

Wednesday, November 28

#1 Special Event

11/28/2001
12:00 PM - 1:00 PM
Outside Garden

Banquet Lunch

#2 Poster Session

11/28/2001
5:00 PM - 6:30 PM
Truss Pavilion
AUT/DDA

- #1 A Modified Functional Analysis of Severe Aggression.** HEIDI LANDABURU, Cristin Harrison, Jonathan Tarbox, Larry Williams, and Kathy Atcheson (University of Nevada, Reno)

We attempted to run a standard functional analysis as described by Iwata, Dorsey, Slifer, Bauman, and Richman (1982/1994) with an adult woman with mental retardation who engaged in severe aggressive behavior. We were unable to obtain results due to the severity of the aggression. Two modifications were necessary in order to accommodate Nevada state law. These modifications also ensured the safety of the therapists and allowed the investigators to maintain experimental control. First, two to three therapists were used during all sessions. This modification was used as an attempt to keep the participant in the session room. Second, we used a pairwise design with alternating attention and extinction conditions. The results indicated that the aggressive behavior was maintained by attention.

- #2 Applied Behavior Analysis at Glenne Senter, Norway.** BORGE STROMGREN, Luke Moynahan, Silje Haugland, and Tone Kristensen (Glenne Senter, Norway)

Glenne Senter is a part of the county-based habilitation services in Vestfold County, Norway. Primary client groups are persons with Autism, Asperger's syndrome and Developmentally Disability with severe behavior problems. Applied Behavior Analysis Services are provided to clients, kindergarten, school and residential unit staff members and the client's families. Main program areas are Early Intervention for Young Children with Autism and Enhanced Aggression Replacement Training for Children, Youth and Adults with Autism, Asperger's Syndrome and Developmental Disability. Research projects and Behavior Analysis programs will be displayed and hand-outs distributed.

- #3 Autism: Parent Education for Families in Geographically Distant Areas.** JENNIFER SYMON, Robert L. Koegel, and Lynn Kern Koegel (University of California, Santa Barbara)

Many families who live geographically distant from a center that specializes in intervention for children with autism have not been able to receive specialized services for their children. This paper describes an evaluation of an intensive, week-long center-based parent education program that teaches parents procedures for improving social communication for children with autism. Data from five representative families are included in a multiple baseline design. Data were collected on parent implementation of target behaviors using specific behavioral teaching procedures. Baseline, intervention,

and follow-up measures were obtained for both parent and child measures and reliability was collected for each measure. Data show improvements in the parents' use of the procedures and children's expressive language during and following a week-long parent education session. Additionally, improvements in parental affect rating were found following intervention. Furthermore, follow-up measures demonstrate that these positive changes generalized to the families' home communities and maintained over time. These findings suggest feasibility of a short-term intensive behavioral parent education program for families who live in areas that are geographically distant from intervention.

#4 Behavior Treatment Programs, Readability, and Treatment Outcomes.

ANGELA ADKINS (Western State Hospital), and Nirbhay N. Singh and Donald P. Oswald (Virginia Commonwealth University)

There is increasing awareness that outcomes of behavior treatment programs depend not only on good behavioral case formulation and the adequacy of the resulting treatment programs (e.g., function-derived interventions), but also on other factors (e.g., treatment fidelity, consistency of implementation. Recently, readability of behavior intervention programs has been reported to be another important factor that affects treatment outcome. We report two studies of the readability of behavior intervention programs. In Study 1, we assessed the readability of behavior intervention programs from three state facilities for people with developmental disabilities and found that the programs were low on critical readability variables. In Study 2, we assessed whether readability of behavior programs was associated with treatment outcomes for individuals with developmental disabilities. Overall we found that readability of behavior intervention programs has a significant impact on treatment outcomes.

