
#215 International Poster Session

5/24/2009

12:00 p.m. - 1:30 p.m.

North Hall A

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1. Generalized Concept Mastery: A Practitioner Approach to Research and Development. (Applied Behavior Analysis) WOAN TIAN CHOW (Western Michigan University), Richard W. Malott (Western Michigan University)

Abstract: The current case study was designed to evaluate concept mastery training for three preschool-aged children diagnosed with autism. The purposes of this study are (1) to evaluate effectiveness of two training methods to teach concept mastery: (a) concurrent training, which multiple examples for the concepts are presented concurrently, and (b) combination training, which multiple examples are first presented in a successive manner and intermixed in later session, by comparing the number of sessions needed to reach acquisition criteria and how well the trained stimuli generalized to novel stimuli; (2) to design, implement, and continuously evaluate a new protocol with the goal of improving the teaching of concept mastery. The study took place in the Early Childhood Developmental Delay (ECDD) Preschool Classroom located within a public special education school in southwest Michigan and data for this study are to be collected.

2. Establishing Group Instruction Learning Skills in the Context of the Direct Instruction Curriculum. (EDC; Applied Behavior Analysis) KATIE ARTIANO (BEACON Services), Ann Filer (BEACON Services), Robert K. Ross (BEACON Services)

Abstract: As children with autism move from home-based to school based settings, the use of group instruction typically becomes more prevalent and the use of 1:1 instruction often decreases. This can be problematic for students who have not had experience learning in this new condition. If we are to support successful learning in group learning conditions, the identification of the skills necessary to learn effectively in group settings as well as procedures for teaching these skills is critical. In the current study, the Direct Instruction (DI), curriculum, specifically Language for Learning, was modified for use with one child with autism and his typically developing twin. Acquisition of content was assessed in two contexts, small group and individual instruction using an alternating treatments design. The skills assessed were: acquisition of DI language concepts, attending, following directions, and proximity of the teacher across conditions. In addition, group learning behavior was assessed (i.e. imitation of peer response and orientation towards a peer). Results indicate that rates of acquisition were similar in both conditions. Additionally, instruction in a small group setting resulted in the acquisition of previously absent "group learning" behaviors.

3. A Comparison of the Effects of Transition/Break Frequency on Discrete Trial Skill Performance. (TBA; Applied Behavior Analysis) KATIE MARSHALL (BEACON Services), Robert K. Ross (BEACON Services)

Abstract: Increasing on-task behavior and duration of time working is an explicit goal for many children with autism receiving 1:1 ABA programming. However, frequent provision of reinforcement often in the form of escape from tasks/demands is also often a critical component of programming for some of these children. Many of these children are also often described as having "transition" problems, in that they do not readily or easily shift from one activity to the next. The purpose of this study was to evaluate the effects of specific transition frequencies when the amount of time working and amount of work content were held constant. The data indicate that for the participants, the performance of acquired skills was linked to the number of transitions scheduled. The data are discussed in terms of implications for session structure and long-term goals.

4. Using an Exclusion Procedure to Increase the Receptive Language of an Adolescent with Autism. (TBA; Applied Behavior Analysis) NATHAN C. HAHN (BEACON Services), Nicole Whitney (BEACON Services), Joseph M. Vedora (BEACON Services)

Abstract: The ability to accurately follow directions can depend on an individual's ability receptively identify objects in that person's environment. This study examined the effectiveness of an exclusion procedure and differential reinforcement used to increase the student's ability to receptively identify a variety of functional household objects. Six household items were selected and paired together randomly. The items were trained separately and paired with other known objects. After meeting training criteria separately, the two objects were tested by presenting them within the same array. When the items were trained separately, receptive identification of the objects increased to nearly errorless performance. When the two items were combined for a test, correct responding resulted and conditional discriminations were demonstrated.

5. CANCELLED: Effects of Interspersed Material Procedure in Adjectives Learning In Children with Autism. (Applied Behavior Analysis) HUI HUNG CHEN (SEEK Education Inc. Taipei, Taiwan), Chia-Yu Chou (SEEK education, Inc. Taipei, Taiwan), Charlie Chen (SEEK Education, Inc. Taipei, Taiwan)

Abstract: This study is to investigate the effects of interspersed material procedure in adjectives learning in children with autism who had a low correct response percentile in adjectives discrimination when using predetermined material. This study was conducted in an institute setting in Taipei Taiwan. One single-subject experiment with multiple probe design across behavior was used in this study. The data obtained were mostly analyzed by visual inspection techniques. The results were discussed with previous research and implication of practice.

6. Does Priming Attending Behaviors Increase Imitation in Children with Autism Spectrum Disorders? (DDA; Applied Behavior Analysis) REBECCA BEIGHTS (Auburn University), Jennifer M. Gillis Mattson (Auburn University)

Abstract: As a proposed core deficit in Autism Spectrum Disorders (ASD), imitation influences the development of functional behavioral repertoires, especially regarding play and social-communication behaviors (Rogers, 1998; Smith & Bryson, 1994). Attending behaviors prepare the child for learning a variety of behaviors and may be critical to certain imitation tasks, as suggested by previous research (McDuffie, Turner, Stone, Yoder, Wolery, & Ulman, 2007; Rogers, 2007). However, other research suggests that attending behaviors are not impaired in children with ASD (Gillis & Romanczyk, in preparation; McIntosh, Reichmann-Decker, Winkielman, & Wilbarger, 2006). The purpose of this study is to examine whether priming attending behaviors changes subsequent attending (i. e., attending to the demonstrator) and imitative behaviors of young children with ASD. An ABAB design is used in this study. Dependent measures of attending behaviors and imitation performance will be collected during baseline and the priming intervention phases. Results and limitations of this study will be discussed.

7. Effect of Sensory Input on Imitation Performance in Children with Autism. (Applied Behavior Analysis) MELINA SEVLEVER (Auburn University), Rebecca Beights (Auburn University), Jennifer M. Gillis Mattson (Auburn University)

Abstract: Children with autism are often severely impaired in their ability to imitate others (Williams, Whiten, & Singh, 2004; Rogers & Williams, 2006). However, the variables that influence imitation performance are poorly understood. One specific area that needs to be addressed is examination of properties of the stimuli used in imitation assessments. Previous studies show that children with autism imitate actions on sensory toys (i.e., toys with sensory stimuli) more accurately than nonsensory toys, which suggests that the presence of sensory stimuli may serve as an EO for children with autism to imitate observed behavior in a play setting (Roeyers et al., 2006; Ingersoll et al, 2003). The present study extends these findings by systematically assessing the effect of different types of sensory toys (e.g., visual, auditory, and motor) on imitative performance in children with autism. Results and implications will be presented.

8. An Evaluation of a Most to Least Prompting Strategy with Time Delay as Supplemental Instruction. (Applied Behavior Analysis) AERANIE LYNN CRONICAN (Western Michigan University), Kristen L. Gaisford (Western Michigan University), Richard W. Malott (Western Michigan University)

Abstract: The design of the current case study was to assess a most to least prompting (MTL) strategy with a time delay as supplemental instruction. This supplemental instruction was introduced when a child was

unsuccessful in acquiring the skill taught using the least to most prompting (LMT) strategy. Performance was assessed for multiple children selected from a classroom that provides services to children with Early Childhood Developmental Delays (ECDD). The purpose of this study was to systematically (1) intervene with the supplemental instruction when current practices failed and (2) evaluate the supplemental instruction once implemented. The evaluation of the supplemental instruction included (1) number of trials to acquisition, (2) rate of emotional responding during training, and (3) cumulative duration of session time to acquisition. The study took place in the Early Childhood Developmental Delay (ECDD) preschool classroom located within a public special education school in southwest Michigan.

9. Teaching a Child with Autism to Receptively Identify Objects in their Environment. (Applied Behavior Analysis) SARAH BANKS (Krista Zambolin), Krista Zambolin (Organization for Research and Learning)

Abstract: This paper will highlight how a three year old child with Autism was taught to find items in her environment. The student was involved in a home based behavior analytic program that utilized Applied Behavior Analysis, precision teaching and fluency based instruction. The student began ABA therapy in February 2006 and received approximately 25- 30 hours of ABA therapy each week. The purpose of this program was to teach receptive identification of objects in her own environment. Through data collection it was discovered that the learner responded at a higher rate of correct responding when provided with a physical aide. The physical aide that was used in this program was blank pieces of paper. It has since been demonstrated that this learner does better across other learning channels when the specific skill being taught is able to incorporate a response function. For example the placing of a piece of paper on the desired item increased responding rather than just pointing to it. This procedure was reversed multiple times demonstrating a deceleration of correct responding in the absence of the blank paper. All data will be displayed on a standard celeration chart.

10. Using Non-Contingent Reinforcement to Improve Rapport Measures in an Early Intervention Program for Children with Autism. (Applied Behavior Analysis) ALYSON K PADGETT (California State University, Fresno), Amanda Adams (California State University, Fresno)

Abstract: The current study examined the use of noncontingent reinforcement (NCR) and its effect on establishing "rapport" prior to conducting behavior therapy sessions with children with autism. The children are enrolled in the Central California Autism Center at California State University, Fresno and two children ages 3 and 4 were involved in the examination. Rapport was measured by the number of unprompted approaches and initiations made by the child to the therapist as well as a frequency measure on tantrums, crying and non-compliance. A second dependent measure was the number of predetermined programs completed in the first 30 minutes of the session following the allotted NCR time. The study utilized an alternating treatments design for the presentation of NCR. NCR sessions began with a 10-minute planned delivery of reinforcement (tangibles and activities determined by a stimulus preference assessment) and social interaction on a 30 second schedule, and non-NCR sessions began with a stimulus preference assessment and then right into program trials. Sessions were randomly determined and the therapist was notified of whether or not to begin with NCR during their session prior to the beginning of the session. Results are presented and discussed.

11. Categorization of Different Trees following MTS Training. (EAB; Applied Behavior Analysis) LILL-BEATHE HALSTADTRØ (Trondsløtten Habilitation Services, Norway), Eli Bjerke (Byasen College, Norway), Kristin Jonassen Wittner (Byasen High School), Anette Kristiansen (Byasen High School), Erik Arntzen (Akershus University College)

Abstract: Conditional discrimination procedures have been used to establish different skills in persons with autism and MTO training structures have shown to be more effective than the other training structures. Thus, we are going to establish three 3-member classes in an MTO training structure. However, one issue which is not clarified yet is the effectiveness of different training protocols. The participant in the current study is a 17 year old boy diagnosed with autism. He is in a special education class for children/youths with autism in a public high school. He is a nature lover and one of the goals is to teach him to recognise some trees and plants. Thus, the purpose of the study (1) to see if such skills (recognise and categorise trees) were possible to

establish and how many new relations emerged during testing, and (2) to compare different types of training protocols, i.e., when the trials were presented one by one versus all possible relations presented from the beginning (simultaneous presentation).

12. A Comparison of Receptive and Expressive Language Tasks on Rates of Elopement. (DDA; Applied Behavior Analysis) MARISSA PLAZA (BEACON Services), Amy Muehlberger (Beacon Services), Robert K. Ross (BEACON Services)

Abstract: Many students with autism engage in behavior that functions to escape or avoid non-preferred tasks. This study attempted to assess whether a specific type of language task was associated with higher rates of task avoidant behavior. The procedures involved a comparison of the rates of elopement during receptive language tasks (“touch X”) and expressive language tasks (“say X”). The procedures were compared in an alternating treatments design. During each condition, the number and pace of trials was kept constant. Additionally, the response to elopement was the same regardless of what condition was being assessed. The frequency of elopements in each condition was compared. The data indicate that the rates of elopement were lower during expressive language activities than in receptive language tasks. The results are discussed in terms of implications for discrete trial session structure and reinforcement schedules.

13. Decreasing Tantrums Using an “Exchange” Procedure Tantrums in a 2 Year Old with Autism. (DDA; Applied Behavior Analysis) SHAUNA CIRILLO (BEACON Services), Robert K. Ross (BEACON Services)

Abstract: Many children with autism have a well established history of reinforcement for engaging in tantrum behavior when asked to give items to an adult. The tantrum often functions to maintain access to the preferred object and even discourage adults from requesting items from the child. The present study describes a procedure where the authors established a competing history of reinforcement for exchanging items with an adult. Initially, access to preferred items was made contingent upon exchanging less preferred items. As exchanges without tantrum were established, reinforcement procedures were modified to exchange for preferred items. Generalization procedures to ensure that exchanges would occur with a variety of people in a variety of settings were also implemented. The data are presented in terms of reductions in tantrums as well as instructional phases of the procedures implemented.

14. The Effects of Reinforcement Schedule on Compliance and Escape Behavior. (VRB; Applied Behavior Analysis) KAE YABUKI (SEEK Education, Inc.), Andrea Pineda (SEEK Education, Inc.), Joy Shao (SEEK Education, Inc.), Gabriel Balcazar (SEEK Education, Inc.)

Abstract: Given that the increased number of students with developmental disabilities receive some forms of discrete trial training, it is important to continue examining the best practice in this teaching methodology. The purpose of this study is to investigate the effects of two different reinforcement schedules (Fixed Ratio vs. Variable Ratio) on student’s compliance and escape maintained behaviors when fading in instructional demands during discrete trial training. Specifically, researchers will compare which schedule of reinforcement maintains student’s high rate of compliant behavior, as well as the low rate of escape motivated behavior. The participant is a seven-year-old male with autism spectrum disorder who was recently referred for behavior treatment services. Functional Analysis Assessment confirmed that the function of the student’s tantrum behaviors included escaping from demand conditions. After implementing a protocol to pair instructors and training environment with positive reinforcers, researchers will conduct functional communication training to target requesting for a break from task demands. Two schedules of reinforcement to fade in instructional demands will then be compared with a multiple treatment design. The data will be collected on his compliance and tantrum behaviors using frequency and partial time interval sampling data collection methods.

15. Increasing Tolerance of Nail Trimming using a “Turn Taking” Procedure. (TBA; Applied Behavior Analysis) JEFFREY FOSSA (BEACON Services), Robert K. Ross (BEACON Services)

Abstract: Many children with autism are resistant to parent implementation of important self-care routines such as finger and toenail trimming. These difficulties can be inadvertently shaped into a significantly

problematic routine for both the parent and child over time. The use of physical intervention and the resistance to that intervention can result in the activity becoming aversive to both parent and child. The current study makes use of a behavioral momentum procedure (turn taking) established in discrete trial training sessions, to establish then expand nail trimming routine steps. The history of reinforcement for turn taking and the systematic behavioral shaping strategy resulted in rapid acquisition of the steps and the absence of tantrum behavior previously associated with nail trimming routines. The study is discussed in terms of the use of shaping and reinforcement strategies as well as the impact on family quality of life.

16. Using Differential Reinforcement of Other Behaviors to Decrease Delayed Echolalia Across Environments. (Experimental Analysis) ERICA WEBSTER (May Institute), Keli A. Krok (May Institute), Shannon Kay (May Institute), Patrick F. Heick (May Institute)

Abstract: The purpose of this study was to evaluate the effects of using differential reinforcement of other behavior to decrease delayed echolalia in a nine year old boy diagnosed with autism. This child attends a day school for children with developmental disabilities and lives at home with his parents and younger sister. He engages in delayed echolalia at frequent rates outside of his school environment. Using a differential reinforcement of other behavior procedure the experimenter attempted to decrease the amount and frequency of delayed echolalia that the child engages in across two settings (home environment and during car rides). A multiple baseline design across settings was used to evaluate the effectiveness of the intervention. Results indicate that the use of the differential reinforcement procedure was successful in decreasing the amount of engagement in delayed echolalia to rates near 0% in both environments.

17. Increasing Communication Through the Use of Picture Exchange While Decreasing Challenging Behavior. (Applied Behavior Analysis) PAUL BRAGER (Anderson Center For Autism), Lori Rose (Anderson Center for Autism)

Abstract: Communication or the inability to communicate drives many challenging behaviors. In the case of a 17-year-old male student in a residential school diagnosed with Autism, the school and residential team taught him how to use picture exchange as a form of communication. Increasing communication through teaching the use of picture exchange resulted in a decrease in physical aggression, which served a tangible function, and inappropriate social behavior, which served an attention function. Limitations of this study included having only a single participant. Other limitations in this study are that through teaching picture exchange the student was also receiving more positive attention.

18. Functional Analysis of Challenging Behavior: Determining the Role of Escape from Attention. (Applied Behavior Analysis) JENNIFER A CUSH (Anderson Center for Autism), Paul Brager (Anderson Center for Autism)

Abstract: A functional analysis has been well established in the literature as a systematic way of determining the function of a behavior. The procedure often involves exposing an individual to positive reinforcement in the form of attention, negative reinforcement in the form of escape from demands, automatic reinforcement in an alone condition, and a control (play) condition. In this study additional conditions were evaluated; negative reinforcement in the form of escape from attention, and positive reinforcement in the form of access to tangibles. A functional analysis was conducted for one eight year old male student diagnosed with Autism. Results indicated significantly higher frequencies of the target behavior during the escape from attention condition as compared to all other conditions. These results led to the development of an individualized treatment program to be implemented in a school setting. Limitations of this study included having only a single participant. Future research should include the additional conditions in a functional analysis for multiple individuals across multiple topographies of behavior.

19. Treatment of Aggression Maintained by Escape from Social Interactions: Direct and Indirect Effects (DDA; Applied Behavior Analysis) AMBER ELIZABETH MENDRES (Kennedy Krieger Institute), David E. Kuhn (Westchester Institute for Human Development), Linh B. Ly (Kennedy Krieger Institute)

Abstract: A sensitivity to social interactions can limit or interfere with numerous daily activities. Unfortunately, interventions for behaviors maintained by escape from demands might not be viable options

for behaviors maintained by escape from social interaction (Carr, 1994). In the current study, the physical aggression exhibited by a 10-year-old boy diagnosed with autism was demonstrated to be maintained by escape from social interactions as well as escape from instructions. Subsequently, the effects of a noncontingent reinforcement (NCR; in the form of preferred edibles) treatment was evaluated in a concurrent multiple baseline design across escape from social interaction and escape from demand conditions. In addition, due to the intense nature of the physical aggression extinction was not implemented during treatment. Immediate effects of the NCR were observed when introduced into the social interactions condition. Though NCR was never introduced into the escape from demands condition, changes in both appropriate and inappropriate behavior were observed. Implications of the direct and indirect findings are discussed. Reliability data were collected for 43% of the sessions and averaged 98%.

20. Eliminating Regurgitation Behavior Through Reinforcement, Environmental Engineering, and Shadowing. (DDA; Applied Behavior Analysis) NIALL JAMES TONER (Eden II Programs), John Michael Santora (Eden II Programs)

Abstract: A multiple element intervention was used to treat the chronic regurgitation behavior of an adult with autism. Trials of reinforcement accompanied by environmental engineering of a waste basket and scheduled staff supervision for bathroom visits were utilized to eliminate regurgitation episodes. In contrast to previous controlled studies, the present case does not use any aversive conditions or punishment procedures to decrease a sensory maintained regurgitation behavior. During treatment, reinforcement was delivered upon the absence of regurgitation. The waste basket was removed from the classroom and then systematically reintroduced and a staff member followed the participant to the bathroom but was faded upon appropriate behavior. Staff members and bathroom locations were varied to enhance generalization. This study presents detailed descriptions of a procedure that decreased regurgitation behavior and maintained zero rates over six months.

21. Appropriate Transitions: Decreasing Stereotypical Behavior in Children Diagnosed with Autism. (DDA; Applied Behavior Analysis) CATHERINE KITTS-MARTINEZ PARRISH (Beaumont Children's Hospital), Ian M. Santus (Beaumont Children's Hospital), Ivy M. Chong (Beaumont Children's Hospital)

Abstract: Stereotypical behavior can occur in many forms and across a wide variety of activities and environments, which may interfere with skill acquisition, play, and social behaviors. Baseline data for three preschoolers diagnosed with autism indicated that stereotypical behavior, vocal and/or motor topographies, occurred at high rates (i.e., nearly 100% of opportunities) during transitions at an outpatient hospital based behavioral treatment program. A procedure was implemented to teach students to transition appropriately from one location to the next. Specifically, the preschoolers were taught to walk with their hands by their side using a 3-step compliance procedure (Wilder, Atwell, and Wine, 2006). Differential reinforcement and response blocking were also implemented as part of the treatment package. Occurrence of stereotypical behaviors during the transition resulted in returning to the point of origin. This occurred until the transition was completed appropriately (i.e., without stereotypy). Subsequently, the coach was faded and the schedule of reinforcement thinned. This procedure was effective in decreasing rates of stereotypical behavior during transitions to near zero levels for all three preschoolers.

22. CANCELLED: Systematic Approach to Using a Visual Schedule to Decrease Avoidance Behaviors. (Applied Behavior Analysis) Janet A. Butz (Collaborative Autism Resources & Education), SARA STASZESKY (Tomball Independent School District), Deborah Roth (Tomball ISD), James G Ryan (Tomball ISD)

Abstract: This study focused on a ten year old with autism who attends public school in a program for students with autism.

The child has a history of aggression to communicate his wants and needs to gain access to materials and avoid demands. His behaviors include dropping to the floor, screaming, kicking furniture, physically aggressing towards peers and adults and self-injurious behavior. When asked, "check schedule" located in another area of the room, he would respond using the described avoidance behaviors.

This study focused on using preventative strategies including a timer, advanced verbal warning, and a mobile schedule. These strategies replaced telling him to check schedule and were used in a very systematic manner across the school day.

Data show that his ability to transition from one activity to another across the school day demonstrating appropriate behavior has increased and been maintained since the implementation of the prevention strategies that focused on antecedent manipulations.

Follow-up data will show how each strategy was systematically faded and he will now respond appropriately to the verbal cue of, “check schedule” in the fixed location by complying with the request on a consistent basis.

23. Using Behavior Analysis in Public and Private Schools to Increase Basic to Complex Self-Management Skills. (EDC; Applied Behavior Analysis) NIKKI WILSON (The Faison School for Autism), John Tolson (Faison School for Autism), Sasha R. Yazdgerdi (The Faison School for Autism), Nathan Habel (The Faison School for Autism), Anna M. Young (The Faison School for Autism), Jennifer G. Camblin (The Faison School for Autism), Eli T. Newcomb (The Faison School for Autism)

Abstract: The Faison School utilizes components of the Comprehensive Application of Behavior Analysis to Schools (CABAS) model to meet the needs of children diagnosed with autism in private and local public school settings. In this presentation we will share data related to teaching self-management skills at the basic and complex levels to students in both of these settings. At the very basic level, these tactics are focused on increasing attending, listening, and speaking skills. At the more complex level, these tactics are focused on increasing classroom participation via teaching the components of self-management, such as self-monitoring and data collection. Across all of these tactics, the components of CABAS such as the learn unit, Teacher Performance Rate Accuracy Observation (TPRA), and teacher rule governed decision protocol serve as the underlying system. Data will be presented on these tactics and their use in public and private settings. We will provide discussion on the overall system and implementation of these tactics.

