

abai minneapolis

friday, may 24–tuesday, may 28

ABAI is a nonprofit membership organization with the mission to contribute to the well-being of society by developing, enhancing, and supporting the growth and vitality of the science of behavior analysis through research, education, and practice.





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Acknowledgements

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

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Community Interventions, Social and Ethical

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Practice (PRA): Mark Shriver (Munroe-Meyer Institute) and Jennifer R. Zarcone (University of Rochester Medical Center)

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Teaching Behavior Analysis (TBA):

Grant Gautreaux (Nicholls State University) and Nicole Luke (Surrey Place Centre)

Theoretical, Philosophical, and Conceptual

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

Verbal Behavior (VRB):

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ABAI Convention Presenters

This program contains the contributions of over 4,500 participants from more than 50 countries. Thanks to their work, ABAI is able to offer a program with 64 workshops, 90 papers, 254 panels and symposia, 689 posters, 138 Expo posters, 56 business meetings, 16 reunions, 33 invited addresses (including 13 B. F. Skinner Lectures), 14 tutorials, and 17 special events. We appreciate the support of ABAI's 36 special interest groups. They have made significant contributions to the quality and richness of the 2013 convention program.

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Program Content

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Video Recording Policy

Please be aware that ABAI prohibits audio and video recording of convention events by any person or entity other than ABAI.

About ABAI

Purpose

ABAI is a nonprofit membership organization with the mission to contribute to the well-being of society by developing, enhancing, and supporting the growth and vitality of the science of behavior analysis through research, education, and practice. ABAI encompasses contemporary scientific and social issues, theoretical advances, and the dissemination of professional and public information. Advancing behavioral science and its application has become an international effort, as witnessed by the countries represented by our members.

ABAI provides a forum for 36 special interest groups, maintains a mutually beneficial relationship with 81 affiliated chapters located across the USA and around the world, and organizes an annual convention in addition to other conferences and events. ABAI publishes three scholarly journals, distributes a triannual newsletter, provides continuing education credits, and accredits behavior analysis undergraduate and graduate training programs.

Background

ABAI was founded in May 1974 at the University of Chicago. The first annual convention was held the following year and has been the largest gathering of behavior analysts for all of its 39-year history. The event gathers over 4,500 behavior analysts from all over the world; typically, more than 40 countries are represented. ABAI also conducts an annual autism conference, an international conference every 2 years, and other topical events, including those covering education and behavioral research and translation.

Membership

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

ABAI Diversity Policy

The Association for Behavior Analysis International seeks to be an organization comprised of people of different ages, races, nationalities, ethnic groups, sexual orientations, genders, classes, religions, abilities, and educational levels. ABAI opposes unfair discrimination.

Ethics

The Association for Behavior Analysis International expects its members to uphold the highest standards of personal and professional behavior in the conduct of their work and the advancement of behavior analysis. ABAI embraces the diversity of professions within its membership; each ABAI member should adhere to the ethical standards that have been defined for his or her profession. Examples include, but are not limited to:

- The American Psychological Association's "Ethical Principles of Psychologists and Code of Conduct"
- The Association for Clinical Researchers' "Code of Ethics"
- The Association for Institutional Research's "Code of Ethics"
- The Behavior Analyst Certification Board's "Guidelines for Responsible Conduct for Behavior Analysts"
- The National Association of School Psychologists' "Professional Conduct Manual"
- The National Association of Social Workers' "Code of Ethics"
- The National Education Association's "Code of Ethics of the Education Profession"

ABAI Executive Council

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2013 Annual Convention Program Schedule

Thursday, May 23

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

Friday, May 24

7:00 am–8:00 pm	Registration and bookstore
7:00 am–9:00 pm	Society for the Quantitative Analyses of Behavior
8:00 am–3:00 pm	Workshops
4:00 pm–7:00 pm	Workshops
6:30 pm–8:00 pm	International Reception
8:00 pm–10:00 pm	Welcome Reception organized by ABAI Student Committee

Saturday, May 25

7:00 am–9:00 pm	Registration and bookstore
7:15 am–12:00 pm	Society for the Quantitative Analyses of Behavior
8:00 am–11:00 am	Workshops
11:30 am–12:50 pm	Opening Event and SABA Awards
1:00 pm–4:50 pm	Sessions
5:00 pm–7:00 pm	Poster session
7:00 pm–7:50 pm	Business meetings
8:00 pm–10:30 pm	ABAI Expo

Sunday, May 26

7:00 am–9:00 pm	Registration and bookstore
8:00 am–8:50 am	Business meetings
9:00 am–11:50 am	Sessions
12:00 pm–2:00 pm	Poster session
2:00 pm–4:50 pm	Sessions
5:00 pm–5:50 pm	Presidential Scholar's Address
6:00 pm–6:50 pm	Business meetings
7:00 pm–9:00 pm	Poster session
9:00 pm–11:00 pm	Reunions and receptions

Monday, May 27

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

Tuesday, May 28

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

Note: The schedule for the 2013 Annual Convention may be altered to accommodate changing circumstances. If you are interested in receiving a copy of a paper presented during the convention, please request a reprint from the author at the end of the session.

Using the Convention Program Book

Understanding Program Entries

To help you understand the structure of this book, the next few sections explain the various terms and codes used throughout. A sample entry may also be found on the following page.

Session Formats

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

Invited Speaker events feature presenters asked by the Program Committee to discuss information that is new, innovative, or otherwise important to the specialty area. All may attend invited events.

Tutorials are presented by distinguished scholars who teach a specific topic. The 2013 convention includes seven tutorials invited by the Program Committee senior co-chair with input from area coordinators. All may attend invited tutorials.

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

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

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

Poster Sessions are displays of information relevant to data-based research projects; authors are available during 90-minute sessions to discuss their work. Presenters should set up their posters at 1:00 pm for the Saturday session, 8:00 am for the Sunday and Monday noon sessions, and 3:00 pm for the Sunday and Monday evening sessions. Posters may be viewed for 2 hours prior to each session.

The ABAI Expo is a special poster session for presentations of undergraduate and graduate training programs, internship and employment opportunities, special interest groups, affiliated chapters, ABAI boards and committees, and behavioral organizations from around the world.

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

Reunions are social gatherings for schools, businesses, and other organizations.

Domains of Content

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

Basic Research deals with representative response (can include verbal behavior in humans), any species; theoretically driven, data-based activity carried out under auspices of research protocol; and anything with the ultimate function of disseminating artifacts (contingent on peer review) that contribute to generalizable knowledge about fundamental processes.

Applied Research deals with behavior selected on the basis of its social significance, human emphasis, intervention driven with cure orientation, data-based activity carried out under auspices of research protocol, development of new technology, and anything with the ultimate function of disseminating artifacts (contingent on peer review) that contribute to generalizable knowledge about how or why interventions, service delivery systems, or their components achieve desired goals. The function of any manipulation or analysis is to go beyond demonstrating that environmental manipulations will produce desired goals by identifying how or why interventions, service delivery systems, or their components achieve those goals.

Service Delivery deals with behavior selected on the basis of its social significance, human emphasis, intervention driven with cure orientation, frequently but not necessarily supported through fee for service arrangements and staff positions, extension of existing technology to new settings or populations, and is not predominantly undertaken to disseminate an artifact that contributes to generalizable knowledge, even though it may include data-based decision making. Presentations in this category are predominantly case histories, illustrations, descriptions, or demonstrations rather than analysis of how principles may be applied in interventions, service delivery systems, or their components to achieve desired goals. The function of any manipulation or analysis is to apply environmental manipulations to produce

desired goals rather than to identify how or why interventions, service delivery systems, or their components achieve those goals.

Theory deals with abstract, conceptual, or integrative statements about organizations of facts, interpretations, or mathematical models and quantitative analyses. This area can also include historical and philosophical analyses or reviews.

Program Areas and Codes

The following program area identifiers appear in the session listings in the program schedule and indicate the general topic under which each presentation falls. Presentations may also indicate a secondary specialty area. The second area is listed directly after the first area in symposia, invited events, and panel discussions and after the title of the presentation in posters and paper sessions.

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

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

Online Scheduling

Use ABAI's online scheduling option to make sure you don't miss an important session in Minneapolis! To create a personalized convention schedule, visit the ABAI website (www.abainternational.org) and log in to your portal account. Then access the online convention program. If a session interests you, simply click "Add to Schedule" to seamlessly move the session to your personal schedule. Once your personal schedule is finalized, print it and carry it with you during the convention. You will also be able to download the latest version of your personal schedule (in .pdf format) directly to your iPhone.

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

Sample Program Entry

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

#492 Symposium

5/28/2011	(Date)
4:00 pm–5:20 pm	(Time)
403 (Convention Center)	(Room and building—see maps pages 327–330)
AUT; Applied Behavior Analysis	(Area; Category)
BACB CE offered. CE Instructor: Joe Smith	(CE available—see page 11 for details)

General Information

Registration Hours

On-site registration and pre-registration badge pick-up are located in Exhibit Hall B on Level 1 of the Minneapolis Convention Center. On-site registration for the convention and workshops, as well as payment for continuing education credits and family badges may be made at the registration desk. Hours are listed below:

Thursday, May 23	12:00 pm–8:00 pm
Friday, May 24	7:00 am–8:00 pm
Saturday, May 25	7:00 am–9:00 pm
Sunday, May 26	7:00 am–9:00 pm
Monday, May 27	8:00 am–9:00 pm
Tuesday, May 28	8:00 am–2:00 pm

Membership

Current (2013) ABAI members receive discounted pricing on event registrations and ABAI products. Registered as a nonmember? Check at the registration desk to learn how to become a member and take advantage of member pricing. You may also become a member online at www.abainternational.org/mem.asp.

Convention Registration

All presenters, including invited presenters and authors, must register for the convention. Payment of membership and registration fees is subject to current federal, state, and local tax regulations. To determine the tax-exempt status of your payment, contact your local office of tax information.

Cancellation Policy

Requests for registration refunds for the 39th Annual Convention in Minneapolis, MN—minus a \$50 cancellation fee—will be met provided they are made prior to midnight (EDT) April 26, 2013.

Refund requests received after deadlines, except for those made as a result of a death in the immediate family, will not be granted. Cancellations due to a family death should be submitted to ABAI in writing; ABAI reserves the right to request legal verification of the death.

Transfer Policy

Requests for registration transfers (attendee replacements) for the 39th Annual Convention in Minneapolis, MN, received by midnight (EDT) April 26, 2013, will be processed in the ABAI office prior to the convention. Requests made after this date will be processed on site at the registration desk. There will be a \$50 processing fee for transfers.

Name Badges

Name badges are required for entry into all ABAI events and presentation rooms, and for access to ABAI on-site services, including the bookstore, exhibits, and job placement services. Registrants receive a name badge on site. Replacement name badges will be provided for \$20. Your name badge will be printed with your preferred first name (nickname) in addition to your full first and last name and affiliation.

Family Badges

Family attending only your convention presentation must purchase a family badge for \$10 or they will not be permitted into your event. Name badges may be purchased on site at the registration desk.

Convention Materials

Attendees may pick up their convention badges, any workshop tickets, and other materials at the pre-registration desk in Exhibit Hall B on Level 1.

Preconvention Workshops

Admission to workshops is by ticket only. You must present your ticket at the door to attend. Workshops may be canceled due to low enrollment, so advance registration is advised. Registrants will receive workshop ticket(s) at the registration desk.

Continuing Education

General Information

One of ABAI's primary objectives is to provide educational opportunities for members and other professionals to review recent research, discuss current theoretical issues, and learn new methods in the application of behavior analysis to societal problems. While ABAI does not require participation in the continuing education (CE) program for membership, involvement is encouraged.

The CE program is designed to meet needs for self-improvement and to provide continuing academic training for psychologists and behavior analysts as required by many licensing associations and specialty boards. ABAI maintains records of all CE credits.

CE for Psychologists and Behavior Analysts

ABAI is approved by the American Psychological Association (APA) to sponsor CE for psychologists. ABAI maintains responsibility for this program and its contents. ABAI is approved by the Behavior Analyst Certification Board (BACB) to offer Type 2 CE for Board Certified Behavior Analysts and Board Certified Assistant Behavior Analysts.

Workshop Registration Instructions

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

Detailed Instructions

Review workshop offerings on pages 37–46 and pages 55–57. Descriptions of all workshops are located on the ABAI website. CE credit is \$10 per hour in addition to workshop registration fees (\$30 for 3-hour workshops and \$60 for 6-hour workshops). After determining which workshops you would like to attend, go to the ABAI website and log in to your personal portal account (please contact the ABAI office if you have trouble accessing your portal account). Once logged in, click on “39th ABAI Annual Convention, Minneapolis, MN, 2013” in the “Personal Schedule” tab.

You may pay for workshops by selecting the “Add to Cart” button located after each workshop's detail. When you are finished selecting workshops, you may pay for them by clicking the “Checkout” link at the top of each

search results page. Please note, to check out, you will be asked to log in to your ABAI portal account if you are not already logged in. You may select “Cart” located in the upper right corner of every page to view the items you have added to your cart for purchase. All payments must be made in U.S. funds.

CE credits can also be purchased at the Registration Desk on site.

Cancellations and Refunds

Registrants may cancel convention registration and tickets for workshops or other events before April 27, 2013. A handling fee of \$50 per cancellation will be deducted from all refunds. Refunds will not be granted after April 27, 2013.

Ethics

ABAI expects its members to uphold the highest standards of personal and professional behavior in the conduct of their work and the advancement of behavior analysis. ABAI embraces the diversity of professions within its membership; thus, each ABAI member should adhere to the ethical standards that have been defined for his or her profession.

Workshops

CE for psychologists and behavior analysts will be available for select preconvention workshops. Sign-in/out sheets and all other documentation will be available at the workshops.

Convention Sessions

Sessions being offered for CE for behavior analysts may be previewed on the ABAI website along with their abstracts. If you wish to earn CE for convention sessions, pick up a CE packet, which contains all necessary information, from the ABAI CE desk prior to attending sessions.

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

Documentation

CE certificates will be posted in attendees' portal accounts upon receipt of payment. ABAI will provide documentation of conference, workshop, and convention session attendance at no additional charge upon request. If you have questions please contact the ABAI office at (269) 492-9310 or by email at mail@abainternational.org.

Convention Services

ABAI Cooperative Bookstore

The ABAI Cooperative Bookstore is pleased to offer titles relating to the field of behavior analysis at the 39th Annual Convention in Minneapolis. The bookstore will be in Exhibit Hall B on Level 1 of the Minneapolis Convention Center. Books in the following categories will be available:

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

Bookstore Hours

Thursday, May 23	12:00 pm–8:00 pm
Friday, May 24	7:00 am–8:00 pm
Saturday, May 25	7:00 am–9:00 pm
Sunday, May 26	7:00 am–9:00 pm
Monday, May 27	8:00 am–9:00 pm
Tuesday, May 28	8:00 am–12:00 pm

Author Signing

An author signing will take place in the bookstore on Monday afternoon from 12:30 pm–1:30 pm. This event will feature some of the convention’s invited presenters. Visit and have your purchased books signed. For more information and a complete list of authors please visit the bookstore while on site.

Promotional Items

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

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

ABAI Learning Center

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

Employment Event

Friday, May 24, from 2:00 pm–5:00 pm is Employment Day in the Exhibit Hall. Look for the “We’re Hiring” signs at booths of participating companies. Stop by to leave your résumé and set up interviews.

Job Placement Services

ABAI’s job placement service, Jobs in Behavior Analysis, features positions in the field of behavior analysis. A survey of job board users indicates almost 20% have been hired for a job they found on the ABAI site. Job seekers should check the ABAI website to see which employers will be attending the convention (indicated online by an icon next to the job posting).

Employers posting positions may reserve interview rooms at no charge. Check with the job or exhibitor center for details. Jobs in Behavior Analysis is available online 24/7.

B. F. Skinner Lecture Series

ABAI's B. F. Skinner Lecture Series brings distinguished speakers from fields other than behavior analysis to the ABAI annual convention. These guest presenters have been selected for their relevance to our field, and the Program Committee has arranged for you to hear an incredible range of scholars. Attendees will not want to miss these presentations.

Applied Animal Behavior

Using Facial and Postural Cues to Predict Future Behavior in Both Canids and Humans

Patricia McConnell (University of Wisconsin–Madison)

Sunday, May 26, 11:00 am

Behavioral Pharmacology

Contextual Factors in the Reinforcing Effects of Drugs

Jack Bergman (Harvard Medical School, McLean Hospital)

Monday, May 27, 3:00 pm

Experimental Mysticism, Psilocybin, and Quantum Behavior Change: Research Results and Treatment Implications

Roland R. Griffiths (Johns Hopkins University School of Medicine)

Sunday, May 26, 11:00 am

Community Interventions, Social and Ethical Issues

Resurrecting the Environmental Movement

Peter Kareiva (The Nature Conservancy)

Sunday, May 26, 9:00 am

Experimental Analysis of Behavior Nicotinic Acetylcholine Receptor Function Modulates Impulsivity in ADHD: Clinical Implications

Alexandra S. Potter (University of Vermont)

Sunday, May 26, 9:00 am

Mixing Rewards: The Effect of Drugs of Abuse on Sexual Behavior

Chana Akins (University of Kentucky)

Sunday, May 26, 3:00 pm

Organizational Behavior Management Infusing Human Performance Technology Into the Instructional Systems Design Process

Lisa Toenniges (Innovative Learning Group)

Saturday, May 25, 4:00 pm

Science

Do Animals Have “Willpower?” Comparative Investigations of Self-Control

Michael J. Beran (Language Research Center, Georgia State University)

Monday, May 27, 2:00 pm

Brain Limbic Generators for Delight, Desire, and Dread

Kent Berridge (University of Michigan)

Monday, May 27, 11:00 am

Context, Operant Behavior, and Extinction

Mark E. Bouton (University of Vermont)

Sunday, May 26, 2:00 pm

Teaching Behavior Analysis

Drug Development: Stuck in a State of Puberty? Regulatory Reform of Human Clinical Research to Raise Responsiveness to the Reality of Human Variability

Michael Malinowski (Louisiana State University Law Center)

Monday, May 27, 10:00 am

Theoretical, Philosophical, and Conceptual Issues

Ape Language Studies

Sue Savage-Rumbaugh (Great Ape Trust)

Monday, May 27, 4:00 pm

Verbal Behavior

What Do Words Do? How Language Augments Human Cognition and Perception

Gary Lupyan (University of Wisconsin)

Saturday, May 25, 1:00 pm

Professional Development Series

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

#33 Private Events

Chair: Clarissa S. Barnes (Southern Illinois University)

#42 Show Me Good Listening: A Guide to Parent Training

Chair: Jessica S. Bensimon (Sage Center for Applied Behavior Analysis)

#43 Speak Behavior Analysis and Be Heard (Like a Boss!)

Chair: Kerry C. Whiteman (University of Mississippi)

#63 Research in Non-university Settings

Chair: Laura Melton Grubb (Texas Tech University)

#79 On Being a Post-doc

Chair: Kathryn M. Peterson (University of Nebraska Medical Center)

#119 Graduate Study in Applied Animal Behavior

Chair: Shana R. Bailey (West Virginia University)

#123 Insights on Practitioner Training Programs and Current State of Affairs of Behavior Analysis Outside North America

Chair: Yannick Schenk (Western Michigan University)

#140 Careers in Applied Animal Behavior

Chair: Lyndsy S. Gordon (California State University, Los Angeles)

#154 Introduction to Acceptance and Commitment Therapy

Chair: David Houghton (Missouri State University)

#160 Online Behavior Analytic Instruction: Building the Best Courses for Students and Student Performance

Chair: Deric E. Toney (University of Nevada, Reno)

#181 Behind the Experiments: Current Activities and Future Directions of Animal Research

Chair: Shrinidhi Subramaniam (West Virginia University)

#199 Dissemination of Behavior Analysis

Chair: Sarah Prochak (The Chicago School of Professional Psychology)

#272 A Discussion With Prominent Women in Applied Behavior Analysis

Chair: Leslie Neely (Texas A&M University)

#291 Perspectives on the Future of Behavior Analysis

Chair: Vanessa Minervini (University of Florida)

#311 Applying to Graduate School in Behavior Analysis

Chair: Aimee Moore (Eastern Michigan University)

#317 Where to From Here? Perspectives on the Future of Behavior Analysis

Chair: Ludmila Miranda Dukoski (University of Auckland)

#321 ABA Outside Autism

Chair: Myrna Bassam (California State University)

#379 How to Give an Effective Oral Presentation

Chair: Ashlin Blum (St. Louis University)

#424 Life After Graduate School

Chair: Evelyn C. Sprinkle (Florida Institute of Technology)

#447 Developing Clinical Skills for Working With Families

Chair: Raul Mendoza (Walden University)

#454 Promoting Behavior Analysis at Liberal Arts Universities

Chair: Jack Spear (Queens College and the Graduate Center, City University of New York)

Parents Table

The Parent-Professional Partnership Special Interest Group (PPP SIG) will be available at a table to welcome parents to the 39th ABAI Annual Convention.

Orientation for Parent Attendees: About the ABAI Annual Convention

The annual convention is a large event and may feel overwhelming to new attendees. The PPP SIG is here to help you find your way around. Although the convention is geared toward professionals and researchers in the field of behavior analysis, parents have found many sessions to be helpful and informative and have availed themselves of opportunities to network with other parents and professionals alike. The ABAI convention features several different types of events that may be of interest to parents:

- **Parents and Other Caregivers: Welcome to the ABAI Convention**
Parents attending the ABAI convention for the first time are encouraged to participate in this convention orientation on Saturday at 10:00 am.
- **Parent-Professional Partnership and Autism Special Interest Groups' Business Meetings**
These events are brief meetings for those who share specific interests. We strongly encourage you to attend the PPP SIG and the Autism SIG meetings. The PPP SIG meets Sunday at 8:00 am, and the Autism SIG meets Saturday at 7:00 pm. You may be interested in attending other SIG meetings as well (e.g., Verbal Behavior SIG, Positive Behavior Support SIG).
- **ABAI Expo** is a social gathering featuring presentations of graduate training programs, internship and employment opportunities, ABAI affiliated chapters, ABAI boards and committees, and behavioral associations from around the world. Officers from the Autism SIG and the Parent-Professional Partnership SIG are typically on hand to answer questions.
- **ABAI Bookstore** is open throughout the convention with hundreds of books available for immediate purchase, many of which would be of interest to parents. Convention attendees can skim through the books prior to purchase.

Other Convention Events

In addition to specific events catering to parents' interests, the annual convention features poster sessions, paper presentations, panel discussions, symposia, and pre-convention workshops that may provide valuable information for caregivers. We encourage you to peruse this program book and the session descriptions in the online program (<http://portal.abainternational.org/Public/ProgramOnTheWeb/frmProgram.aspx?intConvID=35>) to find the events that will be most relevant to you. A detailed description of each event type can be found on pages 8–9.

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Extraordinary data collection and case management software
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Exhibitors and Organizational Members

ABAI exhibitors will be located in Exhibit Hall B on Level 1 of the Minneapolis Convention Center; please stop by to learn about organizations catering to the larger ABAI community. Exhibitors will have information available about their services and will be ready to answer your questions.

Exhibit Hours:

Friday, May 24	2:00 pm–5:00 pm
Saturday, May 25	9:00 am–11:30 am and 5:00 pm–10:00 pm
Sunday, May 26	11:00 am–2:00 pm and 6:00 pm–9:00 pm
Monday, May 27	11:00 am–2:00 pm and 6:00 pm–9:00 pm

Following are descriptions of some of the 2013 exhibitors. The inclusion of this material is not an indication of endorsement, authorization, sponsorship, or affiliation by ABAI of these organizations or their work, services, or the content of the material they present.

ABAI Supporting Organizations have been approved by the Organizational Review Committee as being aligned with ABAI's mission to contribute to the well-being of society by developing, enhancing, and supporting the growth and vitality of the science of behavior analysis through research, education, and practice.

(AI)², Inc.