#5 Children with Autism Increase Their Performance on False Belief Tasks through Discrete Trial Training. CHANTI LONG (California State University, Stanislaus)

The ability to attribute thoughts, beliefs, and intentions to oneself and others is referred to as theory of mind. Individuals with autism demonstrate impairment in this domain, as indicated by traditional theory of mind assessments. Unexpected contents tasks and change of location tasks are standard tests used to assess false belief understanding in children. This study examined the effectiveness of a training program designed to increase false belief performance in three children with autism that had failed all unexpected contents pretests. A single subject design was used to assess the effects of a discrete trial training intervention for three participants. Probes for generalization were administered each session. Number of sessions ranged between 15 and 32, depending upon stability in the data. The results suggest that training on unexpected contents tasks, utilizing a systematic prompting and fading procedure, improved theory of mind performance on related tasks. Self and other unexpected contents posttests indicate 75% success for two participants and 100% accuracy for the other, despite implementation of only self training. However, this ability did not generalize to distant transfer tasks. These findings contribute to the growing body of literature which suggest that direct training of theory of mind may further treatment for children with autism.

#6 Constructed-Response Matching-to-Sample and Equivalence Relations Applied to Phonological Problems. CELSO GOYOS, Ana Maria Rossi Silva, and Paulo Roberto Santos Ferreira (Federal University of Sao Carlos)

One common problem educators face is when children systematically swap syllables, such as those containing in the Portuguese language the letter f for v, s for z, x for j, and k for g, p for b, and t for d. Outside the area of behavior analysis this is known as a

problem in the formation of "phonological conscience". Usual treatment is not always effective or clear. The constructed-response matching-to-sample (CRMTS) task constitutes an interesting possibility to break words down in graphemes and phonemes in a systematic fashion, to derive emergent relations, and to provide a solid basis for treatment. Four 7-9 year-old children who changed letters participated in this study. A pretest checked for the relations between spoken word and pictures, spoken word-spoken word (echoic), and spoken word and printed word. They were taught CRMTS tasks involving spoken words and letters. All tasks were presented by computer, which also recorded the participants' responses and saved in electronic files. Training was first introduced to only one set of two phonemic oppositions (f/v), and then all other oppositions were tested. Preliminary results showed that CRMTS is an effective tool to teach dictation, and that the training of one opposition may generalize to other oppositions.

#7 Cost-Benefit Estimates for Early Intensive Behavioral Intervention for Young Children with Autism in Iceland. ZUILMA GABRIELA SIGURDARDOTTIR, Haukur Freyr Gylfason, and Marius Peersen (University of Iceland)

Encouraged by the work of Jacobson, Mulick, and Green (1996), the authors wanted to investigate the financial costs and benefits of early and intensive behavioural intervention for young children with autism in Iceland. The study by Jacobson et al. showed a favourable outcome for this treatment estimating savings ranging from \$285,000 at age 22 to \$1,350,000 at age 45 if normal functioning is achieved in 30% to 40% of treated children. The present cost-benefit analysis is based on Lovaas (1987) successful treatment of autistic children and the follow up data presented by McEachin, Smith, and Lovaas (1993). Information about costs for treating autism have been collected from the State Diagnostic and Counselling Centre, the office of the Superintendent of Schools in Reykjavik and the Regional Office for the Affairs of the Disabled in Reykjavik. However, it was not possible to replicate Jacobson et al. study in Iceland. Problems inherited in collecting data are reported. Specifically, some of the expenses for children with autism are not discriminable from costs associated with other children that receive support from the Icelandic health care system. The project has experienced a number of other difficulties.

#8 Discrete Trial Training Can Be Observed Directly to Determine Teaching Rates. JOHN D. CONE (United States International University)

A direct observation coding system for assessing the quality of discrete trial training is described. Seven antecedent trainer responses, 6 student behaviors, and 7 trainer consequences are scored using an event record that captures each discrete training trial occurring during the observation session. Trials are defined as correct or incorrect depending on the presence of specific antecedent-behavior-consequent combinations. Scores include trials per minute and correct trials per minute. Data on the system's reliability are presented along with preliminary data showing its usefulness in describing the variability among discrete trial trainers. The system can serve as both a training vehicle and as a component of a quality monitoring process.