24. M. A. Degree Program in Autism at San Diego State University. (DDA; Service Delivery) LAURA J. HALL (San Diego State University), Yasemin Turan (San Diego State University), Bonnie Kraemer (San Diego State University)

Abstract: The M. A. Degree Program in the Department of Special Education at San Diego State University with a specialization in Autism will be described. This program embeds an approved sequence of courses by the Behavior Analysis Certification Board as one of the requirements for the BCBA. The primary candidate in this program holds an Education Specialist Credential in Early Childhood Special Education or Moderate to Severe Disabilities. Outcomes from this program on candidate skills and the children with autism spectrum disorders with whom they work will be displayed. Data on PLA-check measures from direct observation and video samples, scores on a Competency Checklist and graphs of child progress will be reported. Additional outcomes will focus on the professional development for the candidates as well as the formation of a community of practice.

25. An Examination of Variables That Influence the Learning Patterns in Young Children with Autism. (EDC; Service Delivery) CHRISTINE M. ACCARDO (The Shafer Center)

Abstract: Although intervention for children on the autism spectrum is a prolific area of research, what has not been as thoroughly addressed in the research literature, as Landa (2007) summarizes, are the “ingredients of intervention.” An area in need of continued research is how the “ingredients” interact with both the amount and type of service, and the specific characteristics of children with autism. It is in this spirit that this current study is based, investigating what differences exist for young children for accomplishing their communication, socialization, and behavior goals. Specifically, the purpose of this study is to determine what variables impact a child with autism’s learning, including individual developmental profiles, specific teaching practices (e.g., directive vs. facilitative teaching style), and learning context (i.e., classroom only; classroom + 1:1). Outcome measures (Social Responsiveness Scale, 2006; language sample) will be compared according to: (a) initial assessment (i.e., do children with similar initial SRS & language profiles maintain the similarity

across the school year?); (b) amount of intervention (i.e., do children with similar amounts of service reveal similar patterns of improvement?); and (c) type of intervention (i.e., do children receiving the same type of intervention reveal similar patterns of improvement?).

26. PRT-Based Early Intervention Program for Autism: One Year Outcomes and Predictors. (Applied Behavior Analysis) KRISTIN FOSSUM (Dalhousie University), Isabel M Smith (Dalhousie University), Reginald Landry (Cape Breton District Health Authority), Dorothy Jayne Chitty (IWK Health Centre), Daniel Adam Openden (Southwest Autism Research & Resource Center (SARRC)), Lynn Kern Koegel (University of California, Santa Barbara), Robert L. Koegel (University of California, Santa Barbara), Susan E Bryson (Dalhousie University)

Abstract: The effectiveness of community-based early intensive behavioural intervention (EIBI) for children with autistic spectrum disorder (ASD) is an important research focus. A publicly-funded EIBI program utilizing Pivotal Response Treatment (PRT) as the primary modality has been implemented in Nova Scotia. Parent training in PRT, a naturalistic, ABA-based intervention, is supplemented by 1:1 treatment by trained interventionists for 15 hours/week for 6 months, then reduced over another 6 months. Children with ASD under 6 years of age are eligible. Data on 12-month outcomes (n=59) indicate substantial cognitive and language gains, both for children whose initial cognitive abilities are higher (pre-treatment IQ > 50; n = 37; mean IQ gain = 19.3 points), and those with relatively lower cognitive abilities (pre-treatment IQ < 50; n = 22; mean IQ gain = 10.1 points). None of 3 key variables [baseline chronological age (CA), IQ or autism severity (Social Responsiveness Scale score)] significantly predicted language outcome at 1 year (although trends for CA and IQ). Data collection is ongoing; reporting of outcomes for up to 65 participants is anticipated, with discussion of the implications of findings. Conclusion: This relatively low intensity, community-based PRT program produces substantial gains for preschoolers with ASD.

27. Six-Year Educational Outcomes for an Early Childhood Behavior Analytic Program. (EDC; Applied Behavior Analysis) FRANCINE DIMITRIOU (The Cleveland Clinic Center for Autism), Leslie V. Sinclair (Cleveland Clinic Center for Autism), Allison Newman (Cleveland Clinic Center for Autism), Julie Knapp (Cleveland Clinic Center for Autism), Kathleen Morris (Cleveland Clinic Center for Autism)

Abstract: Early intervention of young children with autism spectrum disorder occurs in multiple settings with varying degrees of treatment intensity. Once these children reach a level of social, communicative and behavioral competence and/or become eligible for entry to kindergarten, the necessity for transition to a least restrictive environment becomes apparent. At this time the determination is made as to what level of external supports would be necessary to maintain the gains and continue behavioral momentum. The benefit of intensive early intervention for young children with autism is well described in the research literature. Less research has been reported on the outcome of students who transition from such programs. This study will present the six-year educational placement outcomes of a specialized infant/toddler and preschool program for children with autism. Of 44 students who transitioned from the specialized applied behavior analysis program, 27.27% were transitioned to the mainstream without supports. This poster will outline the findings of additional data analyses and implications for future research.

28. Using Latency to Approach For Comparing Stimuli Preferences for Students with Autism. (DDA; Applied Behavior Analysis) TODD FRISCHMANN (Rutgers University - Douglass Developmental Disabi), David Kieval (Rutgers University), Nathan Lambright (Rutgers University), Amy Hansford (Rutgers University), Shara Marrero (Rutgers University), Suzannah J. Ferraioli (Rutgers University), Kimberly Sloman (Rutgers University), Robert LaRue (Douglass Developmental Disabilities Center)

Abstract: Several procedures have been developed to identify and compare stimulus preferences for individuals with developmental disabilities. These procedures are often used to select reinforcers for effective behavioral interventions. Typical assessment formats include single-stimulus (SS), paired-stimulus (PS), and multiple-stimulus (MS) presentations. The PS and MS formats compare an individual's selection of stimuli presented in an array, thereby providing a measure of preference differentiation that cannot generally be obtained in a SS format. However, the PS format can be time-intensive for caregivers to complete, and the MS format is limited in the number and size of stimuli that can be reasonably presented in an array. Both of these formats can be problematic for some individuals with scanning or selection deficits. In this study, the

latency of approach to various stimuli presented in a SS format was recorded and subsequent consumption noted. Following the preference assessments, the relative reinforcing effectiveness of the identified items is evaluated to determine if the latency-based assessment procedures yield valid results.

30. The Effects of an Exchange-Only Conditioning Procedure on the Acquisition of Reinforcing Properties by a Neutral Stimulus with Children with Autism. (EDC; Applied Behavior Analysis) KARRIE WEPPLER (QSAC), Cristina Fennell (QSAC), Ronald Lee (QSAC)

Abstract: Token conditioning procedures typically involve embedding the delivery of a neutral stimulus following a correct response and the delivery of a reinforcer contingent on an exchange of the token. Gradually, the number of tokens is increased before a “back-up” reinforcer is delivered. It is unclear, however, whether the task demand is necessary in the conditioning of a token as a reinforcer. In the present study, a token-reinforcer pairing procedure was implemented with three participants with autism where a token was presented noncontingently and an exchange for a back-up reinforcer was trained. Paired-stimulus preference assessments were conducted throughout conditioning sessions to measure changes in preference for the token. In the following phase, the token was delivered contingent on correct responding to a novel task. The effects of this pairing procedure on the reinforcing properties of the token were evaluated within a multiple-baseline-across-participants design. The results were discussed in terms of generalized reinforcement, stimulus-stimulus pairing, and token conditioning.

31. Analyzing Failures of Stimulus-Stimulus Pairing to Establish Speech Sound Preference. (VRB; Experimental Analysis) CHARLOTTE LYNN CARP (TCU), Anna I. Petursdottir (Texas Christian University), Barbara E. Esch (ESCH Behavior Consultants, Inc.), Derek William Matthies (Texas Christian University)

Abstract: Several studies have demonstrated increases in child vocalizations as a result of the pairing of adult vocalizations with reinforcers (stimulus-stimulus pairing). However, numerous failures of this procedure have also been reported. An automatic reinforcement interpretation suggests that failures could result from (a) failures of the pairing procedure to establish target speech sounds as conditioned reinforcers, or (b) a child’s inability to emit vocalizations sufficiently similar to the target sound. The present study sought to isolate variables that might be responsible for such failures by measuring the allocation of button presses in a concurrent-operants preparation. Procedural manipulations consisted of (a) increasing the frequency of preference assessments, (b) increasing the number of pairings, and (c) eliminating pre-exposure to the target sound. Participants were three children diagnosed with autism-spectrum disorders. For two participants, no preference was observed for the target sound over the control sound. A within-session reinforcer assessment suggested that preferred stimuli by themselves nevertheless functioned as reinforcers for button pressing for both children. The third participant briefly demonstrated a preference for the target sound when the frequency of preference assessments was increased, but experimental control was not achieved over the effect.

32. An Evaluation of the Value of Choice-Making Opportunities in Single-Operant Arrangements: Simple Fixed- And Progressive-Ratio Schedules. (DDA; Applied Behavior Analysis) KAREN A TOUSSAINT (Louisiana State University), Jeff Tiger (Louisiana State University), Christopher T Roath (Louisiana State University)

Abstract: Two distinct methodologies have been used to evaluate the value of choice-making opportunities and each has characteristically been associated with a different outcome. One approach has involved comparing the relative rates of responding during a choice-making condition, in which an individual is provided with opportunity to choose from among an array of preferred stimuli, to a no-choice condition, in which the same stimuli are provided without the opportunity to choose, in a concurrent operants arrangement. These studies have shown that individuals will commonly select the choice-making option more often. A second approach has been to compare the absolute rates of responding during single-operant choice and no-choice sessions. These studies have generally shown that individuals will respond near equally during choice and no-choice sessions. Some have argued that the latter conclusion results from an insensitivity to differences in reinforcer value associated with single-operant arrangements via ceiling effects. This study evaluated that claim by comparing absolute response rates during choice and no-choice conditions using a

standard single-operant arrangement (i.e., simple FR-1 schedules) followed by a progressive-ratio schedule, which does not create a response ceiling. Interobserver agreement was collected during at least 25% of sessions and averaged above 90%.

33. A Comparison of Two Methods to Assess Social Reinforcers for Children with Autism Spectrum Disorders. (DDA; Applied Behavior Analysis) AARON J FISCHER (University of Miami), Anibal Gutierrez Jr. (University of Miami), Melissa N. Hale (University of Miami), Jennifer Stella Durocher (University of Miami), Michael Alessandri (University of Miami)

Abstract: The identification of social reinforcers may be important when teaching some skills, like joint attention to young children with ASD. Therefore, it is important to identify specific social consequences that will function as reinforcers. We evaluated two methods to assess for social reinforcers as well as the relative reinforcing value of social consequences. One method used a repeated measures single operant paradigm and the other method used a repeated measures concurrent operant paradigm. Using micro-switches, the assessments examined five socially-based consequences as well as a control condition that did not produce any reinforcement as a consequence.

34. Food Selectivity: Increasing Consumption of Non-Preferred Foods through a Parent Implemented Intervention. (Applied Behavior Analysis) LORI BETH VINCENT (Southwest Autism Research & Resource Center), Joseph Gentry (Southwest Autism Research & Resource Center), Daniel Adam Openden (Southwest Autism Research & Resource Center (SARRC))

Abstract: Food selectivity can be an additional challenge for a child with a developmental disability and his or her family. Although this can be a difficult stressor for families, there is limited research on how parents can implement effective strategies in the home to increase the number of foods a child will consume. The present study is a partial replication of an intervention developed by Gentry & Luiselli (2008), which was successful in increasing the variety of foods consumed by a child with autism. Similar to the earlier study, selectivity was treated through in-home parent implementation of a multi-component feeding intervention with a child with autism. The intervention components included the use of behavioral momentum, mystery motivation techniques, positive reinforcement, and visual cueing. The current study used a changing criterion design to evaluate the effectiveness of a positive reinforcement based intervention used to teach a child to consume foods that were rejected in the past. This parent implemented intervention resulted in a significant increase in the consumption of 3 previously non-preferred foods.

35. Treatment of Food Selectivity, Packing, and Refusal Using Escape-Extinction and Noncontingent Reinforcement. (CBM; Service Delivery) HELEN YOO (New York State Institute for Basic Research)

Abstract: Feeding difficulties in children with autism can be considered as an extension of the repetitive behavior and restrictive interest category of the autism diagnostic criteria (Ahearn, Castine, Nault, & Green, 2001). It is often maintained by negative reinforcement in the form of escape or avoidance of eating (Piazza, Patel, Gulotta, Sevin, & Layer, 2003). This case study focused on a 2 ½ year old boy diagnosed with PDD-NOS who displayed food selectivity and refusal, packing, and texture sensitivity with no known medical explanation. A parent-implemented outpatient treatment package with escape-extinction and differential reinforcement was instituted. This led to decreases in food acceptance and increased crying. Gradual improvements in acceptance, refusal, and mouth cleans were noted upon implementation of escape-extinction and noncontingent reinforcement.

36. Evaluation of a Parent Run Food Acceptance Programme for a Child with Autism with Food Refusal. (CBM; Applied Behavior Analysis) ANNE LEYDEN (Bangor University)

Abstract: The study also looked at training the parents of a 6-year-old boy diagnosed with autism to implement the treatment package and manage challenging behaviours during mealtimes. Following a brief functional assessment it was hypothesised that challenging behaviours were maintained by access to preferred foods and escape from the mealtime situation contingent on non-acceptance of non-preferred foods and challenging behaviours. An ABAB reversal design was used to determine the relative effectiveness of the

intervention. The treatment consisted of the application of non-contingent reinforcement (NCR), differential reinforcement of acceptance, and environmental manipulation. Positive interactions from the mother and access to music were freely available to the participant. Preferred foods were delivered contingent on the acceptance of a bite of (non preferred) food. Access to preferred foods was restricted prior to the feeding programme with 4/5 hours between each mealtime. Snacks were no longer given between meals. Both parent behaviours (prompting and delivery of reinforcement contingent on acceptance of food) and child behaviours (challenging behaviours and acceptance of bites) were measured throughout the intervention. The treatment resulted in an increase in acceptance of non-preferred foods of the participant with near zero levels of disruptive behaviours.

37. Evaluating Behavioral and Occupational Therapy Procedures to Increase Chewing Skills in Children with Autism and other Developmental Disabilities. (DDA; Applied Behavior Analysis)
JENNIFER LEIGH KING (Clinic 4 Kidz), Meeta R. Patel (Clinic 4 Kidz), Michelle L. Waddell (Clinic 4 Kidz), Angela Pruett (Clinic 4 Kidz)

Abstract: Children with autism and other developmental disabilities may show food selectivity by texture. There is a dearth of literature evaluating treatment options for food selectivity by texture. However, one notable study by Shore et al. (1998) showed that texture fading, reinforcement, and escape extinction were effective behavioral procedures to increase texture to age appropriate levels. However, it is unclear from these data whether the food selectivity by texture was associated with a skill deficit with chewing or whether the higher textured foods had some aversive properties. In either case, refusal behaviors towards higher textured foods most likely were maintained by negative reinforcement in the form of escape. However, in the case with the skill deficit escape extinction alone would not be an effective intervention because the skill deficit would still be present. Eckman et al. (2008) evaluated both oral-motor and behavioral procedures to teach chewing and they found that chewing did increase in both children. Generally occupational therapists have treated children who have limited oral-motor skills with regards to chewing. However, very limited systematic data are available in the occupational therapy literature on the proper steps to teach chewing and in some cases the refusal behaviors are so problematic that the skill cannot even be taught. The purpose of this study is to evaluate both the behavioral and occupational therapy procedures to increase chewing and decrease refusal in children who display texture selectivity. A series of training procedures as well as case study data will be presented. In addition, the authors will present ways to systematically evaluate different procedures to increase chewing within a single subject design.

38. Increasing Independent Self-Feeding in a Child With Autism. (CBM; Applied Behavior Analysis)
AVERIL SCHIFF (Center for Autism and Related Disorders), Jonathan J. Tarbox (Center for Autism and Related Disorders, Inc.), Adel C. Najdowski (C.A.R.D., Inc.)

Abstract: Feeding issues are common in children with autism and other developmental disabilities and a significant amount of research has demonstrated that behavioral intervention procedures can be effective in treating the problem in this population. The purpose of the current treatment was to evaluate a novel procedural modification of escape extinction, in combination with a closed economy, to treat a young child with autism's food selectivity and to increase his independence with self-feeding behavior during meal times. All phases of treatment were implemented by the participant's mother and the treatment produced a significant increase in the percentage of meal consumed and a decrease in time taken to finish the meal.

39. Expanding the Diet of a Child With Autism Using an Extensive Shaping Procedure. (Applied Behavior Analysis) ALLETA JOHNSON (ABC of NC), Cynthia Andree (ABC of NC Child Development Center), Lauren C Poeder (ABC of NC), Stephanie Pospishil (ABC of NC Child Development Center), Elizabeth A. Donovan (ABC of NC)

Abstract: Although frequently overlooked, self-restricted diet is a symptom of autism spectrum disorders that may pose a serious threat to a child's health and development. This case study focused on diet expansion for a six-year old child with autism, with a life-long history of food refusal and a significantly limited diet. A diet expansion intervention was implemented to increase his current food repertoire and to establish compliance when the child was presented with novel food items. The intervention consisted of an extensive shaping procedure beginning with simple motor imitation to establish compliance when a first-then

reinforcement contingency was presented. Steps of the shaping procedure evolved from putting pretend food items to his mouth, to eating bites of preferred foods, to eating bites of novel foods, with successive approximations of each target in between. Baseline data from both home and school revealed a high incidence of refusal behaviors, including aggression, crying, and gagging. Post-intervention presentations of novel foods have resulted in compliance with eating within one minute of presentation without escape behaviors and a decreased incidence of verbal food refusal.

40. A White Bread Satiation Procedure to decrease Rumination in a 16-Year-Old Autistic Boy. (CSE; Applied Behavior Analysis) PATRICK KEARY (May Institute), John Stokes (May Institute), Stephanie Kopacek (May Institute)

Abstract: Rumination is the chronic regurgitation, chewing, and reswallowing of previously ingested food (Rast, Johnston, & Drum, 1984). It occurs with otherwise typical individuals but is most frequent in profoundly retarded institutionalized individuals. Previous research has shown that it may be the result of a medical condition or more often operant conditioning reinforced by sensory stimulation as the food moves through the mouth, esophagus, and stomach. Rumination may result in dehydration, malnutrition, and decreased resistance to disease, esophagitis, and tooth decay. A study by Dudley, Johnson, and Barnes (2002) found that a starchy food given using a satiation procedure was effective in reducing ruminative behavior. The current study found that white bread given non-contingently following meals was effective in reducing rumination to near zero levels. Effectiveness of the satiation procedure was assessed in a multiple baseline design. Results indicated a decrease in rumination by over 50% during 30 minutes interval following meals. Probe data indicated generalization of the procedures effect on rumination throughout the day. Inter-observer agreement was taken during 28% of session, with a mean of 85.6%. (graphs available upon request).

41. Reducing Selective Responding and Increasing Generalization in Language Training with Children with Autism. (DDA; Applied Behavior Analysis) KAREN NAULT (BEACON Services), Joseph M. Vedora (BEACON Services), Robert K. Ross (BEACON Services)

Abstract: Generalization problems, especially in language, are common in individuals with autism. Stimulus over-selectivity may account for some of the problems with generalization seen in this population. Research conducted with individuals with severe mental retardation indicates that the use of multiple exemplars is an effective approach to support generalization across stimuli. The variety and quality of exemplars has been examined, showing that the greater the diversity in examples of concepts used in training and the better the goodness of fit of the exemplar into the category, the more likely it is that generalization will occur. The present study attempts to replicate the findings that training with multiple “good exemplars” will increase generalization (Hupp and Mervis, 1982) and extend these findings specifically to children with Pervasive Developmental Disorder. The number of “good” exemplars required to produce both narrow and broad generalization across stimuli is examined.

42. A Deviation from the PECS Training Protocol: Do You Really Need Two Trainers? (DDA; Applied Behavior Analysis) AMBER L.LAVALLEY (BEACON Services), Robert K. Ross (BEACON Services)

Abstract: A commonly used procedure to establish functional communication in children with autism and other developmental disabilities is the Picture Exchange Communication System (PECS) developed by Frost and Bondy, (1994). The PECS protocol specifies that two trainers are required to implement Phase 1 of the procedures correctly. In many home-based ABA programs a second trainer may not be readily available thus the procedure may not be correctly implemented. In this study, the experimenters modified the PECS protocol to determine if the participants (two students with autism) could acquire Phase 1 of PECS with 80% accuracy without a “Physical Prompter”. In Phase 1 of PECS a Physical Prompter was not used and the Communicative Partner acted as both Communicative Partner and Physical Prompter. After both subjects failed to acquire the exchange response (despite significant trials), a Physical Prompter was introduced to see if the exchange could be established when the protocol was implemented as specified. Criterion for mastery of Phase 1 of PECS was met rapidly with correct implementation and the exchange response was maintained when the second trainer was removed. The data provide empirical support for procedural fidelity in implementing the PECS protocol.

43. The Effects of Expansions on Language Skills of Four Children with Autism. (EDC; Applied Behavior Analysis) E. AMANDA BOUTOT (Texas State University), Melissa L. Olive (Center for Autism and Related Disorders), Elizabeth Cage (Texas State - San Marcos), Christina Ardis (Center for Autism and Related Disorders), Erica Worcester (Center for Autism and Related Disorders), Stephanie Ann Etie (Center for Autism and Related Disorders)

Abstract: Poster will present results from an action research project. This project examined the effects of expansion on language development for children with Autism Spectrum Disorders. Each of the four participants is a male student diagnosed with ASD who has a vocabulary of at least 50 expressive words and a Brown MLU (mean length of utterance) stage of 1.5 or less. Individual language targets for each child were determined based on pre-assessments and ongoing curriculum progress in programs created by the Center for Autism and Related Disorders (C.A.R.D.). Baseline data were also measured for each language target with each participant.

The study intervention took place during DTT (discrete trial training) for direct instruction and during play sessions. Multiple baseline data were collected across targets for each child. Data collected during play sessions served as evidence of generalization. Researchers videotaped sessions with each participant, measuring the child's rate of talk by initiations and imitations, rate of progress toward language goals, and use of new language targets. Researchers also measured the instructor's use of expansions, including the instructor's rate of expansion during DTT and the use of expansion as well as taking opportunities to follow the child's conversational lead during generalization play sessions.