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

Booth Number: 309

(AI)², Inc. offers cutting-edge educational and training software for college courseware, laboratory simulations, and behavioral-services staff training. Products include (1) MediaMatrix—artificially intelligent online delivery engine for textbook content, adaptive tutorials, and mastery certification; (2) CyberRat—digital-video virtual reality simulator for operant response shaping, schedule effects, and stimulus discrimination; and (3) Train-to-Code—adaptive expert system for training observational coding and behavioral intervention.

Advanced Training Solutions

2800 Woodlawn Drive #175
Honolulu, HI 96822
(866) 966-9425
info@advancedtrainingsolutions.com
www.advancedtrainingsolutions.com

Booth Number: 103

Advanced Training Solutions (ATS) is the online education company dedicated to training professionals and paraprofessionals within the field of autism and related behavioral disabilities. By combining interactive videos with online assessments and supervision, ATS helps organizations decrease training costs while improving fidelity. ATS is currently the official online training company for 400+ organizations across the United States and beyond.

Applied Behavior Analysts

1640 Main Street
Green Bay, WI 54302
(920) 857-9041
cbaeb@wiaba.com
www.wiaba.com

Booth Number: 308

Applied Behavior Analysts, LLC believes every child with autism deserves the opportunity to live an independent, happy life and connect with his or her world. We create learning experiences that are meaningful so that a child can apply the skills learned to his or her natural environment. Our therapists provide proven family-focused treatment that works within the day-to-day life of the child's home.

Association for Behavior Analysis International

550 West Centre Ave.
Portage, MI 49024
(269) 492-9310
mail@abainternational.org
www.abainternational.org

Booth Number: Registration Desk

The Association for Behavior Analysis International is a nonprofit professional membership organization with the mission to contribute to the well-being of society by developing, enhancing, and supporting the growth and vitality of the science of behavior analysis through research, education, and practice. Visit our booth to learn about ABAI events, activities, and the benefits of ABAI membership including access to professional liability insurance and ABAI journals.

The Aurora School

ABAI Supporting Organization

601 Catocin Circle NE
Leesburg, VA 20176
(540) 751-1414 ext.104
jlassiter@paxtoncampus.org
www.aurora-school.org

Booth Number: 611

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

Autism Curriculum Encyclopedia

33 Turnpike Road
Southborough, MA 01772
(508) 658-7557
stower@nec.org
www.acenecc.org

Booth Number: 301

The Autism Curriculum Encyclopedia (ACE) is the premier online educational system for learners with autism. The ACE includes a challenging behavior module, multiple assessments, data entry, and automated graphing features as well as more than 1,400 pieces of customizable curriculum. Cloud-based safe and secure storage means you can access your ACE data from any device at any time. This all-in-one solution for autism education also includes a direct data entry app for your iOS devices. Designed by the world-renowned New England Center for Children, the ACE utilizes the principles of applied behavior analysis (ABA), the only scientifically validated methodology for learners diagnosed with autism. Learn more at www.acenecc.org.

Autism Services Group

ABAI Supporting Organization

200 Princeton South Corporate Center, Suite 260
Ewing, NJ 08678
(609) 454-4598
teresa.boussom@autismservicesgroup.com
www.autismservicesgroup.com

Booth Number: 608

Autism Services Group (ASG) is the first organized private sector human services entity focused exclusively on the quality management of autism insurance benefits. Specifically, ASG, a wholly owned subsidiary of Beacon Health Strategies, is a management services organization (MSO) generating revenue from health insurance plans and self-insured employers to manage autism spectrum disorder (ASD) and other developmental disability (DD) services and benefits.

Bancroft
ABAI Supporting Organization

425 Kings Highway East
Haddonfield, NJ 08033
(800) 774-5516
inquiry@bnh.org
www.bancroft.org
Booth Number: 607

Bancroft is a leading nonprofit organization that annually serves 1,300 children and adults with intellectual and developmental challenges and acquired brain injuries. We offer educational, vocational, residential, structured day, rehabilitation, and behavioral programs, as well as in-home and outpatient services. Founded in 1883, Bancroft has sites in New Jersey, Pennsylvania, and Delaware. We strive to ensure that every person is given opportunities for lifelong learning and fulfillment.

Beacon ABA Services
ABAI Supporting Organization

321 Fortune Boulevard
Milford, MA 01759
(508) 476-0207 ext. 286
swoolf@beaconservices.org
www.beaconservices.org
Booth Number: 409

Beacon ABA Services provides early intensive behavioral intervention across Massachusetts to children and families affected by ASD using the practices of ABA. The practice provides ABA services to children above age 3 through contracts with private health providers. Beacon also provides consultation, home behavioral assessment, ABA trainings, neuro-developmental assessments, and staff development for local school districts. Beacon serves over 600 families.

Behavior Analysis Center for Autism
ABAI Supporting Organization

11902 Lakeside Drive
Fishers, IN 76037
(317) 288-5232
dsundberg@thebaca.com
www.thebaca.com
Booth Number: 603

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

Behavior Analyst Certification Board

2888 Remington Green Lane, Suite C
Tallahassee, FL 32302
(850) 765-0905 ext. 104
lra@bacb.com
www.bacb.com
Booth Number: 109

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

Behavior Development Solutions

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

Booth Number: 101

Behavior Development Solutions provides training products, services, and tools for behavior analysts. Our courses are web-based for both PC and Mac users. Our empirically validated CBA Learning Module Series is the premier BACB exam prep resource. During the September 2011 administration, only 46% of BCBA candidates passed the test, but 71% of those who completed our CBA Learning Module Series passed! Our do-at-home CEU courses provide quality training for keeping up with research and practice methods. We also develop custom designed training software for organizations and universities. In addition, browse our online Books for Behavior Analysts store for resources selected for the behavior analytic community without having to browse a plethora of remotely related books. Visit our booth at the ABAI convention!

Behavior Momentum India

#407, 7th Main, 80 Feet Road
Bangalore, Karnataka 56 0043
+91 80 2545 3726
info@behaviormomentum.com
www.behaviormomentum.com

Booth Number: 307

Behavior Momentum is an Indian company effectively treating children with autism. It is 2 years old and works in the ABA field, providing behavior analytic treatment through therapy supervision, training, and mentoring under a BCBA team as per BACB guidelines. It is actively engaged in research, home support, and a Bx clinic. It has developed its own processes and materials, which are available for collaborations.

Center for Autism and Related Disorders
ABAI Supporting Organization

19019 Ventura Boulevard
Tarzana, CA 91356
(812) 345-2345
cardheadquarters@centerforautism.com
www.centerforautism.com

Booth Number: 104

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

Central Reach

P.O. Box 5430
Lighthouse Point, FL 33074
(954) 417-6071
cplante@centralreach.com
www.centralreach.com

Booth Number: 303

Central Reach is a complete electronic medical record and personal health record solution for both clients and providers. Providers now have the option of sharing electronic medical records with their clients and clients have the option of sharing their personal health records with providers—a true multidisciplinary approach to care.

CLG

500 Chewington Corporate Center, Suite 350
Coraopolis, PA 15108
(412) 269-7240 ext. 2038
info@clg.com
www.clg.com

Booth Number: 306

CLG is a global leader of behavior-based strategy execution and performance improvement consulting that enables companies to achieve lasting results consistently, with speed, precision, and control. Using the principles of applied behavior analysis and our proven methodology, CLG helps organizations drive excellence in execution, achieve strategic change, increase and sustain top-line growth, improve leadership development, realize culture change, and improve productivity.

CodeMetro

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

Booth Number: 107-108

NPAWorks is business management software developed specifically for special needs clinics to help manage and ease work related to scheduling, billing, payroll, clients and contracts, analysis, and more. It tracks operational and administrative records and processes them into useful logs and reports. NPAWorks provides owners and supervisors a bird's-eye view of the company, giving their staff access to information they need to do their jobs effectively.

The Columbus Organization

ABAI Supporting Organization

1012 West Ninth Avenue
King of Prussia, PA 19406
(800) 229-5446
Djuliano@columbusorg.com
www.columbusorg.com

Booth Number: 610

The Columbus Organization is the nation's leading provider of on-site and consultative services for individuals with special needs. Columbus's national reputation has been built on an outcome-oriented approach, coupled with a commitment to support all of our employees to ensure their success. Columbus currently provides behavior analysis services in six states. If you are interested in joining the Columbus Team, email your resume to recruit@columbusorg.com, or call 800-229-5116. Visit our website at www.columbusorg.com

Criterion Child Enrichment

ABAI Supporting Organization

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

Booth Number: 407

Criterion Child Enrichment is a private, not-for-profit organization specializing in early childhood education. Founded in 1985, Criterion provides early intervention, teen parenting programs, parent education, and early education and care programs to approximately 5,000 families each year. Criterion, one of the largest providers of early childhood services in Massachusetts, is committed to generating increased access to effective services for a diverse population of families.

Crossroads School

11 Huron Drive
Natick, MA 01760
(508) 651-7510 ext. 334
cqartarone@crossroadsschoolma.org
www.crossroadsschoolma.org
Booth Number: 304

Crossroads School is an option for students with autism and related disorders that may preclude them from inclusion in public school environments. We provide each student with a comprehensive educational program based on the principles of applied behavior analysis. We're dedicated to teaching our students to acquire the academic, social, vocational, and daily living skills necessary to achieve the highest level of independence possible.

Data Makes the Difference

7 S. Main Street #205
Wilkes-Barre, PA 18701
570-332-2285
steve@behaviortrackerpro.com
www.behaviortrackerpro.com
Booth Number: 204

Data Makes the Difference, LLC specializes in software products and services that automate behavioral and skill acquisition data collection for children with autism. Behavior Tracker Pro and Skill Tracker Pro and Ther-ad video self-modeling software will all be on display. The Team Portal web service, where users of our products can manage and analyze collected data, will also be exhibited.

Endicott College Institute for Behavioral Studies

376 Hale Street
Beverly, MA 01915
(978) 232-2103
wmcsween@endicott.edu
www.endicott.edu/gps/behavioranalyst
Booth Number: 208

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

Evergreen Center
ABAI Supporting Organization

345 Fortune Boulevard
Milford, MA 01757
(508) 478-2631 ext. 115
jvedora@evergreenctr.org
www.evergreenctr.org
Booth Number: 408

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

Florida Institute of Technology

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

Booth Number: 202

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

Global Autism Project

320 7th Ave. Ste. 302
Brooklyn, NY 11215
(347) 546-8770
info@globalautismproject.org
www.globalautismproject.org

Booth Number: 207

The Global Autism Project is a nonprofit organization that works with individuals with autism in underserved populations worldwide. Training is provided in clinical as well as administrative practices to ensure sustainability of our work.

Institute of Professional Practice, Inc.

ABAI Supporting Organization

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

Booth Number: 604

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

Integrated Listening Systems

925 S. Niagara Street, Suite 660
Denver, CO 80224
(303) 741-4544
dale@integratedlistening.com
www.integratedlistening.com

Booth Number: 402

Integrated Listening Systems is a multisensory therapy that addresses emotional regulation, sensory processing, and social skills. The program can be implemented simultaneously with ABA therapy in both clinics and homes to improve client behavior and achieve long-term therapeutic goals. New research on the efficacy of Integrated Listening Systems with ASD will be presented at our booth.

Intercare Therapy

4221 Wilshire Boulevard, Suite 300
Los Angeles, CA 90010
irodgers@intercaretherapy.com
www.intercaretherapy.com

Booth Number: 501

For more than 30 years, Intercare Therapy has been a family-owned company helping other families overcome behavioral and communication challenges to enhance their independence and quality of life. From initial consultation on, we support our clients and their families with the highest standards of compassion, communication, and collaboration. Our services: diagnostic assessment (by an MD), functional behavior assessment, direct behavior therapy, group social skills, parent/caregiver training, and speech evaluation and therapy.

Judge Rotenberg Educational Center
ABAI Supporting Organization

250 Turnpike Street
Canton, MA 02021
(781) 828-2202
jrc@judgerc.org
www.judgerc.org
Booth Number: 509

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

Mangold International GmbH

Graf-Von-Deym-Str. 5
Arnstorf, 94424
+49 8723 1978330
bernadette.deno@mangold-international.com
www.mangold-international.com
Booth Number: 115

Mangold International is a world-leading provider of stationary and portable labs for observational studies. Mangold products allow researchers to quickly perform their studies using live observation, video based analysis, eye tracking, and physiological data analysis. Mangold offers synchronized video and sensor data acquisition; integrated analysis; and services like planning, on-site installation, and long-term support. This makes Mangold your one-stop shop. Benefit from 20 years of excellence: www.mangold-international.com.

Mastermind Learning

4711 Seven Lakes Place
Powell, OH 43056
info@mastermindlearning.org
www.mastermindlearning.org
Booth Number: 110–111

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

May Institute
ABAI Supporting Organization

41 Pacella Park Drive
Randolph, MA 02368
(781) 440-0400
info@mayinstitute.org
www.mayinstitute.org
Booth Number: 117

May Institute is an award-winning nonprofit organization with nearly 60 years of experience in serving children and adults with autism spectrum disorders and other developmental disabilities, brain injury, mental illness, and behavioral health needs. At our nearly 200 service locations across the country, we work to create new and more effective ways to meet the special needs of individuals and families across the lifespan.

Medical Reimbursement Consultants, Inc.

121 W. Sycamore Street
Kokomo, IN 46901
(877) 852-9255 ext.111
karent@mrcbilling.org
www.mrcbilling.com
Booth Number: 209

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

Melmark

ABAI Supporting Organization

2600 Wayland Road
Berwyn, PA 19312
(888) Melmark
jimpowers@melmark.com
www.melmark.com
Booth Number: 606

Melmark is a not-for-profit provider of residential, educational, vocational, and therapeutic services for children and adults with autism spectrum disorders, developmental disabilities, acquired brain injuries, other neurological and genetic disorders, and related challenging behaviors. Melmark has program locations in both Berwyn, PA, and Andover, MA. Melmark's programs and services are offered in an environment of warmth, care, and respect.

Mundo Pato

8117 SW 35th Avenue
Portland, OR 97219
(503) 926-4418
kim@mundopato.com
www.mundopato.com
Booth Number: 601

Mundo Pato provides online tools and resources to the autism community, including (1) online courses to educate children, parents, and therapists on all subjects relating to autism; (2) ABA real-time Software As A Service (SAAS) solutions for managing therapy centers and consultancies; and (3) services to comprehensively address classroom ASD environment integration, structure, and socialization within school districts.

National Autism Center

ABAI Supporting Organization

42 Pacella Park Drive
Randolph, MA 02368
(781) 440-0400
info@nationalautismcenter.org
www.nationalautismcenter.org
Booth Number: 116

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

The New England Center for Children
ABAI Supporting Organization

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

Booth Number: 609

Internationally recognized for its award winning programs and services, The New England Center for Children (NECC®) has provided comprehensive education and treatment based upon the principles of applied behavior analysis to children with autism for over 35 years. The ACE®, our online educational curriculum and the culmination of our professional staff's expertise in the field of autism research and ABA, is now available at www.acenecc.org.

Nova Southeastern University

3301 College Avenue
Ft. Lauderdale, FL 33314
(954) 262-5702
perez@nova.edu
www.nova.edu

Booth Number: 305

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

Optimal

24 Roy Street #434
Seattle, WA 98107
(206) 384-4161
dstaff@wcoptimal.com
www.wcoptimal.com

Booth Number: 401

Optimal is a Washington-based consulting company that applies the principles of behavior analysis to help companies improve their business performance. We have particular expertise in the health and social services sector, and we are focused on helping businesses in this rapidly changing environment adapt and grow in a way that is sustainable, reducing unnecessary activity and costs while at the same time maintaining exceptional service.

Partners in Behavioral Milestones

10330 Hickman Mills Drive
Kansas City, MO 64137
(816) 501-5138
info@pbmkc.com
www.pbmkc.com

Booth Number: 508

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

Professional Crisis Management Association

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

Booth Number: 201

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

QBS, Inc.

257 Turnpike Road, Suite 320
Southborough, MA 01772
(508) 429-9211
info@qbscompanies.com
www.qbscompanies.com

Booth Number: 203

QBS, Inc. provides quality behavioral solutions to complex behavior problems using evidence-based procedures supported by decades of scientific research in the field of applied behavior analysis. Safety-Care™, used in thousands of provider settings, is the only crisis prevention course with a combination of behavioral competencies and crisis prevention and management skills. With applied behavior analytic content throughout, staff acquire the best of prevention skills.

RCS Learning Center

6 Strathmore Road
Natick, MA 01760

Booth Number: 205

Realizing Children's Strengths (RCS) Learning Center is a not-for-profit organization whose mission is to provide the highest quality individualized behavioral and educational services for children with autism spectrum disorder and other developmental disabilities. We believe that every child has unique skills, and we are dedicated to helping them develop these skills and reach their full potential.

SEEK Education, Inc.

ABAI Supporting Organization

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

Booth Number: 102

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

The Shape of Behavior

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

Booth Number: 105

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

Spectrum Center
ABAI Supporting Organization

16360 San Pablo Avenue
San Pablo, CA 94806
(510) 741-5440
jmedina@spectrumschools.com
www.spectrumschools.com
Booth Number: 602

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

St. Amant
ABAI Supporting Organization

440 River Road
Winnipeg, Manitoba R2M 3Z9
(204) 256-4301 ext. 3476
kwirth@stamant.mb.ca
Booth Number: 612

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

Step By Step Academy

445 E. Dublin Granville Road
Worthington, OH 43085
(614) 436-7837
rmcintyre@stepbystepacademy.org
www.stepbystepacademy.org
Booth Number: 112

Step By Step Academy is a mental health treatment facility in Worthington, OH. We use applied behavior analysis as treatment for our clients with autism spectrum disorders and other developmental disabilities.

Strategic Alternatives

15 Deerfield Road
Medway, MA 02053
(508) 314-0191
tfovel@earthlink.net
www.strategic-alternatives.com
Booth Number: 605

Strategic Alternatives offers The ABA Program Companion 3.0 software, a comprehensive online environment for ABA service providers to create, organize, and manage effective implementations and enhance collaboration and creativity. Extensive, user-friendly features include a built-in comprehensive library of 650 fully customizable programs, over 4,000 learning targets, streamlined data entry, automatically generated data sheets and graphs, and powerful progress review features. Affordable and available now through subscription.

Summit Educational Resources

150 Stahl Road
Getzville, NY 14068
(716) 629-3400
info@summitted.org
www.summitted.org
Booth Number: 106

Summit Educational Resources offers comprehensive evidence-based services to more than 1,700 individuals with autism and related developmental disabilities each year. Services include evaluations, early intervention, school (ages 3–21), consulting, and a range of in-home family support services. We operate an EIBI program for children with autism. Our services extend to more than 50 school districts. Our staff of 500 includes nine Ph.D.s, nine BCBAs, and over 200 master's-level professionals with experience in the identification and treatment of children with autism.

TeachTown

16461 Sherman Way, Suite 240
Los Angeles, CA 91406
(800) 283-0165
sales@teachtown.com
www.teachtown.com
Booth Number: 302

TeachTown is an innovative education company that develops learning products for children with autism spectrum disorders, speech and language impairments, developmental delays, and other special needs. Our curriculum uses evidence-based best practices from applied behavior analysis (ABA), speech and language pathology, and developmental psychology to teach a wide range of meaningful skills. Our flagship product, TeachTown®: Basics is a research-based, computer-aided instructional program that delivers highly engaging computerized and generalization lessons for students who are developmentally 2 to 7 years old. TeachTown programs offer rigorous curricula with broadcast quality animation, engaging storytelling, and robust data tracking and reporting.

Tobii Technology, Inc.

510 N. Washington Street, Suite 200
Falls Church, VA 22046
(703) 738-1317
clara.zhu@tobii.com
www.tobii.com
Booth Number: 403

Tobii Technology is the world leader in eye tracking and eye control products, services and innovation. With Tobii, researchers have powerful tools to evaluate user behavior objectively, and Tobii products are widely used in developmental psychology, human computer interaction, industrial design, cognitive psychology, ophthalmology, neurophysiology, reading studies, and primate research.

Trumpet Behavioral Health

390 Union Boulevard, Suite 300
Lakewood, CO 80228
(303) 989-8169
gabbott@tbh.com
www.TBH.com
Booth Number: 404

Trumpet Behavioral Health provides behavior therapy based on the principles of applied behavior analysis (ABA). Our network of 1,000 passionate and highly skilled team members includes one of the largest teams of Board Certified Behavior Analysts and therapists available. Our team provides effective ABA therapy services in homes, schools, and intensive treatment centers. Dr. Linda A. LeBlanc, BCBA-D serves as our Executive Director of Clinical Standards and Research.

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Gold Sponsor: Central Reach

ABAI would like to thank Central Reach for their gold-level sponsorship of the 39th Annual Convention in Minneapolis. Be sure to visit them at booth #303 in the Exhibit Hall.