9 Establishing Social Orienting in Response to Naturally Occurring Events by Young Children with Autism. Gail G. McGee and Michael J. Morrier (Emory University School of Medicine)

This study evaluated a procedure that establishes social orienting responses to naturally occurring social events. Specifically, teacher approaches were paired with the delivery of highly preferred sensory stimuli. A multiple-baseline design was implemented

sequentially across five young children with autism. Three levels of social orienting were evaluated: a) facial orientation toward the teacher within 5-sec of teacher approach; b) facial orientation towards the teacher within 5-sec of a comment by the teacher on the child's play; and c) facial orientation within 5-sec of a teacher's control of access of the toy with which the child was playing, paired with a direct question about the child's toy. Side effects on children's overall levels of engagement were also examined to determine the intervention's effectiveness as an orientation procedure. Results indicated that all 5 children showed marked improvement in unprompted social orienting responses, as well as benefits in terms of overall engagement. Interobserver agreement, calculated as percentage of intervals of agreement divided by percentage of intervals scored for agreement plus disagreement, exceeded 80% for both occurrence and overall data. This new intervention provides an orientation for children who will subsequently receive incidental teaching intervention, with teacher approach established as a conditioned reinforcer and independent engagement stabilized at levels amenable to delivery of incidental teaching episodes.

#10 Modifying the Standard Functional Analysis to Assess Low Rate Problem

Behavior. LARRY WILLIAMS, Jonathan Tarbox, and Michele Wallace (University of Nevada, Reno)

Ample research has demonstrated that functional analysis methodology is an effective means of identifying the maintaining variables of problem behavior and readily facilitates the design of function-based treatments (Iwata, Dorsey, Slifer, Bauman, & Richman, 1982/1994). However, problem behavior that rarely occurs (i.e., one burst of behavior per day or week) can be difficult to assess in a standard functional analysis. Two adults with developmental disabilities who exhibited low rate, severe behavior problems participated in this study. Initial standard functional analyses (Iwata, et al., 1982/1994) of the participants' problem behaviors did not produce interpretable results because problem behavior did not occur often enough during the assessments. Subsequent modified "low rate" functional analyses successfully identified functions for the problem behavior of both participants. Contributions and limitations of the proposed "low rate" methodology are discussed.

#11 Optimising Teaching Strategies in Autism: The Differential Outcome Effect and Equivalence. ASUN PUCHE (Ramon Llull University, Spain)

To optimise the effectiveness of teaching strategies is an important clinical objective, due to the significant behavioral deficits that the majority of children with autism present. Findings from the experimental behavior analysis have to be tested with children with autism in an attempt to optimise teaching strategies. Examples include Equivalence Class formation and the Differential Outcome Effect. This study will present data from different single case designs that tested for those effects. The results will be discussed from the potential clinical significance, as well as from the theoretical contribution.

#12 Promoting Functional Language Acquisition on Visual Impairment Child (LOW VISION): Effects of Mother Training in Milieu Teaching Model. ANA

CRISTINA BARROS DA CUNHA and Leila Nunes (Universidade do Estado do Rio de Janeiro)

Children who are blind and visual impaired are at risk for developmental delays, especially in language skills. Language delays for visual impaired child could be due sensorial privation or failures on perception for relations between objects and events of the world. The purpose of the study was to investigate the effectiveness of training

mother of language delayed visual impairment child as milieu interventionists. The mother, Marina, and here child, Mônica, participated as subject of this study. The mother is 28 years old and the child is 3 years old in the beginning of the study; they lived in a slum of Rio de Janeiro city. Mônica has a visual impairment (low vision) and she was assisted in a Rehabilitation Center for blind and visual impaired persons, where the study was conducted. She request objects or help through gestures and vocalize few sounds, e.g. "a, a". A experimental multiple-baseline design was implemented across mothers' behaviors. The study lasted 12 months, divided in 5 steps; Baseline, Training, Intervention, Generalization and follow-up. Consecutive sessions were conducted on the Rehabilitation Center and on the subject's home. During the Intervention, the mother was taught to use four milieu techniques procedures: Environmental Arrangement, Model, Mand-Model and Time delay. Conclusions drawn from the findings were that mother can be taught to correctly apply milieu teaching model during naturalistic interactions with their child, and further, that as a result of mother's teaching efforts, improvements may occur in a variety of child linguistic skills.

#13 Teaching Reading to Persons with Severe Developmental Disabilities Using Pictorial and Echoic Prompts. FREDERICK FURNISS (The Hesley Group, Doncaster, U.K.)