44. Discriminative Control of Self-Stimulation Behaviors Utilizing Environment Cues. (EDC; Applied Behavior Analysis) IRINA GASPARYAN (SEEK Education, Inc.)

Abstract: Self-Stimulatory behavior in the form of inappropriate masturbation presents as a challenge for caregivers and professionals alike in the field of behavior analysis. The current study evaluates the use of environmental cues in the form "Public" vs. "Private" signs to allow discrimination of behavior availability. A brief functional analysis was conducted to determine the function of the behavior as maintained by automatic reinforcement. The participant, a fourteen-year-old male enrolled in an after-school program for individuals with developmental disabilities, was observed with frequent self-touching and placement of his hands into his pants. A total reversal design was used to evaluate the efficacy of environmental cues as determinants of behavior in specific loci.

45. Building Fluency: Responding to Social Questions Using a Conversation Box and Precision Teaching. (TBA; Applied Behavior Analysis) STEPHANIE BEARD (BEACON Services), David M. Corcoran (Beacon Services), Robert K. Ross (BEACON Services)

Abstract: For many children with autism, social interaction with peers and adults is an area of significant weakness. Deficits in social interaction for such children can encompass a wide range of errors and omissions in behavior. The current study investigated the use of a communication box to support fluent production of social responses. The subject of this study was a 12-year-old with Autism who demonstrated poor responding to social questions. The identified errors included; inconsistent responding, incorrect responses and delayed responding to social questions from adults and peers. The procedures involved pre-teaching of responses to questions using textual prompts, which were placed onto a conversation box, and then used to support interactive responding. Typical peers were employed as communicative partners, as well as familiar adults. The student then engaged in timed practice of the responding behavior until reaching his frequency aim. Responding was then tested for retention, endurance and stability. Data are presented on number of practice minutes to reach frequency aim, celeration of correct and incorrect responding, latency of responding, as well as the retention, endurance and stability of the responding behavior.

46. Using Scripts to Teach Symbolic Play of Children with Autism. (EDC; Applied Behavior Analysis) SHU-FENG KUO (SEEK Education, Inc. Taichung, Taiwan), Chiao-yun Yen (SEEK Education, Inc. Taichung, Taiwan), Shu-Hwei Ke (SEEK Education, Inc. Taichung, Taiwan)

Abstract: This study investigated the effects on using scripts to teach symbolic play for children with autism. Two elementary school children with autism participated. A multiple probes design across subjects of single-subject experimental design was implemented. The independent variable of this study was script training. The dependent variable of this study was the improvement of symbolic play. Questionnaires and interviews of the parent and teachers were used to collect the data for social validity. After training both children with autism showed positive gains on the single symbolic play behaviors, complicated symbolic play and the spontaneous symbolic play behaviors. In addition, parents and teachers all favored and agreed at the importance of symbolic play training and the treatment outcome.

47. Pivotal Response Training on Social Skills of Preschool Children with Autism. (EDC; Applied Behavior Analysis) SHU-HWEI KE (SEEK Education, Inc. Taichung, Taiwan), Hua Feng (National Chang-hua University of Education)

Abstract: The purpose of this study was to investigate the effect on social skills of two preschool children with autism by giving pivotal response training. A single-subject experimental design of multiple probes across subjects was used in this study. The independent variable was pivotal response training. The dependent variables of this study were the increased social skills. Questionnaires and interviews of the parent and teachers were used to collect the data for social validity. After training both children with autism maintained prolonged interactions with teachers, initiated play and conversation, and increased engagement in language and joint attention behaviors. In addition, parents and teachers reported positive changes in social skills. Further, the treatment outcome showed generality and maintenance.

48. Use of a Group Picture Activity Schedule to Teach Interactive Play to Children with Autism. (TBA; Applied Behavior Analysis) AMIE HAHN (BEACON Services), Ann Filer (BEACON Services), Robert K. Ross (BEACON Services)

Abstract: The acquisition of play skills can be a challenge for many children with Autism Spectrum Disorder (ASD). A variety of interventions have proven effective in teaching play skills to children with ASD, however, meaningful interactions are often absent (Partington & Sunberg, 1999). The current study expanded on the literature regarding activity schedules and script fading (McClannahan & Krantz, 1999) by using a modified activity schedule and token reinforcement system to support interactive play between 2 children with ASD. The participants were taught to follow an activity schedule designed for a small group which included; initial greetings, negotiated choice making, shared attention, playing within a close proximity to one another, and the selection of individual reinforcers. The results indicated that social interactions, physical proximity and play skills were acquired in the instructional condition and were subsequently demonstrated in novel environments and activities.

49. Increasing Vocal Responding Through Differential Reinforcement of Targets During Mand Training. (VRB; Applied Behavior Analysis) WILLIAM A. GALBRAITH (PA Training and Technical Assistance Network)

Abstract: Many individuals with autism have poor or absent echoic skills, poor speech production, and deficient articulation. When teaching manding with sign language, shaping of better vocal approximations may be beneficial to these learners with poor articulation and speech production. Results of single subject research has demonstrated that procedures have been effective in shaping vocalization of a child with autism and apraxia of speech (Kasper and Godwin, 2002) This poster presentation will outline procedures to accurately assess a student's vocal repertoire, develop targets based on assessment, and then differentially reinforce better vocal approximations with a five year old preschool student with autism. An AB design will be used with implementation of the Kaufman and Kasper "sign and say" method being the independent variable and the number of mands accompanied by vocalizations, the number of vocal approximations to words, and percentage of words that improve with differential reinforcement procedures serving as the dependent variables.

5/24/2009

12:00 p.m. - 1:30 p.m.

North Hall A

CBM

50. Effects of Group Anger Control Skills Training on Peer Social Behavior and Caregiver Behavior Ratings. (Service Delivery) REAGAN RINDERKNECHT (Kennedy Krieger Institute), Susan K. Perkins-Parks (Kennedy Krieger Institute), Adrienne DeSantis (Kennedy Krieger Institute), Lori Klinger (Kennedy Krieger Institute), Jennifer Abraham (Kennedy Krieger Institute), Amy L. Palmer (Kennedy Krieger Institute), Rona Benhorin (Family Compass), Stephanie Mihalas (Kennedy Krieger Institute)

Abstract: Problems with anger control and poor social competence often occur among children with Disruptive Behavior Disorders and are frequently targeted in an effort to decrease rates of interpersonal aggression. Group skills training programs can be efficacious in modifying social and coping behavior. However, generalization of skills can be problematic because behaviors are taught in artificial or contrived situations. Behaviorally based anger control skill training groups that utilize a specific curriculum, include a structured behavior management program, and train caregivers to support skill development can be instrumental in establishing and maintaining these skills. Participants in this nine session anger coping group included thirteen 5 to 10 year old children with various diagnoses (e.g. ADHD, ODD). A structured curriculum was implemented and anger coping skills were introduced through behavioral and cognitive skills training. Behavior management consisted of contingent points for desirable and prosocial behaviors and delivery of rewards using a level system. A parent training group was conducted in tandem with child sessions. Data were collected via direct observation and standardized rating scales. Preliminary findings from direct observation data show an increase in positive social engagement and data from standardized behavior ratings show a decrease in aggression across home and school settings.

51. Psychometric Examination of the Timeline Follow-Back in Substance Abusing Mothers Within Child Welfare. (Applied Behavior Analysis) DIANA CALDAS (University of Nevada Las Vegas), Heather H. Hill (University of Nevada Las Vegas), Roberto Ruiz Valdez (University of Nevada, Las Vegas), Karen Herdzyk (University of Nevada, Las Vegas), Brad Donohue (University of Nevada Las Vegas), Daniel N. Allen (University of Nevada, Las Vegas)

Abstract: The Timeline Follow-Back (TLFB) has been shown to be a reliable and valid measure in previous studies involving adult and adolescent substance abusers. However, no measures of substance use frequency have been psychometrically validated in child welfare settings which involve multiple legal systems that often influence self-reporting procedures. Therefore, the TLFB was utilized to obtain reports of substance abuse in mothers referred to the child welfare system for child neglect to examine the psychometric properties of this standardized instrument in this population. Drug counselors retrospectively obtained reports at intake of substance use, as well as their frequency of HIV risk behaviors, days gambled, hours worked each day, incarceration, family aggression, and reports to the Department of Family Services for child neglect. Corroboration between the mother and significant other reports and urine analysis will be provided, and estimates of the instrument's reliability and validity will be provided. Practical issues involved in the administration of this instrument will also be presented in light of the results.

52. Initial Psychometric Support of the Life Satisfaction Scale-Revised for Child Welfare in a Sample of Substance-Abusing Mothers. (Experimental Analysis) MICHAEL M HADERLIE (University of Nevada, Las Vegas), Karen Herdzyk (University of Nevada, Las Vegas), Holly B. LaPota (University of Nevada Las Vegas), Patricia DiSano (University of Nevada, Las Vegas), Christina Patterson (University of Nevada, Las Vegas), Renee Just (University of Nevada, Las Vegas), Brad Donohue (University of Nevada, Las Vegas), Daniel N. Allen (University of Nevada, Las Vegas)

Abstract: The measurement of life satisfaction has become increasingly common in clinical and research practice. Several well-validated global measures of life satisfaction are currently available; however, previous research suggests that members of some populations (e.g., severely emotionally disturbed youth) emphasize

unique domains when making judgments about their own life satisfaction. The development of more specific measures is therefore essential for such groups. The current research evaluates the psychometric properties of the Life Satisfaction Scale-Revised for Child Welfare (LSS-RCW). The LSS-RCW is a 14-item measure designed to assess the life satisfaction of parents found to neglect their children. Such individuals typically experience significant stressors which are uncommon to the general population including poverty, domestic violence, and substance addiction. The study sample will consist of mothers referred for treatment due to co-occurring substance abuse and child neglect. Each participant completed the LSS-RCW as part of a comprehensive assessment battery prior to receiving treatment. Responses will be utilized to examine the internal consistency of the measure and to investigate the factor structure of life satisfaction within this population. The construct validity of the LSS-RCW will be examined through its correlations with the frequency of various related behavior problems.

53. Direction of the Web Service' Development according to Trends and Needs of Web Contents for People with Disabilities. (Service Delivery) YUN HEE SHIN (Daegu univ. Special Education & Rehabilitation), Jung Hee Park (BK21 TaskForce Team, Daegu Univ. S. Korea), Mihyang Choi (Research Institute of Special Education & Rehabilil), Kun Yong Rhee (Daegu university), Woon Hwan Na (Daegu univ.), Eun Young Choi (Daegu univ.)

Abstract: The purposes of this study are to assist in finding a solution to the substantial and practical problems of the web service for people with disabilities, as well as suggest on the direction for Web service development, based on the trends and needs of disabled internet users. Methods used include reviewing papers about disabled web user content for the last 7 years in South Korea, research of web sites and directories for disabled people and interviewing users to determine their needs. South Korea's 10 highest ranking websites for disabled people are almost all governmental focused and concentrate on the areas of employment, health, social services, education and cultural life. The number of Korean websites for disabled users has increased by 10:00 a.m. sites over the past year. Also, directory-services for disabled people have also increased at the same rate. Interviews with people with disabilities show disabled web users need web service that influences their lives and allows them to share with other disabled users on the web. Therefore, this study shows direction of web service development for disabled users needs to be organized by both quality and quantity.

54. Evaluation of a Training DVD to Teach Entry Level Behavior Analysts to Implement a Conversation Training Program with Clients with Brain Injury. (Applied Behavior Analysis) ANNA NEISES (Southern Illinois University), Donna K. Pruemer (Southern Illinois University), Paula K. Davis (Southern Illinois University)

Abstract: The current study examined the effectiveness of a training DVD to teach four entry-level behavior analysts to implement a behavior analytic conversation training program to individuals with traumatic brain injury. The training DVD consisted of a Powerpoint style lecture combined with video modeling. The participants' implementation of the conversation training program was assessed during simulated sessions with the researcher role-playing a client with brain injury and social skill deficits. The implementation of the conversation training session was measured through a task analysis of participant responses during baseline, training, follow-up, and generalization conditions. A multiple probe across participants design was used to evaluate the effects of the training DVD. The results showed that two participants were able to implement the conversation training program with at least 90% accuracy after viewing the DVD. The remaining two participants required brief performance feedback in order to reach 90% accuracy. All participants performed above 90% on post training generalization and follow-up probes.

55. Shaping and Positive Reinforcement to Teach Nose Blowing to an Adolescent with Autism. (AUT; Applied Behavior Analysis) BRIDGET G. GIBBONS (Kennedy Krieger Institute), Keith J. Slifer (The Kennedy Krieger Institute/ Johns Hopkins Unive)

Abstract: This study used a behavioral treatment package to teach a 16 year old youth with autism and intellectual disability to blow his nose. While the participant experienced allergies requiring regular injections, he was unable to blow his nose; instead, he inhaled the majority of his nasal secretions likely increasing risk of upper respiratory infections. At baseline, the participant consistently performed all of the steps in the nose

blowing sequence (picking up tissue, wiping his nose, throwing tissue away), but did not blow from his nose. He demonstrated the ability to consistently imitate exaggerated gross motor activities (e.g. clapping, standing), but appeared unable to discriminate and perform more subtle movements (e.g. blowing from his nose versus his mouth). Treatment consisted of imitation training and shaping using differential positive reinforcement. The participant was reinforced with preferred activities and edibles for imitating gradually more subtle nasal movements (e.g. touching his nose versus his mouth, scrunching his nose, exhaling from his nose, etc.). Following treatment, the participant was able to blow his nose when prompted in his home, school, and community. Results suggest that with repeated learning trials, subtle self-care deficits can be remedied in at least some children with Autism and intellectual disability.

56. Behavior-Analytic Therapy in Brazil. (Service Delivery) SIMONE NENO (Universidade Federal do Pará), Emmanuel Z. Tourinho (Universidade Federal do Pará)

Abstract: We present in this work an overview of some recent developments of behavior-analytic therapy in Brazil. Some features of the delivery system of psychotherapy in Brazil (which includes not being ruled by the managed care system) have favored the development of models of intervention based in behavior-analytic principles and concepts. These features include a remarkable presence of behavior analysis in Undergraduate and Graduate Programs in Psychology, the close contact of psychotherapists with academic environments, and the fact that clients are often referred to psychotherapy by other professionals, other than psychiatrists, often on the basis of non diagnoses (or non-DSM diagnoses). Since behavior-analytic therapists joined in a professional and academic association (Associação Brasileira de Psicoterapia e Medicina Comportamental), in the 1980s, the exchange of theoretical and practical knowledge has led to the effort to set a distinction between interventions based in behavior analysis (then referred to as behavior-analytic therapy) and cognitive-behavioral therapy. Contemporary efforts include overcoming a distinction between talk therapy and managing contingencies in the outside environment, as well developing methodologies for research on behavior-analytic therapy. The latter do not follow the standards of outcome research on psychotherapy, but, rather, have focused on behavioral processes found in the client-therapist interactions.

57. Direction of the Facilities Service According to Analysis of Challenging Behaviors and Education Programs for People with Disabilities. (Service Delivery) WON OK GU (Daegu University, South Korea), Eun-Jung Lee (Daegu University, BK21 Task Force Team, Daegu Univ), Min Kyoung Cho (BK21 Task Force Team, Daegu Univ, Daegu Univ.), Sang Bok Lee (Daegu University, S. KOREA), Hyo-Shin Lee (Early Childhood Spec Ed Depart Daegu University, KOREA)

Abstract: The purposes of this study are to figure out needs and challenging behaviors of disabled people in the facilities and analyze supported services for them, as well as suggest on the direction of the management system in the Facility. The Participants are 100 disabled people in Rehabilitation Center, Kwangju, South Korea. 30 Teachers put on record them in Daily. Methods used include analyzing records of facilities for two years using the web-based recording and analyzing system, HOMI. The results of this study showed as follows. At first, the specific high gravity of disabled people's challenging behaviors was the behavior area of excretion according to the frequency analysis. It is related to fundamental and biological daily living. Second, the education programs for them were the area of health, eating, excretion. The average of success rate for education program was almost below the 20%. Therefore, direction of the facilities service for disabled people needs to be organized by quality of education program focused on adaptive skills and quality of teaching strategy.

58. Evaluating the Social Validity of ABA Programs in a Children's Residential Unit and Measuring Children's Perspectives of Their Family Relations. (CSE; Applied Behavior Analysis) BARBARA GRAF (Bangor University)

Abstract: Over the past 40 years, the field of applied behaviour analysis has documented the importance of social validity. However, to date, the literature states that very few studies submitted for publication have provided any social validity data. This paper proposes that this lack of social validity data has resulted in reduced contextual fit of procedures and maintenance of treatment effects. This paper investigates the Bene-Anthony Family Relations Test (BAFRT) as a social validity assessment tool for the ABA programs of two participants who reside permanently in a children's residential unit. Both of the participants of the above

study present with high frequency and high intensity challenging behaviours. Rating scales were used to measure both family and staff perspectives on frequency, intensity and management complexity of challenging behaviours, while the BAFRT was used to assess the participant's pre and post intervention perspectives of their families' relations. Results demonstrated a correlation between staff and family perspectives with the decrease in challenging behaviours. However, only slight improvements were observed in the participant's perspectives of their family relations.

59. Is the Behavioral Progress Made at JRC Sustainable and Generalizable? A Follow-up Study of Former JRC Students. (CSE; Service Delivery) NICK LOWTHER (Judge Rotenberg Center), Joseph Assalone (Judge Rotenberg Educational Center), Rosemary Silva (Judge Rotenberg Center), Robert von Heyn (Judge Rotenberg Center), Matthew L. Israel (Judge Rotenberg Center)

Abstract: This study will examine the post-treatment outcomes of a sample of former students of the Judge Rotenberg Educational Center (JRC), a residential care facility that employs a highly consistent application of behavioral treatment and educational programming with some of the most behaviorally challenging individuals in the United States. The former JRC students will be evaluated post-discharge, using both a subjective General Life Adjustment rating (performed by guardians and/or former students) and objective counts of certain Quality of Life Indicators. Quality of Life variables of interest will include whether or not the former JRC students utilized formal treatment services, had negative encounters with law enforcement, received psychotropic medications, pursued further education, secured employment, participated in leisure activities and engaged in meaningful relationships post-JRC discharge. Of major interest is whether or not this sample of former JRC students will show significant improvement on the measures employed over their status prior to enrolling in JRC's educational and treatment program.

60. The Reliability of the Behavioral Approach/Avoidance Task (BAT) in a Sample of Phobic Youth. (Applied Behavior Analysis) NATOSHIA RAISHEVICH (Virginia Tech), Natalie Costa (Virginia Tech), Thomas H Ollendick (Virginia Tech)

Abstract: The behavioral approach/avoidance task (BAT) is used to measure behaviors of children and adolescents with specific phobias. However, psychometric data on the utility of BATs are limited. One investigation by Hamilton and King (1991) found the reliability for BATs in a sample of dog phobic children was 0.91 for a seven-day interval. However, the generalizability of these findings to children with other forms of specific phobias (e.g., animal, environmental, situational) is unclear. Thus, the purpose of the current study is to examine the reliability of BATs in a sample of 95 phobic youth between the ages of 7 and 14. Individualized BATs based on the nature of the phobia were designed to measure approach/avoidance of the phobic stimuli. The BATs were administered with the child at two consecutive time periods during a single assessment session. Percentage of steps completed and fear ratings during BAT were measured. The reliability for steps completed for the BATs was 0.95. The reliabilities for fear ratings at the start, after thirty seconds, and at the completion of the BATs were 0.87, 0.89, and 0.88, respectively. Implications and future directions will be addressed.

61. An Investigation of Quality Indicators for Evidence-Based Interventions: Brief Functional Analysis Methodology with Typically Developing Children Displaying Problem Behavior. (CSE; Service Delivery) ELIZABETH ASHLEY POPESCUE (Northern Arizona University), Vanessa Adelman (Northern Arizona University), Caitlan Allen (Northern Arizona University), Alicia Bull (Northern Arizona University), Lindsay Dagele (Northern Arizona University), Andrew W. Gardner (Northern Arizona University), Trina D. Spencer (Utah State University)

Abstract: Brief functional analysis (BFA) is a shortened version of traditional extended functional analysis methodology (i.e. Iwata et al. 1982/1994). Initially modified by Cooper et al. (1990), BFAs are often conducted when assessment time constraints in a clinic, school or home are of concern. While BFAs have been used in studies as an assessment tool to identify the function of problem behavior, few authors have examined their use with typically developing children. In addition, no quantitative analyses of the evidence supporting BFAs as an effective assessment tool for use with this population have been reported. This evidence-based review evaluates empirical studies, in which BFAs were utilized with typically-developing children to identify the function of problem behavior. Twenty-Nine articles were reviewed and coded into

seven categories and 21 indicators. Reviewers coded for each indicator according to the single subject design “quality indicators” identified in Horner et al. (2005). IOA was completed for 100% of all research articles with 97% agreement. Out of the 29 articles identified, 16 were considered acceptable according to the threshold criterion suggested by Horner et al. Results are discussed in terms of the strength of evidence supporting the use of BFAs and the utility of evidence-based intervention guidelines.

#217 International Poster Session

5/24/2009
12:00 p.m. - 1:30 p.m.
North Hall A
CSE

62. What Affect More to Child Physical Aggression: Media Violence or Domestic Violence? (EAB; Applied Behavior Analysis) KYUNG-HYE LEE (Daegu Cyber University), Jung-Yeon Cho (Daegu Cyber University)

Abstract: Child physical aggression has been demonstrated as a critical precursor of academic failure and social-maladjustment problems in adolescents and adults. To better understand the developmental origins of physical aggression, and to identify targets for early preventive interventions, a random sampling of 372 families was carried out, representing an urban Canadian population of two-parent families with diverse socio-economic characteristics. In the longitudinal approach, media violence (MV) and witness of domestic violence (WDV) were measured when children were at the age 4. This sample was applied same again when the children were in the grade 1 to measure the level of physical aggression (PA). The analysis by structure equation modeling confirmed the linkage between exposure to violence and child physical aggression. The result indicates the physical aggression in the grade 1 were affected by media violence and witness of domestic violence similarly as were at the age 4, stressing on urgent need for early intervention to the children exposed to violence.

Key words: Physical aggression, Exposed violence, Predictors, Early childhood.

