534(54) Ray, Lacey 130 Ray, Roger 88(31) Re Cruz, Alicia 71 Reagan, Mary 183(147) Reaves Savoie, Danica 334 Redner Burg 007(40) Redner, Ryan 297(48) Ree, Gunnar 92(91) Reed, Derek 82, 140, 142, 154, 178(9), 180(84), 210, 287, 348, 350, 397, 425 Reed, Gregory 360 Reed, Jacy 249 Reed, Michelle 28 Reed, Michelle 28 Reed, Tiana 305(178) Reedy, Justin 98(174) Reelfs, Heidi 98(211) Reeve, Kenneth 38, 45, 178(17), 178(18), 190, 216, 220, 269, 332, 519, 542(176), 542(189), 542(191), 542(192), 542(193), 542(194), 542(195), 542(196), 542(197), 542(198)

360

Reeve, Sharon 45, 178(17), 178(18), 190, 220, 241, 503, 519, 567, 570, 601 Regaço, Alceu 573 Regmi, Krisha 98(213) Regnier, Sean 88(52) Rehfeldt, Ruth 178(8), 240, 353 Reichle, Joe 42 Reichow, Brian 203 Reid, Alliston 445 Reid, Jennifer 542(141) Reidy, Jessi 49, 58, 265, 503 Reinecke, Dana 179(58), 263 Reinert, Kassidy 250, 567 Reis, Henrique 87(8) Reitmeyer, Dillon 305(194) Rentschler, Lindsay 98(193) Ressa, David 455 Retzlaff, Billie 328, 571 Revolledo Vicerrel, Maira 532(30) Rey, Catalina 248, 595 Reyes, Sofia 509 Rezende, Mauro 295(29) Ribeiro, Giovan 88(33), 353 Ribova, Veronika 325 Rice, Ashley 179(35) Rice, Michaela 98(239), 305(152), 305(180) Rich, Amy 215, 542(205) Richards, Melissa 542(215) Richardson, Deborah 300(84) Richardson, Nigel 209 Richardson, Patrick 433 Richling, Sarah 46, 129, 142, 179(32), 181(101), 182(129), 391, 397, 536(69) Richman, David 448 Rickoski, Bryan 503 Rigdon, Chardae W54 Ringdahl, Joel 97(142), 106, 129, 130, 163, 214, 326, 446 Rinkert, Isabelle 87(17), 87(18) Rios Mojica, Denice 331 Ripple, Hailey 301(87) Rispoli, Mandy 244, 305(156), 305(157), 305(158), 305(159), 305(160), 305(161), 305(162), 305(163), 305(164), 305(165), 330, 331, 426 Riswick-Estelle, James 60 Ritari, Paige 98(188), 447 Ritchey, Carolyn 143, 295(6) Rivera, Gabby 517 Rivera, Lauren 357 Riviere, Vinca 120 Rizzi, Daniele 96(135), 96(136) Roach, Jacob 98(167) Roane, Henry 145, 248 Robbins, Halley 179(70), 532(7) Robbins, Janelle 98(197) Robbins, Joanne 574 Roberts, Breanna 195, 302(106) Roberts, Camille 241 Roberts, Katrina 45 Robertson, Douglas 161 Robertson, Joey 330 Robertson, Kristin 88(30) Robin, Quintin 295(18) Roca, Alicia 532(30), 532(31) Rocca, Julia 540(114) Roche, Bryan 260, 335 Rodgers, Teresa 516 Rodrigues, Felipe 43 Rodriguez, Ana 74 Rodriguez, Kristine 26, 305(196), 305(197),

305(200), 305(201), 305(202), 305(203), 305(204), 305(205), 575 Rodriguez, Luis 218, 350 Rodriguez, Maria 319 Rodriguez, Nicole 83, 98(213), 178(14), 305(161), 542(174) Rodriguez, Rebecca 274 Rodriguez, William 132 Roeyers, Herbert 570 Rogalski, Jacqueline 250 Rogers, Sally 68 Rogers, Valerie 439, 582 Rohilla, Pulkit 316 Rohme Aunemo, Marie 269 Rohrer, Jessica W81 Rojas, Alyssa 95(126) Rojeski, Laura 542(156) Rolf, Kristen 373, 534(49) Rolinec, Chelsea 371 Roll, John 94(109) Roma, Peter 287 Romanczyk, Raymond 534(33) Romanetz, Kara 305(178), 305(180) Romani, Patrick 181(105), 199, 454, 538(86) Romanowich, Paul 532(13) Romero, Ashley 195, 302(106) Romero, Phillip 305(157) Romo, Christine 58 Ronsonet, Leslie 98(224) Ronty, Natalie 53(22) Rooker, Griffin 61, 97(139), 97(140), 97(149), 146, 158, 304(128), 304(132), 305(215), 464, 492 Roose, Kathryn 180(83), 604 Rosales, Ma Krishna 98(240) Hosales, Ma Krishna 98(240)
Rosales, Rocio 96(128), 96(129), 96(130), 96(131), 96(132), 96(133), 96(134), 96(135), 96(136), 96(137), 96(138), 98(187), 179(54), 353, 607
Rosales-Ruiz, Jesus W60, 64, 88(47), 98(209), 120, 140, 150, 295(3), 295(4), 295(5)
Rosalik, Shelby 305(210), 305(220), 542(165)
Rosas Peña, Marcela 539(104)
Roscne Eileen 97(158), 98(204), 250, 275 Roscoe, Eileen 97(158), 98(204), 250, 275, 305(182), 305(187), 305(195), 305(203), 492, 542(158), 542(160), 542(169), 542(170), 542(171), 542(172), 542(173), 542(174), 542(175), 542(177), 542(178), 542(184), 542(190) Rosè, Háley 354 Rosenberg, Nancy 111, 179(82) Rosenblau, Gabriela 452 Rosenblum, Amy 57 Rosenfeld, Leah 384 Rosenwasser, Beth 181(120) Roshin, Shyla 53 Ross, Denise 489, 515 Ross, Kaitlin 305(155) Ross, Kelsey 534(38) Ross, Robert 80, 182(127), 215, 397, 542(201), 542(202), 542(205) Rost, Ann 297(49) Rost, Kristen 212 Rotan, Kathleen W13 Roth, David 34 Rothrock, Kelly 305(207) Rotola, Emily 537(81) Rountree, Elizabeth 542(212) Rouse-Billman, Christina 178(20), 569 Rousseau, Katherine 305(162) Rowlett, James 87(21) Rozenblat, Eric 25, 119 Rozsa, Andrew 98(171)