Pairing of picture prompts with printed words has been shown to impair acquisition of reading responses. This study investigated whether use of echoic prompts would avoid or reduce this difficulty. Four adults with severe developmental disabilities learned four pairs of words in successive teaching sessions, alternately using superimposition and fading of picture or echoic (audiotaped) prompts. The number of teaching trials required to begin a criterial run of 10 consecutive correct unprompted responses to a word and maintenance of reading responses on repeated tests were measured in a multiple baseline across word pair design. Mean inter-observer agreement on correctness of reading responses was 96% (range, 73% to 100%). Two participants generally achieved learning criterion with both prompt types but showed better maintenance of reading performance following teaching with pictures. The other two participants achieved criterion for one or two words only, in all cases with echoic prompts. Successful learning with both prompt types occurred by errorless progress through the whole learning sequence. Failure using pictures occurred by errorless progression in prompt fading but repeated failure to transfer control to words alone, whereas failure using echoic prompts involved errors throughout fading. Implications for design of prompt fading programmes are discussed.

#14 Using the Picture Exchange Communication System (PECS) plus Functional Communication Training (FCT) to Decrease Problem Behaviors in Children with Autism. Marjorie H. Charlop-Christy (Claremont McKenna College), and CHRIS A. LABELLE, Cathy Jones, Jennifer Snyder, and Sabrina Daneshvar (Claremont Graduate University)

Ancillary decreases in problem behaviors have been found following PECS training in children with autism (Kellet et. al, 1998). However, no studies have been conducted on the use of PECS to empirically decrease problem behaviors in children with autism. The goal of the current study was to first ascertain the maintaining functions of the problem behaviors for three young children with autism via an analogue functional analysis conducted within a multi-element design. The next phase of the study consisted of training PECS with each of the children. The third phase of the study consisted of functional communication training (FCT) to substitute the functions of the problem behaviors with appropriate alternative functions that can be provided by PECS, such as

training the children how to use a break card, ask for attention, and ask to be played with. The average reliability score between three interrater observers is 89% for our preliminary data. Preliminary data suggest that rates of problem behaviors decreased for all three children during PECS training and decreased further during FCT training. Results validated the assumption that PECS leads to reduced rates of problem behaviors because PECS serves an appropriate communicative function that interferes with inappropriate means of communicating.

#3 Poster Session

11/28/2001

5:00 PM - 6:30 PM

Truss Pavilion

CBM

- #1 Analysis of the Diagnostic Agreement Using the Rorschach Test.** Ettore Caracciolo, MASSIMO HURLE, and Roberto Truzoli (Cattedra di Psicologia Clinica Università degli Studi di Milano)

In clinical psychology projective test are often used as instruments to make diagnosis. However, the use of test, the projective ones included, can't omit an analysis of their validity and reliability. The purpose of this research is to present a method for the evaluation of diagnostic agreement based on Rorschach records. The diagnostic protocols of three subjects are analysed by ten examiners using a scale with three levels of seriousness. The statistic procedure is based on ANOVA used for the calculus of intraclass correlation coefficient (ICC). Results (ICC = 0.2) show diagnostic discordance.

- #2 Behavioral Assessment of Childhood Social Phobia.** DEBORAH BEIDEL and Samuel Turner (University of Maryland)

Childhood social phobia affects 3-5% of all children. The behavioral assessment of this disorder indicates that it is characterized by severe social anxiety and poor social skills. Fifty children with social phobia were assessed with semi structured diagnostic interviews, self-report instruments, parent and teacher ratings, a behavioral assessment of social skill and anxiety, and daily diary recordings of specific behaviors in various social situations. In addition, behaviors of these children were compared to those of a sample of normal peers. Children with social phobia had a high level of general emotional over responsiveness, social inhibition and fear, dysphoria, loneliness, and general fearfulness. Daily diary ratings indicated socially distressing events occurred at least every other day. Sixty percent of these events occurred at school and were accompanied by maladaptive coping behaviors. In addition, observational ratings by independent raters indicated that children with social phobia had significantly poorer social skills and significantly increased anxiety when engaged in social interactions with a same age peer. Interrater reliability for the various ratings ranged from .80 to .98 (Pearson r). There were few differences based on gender and race.