63. Consequences of Excessive Optimism in Person-Centered Planning. (DDA; Service Delivery) CHARLES STEVE HOLBURN (Institute for Basic Research), Christine Cea (New York State Institute for Basic Research)

Abstract: This data-based poster illustrates the optimistic nature of person-centered planning (PCP) that is evident in the planning methods employed, the way that individuals with disabilities are described, and in portrayal of the outcomes of PCP. However, a confluence of factors can lead to manifestation of excessive optimism that does not serve PCP constructively. Taken to its extreme, optimism can contribute to the development of unrealistic goals, construing failure as success, ignoring dissenting perspectives, and contaminating evaluations of PCP. Excessive optimism is presented as a misapplication of PCP principles rather than an inherent flaw in the design of the approach.

64. Prevention of Foster Care Placement through the Application of Behavior Analytic Methods. (CBM; Applied Behavior Analysis) ANJALI VAN DRIE (Behavior Analysis and Therapy, Inc.), Stephen P. Starin (Behavior Analysis, Inc.), Ryan Curran (Behavior Analysis and Therapy, Inc)

Abstract: Each year, thousands of children enter the foster care system due to their problem behaviors. This severely disrupts the lives of these children and their families and costs the local, state and federal governments millions of dollars. This poster describes a behaviorally-based program designed to prevent at-risk children from entering into the foster care system. The program utilizes the principles and procedures of applied behavior analysis to bring about positive change in the behavior of at-risk adolescents and their families. The poster depicts the methods employed to address common problem behaviors as well as the parenting skills needed to increase and to maintain appropriate behaviors. Data from the program’s operation over the past three years are examined in terms of its capacity, its clinical effectiveness and its cost-

effectiveness. Results suggest that behavior analysis methods can provide a successful framework for reducing placement of children at-risk of entering the foster care system.

65. The Effects of Instructor Provided or College Student Created SAFMEDS on Weekly Quiz Scores in Introduction to Applied Behavior Analysis Courses. (Applied Behavior Analysis) ANN M STURTZ (The Chicago School of Professional Psychology), Traci Cihon (The Chicago School of Professional Psychology), John Eshleman (The Chicago School of Professional Psychology).

Abstract: The current research regarding the use of SAFMEDS (Say All Fast Minute Each Day Shuffled) to teach certain relations suggests that they are a useful, easy to use, and cost effective tool for increasing fluency (Noland, McLaughlin, & Sweeney, 1994). However, there is a lack of research on how the use of SAFMEDS will affect performance on other testing methods (e.g., quizzes, overall course grades, etc.). Furthermore, there is little data to suggest what information should be included on SAFMEDS or who should be responsible for creating them - instructor or student. This current study examines the effects of SAFMEDS use on both individual unit quiz scores and overall course grades. Additional comparisons are made between scores and grades if students were given SAFMEDS or if students created their own SAFMEDS.

66. Teaching Social Skills to Improve College Students' Speed-Dating Behaviors. (Experimental Analysis) JAYE K. LUKE (Georgia State University), Laura D. Fredrick (Georgia State University), Franco Dispenza (Georgia State University)

Abstract: In the late 1800s dating began as a type of courtship, and in the 1990s speed dating was introduced by Rabbi Yaacov Deyo as a way for Jewish singles to meet. Speed dating allows each man and each woman the opportunity to have multiple brief dates in one evening so that they may identify people they would like to date outside of the speed-dating event. Although speed dating is now quite popular, there have been no experimental studies published on individual participant behaviors during speed dating. Most research regarding speed dating has emphasized mate preferences and has reported nonexperimental data. For this study, college students volunteered to participate in a speed-dating event and based on the skills they demonstrated during that event, were invited to participate in an intervention to increase their speed-dating skills. Speed-dating skills include dressing and grooming behaviors, introducing interesting and appropriate topics of conversation, and locating these topics. Data collection will be completed by December 2008 and will be analyzed using a multiple-baseline across participants design.

67. A Replication of a Study on the Accuracy of a Drinker's Self-Reported Alcohol Consumption. (TBA; Applied Behavior Analysis) RAYMOND O. SACCHI (Washington State University), Matthew Eisenhower (Washington State University), Thomas A. Brigham (Washington State University), Kristin Onorati (Washington State University), Jon Walter (Washington State University)

Abstract: Improper alcohol use can lead to serious health risks, including drunk driving. A replication of a 1987 study by Meier, Brigham, and Handel was conducted at Washington State University to determine if the 1987 findings supporting the accuracy of self-reported alcohol consumption could be demonstrated today. Meier et al asked participants leaving places where alcohol was sold to complete a small questionnaire about the quantity of alcohol they consumed that evening. Upon completing the questionnaire, participants actual Blood Alcohol Concentrations were recorded using a portable breathalyzer. The actual data and self-reported data were compared and analyzed demonstrating that participants' self-reported alcohol consumption was very accurate when compared to their Breathalyzer readings ($r=.70$, $p<.01$). However, women were significantly less accurate in their recall. This replication is considered useful because the findings were inconsistent with other reports in the literature. The present study also corrected a limitation of the previous study, i.e. the small number of female participants, by ensuring through stratified random sampling that an equal number of females and males were represented. Given the changes in university populations, specifically increasing numbers of female students, the research findings will be useful to support the accuracy of self-reported behavior.

68. The Effects of Self-Monitoring Versus Self-Report via Picture Message on Frequency of Trips to the Gym. (CBM; Applied Behavior Analysis) MEGAN E. SULLIVAN (The Chicago School of Professional Psychology), Diana J. Walker (The Chicago School of Professional Psychology)

Abstract: This study measures the effects of two treatments on the frequency of participants' trips to the gym. Self-monitoring involves each participant recording the date, duration and type of physical activity he/she engaged in following each trip to the gym and the number of trips required before his/her weekly goal is achieved. Self-report requires participants to send a picture message of themselves to a second party (e.g. friend or family member) during each trip to the gym. The two treatments were chosen because they can be implemented by individuals without the help of a third party. The baseline phase involves the experimenter reviewing gym records of attendance for the month prior to study participation. The self-monitoring treatment is implemented first for all participants since it does not require assistance from a second party. If participants meet their weekly exercise goals, a 1-month follow-up is conducted, in which gym records are reviewed for the month following treatment. For participants who do not meet their weekly goals, the self-report condition is applied. Corroboration of self-reports and picture messages are assessed using computerized health club records. Data are discussed in terms of the feasibility of the intervention and the likelihood of long-term effects.

69. Social Skills Training for Japanese Adolescents with School Maladjustment: Program

Development. (EDC; Applied Behavior Analysis) KANAKO OTSUI (Kwansei Gakuin University), Wataru Noda (Kwansei Gakuin University), Yuichi Hakoshima (Osaka Prefectural Child Life Support Center), Satoshi Inada (Osaka Prefectural Child Life Support Center), Tomoko Fukui (Osaka Prefectural Child Life Support Center), Junko Tanaka-Matsumi (Kwansei Gakuin University)

Abstract: We developed an ABA-based social skills training program to benefit adolescents with prolonged school refusal problems in Japan. More than 180,000 children and adolescents in Japan refuse to attend school each year. School refusal is officially defined as absence from school for more than 30 days of the year. In 2003, Osaka Prefecture opened Japan's first public residential facility for adolescents with a history of school refusal and social withdrawal. The program offers them educational, occupational, and living support. We developed a social skills training (SST) program at this facility. We used self- and staff-ratings, behavior observation, and interview with the facility staffs. Based on the result of our assessment, we developed four modules (basic skills, two assertion skills, and interview skills) as targets of training. The SST project is now in its second year of implementation with a stronger component of in-house staff involvement. In this presentation, we give an overview of our 6-month SST program. We report empirical results in a separate presentation at this convention. This project was commissioned by Osaka Prefectural Government as part of the Family Rebuilding Project in 2007.

70. Increasing Safe Sex Practices in Dually Diagnosed Individuals. (DDA; Experimental Analysis) KIMBERLY CRUISE (Quality Life Center)

Abstract: Dually diagnosed individuals are more likely to engage in unsafe sexual practices than their neurotypical counterparts. As a consequence, they are also more likely to contract and spread sexually transmitted diseases. To reduce these occurrences, a series of interventions including condom availability to a group where N=9, group presentation from the Department of Health, individual counseling, individual condom availability, and a second group presentation from the Department of Health were introduced. Baseline data and data prior to the introduction of each intervention were recorded with regards to condom use. Results indicate increased safe sex practices with each intervention. This population has long been overlooked with regards to safe sex education. These individuals have an inherent right to experience personal and romantic relationships. They also have the right to experience these relationships without placing themselves or their partners at risk. As mental health professionals, it is our mandate to provide this training.

5/24/2009

12:00 p.m. - 1:30 p.m.

North Hall A

DDA

71. Relative Task Preference as a Predictor of Aberrant Behaviors During Transitions in Persons With Developmental Disabilities. (AUT; Experimental Analysis) GABRIELLA R. YATES (University of Kansas), Claudia L. Dozier (University of Kansas), Pamela L. Neidert (University of Kansas), Dean C. Williams (University of Kansas)

Abstract: Transitions from one activity to another are a major challenge to persons with intellectual and other developmental disabilities (IDD), and often generate disruptive and destructive behaviors that take up time and effort in habilitation settings. This poster presents recent findings from our translational research program on understanding and treating behavior problems in transitions. Clinical practice and experimental research point to transitions from periods of high reinforcement to lower reinforcement as especially likely to engender aberrant behaviors. Basic research refers to such transitions as negative incentive shifts, and shifts from relatively good conditions to relatively poor conditions of reinforcement produce a number of contrast effects in humans and animals. In recent research with negative incentive shifts in magnitude of reinforcement and work requirements, we have shown that such transitions produce larger disruptions in task-related behaviors relative to transitions that do not involve incentive shifts in both persons with IDD and animals. The current research uses pre-experimental preference assessments to predict when a transition will engender destructive and disruptive behaviors in persons with developmental disabilities and histories of problem behaviors. Transitions from clinically assessed, high-to-low preference activities differentially predicted disruptive behaviors compared to transitions between activities that did not involve shifts in preference.

72. Health Self-Advocacy Training for Adults with Intellectual Disability. (CSE; Service Delivery) Jeffery Philip Hamelin (Brock University), MAURICE FELDMAN (Brock University), Amy Andrews (Community Living Welland Pelham), Jeff Baker (Community Living Welland Pelham), Melissa Johnston (Brock University), Frances Owen (Brock University)

Abstract: Research has revealed barriers to effective and timely access to healthcare for persons with intellectual disability (ID). To effect meaningful changes, not only does the health care system need to be more accountable to persons with ID, but also persons with ID need to learn to advocate for their own health care to the best of their abilities. The purpose of the present study was to evaluate training of adults with ID regarding health knowledge and health self-advocacy skills. A multiple baseline design across health topics and health rights, respect and responsibility was conducted with 6 adults with mild to moderate intellectual disability living in the community. Group sessions (3-4 participants) involved a specialized curriculum, audiovisual material, video vignettes, role-playing, game format and behavioural teaching elements. Participants showed increases in health knowledge and self-advocacy on comprehension and rights awareness questions. Training generalized to a health interview conducted by a nurse or nursing student. Interrater reliability was completed on 30% of training sessions. Results indicate that health knowledge and self-advocacy training can be effectively designed and applied for adults with intellectual disabilities.

73. The Effects of Reinforcement Schedules on the Outcomes of an Experimental Functional Analysis. (TPC; Applied Behavior Analysis) NICK WILHELM (The Chicago School of Professional Psychology)

Abstract: The present study examined the effects of naturally occurring reinforcement schedules on the outcomes of experimental functional analyses, in an attempt to determine the extent to which the current validity of functional analytic methodology may be enhanced. Two participants took part in a traditional functional analysis, in which each occurrence of the target was followed with either attention or escape from demands. A descriptive analysis was conducted to determine the schedule of reinforcement that maintained the target behaviors in the natural environment. A second functional analysis was conducted, in which rates

of responding during continuous reinforcement were compared with rates of responding under the naturally occurring schedules of reinforcement. Results indicate that higher rates of responding occurred during the naturally occurring schedules of reinforcement than during continuous reinforcement for both participants. These results present an effect opposite to that which was originally hypothesized. Results are discussed in terms of the potential extraneous variables that may have contributed to the observed effects.

74. A Further Refinement of Competing Stimulus Assessments: Inclusion of Redirection and Blocking. (Applied Behavior Analysis) KATHRYN JANN (Kennedy Krieger Institute & UMBC), Heather K. Jennett (Kennedy Krieger Institute), Janie E. Webb (Kennedy Krieger Institute), Louis P. Hagopian (Kennedy Krieger Institute)

Abstract: The use of competing stimuli is a common reinforcement based intervention for automatically reinforced self-injurious behavior (SIB) (Ringdahl et al., 1997). Competing stimulus assessments (CSA) are typically conducted prior to treatment and stimuli are assessed in isolation of other treatment components. However, subsequent treatment evaluations often include other components such as redirection and blocking (e.g., Hagopian et al., 2005; Piazza et al., 1998; Ringdahl et al., 1997). In the current study, a series of CSAs were conducted that assessed the ability of the stimuli to displace automatically maintained SIB in conjunction with other treatment components. The following conditions were conducted: I-continuous provision of competing stimuli (CS), II-CS with redirection to the stimulus following loss of contact for 5 seconds, and III-CS, redirection, and blocking of SIB. Results suggest that the inclusion of redirection and blocking in the context of a CSA may serve to further increase toy contact as well as decrease the rate of SIB, potentially providing more choices of stimuli. The results of the CSAs were validated in a subsequent treatment evaluation. These findings support further research on the inclusion of additional treatment components during CSAs.

75. The Effect of Wrist Weights and a Helmet on Self-Injurious Behavior. (Applied Behavior Analysis) MEGAN LEFEBVRE (Bancroft NeuroHealth), Frances A. Perrin (Bancroft NeuroHealth)

Abstract: Antecedent interventions such as the application of a helmet or wrist weights have been used successfully for reduction of self-injury directed towards the head (e.g., Hanley, Piazza, Keeney, Blakeley-Smith, & Worsdell, 1998; Silverman, Watanabe, Marshall, & Baer, 1984). The purpose of the present study was to assess the use of a helmet and wrist weights as separate interventions to decrease the rate of self-injurious behaviors. The participant was a 17-year old male diagnosed with autism who was residing in a behavioral stabilization program. A reversal design across three conditions (academic, vocational and toy play) was used. Self-injurious behaviors were tracked by frequency recording of either self-injury to the head or self-injury to the body. Results indicate that while the wrist weights were effective in reducing rates of self-injury the helmet was more effective in academic and vocational conditions. The wrist weights were more effective in the toy play condition than in the other two; it was in this condition that the wrist weights were more effective than the helmet. Future data collection will address the effect of correction for helmet removal on rates of self-injury.

76. Using Backward Chaining to Increase Showering Independence. (Applied Behavior Analysis) CHRISTOPHER M ILCONICH (Bancroft Neurohealth), Denise Marzullo (Bancroft Neurohealth)

Abstract: The acquisition of daily living skills, specifically hygiene tasks, impacts the level of independence in individuals with developmental disabilities. Many daily living skills, such as showering, consist of several consecutive steps that make up a behavior chain. A variety of interventions have been used to teach individuals with developmental disabilities to complete daily living skills, including prompts and reinforcement (Thompson, Braam, and Fuqua, 1982), differential reinforcement and extinction (Piazza, Contrucci, Hanly, and Fisher, 1997), and activity schedules (MacDuff, Krantz and McClannahan, 1993). Response chaining has also been used to increase task completion (Lalli, Casey and Kates, 1995). Specifically, backward chaining has emerged as an effective intervention for increasing skill acquisition (Hagopian, Farrell, and Amari, 1996; Jerome, Frantino, and Sturme, 2007). The present study used a changing criterion design to evaluate the effect of backward chaining on independent completion of showering steps in an adolescent with developmental disabilities. Results indicate that backward chaining was effective in establishing independent showering.

77. The Effects of NCR with DRO on Severe Problem Behavior of Adults in a Community Setting. (Applied Behavior Analysis) BRADFORD RICHARDSON (AdvoServ), Kellie P. Goldberg (Advoserv), Cheryl L. Ecott (Advoserv)

Abstract: A multiple baseline across participants was used to evaluate the effects of a lean schedule of NCR plus a brief DRO. Participants resided in a community-based group home and attended a vocational activity program during the day. Brief attention (5-minutes with staff) and a small edible were delivered aperiodically throughout the week. These reinforcers were delivered independent of severe problem behavior approximately three times a day across both group home and day programming settings. A 30-minute DRO was included to prevent any adventitious reinforcement of severe problem behavior. All of the participants had an individualized behavior plan that included consequences for appropriate and inappropriate behavior. Results suggest that the procedure may be useful as an addition to ongoing behavioral programming.

78. The Acquisition of Problem Behavior in Individuals with Developmental Disabilities as a Behavioral Cusp. (TPC;Theory) RACHEL ROBERTSON (Vanderbilt University)

Abstract: According to Rosales-Ruiz and Baer (1997), a behavioral cusp is defined as “any behavior change that brings the organism’s behavior into contact with new contingencies that have even more far-reaching consequences” (p. 533). The concept of behavioral cusps has most frequently been used to select target skills taught to participants and to evaluate the importance of those skills; however the concept is equally applicable to behavior changes that bring about important and far-reaching negative consequences. While Rosales-Ruiz and Baer, as well as others, have acknowledged that socially undesirable behavior change can also qualify as a behavioral cusp, this area of the cusp concept has been under-examined. This poster compares an undesirable behavior change, the acquisition of problem behavior in individuals with developmental disabilities, to criteria for behavioral cusps previously identified in the literature, and determines that problem behavior meets these criteria. The advantages of viewing problem behavior as a behavioral cusp are outlined, and implications for research and practice from a behavioral cusp approach to problem behavior are provided.

79. The Use of a Visual Response Cost System to Decrease Problem Behaviors. (AUT; Applied Behavior Analysis) KRISTEN M KALYMON (Kennedy Krieger Institute), Steve Lindauer (Kennedy Krieger Institute)

Abstract: This study investigated the effectiveness of a visual response cost system in reducing disruptive behaviors of children diagnosed with developmental concerns. The response cost system involves the application of reinforcement for appropriate behaviors as well as loss of a positive reinforcer following repeated instances of inappropriate behavior. Previous research typically used small material rewards such as snacks or stickers to be earned for not losing a prespecified amount of tokens in a given time period. This study extends the literature by (a) using parental report to identify preferred items already used by the child, and having the child lose access to those items after repeated instances of misbehavior, and (b) using a visual reminder of the specific item to be lost. Specifically, after receiving a set number of “X’s” on a chart, the child loses access to a paired item or activity for a prespecified period of time. Further instances of misbehavior result in the loss of additional items and activities. The visual reminder, clear expectations, and potential loss of preferred items or activities may serve as a cue for the child to behave appropriately. Results indicated that rates of problem behaviors decreased significantly with the response cost system.

80. Using Mand Analyses to Evaluate Child Behavior across Languages. (Applied Behavior Analysis) Jay W. Harding (University of Iowa), David P. Wacker (University of Iowa), Wendy K. Berg (University of Iowa), John F. Lee (University of Iowa), Kelly M. Schieltz (University of Iowa), YANIZ C. PADILLA (University of Iowa)

Abstract: We evaluated manding and destructive behavior for participants living in bilingual homes during mand analyses across languages. Participants were 2 young children with developmental disabilities who displayed destructive behavior (e.g., aggression, self-injury) maintained by social contingencies based on the results of a functional analysis and whose families spoke Spanish and English in the home setting. All procedures were conducted in the participants’ homes by their mothers with coaching from the first author.

Mand analyses, which duplicated the conditions of the functional analyses, were conducted in English, Spanish, and both languages within a combination multiple baseline (across participants) and reversal (language) design. Each mand analysis included free play, demand, attention, and tangible conditions conducted within a multielement design. During the mand analyses, language was manipulated across antecedent variables (i.e., parent prompt, card on switch, and microswitch voice output) to evaluate variation in manding and destructive behavior. Interrater agreement was assessed during 30% of sessions and averaged over 90%. Preliminary results suggest that these 2 participants living in bilingual homes will mand independently at similar rates across languages by pressing a microswitch. Assessment results will be discussed with respect to language selection when developing training programs for bilingual clients.

81. Analysis of a Choice-Making Procedure to Decrease Escape-Maintained Destructive Behavior

(AUT; Applied Behavior Analysis) AMBER R. PADEN (Munroe-Meyer Institute, University of Nebraska Medical Center), Wayne Fisher (Munroe-Meyer Institute, UNMC), Henry S. Roane (University of Nebraska Medical Center & Munroe-Meyer Institute), Caitlin J. Smith (Munroe Meyer Institute), Rebecca A. Veenstra (Munroe-Meyer Institute, University of Nebraska Medical Center)

Abstract: Previous research has demonstrated the utility of using positive reinforcement contingencies to decrease escape-maintained destructive behavior (Piazza et al., 1997). Typically, such arrangements involve contingent access to positive (Sr+) and negative (Sr-) reinforcers following task compliance. An alternative arrangement is to present concurrent positive and negative reinforcers and allow the participant to choose either reinforcer (Harding et al., 1999). In the current investigation, two treatments were compared to reduced escape-maintained aggression displayed by a boy with autism. The differential reinforcement procedure was less effective at reducing aggression than a choice procedure in which the child could choose between completing instructional tasks to gain access to a highly preferred reinforcer (Sr+) or time alone with no tasks presented (Sr-). In general, the participant allocated more responding toward the Sr+ contingency than the Sr- contingency. Interobserver agreement was assessed for a minimum of 25% of sessions across all conditions. Results will be discussed in terms of the effects of a choice paradigm on rate of aggression and compliance to tasks.

82. Implementation of a Habit Reversal Procedure within an Outpatient Clinic. (Applied Behavior Analysis) MALIHA ZAMAN (University of Iowa), David P. Wacker (University of Iowa), Wendy K. Berg (University of Iowa), Melanie H. Bachmeyer (University of Iowa), Anuradha Salil Kumar Dutt (University of Iowa), Jayme Mews (University of Iowa), Yaniz C. Padilla (University of Iowa)

Abstract: We examined the effects of a habit reversal treatment on self-injurious behaviors (hand biting, hand wringing) and stereotyped behavior (hand flapping) of Tim, a 10 year old boy with pervasive developmental disorder. We first conducted a brief functional analysis of self-injurious behavior within a multielement design. Next, we conducted an antecedent analysis to determine whether variables such as high or low quality attention and the presence or absence of a preferred toy influenced problem behaviors. Lastly, we implemented a habit reversal treatment that involved teaching Tim to engage in a competing response instead of displaying problem behaviors. Tim's competing response consisted of holding a videogame in his hands. All assessment and treatment procedures were conducted within a multi-element design in an outpatient clinic setting. Interobserver agreement was assessed for 53% of the total sessions and the mean agreement was 99%. Brief functional analysis results suggested that self-injurious behavior may have multiple functions. Antecedent analysis results indicated that providing Tim with attention and prompting him to keep his hands occupied with a toy prevented problem behaviors from occurring. Treatment results showed that the competing response was effective in reducing problem behaviors.