Ruane, Jennifer W85, 482 Rubin, Chanie 565 Rubio, David 94(113) Ruby, Sandra 250 Rudy Zaltzman, Tali 83 Rue, Hanna 98(213), 98(225), 98(226), 98(227), 98(228), 98(229), 98(230), 98(232), 98(233), 98(234), 429 Rüedi-Bettschen, Daniela 87(19) Ruiz, Francisco 70 Ruiz-Sanchez, L. Jorge 70 Russell, Sarah 135, 299(66), 406 Russell-George, Adrienne 305(153) Russo, Catherine W1 Russo, Danielle 509 Ruta-Sominka, Iwona 119 Rutter, Dylan 305(208) Ryan, Victoria 124, 269

S

Sabey, Christian 477 Sacks, Liat 298(57) Sadavoy, Jacob W91, 526 Sadler, Kate 380 Saeki, Daisuke 88(45) Sagastume, Alexandra 539(100) Saini, Valdeep 40, 207 Sakulkoo, Somchart 98(192) Salama, Jina 24 Salim, Jamila 97(142) Salinas, Nancy 487 Sallade, Samantha 88(48) Salmeron, Maria 252 Salter, Jamie 17A, W43 Saltzman, Marla 599 Salvatore, Giovanna 56, 179(63), 542(200) Salzer, Allyson 19, 35, 140, 180(83) Samaha, Andrew 297(53), 504, 541(131) Sampaio, Angelo 551 Sanabria, Federico 397, 425 Sanchez, Aaron 274 Sanchez, Abraham 59 Sanchula, Greeshma 305(210), 305(220) Sandaker, Ingunn 300(83), 336, 573 Sanders, MaKensey 222, 584 Sandoz, Emily 182(128), 217, 222, 232, 608 Sands, Michelle 31 Sanford, Brandon 266 Santana Santos, Jackeline 288 Santana, Karine 444 Santiago, Melissa 494 Santos, Érin 98(205) Santos, Isvânia Alves 288 Santos, Jackeline 91(85) Santos, Leticia 573 Santoyo, James 219 Sarcia, Ben 542(217) Sarno, Brianna 43 Sasada, Yumiko 181(96), 304(121) Sasaki, Ginga 305(192) Sastoque, Juan 88(29) Satriale, Gloria 305(155), 305(156), 542(176) Sawyer, Mary 341A Scahill, Lawrence 40 Scalzo, Rachel 450, 509 Scarpa, Christeen 305(170), 305(194) Schacht, Kyona 127 Schaefer, Alison 275 Schaefer, John 534(48)

Schaller, Erin 154 Schatzman, Shari 537(76) Schaub, Chris 304(137) Schechner, Sara 461 Scheel, Nicholas 363 Scheeler, Mary 300(75), 300(76), 300(77), 300(78), 300(79), 300(80), 300(81), 300(82), 300(83), 300(84) Scheithauer, Mindy 61, 88(51), 97(146), 281, 305(212) Schèna, David 98(187) Schenk, Merritt 41 Schenk, Yannick 197, 199, 537(82) Schieber, Elizabeth 536(68) Schieltz, Kelly 97(144), 110, 214, 343, 360, 397, 465 Schiethauer, Mindy 97(141) Schissler, Melissa W72, 118 Schleifer-Katz, Evan 98(209) Schlichenmeyer, Kevin 57 Schlinger, Henry 179(40), 437 Schlosser, Ralf 42, 370 Schmaltz, Rodney 89(59) Schmidt, Ayla 335, 493 Schmidt, Rachel 305(148) Schmidt, Carla 358 Schmidt, Jonathan 97(143), 98(243) Schmidt, Thea 345 Schneider, Jillian 98(207), 98(208) Schneider, Lindsey 542(209) Schneider, Melissa 353 Schneider, Wulsei 247 Schneider, W. Joel 247 Schnell, Lauren 179(64) Schock, Keven 181(126) Schofill, Derek 212 Schoolmaster, Elizabeth 542(178) Schram, Jeff 24, 372 Schreck, Kimberly 48, 541(125) Schrader, Ali 08(210) 100 Schroeder, Ali 98(210), 199 Schuierer, Nicole 98(219) Schultz, Wolfram 151 Schulz, Jonathan 212 Schulze, Kimberly 178(12) Schwartz, Ilene 111, 179(82), 542(193) Scotchie, Michaela 304(134), 304(135) Scott, Alyssa 49, 265, 305(167), 305(183) Scott, Sabine 67 Scotti, Joseph 534(35) Scotti, Lucy 534(35) Scully, John 542(180) Seabert, Austin 345 Sebastian, Beatriz 70 Sedano, Angelica 542(160) Sediqi, Nilofar 381 Segal, Eliana 535(60) Segura, Téah 542(168) Seiden, Lindsay 305(213) Seifert, Ben 369 Sella, Ana Carolina 91(85), 98(176), 288, 337, Selia, Ana Catolina 91(53), 96(176), 268, 3 542(179), 542(180), 542(181), 542(182), 542(183), 542(184), 542(185), 542(186), 542(187), 542(188) Sellers, Tyra W90, 208, 570, 575 Seniuk, Holly 182(129), 346, 387, 536(69) Sen, Laura 305(207) Sen Vaura Hea 205(150) Seo, Young Hee 305(159) Sequeira Cesar de Oliveira, Juliana 220 Serdikoff, Sherry 141, 179(44), 181(108) Serrador Diez, Concepcion 572