- #3 Behavioral Treatment of Childhood Social Phobia.** SAMUEL TURNER and Deborah Beidel (University of Maryland, College Park)

Childhood social phobia affects 3-5% of all children. The behavioral assessment of this disorder indicates that it is characterized by severe social anxiety and poor social skills. Thus, a multi-component treatment, Social Effectiveness Therapy for Children (SET-C), was developed for children ages 8-12. This 12 week treatment includes group social

skills training session, peer modeling sessions, and individualized exposure sessions aimed at extinguishing specific social fears. This treatment was compared to a non-specific treatment comparison group. Those children treated with SET-C improved significantly on measures of social and general anxiety according to self-report, parental report, and an independent clinical evaluation. A behavioral assessment of social skills indicated that children treated with SET-C displayed significantly enhanced social skills and significantly less social anxiety as rated by observers unaware of group status. Interrater reliability for behavioral observations was greater .80 (Pearson r). Finally, 67% of children treated with SET-C were judged not to have a diagnosis at post treatment by independent clinical evaluators, compared to only 5% of children in the control condition. The results are discussed in terms of the multi-dimensional nature of this treatment to address the multi-faceted nature of the disorder.

#4 Bio-Behavioral Treatment of Child Encopresis. MICHAEL BEN-ZVI and Amos Rolider (Yesrael Valley College)

In this study a multiple baseline single-subject design was used to evaluate the effectiveness of a bio-behavioral intervention on the elimination of Encopresis* among 8 children. 7 Subjects were normal and one was developmentally delayed autistic child, with ages between 3 to 12 years old. The package intervention included errorless learning, prompting (Vaseline suppositories as prompt) and gradual prompt-fading as well as positive reinforcement. The parents of the children implemented the intervention with minimal assistance from the primary researcher. Results show elimination of Encopresis symptoms for all children, which were achieved within a few weeks following the initiation of intervention. These results were maintained during 12 months follow-up measurement.

* Encopresis is a combination of chronic constipation and/or other behavioral and bio-behavioral symptoms, especially soiling in pants or dirtying pants and bizarre habits of toileting.

#5 Constructional Behavior Therapy. BART E. E. BRUINS and Janna D. Van Delden-Van der Wolf (Regional Institution for Out-patient Mental Health Care; Midden, Holland), and Beata J. Bakker-De Pree (CGA- Business; The Hague, Netherlands)

Constructional Behavior Therapy is novel treatment exclusively based on the body of knowledge derived from the experimental analysis of behavior. It is characterized by a functional and not a structural approach. Its focus is not the topography, but the control of behavior by stimuli. Every individual acquires by permanent conditioning an own behavior repertoire by which he maintains himself. Systematic analysis revealed that this symptom free, successful behavior repertoire consists mainly of active avoidance behavior. If the situation provides a controlling, i.e. discriminative stimulus, the individual is able to safeguard his well-being. However, if all controlling stimuli are absent, the resulting response inhibition causes symptoms. So, symptoms are not due to the presence of certain symptom provoking stimuli, but to the absence of stimuli, controlling the active avoidance behavior. In the treatment, the behavior control is restored and improved by the enhancement of the controlling stimuli involved. Consequently symptoms fade away. Constructional Behavior Therapy has been applied to a variety of symptoms of at least 1000 clients. The outcome is full of promise considering the evident precision of analysis, the treatment effects and the satisfaction of both clients and therapists.

#6 Establishing Behavioral Baselines in Brain Injured Patients: Integrating Behavioral and Neuropsychological Approaches to Patient Care. WILLIAM WARZAK (University of Nebraska Medical Center)

The recent advent of the term "behavioral neuropsychology" recognizes the increasing interdependence of behavioral and traditional neuropsychological approaches in the coordinated care of brain impaired patients. Unfortunately, this interdependence is seldom realized. Behavioral psychologists and neuropsychologists most often find themselves working independently, making use of their respective data sets to direct patient care. The present paper attempts to bridge this gap by illustrating how behavioral and neuropsychological assessment can be combined to drive the evaluative process, and how neuropsychological findings can be expanded with the contribution of behavioral data. The data of significantly compromised siblings with a neuroregressive disease (Batten's Syndrome) will be used to illustrate the extent to which these two seemingly divergent approaches can be integrated to yield data of interest to clinicians and family members alike. The patients were evaluated a number of times using repeated behavioral measures selected on the basis of neuropsychological test results. This unconventional assessment approach permitted treatment planning and goals that would have been unlikely had planning been based upon either behavioral or neuropsychological test measures alone. A number of measures and modalities will be discussed within the context of evaluating complex patients of this