Keywords: Habit reversal, assessment, self-injury, stereotypy

83. The Effect of Differential Reinforcement of Incompatible Behavior on the Treatment of Pica.

(AUT; Applied Behavior Analysis) SETH BENJAMIN CLARK (Kennedy Krieger Institute-UMBC), Melissa Luke Gonzalez (Kennedy Krieger Institute), Kiah D. Fields (Kennedy Krieger Institute), Andrea Marie Goffus (Southern Illinois University), Louis P. Hagopian (Kennedy Krieger Institute)

Abstract: The ingestion of nonfood items (i.e., pica) is a serious health risk amongst individuals with developmental disabilities and in many cases results in the blockage of airways and/or the digestive tract. Generally, researchers have found response blocking, competing stimuli, and/or redirection as effective interventions for pica (Piazza et al., 1998). However, when these interventions alone fail to produce clinically significant reductions in pica other treatment components may be needed. Few studies have assessed the effects of differential reinforcement of incompatible behavior (DRI) alone or in combination with other components (i.e., response blocking, competing stimuli, and redirection) for the treatment of pica. In the current study, an A-B-C-A-C design was used to examine the effects of DRI in combination with access to competing stimuli and response blocking as a behavioral intervention for pica in a 12-year-old female with developmental disabilities. Results indicated that competing stimuli and response blocking alone were not sufficient at reducing the frequency of pica to a clinically significant level. However, the combined effects of DRI, competing items, and response blocking were effective in decreasing pica. Reliability data were collected for at least 33% sessions and averaged above 80% for all responses.

84. A Comparison of Brief and Extended Functional Analyses of Inappropriate Mealtime Behavior. (Applied Behavior Analysis) G. JOE SCHLERETH (Kennedy Krieger Institute), Carrie S. W. Borrero (Kennedy Krieger Institute)

Abstract: The purpose of this study was to examine correspondence between brief and extended functional analyses of inappropriate mealtime behavior (e.g., food refusal, verbal complaints about food or eating). We compared the results from extended functional analyses to brief functional analyses consisting of the first session from each condition of the full analysis. To date, two individuals admitted to an intensive program for the treatment of severe pediatric feeding problems participated. First, functional analyses were conducted until reinforcers were identified for inappropriate mealtime behavior, or no differentiation in responding was observed between the conditions. Second, the first session of each condition was evaluated separately, and the results were compared to the extended functional analysis. Preliminary results suggested that the results of the brief and extended analyses corresponded for one participant, and did not correspond for one participant. The predictive validity of the brief functional analysis and practicality with respect to the feeding disorder treatment program will be discussed.

85. Parent-Child Interaction Therapy: A Modified Model for Children with Developmental Disabilities. (Applied Behavior Analysis) NATALIE A. PARKS (Marcus Autism Center), Jana Sarno (Marcus Autism Center), Nathan A. Call (Marcus Autism Center and Emory University School of Medicine), M. Alice Shillingsburg (Marcus Autism Center)

Abstract: Parent-Child Interaction Therapy (PCIT) is an effective, evidence-based intervention that has proven to be effective at decreasing problem behavior and increasing the quality of parent-child relationships in typically developing children (Edwards, et al., 2002; Eyberg & Ross, 1978). Recently researchers have begun to evaluate the effectiveness of PCIT with children with developmental disabilities (Brinkmeyer & Eyberg, 2003). Initial studies have discussed possible modifications to be made for children with language delays (McDiarmid & Bagner, 2005) or autism spectrum disorders (Bagner & Eyberg, 2007; Solomon, Ono, Timmer, & Goodlin-Jones, 2008). Suggested modifications include ensuring language is direct, clear, and repetitive and to redirect children who may prefer to play in isolation (McDiarmid & Bagner, 2005; Solomon, et al., 2008). This poster will discuss a modified PCIT model for children with developmental disabilities. Modifications include instructing parents to teach children to make requests, applying function-based consequences for problem behavior, incorporating least-to-most prompt procedure for compliance, and using instructional fading to teach new skills. Preliminary data about child progress, parental stress, and parental perception of problem behavior will be presented. Limitations and future directions will also be explored.

86. Treatment of Automatically Maintained Pica using Response Blocking and Redirection to Competing Items. (Applied Behavior Analysis) MARIE ANDACHTER (Kennedy Krieger Institute), Eric Boelter (Kennedy Krieger Institute), Emily D. Shumate (Kennedy Krieger Institute and The Johns Hopkins Un)

Abstract: Many children with developmental disabilities display pica, which can be a life threatening behavior (McCord, Grosser, Iwata, & Powers, 2005). Pica (the ingestion of nonnutritive substances) is a form of self injury that is often maintained by its own consequences (i.e., sensory reinforcement) (McCord et al., 2005). In the current investigation, the aim was to decrease the pica behavior engaged in by a 10-year-old boy with autism and profound mental retardation. A functional analysis in which only extended alone conditions were conducted suggested that a portion of the pica behavior was maintained by automatic reinforcement. Based on this analysis, a treatment consisting of response blocking and redirection to competing items was developed. Results indicated that pica decreased substantially when the treatment was in place. A subsequent component analysis revealed that the blocking component could be removed and low rates of pica could be maintained. Reliability data were collected for one third of sessions and averaged above 80%.

87. Treatment Relapse: Change in Behavior Maintaining Contingencies Over Time. (AUT; Applied Behavior Analysis) Lynn G. Bowman (Kennedy Krieger Institute), DANIAH AMIR (Kennedy Krieger Institute), Samantha Hardesty (Kennedy Krieger Institute), Andrea Marie Goffus (Kennedy Krieger Institute)

Abstract: Functional analysis procedures described by Iwata et al. (1982/1994) provide information as to the variables maintaining problem behavior and lead to the development of function-based interventions. Inconsistent implementation of the recommended treatment is often believed to be the reason for relapse. In the current study, results of an initial functional analysis for a 7-year-old male diagnosed with autism identified negative reinforcement in the form of escape as the primary variable maintaining destructive behavior. A treatment consisting of escape extinction, reinforcement for compliance, and time-out was successful in decreasing problem behavior during demand situations for 2 years; however, overtime destructive behavior increased. A subsequent functional analysis suggested that destructive behavior had acquired an additional function (i.e., attention). Following the addition of treatment components specifically targeting the attention function, problem behaviors were reduced by 98% below baseline levels. These findings are consistent with Lerman et al. (1994) suggesting that relapse may not always be due to inconsistent implementation of maintenance programs. Reliability data were collected for at least 33% sessions and averaged above 80% for all responses.

88. An Evaluation of Affect Across Multiple Levels of Elbow Flexion During Restraint Fading. (AUT; Applied Behavior Analysis) Lynn G. Bowman (Kennedy Krieger Institute), DAWN E. CONNOLLY (Kennedy Krieger Institute), Samantha Hardesty (Kennedy Krieger Institute), Chris Dillon (Kennedy Krieger Institute), Katherine Campbell (Kennedy Krieger Institute)

Abstract: The programmatic use of arm restraints is often warranted for individuals who exhibit severe hand-to-head self-injurious behavior (SIB). Although research exists on the effectiveness of increasing elbow flexion while maintaining low rates of SIB (Fisher, Piazza, Bowman, Hanley, & Adelinis, 1997), no studies have examined affect during various levels of elbow flexion during restraint fading. The current study measured SIB (head/face slapping), positive affect, and negative affect for an 11-year-old boy diagnosed with autism during conditions similar to that of Fisher et al. Prior to restraint fading, duration of smiling in the cloth restraint with no stays (full elbow flexion) condition averaged 1.75%, while crying averaged 19.08%. After restraint fading, smiling increased to 13.77% on average and crying decreased to 0% in the same condition. Results showed that fading from no flexion (full restraint) to full flexion (cloth restraint with no stays) was successful in that SIB remained low. In addition, affect was more positive post-fading in the full flexion condition. Reliability data were collected on at least one third of sessions and averaged above 80%.

89. Further Assessment of “Do” vs. “Don’t” Requests in the Analysis of Aggression Occasioned by Interruptions. (Applied Behavior Analysis) KAITLIN CORYAT (Kennedy Krieger Institute), Heather K. Jennett (Kennedy Krieger Institute), Anna E. Chirighin (Kennedy Krieger Institute), Ashley Hogan (Kennedy Krieger Institute), Janie E. Webb (Kennedy Krieger Institute)

Abstract: The functional analysis methodology (Iwata et al., 1982/1994) has enabled us to identify specific variables that maintain problem behavior. In some cases, rates of problem behavior may be undifferentiated or may occur infrequently, making it difficult to draw any conclusions. One reason for this outcome may be fluctuating motivating operations (MOs). Researchers have found that interruption from on-going activities may occasion problem behavior in some individuals (Fisher et al., 1998, Hagopian et al., 2007). Further, these

researchers have found that the type of interruption (“do vs. “don’t”) may be inconsequential. The purpose of the current study was to further evaluate the effect of “do” and “don’t” interruptions on the aberrant behavior exhibited by two individuals with autism who were referred to an inpatient unit for the treatment of problem behavior. For both participants, we compared “do” and “don’t” requests. To further assess the quality of the “do” requests, we compared different types of “do” requests for one participant. More specifically, a “do” request directed toward an incompatible activity was compared to a “do” request directed toward a preferred activity. Undifferentiated rates of problem behavior were observed across all interruption conditions. Results are similar to the findings of past research.

90. Further Assessment of “Do” vs. “Don’t” Requests in the Analysis of Aggression Occasioned by Interruptions. (Applied Behavior Analysis) KAITLIN CORYAT (Kennedy Krieger Institute), Heather K. Jennett (Kennedy Krieger Institute), Anna E. Chirighin (Kennedy Krieger Institute), Ashley Hogan (Kennedy Krieger Institute), Janie E. Webb (Kennedy Krieger Institute)

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91. School-Based Positive Behavior Support: the Effects of Using FBA and PBS for Students with Behavioral Problems in Special Education School in Taiwan. (EDC; Applied Behavior Analysis) YA-PING WU (Department of Special Education, National Taiwan N), Siou-Ying Jhu (National Taichung Special Education School), Siang-Wun Yue (National Taichung Special Education School), Yu-Jhen Hong (National Taichung Special Education School), Jia-Siang Lu (National Taichung Special Education School), Siao-Mei Jheng (National Taichung Special Education School), Ruei-Ling Huang (National Taichung Special Education School), Mei-Yin Lin (National Taichung Special Education School)

Abstract: This paper will present the effectiveness of using functional behavioral assessment (FBA) and positive behavior support plan (PBS) for 4 students with serious behavior problems in a public special education school at Central Taiwan. Students attending the special education school are those with moderate, severe, and profoundly cognitive disabilities. Some of them accompany a variety of behavior problems, such as disruptive behaviors, aggressive behaviors, self-injury behaviors, and discipline problems etc, and prohibit their learning. Special educators in the school face with these challenges daily and usually apply negative consequence strategies for quick decrease. However, the teachers reported to feel frustration to deal effectively with these behavior problems since other compatible behavior problems coming out after the strategies.

In order to establish the PBS system in the school, the school formed a multi-disciplinary team, which included 5 special education teachers, a social worker, a occupational therapist, and a school psychologist, collaborated together to conduct FBA and then designed positive intervention strategies for four targeted students to decrease their problem behaviors (delay in school, SIB, maladaptive behaviors, aggressive behaviors, working passively, and disruptive behaviors), and increase functional behaviors in school. With multi-components positive strategies implemented, the results show positive outcome for the four targeted students. The procedure, the outcome measurement, and the social validity data will be presented in the paper in detailed and the suggestions for future development of BPS will be discussed, too.

5/24/2009

12:00 p.m. - 1:30 p.m.

North Hall A

EAB

92. Feeding Regimen and Impulsivity in the Rat. (Experimental Analysis) JOHN R. SMETHELLS (Central Michigan University), Mark P. Reilly (Central Michigan University)

Abstract: Feeding regimens that decrease reinforcer effectiveness decrease response rates in single operant preparations. Extending this empirical generalization to preparations involving more than one operant (i.e., choice) has been difficult. Research using intertemporal choice procedures, in which animals choose between small, immediate and large, delayed alternatives has yielded inconsistent findings regarding the effects of feeding regimen manipulations on impulsivity. The proposed experiments aim to clarify the role of two feeding regimen manipulations on impulsive choice in rats: changing the subject's free-feeding body weight and pre-session feeding. The effects produced by the different feeding regimens will be quantified by the change in proportion of large alternative choices across a range of delays. The results of this experiment will serve to clarify the effect of each feeding regimen manipulation on impulsivity, while also unifying them as establishing operations that serve to modulate impulsivity. The findings thus far have indicated that these feeding regimen manipulations exert no systematic control over intertemporal choice behavior.

93. Choice between Schedules of Reinforcement with and without Response-Pacing Requirements. (Experimental Analysis) LEIGH ANNE SCHRIMPF (West Virginia University), Michael Perone (West Virginia University)

Abstract: This experiment compared the value of variable-interval (VI) schedules with and without response-pacing requirements. In the initial link of a concurrent-chains procedure, pigeons pecked left and right keys to gain access to terminal-link schedules of food reinforcement on the center key. Value of the terminal-link schedules was measured by the initial-link choice proportions. In the baseline condition both terminal links contained conventional, unpaced VI schedules. In experimental conditions one of the terminal-link VIs incorporated contingencies to foster high or low rates of responding. In some cases only responses that terminated short interresponse times (IRTs) were eligible for reinforcement (differential reinforcement of high rates, DRH). In other case only responses that terminated long IRTs were eligible (differential reinforcement of low rates, DRL). The specific criteria varied across pigeons, based on their individual baseline IRT distributions. Early data show that the IRT restrictions were effective in pacing terminal-link response rates. The unpaced schedule was preferred over the DRL in 2 of 2 pigeons, and over the DRH in 1 of 2 pigeons. Planned conditions include an initial-link key reversal and yoked-control conditions to evaluate the effect of differences in reinforcement rate across paced and unpaced schedules.

94. Travel Time and Giving-Up Time: Changes in the Global Prey Density (Experimental Analysis) FELIPE CABRERA (Universidad de Guadalajara), Roberto P. Maciel (Universidad de Guadalajara), Carlos F. Aparicio (University of Guadalajara-CUCS-Neuroscience)

Abstract: Four rats searched for food in an operant-simulated patchy environment that delivered food at the same rate. In order to obtain the food in the patches, rats had to travel by climbing barriers that separated the four patches; upon arrival to a patch, subjects had to press a lever under a random interval schedule of reinforcement. Three phases were arranged according to three sets of four concurrent random interval schedules of reinforcement. The three sets of random intervals used were of 50 s, 200 s, and 800 s. Since all patches maintained concurrently the same overall rate of reinforcement within a phase, no choices among lean or rich patches were made. Otherwise, from one phase to the other, the overall rate of food changed simulating sudden changes in the total environmental resources. This manipulation allowed studying the patterns of foraging in the rat as a function of the changes in the global prey density, independently of the particular prey density of each of them. Results show that giving-up times and travel times increased inversely to the overall rate of reinforcement.

95. Domestic Hens' Performances under Concurrent and Concurrent-Chain Schedules of Reinforcement with Overlaid Sounds. (Experimental Analysis) AMY TANNAHILL (University of Waikato), T. Mary Foster (University of Waikato, New Zealand), William Temple (University of Waikato)

Abstract: Six domestic hens responded under equal independent multiple concurrent variable-interval schedules of reinforcement with an overlaid sound associated with one key. The key that the sound was associated with was alternated between components. In the first condition there was no sound, and the sound used over the following conditions was varied over conditions. The hens then responded under concurrent-chain variable-interval schedules of reinforcement with the same sounds associated with one of the two fixed-interval terminal links. The effects of the various sounds on the hens performances under the two procedures and the measures of bias resulting from the presence of the various sounds will be presented.

96. Effects of Reinforcer Availability upon Disrupted Temporal Performance. (Experimental Analysis) ROBERT N JOHNSON (Utah State University), Amy Odum (Utah State University)

Abstract: The effects of disruptive stimulus presentation upon temporal behavior have been inconsistent across procedures and stimulus types. While some studies have found underestimation as a function of disrupter presentation, others have found loss of temporal stimulus control. A methodological factor within studies that have failed to find underestimation may be the repeated use of probe trials wherein appropriate temporal responses do not result in reinforcement. Disrupter stimulus presentations within a context which never results in reinforcement may become a signal for extinction, and lead to a loss of temporal stimulus control. In this study, we manipulated reinforcer availability following the presentation of a disruptive task within the temporal sample presentation. As part of the interval bisection task, four pigeons were presented with relatively short or long sample durations followed by symbolic comparison keylights on either side. Following baseline establishment, a disrupter task became available for 5-s during the sample presentation. Using cross-over design counterbalancing, temporal responses following the sample resulted in access to food for one condition of the experiment. For the other condition, food was not available for appropriate temporal responses following disrupter presentation. We expect to find underestimation when food is available for appropriate responses following the disrupter.

97. Differential Outcomes and Relative Time in a Delayed Conditional Discrimination by Rats. (Experimental Analysis) CARLOS FLORES AGUIRRE (UNAM, Universidad de Guadalajara), Rebeca Mateos Morfin (Universidad de Guadalajara), Francisco Flores Wilson (Universidad de Guadalajara)

Abstract: The present study was designed to evaluate the contribution of differential outcomes on relative time effect in a delayed conditional discrimination procedure. Rats were trained in a conditional discrimination task, for one group of rats the intertrial interval (ITI) was increased, while for another group was constant, concurrently the retention interval was increased (0 s up to 16 s). Both groups received differential outcomes correlated with specific correct responses. The effects of retention interval and the contribution of differential outcomes are shown. The occurrence of relative time effect is modified by the differential outcomes.

98. Conditioned Reinforcing Value of the Sample Stimulus and Resistance to Change of Delayed Matching-to-Sample Performance. (Experimental Analysis) YUSUKE HAYASHI (West Virginia University), Michael Perone (West Virginia University)

Abstract: Pigeons were trained on a two-component multiple schedule in which each component was a chain schedule. According to a variable-interval schedule in the initial link, pecks on the center key produced a terminal link with a delayed matching-to-sample trial. A trial began with the onset of a red or green light as a sample stimulus on the center key. The sample stimulus was followed by a retention interval during which the keys were dark and then by red and green comparison stimuli on the side keys. A response to the matching comparison stimulus was reinforced by 3-s access to food. The two components of the multiple schedule differed in terms of parameters that theoretically affect the conditioned reinforcing value of the sample stimulus. In Experiment 1, the value of the sample stimulus in one component was altered by increasing the length of the variable-interval schedule of the chain schedule. In Experiment 2, the value was altered by adding response-independent food deliveries during the variable-interval schedule. Stable delayed matching-

to-sample performance was disrupted by prefeeding and extinction. The results will be analyzed to assess the effects of the conditioned reinforcing value of the sample stimuli on resistance to change of matching performance.

99. Is Competitive Behavior in Rats Controlled by its Consequences? (Experimental Analysis)
MELINDA MALLORY (Illinois Wesleyan University), James D. Dougan (Illinois Wesleyan University)

Abstract: Recent research in our lab has examined competitive behavior in rats. When multiple rats are placed in an open field with a single feeder delivering pellets on a Variable Time schedule, the rats typically engage in a “competitive wrestling” response near the pellet tube. This response has been observed in several different experiments, but little is known about its specific nature. One possibility is that the response is a traditional operant. Although there is no explicit contingency with reinforcement, rats who do not engage in the response are unlikely to consume pellets. Alternatively, the competitive response might represent a species-specific foraging mode, controlled by the competitive foraging environment but not controlled by its consequences. The present experiments utilize an omission procedure, in which engaging in competitive responses cancels delivery of reinforcement. Continued high rates of competitive responses during the omission procedure suggest that the responses are not controlled by their consequences. The results have implications for various biologically-oriented models of foraging.

100. A Behavioral Analysis of Prospect Theory. (TPC; Experimental Analysis) ROSS PINGOLT (Illinois Wesleyan University), James D. Dougan (Illinois Wesleyan University)

Abstract: Prospect Theory (Kahneman & Tversky, 1979) is an alternative to traditional “rational” choice theories. According to the model, individuals will tend to weigh risks and losses more heavily than comparable gains, a pattern commonly known as risk aversion. Although prospect theory has received considerable attention, most experiments have involved pencil-and-paper scenarios and have not included true behavioral testing. The present experiments represent an attempt to translate the terms of prospect theory into explicit behavioral measures. A series of chain schedules were utilized in which rats ran in a wheel and then down an alleyway to the choice point of a Y maze. At the choice point, rats could turn one direction and receive a small amount of food every trial, or turn the other direction to receive a larger amount of food at variable probability. According to prospect theory, choice of the risky reward should vary as a function of the amount risked (in the present cases, the energy expended running in the wheel). The results have implications for prospect theory, as well as for models of responding on chain schedules.

101. Acquisition of the Incremental Repeated Acquisition is Different for BALB/c and C57BL/6 Mice. (BPH; Experimental Analysis) JENNIFER M JOHNSON (Auburn University), Jordan M Bailey (Auburn University), M. Christopher Newland (Auburn University)

Abstract: The incremental repeated acquisition (IRA) procedure allows a new response sequence to be acquired within a single session, beginning with a one-link chain and additional links are added after meeting preset criterion. IRA procedures have not frequently been used to assess strain differences, nor have the impact of different chaining procedures (backward and forward chaining) been thoroughly examined. Further, there have been few attempts to train mice on the IRA procedure. BALB/c and C57BL/6 mice provide an excellent template for testing strain differences due to their discrepant performance on behavioral tasks. The present study used forward and backward chaining IRA procedures to assess strain differences in two behaviorally divergent mouse strains (BALB/c and C57BL/6 mice). The BALB/c mice acquired the response sequences sooner than the C57BL/6 mice across both chaining procedures. It appears the IRA procedure can be added to the long list of behavioral tasks in which these two commonly used inbred mouse strains differ in performance.