Servellon, Lauren 282 Sesenna, Sandra 549 Seth, Devin 58 Sethi, Reema 328 Seubert, Christine 429 Sevon, Mawule 457 Sgambati, Joanne W13 Shaffer, Kaitlin W56 Shah, Mansi 127, 427 Shahan, Timothy 63, 137, 143, 163, 179(81), 214, 490 Shamblin, Melia 534(55) Shane, Howard 370 Shanman, Derek 179(49), 334 Shannon, Eric 244 Sharp, Rebecca 60, 107, 266, 325, 352 Sharp, William 40 Sharpe, Ashlyn 297(54) Shaver, Meaghen 299(70), 305(189), 305(196), 542(140) Shaw, Jonathan 295(8), 295(11), 315 Shaw, Sacha W36 Shawbitz, Kara 537(77) Shawler, Lesley 209, 384, 542(195) Shayter, Ashley 73, 179(57), 537(77) Shea, Kerry 570 Shea, Pamela 299(70), 538(90) Shea, Shannon 64 Sheehan, Connor 301(91), 301(92), 301(95), 507 Sheehan, Samantha 600 Sheerin, Anne 139, 542(208) Sheets, Sam 542(158) Shelton, Helen 303(111) Shepard, Emily 297(50) Sheridan, Daniel 305(162) Sherman, James 93(105), 542(218) Shillingsburg, M. Alice 183(150) Shimizu, Shoken 77, 300(76), 300(77) Shin, Narae 541(122) Shin, Yunhee 181(97) Shingleton-Smith, Cláire 305(202) Shipchandler, Alefyah 246 Shkel, Jane 542(144) Short, Mary 302(105) Shorthouse, Abbie 44 Showalter, Ashley 305(226) Shpall, Cayenne 106 Shriver, Amber 579 Shriver, Mark 76, 179(61), 211, 397, 425 Shuler, Ashley 197 Shuler, Natalie 446, 567 Shumake, Nichole 542(183) Shuttleton, Cynthia 297(47) Siciliano, Francesca 98(168) Sickman, Elana 94(119) Sidener, Tina 178(17), 178(18), 216, 241, 242, 253, 601 Sigmarsdottir, Margret 233 Sigurdardottir, Zuilma 233 Sigurjonsdottir, Sigridur 78, 300(83) Silbaugh, Bryant W28, W29, W75, 193 Silberberg, Alan 532(29) Silberman, Mark 156 Silguero, Russell 193, 316 Silva, Bruno 96(128) Silva, Daniela 304(140), 541(127) Silva, Erika 129 Silva, Leandra 96(133), 96(134) Silva, Meghan 98(239), 305(152), 305(174), 305(178), 305(180)

Silva, Natany 337 Silva, Williany 98(176) Silver, Anya 91(78), 221, 338 Silverman, Erin 466 Silvestre, Carlos 243 Simacek, Jessica 42 Simchoni, Lauri 582 Simeone, Paul 370 Simmons, Christina 56, 179(63), 328, 542(200), 571 Simmons, Davis 300(82) Simões, Viviane 94(109) Simon, Carsta 490 Simonian, Michael 93(100) Sinclair, Tracy 160, 247, 534(37) Singer, Elizabeth 377 Singer, Jonathan 266 Singer, Leslie 249 Singer-Dudek, Jessica 6, 79, 178(19), 183(133), 257, 290, 302(103), 361, 435 Sipila-Thomas, Emma 376 Sivaraman, Maithri 570 Siver, Malloree 87(7), 532(18) Skau, Hanne 313 Skinner, Christopher 76 Skrbec, Megan 145, 249, 252 Slanzi, Crystal 265, 536(68) Slaton, Jessica 327 Slaton-Sanford, Madelyn 295(10) Slavik, Kyle 98(214) Sleiman, Andressa 47, 78, 300(82) Slifer, Keith 371 Slim-Topdjian, Lina 183(145) Slocum, Sarah 50, 61, 98(241), 124, 305(209), 305(219) Slocum, Timothy 179(81), 333, 373, 463 Sloran, Kimberly 468 Slotnick, Burton 532(29) Slowiak, Julie 30, 165, 183(136) Small, Amanda 305(157) Small, Annie 527 Smiley, Bethany 446, 567 Smith, Andrew 229 Smith, Clinton 90(72) Smith, Courtney 532(3) Smith, Dean 203 Smith, Elizabeth 301(93) Smith, Hallie 301(87), 304(133) Smith, Jessica 305(197), 606 Smith, Julia 445 Smith, Michaela 205, 299(72), 299(74) Smith, Richard 136 Smith, Sandra 570 Smith, Sandy 42, 188 Smith, Sean 56, 61, 214 Smith, Shonda 542(198) Smith, Travis 350 Smith-Bonahue, Tina 49 Smith-Hicks, Constance 492 Smucker, Renee 231 Snavely, Reiley 536(74) Snell, Elizabeth 257 Snodgrass, Melinda 31 Snyder, Daphne 90(67), 542(185) Snyder, Sara 297(44) Snyder, Sarah 106 Snyder, Vanessa 91(83) So, Jamie 196 Socie, Diana 363 Sodawasser, Andrew 304(124), 571 Solotar, Lauren 400