#7 Evaluation of the Effects of the Laugh Behavior on the Levels Salivary Immunoglobulin "A" in Children with Oncology Dysfunctions. LEONARDO HERNÁNDEZ, Velis Rodríguez, and Elsa Ritter (Universidad Central de Venezuela)

The objective of this investigation was to evaluate the effect of laugh behavior on the levels of salivary immunoglobulin A (Ig A s) in children with oncology dysfunctions. For this purpose one worked with eight children in period of control in the Oncology Institute Dr. Luis Razetti (Caracas, Venezuela), and six representatives. To achieve the objectives of the investigation a workshop it was dictated on the laugh to the representatives, they were given information on the immunologic system and their relationship with the cancer and the laugh, and lastly laugh sessions were developed with the children being made measurements of the levels from Ig TO s in saliva by means of the method of radial immunodiffusion. The results obtained in the session of information with the representatives were analyzed by means of the application of a pre and post test. These allowed to conclude that all the representatives increased their level of knowledge in relation to the exposed topic. In connection with the laugh dynamics, the data allowed to conclude that the situations such as games and songs used in the intervention sessions turned out to be generating of laugh. The use of these situations generating of laugh in sessions of thirty minutes allowed to observe a tendency of elevation of the levels Ig A s in relation to the levels detected before each intervention session.

#8 Experimental Research on the Features of Implicit Mediation Transfer in Severely Mentally Retarded Children. Ettore Caracciolo, MASSIMO HURLE, and Roberto Truzoli (Cattedra di Psicologia Clinica Università degli Studi di Milano)

Mediated transfer is considered essential for most of logical behaviours. To study this process experimental psychologist have suggested two specific methods: implicit and explicit mediation. The purpose of the present experiment was to test how mentally retarded children learn an implicit mediation transfer. We hypothesize that the retarded children can produce a reliable mediation effect. Subjects were asked to learn to criterion paired-associate lists, in A-B, B-C transfer paradigm. Following the learning phase, subjects were asked to associate the stimulus A with the one of three stimuli C, D and E they esteem to have the higher associative value. The experimental design was a A(levels NO vs. MR) x B(experimental vs. control) x C(trials) factorial split-plot

design. The results showed to be compatible with our hypothesis [percentages of choices in the test phase: Exp. NO = 67.03, Co NO = 36.03, Co NO = 36.16, Exp. MR = 59.63, Co MR = 33.99, Co Mr = 31.98; ANOVA: A, $F(1) = 6.24$; B, $F(2) = 14.49$; C, $F(2) = 89.68$; B x C, $F(4) = 61.92$]. It may be noted that for all subjects the strategy of mediation is dependent on specific training structure.

#9 Innovative Behavioral Analyses and Behavioral Interventions in the Treatment of Selective Mutism: A Case Study. MELISSA JACKSON and Rebecca Allen-Burge (University of Alabama)

Selective mutism is a disorder that has not received much attention from the research community. Behavioral analyses (e.g., coded behaviors from video-taped sessions, child self-reports of anxiety, etc.) and behavioral interventions performed within the school, home and clinic environments were used to successfully treat a 6-year-old male with selective mutism.

#10 Physicians' Toilet Training Recommendations: What is Usual and Acceptable? JODI POLAHA, Karen Dittmer-McMahon, and William J. Warzak (Munroe-Meyer Institute, Department of Psychology)

Fox and Azrin's (1974) intensive "toilet-training in a day" program has long been effectively used in applied settings with individuals who are "difficult to train" However, this program can be used to rapidly train children who are learning to toilet for the first time. In fact, the intensive method is described repeatedly in pediatric journals as guidelines for physicians. This study was the first to examine: 1) what are physicians' current toilet training recommendations for normally developing, first-time learners? and 2) do they view the Fox and Azrin approach as acceptable? Forty-two percent of surveys mailed to Nebraska pediatricians regarding current practices were returned. Almost all (91%) recommend an adapted toilet as part of their procedure. Approximately half recommend: practice toilet sits, eliminating diapers during training and rewards for voiding. Only 35% recommend consequences for accidents, and 19% said they "never" make this recommendation. Near 40% estimated that, given their recommendations, it would take longer than two months for the child to complete training. Forty-five percent of treatment acceptability surveys were returned, showing a generally unfavorable view of intensive toilet training for first-time learners, with average likert ratings of 3, or "slightly disagree" with the procedure. Given findings that physicians don't commonly recommend many of the procedures described by Fox and Azrin and don't rate the intensive program favorably, some suggestions are made about how to proceed using this behavioral technology in the primary care context.