102. Social Interactions of Offspring with their Mothers in a Mouse Model of Autism. (AUT; Experimental Analysis) MARIA ISABEL MUNOZ BLANCO (University of Nevada), Diana M. Delgado (University of Nevada, Reno), Kenneth W. Hunter (University of Nevada, Reno), Linda J. Hayes (University of Nevada, Reno)

Abstract: A great deal of biomedical research has provided experimental evidence of the action of specific neuropeptides in the development of autistic symptomatology. The use of animal models of autism has facilitated the development of empirically supported theories on the biogenesis of this disorder. Interdisciplinary research in this area may provide a more comprehensive understanding of autism, by integrating the findings and contributions from behavior analysis and biology. In the present study, on the 17th day of gestation, two pregnant mice were injected with LPS (Intervention group) and a saline formula (Control group). The social interactions of the offspring of these mice with their mothers were observed in a controlled environment, using an ABAB design.

103. Choice Behavior: Estimating Subjective Probability of Nominal Descriptions of Probabilistic Hypothetical Rewards. (Experimental Analysis) Reginaldo Pedroso (Centro Universitário Luterano), CRISTIANO COELHO (Universidade Católica de Goiás), Ludimilla Adília Winder (Universidade Católica de Goiás)

Abstract: In most of the time, people tend to describe frequency or probability of events with words instead of numbers. The description of an event with words may lead to misunderstanding its actual probability. The aim of present work was to estimate equivalent numerical probabilities to the chances to receive a probable hypothetical amount of money presented with nominal descriptions for 33 undergraduate students. The task consisted in choices between a large amount of money and small amounts, which was adjusted up and down. The experiment was divided in two phases: in one the chances to receive the large amount was presented with percentage (10% to 90%), and in the other, the chances were presented with words. A power function showed to be a better description of individual indifference values than a hyperbolic one. The free parameters calculated from linear regression obtained with numerical probabilities were used to estimate the equivalent probabilities to nominal descriptions. The results showed that both estimated probabilities and indifference values were variable among participants. Some differences came from conditions as well as adjusting exposition order. These results reinforce the necessity to use quantitative measures in psychological evaluation instruments, so it can be more sensitive to these differences.

104. Effects of Punishment and Extinction on the Resurgence Equivalence Relations. (Experimental Analysis) TATIANE CARVALHO CASTRO (Federal University of São Carlos), Verônica Haydu (Universidade Estadual de Londrina), A. Celso Goyos (Fed. Univ. of S. Carlos)

Abstract: Resurgence is a term used to describe the recurrence of a previously reinforced operant response after a period of nonoccurrence, when another reinforced operant is placed on extinction or punished. The present study aimed to investigate the resurgence of equivalence relations, after extinction and punishment of the training-consistent responses established later. Twelve undergraduate students were randomly distributed into two groups. In an early training, participants from both groups were submitted to a matching-to-sample procedure to establish arbitrary relations that resulted in four classes with four stimuli each. Then, the stimuli were reorganized in four new classes. After the participants achieved 90% accuracy in the new tests for equivalence classes, derived and trained relations tests were repeated until criteria of extinction were achieved. On these tests, responses had no consequences for Group 1. For Group 2, late-training-consistent responses were punished with a negative feedback, while other responses had no consequences. Group 1 participants showed no resurgence of early-training-consistent responses, and maintained a high percentage of late-training-consistent responses during the 30 blocks carried out on extinction. All of Group 2 participants showed resurgence of early equivalence relations. They presented more than 50% of early-training-consistent responses after a few blocks.

Deleted: Title: Effects of punishment and extinction on the resurgence equivalence relations¶
Authors: TATIANE CARVALHO CASTRO, Verônica Bender Haydu and Celso Goyos¶

Key words: Resurgence, extinction, punishment, stimulus equivalence, reorganization of equivalence classes.

105. Teaching Elementary-School Teachers to Apply Computerized Matching-to-Sample Procedures for Reading. (EDC; Applied Behavior Analysis) MARILEIDE ANTUNES DE OLIVEIRA (FEDERAL UNIVERSITY OF SÃO CARLOS), A. Celso Goyos (Fed. Univ. of S. Carlos)

Abstract: The goal of the present study was to develop a teaching program for elementary-school teachers to apply a computerized Matching-to-Sample procedure to teach reading. Considering A, B and C as stimulus sets in which A = dictated words; B = pictures; and C = printed words, relation AC may represent 'receptive'

reading and may be taken as an important component of rudimentary reading. Three words were chosen initially to teach four education undergrad students. First, the participant was presented with a one-session computerized matching-to-sample task comprising 6 trials of AC relation. All correct selections were followed by social consequences given by the computer. Next, s/he was presented with a similar session except that the stimuli consisted of abstract linear drawings; a session comprised 9 trials; a session's data report issued by the computer was presented to the participant. Criterion to finish training was 100% of class consistent selections in three consecutive sessions. Results showed that the teaching procedure may be used as a sound basis for teaching the remainder of the relations for equivalence-based reading and writing for new and more complex words. The procedure, however, may have to be adapted to serve on-the-job training for elementary school teachers.

106. The Function of Titrating Delays in DMTS in Children. (VRB; Experimental Analysis) TORUNN LIAN (Akershus University College), Erik Arntzen (Akershus University College), Manish Vaidya (University of North Texas)

Abstract: Relatively few studies have used delayed matching-to-sample procedures to establish conditional relations as prerequisites to test for equivalence relations. Thus, most of them have established conditional relations with just one value, for instance 0-sec delay. In our lab we have established conditional relations within the same participants on different values and also compared different values between groups of participants. However, in these experiments we used fixed values for the delays. In current experiment we want to present data on the effects of different delays, not fixed, but self-adjusted or so-called titrating delays in children. We are going to start with 0-sec delay and titrate the delays up to an upper limit for each child before testing for equivalence relations.

107. Relationship between Temporal Discounting, Self-Control, and Resistance to Peer Influence. (Experimental Analysis) KALLIE WILSON (University of Central Arkansas), Shawn R. Charlton (University of Central Arkansas), Laura Crocker (University of Central Arkansas)

Abstract: Discounting, the loss in reinforcing value associated with delay to the availability of a reinforcer, is often considered a foundation to self-control and, according to some researchers, social cooperation. However, these labels, when used by behavior analysts, reference something very different than what is meant when other classes of psychologists discuss these concepts. Self-control, for others, particularly personality and social psychologists, is a resource that is spent, somewhat like the fuel in a fire, each time it is used. These trait theories of self-control are much more commonly known in the general psychological literature. In an attempt to establish a relationship between the popular meaning of self-control, the current study reports on a set of experiments examining the relationship between temporal discount rates, scores on a common measure of self-control, and performance on a measure of susceptibility to normative influence. Results indicate that temporal discounting and the self-control measure are moderately correlated, that the self-control measure and normative influence are correlated, and that no relationship exists between temporal discounting and normative influence. The full results, and their significance, is discussed on this poster.

108. Using DNRA to Increase the Task Engagement of Students with Escape-Maintained off Task Behavior. (EDC; Applied Behavior Analysis) BRETT V MEHRTENS (University of Southern Mississippi), Joe Olmi (The University of Southern Mississippi)

Abstract: The effects of differential negative reinforcement of alternative behavior (DNRA) were examined on the escape behavior of four students. The alternative behavior was task engagement. The DNRA treatment was evaluated for its effects on task engagement in either a DNRA with access to a preferred activity condition or a DNRA without access to a preferred activity condition. In the preferred activity condition, the participants were allowed to engage in a preferred activity when they had been engaged with an academic task for a certain period of time. In the without access condition, participants were allowed to sit quietly or put their head down when they had been engaged with an academic task for a certain period of time.

The effects of the intervention were analyzed using an alternating treatments design (ATD). Three conditions (DNRA with access, DNRA without access, control) were randomized, and on and off task behavior in the

three conditions was compared to on and off task behavior during the baseline period. Data for all four participants indicated that DNRA with access to a preferred activity and DNRA without access to a preferred activity were equally effective in decreasing off task behavior and increasing on task behavior.

109. Contextual and Linear Combination of Component Repertoires to Form Complex Novel

Responses. (EDC; Experimental Analysis) MARISELA PALLARES (University of Nevada, Reno), Stefany D Bonnet (University of Nevada, Reno), Erick M. Dubuque (University of Nevada, Reno)

Abstract: Learning novel responses is important for human organisms to effectively function in their changing environment. One form of novel responding is the combination of component repertoires to perform composite skills. This type of complex novel responding has received various treatments in the behavior analytic literature, however, what has not commonly been discussed is the different ways in which component repertoires can be combined to form composite repertoires. The current study investigated the impact of combining component repertoires in a contextual and linear fashion to form novel complex responses.

110. The Relationship Between Shaping Parameters and Task Difficulty. (Experimental Analysis) BRETT GRANT KELLERSTEDT (Salem State College), Darlene E. Crone-Todd (Salem State College)

Abstract: Shaping is used to develop novel, or even more complex, responses. As task difficulty increases, the effect of shaping parameters should be more evident. A computer-based submarine-hunt shaping game (400 x 400 pixels) is programmed to use a forward stepsize (FSS, or the amount by which the reinforcement criterion shifts) and a backstep rate (BSR, or the amount by which relaxation of the reinforcement criterion occurs) to study the effectiveness of shaping parameters. In the present study, participants completed the game in which FSS values were set at 1, 15, or 25 pixels (p), and the BSR was held constant at 10 p/5 non-reinforced responses. All participants were exposed to one of the following three FSS comparison conditions: (a) 1 vs 15 p; (b) 1 vs 25 p; or (c) 15 vs 25 p. In addition, trials during the 30 min sessions serially alternated between target sizes of 5, 15, and 25 p radii. Dependent measures include the number of target hits, number of responses, average distance from target, and relative distance traveled. The results indicate an interaction between target size and FSS on all measures: As step size increases, the effect of the shaping parameters disappears.

111. Resurgence of Previously Reinforced Responding: Laboratory to Application. (Applied Behavior Analysis) SHARI MARIE WINTERS (West Virginia University), Claire St. Peter Pipkin (West Virginia University), Andrew Lightner (West Virginia University), Mohammed Munther Al-Hammouri (Jordan University of Science and Technology)

Abstract: Resurgence has most often been evaluated in the context of basic research using nonhuman animals as subjects. However, the study of resurgence in human participants is warranted because of the possible applications in applied behavior analysis. For example, resurgence may account for increases in problem behavior when a treatment procedure is discontinued, even if reinforcement is not being provided for the response. We examined resurgence of a simple response (mouse clicking) with nonclinical human participants. Participants were exposed to a classic resurgence procedure (dependent reinforcement followed by DRO and then extinction) to determine if resurgence would occur in a human operant context. Mixed results were obtained, in that responding was more likely to resurge for some participants than others. Thus, resurgence can occur in human operant preparations, but the specific variables associated with increased likelihood of resurgence require further experimentation. In particular, the implications of resurgence for application should be explored in future studies.

112. Assessing Choice Between High and Low Risk Options: Carryover Across Conditions.

(Experimental Analysis) ADAM E. FOX (Western Michigan University), J. Adam Bennett (Western Michigan University), Cynthia J. Pietras (Western Michigan University)

Abstract: Risky choice was assessed in adult subjects using a task designed to approximate energy budget manipulations conducted with non-humans. Subjects were presented with choices between high- and low-variance monetary options in blocks of five trials. Block earnings were added to session earnings only if a

subject met the minimum earnings requirement. At the end of each block, earnings which exceeded the minimum requirement were either allowed to carry over into the next block (carryover conditions) or added to total earnings (no-carryover conditions). The primary aim of these manipulations was to investigate the effects of allowing block earnings to carry over into subsequent blocks and to simulate situations in which excess energy (above that which is required to survive through non-foraging periods) is carried over into the next foraging period (i.e., shifts from negative to positive budget conditions are possible). Similar to previous earnings budget studies, risk sensitivity varied as a function of budget condition. That is, choice tended to be risk-averse under positive-budget conditions and risk-prone under negative-budget conditions. Choices varied slightly across carryover conditions. When carryover was substantial enough to shift negative budget conditions to positive budget conditions, choice tended to shift slightly towards risk aversion.

113. Verbal Behavior, Rule Construction and Rule Following Repertoires in Children with Mental Retardation. (VRB; Applied Behavior Analysis) JONAS FERNANDES GAMBA (Universidade Federal de São Carlos), A. Celso Goyos (Fed. Univ. of S. Carlos)

Abstract: Children with mental retardation can exhibit language disturb which affect the development of listener and speaker repertoires turning rule-governed behavior's acquisition difficult. This study aims to assess the effectiveness of a stimuli equivalence-based procedure to teach speaker and listener repertoires related to rules construction and rules following to children with mental retardation. Two sets of 12 stimuli was used in data collection. Set A consists in 12 abstract printed words and Set B, in 12 abstract dictated words. Stimuli distribution in sequences (e.g. A1, A2, A3) may result in a sequential rule formulation. Pre-test of conditional relations was conducted following pre-tests of sequences to be taught and tested. After establishing conditional relations among stimuli of Set A, sessions of sequence training with stimuli A1, A2 and A3, function transfer test to the sequence containing other stimuli of Set A and sequence reading test were conducted. Training of BA relation following sequence's reading test was implemented when participant did not reach sequence's reading test criteria. The results showed the efficacy of the suggested computer-based curriculum and the efficacy of the used teaching procedures, due to the relations acquisition and the sequential rule formulation in a reduced period of time.

KEY WORDS: verbal behavior, stimuli equivalence, rule-governed behavior, mental retardation.

#220 International Poster Session

5/24/2009
12:00 p.m. - 1:30 p.m.
North Hall A
EDC

114. Toilet Training Adult Clients. (AUT; Applied Behavior Analysis) JILL HUNT (Judge Rotenberg Center), Matthew L. Israel (Judge Rotenberg Center)

Abstract: In this study, we will examine the process of toilet training adult clients who have not had success with toilet training previously. These clients are classified as severely mentally retarded. We use a toilet training room that is a specially designed classroom room dedicated to toilet training. This room allows students to be no more than 8 feet away from the toilet at from 9am to 7pm, while continuing to work on various daily living skills tasks. Clients receive 1-1 instruction, while gradually decreasing the time spent on of the toilet throughout the day and increasing the time spent off of the toilet throughout the day. We will discuss various methods used to encourage voiding in the toilet and data collection methods.

115. How are the Impulsive Choices of Children Affected by the Extent of Delay? (Applied Behavior Analysis) Nancy A. Neef (The Ohio State University), Tracy L. Kettering (The Ohio State University), Lilian C. Rodrigues (The Ohio State University), Amanda E. Guld (the May Institute), Christopher J. Perrin (The Ohio State University), ALAYNA THERESA HABERLIN (The Ohio State University)

Abstract: Neef et al., (2005) found that the choices of students with ADHD were most influenced by the delay to reinforcement (reflecting impulsivity) and by the quality of the reinforcer. We extended that study by

examining discounting at different delays to reinforcement. A concurrent choice arrangement was first used to measure the relative influence of the dimensions of reinforcement for completing math problems. Quality and immediacy of reinforcement were shown to be the most influential, while the effort of work was determined to be less influential. During a subsequent condition, students were provided a concurrent choice between difficult math problems with reinforcers available now and easy math problems with reinforcers available 24 hours later. Once a clear pattern of selecting the difficult problems with immediate reinforcement was established, the delay to reinforcement was systematically manipulated to examine the extent of delay discounting. Results support those of Neef et al., that immediacy is an influential reinforcer dimension regardless of the point of delay.

116. Class-Wide Function-Based Intervention Teams “CW-FIT”: Positive Findings in Urban Elementary Classrooms. (Applied Behavior Analysis) DEBRA M. KAMPS (Juniper Gardens Children's Project), Howard P. Wills (Juniper Gardens Children's Project), Blake Hansen (University of Kansas), Carl Conklin (University of Kansas), Javeen Neaderhiser (University of Kansas), Belinda Nsubuga (University of Kansas)

Abstract: The CW-FIT Program includes four elements designed from empirical studies on the treatment of problem behavior: teaching socially-appropriate communicative skills to access attention or brief escape, extinction or eliminating potential reinforcement (attention, escape) for problem behavior, and differential reinforcement at individual levels with group contingencies, and self-management. Classrooms in the study were randomly assigned to the experimental group (20-24 classrooms each year for two school years using the CW-FIT program) or to a comparison group (40+), with 9 schools participating. Teachers used CW-FIT intervention with moderate to high fidelity, with improved teacher attention to appropriate behaviors and reduced reprimands. CW-FIT improved class-wide on task behavior for classrooms in high risk urban settings. The class-wide group contingency intervention improved on task behavior and decreased disruptive behavior for about half of the students with challenging behaviors. Additional self-monitoring and use of individualized interventions improved behaviors for many of the remaining students. Findings contribute to the research base showing group contingency, differential reinforcement, and self-management as evidence-based interventions for students at risk for SBD. Findings for practice suggest a need for increased school-based resources to address classroom level management and function-based intervention for the most challenging behavior.

117. Examination of the Good Behavior Game for Reducing Individual Student's Disruptive Behavior in the Classroom. (Service Delivery) KERI K. RAMAEKERS (University of Nebraska at Omaha), Mark D. Shriver (Munroe-Meyer Institute), Lisa Kelly-Vance (University of Nebraska at Omaha)

Abstract: The Good Behavior Game (GBG) has a long history within applied behavior analysis research for being effective in managing class-wide student behavior. More recently, the GBG has been demonstrated to be effective for prevention purposes. Questions remain, however, regarding the effectiveness of the GBG on individual student's disruptive behavior. Only three previous studies have examined the GBG on individual student behavior in grades 1 through 3. This study extends upon this research by examining the effect of the GBG on the disruptive behavior of two students; one in grade 4 and one in grade 5. A multiple-baseline design across classrooms was used. Inter-rater agreement data and treatment integrity data were collected and indicated high agreement (average above .90) on data and integrity of implementation. Positive effects of the GBG were observed class-wide. The effect of the GBG on the disruptive behavior of the individual target students was less clear. Implications for implementing GBG for individual student disruptive behavior and considerations for future research are presented.

118. Evaluation of a Token Economy's Effectiveness in a Self-Contained Classroom In a Psychiatric Rehabilitation Facility with Secondary Students Diagnosed with Emotional and Behavioral Disabilities. (DDA; Applied Behavior Analysis) MONICA K. IVERSON (South Dakota Human Services Center, George S. Mickelson Center for the Neurosciences), William J. Sweeney (The University of South Dakota)

Abstract: The proposed study is a systematic replication of the research conducted in 2004. According to Johnston and Penneyacker (1993) systematic replication is “when the repetition is conducted under

conditions that are nearly identical to the original conditions. This requires exposing subjects to conditions that are somewhat different from those that produced the original effects” (p. 247). According to Higgins et al. (2001), “the token economy strategy is the most effective way to improve classroom behavior” (p. 100). Token economies are used with individual students or a group of students. “Token economies have been used with an astonishing wide range of populations and age groups and in numerous educational treatment settings” (Kerr & Nelson, 1998, p. 113). The behaviors (i.e., being out of seat, inappropriate talking, being off-task, and any other behavior requiring teacher redirection) displayed by student with E/BD, interfere with the learning process. These behaviors do not lead to success in or out of school (Higgins et al., 2001; Jolivet, Stichter, Nelson, Scott, & Liaupsin, 2000). Unfortunately, limited recent research is available that evaluated the effects of token economies combined with response cost procedures on high school students exhibiting emotional and behavioral disabilities that currently reside and are receiving therapeutic treatment in a state run psychiatric hospital. Ward (2004) conducted a similar research study and determined that a token economy with embedded response cost is an effective intervention procedure with high school students identified as emotional and behaviorally disordered in a large public high school located in the Midwest. Therefore, a void currently exists related to the effects of token economy systems on high school students exhibiting emotional and behavioral disabilities that are currently residing in and receiving therapeutic treatment as well as special education services in a state run psychiatric hospital setting.

The purpose of this study is to find out if a token economy is a useful behavior management tool to use in a self-contained classroom with high school students diagnosed with emotional and behavioral disabilities during their admission to a state psychiatric hospital. Replication of the effects of a combined intervention of a token economy and response cost management systems are needed to assure the ongoing efficacy of these intervention procedures with high school students currently residing in a state psychiatric hospital due to serious emotional and behavioral disabilities. The intervention, i.e., token economy, was expected to decrease classroom disruptions (off-task behavior) while increasing on-task behavior and work completion. The experimental design used was an ABAB reversal design with follow-up probes to evaluate the effectiveness of the token economy with participants. The token economy appeared successful at both dramatically improving the on-task behavior of the participants as well as improving their subsequent work completion. The participants, teachers, and other service providers also believed that the introduction of the token economy was both effective at improving performance in the research setting as well as in other classes not included as part of this systematic replication. The implications of the intervention are also discussed and indicated that the intervention was successful in increasing time on-task and work completion.

119. Effect of Group-Oriented Contingency Management on Disruptive Behavior of Children in a Regular Classroom. (OBM; Applied Behavior Analysis) YOSHIHIRO TANAKA (Kwansei Gakuin University), Yasuhiro Suzuki (Kwansei Gakuin University), Tsuneo Shimazaki (Kwansei Gakuin University), Junko Tanaka-Matsumi (Kwansei Gakuin University)

Abstract: The present study examined the effect of a group-oriented contingency management called “Anchor the Boat” (Lohrmann & Talerico, 2004) on disruptive, talk out behaviors in a third grade classroom. Participants were 33 pupils (15 boys, 18 girls) enrolled in a regular classroom of a public elementary school in Kobe, Japan. The intervention (Anchor the Boat) followed baseline sessions across three academic settings. The intervention consisted of presentation of rules of good listening, prompting with a clear hand signal for listening, and group-oriented contingency management. In the group-oriented contingency management, pupils were divided into 4 groups. If all members of a group did not talk out for 2 minutes in a class, the group received a token which each member of the group could exchange with one of their favorite stickers used as backup reinforcer. We used an interval recording to measure talk out behaviors in the classroom. This intervention was conducted by the classroom teacher and two graduate student assistants (the first two authors). Following the intervention with clear rules and group-oriented contingency management program, the frequency of talk out behaviors decreased. The effect, however, was not maintained after fading group-oriented contingency management.

120. Effects of Choice on Problem Behavior and Task Completion for Students with Emotional and Behavioral Disorders. (Applied Behavior Analysis) ADRIENNE MUBAREK (The Chicago School of Professional Psychology)

Abstract: This study contributes to previous research conducted on choice and problem behavior in the classroom. The present research sought to replicate findings by Kern, Mantegna, Vondran, Bailin, and Hilt (2001), indicating that when students choose the order of tasks to complete, problem behavior decreases and task completion increases. This study included five students in an alternative classroom for children with emotional and behavioral disorders. The intervention included choice of task order from regular classroom assignments during reading class. The results indicated that providing choice of order of assignments, total number of tasks completed increased and percentage of problem behavior decreased for all participants. The effects of the intervention were similar across participants and all performed as predicted when given choice of task order. Teachers reported that the intervention was easy to implement and that they would recommend it to others. This has shown how adapting effective methods of classroom management can be helpful to the student as well as the teacher.