Society for the Quantitative Analyses of Behavior
36th Annual Meeting, May 23–May 25, 2013
Hilton Minneapolis (Minneapolis, Minnesota)

Thursday evening, May 23, Marquette Ballroom
First Poster Session, cash bar, and registration (5:00 pm–8:00 pm)

Friday, May 24, Marquette Ballroom
Registration, coffee and pastries (7:00 am–8:00 am)

8:00 Timothy Shahan (Utah State University): President's Introduction

Contextual Control

8:15 Ralph R. Miller and Gonzalo P. Urcelay (State University of New York at Binghamton and University of Cambridge): The Many Roles of Context in Learning and Acquired Behavior

8:50 Mark E. Bouton, Travis P. Todd, and Samuel P. León (The University of Vermont and University of Jaén, Spain): Contextual Control of Free and Discriminated Operant Behavior

9:25 Jan De Houwer (Ghent University, Belgium): A Propositional Perspective on Context Effects in Human Associative Learning

Break and Refreshments (10:00 am)

10:20 Florian Klapproth (University of Luxembourg, Luxembourg): Overestimation of Time in Speeded Temporal Judgments Is a Function of Reference Memory: Evidence From Temporal Generalization and Temporal Bisection

10:55 Matthew G. Wisniewski, Eduardo Mercado III, and Barbara A. Church (University at Buffalo, State University of New York): Predicting Individual Differences in Learning-Related Generalization Shifts

11:30 Russell M. Church and Kathryn L. Kalafut (Brown University): Continuous and Discrete Contextual Stimuli

Lunch (12:05 pm)

1:45 Ronald Weisman (Queen's University, Canada): Double Dissociation Between Pitch Chroma and Height Perception in Humans and Chickadees

2:20 Renee C. R. Railton, Mary T. Foster, and William Temple (University of Minnesota and the University of Waikato, New Zealand): Visual Discrimination and Object/Picture Recognition in Hens

Break and Refreshments (2:55 pm)

3:15 Edward A. Wasserman and Yuejia Teng (University of Iowa): Contextual Cueing in Pigeons

3:50 Alliston K. Reid (Wofford College): On the Dynamics of Stimulus Control in Guided Skill Learning

Business meeting, Marquette Ballroom (5:00 pm)

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



Society for the Quantitative Analyses of Behavior
36th Annual Meeting, May 23–May 25, 2013
Hilton Minneapolis (Minneapolis, Minnesota)

Saturday, May 25, Marquette Ballroom
Registration, coffee and pastries (7:15 am–8:30 am)

8:30 Jeffery N. Weatherly (University of North Dakota): Stimulus Control in Discounting: Data Collection Method and Type of Outcome Being Discounted

9:05 Elizabeth G. E. Kyonka (West Virginia University): Behavior in Transition: Contextual Cues and Discriminative Stimuli

Break and refreshments (9:40 am)

10:00 Mark R. Dixon (Southern Illinois University, Carbondale): Neurological Markers of Contacted and Derived Reinforcer Effects

10:35 Thomas R. Zentall (University of Kentucky): Suboptimal Choice by Pigeons: A Model of Human Gambling Behavior

11:10 Closing Remarks

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

Saturday afternoon, May 25, Auditorium Room 1, Minneapolis Convention Center

<u>Time</u>	<u>Speaker</u>	<u>Affiliation</u>	<u>Title</u>	<u>Chair</u>
1:00	Daniel Gottlieb	Sweet Briar College	<i>Bringing Pavlov's Science to Behavior Analysis</i>	Michael J. Dougher (University of New Mexico)
2:00	John W. Donahoe	University of Massachusetts Amherst	<i>Reinforcement: History and Current Status</i>	David C. Palmer (Smith College)
3:00	Leonard Green	Washington University in St. Louis	<i>Impulsivity, Impatience, and Risk Taking: How Many Impulsivities? A Discounting Perspective</i>	Todd McKechar (Jacksonville State University)
4:00	Michael Domjan	University of North Carolina Wilmington	<i>Behavioral Mechanisms of Drug Action: What Are They, How Will We Know One When We See It, and How Might Quantitative Models Help?</i>	Marc Branch (University of Florida)

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



abai minneapolis

friday, may 24

day schedule

workshops

opening event/saba awards

sessions

business meetings

abai expo

Minneapolis Convention Center; Friday, May 24

		7 am		8 am		9 am		10 am		11 am		12 pm		1 pm		2 pm		3 pm			
		:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30		
Level 2	211 A-B			W#10 AUT Szabo																	
	211 C			Speaker Ready Room #1																	
	211 D			Speaker Ready Room #2																	
	208 A-B			W#17 EDC Millyko																	
	208 C-D			W#24 PRA Barnes														††			
	207 A-B			Press Room																	
	205 A-B			W#9 AUT Salter																	
	205 C-D			W#1 AAB Alligood														††			
	204 A			Office																	
	204 B																				
	203 A-B																				
	202 A-B			W#27 VRB Greer																	
	201 A-B			W#28 VRB Singer-Dudek														††			
	200 J			W#8 AUT Rosales-Ruiz														††			
	200 H-I			W#14 CSE Olive																	
	200 F-G			W#4 AUT Barbera																	
200 C-E			W#20 PRA Beime																		
200 A-B			W#2 AUT Schramm																		
Level 1	102 A			W#26 TBA Jackson																	
	102 B-C			W#15 EAB Catania																	
	102 D-E			W#22 PRA Blackwell																	
	102 F			W#18 OBM Bruce																	
	101 A			W#16 EDC Lewis																	
	101 B-C			W#7 AUT Mueller														††			
	101 D			W#3 AUT Hughes														††			
	101 E			W#21 PRA Kubina														††			
	101 F			W#5 AUT Miklos																	
	101 G			W#6 AUT Schnerch																	
	101 H			W#23 PRA Carey																	
	101 I			W#13 CSE Wagner																	
	101 J			W#12 CBM Nunn																	
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Auditorium 3																					
Exhibit Hall B			Exhibitor Set-up									Exhibitors Open									
Mezzanine	M100 A			W#19 OBM Staff																	
	M100 B-C			W#11 AUT Larsson																	
	M100 D-E			W#25 TBA Bassingthwaite																	
	M100 F-G																	#2 Twin Cities Bus Tour			
	M100 H-I																				
	M100 J																			#3 MNN Bus Tour	
	M101 A			#1 HSF SIG Local Run																	
	M101 B																				
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Minneapolis Convention Center; Friday, May 24

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W#47 VRB Moran																			200 C-E											
W#38 CSE Cook																			200 A-B											
W#44 PRA Jablonski																			102 A											
W#29 AUT Wright																			102 B-C											
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LEGEND

= Special and Invited Events

= ABAI Services

†
= Continuing education credit available for behavior analysts

‡
= Continuing education credit available for psychologists

Ch.
= Chairperson

Level 2

Level 1

Mezzanine

L L

Hilton Minneapolis; Friday, May 24

	Room	4 pm		5 pm		6 pm		7 pm		8 pm		9 pm		10 pm		11 pm		12 pm				
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	Directors Row 3																					
	Directors Row 4																					
	Red Wing Room																					
	Duluth																					
	Minneapolis Grand Ballroom A									#5 International Reception												
	Minneapolis Grand Ballroom B																					
	Minneapolis Grand Ballroom C																					
	Minneapolis Grand Ballroom D												#6 Welcome Reception by Student Committee									
Minneapolis Grand Ballroom E							#4 Friends of SABA															
Minneapolis Grand Ballroom F													#6 Welcome Reception by Student Committee									
Minneapolis Grand Ballroom G																						

LEGEND

- = Special and Invited Events
- = B. F. Skinner Lecture Series
- = ABAI Services
- † = Continuing education credit available for behavior analysts
- ‡ = Continuing education credit available for psychologists
- * = Science/Practice Board event
- Ch. = Chairperson

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

8:00 am–3:00 pm
 205 C-D (Convention Center)
 AAB
 CE Instructor: Christy A. Alligood, Ph.D.

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

CHRISTY A. ALLIGOOD (Disney’s Animal Kingdom), ALLISON JUNGHEIM (Como Park Zoo and Conservatory), and MICHELLE SKURSKI (Disney’s Animal Kingdom)

Audience: Have you ever wondered how zookeepers conduct a physical examination of a crocodile, move a venomous snake from one area to another, or weigh a giraffe? This workshop is designed for individuals interested in the application of operant conditioning to the behavior of animals at zoos. Participants will learn how zoos develop training programs to facilitate husbandry goals in a variety of species. Participants will travel off-site to Como Park Zoo and Conservatory to observe applications of operant conditioning first-hand. The registration fee includes workshop materials, transportation to and from the zoo, and lunch. Net proceeds will benefit the Applied Animal Behavior Special Interest Group’s student and membership support programs.

Level: Introductory
Pre-registration: \$228 (Member), \$280 (Nonmember)
On-site: \$253 (Member), \$305 (Nonmember)

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

8:00 am–3:00 pm
 200 A-B (Convention Center)
 AUT
 CE Instructor: Robert Schramm, MA

Motivating Learner Participation Without Blocking Escape, Forced Physical Prompts, or Nagging

ROBERT SCHRAMM (Knospe ABA)

Audience: The workshop is appropriate for BCBAs and other professionals working directly with children with autism or other challenging disabilities who find themselves having trouble developing motivated learning settings regularly or are responsible to teach others how to earn instructional control in home, clinic, or school settings.

Level: Intermediate
Pre-registration: \$193 (Member), \$245 (Nonmember)
On-site: \$218 (Member), \$270 (Nonmember)

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

8:00 am–3:00 pm
 101 D (Convention Center)
 AUT
 CE Instructor: Jamie Hughes, MA

24 Language and Learning Barriers for Children With Autism: Identification and Intervention

JAMIE HUGHES (University of Kent) and GWEN DWIGGINS (Summit Autism Services)

Audience: The workshop is appropriate for board certified behavior analysts, board certified assistant behavior analysts, special education teachers, consultants, and supervisors of ABA intervention programs.

Level: Intermediate
Pre-registration: \$208 (Member), \$260 (Nonmember)
On-site: \$233 (Member), \$285 (Nonmember)

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

8:00 am–3:00 pm
 200 F-G (Convention Center)
 AUT
 CE Instructor: Mary Lynch Barbera, Ph.D.

The Verbal Behavior Approach: Using ABA/VB Strategies to Improve Autism Programming Across the Spectrum

MARY LYNCH BARBERA (Barbera Behavior Consulting, LLC)

Audience: Behavior analysts, speech pathologists, educators, and psychologists are the primary target audience. Since this is an intermediate level workshop, those not seeking continuing education credits, but who have knowledge of the basic principles of ABA, are also welcome to attend.

Level: Intermediate
Pre-registration: \$198 (Member), \$250 (Nonmember)
On-site: \$223 (Member), \$275 (Nonmember)

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

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

The Utility of Tact: Concepts and Teaching Protocols for Students With Autism Involving Tact Training

MICHAEL MIKLOS, AMIRIS DIPUGLIA, WILLOW HOZELLA, and LAURA YATES (Pennsylvania Training and Technical Assistance Network)

Audience: The workshop is appropriate for consultants, behavior analysts, teachers, psychologists, and others serving individuals with autism using an educational approach that utilizes an analysis of verbal behavior.

Level: Intermediate
Pre-registration: \$188 (Member), \$240 (Nonmember)
On-site: \$213 (Member), \$265 (Nonmember)

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

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

CE Instructor: Gabriel Schnerch, MA

Assessing and Teaching Social Referencing and Joint Attention in Children With Autism

GABRIEL SCHNERCH (University of Manitoba),
MARTHA PELAEZ (Florida International University),
PER HOLT (Oslo and Akershus University College),
and FLAVIA JULIO (University of Manitoba)

Audience: The workshop is appropriate for BCBAs, BCaBAs, psychologists, educators, and other professionals working with children with autism. This workshop also may be useful for parents and paraprofessionals, but it is assumed that participants have at least basic understanding of behavior analytic principles and standard teaching methods.

Level: Introductory

Pre-registration: \$188 (Member), \$240 (Nonmember)

On-site: \$213 (Member), \$265 (Nonmember)

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

8:00 am–3:00 pm
101 B-C (Convention Center)
AUT

CE Instructor: Michael M. Mueller, Ph.D.

The Assessment of Functional Living Skills

MICHAEL M. MUELLER (Southern Behavioral Group) and JAMES W. PARTINGTON (Behavior Analysts, Inc.)

Audience: The workshop is appropriate for behavior analysts working with learners with autism and developmental disabilities, parents of learners and educators of learners with autism or developmental disabilities, and other professionals who work or care for those with autism of developmental disabilities.

Level: Introductory

Pre-registration: \$188 (Member), \$240 (Nonmember)

On-site: \$213 (Member), \$265 (Nonmember)

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

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

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

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

JESUS ROSALES-RUIZ, MARY ELIZABETH HUNTER, EMILY RULLA, and CHRISTINA NORD (University of North Texas)

Audience: This workshop is designed for anyone interested in the processes of shaping and learning or anyone interested in improving their teaching

techniques. The concepts of the workshop can be applied to any population in any learning setting.

Level: Intermediate

Pre-registration: \$213 (Member), \$265 (Nonmember)

On-site: \$238 (Member), \$290 (Nonmember)

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

8:00 am–3:00 pm
205 A-B (Convention Center)
AUT

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

Self-Monitoring: Exploring a Systematic and Data-Based Intervention for Individuals With Autism and Other Related Disabilities

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

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

Level: Intermediate

Pre-registration: \$223 (Member), \$275 (Nonmember)

On-site: \$248 (Member), \$300 (Nonmember)

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

8:00 am–3:00 pm
211 A-B (Convention Center)
AUT

CE Instructor: Thomas G. Szabo, MA

Developing Psychological Flexibility Workshops to Help Parents of Children With Autism and Other Developmental Disabilities

THOMAS G. SZABO (University of Nevada, Reno) and DANIEL J. MORAN (Pickslyde Consulting)

Audience: The workshop is appropriate for board certified assistant behavior analysts, board certified behavior analysts, staff trainers, and supervisors.

Level: Introductory

Pre-registration: \$198 (Member), \$250 (Nonmember)

On-site: \$223 (Member), \$275 (Nonmember)

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

8:00 am–3:00 pm
M100 B-C (Convention Center)
AUT

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

The Language Matrix in Intensive Early Intervention: Developing Generative Natural Social Language in Challenging Cases

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

Audience: The workshop is appropriate for parents, lead therapists, line therapists, consultants, and students. Participants should have a basic understanding of behavioral terms used in intensive early intervention. At least 1-month's experience with intensive early intervention is preferable.

Level: Intermediate

Pre-registration: \$200 (Member), \$252 (Nonmember)

On-site: \$225 (Member), \$277 (Nonmember)

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

8:00 am–3:00 pm
101 J (Convention Center)
CBM
CE Instructor: R. Gregory Nunn, Ph.D.

Advances in Treating Children With Motor and Vocal Tics, Tourette's Syndrome, Trichotillomania, Skin Picking, and Other Body-Focused Repetitive Behaviors Using the Habit Reversal and Comprehensive Behavioral Intervention for Tics Programs

R. GREGORY NUNN (San Diego Unified School District) and DOUGLAS W. WOODS (University of Wisconsin-Milwaukee)

Audience: The workshop is appropriate for any practitioners, educators, and other professionals working with children, adolescents, or adults presenting with these types of problems.

Level: Introductory

Pre-registration: \$188 (Member), \$240 (Nonmember)

On-site: \$213 (Member), \$265 (Nonmember)

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

8:00 am–3:00 pm
101 I (Convention Center)
CSE
CE Instructor: Karen R. Wagner, Ph.D.

Supervisor Training Using the New BACB Outline

KAREN R. WAGNER and MARTA T. FIOL (Behavior Services of Brevard)

Audience: The workshop is appropriate for intermediate and advanced board certified behavior analysts who are currently providing supervision, who are considering becoming supervisors, or who are considering providing supervision to community-based clinicians.

Level: Intermediate

Pre-registration: \$198 (Member), \$250 (Nonmember)

On-site: \$223 (Member), \$275 (Nonmember)

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

8:00 am–3:00 pm
200 H-I (Convention Center)
CSE
CE Instructor: Melissa L. Olive, Ph.D.

Special Education Law and the Practicing Behavior

Analyst: Legal and Ethical Considerations

MELISSA L. OLIVE (Applied Behavioral Strategies) and REBECCA RYAN (Sandbox ABA)

Audience: The workshop is appropriate for practicing behavior analysts, supervisors, and school administrators.

Level: Intermediate

Pre-registration: \$193 (Member), \$245 (Nonmember)

On-site: \$218 (Member), \$270 (Nonmember)

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

8:00 am–3:00 pm
102 B-C (Convention Center)
EAB
CE Instructor: A. Charles Catania, Ph.D.

The ABCs of Behavior Analysis: A Review of the Basics for Students and Teachers

A. CHARLES CATANIA (University of Maryland, Baltimore County) and CHRISTINE HOFFNER BARTHOLD (University of Delaware)

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

Level: Intermediate

Pre-registration: \$188 (Member), \$240 (Nonmember)

On-site: \$213 (Member), \$265 (Nonmember)

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

8:00 am–3:00 pm
101 A (Convention Center)
EDC
CE Instructor: Sonia M. Lewis, Ed.S.

Best Practice Instructional Routines for Teaching the K–5 Reading Foundational Skills of the Common Core State Standards

SONIA M. LEWIS (Kalamazoo Regional Educational Service Agency)

Audience: This workshop is appropriate for a wide range of participants, including elementary

teachers, early childhood teachers, reading specialists, principals, curriculum directors, school psychologists, and university professors training future educators.

Level: Intermediate

Pre-registration: \$203 (Member), \$255 (Nonmember)

On-site: \$228 (Member), \$280 (Nonmember)

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

8:00 am–3:00 pm

208 A-B (Convention Center)

EDC

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

Standard Celeration Charting

KERRI L. MILYKO (Precision Teaching Learning Center), ABIGAIL B. CALKIN (Calkin Consulting Center), JOHN W. ESHLEMAN (The Chicago School of Professional Psychology), and HENRY S. PENNYPACKER (University of Florida)

Audience: This workshop is appropriate for anyone seeking an introduction (or refresher) to precision teaching and standard celeration charting, including persons interested in using the standard celeration chart to improve their teaching or clinical practice.

Level: Introductory

Pre-registration: \$208 (Member), \$260 (Nonmember)

On-site: \$233 (Member), \$285 (Nonmember)

Workshop #18 **CE: PSY/BACB**

8:00 am–3:00 pm

102 F (Convention Center)

OBM

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

Organizational Performance Engineering to Achieve Desired Client Outcomes

GUY S. BRUCE (Appealing Solutions, LLC)

Audience: Do you work as an employee, supervisor, or director of an agency that provides services to clients with learning difficulties? Are you satisfied with your clients' progress? Behavior analysis has developed a powerful technology for helping people, but too many clients don't receive the benefits. Why not? The easy answer is that employees don't do what they are told. However, the employees' performance, just like their clients' performance, is a product of their environment. Do employees have the resources, training, and management necessary to help their clients achieve their goals? What about their supervisors? What about their directors?

Organizations are groups of individuals who must work together to provide their clients with the outcomes they want. The failure of clients to make

adequate progress is not usually an individual employee performance problem, but a performance problem at the system process, and individual levels of the organization. This workshop will provide you with a set of tools to pinpoint organizational performance problems; analyze their causes; recommend the best solutions; solve the problems by designing and implementing solutions that might include more efficient resources, training, and management practices and evaluate their effectiveness; efficiency; and return on investment.

Level: Introductory

Pre-registration: \$208 (Member), \$260 (Nonmember)

On-site: \$233 (Member), \$285 (Nonmember)

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

8:00 am–3:00 pm

M100 A (Convention Center)

OBM

CE Instructor: Bryon Neff, Ph.D.

Breaking Bottlenecks: Designing Workflow and Creating Efficiency

DONNIE M. STAFF and BRYON NEFF (Optimal)

Audience: The workshop is appropriate for business owners, middle managers, upper managers, operations directors, and human resource representatives.

Level: Introductory

Pre-registration: \$218 (Member), \$270 (Nonmember)

On-site: \$243 (Member), \$295 (Nonmember)

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

8:00 am–3:00 pm

200 C-E (Convention Center)

PRA

CE Instructor: Ann Brigid Beirne, MA

Selling the Evidence: Ethical Marketing for Behavior Analysts

ANN BRIGID BEIRNE and MOLLY OLA PINNEY (Global Autism Project)

Audience: This workshop is open to anyone wishing to make their practice more efficient, more sustainable, and able to serve more consumers. Whether you are looking for strategies to grow your private practice, expand your agency's outreach, or just looking for a way to spread the word about behavior analysis, this workshop will help you accomplish your goals.

Level: Intermediate

Pre-registration: \$208 (Member), \$260 (Nonmember)

On-site: \$233 (Member), \$285 (Nonmember)

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

8:00 am–3:00 pm
 101 E (Convention Center)
 PRA
 CE Instructor: Richard M. Kubina Jr., Ph.D.

Applying Precision Teaching to Behavior Challenges: The Is-Does Problem Solving System
 RICHARD M. KUBINA JR. (Pennsylvania State University) and KIRSTEN K. YURICH (The Vista School)

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

Level: Intermediate

Pre-registration: \$198 (Member), \$250 (Nonmember)
On-site: \$223 (Member), \$275 (Nonmember)

Workshop #22 **CE: BACB**

8:00 am–3:00 pm
 102 D-E (Convention Center)
 PRA
 CE Instructor: Terence G. Blackwell, MS

Creating a Private Practice in the World of the Affordable Care Act
 TERENCE G. BLACKWELL (Services for the UnderServed)

Audience: The workshop is appropriate for board certified behavior analysts seeking to leverage their expertise beyond the role of an employee. Those considering development of a private practice based on the newly enacted insurance mandates for autism treatment in a number of states are encouraged to attend.

Level: Intermediate

Pre-registration: \$188 (Member), \$240 (Nonmember)
On-site: \$213 (Member), \$265 (Nonmember)

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

8:00 am–3:00 pm
 101 H (Convention Center)
 PRA
 CE Instructor: Katherine Frances Carey, MS

Running Effective Behavior Analytic Social Skills Groups

Katherine Frances Carey, JESSICA WENIG, and ALYSSA L. FAMIGLIETTI (Advances Learning Center)

Audience: The intended audience includes board certified behavior analysts who train staff to run social skills groups, teachers, speech language pathologists, behavioral instructors, therapists who run social skills groups, school staff intending to implement social skills instruction as a part of their curriculum, and anyone currently running social skills groups or wishing to run them in the future.

Level: Intermediate

Pre-registration: \$203 (Member), \$255 (Nonmember)
On-site: \$228 (Member), \$280 (Nonmember)

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

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

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

AARON BARNES (Michigan’s Integrated Behavior and Learning Support Initiative), AMY CAMPBELL (Grand Valley State University), and BILLIE JO RODRIGUEZ (University of Texas at San Antonio)

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

Level: Intermediate

Pre-registration: \$203 (Member), \$255 (Nonmember)
On-site: \$228 (Member), \$280 (Nonmember)

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

8:00 am–3:00 pm
 M100 D-E (Convention Center)
 TBA
 CE Instructor: Sean D. Casey, Ph.D.

A Model for Assessing and Training Experimental Analyses as Part of School-Based Functional Behavior Assessments

BRENDA J. BASSINGTHWAITE (University of Iowa Children’s Hospital) and SEAN D. CASEY (The Iowa Department of Education)

Audience: Individuals who are at the intermediate level with their awareness of behavior analysis and who are also responsible for training professionals with various levels of experience in the area of FBA and BIP. Individuals heavily involved in the training and supervising of FBA, BIP, and/or behavior analysts would receive the most benefit from the workshop.

Level: Intermediate

Pre-registration: \$188 (Member), \$240 (Nonmember)

On-site: \$213 (Member), \$265 (Nonmember)

Workshop #26 **CE: BACB**

8:00 am–3:00 pm

102 A (Convention Center)

TBA

CE Instructor: James W. Jackson, MS

Creating Graphs and Data Summaries in Microsoft Excel 2007: Development of Basic Skill Repertoires and Setting Up a Comprehensive Staff Training System Utilizing Behavioral Skills Training

JAMES W. JACKSON (Kinark Child and Family Services), SARAH M. DUNKEL-JACKSON (Southern Illinois University), and SHANNON D. BORCH (Kinark Child and Family Services)

Audience: Attendees of this workshop should possess a basic knowledge of single subject design and its application to clinical practice in applied behavior analysis. A basic knowledge of how to use Microsoft Office 2007/2010 applications would be beneficial. The target audience for this workshop is individuals with interest in improving their skill level in summarizing and displaying behavioral data electronically and those interested in further disseminating that skill set to staff or colleagues.

Level: Intermediate

Pre-registration: \$213 (Member), \$265 (Nonmember)

On-site: \$238 (Member), \$290 (Nonmember)

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

8:00 am–3:00 pm

202 A-B (Convention Center)

VRB

CE Instructor: JoAnn Pereira Delgado, Ph.D.

Establishment of Verbal Behavior Development Cusps and Capabilities Necessary for Successful Inclusion

R. DOUGLAS GREER, JOANN PEREIRA DELGADO, DEREK JACOB SHANMAN, and VANESSA LAURENT (Teachers College, Columbia University)

Audience: The target audience for this workshop includes behavior analysts, psychologists, speech therapists, supervisors, or professors who are working with children with and without disabilities. Attendees should have a basic applied background

in applied behavior analysis. Graduate students are encouraged to attend.

Level: Intermediate

Pre-registration: \$203 (Member), \$255 (Nonmember)

On-site: \$228 (Member), \$280 (Nonmember)

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

8:00 am–3:00 pm

201 A-B (Convention Center)

VRB

CE Instructor: Jessica Singer-Dudek, Ph.D.

Identification and Establishment of Early Verbal Behavior Developmental Cusps: Laying the Foundations for Language Development

JESSICA SINGER-DUDEK, JEANNE MARIE SPECKMAN, LIN DU and JACQUELINE MAFFEI-LEWIS (Teachers College, Columbia University) and JENNIFER LONGANO and JOAN A. BROTO (Fred S. Keller School)

Audience: The workshop is appropriate for behavior analysts, psychologists, speech therapists, supervisors, or other professionals who are working with children with and without disabilities. Participants should be well versed in the vocabulary of the science of behavior and have some understanding of verbal behavior, including basic verbal operants. Graduate students are encouraged to attend.

Level: Intermediate

Pre-registration: \$203 (Member), \$255 (Nonmember)

On-site: \$228 (Member), \$280 (Nonmember)

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

4:00 pm–7:00 pm

102 B-C (Convention Center)

AUT

CE Instructor: Patricia I. Wright, Ph.D.

International Service Delivery in Autism: Improving Consultative Service Effectiveness

PATRICIA I. WRIGHT (Easter Seals), ANN BRIGID BEIRNE and MOLLY OLA PINNEY (Global Autism Project), and EMILY ALEXANDRA WINEBRENNER (Universal Health Services)

Audience: Participants will engage in active learning to increase their knowledge and ability to deliver effective international consultation in the area of autism treatment. Instructional strategies include lecture, discussion, small group breakout, and targeted reading. Participants will be expected to reflect on their current knowledge and behavior and incorporate knowledge gained within this workshop to assess the need for potential behavior change and to ensure they deliver quality consultative services.