#11 Predictors of Treatment Outcome in Parent Training. GRETCHEN GIMPEL, Brent Collett, Theresa Gunderson, Jason Gage, and Jessica Greenson (Utah State University)

This presentation reports on predictors of outcome in a parent training program for children with ADHD. Children ages 2-12 and their parents took part in a 10-week parent training program. Half of the participants received treatment immediately and half received treatment after a 10-week wait-list period. Data on children's functioning was obtained via standardized behavior rating scales. Preliminary results show that parent training significantly decreased problem behaviors. For this presentation, variables were examined to determine who benefited most from the treatment. Variables examined included mothers' and fathers' education, presence of co-morbid disorders, family history of ADHD, age, and the number of sessions attended by the father (all sessions were attend by the child's mother). Based on preliminary results,

mother's education, presence of co-morbid disorders, family history, and age, appeared to have an impact on results. Mothers with lower education levels reported more of a change in their children's behavior following treatment. Children without comorbid disorders and without a family history of ADHD also were rated as more improved than were children with comorbid disorders or with a family history of ADHD. There was also a trend for older children to show more of an improvement than younger children.

#4 Poster Session

11/28/2001

5:00 PM - 6:30 PM

Truss Pavilion

OTH

#1 Discovering B. F. Skinner and Thinking Critically with the Introductory Psychology Textbook (TPC). ROBERT JENSEN (California State University, Sacramento)

This poster will present to the viewer an introduction to the ideas of B. F. Skinner while at the same time presenting a strategy for teaching fundamental critical thinking skills (elements of an argument; ambiguity in language; confusing correlation with causation; oversimplification; faulty analogy; and concluding one thing but proving another) in a classroom format that encourages student interaction with learning materials and group work among students. The learning materials are taken from current introductory psychology textbooks.

#2 Health Beliefs and Attitudes and Stimulus Equivalence (VRB). JOSE LUIS YBARRA SAGARDUY (University of Almeria)

Social-cognitive theories view health beliefs and attitudes as cognitive correlates of healthy and risky behaviors. From a behavior-analytic approach, these variables could be considered as verbal behavior that can regulate these behaviors. The purpose of this research was to use stimulus equivalence procedures to study the formation and change of health beliefs and attitudes. In a first phase which examined beliefs and attitudes formation, fifteen subjects were trained to form three, four-member equivalence classes and were divided in three groups according to the type of training (match-to-sample, type respondent, and use of compound stimulus). One member from one of these classes (class A) was paired with scenes of a risky behavior (i.e., smoking) and one member from other class (class B) was paired with scenes of a healthy behavior (i.e., exercise). In a second phase that examined beliefs and attitudes change, a different member of class A was paired with a healthy behavior (i.e., healthy diet) and a different member of class B with a risky behavior (i.e., taking drugs). In both phases, subjects were asked to categorize the remaining members of the classes as risky or healthy behaviors. Subjects showed transfer of functions in accordance with the expected equivalence relations. The conceptual and applied significance of the results is discussed.

#3 Health Beliefs and Attitudes in Children and Adolescents: A Behavior-Analytic Approach (TPC). JOSE LUIS YBARRA SAGARDUY and Emilio Moreno SanPedro (University of Almeria)

There is a generalized agreement that childhood and adolescence are appropriate periods to implement health promotion programs. Beliefs, attitudes, concepts or values

which are involved on posterior regulation of healthy and risky behavior develop and strength during this time. This paper discusses social cognitive theories (development theory of Piaget, the health belief model and the locus of control theory) that consider health beliefs and attitudes in the childhood and adolescence as variables that explain and predict risky and healthy behavior. Although these theories have generated a voluminous literature, they have not resulted in specific intervention strategies to influence these behaviors. The purpose of this paper is present a behavior-analytic approach about health beliefs and attitudes. These variables are analyzed as verbal behavior and it is argued that they could function as self-rules (ply, track or augmental) that regulate healthy and risky behaviors. It could allow identifying manipulable variables to influence such behaviors. A developmental analysis of this verbal control is examined.