121. The Effects of Functional Communication on Elopement. (AUT; Experimental Analysis)
SUZANNE T COLE (Devereux)

Abstract: The effects of using functional communication as a replacement skill to elopement are being evaluated on a nonverbal 11 year old child who is diagnosed with Autism, ADHD, and Mood Disorder. This child's elopement, defined as leaving the residence without permission, occurs at a current rate of four times per week. Results of a Functional Behavior Assessment supported that access to outside is the primary function of his elopement. The replacement skill of asking for outside will be taught using a discrete trial teaching method in trials of ten per day using the Picture Exchange Communication System (PECS). If given ten opportunities to access outside per day, desire for outside is more likely to be satiated, thus decreasing elopement behavior. Additionally, the child will learn that he can gain access to outside by asking to go outside appropriately by exchanging the "outside" picture card for going outside. It is hypothesized that elopement will decrease as functional communication increases.

122. CANCELLED: Examining the Effects of the Good Behavior Game in a Preschool Setting. (EAB; Applied Behavior Analysis) TODD F. HAYDON (CECH, University of Cincinnati), Jessica Lynne Sammons (University of Cincinnati), David W. Barnett (University of Cincinnati)

Abstract: One strategy that has been shown to decrease disruptive and challenging behaviors in various education settings is the Good Behavior Game (GBG; Barrish, Saunders, & Wolf, 1969; Swiezy, Matson, & Box, 1992; Tingstrom, Sterling-Turning, & Wilczynski, 2006). The GBG is a type of interdependent group contingency that fits well with existing classroom routines. In this study, single subject design methodology was used to determine if implementing the GBG had a positive effect on student outcomes. Inter-observer agreement was calculated for 31% of the sessions across all phases of the study. This study extended existing research by examining the GBG with pre-school students in a large group classroom setting (morning circle time) with teachers as implementers. The results of the study demonstrated that when teachers used the GBG there was an increase in the number of active student responses and an increase in percentage of intervals of student time on academic tasks.

122a. Effects of Words versus Random Characters on Performance in a Typing Program for Adult Learners. (CBM; Applied Behavior Analysis) LAUREN LONG (Johns Hopkins University School of Medicine), Anthony L. DeFulio (Johns Hopkins University School of Medicine), Darlene E. Crone-Todd (Johns Hopkins University School of Medicine), Kenneth Silverman (Johns Hopkins University School of Medicine)

Abstract: Individuals participating in a clinical trial designed to evaluate the effectiveness of employment-based abstinence contingencies in initiating cocaine abstinence worked as data entry operators in a model therapeutic workplace. Prior to serving as data entry operators, participants received typing and keypad training in which voucher-based payments were contingent on correct keystrokes. A single-subject, alternating treatments design was used to investigate whether presenting characters randomly or as words affected the amount of training required to achieve fluency, or the level of fluency achieved in the typing training program. Fifty-seven participants were alternately assigned to two typing programs, which were identical except that they were counterbalanced with respect to order of presentation of random characters and words. Programs included four sets of 20 steps. Words were presented in half of the steps and random

arrangements of the same characters were presented in the remaining steps. Forty-eight participants completed at least one set and were included in the analysis. Fluency was more rapidly obtained and a higher level of fluency was achieved when words were used as training stimuli. These data suggest that word-based presentation of stimuli is preferable to randomly arranged characters in typing training programs.

123. Addressing Inappropriate Verbal Statements Using DRI with a Male Student with Emotional Disturbance. (Applied Behavior Analysis) ALLAN BETZ (Benchmark Behavioral Health), Natalie Allen-Williams (Weber State University)

Abstract: This poster will describe a project in which an attention-maintained, highly inappropriate behavior was reduced to near zero levels. The subject was an eighteen-year-old African-American male who suffered from chronic depression and reactive attachment disorder, who has been in a residential setting since age seven. The targeted behavior in this study was non-content related and out-of-turn vocal verbal remarks that include violent or sexual content, racial or sexual orientation slurs, and curse words. The functional assessment determined the behavior was maintained by adult attention. The intervention used was Differential Reinforcement of Incompatible behavior. A reversal design was used to verify the effectiveness of the intervention. During baseline the student was making an average of 85 inappropriate statements in a 30 minute class period. During intervention the target behavior decreased dramatically, and in fact, was at zero for several days. During reversal the target behavior returned to baseline levels immediately, within three days of the removal of the intervention. Complete student data will be present during the poster session. The authors will present all student data, teacher comments on the intervention, and suggestions for future research in an applied setting for students with behavioral disorders.

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125. Effects of a Differential Reinforcement Treatment Package on Disruptive Behavior of a Student with Autism. (AUT; Applied Behavior Analysis) HEATHER T. KATZ (Touro College and the Manhasset School District), Carolyn S. Ryan (Institute for Children with Autism and Queens Coll)

Abstract: The current study assessed the effectiveness of a differential reinforcement of alternative behavior (DRA) procedure and a time-out wristwatch procedure treatment package on disruptive behavior of a student with autism in a general educational setting. Instructions and rules about the treatment package were provided at specified, scheduled times of the school day. Access to a choice of preferred items was provided according to the zero occurrence of disruptive behavior and alternative responses to disruptive behavior during predetermined durations. Upon the occurrence of disruptive behavior, the wristwatch was removed and a brief removal from the time-in area was presented. A rule-practice and compliance training procedure was implemented prior to entering the time-in area. The DRA interval was increased according to criteria for improved behavior. Compared to baseline levels ($M = 60\%$ of the 3-min intervals), intervention revealed minimal levels ($M = 3\%$ of the 3-min intervals) of disruptive behavior. The treatment package was faded across sessions according to a systematic procedure based on behavior improvement. Follow-up measures

showed a consistent, low-level of disruptive behavior following intervention. The treatment package represents a feasible method of reducing disruptive behavior in the general educational setting.

126. Identifying and Improving Social Behaviors and Academic Achievement of Secondary Schools Students. (TBA; Applied Behavior Analysis) MARCO W. SALAS-MARTINEZ (University of Veracruz, Mexico), Esperanza Ferrant Jimenez (University of Veracruz), Cesar G. Aguilar Salazar (University of Veracruz), Clara B. Montiel Ramírez (University of Veracruz), J. Alberto Chaires Cisneros (University of Veracruz), Martin Ortiz Bueno (University of Veracruz)

Abstract: Students in rural secondaries have gotten the lowest grades in Mexico, probably generated by factors such as lack of strategies for handling behavioral and learning problems, family breakdown by migration, depression and hyperactivity Disorder (ADHD). The purpose of this study was to identify students of rural secondary schools with ADHD and Depression and evaluate a behavioral cognitive program provided to teachers and adolescents to improve their social behaviors and academic achievement. The participants were 44 students of 5 rural secondary schools, (20 were males and 24 females), their aged ranged between 12 and 17 years old with a low economical level. The students were selected because they obtained the highest percentages in the Scale for the Assessment of Adolescents with ADHD symptoms of McConell, K., Ryser, G., and Higgins, J. (2000) and they were also identified by their teachers as students with behavioral and learning problems. Using a Within and Between Subjects Experimental Design. Teachers were trained to implement behavioral principles to improve the social and academic achievement of the adolescents. The students also participated in a cognitive – behavioral program with the same purpose. The statistical results obtained show that the purpose of this research were reached.

127. Assessing the Impact of Behavioral Function on the Effectiveness of the Behavior Education Program (BEP) .(CSE; Applied Behavior Analysis) ROBERT E O'NEILL (University of Utah), Leanne S. Hawken (University of Utah), Sandra Macleod (RISE, Utah)

Abstract: The Behavior Education Program (BEP) is school-based check-in, check-out intervention implemented with students who are at-risk for engaging in more severe problem behavior. Previous research with middle school students found that the BEP was more effective with students who had attention-maintained problem behavior. The purposes of this study were to (a) evaluate the effects of the BEP on problem behavior with 17 elementary school students and (b) determine for which students the BEP was most effective based on the function of student problem behavior. Results indicated that the BEP was implemented with high fidelity, lead to decreases in office discipline referrals for the majority of students who received the intervention, and received high social validity ratings. Results also indicated that the BEP was equally effective across different maintaining functions of problem behavior. Limitations of the current study are discussed along with implications for future research and school practice.

128. Effects of Stimulus Control on Functional Analysis Outcomes. (AUT; Applied Behavior Analysis) BRIAN K. MARTENS (Syracuse University), Lynne E. Gertz (Syracuse University), Candace Susan de Lacy Werder (Syracuse University), Jennifer L. Rheinheimer (Syracuse University)

Abstract: In many residential, out-patient, and school settings, functional analysis test conditions are conducted by staff using standard protocols. Previous research, however, has raised questions about the extent to which results from standard protocol assessments are representative of behavior function in the natural environment. Using an ABA reversal design, we compared the results of functional analysis test conditions involving antecedent stimuli and reinforcers that were either different from or closely mimicked those in children's natural environments. Two preschool children with autism spectrum disorder participated. During Phase I of the study, sequential observations were conducted in the children's preschool classrooms to identify potential reinforcers for problem behavior based on a contingency space analysis. During Phase II, each child participated in a brief functional analysis conducted by their teacher and designed to mimic classroom conditions. Each child then participated in a second series of test conditions conducted by an experimenter involving different tasks, commands (escape), and reinforcing statements (attention), followed by a reversal back to the teacher-led condition. Results indicated that although a clear function for behavior emerged during the teacher-led conditions, functions either reversed or were undifferentiated during the experimenter-led conditions.

129. The Effectiveness of Pre-session Attention and Noncontingent Attention to Decrease Disruptive Talking-Out Behavior in a General Education Classroom. (Applied Behavior Analysis) STEPHANIE SOKOLOSKY (Texas Tech University), Devender Banda (Texas Tech University)

Abstract: We used pre-session attention and noncontingent attention with one student exhibiting talking-out behavior that disrupted his second grade general education class. The student was 7-years-old, diagnosed with Attention Deficit Hyperactivity Disorder (ADHD) with a speech delay. His disruptive talking-out behavior occurred in the general education classroom, where he was expected to participate in group activities. The functional analysis indicated that the behavior was maintained by social attention (peers and teachers). An ABAB design was implemented during the language lessons. Intervention included pre-session attention combined with noncontingent attention. Pre-session attention was provided prior to the instructional activities for 1-2 minutes. The noncontingent attention occurred at every 20 seconds during instruction. The general education classroom teacher used a timer and was able to conduct the classroom activities, as well as provide the student with attention (e.g., a smile, thumbs up, or “We’re almost finished”). The student’s disruptive talking-out decreased from a mean frequency level during baselines of 22.2, and 31.8, to a mean frequency level of 9.5 during the first intervention, and 6.6 during the second intervention. The teacher reported continued improvement following the conclusion of the documented intervention. Results are discussed and implications for practitioners are provided.

130. Do Scholars? Children Play the Same Games? (DDA; Applied Behavior Analysis) MILAGROS DAMIÁN DÍAZ (University of México)

The importance of studying the game today is that they have a direct relationship and influence on the psychological development, in learning and emotional and social aspects of children, fostering the development of creativity, which also encourages new skills, and allows children to participate in the decision-making process to legislate and codify the rules of the game in a group. The game has been utilized as a teaching resource. This research, aims to identify, describe, analyze and compare the preferences of the practice games in boys and girls (N= 5000) from two Mexican socioeconomic levels (medium and low), who belong from first to 6th grades of elementary school. Also, identifies preferential playing games at home and at school, as long as providing relevant information to promote the game in the sample. The data are analyzed based on the implementation of a questionnaire and the corresponding quantitative analysis of the results obtained (SPSS, 12.0). Such questionnaire measures:

- The place where the favorite game is played (at school, at home or outdoors).
- Displays preferences of the game on pupils.
- A description of how they played the game of their choice.

131. Reducing the Off-Task Behavior of Elementary Students Using Self-Recording. (DDA; Applied Behavior Analysis) NANCY MARCHAND-MARTELLA (Eastern Washington University), Danielle James (Eastern Washington University), Dulcy Powers (Eastern Washington University)

Abstract: The purpose of this study was to reduce the off-task behavior of elementary students using self-recording. Two studies were conducted. Study one involved two students in a third-grade general education classroom who were exhibiting off-task behavior. A functional behavioral assessment was initially conducted, baseline data were taken, and a self-recording program followed. For student one, results showed an increase in on-task behavior from baseline following the implementation of self-recording. For student two, results were above all baseline points during the implementation of self-recording. Study two involved one student in a fourth-grade general education classroom who was exhibiting off-task behavior. A functional behavioral assessment was initially conducted. The data were used to create a self-management program that included a self-recording form along with goal setting. The self-management program was conducted for approximately 7 weeks and included pre-training for the student and staff, integrated self-recording, and goal setting as well as a withdrawal condition. Results showed an increase in on-task behavior following implementation, return to baseline during withdrawal, and increases in on-task behavior upon the reimplementation of the program. Implications for future research are also discussed.

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132. The Effects of an Indiscriminable Contingency on Independent Seat Work of Elementary Students with Behavioral Disorders. (Applied Behavior Analysis) Kira Rochelle Westbrook (Weber State University), NATALIE ALLEN WILLIAMS (Weber State University)

Abstract: This poster will describe the use of an indiscriminable contingency in a classroom of elementary students with behavioral disorders. The dependent variable was the accuracy and completion of independent seat work. The independent variable was an indiscriminable contingency, determined by the number rolled on a pair of dice. Elementary-aged students with behavioral disorders who consistently failed to accurately complete the self start participated in this project. One student averaged 56% complete and 33% accurate during baseline. During intervention, she averaged 91% complete and 71% accurate. Another student averaged 49% complete and 52% accurate during baseline and 75% complete and 38% accurate during intervention. The intervention involved a 25-minute time limit on the self start followed by the students rolling a pair of dice. The number rolled then corresponded with the problem number on the self start. If the corresponding number was complete on the student's self start, a reinforcer was delivered. If the corresponding number was also correct on the student's self start, a bonus reinforcer was delivered. The authors will present all student data, teacher comments on the intervention, and suggestions for future research in an applied setting for students with behavioral disorders.

133. A Consultation Model for Children with Challenging Behaviors in the School Setting (Applied Behavior Analysis) TORY J. CHRISTENSEN (University of Iowa), Todd G. Kopelman (University of Iowa), David P. Wacker (University of Iowa), Annie Novak (Des Moines Public Schools), Kay Graham (Des Moines Public Schools)

Abstract: This poster will describe the use of a distance consultation model applied in a transitions classroom that was developed specifically for children with highly disruptive behaviors. Students in the transitions room were referred by their neighborhood school team due to high levels of aggression, destruction, and noncompliant behaviors. Within the transitions classroom, individualized behavioral assessments and function-based treatments were implemented and monitored over a several month period. Consultation was provided via a combination of on-site visits, web-cam observations, conference calls, and email exchanges. This poster will provide information on the consultation delivery model as well as display the data of individual students.

134. Smash the Mirror: Promoting Behavior Analysis in Italy. (TBA; Service Delivery) PAOLO MODERATO (IULM University ITALY), Giovambattista Presti (IULM University, Milan / IESCUM, ABA Italian Chapter), Cristina Copelli (IESCUM, ABA Italian Chapter), Giovanni Miselli (IESCUM, ABA Italian Chapter), Francesco Pozzi (IESCUM, ABA Italian Chapter), Elisa Rabitti (Iulm University - Iescum), Rossana Somalvico (Iulm University - IESCUM)

Abstract: One of the main goals of IESCUM since its foundation is spreading a scientific culture and a proper understanding of Behavior Analysis in Italy. This objective is achieved with educational activities taking place at different levels. A BACB certified courseware is in its third edition. During last year, IESCUM put online a number of websites organized into a webring, able to provide basic and advanced informations about ABA in Autism, Education, and Behavior Therapies. A number of workshops were organized, mainly on the advancement in Autism and third-generation Behavior Therapies, held by international experts in the field. A specific system, based on websites and a newsletter called IESCUM Monitor, has been developed in order to provide updates about educational opportunities and advancement in the scientific field. Behaviors of the participants to the workshops, visitors of the websites and readers of the newsletter was recorded. Based on these data, an analysis has been performed, in order to evaluate preferences and needs, identify goals and target behaviors.

135. Elaboration and Implementation of Teaching Procedure According to Collaborative Consultation. (DDA; Service Delivery) NADJA CAROLINA DE SOUSA PINHEIRO CAETANO (Universidade Federal de Sao Carlos), Enicéia Gonçalves Mendes (Universidade Federal de São Carlos), Maria Amélia Almeida (Universidade Federal de Sao Carlos), Cristina Yoshie Toyoda (Universidade Federal de São Carlos), Breno Caetano Da Silva (Universidade de São Paulo), Iasim Zanchi Boueri (Universidade de São

Carlos), Leonardo Santos Amancio Cabral (Universidade Federal de São Carlos), Aline Aparecida Veltrone (Universidade Federal de São Carlos)

Abstract: This research is about a teaching procedure and behavior management. It was elaborated according to the Behavior Analysis principles and Collaborative Consultation. The subject was a four years old boy, attending regular school in São Paulo state, Brazil. The child has epilepsy and has difficulties with his fine motor coordination and cognition. It was established a partnership between the psychologist and the school team to increase the school teacher skills and to teach the child. It was used: stimuli to help the child with the attention disorders; the physical education to train the social skills like with partners; a teaching procedure to train some abilities expected for his age, like to discriminate color and vowels. The procedure was made in PowerPoint, because the teachers knew how to use it. The reinforcers were: chocolate to right answers and playing with a remote control toy car after each session. The outcomes were: the school and the students accepted the intervention easily when the consultant brought tools from their reality; the student social skills increased and the teaching procedure have been followed. The teachers generalized the model and now a new procedure has been prepared for them.

136. Evaluation of the Treatment Validation Consultation Model: A Summary Across Cases. (Applied Behavior Analysis) MELISSA N. ANDERSEN (University of Nebraska-Lincoln), Kristi L. Hofstadter (University of Nebraska- Lincoln), Sara S Kupzyk (University of Nebraska-Lincoln), Edward J. Daly III (University of Nebraska-Lincoln)

Abstract: Numerous variables impact outcomes associated with school-based behavioral consultation, making the effectiveness of a particular consultation model difficult to evaluate. A hallmark of the behavioral consultation (BC) process is repeated measurement of behavior using single case designs to evaluate the effects of chosen treatments. This presentation will 1) discuss a model for evaluating the effectiveness of BC, which can be adopted by consultants using AB designs, and 2) present outcome data obtained from consultation cases conducted by school psychology graduate students employing a revised behavioral consultation model, the Treatment Validation Model. Results summarized will include child outcome measures (e.g., effect sizes, success rates using structured criteria for visual inspection, goal attainment scaling, and social validity ratings) and procedural adherence (e.g., percentage of objectives met for each interview and treatment integrity). Presentation attendees will learn how data from numerous single case designs can be summarized across cases and used to evaluate the overall effectiveness of BC.

137. Applications of the Treatment Validation Consultation Model in Schools. (Applied Behavior Analysis) SARA S KUPZYK (University of Nebraska-Lincoln), Melissa N. Andersen (University of Nebraska-Lincoln), Kristi L. Hofstadter (University of Nebraska- Lincoln), Edward J. Daly III (University of Nebraska-Lincoln)

Abstract: Consultants using traditional behavioral consultation in schools often rely on teacher reports of the occurrence of problems and the contingencies surrounding the identified target behaviors. However, the information gathered from teachers during the interviews may not be reliable or valid. To better prepare consultants for working with teachers and creating treatment plans, we have rearranged the sequence of the meetings in behavioral consultation and incorporated technological innovations (e.g., performance deficit analysis, stimulus preference assessment, and curriculum-based measurement) in the Treatment Validation Consultation Model (TVC). This poster will present case studies that employed the TVC Model. Cases used an AB design and include the following behavioral targets: work completion, disruptive behavior, and writing performance. Throughout the process, consultants collected and presented data to the teachers in order to develop effective plans, evaluate student progress, and enhance treatment integrity. The results indicated that the interventions were effective in meeting the needs of the students and were socially valid.

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138. Safety Discrimination and Demonstration as a Function of Discrimination Difficulty During Training.

(Applied Behavior Analysis) VELIKA LAWRENCE (Queens College, CUNY), Matthew A. Taylor (Queens College and the Graduate Center, CUNY), Emily Linder (Queens College, CUNY), Alicia M. Alvero (Queens College, CUNY)

Abstract: This study used a between-participants design to assess discrimination and demonstration of safe and unsafe behavior. The participants were enrolled in an undergraduate psychology course and assigned in randomized-blocks of five to five different conditions. A comparison of safety performance across conditions allowed an assessment of the following: 1) the effects of the frequency of stimuli used during training; 2) the effects of the ratio of safe to unsafe stimuli used during training; and 3) the effects of discrimination difficulty (i.e., proximity of different stimulus classes along a continuum) used during training. The discrimination data are discussed in regard to the degree of peak shift and the slope of the generalization gradient. The demonstration data are discussed in regard to correct demonstration of safe behavior. The findings suggest that specific characteristics of training contribute to a bias in discrimination and demonstration of safety performance. In other words, the above described manipulations can cause a person to perform more conservatively or liberally in regard to the parameters of safe behavior.

139. Keep Your Britches Out of the Ditches: Behavior-Based Safety for New Zealand Truck Drivers.

(CSE; Applied Behavior Analysis) BRENT ALSOP (University of Otago), Louis S. Leland, Jr. (University of Otago)

Abstract: Over 80% of New Zealand freight is transported by truck. Trucks travel on only about 7% of the total roadways in New Zealand, however crashes involving trucks account for about 21% of road fatalities. In addition, non-driving injuries to truckers cost millions in rehabilitation and recovery.

Most truck driver safety research has been done in places geographically dissimilar to New Zealand.

Behavior-Based Safety (BBS) has been successful in organizational settings, but not thoroughly investigated within the trucking industry. BBS typically uses co-worker observation and feedback, but most truck drivers work alone. This presents a challenge, and a unique opportunity to design and trial BBS methods in the distinctive and demanding environment faced by NZ truck drivers.

We present our BBS treatment; a person-focused program that uses simple technology to create a behavioral 'shift.' We expect our ongoing program to increase safe behaviors in our truck driver participants; ultimately, resulting in a decrease in the number of crashes and injuries, fewer traffic citations, reduced vehicle and property damage, and measurable savings in compensation. Most importantly, since all road users are at risk of injury from truck crashes, it has the potential to help save lives on New Zealand roadways.