Level: Intermediate

Pre-registration: \$280 (Member), \$306 (Nonmember)

On-site: \$305 (Member), \$331 (Nonmember)

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

4:00 pm–7:00 pm

101 D (Convention Center)

AUT

CE Instructor: Kelley Henry, Psy.D.

Translating Neurodevelopmental Assessments and Neuropsychological Evaluations Into Operationally Defined Treatment Objectives for Children With ASD

KELLEY HENRY and DENA SHADE-MONUTEAUX (Beacon ABA Services)

Audience: The workshop is appropriate for child focused practitioners including early intervention specialists, educators, special education teachers, speech therapists, occupational therapists, behavior therapists, school psychologists, social workers, clinical psychologists, developmental pediatricians, and graduate students.

Level: Intermediate

Pre-registration: \$130 (Member), \$156 (Nonmember)

On-site: \$155 (Member), \$181 (Nonmember)

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

4:00 pm–7:00 pm

101 E (Convention Center)

AUT

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

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

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

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

Level: Introductory

Pre-registration: \$150 (Member), \$176 (Nonmember)

On-site: \$175 (Member), \$201 (Nonmember)

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

4:00 pm–7:00 pm

201 A-B (Convention Center)

AUT

CE Instructor: Mary Ellen McDonald, Ph.D.

Developing Social Skills in Learners With ASD: From Assessment to Intervention

MARY ELLEN MCDONALD (Hofstra University) and ERIN SPARACIO and GINA CORNICELLI (Eden II Programs/The Genesis School)

Audience: The workshop is appropriate for psychologists, special educators, social workers, speech pathologists, and parents.

Level: Intermediate

Pre-registration: \$130 (Member), \$156 (Nonmember)

On-site: \$155 (Member), \$181 (Nonmember)

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

4:00 pm–7:00 pm

102 D-E (Convention Center)

AUT

CE Instructor: Jessica Seeman, MA

Group Instruction for Children With Autism: A Training Package for Supervisors and Teachers

JESSICA SEEMAN, REBECCA WELLS, and EMILY NICKERSON (New York Center for Autism Charter School)

Audience: This workshop is appropriate for anyone who has an understanding of behavior analysis and either supervises or works directly with children with autism in a school setting.

Level: Intermediate

Pre-registration: \$145 (Member), \$171 (Nonmember)

On-site: \$170 (Member), \$196 (Nonmember)

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

4:00 pm–7:00 pm

101 A (Convention Center)

AUT

CE Instructor: Eitan Eldar, Ph.D.

Educational Environment Design and Adaptation for Students With Autism: Rules of Thumb for Teachers, Clinicians, and Service Providers

EITAN ELДАР (Kibbutzim College) and JONATHAN FOGELSON (University of Pennsylvania School of Design and Michael Singer Studio)

Audience: The workshop is appropriate for behavior analysts, teachers, principals, consultants, lead therapists, line therapists, administrators, and students.

Level: Introductory

Pre-registration: \$145 (Member), \$171 (Nonmember)

On-site: \$170 (Member), \$196 (Nonmember)

Workshop #35 **CE: PSY/BACB**

4:00 pm–7:00 pm

101 B-C (Convention Center)

AUT

CE Instructor: Seth W. Whiting, MS

Teaching Verbal Language and Cognition to Children With Autism Using the PEAK Relational Training System

SETH W. WHITING (Southern Illinois University)

Audience: This workshop is appropriate for applied behavior analysts who wish to teach verbal behavior skills to their clients, administrators who are seeking a verbal behavior program to implement, and verbal behavior researchers.

Level: Intermediate

Pre-registration: \$135 (Member), \$161 (Nonmember)

On-site: \$160 (Member), \$186 (Nonmember)

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

4:00 pm–7:00 pm

101 F (Convention Center)

CBM

CE Instructor: Robert D. Holdsambeck, Ed.D.

Behavioral Sex Therapy: Fifty Shades Grey(ter)

ROBERT D. HOLDSAMBECK (Cambridge Center for Behavioral Studies)

Audience: This workshop is appropriate for all board certified behavior analysts and psychologists interested in expanding their knowledge of human sexuality.

Level: Introductory

Pre-registration: \$140 (Member), \$166 (Nonmember)

On-site: \$165 (Member), \$191 (Nonmember)

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

4:00 pm–7:00 pm

101 G (Convention Center)

CBM

CE Instructor: Jannette Cross, Ph.D.

Behavior Therapy and Schizophrenia

JANNETTE CROSS (private practice)

Audience: The workshop is appropriate for practitioners and administrators of inpatient and community settings.

Level: Intermediate

Pre-registration: \$130 (Member), \$156 (Nonmember)

On-site: \$155 (Member), \$181 (Nonmember)

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

4:00 pm–7:00 pm

200 A-B (Convention Center)

CSE

CE Instructor: Richard Cook, MD

Harnessing the Power of ABA to Save Lives: A Review of and Practice Using Relevant Injury Prevention and Preventive Medicine Concepts and Tools, Combined With ABA Methodologies

RICHARD COOK (Pennsylvania State University)

Audience: The workshop is appropriate for teachers, health care clinicians and administrators, and behavior analysts wishing to apply ABA societal and individual injury control and health promotion behavior change.

Level: Introductory

Pre-registration: \$145 (Member), \$171 (Nonmember)

On-site: \$170 (Member), \$196 (Nonmember)

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

4:00 pm–7:00 pm

101 H (Convention Center)

DDA

CE Instructor: Kathleen Feeley, Ph.D.

Behaviorally Based Programming to Meet the Needs of Young Children With Down Syndrome

KATHLEEN FEELEY (Long Island University), and EMILY A. JONES, SARA BAUER, and NICOLE NICHEN (Queens College and The Graduate Center, City University of New York)

Audience: This workshop is targeted for individuals who provide educational, psychological, or related services (e.g., speech pathologists, occupational therapists, physical therapists) to young children (birth–kindergarten) with Down syndrome. It is also appropriate for individuals providing parent or professional training to others who work with children with Down syndrome.

Level: Intermediate

Pre-registration: \$135 (Member), \$161 (Nonmember)

On-site: \$160 (Member), \$186 (Nonmember)

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

4:00 pm–7:00 pm

101 I (Convention Center)

EDC

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

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

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

Audience: The workshop is appropriate for practitioners working with individuals with ASD who currently have a limited play skill repertoire and who want to learn how to establish play skills and support extended play and more varied play repertoires.

Level: Intermediate

Pre-registration: \$130 (Member), \$156 (Nonmember)

On-site: \$155 (Member), \$181 (Nonmember)

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

4:00 pm–7:00 pm
101 J (Convention Center)
EDC
CE Instructor: Guy S. Bruce, Ed.D.

How to Design Efficient Learning Programs

GUY S. BRUCE (Appealing Solutions, LLC)

Audience: The workshop is appropriate for those who manage staff or work with clients.

Level: Introductory

Pre-registration: \$150 (Member), \$176 (Nonmember)

On-site: \$175 (Member), \$201 (Nonmember)

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

4:00 pm–7:00 pm
200 F-G (Convention Center)
EDC
CE Instructor: John C. Begeny, Ph.D.

Using ABA to Enhance the Efficiency and Effectiveness of Academic Interventions in Schools

JOHN C. BEGENY (North Carolina State University)

Audience: This workshop is primarily intended for school-based practitioners (e.g., school psychologists, special education teachers, Title I teachers, reading specialists, intervention specialists, school principals, etc.) who work in elementary or middle school settings and have at least some role in facilitating academic interventions for struggling learners (e.g., as an interventionist, member of a problem-solving team, consultant, trainer, curriculum coordinator, etc.). The workshop is also relevant for college/university faculty members who teach graduate courses in academic consultation, academic interventions, academic assessment, and/or models of school-wide (systems-level) change. Graduate students who anticipate working in elementary or middle schools also could benefit from this workshop.

Level: Intermediate

Pre-registration: \$145 (Member), \$171 (Nonmember)

On-site: \$170 (Member), \$196 (Nonmember)

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

4:00 pm–7:00 pm
200 H-I (Convention Center)
PRA
CE Instructor: Susan E. Henson, MS

Are Your ABA Skills Up to Snuff? Effective Strategies for Applied Settings

SUSAN E. HENSON (Addison Behavioral Resources)

Audience: This workshop’s target audience includes introductory and intermediate level board certified behavior analysts looking to upgrade their skills in applied settings.

Level: Intermediate

Pre-registration: \$130 (Member), \$156 (Nonmember)

On-site: \$155 (Member), \$181 (Nonmember)

Workshop #44 **CE: PSY/BACB**

4:00 pm–7:00 pm
102 A (Convention Center)
PRA
CE Instructor: Vicki Madaus Knapp, Ph.D.

Ethical Issues in Home-Based Behavior Intervention

AMY L. JABLONSKI, VICKI MADAUS KNAPP, and KATHLEEN B. HONER (Summit Educational Resources)

Audience: The workshop is appropriate for behavior analysis practitioners who deliver or supervise the delivery of EIBI services in homes.

Level: Introductory

Pre-registration: \$130 (Member), \$156 (Nonmember)

On-site: \$155 (Member), \$181 (Nonmember)

Workshop #45 **CE: BACB**

4:00 pm–7:00 pm
102 F (Convention Center)
PRA
CE Instructor: Jessica Wenig, MS

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

JESSICA WENIG and KAYLA MCALISTER (Advances Learning Center)

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

Level: Intermediate

Pre-registration: \$145 (Member), \$171 (Nonmember)

On-site: \$170 (Member), \$196 (Nonmember)

Workshop #46 **CE: PSY/BACB**

4:00 pm–7:00 pm
200 J (Convention Center)
TBA

CE Instructor: Roger D. Ray, Ph.D.

Using CyberRat Effectively: Instructor Workshop on Assignment Designs and Student Progress Management

ROGER D. RAY ((AI)², Inc.) and KEVIN M. MIRAGLIA (Rollins College)

Audience: The workshop is appropriate for college and university instructors of undergraduate and/or graduate courses where interactive animal laboratory simulations are desired, such as (but not limited to) introductory psychology, learning, principles of behavioral analysis, descriptive research methods, behavioral systems analysis, educational psychology, and behavioral modification courses.

Level: Introductory

Pre-registration: \$130 (Member), \$156 (Nonmember)

On-site: \$155 (Member), \$181 (Nonmember)

Workshop #47

CE: PSY/BACB

4:00 pm–7:00 pm

200 C-E (Convention Center)

VRB

CE Instructor: Daniel J. Moran, Ph.D.

Demystifying RFT: An Introduction to Relational Frame Theory

DANIEL J. MORAN (Pickslyde Consulting)

Audience: The workshop is appropriate for ABA professionals who want to learn more about a post-Skinnerian account of language and cognition.

Level: Introductory

Pre-registration: \$130 (Member), \$156 (Nonmember)

On-site: \$155 (Member), \$181 (Nonmember)



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#1 Special Event

8:00 am–9:30 am
M101 A (Convention Center)

Run Around Lake Harriet

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

Join us for a unique opportunity to run with fellow members on the Ground Rounds National Scenic Byway, specifically around Lake Harriet. Lake Harriet has a paved run/walk path 2.75 miles in diameter. Dr. Andy Lattal will lead the run along with members of the Health, Sport, and Fitness SIG and ABAI's Student Committee. All levels of runners and walkers are welcome. Please wear appropriate attire. Pre-registration is required and available in the ABAI Online Store.

#2 Special Event

12:00 pm–7:00 pm
M100 F-G (Convention Center)

Twin Cities Autism Services Providers Bus Tour for Students

Chair: Adam Lobermeier (St. Cloud State University)

The tour will provide students with an opportunity to take an inside look at different center-based agencies around the Minneapolis and St. Paul metro area offering behavioral intervention for children with autism. A representative from each agency will give students a tour of their facility as well as describe their clientele, intervention practices, and specific services. This tour may be especially valuable to students looking for employment or potential internship positions. The tour will end back at the convention site, where representatives from several providers of in-home services for children with autism will describe their programs and be available to speak with students and answer any questions that may arise. If you wish to reserve seats for the bus tour, please email the chair of the event at load1101@stcloudstate.edu. Students will have first priority. This is a free event.

#3 Special Event

3:30 pm–6:30 pm
M100 J (Convention Center)

Minnesota Northland ABA Tour

Chair: Timothy R. Moore (University of Minnesota)

The historical roots of behavior analysis in Minnesota are deep. The Minnesota Northland ABA invites a limited number of participants to join us on a bus tour of selected sites of historical relevance. Of particular interest will be the site where B. F. Skinner conducted research for Project Pigeon and the University of Minnesota, where Skinner served as a professor in the 1930s and '40s. Of less historical importance, a brief stop at a local brewery is planned before returning to the convention center.

#4 Special Event

6:30 pm–7:30 pm
Minneapolis Grand Ballroom E (Hilton)

Friends of SABA Reception

Chair: Richard W. Malott (Western Michigan University)

ABAI members who made donations to the Society for the Advancement of Behavior Analysis (SABA) in 2012 and 2013 are invited to a reception in honor of their contributions and commitment to the field. We are very grateful for the generosity of those who support the activities of ABAI and SABA.

#5 Special Event

7:30 pm–9:00 pm

Minneapolis Grand Ballroom A-C (Hilton)

International Reception

Chair: Martha Hübner (University of São Paulo)

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

#6 Special Event

9:00 pm–11:00 pm

Minneapolis Grand Ballroom D, F, G (Hilton)

Welcome Reception Organized by the ABAI Student Committee

Chair: Megan D. Aclan (The Chicago School of Professional Psychology, Los Angeles)

ABAI welcomes all of its members to Minneapolis. Join us for a night of fun and entertainment organized by the ABAI Student Committee.

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 5. **Play**
 6. **Executive Functions**
 7. **Social Cognition** (perspective-taking and inferring/predicting others' private events)
 8. **Academic**
- Includes worksheets, tracking forms, visual aids, and other materials
- Builds behavior intervention plans (BIP) for challenging behavior
- Produces graphs and reports

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abai minneapolis

saturday, may 25

day schedule

workshops

opening event/saba awards

sessions

business meetings

abai expo

Minneapolis Convention Center; Saturday, May 25

4 pm		5 pm		6 pm		7 pm		8 pm		9 pm		10 pm		11 pm		12 am		Room		
:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30			
#75 AUT Ch: Gruhl																		211 A-B	Level 2	
Speaker Ready Room #1													211 C							
Speaker Ready Room #2													211 D							
																		208 A-B		
#73 AUT Ch: Hursh	†																	208 C-D		
Press Room													207 A-B							
#67 AUT cont. Ch: O'Donnell																		205 A-B		
#74 AUT Ch: Thompson																		205 C-D		
Office													204 A							
							Board Coordinators Mtg.											204 B		
								#96 WisABA										203 A-B		
								#93 Hawaii ABA										202 A-B		
																		201 A-B		
																		200 J		
#64 cont.																		200 H-I		
																		200 F-G		
#81 PRA Ch: Casey	†																	200 C-E		
																		200 A-B		
																		102 A		
#77 CBM Ch: Kowalkowski																		102 B-C		
#76 CBM Ch: Primeaux																		102 D-E		
#65 CSE cont. Ch: Wilhite																		102 F		
#71 TPC cont. Ch: Leighland								#98 AUT SIG										101 A		
#70 TPC cont. Ch: Jacobs																		101 B-C		
								#89 BAO Journals SIG										101 D		
								#95 Feeding Disorders SIG										101 E		
#72 AAB Ch: Farmer-Dougan								#92 HSF SIG										101 F		
								#99 Behavioral Medicine SIG										101 G		
								#97 Exp. Analysis of Behavior SIG										101 H		
								#90 Sustainable Societies SIG										101 I		
								#94 Ethics SIG										101 J		
#80 OBM Diener-Ludwig	‡																	Ballroom A		
																		Ballroom B		
																		Main Auditorium		
#78 EAB Pitts																		Auditorium 1		
																		Auditorium 2		
																		Auditorium 3		
																		Exhibit Hall B		
#68 TBA cont. Ch: Akers																		M100 A		
#79 EDC Ch: Peterson																		M100 B-C		
#66 EDC cont. Ch: Robertson																		M100 D-E		
#63 cont.																		M100 F-G		
																		M100 H-I		
#69 TBA cont. Ch: Jansz																		M100 J		
																		M101 A		
																		M101 B		
																		M101 C		
																		L100 D-E		
																		L100 F-G		

LEGEND

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

Level 2

Level 1

Mezzanine

L L

CodeMetro

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Workshop #48 **CE: PSY/BACB**

8:00 am–11:00 am
 101 A (Convention Center)
 AUT
 CE Instructor: Adel C. Najdowski, Ph.D.

Teaching Perspective-Taking and Executive Functioning Skills to Individuals With Autism
 ADEL C. NAJDOWSKI and CECILIA KNIGHT (Center for Autism and Related Disorders, Inc.)

Audience: This workshop is appropriate for clinicians interested in delivering intervention for perspective taking and executive functioning to children and adolescents with autism. Schoolteachers and administrators, parents, professors, and graduate students also would benefit.

Level: Introductory

Pre-registration: \$130 (Member), \$156 (Nonmember)
On-site: \$155 (Member), \$181 (Nonmember)

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

8:00 am–11:00 am
 101 E (Convention Center)
 AUT
 CE Instructor: Thomas L. Zane, Ph.D.

Community-Based Instruction in Varied Settings: Considerations for Both Urban and Non-urban Environments

PETER F. GERHARDT (The McCarton School), GLORIA M. SATRIALE (Preparing Adolescents and Adults for Life), THOMAS L. ZANE (Institute for Behavioral Studies, Endicott College), and JULIYA E. KRASNOPOLSKY and MOIRA CRAY (New York Center for Autism Charter School)

Audience: The workshop is appropriate for directors of community-based programs for adolescents and adults with ASD and other developmental disabilities, mid-level administrative staff of these types of agencies, and behavior specialists and special education teachers who work in these types of agencies.

Level: Introductory

Pre-registration: \$150 (Member), \$176 (Nonmember)
On-site: \$175 (Member), \$201 (Nonmember)

Workshop #50 **CE: PSY/BACB**

8:00 am–11:00 am
 102 A (Convention Center)
 AUT
 CE Instructor: David A. Eckerman, Ph.D.

Treatment Integrity: Train Them to See What You See so They Do What You Do

DAVID A. ECKERMAN (University of North Carolina Chapel Hill) and ROGER D. RAY (Rollins College)

Audience: Anyone seeking to make the training they provide their clinical staff more effective in generating consistency of treatment will find this workshop useful. Anyone seeking to train consistent observation and recording of behavior also will find this workshop useful, be they research team members or other types of behavioral judges (e.g., in judged sports).

Level: Intermediate

Pre-registration: \$130 (Member), \$156 (Nonmember)
On-site: \$155 (Member), \$181 (Nonmember)

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

8:00 am–11:00 am
 101 B-C (Convention Center)
 AUT
 CE Instructor: Barbara E. Esch, Ph.D.

Speech Teaching 101, 201, and Maybe 301: Critical Skills and Sequences for Speech Development
 BARBARA E. ESCH (Esch Behavior Consultants, Inc.)

Audience: The workshop is appropriate for behavior analysts, teachers, speech pathologists, and others with responsibility for the development of speech programs for individuals with impaired speech or beginning vocal repertoires.

Level: Introductory

Pre-registration: \$160 (Member), \$186 (Nonmember)
On-site: \$185 (Member), \$211 (Nonmember)

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

8:00 am–11:00 am
 101 F (Convention Center)
 AUT
 CE Instructor: Robert F. Putnam, Ph.D.

Improving Classroom Behavior Support Practices for Students With ASD

ROBERT F. PUTNAM (The May Institute)

Audience: The workshop is appropriate for behavior analysts who provide training and consultation to schoolteachers or paraprofessionals.

Level: Intermediate

Pre-registration: \$130 (Member), \$156 (Nonmember)
On-site: \$155 (Member), \$181 (Nonmember)

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

8:00 am–11:00 am
 101 G (Convention Center)
 AUT
 CE Instructor: Monika M. Suchowierska, Ph.D.

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

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

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

Level: Intermediate

Pre-registration: \$145 (Member), \$171 (Nonmember)

On-site: \$170 (Member), \$196 (Nonmember)

Workshop #54 **CE: PSY/BACB**

8:00 am–11:00 am

102 F (Convention Center)

CBM

CE Instructor: Abigail B. Calkin, Ph.D.

Inner Behavior: Changing Thoughts, Feelings, and Urges

ABIGAIL B. CALKIN (Calkin Consulting Center)

Audience: The workshop is appropriate for psychologists, clinical behavior analysts and other clinicians, and teachers of regular or special education children including those with behavior disorders.

Level: Intermediate

Pre-registration: \$145 (Member), \$171 (Nonmember)

On-site: \$170 (Member), \$196 (Nonmember)

Workshop #55 **CE: PSY/BACB**

8:00 am–11:00 am

200 C-E (Convention Center)

CBM

CE Instructor: Daniel J. Moran, Ph.D.

ACT in Practice: Learning Acceptance and Commitment Therapy to Accelerate Your Professional Clinical Skills

DANIEL J. MORAN (Pickslyde Consulting)

Audience: The target audience is behavior analysts who want to improve their own professional skills and clinicians who deal with behavior therapy problems.

Level: Introductory

Pre-registration: \$130 (Member), \$156 (Nonmember)

On-site: \$155 (Member), \$181 (Nonmember)

Workshop #56 **CE: PSY/BACB**

8:00 am–11:00 am

101 H (Convention Center)

CBM

CE Instructor: Stephen Ray Flora, Ph.D.

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

STEPHEN RAY FLORA (Youngstown State University)

Audience: The target audience is board certified behavior analysts, board certified assistant behavior analysts, psychologists, personal trainers, and others interested in learning to use behavior analytic procedures to promote healthy lifestyles, fitness, or to optimize elite performance.

Professionals with a strong interest in behavioral medicine, or health and fitness, also will benefit.

Level: Intermediate

Pre-registration: \$130 (Member), \$156 (Nonmember)

On-site: \$155 (Member), \$181 (Nonmember)

Workshop #57 **CE: PSY/BACB**

8:00 am–11:00 am

101 I (Convention Center)

DDA

CE Instructor: Jill Hunt, M.Ed.

Developing and Implementing an Activities of Daily Living Program

MICHELLE HARRINGTON and JILL HUNT (Judge Rotenberg Educational Center)

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

Level: Introductory

Pre-registration: \$205 (Member), \$231 (Nonmember)

On-site: \$230 (Member), \$256 (Nonmember)

Workshop #58 **CE: PSY/BACB**

8:00 am–11:00 am

200 A-B (Convention Center)

DDA

CE Instructor: Patrick McGreevy, Ph.D.

Essential for Living: A Functional Assessment and Curriculum for Children and Adults With Moderate-to-Severe Disabilities, Including Autism

PATRICK E. MCGREEVY (Florida Institute of Technology) and TROY FRY (private practice)

Audience: The workshop is appropriate for behavior analysts and associate behavior analysts.

Level: Introductory

Pre-registration: \$150 (Member), \$176 (Nonmember)

On-site: \$175 (Member), \$201 (Nonmember)

Workshop #59 **CE: PSY/BACB**

8:00 am–11:00 am

102 B-C (Convention Center)

EDC

CE Instructor: Kate Kellum, Ph.D.

Grabbing Ears, Eyes, Minds, and Sometimes Hearts: Building Presentations to Remember

EMILY KENNISON SANDOZ (University of Louisiana at Lafayette) and MICHAEL BORDIERI and KATE KELLUM (University of Mississippi)

Audience: The workshop is appropriate for graduate students and professionals wishing to improve multimodal presentation skills.

Level: Introductory

Pre-registration: \$130 (Member), \$156 (Nonmember)

On-site: \$155 (Member), \$181 (Nonmember)

Workshop #60 **CE: PSY/BACB**

8:00 am–11:00 am
102 D-E (Convention Center)
EDC
CE Instructor: Eitan Eldar, Ph.D.

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

EITAN ELДАР (Kibbutzim College)

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

Level: Intermediate

Pre-registration: \$140 (Member), \$186 (Nonmember)

On-site: \$165 (Member), \$191 (Nonmember)

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

8:00 am–11:00 am
200 F-G (Convention Center)
OBM
CE Instructor: Heather M. McGee, Ph.D.