Somervell, Sherah 328, 542(200) Song, Tina 269 Soracco, Jodie 183(143), 477, 604, 611 Sorama, Michiko 88(45), 532(10) Sordello, Jillian 519 Sorensen, Katherine 98(210) Soreth, Michelle 179(63), 564 Soto, Paul 315 Sowle, Courtney 297(34), 540(113) Spann, Matthew 98(220) Sparacio-Archibald, Erin W13 Sparrow, Scott 154 Spath, Grace 542(174) Spaulding, Scott 179(82) Speake, Heather 126 Spear, Debra 532(18) Spear, Jack 95(124), 304(120), 532(19), 566 Speckman, JeanneMarie 183(133), 284, 549 Speelman, Ryan 183(134), 484, 502 Spencer, Trina 373, 494 Spiker, Shane W30, 30, 94(111), 183(148), 388 Spinks, Elissa 305(191), 443, 464 Spirito, Giuliana 300(75) Squiccimara, Laura W42 St. Clair, Megan 191, 241, 582, 584 St. Peter, Claire 113, 178(25), 197, 446, 567 Stacquadanio, Doug 305(170) Stahlman, William 351 Staite, Nicole 541(118) Statte, Nicole 94(110) Standish, Cassandra 244 Stanley, Caleb 335, 540(110), 540(111), 542(208) Stanton, Cory 94(113), 94(114), 94(115), 94(116), Stanton, Cory 94(110), 04(120), 266 94(117), 94(118), 94(119), 94(120), 266 Stapleton, Drue 295(30) Staubitz, Johanna 486 Staubitz, John 486 Steele, Catherine 350 Steele, Morgan 542(144) Stegemann, Sierra 98(205) Stein, Sorah W45, 155 Steinbrenner, Jessica 98(193) Steingrimsdottir, Hanna Steinunn 88(34), 183(135) Steinhauser, Haley 281 Stengel, Kathleen 542(203) Stephens, Keely 537(78) Stevens, Ashley 206 Stevens, David 505 Stevenson, Samantha 216 Stewart, Ian W62, 115 Stewart, Katherine 181(121) Stikeleather, Greg 423 Stinson, Lesleigh 316 Stocco, Corey 179(39), 198 Stockard, Jean 333 Stocker, James 534(51) Stockwell, August 178(8) Stokes, Trevor 535(60) Stone, Erin 202 Stoops, William 82 Stoppleworth, Abigail 305(200) Storey, Catherine 159, 179(28) Strain, Leigh Ann 181(119) Strassel, Jocelyn 229 Street, Keller 88(51) Stretel, Keller 86(51) Strickland, Justin 87(16), 87(17), 87(18), 87(19), 87(20), 87(21), 87(22), 87(23), 87(24), 506 Strohmeier, Craig 74, 304(133), 304(134), 304(135), 304(136), 304(137), 304(138), 304(139), 304(140), 304(141), 304(142), 304(143), 304(144), 304(145), 443

Strömberg, Dag 181(100) Stromer, Robert 340 Stromquist, Elizabeth 87(7), 532(18) Strum, Marcus 96(132) Stubbs, Kathryn 40 Stufflebeam, Karen 430 Sturmey, Peter W40, 98(215), 98(216), 98(217), 98(218), 98(219), 98(220), 98(221), 98(222), 98(223), 98(224), 264 Suarez, Alexa 24 Subramaniam, Shrinidhi 179(41), 595 Sulaimon, Tolulope 534(48) Sullivan, Elinor 86(5) Sullivan, Emily 57, 98(233), 305(158) Sullivan, George 303(108) Sullivan, Jessica 179(70) Sullivan, William 145, 248 Sumner, Sarah 88(47) Sumney, Amanda 512 Sumter, Meagan 61 Sun, Menglin 370, 563 Sun, Shuyan 146 Sun, Xiaoning 297(45), 304(139), 541(133) Sun, Yifei 302(101), 344 Sundberg, Daniel 386 Sunde, Eleah 181(113), 532(28) Sureshkumar, Brittney 92(88) Sush, Darren 388 Suzio, Colleen W81 Sveinbjornsdottir, Berglind 179(27), 181(94) Swarbrick, Margaret 368 Sweeney, William 297(37) Swensson, Remington 121, 542(177) Swinnea, Samantha 295(17) Symons, Frank 304(128) Syzonenko, Carolyn 98(217), 98(221) Szabo, Mariann 485 Szabo, Thomas 152, 204, 277, 299(64), 299(65), 299(66), 299(67), 299(68), 299(69), 299(70), 299(71), 299(72), 299(73), 299(74), 346, 365, 387, 397, 472 Szalwinski, Julia 534(45)