140. An Examination of the Relative Effects of Immediate Feedback and Informational Prompt on Safe Sitting Posture.

(CSE; Applied Behavior Analysis) KWANGSU MOON (Department of Psychology, Chung-Ang University), Shezeen Oah (Chung Ang University)

Abstract: This study will examine the relative effects of immediate feedback and informational prompt on sitting posture. Four Participants who spend most of their working time interacting with computers will be recruited. A Safe Posture System that detects participants' unsafe sitting postures and provides feedback on the computer will be used. Under the immediate feedback condition, small "pop-up" windows indicating the location of unsafe posture will appear whenever participants engage in unsafe posture for a certain period of time. Under the informational prompt condition, the information on the importance of safe posture will be provided randomly regardless of sitting posture. The dependent variable will be the ratio of the amount of time participants engage in safe posture to the total working time. A multiple baseline design across participants will be adopted. After baseline phase, the immediate feedback condition will be introduced and the informational prompt condition will be introduced in the next phase. Then, the immediate feedback condition will be introduced again in the final phase.

141. Increasing Compliance with Security Measures at a Hospital Setting.

(Applied Behavior Analysis) MELISSA M. SHULLEETA (Kennedy Krieger Institute), Samantha Hardesty (Kennedy Krieger Institute), Tenieka Bland (Kennedy Krieger Institute), Leaora L. Wagner (Kennedy Krieger Institute), Jewel Edmonds (Kennedy Krieger Institute), Lynn G. Bowman (The Johns Hopkins University School of Medicine)

Abstract: Failure to adhere to security procedures is a violation of accreditation practices and state laws within hospital settings. Security can be enforced through the use of identification badges displayed by all personnel. Frequently within the Organizational Behavior Management literature, processes consisting of training, prompting, and feedback have been successful in changing staff behavior in a variety of settings (e.g., Geller, 1983; Williams & Geller, 2000; Sasson, & Austin, 2005). Within the current study, data were collected on the number of direct care staff who failed to wear their badges to work. Participants included approximately 125 employees, most of who were employed for less than 6 months. During baseline staff were non-compliant with security measures on average 13 times per week. Supervisors were made aware of the importance of security measures which resulted in an initial improvement; however, these results were not maintained overtime (9 per week, range 3 to 19). Prompting staff and posting graphic feedback were also unsuccessful in changing staff behavior (8 and 14 per week, respectively). Preliminary data suggest that the addition of criterion-based reinforcement resulted in decreased non-compliance (1 this week). Reliability data were collected for at least one-third of the documents and averaged above 80%.

142. “Good Words Are Worth Much and Cost Little”: The Value of Content Analysis in Measuring Hospital Error Rates. (EAB; Applied Behavior Analysis) REMMIE LEROY ARNOLD (Virginia Tech University), Thomas R. Cunningham (Virginia Polytechnic Institute and State University), Phillip A. Randall (Virginia Polytechnic Institute and State University), E. Scott Geller (Virginia Tech)

Abstract: Nearly ten years ago, the institute of medicine released “To Err is Human” which estimated somewhere between 44,000 and 98,000 people die each year because of preventable hospital errors. “Five Years After To Err is Human” was a follow up study that concluded only minimal advancement has been made in the effort to reduce hospital errors. Today it is estimated nearly 15 million instances of medical harm occur per year. The current research focuses on the methodology of content analysis used for a feedback intervention at a large rural community hospital. A content analysis of patient-safety event reports was conducted using Geller and colleagues’ (1990) taxonomy of behavior change strategies as a coding system to determine the long-term-effect scores of the behavior change strategies used by managers in response to reported errors. Specifically, written accounts of corrective actions in response to errors were quantified according to intervention type and cumulative long-term effects. Results informed error types to target for intervention. The use of independent observations made by multiple research assistants was used to assess the reliability of the content analysis, which was comparable to acceptable reliability rates of behavioral observations. Limitations of this methodology are also discussed.

143. Functional Assessment and Measurement of Hand Washing in a Hospital Setting. (Applied Behavior Analysis) LEAORA L. WAGNER (Kennedy Krieger Institute), Melissa M. Shulleeta (Kennedy Krieger Institute), Samantha Hardesty (Kennedy Krieger Institute), Jewel Edmonds (Kennedy Krieger Institute), Lynn G. Bowman (Kennedy Krieger Institute)

Abstract: Hand washing is the single most important preventative measure for the reduction of contagious diseases (CDC, 2007). Health care workers are susceptible to transmitting these diseases, but fail to practice good hand-hygiene (Pittet, 2000). Training and feedback have been successful at increasing glove wearing and sanitizing within hospital settings; however, studies have not demonstrated maintenance of these skills (Stephens & Ludwig, 2005). The purpose of the current study was to increase compliance with hand washing in a hospital clinic. Participants included approximately 125 employees. Annual in-services and signs were present prior to the study. Furthermore, sanitizer dispensers and sinks were conveniently located throughout the facility. Data were collected on sanitizer use and hand washing. During baseline, hand washing occurred 10.1 % on average. A functional assessment was conducted in order to identify stimulus conditions in which hand washing was likely to occur. Results suggested that sanitizer use rarely occurred unless the patient had an infectious condition. An antecedent based intervention (e.g., portable sanitizers) was ineffective in changing staff behavior. Preliminary data suggest that the introduction of reinforcement-based procedures (e.g., a lottery) was successful at increasing compliance. Reliability data were collected on at least one-third of opportunities and averaged about 80%.

144. Relative Effects of weekly and Daily Group Feedback on Customer Service Behaviors: A Field Study. (Applied Behavior Analysis) YONG JOON SO (Chung-ang university), Kyehoon Lee (Chung Ang University), Shezeen Oah (Chung Ang University), Yohaeng Lee (Chung Ang University)

Abstract: Several studies have documented the importance of customer service behaviors in organizations. This study will examine the relative effects of weekly and daily group feedback on the customer service behaviors in a gas station. Participants will be six employees providing full services to the customers. Four target service behaviors, which were identified from the job description for the employees, will serve as the dependent variables. The data will be collected by a supervisor. The independent variable will be the frequency of group feedback on the four service behaviors: weekly and daily group feedback. An ABCB within group design will be adopted. After baseline (A), the weekly group feedback condition (B) will be introduced. In the next phase, the daily group feedback condition (C) will be introduced. Then, the weekly group feedback condition will be reintroduced in the final phase. Both weekly and daily group feedback will be presented in a graph form and posted at a conspicuous location.

145. A Comparison of Preference Assessment Procedures for Employees in a Legal Staffing Firm. (Applied Behavior Analysis) E B WORDLOW (THE CHICAGO SCHOOL OF PROFESSIONAL PSYCHOLOGY), Denise E. Ross (Chicago School of Professional Psychology)

Abstract: This study compared two types of preference assessment to identify reinforcers for employees working in a legal staffing firm. Specifically, verbal choice and survey methods were compared to identify potential reinforcers that could increase productivity in the workplace. During Phase 1, both methods were administered to identify preferred reinforcers. During Phase 2, a token economy system was used to establish which tangible reinforcers. The effectiveness of the two methods of preference assessment – verbal choice and survey methods – were then compared based on the effects of the reinforcers on employees' work productivity. Initial results suggest that verbal choice may be a more accurate form of preference assessment. Additional data are being collected.

146. Improving Cleanliness: An Application of the Performance Diagnostic Checklist and Performance Feedback. (Applied Behavior Analysis) Landon Caroline Martin (Furman University), Braden List (Furman University), Jeanine Plowman Stratton (Furman University), GREG J. CLOONAN (Furman University)

Abstract: The physical environment of any retail store communicates a message to the consumer that could potentially impact the store's ability to achieve high customer service goals. One key factor for consideration is store cleanliness. The current study investigated the cleanliness of public restrooms in a pet store. Seven employee participants were assigned the task of cleaning the restrooms. Data were collected on the performance (occurrence and quality) of this task. After using the Performance Diagnostic Checklist (PDC) as an assessment tool, an intervention was designed consisting of a cleaning schedule (task clarification), and graphic performance feedback. Graphic group feedback was delivered by the manager on a weekly basis, and individual verbal/written feedback was delivered to the participants on a daily basis. The intervention produced a 20% increase in the quality of restroom cleanliness from 46% to 66%. Description of the use of the PDC to arrive at intervention selection and will be discussed as well as implications of mediums for performance feedback and frequency of feedback.

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147. Publication Trends in *The Analysis of Verbal Behavior: 1999 to 2008.* (Experimental Analysis) ALLYNE MARCON-DAWSON (California State University, Sacramento), Sara M Vicars (California State University, Sacramento), Caio F. Miguel (California State University, Sacramento)

Abstract: The Analysis of Verbal Behavior (TAVB) aims at publishing experimental and theoretical papers relevant to a behavioral analysis of language. Normand, Fossa and Poling (2000) reviewed the published studies in TAVB across several dimensions and found that despite the growth of the journal; only 27% of the articles published in TAVB from 1982 to 1998 were experimental. The current study extends the review of Normand et al. by analyzing every article published in TAVB from 1999 through 2008 based on the following dimensions: article type (experimental or non-experimental), design (within-subject or between subject), setting (field or laboratory), dependent variable measure (direct-observation, mechanical measurement and self-report) and participants (typically developing children, typically developing adults, children with developmental disabilities or adults with developmental disabilities). Results showed that, 48% of the articles published between 1999 and 2008 were experimental (65% in the last four years); 88% of them used within-subject experimental design, with mostly (55%) children with developmental disabilities as participants. This suggests an increased interest in the experimental analysis of verbal behavior with a focus on teaching language to individuals with disabilities.

148. A Quarter Century of *The Analysis of Verbal Behavior: An Analysis of Impact.* (Theory) SEAN PETERSON (Texas Christian University), Anna I. Petursdottir (Texas Christian University), Anja Peters (University of Freiburg and Texas Christian Univer)

Abstract: From its inception, in 1982, The Analysis of Verbal Behavior (TVAB), its editors and contributing researchers have attempted to encourage research and conceptual advances of behavior in language. TAVB has published on a wide array of topics in verbal behavior from empirical and conceptual perspectives. After over a quarter century (24 volumes) of publication the present time may be appropriate to analyze the extent to which TAVB has impacted the behavior analysis literature. The present analysis assessed the contributions of TAVB to date by examining citation rates in JEAB and JABA from 1983 through 2007 and calculating an estimated impact factor based on the statistic published annually by the Institute for Scientific Information in Journal Citation Reports (JCR). Citations began to appear in JEAB in the late 1980s and in JABA in the early 1990s, and continue to appear at steady rates. By 2007, a third of all articles published in TAVB had been cited in JABA or JEAB. The estimated impact factor ranged from .27 to .60 from 2003 to 2007. Strategies for increasing the impact of TAVB are discussed.

149. Does Mastery of ABLA Level 6 make it Easier for Individuals with Developmental Disabilities to Learn to Name Objects? (Experimental Analysis) AYNLEY K. VERBEKE (University of Manitoba), Garry L. Martin (University of Manitoba), Jennifer R. Thorsteinsson (Capella University), Colleen Margaret Anne Murphy (University of Manitoba), Carly E Thiessen (University of Manitoba/St. Amant Research Centre), Dickie C. T. Yu (U. of Manitoba & St. Amant Research Centre)

Abstract: Level 6 of the Assessment of Basic Learning Abilities (ABLA) Test assesses the ease or difficulty with which persons with developmental disabilities (DD) are able to learn a two-choice auditory-visual discrimination. Individuals with DD who have passed Level 6 are likely to have some language skills, and their language is likely to be more complex than those individuals who have not passed Level 6. Thus, an individual's performance on ABLA Level 6 may be predictive of the types of language skills he/she will readily learn. The present research examined whether performance on Level 6 might predict the ability of a person with a severe DD to learn to tact the names of common objects. Specifically, this study investigated whether participants who passed ABLA Level 6 (the Auditory-Visual Group – Group 1) would more readily learn object naming behavior (vocal tacts) than those clients who failed ABLA Level 6 (the Visual Group – Group 2). Groups were matched on the Communication Subscale of the Vineland Adaptive Behavior Scale (VABS). Results indicated that: (a) Group 1 met mastery criterion for a significantly larger number of naming responses than Group 2; and (b) the mean number of trials to mastery criterion was significantly lower in Group 1 than in Group 2.

150. Vocal Verbal Behavior - Language Assessment, Placement and Training. (AUT; Applied Behavior Analysis) DANA PELLEGRINO (Western Michigan University), Jennifer M Lonsdorf (Western Michigan University), Maija Gaudins (Western Michigan University), Richard W. Malott (Western Michigan University)

Abstract: The Language Facilitation Training System, which is part of the Behavior Analysis Training System at Western Michigan University, is comprised of two areas: the Picture Exchange Communication System (PECS) and Vocal Verbal Behavior (Vocal VB). This project focuses on the latter, specifically language assessment, placement, and training.

The current mission of the Vocal VB subsystem is to utilize an assessment tool that determines appropriate vocal procedures for children in an Early Childhood Developmental Delay (ECDD) classroom in Southwest Michigan. This vocal language assessment and its results are being evaluated and compared with the language results from a diagnostic team of evaluators called the Pre-Primary Evaluation Team (PET).

From this new language assessment tool arises the need for behavior-analytically trained individuals who can properly deliver the assessment to individuals with autism as part of early intervention. This poster will focus on the behavioral systems analysis of this training. It may also focus on the development of new procedures in order to maintain and support vocal outputs in children in an ECDD classroom.

151. The Effects of Prompts in an Assessment of Language Function in Children with Autism. (AUT; Applied Behavior Analysis) ANNELLE KIRSTEN WATERHOUSE (University of Auckland), Angela M Arnold Saritepe (University of Auckland)

Abstract: Skinner's classes of verbal operants and their unique controlling variables provide the necessary framework for a functional analysis of verbal behavior. Previous research (Lerman, Parten, Addison, Vorndran, Volkert & Kodak, 2005) successfully employed techniques derived from functional analyses to develop an assessment for identifying the elementary functions (mand, tact, and intraverbal) of emerging language in children with developmental disabilities. The purpose of this study was to compare the effects of eliminating prompts and increasing prompts during the assessment. Verbal prompts may elicit responses rather than the specifically manipulated variables which are relevant to each verbal operant. Participants were four children, between the ages of five and seven, with autism spectrum disorder. The participants did not have functional communication skills but they frequently emitted at least one distinguishable vocal response. The function of their vocal responses was tested in an experimental analysis with and without prompts and results indicated that at least one function was identified for each child's target response. Additionally, the results showed that for three participants an increase in prompts led to an increase in their use of at least one verbal operant. Two children increased their use of mands and one child increased her use of mands and tacts.

152. Using the Results of a Vocal Mand Assessment to Increase Vocal Mand Development in Children with Autism. (AUT; Applied Behavior Analysis) KATHRYN MORAVEK (The Chicago School of Professional Psychology), Traci M. Cihon (The Chicago School of Professional Psychology), Denise E. Ross (Chicago School of Professional Psychology)

Abstract: Children with autism often lack sufficient verbal repertoires, and more importantly, they lack the ability to emit a vocal verbal mand. There have been few studies that use an assessment to identify the type of teaching procedure to use when conducting mand training with children with autism. The purpose of this study was to first use a vocalization assessment to determine the child's mand repertoire and the type of intervention that would be most appropriate to teach vocal verbal mands. The second part of the intervention was to test and evaluate the specific mand training procedure used. Results were discussed in terms of the rate of acquisition of the number of vocal verbal mands emitted by the child.

153. Determining Normative Levels of Manding in Typically Developing Toddlers. (Applied Behavior Analysis) KRISTEN CARMICHAEL (FirstSteps for Kids, Inc.), Lisa J. Stoddard (FirstSteps for Kids, Inc.), Debra Malmberg (FirstSteps for Kids, Inc.)

Abstract: There is no shortage of empirical literature supporting mand training as a highly efficient and effective tool in developing and maintaining functional communication across populations, particularly as an early intervention for children with language delays and developmental disabilities, including autism. There is also an abundance of developmental research quantifying normative levels for sentence structure and vocabulary acquisition rates. However, the developmentally appropriate range of manding per interval for typically developing children has yet to be determined. As such, the aim of the current study was to observe

typically developing toddlers, ages 2-3 years old, across multiple conditions in the natural environment, to determine a normative, developmentally appropriate and unprompted range of manding. Interobserver reliability, utilized for both mand topography as well as mand frequency, was within acceptable ranges. The implications of this study are that these normative levels of manding inform developmentally appropriate expectations and targets for intervention for children with autism and other disorders.

154. An Evaluation of Mixed Verbal Operant Training on Mand and Tact Acquisition of a Child with a Developmental Delay. (DDA; Applied Behavior Analysis) MEGAN RAE HEINICKE (Auburn University), Carly E. Cornelius (The New England Center for Children), Tina Sidener (Caldwell College), James E. Carr (Auburn University)

Abstract: In the current study, the experimenters systematically replicated and extended previous research on single and multiple-language task presentation with a 4-year-old boy enrolled in an early childhood developmental delay classroom. Procedures included teaching clinically relevant mands and tacts, an assessment of both mand and tact acquisition to determine the effects of multiple-language task presentation on overall acquisition rates of mands and tacts, and the analysis and presentation of data on sessions to criterion to provide information on relative mand and tact acquisition patterns. A within-subject alternating treatments design was used to analyze the effects of single and multiple-language task presentation. Results showed an overall mixed effect of multiple-language task presentation on acquisition. For mands, criterion was met more rapidly in 2 out of the 3 word sets taught using multiple-language task presentation. For tacts, single language task presentation produced significantly faster acquisition in one word set, was identical to multiple-language task presentation in the second, and produced slower acquisition in the third word set. In conclusion, the data from this single-case evaluation do not support the use of multiple-language task presentation procedures.

155. Teaching a Child with Autism to Mand for Information. (AUT; Applied Behavior Analysis) GENEVIEVE N. ROY-WSIAKI (University of Manitoba & St. Amant Research Centre), Carole S. M. Marion (St Amant and University of Manitoba), Garry L. Martin (University of Manitoba), Dickie C. T. Yu (U. of Manitoba & St. Amant Research Centre)

Abstract: The purpose of this study was to investigate the use of a training procedure for teaching a child with autism to mand (i.e., request) for information by appropriately using the word “What,” and to assess the generalization of the trained mand across several untrained scenarios and contexts, with a novel activity, occurring outside of training sessions, and over a period of time. The participant was a boy diagnosed with autism, who was recruited from the St. Amant Applied Behaviour Analysis Program for Children with Autism. Training and generalization tasks consisted of preferred activities identified by the parents. The training procedure consisted of (a) contriving an MEO, (b) prompt fading, (c) progressive prompt delay, and (d) an error correction. The child learned the mand “What” in a total of 90 trials, and generalized “What” to untrained scenarios, contexts, and a novel activity. Follow-up assessments also indicated that generalization across time occurred. Downtime data demonstrated that the frequency of the mand increased compared to baseline. Lastly, the parents reported that the child was able to mand when interacting with other individuals.

156. Effects of Mand Training with and without Teaching Across Verbal Operants. (AUT; Applied Behavior Analysis) CHRISTINA M. BOYD-PICKARD (RCS Learning Center), Allison Stubits (RCS Learning Center), Denise Rizzo (RCS Learning Center)

Abstract: The purpose of this study is to evaluate the effectiveness of mand training in isolation as compared to mand training paired with training across verbal operants in children diagnosed with Autism Spectrum Disorders. A changing conditions with repeated reversals design will be utilized. A preference assessment will be administered to each participant in order to effectively identify items that can be chosen for mand training. Following baseline, a mand training condition will be introduced in which the clinician will prompt expressive communication when a child demonstrates interest in an item. In the mand training plus training across verbal operants condition, the clinician will utilize the aforementioned mand training procedure supplemented by instructional sessions in which the child is trained on receptive and expressive identification of items that are related to the items which the child is being taught to request. Time sample data on the rate of manding across a five hour day will be recorded in all conditions.

157. Increasing the Utterance Length of Mands Through a Visually Mediated Concurrent Reinforcement Schedule. (AUT; Applied Behavior Analysis) KRISTINA M MOTIEJUNAS MACINNES (The Learning Repertoire, Inc), Kaitilin Kelley (The Learning Repertoire, Inc), Ian Neil MacInnes (The Learning Repertoire, Inc)

Abstract: Children with autism spectrum disorders frequently display strong language deficits. In comparison with typically developing peers, they often have limited verbal behavior repertoires. The variability, complexity and frequency of verbal behavior tends to be lower than that of age-matched peers. Once specific communicative responses are established, they frequently become extremely resistant to extinction, thereby making new and more complex responses difficult to establish. The present study examined the effects of a visually mediated concurrent reinforcement schedule on the manding of a child with autism. The focus of this study was to implement a procedure that would reinforce mands that contained more than a single vocalized word. The technique used successfully increased the mean utterance length of each mand without having to place the previous mand on extinction. During the training condition of this study, all responses with two or more words were reinforced on a CR schedule and all responses including only one word were reinforced on an FR5 schedule. This procedure produced quick increases in multiple word mands, and did not contain an extinction component. It may also be a useful technique because it can be readily generalized to other environments because of the nature of the visual materials.

158. An Evaluation of Prerequisite Skills to Facilitate Acquisition of Intraverbal Behavior. (AUT; Applied Behavior Analysis) LEIGH ANN STRAIN (Marcus Autism Center), M. Alice Shillingsburg (Marcus Autism Center), Meighan D. Adams (Marcus Institute), Addie Jane Findley (Marcus Autism Center)

Abstract: Although Skinner (1957) described four primary verbal operants (mand, tact, echoic, and intraverbal) that are critical for the assessment and treatment of language deficits, relatively little research has involved intraverbal behavior (Sautter & LeBlanc, 2006). For children with language delays, the failure to acquire this type of language may dramatically impair their social development (Baily and Wallander, 1999; Sundberg and Michael, 2001). Thus, developing a functional intraverbal repertoire may have significant beneficial consequences for social functioning. The limited research investigating intraverbal behavior typically involves procedures to promote development of this repertoire. However, little is known about the prerequisite skills that may facilitate acquisition of intraverbal behavior. The primary purpose of the current investigation was to determine what skills, if any, facilitate the development of intraverbal skills. Prior to implementing treatment for intraverbals, an assessment of specific prerequisite skills including receptive identification, receptive by feature, function, and class, and tacts were assessed. A sessions-to-criterion design was used to determine whether intraverbal behavior was acquired faster when specific prerequisite skills were observed prior to intervention for one participant.