Process Mapping and Diagnostic Workshop

LORI H. DIENER-LUDWIG (Performance Blueprints, Inc.) and HEATHER M. MCGEE (Western Michigan University)

Audience: The target audience is individuals who are engaged in improving or managing processes.

Level: Introductory

Pre-registration: \$160 (Member), \$186 (Nonmember)

On-site: \$185 (Member), \$211 (Nonmember)

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

8:00 am–11:00 am
200 H-I (Convention Center)
PRA
CE Instructor: Susan E. Henson, MS

Parent Training and Consultation: Effective Strategies to Increase Buy-In and Compliance of Parents and Caregivers

SUSAN E. HENSON (Addison Behavioral Resources)

Audience: This workshop's target audience includes introductory and intermediate board certified behavior analysts, other behaviorists, and other professionals who want to increase their skills as related to parent training.

Level: Introductory

Pre-registration: \$130 (Member), \$156 (Nonmember)

On-site: \$155 (Member), \$181 (Nonmember)

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

8:00 am–11:00 am
101 J (Convention Center)
PRA
CE Instructor: Jon S. Bailey, Ph.D.

EthicsLab® 2013: Ethics Games People Play

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

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

Level: Advanced

Pre-registration: \$135 (Member), \$161 (Nonmember)

On-site: \$160 (Member), \$186 (Nonmember)

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

8:00 am–11:00 am
200 J (Convention Center)
TBA
CE Instructor: Dana R. Reinecke, Ph.D.

Teaching and Learning Behavior Analysis Online

DANA R. REINECKE (The Sage Colleges), JESSICA S. BENSIMON (Sage Center for Applied Behavior Analysis), and MARY KNOWLES (Behavior Analysis, Inc.)

Audience: The target audience is professionals and faculty who are interested in teaching behavior analysis to others via online technology, but who do not have a lot of background in online education. The content will be equally applicable to undergraduate, graduate, and professional development courses.

Level: Intermediate

Pre-registration: \$140 (Member), \$166 (Nonmember)

On-site: \$165 (Member), \$191 (Nonmember)

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

8:00 am–11:00 am
101 D (Convention Center)
VRB
CE Instructor: Marleen T. Adema, Ph.D.

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

MARLEEN T. ADEMA (Dutch Association for Behavior Analysis)

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

Level: Introductory

Pre-registration: \$145 (Member), \$171 (Nonmember)

On-site: \$170 (Member), \$196 (Nonmember)

#7 Special Event

8:00 am–11:00 am

L100 F-G (Convention Center)

Closed Meeting: ABAI Affiliated Chapters Training Meeting

Chair: Gordon Bourland (Trinity Behavioral Associates)

ABAI training sessions are great opportunities for chapter leaders to gain knowledge and expertise on issues of central importance to their ABAI affiliated chapters. This training is for chapter leaders only. Although the training is free for up to three officers per chapter, advance registration is required. This event is closed; attendance is by invitation only.

Presentations will be made by Eitan Eldar (Israel ABA), Grant Gautreaux (Louisiana Behavior Analysis Association), and Martha Hübner (ABAI International Representative to the Executive Council; ABA of Brazil). Break-out sessions for moderated discussion are planned on “chapter communication and conflict resolution” and “state licensure updates,” among other topics.

#8 Special Event

9:00 am–11:00 am

L100 D-E (Convention Center)

Closed Meeting: Special Interest Group Leadership Training

Chair: Richard W. Malott (Western Michigan University)

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

Presentations will provide information and assistance in setting up and managing useful, low-cost means of SIG communication. Behavior Analysis for Sustainable Societies representatives will share their experiences leveraging Facebook, a blog, and a listserv to effectively disseminate information to SIG members and nonmembers. Health, Sport, and Fitness SIG members will provide guidance on specific web page technology for the development of websites specific to the needs and interests of members. Presentations will be followed by break-out sessions for moderated discussion on the topics presented.

#9 Special Event

10:00 am–10:50 am

201 A-B (Convention Center)

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

Chair: Kerry A. Conde (Western New England University)

Parents and other caregivers of individuals with special needs as well as professionals and students are attending the ABAI convention in increasing numbers but may have questions about how to make the most of the experience. Furthermore, an event this large may seem overwhelming to newcomers. Parents, professionals, and students who may be attending ABAI for the first time are encouraged to participate in this convention orientation and visit our website (www.autismpppsig.org). We will provide an overview of ABAI and its convention and highlight the types of events that parents, professionals, and students will encounter.

#10 Special Event

11:30 am–12:50 pm

Main Auditorium (Convention Center)

OTH

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

Chair: Richard W. Malott (Western Michigan University)

Award for Distinguished Service to Behavior Analysis: Kennon Andy Lattal, Ph.D. (West Virginia University) will make a presentation titled, “Simple Gifts.”



Dr. Kennon Andy Lattal is centennial professor of psychology at West Virginia University. He received his Ph.D. in psychology from the University of Alabama and joined the West Virginia University (WVU) faculty in 1972. He has written 140 research articles and chapters on conceptual, experimental, and applied topics in behavior analysis and edited seven books and journal special issues, including the APA's memorial tribute to B. F. Skinner. He has mentored 40 doctoral students and every faculty member of WVU's Behavior Analysis Program since 1982. He was coordinator of that program from 1982–2012. A former president of ABAI, SABA, APA's Division 25, the Society for the Experimental Analysis of Behavior, and Southeastern Association for Behavior Analysis, Dr. Lattal also served on the

oversight and various working committees of these organizations. He has been elected to editorial boards of eight professional journals, and is a former editor of the *Journal of the Experimental Analysis of Behavior*. His activities have been acknowledged through several awards, including major teaching awards from WVU, APA's Division for the Teaching of Psychology, and ABAI. In addition to his named professorship, WVU recognized his scholarly work with its Benedum Distinguished Scholar Award and APA's Division 25 with its Distinguished Contributions to Basic Research Award. He has taught and conducted research at several U.S. universities and in six other countries, culminating in spending the 2011–12 academic year at Université Charles de Gaulle in Lille, France, as a Fulbright research scholar.

Abstract: As the defining feature of his professional life since his junior year of college, behavior analysis has imparted many gifts to Dr. Kennon Andy Lattal. These simple gifts cover the breadth of his experiences with the conceptual foundations, empirical database, methods, and people with whom he worked and collaborated with throughout the years. In this brief talk, Dr. Lattal will reflect on some of those experiences and the people responsible for them—how they shaped his behavior in and out of the classroom and laboratory; what he learned (and has not learned) as a result of these broad, diverse contacts; and what he would have others take away from his history as a researcher, teacher, observer, participant, and fellow traveler with colleagues, students, and many friends in this fine discipline.

Award for International Dissemination of Behavior Analysis: SEEK Education, Inc., “Sincerest Thanks From SEEK Education.”

SEEK Education, Inc. will be represented by founder and chair Sharon Chien, as it receives this award.

Abstract: An 8-minute video of SEEK Education's record will show its dedication and commitment toward advancing the study and training of applied behavior analysis throughout Asia and to introduce the organizations and the people who have benefited from the science of behavior analysis through SEEK's dissemination work and its enthusiasm of learning and applying behavioral methods. Organizations SEEK works with include the Wuhan Hospital, Autism Society of China, Central China ABA Association, Taiwan ABA Association, and Shenzhen Autism Society. SEEK also expresses gratitude and excitement about bringing applied behavior analysis into its education system.

Award for Scientific Translation: George E. Bigelow, Ph.D. (Johns Hopkins University School of Medicine), and Maxine L. Stitzer, Ph.D. (Johns Hopkins University School of Medicine Behavioral Pharmacology Research Unit) will make a presentation titled, “Positive Reinforcement in Drug Abuse Treatment.”



George Bigelow, Ph.D., is a professor of behavioral biology at the Johns Hopkins University School of Medicine, where he is director of the Behavioral Pharmacology Research Unit, and director of its Postdoctoral Research Training Program on the Human Behavioral Pharmacology of Substance Abuse. After undergraduate training at the University of Maryland, his graduate and postdoctoral training in experimental psychology and psychopharmacology

Saturday, May 25

were at the University of Minnesota. Dr. Bigelow's research has focused on the determinants and consequences of human drug self-administration; the use of behavior analysis methods in the study and treatment of substance abuse; and has included alcohol, tobacco, heroin, cocaine, and other substances. He has conducted controlled human laboratory research demonstrating drugs functioning as reinforcers and the controllability of drug self-administration by its consequences, as well as outpatient clinical trials of incentive-based behavior therapies both alone and when integrated with pharmacotherapies. He and Maxine L. Stitzer have worked together for several decades in applying behavior analysis principles and methods to the study and treatment of substance-use problems and to the translation of behavioral principles from the laboratory to broader clinical therapeutic application.



Maxine Stitzer is a research psychologist and professor in the Department of Psychiatry and Behavioral Sciences at Johns Hopkins University School of Medicine Behavioral Pharmacology Research Unit, a nationally recognized drug abuse research laboratory. Her extensive grant-supported research program has focused on both pharmacological and behavioral approaches to the treatment of substance abuse and reflects active research interests in both illicit drug abuse (opiates, stimulants) and tobacco dependence. She has published more than 250 scientific papers, co-edited a book on methadone treatment, served on the Agency for Healthcare Research and Quality Smoking Cessation Clinical Guidelines panel, and founded a model psychosocial counseling program at Johns Hopkins for opiate and cocaine users. She currently heads the Mid-Atlantic Node of the National Institute on Drug Abuse Clinical Trials Network, which conducts research in community clinics on both new and existing treatments and promotes adoption of effective treatments into clinical practice. She is well known for her pioneering work on contingency management approaches in substance-abuse treatment, designed to enhance motivation for positive behavior change and particularly effective for promoting abstinence from drugs. She has been the recipient of numerous federal research grants and several awards for outstanding contributions to behavioral science research.

Abstract: Drugs of abuse are powerful positive reinforcers that promote and maintain substantial and often escalating amounts of drug seeking and drug taking behavior. Our pioneering research showed that behavioral principles could be usefully applied to the study and treatment of substance-use problems and that drug-taking behaviors could be readily influenced by appropriate scheduling of consequences. We specifically demonstrated that alternative positive reinforcers, including treatment clinic privileges and cash payments, could be used effectively in an operant conditioning paradigm to compete with powerful drug reinforcers and support drug abstinence versus drug-seeking behaviors. This early translational research has led to a substantial and growing body of work clearly supporting utility of the operant behavior analytic approach to substance-abuse problems. It also has led to development of incentive-based contingency management interventions that can effectively compete with drug reinforcement and that have been widely studied and adopted as an evidence-based treatment intervention.

Award for Enduring Programmatic Contributions to Behavior Analysis: University of São Paulo Experimental Psychology Graduate Program, “Keller’s Legacy in Brazil: Fifty-Four Years of Experimental Psychology at the University of São Paulo.”

Dr. Martha Hübner, general coordinator of the program, will make the introductory remarks. The presentation will feature a brief overview of the program’s evolution, milestone events, accomplishments, and present day activities. Dr. Hübner will introduce Gerson Tomanari, dean of the Psychology Institute and a behavior analyst, and Teresa Araújo, a pioneer of the program. Professor Vahan Agopyan, provost of the University of São Paulo graduate programs, also will be introduced.

Abstract: The Behavior Analysis Area of the Experimental Psychology Graduate Program of the University of São Paulo in Brazil strives to strengthen the theoretical and experimental research in behavior analysis, train new researchers and teachers, play a role in the training of behavior analysts, promote the participation of students in supervised systematic investigations, and function in the context of multidisciplinary integration with the neurosciences and ethology branches of research in the program. The program was created in 1970 and was approved by the Brazilian Federal Government to operate at the master’s degree level in 1970 and at the doctoral level in 1974. Its creation evolved from Fred Keller’s first visit to Brazil in 1961 after he created the first cohort in experimental analysis of behavior at the university. The program has received support in the

form of scholarships for master's, doctoral, postdoctoral, research productivity, and project financing from Brazilian FIPSE, National Council for the Development of Science, National Foundation for Education and Research, and São Paulo State Foundation for Research Support. It also was part of the only research group in Brazil in psychology and behavior analysis to receive a national project grant from the National Institute of Science and Technology. Also, the program has received the highest government national grade (7 on a scale of 3–7) for the most recent 3-year evaluation periods. The program faculty collaborates with many foreign institutions and researchers and has worked on journals such as *The Analysis of Verbal Behavior*, *Journal of the Experimental Analysis of Behavior*, and *The Brazilian Journal of Behavior Analysis* as peer reviewers. Faculty members also hold leadership positions in scholarly and service organizations such as ABAI, the Brazilian Society of Psychology, and the Brazilian Association of Psychology.

Award for Effective Presentation of Behavior Analysis in the Mass Media: Aubrey Daniels, Ph.D. (Aubrey Daniels International, Inc.) will make a presentation titled, “Can Behavior Analysis Be Funalicious?”



Aubrey C. Daniels, Ph.D., is the world's foremost authority on applying the scientifically proven laws of human behavior to the workplace. Daniels helps the world's leading organizations employ the timeless principles of behavioral science to re-energize the workplace, optimize performance, and achieve lasting results. His management consulting firm, Aubrey Daniels International (ADI), works with business leaders in more than 20 countries to develop management strategies that reinforce critical behaviors vital to their long-term success. Headquartered in Atlanta, GA, the firm was founded in 1978. Daniels is the author of six best-selling books widely recognized as international management classics: *Bringing Out the Best in People*; *Performance Management*, *OOPS!; Other People's Habits*, *Measure of a Leader* (with James E. Daniels); and *Safe by Accident?* (co-authored with Judy Agnew, Ph.D.). His books have been translated into Japanese, Chinese, Korean, Spanish, and French and have been licensed in China, Singapore, India, Indonesia, Japan, Korea, Romania, and Saudi Arabia. He lives in Tucker, GA, with his wife, Becky. He has two daughters, two grandsons, and one granddaughter.

Abstract: Can behavior analysis be “funalicious?” It is a myth that if you “build a better mouse trap, the world will beat a path to your door.” Everyone here believes that we have a better way to deal with most of the world's problems because all of them require—in the beginning, middle, or end—someone's behavior to solve them. With a technology that is able to address the pressing problems of the world, you would think that some of us would be inundated with requests to appear on the morning talk shows—*Oprah*, *TED Talks*, *The Tonight Show*—hounded for interviews, and be quoted by bloggers daily. However, that is far from the case. Dr. Aubrey Daniels has said for many years that we have the best-kept productivity secret in the world; it's not that we planned it that way, but that is the way it has worked out. The best that we can say is what the Marines say, “We are the proud, the few, the Marines.” Let's face it, there are almost no marketing people among us. That is certainly our “sweet spot.” By training, we expect our results to speak for themselves. They may, but not fast enough to reach Malcolm Gladwell's *The Tipping Point*. It is time for us to spread the word about our technology in a way that will impact many of the daily problems of living that prevent billions of people in the world from leading productive and happy lives. It is a noble undertaking worth pursuing and while Dr. Daniels does not have all the answers, he does have a few.

#11 Panel Discussion

1:00 pm–1:50 pm
 102 F (Convention Center)
 CSE; Service Delivery
 BACB CE Offered. CE Instructor: Rebecca Ryan, J.D.

iPad Applications and Computer Assisted Instruction

Chair: Rebecca Ryan (Sandbox ABA)

REBECCA RYAN (Sandbox ABA)
 WHITNEY CLEMENTS (Treatment and Learning Center for Children with Autism)
 JENNIFER CRAWFORD (The Learning Lane)

Saturday, May 25

#12 SQAB Tutorial

1:00 pm–1:50 pm

Auditorium Room 1 (Convention Center)

EAB; Basic Research

Bringing Pavlov's Science to Behavior Analysis

DANIEL GOTTLIEB (Sweet Briar College)



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

Abstract: Recent research in Pavlovian conditioning has led to an increasingly expansive view of Pavlovian processes and a growing appreciation for their sophistication. Unfortunately, there has been relatively little progress in applying this knowledge toward the promotion of mental and physical well being. It is clear, however, that Pavlovian processes are important for more than phobias and drug relapse. Their influence extends to a variety of biological systems important for maintaining homeostasis and fighting illness, and they appear to play an important but overlooked role in response allocation. This tutorial will describe a variety of health-relevant Pavlovian phenomena from a contemporary perspective. The discussion will involve a description of the different types of Pavlovian stimuli, the circumstances that establish them, how to identify them, and what is known about the ability to modify them through intervention. Although behavior analysts have had great success in modifying behavior through principles of reinforcement and punishment, it is only when Pavlov's science is also brought into the fold that the full promise of behavioral intervention can be achieved.

#13 B. F. Skinner Lecture Series

1:00 pm–1:50 pm

Ballroom A (Convention Center)

VRB; Theory

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

What Do Words Do? How Language Augments Human Cognition and Perception

Chair: Anna I. Pétursdóttir (Texas Christian University)

GARY LUPYAN (University of Wisconsin)



Gary Lupyan, Ph.D. is an assistant professor of psychology at the University of Wisconsin-Madison. He received his Ph.D. from Carnegie Mellon University under the advisorship of Jay McClelland and subsequently completed postdoctoral work at Cornell University and the University of Pennsylvania. He received an Early Investigator Award from the American Psychological Association and a "Rising Star" Award from the American Psychological Society. Dr. Lupyan's primary research interest is understanding the degree to which human cognition and perception depend on or are augmented by language. An additional research program investigates the ways that specific languages evolve to fit the social and ecological environments in which they are learned and used.

Abstract: This talk will focus on a fundamental property of language using words to refer to objects in the environment. What consequences does such labeling have on cognitive and perceptual processes? To what extent is “normal” human cognition, actually language-augmented cognition? The talk will review evidence indicating that verbal labels do more than communicate information between individuals, but in fact actively modulate conceptual representations brought online during tasks that seem on their surface to have nothing to do with language. Using words to refer to objects affects the learning of new categories, memory for object details, and reasoning about familiar categories. Disruptions of linguistic processes likewise appear to affect performance on a variety of apparently nonverbal tasks. Strikingly, verbal labels also affect performance on even the most basic visual tasks. Together, the findings point to pervasive effects of language on ongoing cognition and perception.

#14 Symposium

1:00 pm–2:20 pm

101 F (Convention Center)

AAB/OBM; Applied Research

BACB CE Offered. CE Instructor: Terri M. Bright, M.Ed.

Using Behavior Analysis to Assess, Change, and Maintain the Behavior of Volunteers and Visitors in an Animal Shelter

Chair: Susan G. Friedman (Utah State University)

Discussant: Christy A. Alligood (Disney’s Animal Kingdom)

Safewalk: An Instructional Design Curriculum for Changing the Behavior of Humans Who Care for Dogs in Shelters

TERRI M. BRIGHT (Simmons College)

The Effects of Crowding and Visitor Presence on Visitors’ Behaviors on a Canine Adoption Floor

MIRANDA COURANT-MORGAN (Simmons College)

Decreasing Fingers-in-Kennel Behavior of Animal Shelter Visitors

STEPHANIE KEESEY (Simmons College)

#15 Symposium

1:00 pm–2:20 pm

205 C-D (Convention Center)

AUT/DDA; Applied Research

BACB CE Offered. CE Instructor: Mandy J. Rispoli, Ph.D.

Advances in Treatment of Challenging Behavior in Young Children With Autism

Chair: Mandy J. Rispoli (Texas A&M University)

A Parametric Analysis of the High-Probability Request Sequence

JENNIFER MICHELLE NINCI and Mandy J. Rispoli (Texas A&M University) and Amy Heath (Easter Seals East Texas)

The Effects of Antecedent Exercise on Stereotypy During Instruction

LESLIE NEELY, Stephanie Gerow, Jennifer Michelle Ninci, Fara D. Goodwyn, and Mandy J. Rispoli (Texas A&M University)

The Efficacy of a Signaled Delay Cue for Decreasing Tangible-Maintained Challenging Behaviors in a Child With Autism

WHITNEY GILLILAND and Ee Rea Hong (Texas A&M University)

Comparison of DRO With and Without Self-Monitoring on Challenging Behavior for a Child With ASD

STEPHANIE GEROW (Texas A&M University), Mandy J. Rispoli (Texas A&M University)

#16 Symposium

1:00 pm–2:20 pm

211 A-B (Convention Center)

AUT/DDA; Service Delivery

BACB CE Offered. CE Instructor: Thomas J. Zwicker, Ph.D.

The Assessment and Treatment of Self-Injurious Behavior Through the Use of Protective Equipment in a Specialized Public School Setting

Chair: Donn Sottolano (Area Cooperative Educational Services)

Discussant: Thomas J. Zwicker (Easter Seals of Coastal Fairfield County, CT)

Assessment and Treatment of Self-Injurious Behavior Through the Use of Contingent Helmet Application With Contingent Removal

LISA TERESHKO and Gregory Lefebvre (Area Cooperative Educational Services)

Utilization of an Alternating Treatment Design to Assess and Fade Protective Equipment Use for Self-Injurious Behavior

SHAUNA GIANNUZZI (Area Cooperative Educational Services)

Assessment and Treatment of Severe Head Banging Through the Use of Contingent Helmet Application

LAURA HOWK and Jorge Garcia (Area Cooperative Educational Services)

#17 Symposium

1:00 pm–2:20 pm

208 A-B (Convention Center)

AUT/CBM; Applied Research

BACB CE Offered. CE Instructor: Henry S. Roane, Ph.D.

Current Research in the Treatment of Feeding Disorders Among Children With Autism and Related Disorders

Chair: Henry S. Roane (State University of New York, Upstate Medical University)

Discussant: Valerie M. Volkert (Munroe-Meyer Institute)

Using an Avoidance Procedure to Increase the Consumption of Target Foods With Children of Varying Levels of Developmental Delays

HEATHER KADEY (Upstate Medical University and the Kelberman Center), Janet Diaz and Christie McCarthy (Kelberman Behavior and Feeding Program), Jennifer Magnuson (Syracuse University), Casey Knight-Loughrey (Kelberman Behavior and Feeding Program), and Henry S. Roane (State University of New York, Upstate Medical University)

Effects of a Forced-Choice Procedure as a Treatment for Food Selectivity and Inappropriate Mealtime Behaviors Demonstrated by a Child With Autism

ALISON M. BETZ, Andrew Morgan, and Jeanine Tanz (Florida Institute of Technology)

A Model for Increasing Chewing Skills and Progressing to Age-Typical Eating

KATHRYN M. PETERSON, Valerie M. Volkert, Jennifer M. Kozisek, and Jason R. Zeleny (University of Nebraska Medical Center, Munroe-Meyer Institute)

#18 Symposium

1:00 pm–2:20 pm

208 C-D (Convention Center)

AUT/EDC; Applied Research

BACB CE Offered. CE Instructor: Ronald Leaf, Ph.D.

Comprehensive Treatment for Individuals With Autism: The Individual, the Parent, and the School

Chair: Ronald Leaf (Autism Partnership)

Discussant: Mitchell T. Taubman (Autism Partnership)

Teaching Community Skills to Individuals With Autism Using Self-Management

YVONNE CHEUNG, Kimberly A. Schulze, and Eric Rudrud (St. Cloud State University) and Justin B. Leaf (Autism Partnership and Great Strides Behavioral Consulting)

Creating Communities of Reinforcement for Parents of Children With Autism: The Effects of a Group Parent Coaching Package

BRITTANY VAUGHN, Amber Wiles, Donna Townley-Cochran, Jacqueline R. Baker, Jesus Rosales-Ruiz, and Shahla S. Ala'i-Rosales (University of North Texas)

A Description and Evaluation of a Behaviorally Oriented School for Individuals With Autism

TOBY MOUNTJOY, Angel Au, and Kathleen Mann (Autism Partnership Hong Kong); Mitchell T. Taubman (Autism Partnership); and Justin B. Leaf (Autism Partnership and Great Strides Behavioral Consulting)

#19 Symposium

1:00 pm–2:20 pm

205 A-B (Convention Center)

AUT/EDC; Service Delivery

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

Evaluating Autism Treatment Programs

Chair: Dana Cihelkova (West Virginia University)

Discussant: Betty Fry Williams (Whitworth University)

An Example of Discrete Trials Training Outcomes From the West Virginia University Autism Clinic

EMILY MORRIS and Susannah Poe (West Virginia University)

The Impact of the Competent Learner Model at the Vista School

KIRSTEN K. YURICH (The Vista School), Dana Cihelkova and Daniel E. Hursh (West Virginia University), Krina Durica and Emily Strausbaugh (The Vista School), and Vicci Tucci (Tucci Learning Solutions, Inc.)