Т

Tabb, Jovonne 434 Tabb, JoVonne 460 Tacosik, Joseph W82 Tagg, Becca 30, W56 Tagliabue, Marco 300(83), 336, 551 Tahmasbi, Nargess 299(64) Tait, Rachel 305(147) Takano, Aiko 532(26) Takeuchi, Koji 97(150), 304(127) Talbott, Meagan 68 Talhelm, Paige 504 Tamburrino, Christopher 327 Tan, Isabella Maria 555 Tanner, Kasey 536(66) Tapp, Melissa 90(63) Tarbox, Courtney 540(112) Tarbox, Jonathan 70, 94(115), 94(117), 108, 123, 204, 217, 260, 282, 322, 466, 540(112), 555, 570, 581, 586 Tardi, Laura 507, 517 Tarifa Rodriguez, Aida 203 Tarter, Laurie W77, 381 Tate, Savannah 126, 129, 206, 305(148) Tavera, Marlene 98(209), 120

Teixeira, Italo 63 Tekin-Iftar, Elif 150 Templin, Timothy 60, 171, 182(130) Terekhova, Aleksandra 295(18) Tereshko, Lisa 215, 542(201), 542(202), 542(205) Terras, Katherine 179(71 Terzich-Garland, Brenda 305(217) Theis, Madison 98(208) Themistocleous, Anthoulla 91(78) Theodore, Melissa 303(109) Therrien, William 380, 451, 475 Thomas, Benjamin 273, 304(122) Thomas, Jamiika 89(57), 178(15), 181(117), 295(23) Thomas, Justin 335 Thomason, Mary 117, 356 Thomason-Sassi, Jessica 518 Thommen, Rany 141 Thompson, Caitlin 371 Thompson, Jacqueline 86(5 Thompson, Jocelyn 181(103) Thompson, Julie 246 Thompson, Rachel 179(50), 198 Thomson, Kendra 92(93), 94(112), 181(92), 194, 264, 329, 330, 538(88) Thorvaldsdottir, Elin 305(193) Thrailkill, Eric 248 Thuman, Elizabeth 179(70) Tiefenthaler, Bradley 289 Tiger, Jeffrey 61, 95(125), 98(177) Tilson, Chana 542(189), 542(190) Tincani, Matthew 38, 179(75), 189, 247, 537(80), 542(188) Tinney, Áshton 74, 517 Tirella, Susan 305(190) Todaro, Brandi 145 Todd, James 48, 181(113), 532(28) Todd, Mason 536(73), 536(74) Todorov, João 22, 573 Toegel, Forrest 132, 532(11), 532(12), 532(13), 532(14), 532(15), 532(16), 532(17), 532(18), 532(19), 532(20) Tomaino, Melaura 376 Tomalesky, Tina 219 Tomkins, Alan 49A Tonatiuh, Mendoza 316 Toner, Carol 128 Toney, Deric 389 Tonnesen, Roy 313 Topcuoglu, Basak 98(240), 305(179) Topete, Monica 542(183) Torelli, Jessica 125, 208 Torres, Carlos de Jesús 508 Torres, Deborah 300(78) Torres, Gabrielle 183(136), 187 Torres, Juan 305(223) Tosolin, Fabio 497 Touhey, Julia 67, 281 Toussaint, Karen 274, 467, 503 Tovar, Daniel 70 Toward, Kristi 181(119) Towles-Holdiman, Allyson 97(148) Townsend, Dawn 119, 569 Towse, Caroline 218, 441 Trapani, Jennifer 227 Trapani, Kristine 353

 Taylor, Bridget 45, 98(218), 98(219), 213, 368, 558
 Trapp, Whitney 305(154)

 Taylor, Jonte 297(43), 304(130)
 Traub, Michele W31, 94(106), 94(107), 94(108),

 Taylor, Kala 76
 94(109), 94(110), 94(111), 94(112), 94(113),

 Taylor, Korey 563
 94(114), 94(115), 94(116), 94(117), 94(118),

 Taylor, Sherwonda 298(61)
 94(119), 94(120), 178(12), 397, 407, 431, 542(140)

 Taylor, Cherwonda 298(61)
 94(119), 94(120), 178(12), 397, 407, 431, 542(140)

 Trauschke, Stephanie 359 Trautman-Eslinger, Sarah 36 Travers, Jason 243, 305(168), 370, 541(124) Traxler, Haily 195 Trentadue, Consiglia 305(175) Treszl, Alyssa 305(202) Treulich, Kristen 429 Trew, Sharon 41 Truchon, Marie-Michele 205 Trucksess, Kelly 97(151) Trudeau-Craig, Kim 539(99) Trujilo-Sánchez, Carolina 572 Trump, Carolyn 188 Truong, Dieu 121, 465 Tsai, Alicia 273 Tsami, Loukia 121, 465, 475 Tse, Cheryl 542(179) Tu, Joyce 98(167), 519 Tulchinsky, Mikaya 59 Tullis, Christopher 179(45), 372 Tung, Christopher 305(212) Tunney, Margaret 371 Tuomisto, Martti 81 Turner, Kylan 298(59), 577 Turner, Laura 98(201) Turnier, Luke 329 Turpin, Jessica 97(142) Twist, Dylan 538(90) Twyman, Janet 104, 159, 333, 373 Tyc, Vida 542(142) Tyson, Matthew 95(121), 299(69)