#4 Low Level Prenatal Dioxin Exposure in Rats Induces Sexually Dimorphic Changes in Operant Behavior (BPH). RIEKO HOJO, Sander Stern, Grazyna Zareba, and Bernard Weiss (University of Rochester)

Prenatal exposure to high doses of the environmental contaminant dioxin (TCDD; 2,3,7,8-tetrachlorodibenzo-p-dioxin) is reported to induce changes in motor activity, cognitive and sexual behavior. Corresponding developmental data on schedule-controlled operant behavior, though promising (Markowski et. al, in press) are limited. The present study sought to examine the effects of low, environmentally relevant levels of TCDD, on the performance of gestationally-exposed offspring tested on a series of reinforcement schedules. Pregnant Sprague-Dawley rats were exposed to 0, 20, 60 and 180 ng TCDD/kg via gavage on gestational day 8. At the age of three months, all subjects were first performed on an incremental fixed ratio (FR) reinforcement schedule, which required increases in FR values every 4 sessions. Subsequently, subjects were assigned to a multiple reinforcement schedule consisting of FR 11 combined with a differential reinforcement of low rate (DRL) 10 sec schedule. On both the incremental FR and the multiple reinforcement schedules, TCDD-exposed animals revealed gender-specific response patterns. Male offspring exposed to TCDD responded at higher rates than controls on the incremental FR schedule. In contrast, female offspring responded at lower rates than controls. On the multiple FR-DRL schedule, TCDD-exposed males earned more reinforcers in the FR than controls whereas exposed female offspring earned more reinforcers in the DRL component. These sexually dimorphic responses in schedule-controlled operant behavior support dioxin's classification as an endocrine disruptor. (Supported by grants ES 08958 and ES 01247 from NIEHS.)

#5 Strategies Leading to the Acquisition, Maintenance, and Generalization of Intraverbal Behavior within the Natural Environment (VRB). DIANE TARANTO (CHIP, Inc.)

After observing the lack of generalization of intraverbal behavior, previously trained in discrete trial settings and absent from the language repertoires of two children, under the age of three and diagnosed with pervasive developmental disorder, within the natural environment, systematic generalization teaching strategies were developed to facilitate the use of this verbal operant in natural settings. Each child's language was assessed in three settings (discrete trial teaching, generalized home environment, and classroom) concurrent with baseline, training, and follow-up. After the onset of training, these intraverbal behaviors were emitted in the natural environment, with systematic intervention strategies towards generalization, and finally without direct intervention or prompting. The classroom data reflect individual difference in the frequency of each child's unprompted use of this verbal operant. Probes for acquisition and maintenance

of the verbal operant were tested and revealed generalization and maintenance of the skills even those not specifically targeted for intervention.

#6 The Alternative Communication and the Naturalistic Teaching (VRB). KELY DE PAULA (Federal University of Espirito Santo, Brazil) and Leila Nunes (State University of Rio de Janeiro, Brazil)

As the spoken language is used as a means of information exchange to socialization and interaction, people having speech disturbs have overcome their communication limits by using the Augmentative and Alternative Communication systems, which enables a greater interaction to the social environment. This research looks forward to teaching a multiply handicapped child how to make use of a pictographic communication system, providing communicative abilities, which are very important in a conversation. The intervention for an acquisition and development of an alternative communication was based on the strategies of the naturalistic teaching. This research lasted 14 months and it's divided into four study areas. The studies 1 & 2 employed a quasi-experimental single subject research design and the studies 3 & 4 presented a descriptive approach. The results showed the capacity of the child, not only in requesting items and actions desired, but also in emitting an a variety of communicative functions (question, answer, comment, interaction and greeting), as well as generalizing these skills to different non-trained settings, that is, to situations of his daily life, relating with different communicative partners. The functional analysis of the linguistic production indicated the construction of expressive sentences made of three or more words/symbols.

#5 Special Event

11/28/2001

7:00 PM - 9:00 PM

Tapestry Hall

Reception and Welcome by the ABA President!

Chair: M. Jackson Marr (Georgia Institute of Technology)