Using Single-Case Research to Evaluate Autism Treatment Programs

DANIEL E. HURSH and Dana Cihelkova (West Virginia University)

#20 Symposium

1:00 pm–2:20 pm

102 B-C (Convention Center)

CBM/CSE; Applied Research

BACB CE Offered. CE Instructor: Raymond G. Miltenberger, Ph.D.

Behavior Analytic Approaches to Physical Activity

Chair: J. Philip Erb Jr. (University of Florida)

A Functional Analysis of Moderate-to-Vigorous Physical Activity in Young Children

TRACY A. LARSON and Matthew P. Normand (University of the Pacific), Allison J. Morley (Syracuse University), and Bryon G. Miller (University of the Pacific)

Evaluation of Preference for Exergames Among Elementary Students

CHRISTIE CACIOPPO, Raymond G. Miltenberger, Victoria Fogel, Lisa Witherspoon, Steven Sanders, Jillian Donohue, and Holly Downs (University of South Florida)

Prize Bowl Reinforcement for Increasing Stepping in Healthy Adults

AMANDA L. GIBSON and Wendy Donlin Washington (University of North Carolina Wilmington)

Preliminary Efficacy of a Web-Based, Contingency Management Intervention to Increase Walking in Sedentary Adults

ALLISON KURTI and Jesse Dallery (University of Florida)

#21 Symposium

1:00 pm–2:20 pm

102 D-E (Convention Center)

CBM/TPC; Service Delivery

Contextual Behavioral Science and Specific Psychological Challenges

Chair: Chad E. Drake (Southern Illinois University, Carbondale)

Discussant: Thomas J. Waltz (VA Center for Mental Healthcare and Outcomes Research)

Language Interventions Based on Relational Frame Theory for Learners With Autism and Other Developmental Disabilities

Clarissa S. Barnes and ANGELICA A. AGUIRRE (Southern Illinois University, Carbondale)

Anxiety, Behavior, Context: A CBS Approach to Being Nervous and Verbal

CHAD E. DRAKE (Southern Illinois University, Carbondale)

A Contextual Behavioral Approach to Understanding, Assessing, and Treating Psychotic Behaviors

SUNNI PRIMEAUX, Matthieu Villatte, and Emily Kennison Sandoz (University of Louisiana at Lafayette)

#22 Panel Discussion

1:00 pm–2:20 pm

102 A (Convention Center)

CSE; Service Delivery

BACB CE Offered. CE Instructor: Elizabeth Hughes Fong, MA

Ethics and Cultural Diversity in the Field of Behavior Analysis

Chair: Elizabeth Hughes Fong (Multicultural Alliance of Behavior Analysts)

RICHARD W. SERNA (University of Massachusetts, Lowell)

JENNIFER A. WADE (Temple University)

MATTHEW TINCANI (Temple University)

DOUGLAS B. PETERSEN (University of Wyoming)

#23 Symposium

1:00 pm–2:20 pm

202 A-B (Convention Center)

DDA/PRA; Applied Research

BACB CE Offered. CE Instructor: Marlene J. Cohen, Ed.D.

Applications of the Use of the Standard Celeration Chart to Solve Unique Problems

Chair: Marlene J. Cohen (Possibilities Consulting, LLC)

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

The Use of the Standard Celeration Chart to Assess Preferences in a Nonverbal Student With Developmental Disabilities

TROY WELKER (The Chicago School of Professional Psychology)

The Use of Fluency-Based Instruction on the Eating Skills of a Student With Developmental Disabilities and Multiple Sensory Impairments

HEATHER POTTER (Behavior Analyst Certification Board)

Fluency-Based Instruction of the Gross Motor Skill of Free Walk on Motor Hesitation of an Adult With Developmental Disabilities

MARLENE J. COHEN (Possibilities Consulting, LLC)

#24 Symposium

1:00 pm–2:20 pm

200 F-G (Convention Center)

DDA/AUT; Applied Research

An Examination of the Preferences of Children With Developmental Disabilities

Chair: Matthew L. Johnson (Southern Illinois University, Carbondale)

Discussant: Joel Eric Ringdahl (Southern Illinois University)

An Examination of the Extent Access to Stimuli During Pictorial Preference Assessments Determines Reinforcer Efficacy

ALLIE MARIE HENSEL and Kyle Rowsey (Southern Illinois University, Carbondale) and Mark R. Dixon (Southern Illinois University)

Investigating the Preference for and Effectiveness of Simultaneous Prompting and Constant Prompt Delay Procedures

KEVIN P. KLATT and Ashley Niebauer (University of Wisconsin-Eau Claire)

Preference of Reinforcement Rate and Sub-optimal Decision Making

KYLE ROWSEY and Allie Marie Hensel (Southern Illinois University, Carbondale) and Mark R. Dixon (Southern Illinois University)

#25 Symposium

1:00 pm–2:20 pm

201 A-B (Convention Center)

DDA/AUT; Applied Research

BACB CE Offered. CE Instructor: Sharon A. Reeve, Ph.D.

Using Technology to Increase Social, Academic, and Play Skills for Students With Learning Difficulties

Chair: Sharon A. Reeve (Caldwell College)

Discussant: Paul Argott (EPIC School)

Culturally Responsive Computer-Based Social Instruction for Urban Adolescents With Emotional and Behavioral Disorders

PORSHA ROBINSON-ERVIN and Gwendolyn Cartledge (The Ohio State University)

Effects of Self-Graphing and Keyboarding Instruction on the Typing Speed of Young Adults With Disabilities

JENNIFER MARIE CULLEN and Sheila R. Alber-Morgan (The Ohio State University) and Evette A. Simmons-Reed (Nisonger Center)

Using Video Modeling, Multiple Exemplar Training, Prompts, and Reinforcement to Establish a Generalized Repertoire of Play Skills in Children With Autism

SHARON A. REEVE, Nicole Moinhos, Kenneth F. Reeve, and Tina Sidener (Caldwell College)

#26 Symposium

1:00 pm–2:20 pm

M100 B-C (Convention Center)

EDC/EAB; Applied Research

Matching Academic Intervention to Results of Experimental Analysis: Principles, Theories, and Procedures

Chair: Stephanie Snidrich (University of Minnesota)

Discussant: Edward J. Daly III (University of Nebraska-Lincoln)

Effects of Motivating Operations on Academic Performance and Problem Behavior Maintained by Escape From Academic Tasks

KELLY M. SCHIELTZ, David P. Wacker, and Alyssa N. Sues (University of Iowa)

Testing Hypotheses Pertaining to Acquisition, Retention, and Generalization Within a Brief Experimental Analysis of Reading Skills

STEPHANIE SNIDRICH, Jennifer J. McComas, and Matthew Burns (University of Minnesota)

A Comparison of Two Sight-Word Instructional Strategies for an Adult Nonreader With Intellectual Disability and Down Syndrome

SAMUEL THOMPSON, Laura Melton Grubb, David M. Richman, and Amanda Bosch (Texas Tech University) and Isabel Garza (Burkhart Center for Autism Education and Research)

#27 Symposium

1:00 pm–2:20 pm

M100 H-I (Convention Center)

EDC/DDA; Applied Research

Discrimination Training: Procedural Considerations and Applications

Chair: Karen A. Toussaint (University of North Texas)

An Analysis of Variables Affecting the Efficacy and Efficiency of Task Interspersal on Skill Acquisition in Children With Autism

KATIE A. NICHOLSON and Alison M. Betz (Florida Institute of Technology)

Teaching Identity Matching of Braille Characters to Beginning Braille Readers

KAREN A. TOUSSAINT (University of North Texas), Jeffrey H. Tiger (University of Wisconsin-Milwaukee), and Mindy Christine Scheithauer (Louisiana State University)

Effects of Extinction and Error Correction on Position Biases

TARA A. FAHMIE (California State University, Northridge) and Brian A. Iwata, Sarah C. Mead, and Adrian Paneto (University of Florida)

An Assessment of Error Correction Procedures for Teaching Simple and Conditional Discriminations to Children With Autism

ANNA MCGHAN and Dorothea C. Lerman (University of Houston-Clear Lake)

#28 Symposium

1:00 pm–2:20 pm

M100 D-E (Convention Center)

EDC/TPC; Service Delivery

BACB CE Offered. CE Instructor: William D. Newsome, Ph.D.

Contextual Behavior Science and Education

Chair: Tiffany Humphreys (Fit Learning)

Discussant: William D. Newsome (Fit Learning)

Evaluation of the Interactions Among Relational Fluency, Reading Fluency, and Reading Comprehension

WILLIAM D. NEWSOME and Kendra L. Brooks Rickard (Fit Learning)

Improving Emotion Recognition Using Derived Relational Responding

KERRY C. WHITEMAN, Kate Kellum, and Kelly G. Wilson (University of Mississippi)

Demystifying the Notions of Educators: A Clarification of Worldviews

KENDRA L. BROOKS RICKARD and William D. Newsome (Fit Learning), Brooke M. Berry (University of Nevada, Reno), and J. J. Billett (Fit Learning)

#29 Symposium

1:00 pm–2:20 pm

200 A-B (Convention Center)

PRA/CSE; Applied Research

BACB CE Offered. CE Instructor: Kimberly Crosland, Ph.D.

Applied Behavior Analysis in Child Welfare

Chair: Kimberly Crosland (University of South Florida)

Discussant: Glen Dunlap (University of South Florida)

Social Skills Training for Youth in Foster Care

SHANNON S. KOEHLER, Kimberly Crosland, and Andrea Perdomo (University of South Florida)

Evaluation of a Method for Placement Matching in Foster Care: Implications From Preference Assessment Results

CRISTINA M. WHITEHOUSE, Timothy R. Vollmer, and Bennie Colbert (University of Florida)

The Refinement of a Function-Based Assessment Model for Runaway Behavior of Youth in Foster Care

KIMBERLY CROSLAND and Glen Dunlap (University of South Florida) and Rose Iovannone (University of South Florida/Florida Mental Health)

#30 Symposium

1:00 pm–2:20 pm

200 C-E (Convention Center)

PRA/AUT; Applied Research

BACB CE Offered. CE Instructor: Amanda Karsten, Ph.D.

Comparing Systems of Data Collection: Client Outcomes, Reliability, and Social Validity

Chair: Amanda Karsten (Western New England University)

Discussant: Amy Kenzer (Center for Autism and Related Disorders, Inc.)

A Comparison of Continuous and Discontinuous Data Collection Systems on Learner Performance During Discrete Trial Teaching

TONIANNE GIUNTA, Sharon A. Reeve, Ruth M. DeBar, Jason C. Vladescu, and Kenneth F. Reeve (Caldwell College)

Reliability and Staff Preference for Three Methods of Data Collection

EMILY WHITE (Endicott College), Amanda Karsten (Western New England University), and Monica Spear (The New England Center for Children)

Description of a High-Tech Tablet-Based Data Collection System and Comparison to Low-Tech Models

Gloria M. Satriale, AVRAM GLICKMAN, and Thomas L. Zane (Preparing Adolescents and Adults for Life)

#31 Symposium

1:00 pm–2:20 pm

M100 J (Convention Center)

TBA/EDC; Applied Research

BACB CE Offered. CE Instructor: Amanda Bosch, Ph.D.

Component Analyses of Interteaching and Its Effect on High-Order Thinking

Chair: Amanda Bosch (Texas Tech University)

Discussant: Bryan K. Saville (James Madison University)

An Investigation Into the Interaction During the Interteach

ANITA LI, Ryan Lee O'Donnell, and Joshua K. Pritchard (Florida Institute of Technology)

Interteaching: The Relationship Between Pre-class Preparation Guides and Weekly Test Scores

Regan M. Slater, KATE KELLUM, and Kelly G. Wilson (University of Mississippi)

Shaping Higher-Order Thinking in an Undergraduate Applied Behavior Analysis Course

SARA NASS and Darlene E. Crone-Todd (Salem State University)

#32 Symposium

1:00 pm–2:20 pm

M100 A (Convention Center)

TBA/VRB; Applied Research

BACB CE Offered. CE Instructor: Dolleen-Day Keohane, Ph.D.

A Systems Approach to Teaching and Learning as Part of a Multidirectional Communication Matrix

Chair: Dolleen-Day Keohane (Nicholls State University)

Discussant: Nicole Luke (Surrey Place Centre)

Verbal Developmental Protocols to Increase Academic Literacy and Social Skills for Primary School Children

DOLLEEN-DAY KEOHANE and Grant Gautreaux (Nicholls State University) and Nicole Luke (Surrey Place Centre)

The Effects of Implementing Problem Specific Analyses to an RTI Model on Progress Monitoring Probes

GRANT GAUTREAUX, Dolleen-Day Keohane, Shelby Fairbanks Greene, and Diennele LeBlanc Troxclair (Nicholls State University)

Using Scientific Tactics and Strategic Analysis to Provide Effective Differentiated Instruction for Primary School Students

Grant Gautreaux, Dolleen-Day Keohane, and JENNY CRONIER ZERINGUE (Nicholls State University)

#33 Panel Discussion

Student Committee Event

1:00 pm–2:20 pm

101 B-C (Convention Center)

TPC; Theory

BACB CE Offered. CE Instructor: Clarissa S. Barnes, MS

Professional Development Series: Private Events

Chair: Clarissa S. Barnes (Southern Illinois University)

WILLIAM M. BAUM (University of California, Davis)

MITCH FRYLING (California State University, Los Angeles)

JAY MOORE (University of Wisconsin-Milwaukee)

DAVID C. PALMER (Smith College)

#34 Invited Presenter

1:30 pm–2:20 pm

Main Auditorium (Convention Center)

OBM; Applied Research

PSY/BACB CE Offered. CE Instructor: Kenneth Silverman, Ph.D.

Application of Operant Conditioning to Address the Interrelated Problems of Poverty and Drug Addiction

Chair: Sigurdur Oli Sigurdsson (University of Maryland, Baltimore County)

KENNETH SILVERMAN (Johns Hopkins University School of Medicine)



Kenneth Silverman, Ph.D., received his doctorate in developmental and child psychology from the University of Kansas in 1984. His doctoral training focused in the areas of operant conditioning and behavior analysis. He completed a postdoctoral research fellowship in behavioral pharmacology at the Johns Hopkins University School of Medicine in 1991, and served as a staff fellow in the Clinical Trials Section in the National Institute on Drug Abuse's Addiction Research Center from 1991–1993. He has maintained a faculty appointment in the Department of Psychiatry and Behavioral Sciences, Johns Hopkins University School of Medicine since 1991 and is currently a professor of psychiatry and behavioral sciences. Dr. Silverman's research has focused on

developing operant treatments to address the interrelated problems of poverty and drug addiction. His primary research has focused on the development and evaluation of abstinence reinforcement interventions for heroin and cocaine addiction in low-income, inner-city adults; the integration of abstinence reinforcement contingencies into model employment settings; the use of employment-based reinforcement in the long-term maintenance of drug abstinence and adherence to addiction treatment medications; and the development of computer-based training to establish critical academic and job skills that chronically unemployed adults need to gain and maintain employment and escape poverty.

Abstract: This presentation will describe research on the therapeutic workplace, an employment-based intervention to address the interrelated problems of poverty, unemployment, and drug addiction. Abstinence reinforcement, in which patients receive desirable consequences contingent on providing objective evidence of abstinence, can promote abstinence from abused drugs, but they must employ high magnitude reinforcement to promote abstinence in treatment-refractory patients and they must be maintained in time to prevent relapse. The therapeutic workplace was developed to provide a practical way to arrange high magnitude and long duration abstinence reinforcement. Under the therapeutic workplace intervention, individuals are hired and paid to work. To reinforce abstinence, participants are required to provide objective evidence of drug abstinence to maintain workplace access. Because many poor individuals lack job skills, the therapeutic workplace offers a training phase before formal employment, and incentives are strategically used to promote engagement in computer-based vocational training on site. Controlled studies have shown that the therapeutic workplace can retain low-income unemployed adults in training and in employment, promote the development of job skills, initiate and maintain abstinence from heroin and cocaine, and promote adherence to addiction medications in chronically unemployed adults.

#35 Symposium

1:30 pm–2:50 pm

M101 B (Convention Center)

DEV/CSE; Applied Research

Gaining a Competitive Edge: Evaluating the Benefits of Behavior Analysis in Athletics

Chair: Thomas Wade Brown (University of Nevada, Reno)

Discussant: Joseph Charles Dagen (BP)

Behavior Analysis in Sports: A Review of Measurement, Data Tracking, and Technology

THOMAS WADE BROWN and Mark P. Alavosius (University of Nevada, Reno)

Using a Behavioral Training Package to Enhance the Performance of Beginning Rock Climbers

KENNETH J. KILLINGSWORTH (University of Nevada, Reno) and William F. Potter (California State University, Stanislaus)

Game On: A Behavioral Approach to Mental Toughness

EMILY MICHELLE LEEMING and Mark P. Alavosius (University of Nevada, Reno)

#36 Symposium

1:30 pm–2:50 pm

M101 A (Convention Center)

DEV/EAB; Basic Research

BACB CE Offered. CE Instructor: Jonathan C. Baker, Ph.D.

Reinforcement Among Older Adults With Dementia: Identification, Assessment, and Skill Development

Chair: Jonathan C. Baker (Southern Illinois University)

Conditional Discrimination Training and Tests for Generalized Identity Matching and Derived Relations in Senior Citizens and Dementia Patients

HANNA STEINUNN STEINGRIMSDOTTIR and Erik Arntzen (Oslo and Akershus University College)

The Effects of Reinforcement and Extinction on Responding Among Older Adults With Dementia

Jonathan C. Baker and DAWN SEEFELDT (Southern Illinois University), Kirstie Hathaway (Southern Illinois University, Carbondale), Kathleen Fairchild (Rehabilitation Institute Southern Illinois University), Stephanie Hood (University of Nebraska Medical Center), Stefanie Beattie (Southern Illinois University), Amanda Buchmeier (Southern Illinois University, Carbondale), and Joel Eric Ringdahl (Southern Illinois University)

Effectiveness of Errorless Learning and Reinforcement Schedules for Establishing and Maintaining Behavior in Alzheimer's Disease

TARA OLIVIA LOUGHREY, Ada C. Harvey, Ame B. Lemon, Kirstin Uran, and Kaitlynn Gokey (Florida Institute of Technology)

Evaluation of Preference and Subsequent Stimulus Engagement Among Older Adults With Dementia

STEFANIE BEATTIE and Jonathan C. Baker (Southern Illinois University)

#37 Panel Discussion

1:30 pm–2:50 pm

M100 F-G (Convention Center)

EDC; Applied Research

BACB CE Offered. CE Instructor: Janet S. Twyman, Ph.D.

Behavioral Approaches to Complexity and Generativity

Chair: Janet S. Twyman (E. K. Shriver Center, University of Massachusetts Medical Center)

KENT JOHNSON (Morningside Academy)

VICCI TUCCI (Tucci Learning Solutions, Inc.)

APRIL M. BECKER (University of Texas Southwestern Medical Center)

JANET S. TWYMAN (E. K. Shriver Center, University of Massachusetts Medical Center)

#38 SQAB Tutorial

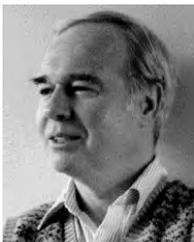
2:00 pm–2:50 pm

Auditorium Room 1 (Convention Center)

EAB; Basic Research

Reinforcement: History and Current Status

JOHN W. DONAHOE (University of Massachusetts Amherst)



After majoring in chemistry at Rutgers University, John W. Donahoe did his graduate work at the Thomas Hunt Morgan School of Biological Sciences at the University of Kentucky in the Department of Psychology. He received his doctorate in 1958 after study in experimental psychology and neurophysiology. He spent a postdoctoral year at the Center for Brain Research, University of Rochester. Dr. Donahoe returned to the University of Kentucky where he held joint appointments in the Psychology Department and the Computing Center as an assistant and then an associate professor. In 1969, he joined the faculty of the Psychology Department at the University of Massachusetts and became a professor and founding member of the Interdisciplinary Program in Neuroscience and Behavior. Although the director of his doctoral research was a former student of Clark Hull at Yale, Donahoe's approach to research was primarily influenced by Ernest Meyer, a Columbia graduate, and especially by Fogle Clark, a North Carolina graduate, both of whom were "Skinnerians."

Hull's scientific rigor proved illusory when it confronted the reality of the laboratory, whereas Skinner's experimental analysis of behavior flourished. Skinner's description of behavior analysis as "a rigorous, extensive, and rapidly advancing branch of biology" was especially appealing. Donahoe's research interests are reinforcement theory, stimulus control, neural networks informed by neuroscience, and implications of basic conditioning processes for the interpretation of complex behavior.

Abstract: The following topics will be among those discussed: (1) implications of Darwinian thinking (selectionism) for selection by reinforcement; (2) the problem of "circularity" and its treatment by the probability differential (Premack) and response-deprivation (Timberlake & Allison) hypotheses; (3) the Rescorla-Wagner model of conditioning and its conceptual problems; (4) experimental evidence relating to the Unified Principle of Reinforcement (UPR); (5) the operant-respondent distinction as viewed by UPR; (6) implications of UPR for phenomena such as those identified in studies of behavioral momentum, conditioning of behavior-systems, and temporal coding; (7) issues in the experimental analysis of the free-operant procedure and their implications for the molar-molecular debate; (8) neural-networks as a means of interpreting the effects of reinforcement; and (9) the role of neuroscience in the formulation of the reinforcement principle.

#39 Invited Tutorial

2:00 pm–2:50 pm

Ballroom A (Convention Center)

VRB; Theory

PSY/BACB CE Offered. CE Instructor: David W. Sidener, Ph.D.

The Utility and Ubiquity of Joint Control: Making Use of Joint Control in Teaching

Chair: Barbara E. Esch (Esch Behavior Consultants, Inc.)

DAVID W. SIDENER (Garden Academy)



Since 2005, Dr. David Sidener has been the executive director of Garden Academy in New Jersey. Garden Academy offers an educational program based in applied behavior analysis to students with autism and pervasive developmental disorder not otherwise specified. Dr. Sidener has worked in the field of autism treatment since 1986. He completed his Ph.D. in psychology and applied behavior analysis at Western Michigan University under the supervision of Dr. Jack Michael. Dr. Sidener is a board certified behavior analyst. He has supervised residential treatment programs for children with autism; developed and directed a vocational training program for adults with autism and other developmental disorders; and consulted to schools, agencies, and families in New Jersey, Pennsylvania, South Carolina, Ohio, Michigan, and Illinois. In 2004–2005, Dr. Sidener was an assistant professor at Lafayette College in Easton, PA. Currently, he is an adjunct professor in Caldwell College's applied behavior analysis graduate programs. During the past several years, Dr. Sidener has presented papers at national and regional conferences on topics such as treatment of stereotypy, incidental teaching, matching-to-sample, and elements of Skinner's analysis of verbal behavior. He has published papers on joint control, treatment of stereotypy, video modeling, manipulation of motivating operations, and treatment of tic disorders.

Abstract: Joint control is a process identified and named by Lowenkron in several papers from 1984–2004, in which the same verbal topography is emitted under two different operant contingencies, for instance tact and an echoic. Emission of these matching topographies then facilitates an additional response, such as a selection response or some other form of identifying an additional stimulus. The value of this process can be easily seen in the case of teaching a child with language deficits to do something relatively complex, delayed, or both. Let's say you're teaching a child to go to another room to get something. The stimulus "Go to the office to get a ruler" is completely gone immediately after it is said, unless it is preserved by repeating it. The repetition, an echoic, then self-echoic provides the means for a joint control event upon tacting the item, "ruler." Joint control thus provides an explanation for listener behavior using Skinner's verbal operants. This requires the "listener" to actually function as speaker. This tutorial will describe the workings of the joint control model, the verbal operant processes that underlie the model, and applications of joint control in applied behavior analysis contexts. Current research findings in this area will be presented.