Ueda-Tao, Mari 305(217) Ulrey, Zoey 94(117), 123, 540(112) Umezaki, Shigèo 77 Underwood, Alec 59 Unholz-Bowden, Emily 246 Unnerstall, Celeste 108, 297(50), 536(73), 542(204), 542(209) Upton, Caitlyn 122 Ura, Sarah 116 Uramoto, Mari 149 Urban, Danis 362 Urbanczyk, Beth 90(72) Urbina, Tomas 295(27), 299(74) Uriarte, Dennis 357 Uwayo, Margaret 489

V., Shushma 537(84) Vaccari, Elena 305(160) Vaidya, Manish 94(120), 178(23), 193, 316, 332, 467 Valdez, Alexis 98(205) Valencia, Andrea 312 Valerio dos Santos, Cristiano 295(16) Valmo, Astri 313 Van Allen, Joseph 198 Van Arsdale, Angie 328 Van Boxel, Kelsey 462 Van Camp, Carole 122, 225, 518 Van Den Elzen, Gabriella 503 Van Heukelom, Justin 87(17), 87(18), 315

Van Houten, Ron 110, 178(11), 279 Van Zandt, Nicholas 88(52) Vandbakk, Monica 181(99) Vanderburg, Nicholas 47, 67, 479 Vanderzell, Mara 305(172) VanGelder, Sienna 354, 522 Vannest, Kimberly 42 VanWinkle, Leslie 305(169) Vargas Londono, Fabiola 97(162), 106, 143, 248, 305(153) Varnon, Christopher 445 Vascelli, Luca 62, 541(132) Vasconcelos, Laércia 532(22) Vasquez, Janet W24, W77, 186, 456, 578 Vatikuti, Sindhu 198 Vause, Tricia 62, 98(186), 264, 541(118) Vaux, Nicole 500 Vedora, Joseph 93(105), 179(53), 181(112), 542(218) Veglia, Lisa 221 Velez, Marina 541(134) Vener, Susan 25, 119 Ventura, Kelsey 199 Ventura, Marcia 318 Verdu, Ána Claudia Moreira 96(134) Verdun, Victoria 96(131), 220 Vergona, Victoria 38 Vero, Adele 290 Vesel, Danielle 88(54) Vespe, Kristin 276 Vetere, Lauren 362 Vetter, Jennifer 97(143), 98(243) Veverka, Yevgeniya 179(82) Vickers Johnson, Jenee 305(168), 541(124) Viegas, Eduardo 444 Vilela, Eduardo 488 Villalobos, Moisés 532(31) Villarreal, Julia 297(39), 297(41) Villegas, Andrea 98(194), 148 Vintere, Parsla 565 Virk, Maninder 302(104) Virues Ortega, Javier 203, 325, 352, 570 Vitor Silveira, Marcelo 488 Vladescu, Jason 45, 58, 178(17), 178(18), 220, 250, 269, 312, 372, 503, 567 Volchok, Julia 327 Volkert, Valerie 40, 507 Vollmer, Timothy 40, 44, 49, 78, 98(179), 98(223), 98(224), 98(225), 98(241), 124, 146, 265, 275, 449, 492, 532(20), 542(163), 542(168), 542(170) Volpe, Samantha 268, 513 Vortal Broader 00(C) Vostal, Brooks 90(66) Vriesman, Michael 329, 538(91)

W

Wacker, David 465 Waddell, Janeen 579 Wagner, Karen W61, 183(137) Wagner, Ken 36 Wagner, Thomas 87(16), 87(17), 87(18), 315 Wahman, Charis 580 Waits, Jodie 464, 542(145) Wakeman-Linn, Joseph 371 Walden, Allison 538(87) Walker, Diana 92(86), 92(87), 92(88), 92(89), 92(90), 92(91), 92(92), 92(93), 92(94), 92(95), 92(96), 205 Walker, Stephen 179(42), 181(114) Wallace, Hannah 542(204)

Wallace, Michele 282, 323 Walmsley, Christopher 183(135) Walsh, Corey 542(169) Walters, Kerri 305(151 Waltz, Thomas 183(132), 266, 395 Wang, Chongying 98(202), 98(203) Wang, Danni 304(125) Wang, Lanqi 147 Wang, Peishi 370, 563 Wang, Xuegang 542(146) Wang, Yiyi 94(115), 455 Wang Vubui 470 Wang, Yuhui 479 Wang, Zhen 542(146) Warash, Bobbie 534(35) Ward, Kaius 178(8) Ward, Krista 297(49) Ward, Rebecca 264 Ward, Shannon 98(214), 305(162) Wardale, Jack 153 Ward-Ciesielski, Erin 329 Warling-Spiegel, Ashley W31 Warman, Adam 46, 47 Warner, Christina 95(126) Warren, Abbey 254 Warrene Finity 152 Warren, Emily 153 Warren, Lana 117, 356 Washington, Mason 200 Washington, Wendy 122, 180(85), 416, 425 Watkins, Laci 272 Watson Polintan, Beverly 548 Watson, Danielle 89(60), 541(128) Watson-Thompson, Jomella 37, 182(129), 432 Wattanawongwan, Sanikan 42, 98(198), 116, 246 Wawrzonek, Addam 40 Way, Erin 305(186) Weatherly, Nicholas 60, 178(4), 357, 414 Webber, Courtney 98(242) Weber, Elke 585 Weber, Jennifer 184(154), 302(104), 382 Weber, Jessie 56 Weber, Nathan 538(92 Weddle, Sarah W66, 469 Wedel, Jaime W32 Wegner, David 267 Wei, Shutong 127 Weil, Timothy 139 Weinberg, Michael 181(106), 183(144) Weinstein, Jonathan W50 Weinsztok, Sarah 146 Weir, Tara 542(192) Weiss, Mary Jane 48, 182(127), 215, 223, 268, 269, 384, 405, 453, 482 Weisser, Victoria 305(181) Weiss-Salinas, Luna 181(110 Welch, Kayla 542(207), 542(211) Welgan, Christine 219 Weller, Shannon 304(120) Welsh, M. Fernanda 560 Wen, Sijin 567 Wendt, Oliver 42 Wendtland, Devon 322 Wenig, Jessica W42 Werntz, Ehren 226, 304(120) Wertalik, Jennifer 345 Wesselhoff, Alexa 536(71) Weyman, Jennifer 179(59), 504 Whelan, Cory 57 Whelpley, Emma 305(196) Whipple, Heather 130 Whirtley, Cory 295(1)

White, Allison 208 White, Devon 542(144) White, Emily 246 White, Holly 179(39) White, Hary-Genevieve 302(101) White, Mollie 538(97) White, Rachael 98(209) White, Rachael 98(209) White, Rachel 298(63) Whiteside, Erinn 106 Whiting, Seth 181(114), 484 Whitman, Adrianna 97(151), 97(152) Whittingham Lise 62 Whittingham, Lisa 62 Whittington-Barnish, Ashley 178(8), 411 Wiamer, Katelynn 535(59) Wichnick-Gillis, Alison 25 Wicker, MacKenzie 97(161) Wiech, Amy 379 Wierzbinski, Tom 305(224) Wiggins, Holly 98(204) Wilczynski, Susan 480 Wilder, David 124, 177, 178(4), 197, 446 Wilhelm, Laura 190 Wilhite, Chelsea 317 Wilhite, Criss 179(38), 321, 347 Wilkerson, Mark 597 Will, John 475 Will, Sean 574 Willard, Kelly 426 Williams, April 178(7) Williams, Ashley 355 Williams, Carol 598 Williams, Catherine 178(25) Williams, Collect 178(14) Williams, Collect 181(126) Williams, Emma 60 Williams, Gladys W39, 120 Williams, Kathryn 450 Williams, Keith 128, 305(213) Williams, Madison 268 Williams, Madison 368 Williams, Matt 584 Williams, Michele 328 Williams, Nolan 523 Williams, Sarah 249 Williams, Summer 96(130) Williams, W. Larry 178(16), 534(55) Williams, Xi'an 58, 265, 305(183), 305(185) Williams-Diehm, Kendra 534(37) Willis, Kinsley 605 Willis, Paula 204 Wills, Colin 300(84) Wilson Bishop, Ginette W1, W87 Wilson, Alyssa 108, 179(60), 322, 502, 581, 608 Wilson, Sarah Emily 451 Wilson, Shannon 450 Wimberley, Jordan 245 Winchester, Claire 541(134) Winchester, Kate 325 Windsor, Kea W21, 538(85) Wine, Byron 47, 183(141), 397, 478, 479, 521 Winn, Ken 550, 600 Winston, Merrill 118, 583 Winter, Kaitlin 304(120) Wirth, Oliver 228 Wiseman, Kaylie 368 Wiskow, Katie 129, 179(41) Witherspoon, Melantha 516 Witts, Benjamin W6, 88(53), 88(54), 88(55), 91(80), 162, 178(12), 607 Wojcik, Marta 25 Woldoff, Sarah W63

Wolfe, Katie 154, 208 Wolff, Bobbie 295(13) Wolos-Zachmeier, Kinga 439, 560, 603 Wong, Amina 305(222) Wong, Chernyse 98(235) Wong, Kristina 46, 302(102) Wong, Kristina 46, 302(102) Wong, Travis 248, 305(165), 305(166) Wood, Duane 538(92) Woodford, Emma 280 Wright, Jan 318 Wright, Jan 318 Wright, Lindsey 225 Wright, Shelby 76 Wu, Changzhi 532(4) Wu, Weizhi 58 Wunderlich, Kara 56, 178(7), 326, 328 Wyatt, W. Joseph 568 Wylie, Erin 91(80) Wynne, Clive 229

Х

Xu, Randi 98(167) Xu, Xiaowei 370 Xu, Ziwei 38, 542(146) Xue, Shijue 63

Y

Yamagishi, Naoki 532(13) Yamashita, Momoko 538(93) Yamauchi, Rodolfo 94(109) Yan, Jiarui 542(146) Yang, Ashley 540(113) Yang, Yi 108 Yang, YoonJung 538(95) Yapici, Yasemin Gizem 150 Yeager, Mark 117, 356 Yeh, Yu-Hua 132 Yencha, Michael 573 Yepez Olvera, Liliana 92(94) Yi, Zhihui 493, 542(208) Yim, Eunice 90(61) Yin, Hui 38 Ying, Li 428 Yip, Tracy 541(137) Yip, Vanessa 519 Yllades, Valeria 98(198), 116, 246 Yockelson, Suzanne 298(60) Yocupicio Campa, Edileth 444 Yoon, Jessica SangEun 302(105) Yoon, Jessica SangEun 302(105) Yoshida, Nozomi 97(150) Yosick, Rachel 305(221) Youdale, Sally 87(22) Young, Gregory 199 Young-Pelton, Cheryl 178(13), 289 Yu, C. T. 541(120), 542(196) Yu, Fu Lin 535(57) Yu, Jessia 153 Yu, Jessie 153 Yuan, Chengan 147 Yu-Lefler, Helen 371 Yure, Becca 72, 94(107)