#40 Panel Discussion

2:00 pm–3:20 pm
 102 F (Convention Center)
 CSE; Service Delivery
 BACB CE Offered. CE Instructor: Thomas L. Zane, Ph.D.

Coping With the Real World: Ethics Challenges Coming at You on a Daily Basis

Chair: Thomas L. Zane (Institute for Behavioral Studies, Endicott College)

JON S. BAILEY (Florida State University)
 R. WAYNE FUQUA (Western Michigan University)
 MARY JANE WEISS (Endicott College)
 THOMAS L. ZANE (Institute for Behavioral Studies, Endicott College)

#41 Paper Session

2:00 pm–3:20 pm
 101 A (Convention Center)
 TPC

Behavior Analysis of Culture

Chair: Criss Wilhite (California State University, Fresno)

Conceptual and Experimental Directions for Analyzing Superstition in the Behavioral Analysis of Culture (Theory)

Natalia Santos Marques (University of São Paulo), Felipe L. Leite (Federal University of Pará), and MARCELO FROTA BENVENUTI (University of São Paulo)

The Trickster: The Comedian as a Source of Cultural Variation (Theory)

CRISS WILHITE (California State University, Fresno), Chelsea J. Wilhite (University of Nevada, Reno), and Wayne Walsh (Wayne Walsh Comedy)

The Selection of Behavioral Patterns (Basic Research)

MATTHEW L. LOCEY (University of Puget Sound) and Howard Rachlin (Stony Brook University)

#42 Panel Discussion

Student Committee Event

2:30 pm–3:20 pm
 M100 A (Convention Center)
 TBA; Service Delivery

Professional Development Series: Show Me Good Listening: A Guide to Parent Training

Chair: Jessica S. Bensimon (Sage Center for Applied Behavior Analysis)

MARY KNOWLES (Behavior Analysis, Inc. and Sage University)
 KELLY MCKINNON (Kelly McKinnon & Associates)
 TAMARA L. MOODIE (The Victory School)

#43 Panel Discussion

Student Committee Event

2:30 pm–3:20 pm
 M100 J (Convention Center)
 TBA; Theory
 BACB CE Offered. CE Instructor: Kate Kellum, Ph.D.

Professional Development Series: Speak Behavior Analysis and Be Heard (Like a Boss!)

Chair: Kerry C. Whiteman (University of Mississippi)

PATRICK C. FRIMAN (Boys Town)
 DANIEL J. MORAN (Pickslyde Consulting)
 KATE KELLUM (University of Mississippi)

#44 Symposium

2:30 pm–3:50 pm

101 F (Convention Center)

AAB; Applied Research

Gimme Shelter: Optimizing Shelter Dogs Welfare and Adoptability Through Behavior Analysis

Chair: Kimberly G. Vail (University of North Texas)

Shelter Dogs' Behavior Towards a Novel Human: Measures of the Functions of Human Social Interaction for Domestic Dogs

ERICA N. FEUERBACHER and Clive D.L. Wynne (University of Florida)

Training and Supporting High Quality “Dog Buddy” Volunteers

JULIE M. SLOWIAK (University of Minnesota Duluth) and Becky Mathiowetz (Animal Allies Humane Society)

Increasing Adoption Success in Shelter Dogs

ALEXANDRA PROTOPOPOVA, Lindsay Mehrkam, and Clive D. L. Wynne (University of Florida)

Give Them Love Shelter Program

SEAN WILL, Chase Owens, and Jesus Rosales-Ruiz (University of North Texas)

#45 Symposium

2:30 pm–3:50 pm

208 A-B (Convention Center)

AUT/TPC; Applied Research

BACB CE Offered. CE Instructor: Terry S. Falcomata, Ph.D.

From Research and Concepts to Practice: Translational Evaluations in Autism and Developmental Disabilities

Chair: Terry S. Falcomata (University of Texas at Austin)

Discussant: Henry S. Roane (State University of New York, Upstate Medical University)

Further Evaluations of Reinstatement of Challenging Behavior

KATHERINE HOFFMAN (University of Texas) and Terry S. Falcomata, Summer Gainey, and Colin S. Muething (University of Texas at Austin)

The Effects of Deprivation and Satiation of Social Interactions on Tacting

MIRELA CENGHER, Emily A. Jones, and Daniel Mark Fienup (Queens College, City University of New York)

Effects of Tangible and Social Reinforcers on Skill Acquisition Across Varying Conditions: From Research Conditions to Practice

SOYEON KANG, Mark O'Reilly, Laura Rojeski, Heather Koch, Mark Jacoby, Garrett Roberts, and Alena Makapoba (University of Texas at Austin)

#46 Symposium

2:30 pm–3:50 pm

211 A-B (Convention Center)

AUT/VRB; Applied Research

BACB CE Offered. CE Instructor: David A. Wilder, Ph.D.

Recent Research on Improving Verbal Behavior Among Children With Autism

Chair: David A. Wilder (Florida Institute of Technology)

An Examination of Video Modeling as a Treatment to Reduce Echolalia

SEAN PETERSON, Karen A. Toussaint Rader, and Wayne W. Fisher (University of Nebraska Medical Center, Munroe-Meyer Institute)

Generalization of Negatively Reinforced Mand in Children With Autism

NICOLE C. GROSKREUTZ (Utah State University), Mark P. Groskreutz (Southern Connecticut State University), and Sarah E. Bloom and Timothy A. Slocum (Utah State University)

Avoiding Overgeneralization of the “I Don't Know” Response via Differential Reinforcement

LINDSEY ROGERS and Michele D. Wallace (California State University, Los Angeles)

A Comparison of Massed-Trial Instruction, Distributed-Trial Instruction, and Task Interspersal to Teach Children With Autism

LINA M. MAJDALANY, David A. Wilder, David Mathisen, and Valdeep Saini (Florida Institute of Technology)

#47 Symposium

2:30 pm–3:50 pm

205 C-D (Convention Center)

AUT/EDC; Applied Research

BACB CE Offered. CE Instructor: Shawn E. Kenyon, MA

Searching for Optimal Teaching Strategies: Where Are We Now?

Chair: Shawn E. Kenyon (Crossroads School for Children)

Discussant: Mary Jane Weiss (Endicott College)

Social Stories and Social Coaching: Generalization Strategies of Social Skills

RACHEL ABRAHAM, Michele D. Brock, Britany Melton, Benjamin Bruneau, and Jill E. McGrate Maher (Crossroads School for Children)

A Comparison of Group and One-to-One Instructional Arrangements With Students With ASD

BRITANY MELTON, Mikaela Hansen, Jill E. McGrate Maher, and Shawn E. Kenyon (Crossroads School for Children)

A Comparison of Traditional and Video-Based Mand Training for Children With Autism

JOSH PLAVNICK and Mari MacFarland (Michigan State University)

#48 Symposium

2:30 pm–3:50 pm

208 C-D (Convention Center)

AUT/DDA; Applied Research

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

Direct Comparisons of Procedures Used in ABA-Based Autism Intervention

Chair: Steven Woolf (Beacon ABA Services)

Discussant: Susan A. Rapoza-Houle (Beacon ABA Services)

Comparison of Preference Assessment Outcomes Using Two Response Topographies

ROBERT K. ROSS (Beacon ABA Services) and Christopher Armen Aghjayan and Jennifer M. Silber (Evergreen Center)

Considering Mastery Criteria: A Survey of Existing Data

CHRISTIAN A. BENAVIDES (Beacon ABA Services)

A Comparison of Acquisitions and Maintenance of Spelling Using Differing Master Levels

KELLER MACMATH, Joseph M. Vedora, and Robert K. Ross (Beacon ABA Services)

#49 Symposium

2:30 pm–3:50 pm

102 B-C (Convention Center)

CBM; Theory

BACB CE Offered. CE Instructor: Julie Crittendon, Ph.D.

Bridging the Gap: Bringing Contextual Behavioral Science to Traditional Behavior Analysis

Chair: Emmie Hebert (University of Louisiana at Lafayette)

Discussant: Julie Crittendon (The Vanderbilt Kennedy Center)

Verbal Behavior and RFT: From Philosophy to Practice

SCOTT A. MILLER (University of Nebraska Medical Center) and Emmie Hebert and Emily Kennison Sandoz (University of Louisiana at Lafayette)

Accept or Avoid?

ALEXANDER MCLEAN, Timothy M. Weil, and James Akintonde (University of South Florida)

Making Change That Matters: Values-Based Behavior Plans in Applied Behavior Analysis

EMILY KENNISON SANDOZ (University of Louisiana at Lafayette) and Kate Kellum and Maureen Kathleen Flynn (University of Mississippi)

#50 Symposium

2:30 pm–3:50 pm

102 D-E (Convention Center)

CBM; Applied Research

BACB CE Offered. CE Instructor: Alison M. Betz, Ph.D.

Advancements in Procedures for Assessing and Treating Pediatric Feeding Disorders

Chair: Alison M. Betz (Florida Institute of Technology)

Discussant: Melanie H. Bachmeyer (University of North Carolina Wilmington)

Functional Analysis of Inappropriate Mealtime Behavior: The Effects of Noncontingent Access to Tangible Stimuli in Control and Test Conditions

MELISSA LUKE GONZALEZ, Carrie S. W. Borrero, Tessa Christine Taylor, and Emily K. Rubio (Kennedy Krieger Institute)

Effects of a Chaining and Fading Procedure to Decrease Premature Swallowing and Increase Appropriate Chewing Behaviors

JEANINE TANZ and Alison M. Betz (Florida Institute of Technology) and Andrew Morgan (The Scott Center for Autism Treatment)

The Use of Choice to Increase Spoon Acceptance of Nonpreferred Foods

ALISON KOZLOWSKI, Tessa Christine Taylor, Melissa Luke Gonzalez, and Elizabeth A. Masler (Kennedy Krieger Institute)

#51 Symposium

2:30 pm–3:50 pm

201 A-B (Convention Center)

DDA/TPC; Applied Research

BACB CE Offered. CE Instructor: Javier Virués-Ortega, Ph.D.

Methodological Approaches to Gene-Brain-Behavior Relations in Applied Research

Chair: Javier Virués-Ortega (University of Manitoba)

Discussant: David Wayne Schaal (Accuray, Inc.)

Examining the Determinants of Skin Picking in Prader-Willi Syndrome: Utilizing fMRI and Functional Analysis

JENNIFER LYNN HAMMOND, Scott S. Hall, Kristin M. Hustyi, and Allan L. Reiss (Stanford University)

Preference for Social Interaction in Children With Autism Compared to Their Typically Developing Peers

MARY CARUSO-ANDERSON (University of Manitoba); Daina Crafa (Universitat Osnabruck); Ashley Pauls, Christine Sousa, and Kylee Hurl (University of Manitoba); and Karl Wiedl (Universitat Osnabruck)

Establishing Steadiness in Children With Autism in the MRI Clinic

Javier Virués-Ortega, ALISON COX, Flavia Julio, Kylee Hurl, Bethany Craig, Deborah L. Hatton, and Toby L. Martin (University of Manitoba)

#52 Symposium

2:30 pm–3:50 pm

202 A-B (Convention Center)

DDA; Applied Research

BACB CE Offered. CE Instructor: Jessica L. Sassi, Ph.D.

Methodological Advances in the Treatment of Escape-Maintained Behavior

Chair: Jessica L. Sassi (The New England Center for Children)

Discussant: Michele D. Wallace (California State University, Los Angeles)

Using Stimulus Fading to Establish Compliance with Dental Procedures

AMY KENZER and Michele R. Bishop (Center for Autism and Related Disorders, Inc.)

Assessment and Treatment of Problem Behavior Maintained by Escape From Dental Procedures
KELLY L. MCCONNELL and Jessica L. Sassi (The New England Center for Children); Wendy Cheney (Franciscan Children's Hospital Boston); and Aimee Kidder, Lauren P. Carr, and Natalie Stepanik (The New England Center for Children)

Evaluating the Efficacy of Auditory and Visual Signals on Functional Communication Under Escape Conditions

MARRISA ALLEN (Melmark New England), Jonathan C. Baker (Southern Illinois University), Nicole Heal (Melmark New England), and Jodi Elizabeth Neurenberger and Kristina Vargo (Southern Illinois University, Carbondale)

#53 Symposium

2:30 pm–3:50 pm

200 F-G (Convention Center)

DDA/DEV; Applied Research

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

What is the Optimal Intensity of Early Behavioral Intervention?

Chair: John C. Neill (Long Island University)

Discussant: Joe Reichle (University of Minnesota)

Effects of Intervention Intensity on Skill Acquisition in Children With Down Syndrome

EMILY A. JONES (Queens College and The Graduate Center, City University of New York)

Intervention Intensity: Effects of Number of Opportunities, Session Duration, and Intertrial Interval

NICOLE NEIL and Sara Bauer (Queens College and The Graduate Center, City University of New York)

Quality, Not Quantity, of Discrimination Training Matters

JOHN C. NEILL (Long Island University)

#54 Symposium

2:30 pm–3:50 pm

M100 B-C (Convention Center)

EDC; Service Delivery

BACB CE Offered. CE Instructor: Paula E. Chan, MA

Current Status and Future Directions in Secondary Transition: Why We Need Behavior Analysis Now

Chair: Moira Konrad (The Ohio State University)

How Do Students With Disabilities Fare Upon Exit From High School?

MOIRA KONRAD and Paula E. Chan (The Ohio State University)

A Multitiered System of Support for Secondary Transition: A Request for Assistance

DAVID W. TEST (University of North Carolina Charlotte)

Transition and Academic Curriculum With High School Students With ASD

JULIE THOMPSON (University of North Carolina, Charlotte)

Literature Findings on Student Involvement in Educational Planning for Students With Emotional or Behavioral Disorders

PAULA E. CHAN and Moira Konrad (The Ohio State University)

#55 Symposium

2:30 pm–3:50 pm

M100 H-I (Convention Center)

EDC/AUT; Applied Research

BACB CE Offered. CE Instructor: Florence D. DiGennaro Reed, Ph.D.

Analysis of Procedural Variations in Teaching on Learner Outcomes

Chair: Jason M. Hirst (University of Kansas)

A Comparison of Graduated Guidance and Simultaneous Prompting in Teaching Children With Autism Receptive Language

ARIANA RONIS BOUTAIN HOPSTOCK, Jan B. Sheldon, and James A. Sherman (University of Kansas)

The Effects of Intertrial Intervals on Receptive Tasks for Young Children With Autism

NICOLE ASHLEE CALL, James A. Sherman, and Jan B. Sheldon (University of Kansas)

The Short- and Long-Term Effects of Inaccurate Feedback: An Examination of Academic Task Acquisition in an Analogue Educational Setting

Jason M. Hirst and FLORENCE D. DIGENNARO REED (University of Kansas)

Variables Affecting Maintenance and Generalization of Treatment Integrity by Direct Care Staff: A Review and Recommendations for Future Research

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

#56 Symposium

2:30 pm–3:50 pm

101 E (Convention Center)

OBM/CSE; Applied Research

The Benefit of Implementing Performance Management Strategies in Human Service and Government Agencies

Chair: William T. Forath (California State University, Fresno)

Discussant: Sergio E. Pinto (B.E.S.T. Consulting, Inc.)

A Human Performance Collaboration Project in a Center-Based Autism Program

WILLIAM T. FORATH and Amanda N. Adams (California State University, Fresno)

Effects of Specific Visual Prompts and Response Effort on Litter Control and Recycling at an Outdoor Market and Human Service Agency

JOSÉ ANTONIO PRADO and Amanda N. Adams (California State University, Fresno)

Reducing Unexcused Absences in a Government Office

KEVIN LOWEN and Amanda N. Adams (California State University, Fresno)

#57 Symposium

2:30 pm–3:50 pm

101 D (Convention Center)

OBM/CSE; Applied Research

BACB CE Offered. CE Instructor: Timothy D. Ludwig, Ph.D.

Beyond the Success Stories: Understanding the Behaviors That Can Destroy a Behavioral Safety Program

Chair: Timothy D. Ludwig (Appalachian State University)

Discussant: Cloyd Hyten (ADI)

You Think You're Reinforcing Participation in Behavioral Safety, but You Reinforce Pencil Whipping Instead

TIMOTHY D. LUDWIG (Appalachian State University)

Behavioral Safety, Safety Culture, and Outcomes—Correlations and Causation? A Systemic Review and Case Study

CHRISTOPHER GOULART (RCI Safety)

Leadership Impact in Behavior-Based Safety

JUDITH E. STOWE (Quality Safety Edge)

#58 Symposium

2:30 pm–3:50 pm

200 C-E (Convention Center)

PRA/EDC; Applied Research

BACB CE Offered. CE Instructor: Ellie Kazemi, Ph.D.

Review and Extensions of Training Strategies in Behavior Analysis

Chair: Ellie Kazemi (California State University, Northridge)

A Review of Evidence-Based Training Strategies

MARNIE NICOLE SHAPIRO, Denice Rios, and Ellie Kazemi (California State University, Northridge)

Is My Training Working? A Review of Measurement Methods Used in the Training and Supervision Literature

MELISSA MENDOZA and Ellie Kazemi (California State University, Northridge)

Methodological Challenges in Isolating the Effects of Training Variables

ELLIE KAZEMI and Tara A. Fahmie (California State University, Northridge)

Behavior Analysts Think; Can Robots Do? Using Human Analogues in Translational Research

MELINE POGOSJANA and Ellie Kazemi (California State University, Northridge)

#59 Symposium

2:30 pm–3:50 pm

200 A-B (Convention Center)

PRA/VRB; Applied Research

BACB CE Offered. CE Instructor: Trina D. Spencer, Ph.D.

Embedding Verbal Behavior Interventions in Storytelling and Storybook Reading Activities

Chair: Douglas B. Petersen (University of Wyoming)

Discussant: Trina D. Spencer (Northern Arizona University)

The Effect of “Naturalized” Transfer of Stimulus Control Strategies to Promote Sophisticated Storytelling

MANDANA KAJIAN and Trina D. Spencer (Northern Arizona University)

English to Spanish Cross-Linguistic Transfer: Evidence of Derived Rational Responding

DOUGLAS B. PETERSEN and Brenna Thompsen (University of Wyoming)

Teaching Irregular Past Tense Verbs: A Comparison of DTT and Intervention Embedded in Storybook Reading

CHRISTINE A. MAUL, Krysten Ambler, and Whitney Ambler (California State University, Fresno)

#60 Invited Presenter

3:00 pm–3:50 pm

Ballroom B (Convention Center)

DEV; Theory

PSY/BACB CE Offered. CE Instructor: William M. Baum, Ph.D.

A New Paradigm for Behavior Analysis: Allocation, Induction, and Contingency

Chair: Jacob L. Gewirtz (Florida International University)

WILLIAM M. BAUM (University of California, Davis)



William M. Baum, Ph.D., received his BA in psychology from Harvard College in 1961. Originally a biology major, he switched to psychology after taking courses from B. F. Skinner and R. J. Herrnstein in his freshman and sophomore years. He attended Harvard University for graduate study in 1962, where he was supervised by Herrnstein and received his Ph.D. in 1966. He spent the year 1965–66 at Cambridge University, studying ethology at the Sub-Department of Animal Behavior. From 1966–1975, he held appointments as postdoctoral fellow, research associate, and assistant professor at Harvard University. He spent 2 years at the National Institutes of Health Laboratory for Brain, Evolution, and Behavior and then accepted an appointment in psychology at the University of New Hampshire in 1977. He retired from there in 1999. He currently has an appointment as associate researcher at the University of California, Davis and lives in San Francisco. His research concerns choice, molar behavior/environment relations, foraging, and behaviorism. He is the author of a book, *Understanding Behaviorism: Behavior, Culture, and Evolution*.

Abstract: The concept of reinforcement is at least incomplete and almost certainly incorrect. An alternative way of organizing our understanding of behavior may be built around three concepts: allocation, induction, and correlation. Allocation is the measure of behavior and captures the centrality of

choice: All behavior entails choice and consists of choice. Allocation changes as a result of induction and contingency. The term induction covers phenomena such as adjunctive, interim, and terminal behavior—behavior induced in a situation by occurrence of food or another phylogenetically important event (PIE) in that situation. If one allowed that some stimulus control were the result of phylogeny, then induction and stimulus control would be identical, and a PIE would resemble a discriminative stimulus. Much evidence supports the idea that a PIE induces all PIE-related activities. Research also supports the idea that stimuli correlated with PIEs become PIE-related conditional inducers. Contingencies create correlations between “operant” activity (e.g., lever pressing) and PIEs (e.g., food). Once an activity has become PIE-related, the PIE induces it along with other PIE-related activities. Contingencies also constrain possible performances. These constraints specify feedback functions, which explain phenomena such as the higher response rates on ratio schedules in comparison with interval schedules.

#61 SQAB Tutorial

3:00 pm–3:50 pm

Auditorium Room 1 (Convention Center)

EAB; Basic Research

Impulsivity, Impatience, and Risk Taking: How Many Impulsivities? A Discounting Perspective

LEONARD GREEN and Joel Myerson (Washington University)



Leonard Green, Ph.D., received his undergraduate degree from the City College of New York (CCNY) and his Ph.D. from the State University of New York at Stony Brook. After completing postdoctoral research, Green ventured west of the Mississippi (although he thought he was still east of the river) where he is now a professor of psychology at Washington University in St. Louis and director of undergraduate studies. Green’s research concerns choice and decision-making in rats, pigeons, and people, with a particular interest in models of self-control, impulsivity, and basic learning processes. He is one of the developers of behavioral economics, a transdisciplinary field that combines the experimental methodology of psychology with the theoretical constructs of

economics. He has published more than 150 articles and book chapters, is co-author of the book *Economic Choice Theory: An Experimental Analysis of Animal Behavior* (Cambridge University Press), and editor of *Advances in Behavioral Economics*, the third volume of which is subtitled “Substance Use and Abuse.” He has been editor of the *Journal of the Experimental Analysis of Behavior*, associate editor of the *Pavlovian Journal of Biological Science*, and consulting editor for *Behavior and Philosophy*. Green’s research has been funded by the National Institutes of Health, National Institute on Aging, and the McDonnell Center for Higher Brain Function. He is a fellow of ABAI and the Association for Psychological Science. He was president of the Society for the Experimental Analysis of Behavior and on the Executive Board of the Society for the Quantitative Analysis of Behavior and Missouri Families for Effective Autism Treatment.

Abstract: People discount the value of delayed or uncertain outcomes, and the same mathematical function describes both delay and probability discounting. The degree to which individuals discount is thought to reflect how impulsive they are. From this perspective, steep discounting of delayed outcomes (which fails to maximize long-term welfare) and shallow discounting of probabilistic outcomes (which fails to adequately take risk into account) reflect similar decision-making processes and the same trait of impulsivity. However, several manipulations selectively affect delay and probability discounting, and correlational studies show that how steeply one discounts delayed rewards is relatively independent of how steeply one discounts probabilistic rewards. Thus, referring to both delay and probability discounting as measures of “impulsivity” may serve only to indicate that real behavioral problems can involve either kind of discounting. This tutorial will highlight the similarities and differences between delay and probability discounting as well as the implications of both experimental and correlational findings on discounting and impulsivity.