Ζ

Zabala, Karla 97(142), 129, 214, 326 Zaccaria, Kristina 496 Zagrabska, Patrycja 115 Zaklis, Elena 181(126) Zambrano, Jacqueline 97(154) Zane, Thomas 48, 215, 223, 268, 305(155) Zangerle, John 98(169) Zargrillo, Amanda 56, 178(14), 304(129), 571 Zarcone, Jennifer 125, 199, 469 Zarubin, Vanessa 445 Zawacki, Jessica 305(156), 542(176) Zawoyski, Andrea 97(142) Zayac, Ryan 368 Zeleny, Jason 301(89), 507 Zelinski, Karly 305(206) Zemantic, Patricia 328 Zhang, Dorothy 88(39), 172, 179(46), 591 Zhang, E. 91(83) Zhang, Qing 147 Zhang, Wenhui 303(116) Zhelezoglo, Karina 209, 519 Zhestkova, Alexandra 442 Zhou, Zhichun 487, 540(106) Ziegler, Naomi 88(53) Zimmerman, Kathleen 541(124) Zohr, Samantha 98(237), 107 Zonneveld, Kimberley 92(88), 92(89), 95(123), 329, 475, 507, 517 Zube, Michelle 21, 226 Zuckerman, Carrie 599 Zuniga, Andrea 227, 363 Zuniga, Priscilla 98(205)





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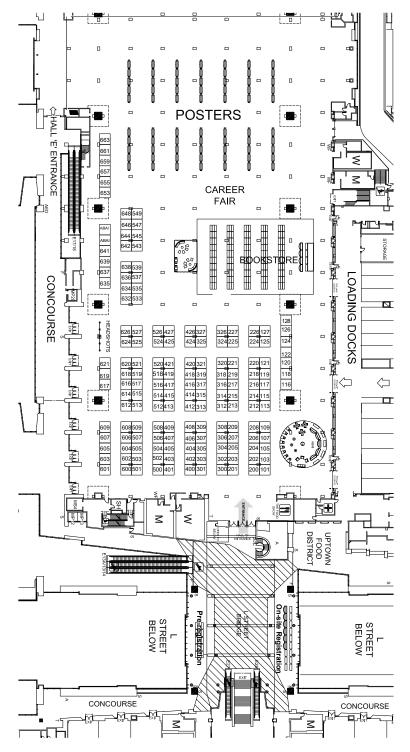
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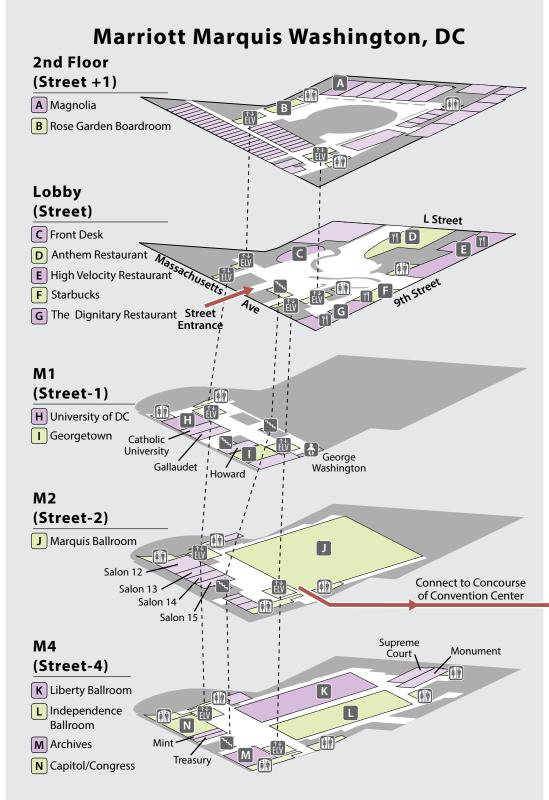
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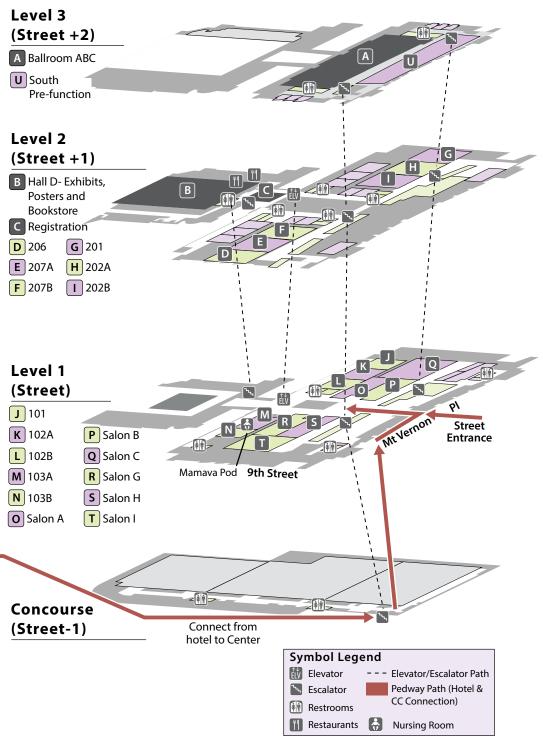


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Walter E Washington Convention Center



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Personal Planner

	Thursday	Friday	Saturday	Sunday	Monday
7:00 am					
7:30 am					
8:00 am					
8:30 am					
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