#62 Invited Tutorial

3:00 pm–3:50 pm

Main Auditorium (Convention Center)

OTH; Theory

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

Consumer Behavior Analysis: Behavioral Economics Meets the Marketplace

Chair: Donald A. Hantula (Temple University)

GORDON R. FOXALL (Cardiff University)



Gordon Foxall is distinguished research professor at Cardiff Business School, Cardiff University, United Kingdom, where he directs the Consumer Behavior Analysis Research Group. He holds Ph.D.s in industrial economics and business (University of Birmingham) and in psychology (University of Strathclyde), and a higher doctorate (DSocSc), also from the University of Birmingham. The author of more than 200 refereed papers and more than 20 books, he has held visiting appointments at the Universities of Michigan and Oxford, and is also Visiting Professor of Economic Psychology at the University of Durham. A fellow of the British Psychological Society and of the British Academy of Management, he is an Academician of the Academy of Social

Science. His research interests are in psychological theories of choice and their neuroeconomic underpinnings and in the explanation of consumer choice and the behavior of the marketing firm. His work on the behavioral economics of consumer choice has inaugurated a new area of research, consumer behavior analysis, which brings behavioral economics and behavioral psychology to the investigation of consumer and marketer behavior in the natural settings of contemporary markets. The most recent monograph to emerge from this research program, *The Marketing Firm: Economic Psychology of Corporate Behavior*, co-authored with Kevin Vella, was published by Edward Elgar in 2011. His webpage is <http://www.cardiff.ac.uk/carbs/faculty/foxall/index.html>.

Abstract: Consumer behavior analysis is concerned with the application of behavioral economics to the marketplace of human purchase and consumption activities. Operant choice is economic behavior: the allocation of limited responses among competing alternatives. Both matching analysis and behavioral economics, which are at the heart of this tutorial, lead to the conclusion that all behavior is choice and can be analyzed in economic terms. Consumer behavior analysis has a more restricted sphere of application: human economic and social choices that involve social exchange. In examining this contribution in its potential to illuminate consumer behavior in situ, the tutorial ranges from broad economic psychology that derives from Herrnstein's discovery of matching, Baum's formalization of laws of matching, to the ensuing interaction of behavioral psychology and experimental economics pioneered by Hursh, Rachlin, and others. The unifying framework of the research presented is the Behavioral Perspective Model (BPM), a critical elaboration of the three-term of contingency of behavior analysis, as it embraces complex economic choice in the marketplace, as well as behavior analytical interpretations of such aspects of consumer choice as attitude-behavior relationships, the adoption and diffusion of innovations, so-called "green" consumer behavior, and addiction as consumer choice.

#63 Panel Discussion

3:00 pm–4:20 pm

M100 F-G (Convention Center)

EDC; Applied Research

BACB CE Offered. CE Instructor: Bridget A. Taylor, Psy.D.

Student Committee Event

Professional Development Series: Research in Non-university Settings

Chair: Laura Melton Grubb (Texas Tech University)

CHRISTY A. ALLIGOOD (Disney's Animal Kingdom)

NICOLE HEAL (Melmark New England)

BRIDGET A. TAYLOR (Alpine Learning Group)

Saturday, May 25

#64 Symposium

3:00 pm–4:20 pm

200 H-I (Convention Center)

VRB/AUT; Applied Research

BACB CE Offered. CE Instructor: Corey S. Stocco, MS

Teaching Tacts and Intraverbals

Chair: Corey S. Stocco (Western New England University)

Teaching Children With Autism to Tact Stimuli From Auditory and Tactile Sensory Modalities

NICOLE M. HANNEY (Auburn University), James E. Carr (Behavior Analyst Certification Board), and Linda A. LeBlanc (Auburn University)

Teaching Tacting of Private Events Based on Public Accompaniments: Public-Private Correspondence, Contingencies, and Audience Control

COREY S. STOCCO, Rachel H. Thompson, and John M. Hart (Western New England University)

Listener Training and the Emergence of Novel Intraverbal Responses in Children With Autism

EINAR T. INGVARSSON (University of North Texas), Jesse Anderson (Child Study Center), Heather Macias (University of North Texas), and Anna I. Pétursdóttir (Texas Christian University)

Evaluating Procedures Derived From the Conditional Discrimination Literature to Teach Complex Intraverbals to Children With Autism Spectrum Disorders

APRIL N. KISAMORE (Caldwell College), Amanda Karsten (Western New England University), and Charlotte Mann (The New England Center for Children)

#65 Symposium

3:30 pm–4:50 pm

102 F (Convention Center)

CSE/OBM; Theory

Social Responsibility in Organizations: Systems Analyses of Meta- and Macrocontingencies and Socially Significant Behaviors in Existing Organizations

Chair: Chelsea J. Wilhite (University of Nevada, Reno)

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

Social Responsibility and News Media: Using a Systems Analysis to Better Understand News Personnel Decision-Making

CHELSEA J. WILHITE, Ramona Houmanfar, W. Larry Williams, and Kristen Howard (University of Nevada, Reno)

Climate Change and Behavior Change: Using a Metacontingency Approach to Large-Scale Solutions

Criss Wilhite and JONPAUL D. MOSCHELLA (California State University, Fresno) and Chelsea J. Wilhite (University of Nevada, Reno)

Bringing Home the Bacon: A Closer Look at the Food Industry

LAUREN DIANE BROWN PEARSON and Ramona Houmanfar (University of Nevada, Reno)

#66 Paper Session

3:30 pm–4:50 pm

M100 D-E (Convention Center)

EDC

Conceptual and Measurement Issues in Education

Chair: Douglas Robertson (Florida International University)

Shaping the Behavior of 40,000 Undergraduates in Support of Their Academic Success (Service Delivery)

DOUGLAS ROBERTSON and Martha Pelaez (Florida International University)

Psychometrics and Functionality of Materials and Procedures for Monitoring Implementation Integrity of an Academic Intervention (Applied Research)

JOHN C. BEGENY, Julia Easton-Mayer, Kali Osbeck, James Upright, and Cassia Ehrenbock (North Carolina State University)

An Alternative Approach to K–12 Education and School Reform (Theory)

FRANCIS MECHNER (The Mechner Foundation)

The Origins of Reinforcement in Education (Theory)

GEORGE H. BUCK (University of Alberta)

#67 Paper Session

3:30 pm–4:50 pm

205 A-B (Convention Center)

PRA

Novel Approaches to Applied Research

Chair: Ryan Lee O'Donnell (Florida Institute of Technology)

The New Behavior Bank: Let's Play a Game (Theory)

RYAN LEE O'DONNELL, Mark Malady, and Joshua K. Pritchard (Florida Institute of Technology)

A Case Against Percentage as the Primary Dependent Measure (Service Delivery)

WILLIAM J. SWEENEY (University of South Dakota) and Paul Malanga (West Tennessee Resource Center)

Increasing the Suppressive Effect of Delayed Punishers (Theory)

JAMES NICHOLSON MEINDL and Laura Baylot Casey (University of Memphis)

#68 Symposium

3:30 pm–4:50 pm

M100 A (Convention Center)

TBA; Applied Research

BACB CE Offered. CE Instructor: Jessica Akers, MA

New Directions in Staff Training and Treatment Fidelity

Chair: Jessica Akers (Utah State University)

A Computer-Based Instructional Program to Teach Braille Reading to Sighted Individuals: A Replication and Evaluation of Different Response Set Sizes

MINDY CHRISTINE SCHEITHAUER (Louisiana State University), Jeffrey H. Tiger (University of Wisconsin-Milwaukee), and Sarah J. Miller and Joanna E. Lomas Mevers (Louisiana State University)

Training Individuals in Function-Based Behavior Intervention Plans Using Modeling, Rehearsal, and Self-Monitoring

AIMEE GILES and Claire C. St. Peter (West Virginia University)

An Evaluation of an eLearning Training Course to Train Instructors to Implement Discrete Trial Teaching

JOY POLLARD, Thomas S. Higbee, Jessica Akers, and Matthew T. Brodhead (Utah State University)

Consistency of Discrete Trial Training, NCR, and DRO Schedules Implemented by Direct Care Staff

AURELIA RIBEIRO, Meagan Gregory, and Yanerys Leon (Florida Institute of Technology)

#69 Symposium

3:30 pm–4:50 pm

M100 J (Convention Center)

TBA/EDC; Applied Research

BACB CE Offered. CE Instructor: Joshua K. Pritchard, Ph.D.

Challenges and Considerations in the Effective Implementation and Measurement of Outcomes When Using Inter-teaching

Chair: Chrystal E. R. Jansz (Texas Tech University-Burkhart Center for Autism Education & Research)

Discussant: Joshua K. Pritchard (Florida Institute of Technology)

Saturday, May 25

The Effect of Reordering Inter-teaching Components on Test Performance: Placement of the Clarifying Lecture

TRACY E. ZINN (James Madison University)

Research and Implementation Challenges in Evaluating Inter-teaching Effectiveness

MATTHEW C. BELL (Santa Clara University)

Inter-teaching: An Analysis of Long-Term Remembering

BRYAN K. SAVILLE, Alex Bureau, Claire Eckenrode, Alison Fullerton, Reanna Herbert, Michelle Maley, and Julie Zombakis (James Madison University)

#70 Symposium

3:30 pm–4:50 pm

101 B-C (Convention Center)

TPC/VRB; Theory

BACB CE Offered. CE Instructor: Deric E. Toney, Ph.D.

Theoretical and Interpretive Discussions of Complex Behavioral Phenomena

Chair: Kenneth Jacobs (University of Nevada, Reno)

Discussant: David L. Morgan (Spalding University)

Justify and You'll Be Fine: A Behavioral Interpretation of Justification and Guilt

DERIC E. TONEY and Linda J. Parrott Hayes (University of Nevada, Reno)

Perceiving the World: An Analysis of the Theory of Affordances

KENNETH JACOBS and Linda J. Parrott Hayes (University of Nevada, Reno)

Conceptual Rescission: A Preliminary Examination of Why Affordances Do Not Fit in a Science of Behavior

MARK MALADY (Florida Institute of Technology)

#71 Paper Session

3:30 pm–4:50 pm

101 A (Convention Center)

TPC

Behavior Analysis: Past, Present, and Future

Chair: Sam Leigland (Gonzaga University)

Sherrington and the Conceptual Nervous System: An Analysis of Skinner's Criticism of Synapse (Theory)

DIEGO ZILIO (University of São Paulo)

Some Unemphasized Aspects of John B. Watson's Classical Behaviorism (Theory)

JAMES T. TODD (Eastern Michigan University)

What Can We Learn From Pre-Skinnarian Behaviorism: Was John B. Watson Really Wrong About Private Events? (Theory)

T. V. JOE LAYNG (Mimio)

Comments on Current Trends and Progress of Behavior Analysis and Experimental Psychology (Theory)

SAM LEIGLAND (Gonzaga University)

#72 Paper Session

4:00 pm–4:50 pm

101 F (Convention Center)

AAB

Topics in Applied Animal Behavior

Chair: Valeri Farmer-Dougan (Illinois State University)

Assessing Hunger in Gestating Sows (Basic Research)

RENEE RAILTON and Sam Baidoo (University of Minnesota)

Assessing Behavior in Deaf, Blind, or Deaf/Blind Dogs: A Forgotten Canine Population (Applied Research)

VALERI FARMER-DOUGAN (Illinois State University)

#73 Panel Discussion

4:00 pm–4:50 pm
 208 C-D (Convention Center)
 AUT; Service Delivery
 BACB CE Offered. CE Instructor: Daniel E. Hursh, Ph.D.

Conceptualization, Identification, Implementation, and Evaluation of Autism Treatment Programs

Chair: Daniel E. Hursh (West Virginia University)

DANA CIHELKOVA (West Virginia University)
 SUSANNAH POE (West Virginia University)
 HANNA C. RUE (National Autism Center)

#74 Paper Session

4:00 pm–4:50 pm
 205 C-D (Convention Center)
 AUT

Barriers to the Adoption of Behavior Analytic Treatments for Autism

Chair: Travis Thompson (University of Minnesota)

What Do Those Autism “Experts” Know, Anyway? (Service Delivery)

ALICE M. WALKUP (Florida Institute of Technology)

Why Parents Say “No” to Behavioral Autism Interventions and What To Do About It (Theory)

TRAVIS THOMPSON (University of Minnesota)

#75 Panel Discussion

4:00 pm–4:50 pm
 211 A-B (Convention Center)
 AUT; Service Delivery

Bridging the Applied Behavior Analysis Gap: Connecting Africa and the United States

Chair: Jason Gruhl (The Joshua School)

JESSECA COLLINS (The Joshua School)
 COLLEEN LAWRUK (The Joshua School)
 KRISTIN BUCHANAN (The Joshua School)

#76 Panel Discussion

4:00 pm–4:50 pm
 102 D-E (Convention Center)
 CBM; Theory

In the Room, in the Moment: The Role of Functional Analysis for Treatment Planning in Clinical Behavior Analysis

Chair: Sunni Primeaux (University of Louisiana at Lafayette)

DAVID R. PERKINS (University of Louisiana at Lafayette)
 SCOTT T. GAYNOR (Western Michigan University)
 MICHAEL J. DOUGHER (University of New Mexico)

#77 Paper Session

4:00 pm–4:50 pm
 102 B-C (Convention Center)
 CBM

Empowering Interventions for Parents of Children With ASD

Chair: Jennifer D. Kowalkowski (Oakland Integrated Healthcare Network)

The Effects of Behavioral Skills Training on Teaching Parents To Be Social Skills Trainers

(Applied Research)

Rebecca Kate Dogan (Learning Strategies) and MELISSA L. KING, Anthony T. Fischetti, Candice M. Jostad, William J. Warzak, and Therese L. Mathews (University of Nebraska Medical Center)

The Impact of a Group-Based Acceptance and Commitment Therapy Intervention on Parents of Children Diagnosed With an Autism Spectrum Disorder (Applied Research)

JENNIFER D. KOWALKOWSKI (Oakland Integrated Healthcare Network) and James T. Todd (Eastern Michigan University)

#78 SQAB Tutorial

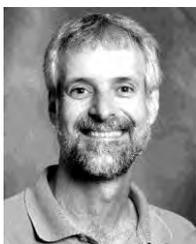
4:00 pm–4:50 pm

Auditorium Room 1 (Convention Center)

EAB; Basic Research

Behavioral Mechanisms of Drug Action: What Are They, How Will We Know One When We See It, and How Might Quantitative Models Help?

RAYMOND C. PITTS (University of North Carolina Wilmington)



Raymond C. Pitts received his Ph.D. in psychology from the University of Florida in 1989. After completing a postdoctoral fellowship in the Department of Physiology and Pharmacology at the Wake Forest Medical School, he took a job as a research assistant professor in the Department of Psychology at the University of North Carolina Chapel Hill. In 1996, he moved to the Department of Psychology at the University of North Carolina Wilmington, and has been there ever since. He achieved his current rank of professor in 2005. Dr. Pitts has served on the editorial boards of the *Journal of the Experimental Analysis of Behavior* and *The Behavior Analyst*. His work has been supported by grants from the National Institute on Drug Abuse, and has been published in journals such as the *Journal of the*

Experimental Analysis of Behavior, *Journal of Pharmacology and Experimental Therapeutics*, *Psychopharmacology*, *Behavioral Pharmacology*, *Behavioral Neuroscience*, *Behavioral Processes*, and the *Journal of Clinical and Experimental Psychopharmacology*. He has served as the ABAI Program Committee co-chair and currently serves as the experimental representative on the ABAI Executive Council.

Abstract: More than 45 years of research in behavioral pharmacology has shown quite clearly that environmental variables are powerful determinants of the behavioral effects of drugs. Unfortunately, providing a coherent, behavior-analytic framework within which to characterize the roles of environmental context, behavioral history, schedule of reinforcement, type of reinforcer, and deprivation level (to name a few) has proven to be quite a challenge. It has been suggested that effects of these and the myriad other environmental determinants might be viewed within a conceptual framework referred to as “behavioral mechanisms” of drug action. This tutorial will describe the notion of behavioral mechanisms of drug action and review some of the sorts of data that have been said to illustrate them. The focus will be on the potential for quantitative models as a set of tools for elucidating behavioral mechanisms. The presentation will conclude by exploring the applied/translational implications of the concept.

#79 Panel Discussion

4:00 pm–4:50 pm

M100 B-C (Convention Center)

EDC; Service Delivery

Student Committee Event

Professional Development Series: On Being a Post-doc

Chair: Kathryn M. Peterson (University of Nebraska Medical Center)

KATHRYN HOLMAN (Marcus Autism Center)

JILL FODSTAD (Louisiana State University)

ANGIE CHRISTINE QUERIM (University of Nebraska Medical Center)

JONATHAN DEAN SCHMIDT (Kennedy Krieger Institute)

#80 B. F. Skinner Lecture Series

4:00 pm–4:50 pm

Ballroom B (Convention Center)

OBM; Service Delivery

PSY CE Offered. CE Instructor: Lori H. Diener-Ludwig, Ph.D.

Infusing Human Performance Technology Into the Instructional Systems Design Process

Chair: Lori H. Diener-Ludwig (Performance Blueprints, Inc.)

LISA TOENNIGES (Innovative Learning Group)



Lisa Toenniges is owner and chief executive officer of Innovative Learning Group, a company that provides custom learning and performance support services to Fortune 1000 companies. A dynamic and respected leader, Ms. Toenniges has more than 20 years of experience in the performance improvement industry, and has consulted with many companies about learning and performance strategies and solutions. Her entrepreneurial spirit and hands-on leadership style have been the drivers behind ILG's rapid growth and tremendous success. As a result of her efforts, she was named one of the 2010 Top 10 Michigan Business Women and Rainmaker of the Year by the National Association of Women Business Owners of Greater Detroit. Ms. Toenniges is

president-elect of the International Society for Performance Improvement (ISPI) and will assume the role of president in April 2013. Previously, she served a 2-year term as a board member and treasurer of the organization. Ms. Toenniges also is a certified performance technologist endorsed by ISPI. She is a frequent speaker and panelist at performance improvement conferences and other business-related events. She also has dedicated a significant amount of her time to mentor college students and other professionals who are looking for a career in the training industry.

Abstract: Many of us are involved at one time or another in the process of developing training. Sometimes training is the right solution, and in other situations, another solution may have more impact. In this session, Innovative Learning Group's CEO Lisa Toenniges will pose two questions: (1) If training is the right solution, how do we build performance-based training? (2) If we are involved in a training project where a nontraining solution may help improve performance, how do we share these ideas throughout the instructional systems design (ISD) process? This interactive session will be based on a robust job aid that includes more than 100 best practices for infusing human performance technology into the ISD process.

#81 Panel Discussion

4:00 pm–4:50 pm

200 C-E (Convention Center)

PRA; Applied Research

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

Using Standard Celeration Charts in the Assessment and Treatment of Feeding Disorders: A Novel Application, Should It Be?

Chair: Sean D. Casey (The Iowa Department of Education)

RICHARD M. KUBINA JR. (Pennsylvania State University)

PAUL DUNKLEBARGER (Pennsylvania State University)

SEAN D. CASEY (The Iowa Department of Education)

#82 Poster Session

5:00 pm–7:00 pm

Exhibit Hall B (Convention Center)

EAB

1. Social Foraging in Rats: Effects of Reinforcement Dimension and Predictability on Group and Individual Matching (Basic Research) LAVINIA C. M. TAN and Timothy D. Hackenberg (Reed College)

2. Foraging by Eastern Fox Squirrels (*Sciurus niger*) and Manipulations of Response Effort and Reinforcer Quality (AAB; Basic Research) BRADY J. PHELPS, Ryan A. Richmond, Ben C. Rugeberg, and Paul Boettcher (South Dakota State University)

Saturday, May 25

- 3. The Effect of the Discriminative Stimuli on Rat's Foraging Behavior** (AAB; Basic Research) OSUE ANTONIO CAMACHO CANDIA (Universidad Autonoma de Tlaxcala) and Felipe Cabrera González and Marisela Hernández González (Universidad de Guadalajara)
- 4. Avian Neonates' Responses Reinforced by Either an Imprinted Stimulus or Food Under Variable-Interval Schedules** (AAB; Basic Research) FUKUKO HASEGAWA and Tetsumi Moriyama (Tokiwa University)
- 5. Behavioral Adjustment Under Different Kinds of Reinforcement Contingencies** (AAB; Basic Research) MARIO SERRANO, Enoc Obed De la Sancha Villa, Zaira Jacqueline García Pérez, Gelacio Guzmán Díaz, Edgar Eduardo Montes Castro, Hugo Palacios, and Alma Briseida Ramírez Estrada (Universidad Veracruzana)
- 6. Sidman Avoidance in *Betta splendens*** (TPC; Basic Research) Jacqueline Little, MARILEIDE ANTUNES OLIVEIRA, Noelle Warkentin, Jessica Myskiw, and Joseph J. Pear (University of Manitoba)
- 7. Response-Independent Food Delivery Generates More Adjunctive Drinking Than Response-Dependent Food Delivery** (Basic Research) MELISSA M. M. ANDREWS and Mark P. Reilly (Central Michigan University)
- 8. Percentile Reinforcement of Lever Holding in Rats: Increasing Reinforcement Magnitude Decreases Latency to Respond, but Does Not Systematically Affect Hold Duration** (Basic Research) CHARLES FRYE (Southern Illinois University), Eric A. Jacobs (Southern Illinois University, Carbondale), and Jerry Zhu (Southern Illinois University)
- 9. Selection of Different Culturants in the Prisoner's Dilemma Game: A Metacontingency Study** (TPC; Basic Research) CLARISSA NOGUEIRA and Laercia Abreu Vasconcelos (University of Brasilia)
- 10. Impulsive Students Participate Later: Delay Discounting in a Research Subject Pool** (Basic Research) RACHEL N. CASSIDY (University of Florida) and Brian D. Kangas (Harvard Medical School)
- 11. Choice Behavior in Adolescents in Conflict With Law: Probability and Delay Effects of Hypothetical Consequences** (CSE; Basic Research) ARIELA HOLANDA (University of Brasilia), Cristiano Coelho (Universidade Católica de Goiás), and Lincoln S. Gimenes and Jorge Oliveira-Castro (University of Brasilia)
- 12. Hyperbolic Discounting** (Basic Research) ELISE FURREBOE (Oslo and Akershus University College of Applied Sciences)
- 13. The Abbreviated Temporal Discounting Task for Rapid, Accurate Assessment of Discount Rate in About 25 Seconds** (Basic Research) MIKHAIL KOFFARNUS (Virginia Tech Carilion Research Institute), Doug A. Smith (Virginia Tech), and Warren K. Bickel (Virginia Tech Carilion Research Institute)
- 14. Decreasing Social Discounting by Altering Level of Construal** (Basic Research) KAYLEIGH MCCARTY (University of Maryland, College Park), Alison Pickover (University of Memphis), and Richard Yi (University of Maryland, College Park)
- 15. Go/No-Go Procedure With Compound Stimuli With Pigeons: Presenting Figures as Compound Stimuli in Order to Test for Emergent Relations** (Basic Research) HELOISA CURSI CAMPOS and Paula Debert (University of São Paulo)
- 16. Stimulus Classes Controlled by Contextual Stimuli** (VRB; Basic Research) LUIS ANTONIO PEREZ-GONZALEZ and Noray Rubio (University of Oviedo)
- 17. On the Role of Speed of Responding in Formation for Stimulus Equivalence Classes** (VRB; Basic Research) KIM HENRIK LILAND (Norwegian ABA) and Erik Arntzen (Oslo and Akershus University College)
- 18. Relatedness of Stimuli in Equivalence Classes as a Function of Amount of Training: Possible Influence of Response Topography** (Basic Research) MARIELE CORTEZ, Julio C. De Rose, and Renato Bortoloti (Universidade Federal de São Carlos)
- 19. Responding and Learning by Exclusion in Prelingual Deaf Individuals** (VRB; Basic Research) LUCAS GARCIA and Deisy das Graças de Souza (Universidade Federal de São Carlos)

20. Complexity in Concept Formation: Stimulus Equivalence and Directionality (VRB; Basic Research) LIVE FAY BRAATEN and Erik Arntzen (Oslo and Akershus University College) and Lanny Fields (Queens College, City University of New York)

21. Equivalence Class Formation in Children With Visual Impairment (Basic Research) ALESSANDRA CANOSA and Maria Stella C. Alcantara-Gil (Universidade Federal de São Carlos)

22. Different Relatedness Between Members of Stimulus Classes Depending on Training Structures: A Computational Model (EDC; Basic Research) ALVARO TORRES CHAVEZ and Angel Tovar y Romo (National Autonomous University of Mexico)

#83 Poster Session

5:00 pm–7:00 pm

Exhibit Hall B (Convention Center)

TPC

23. Was Little Albert a Neurologically Impaired Child? Continued Difficulties With the Douglas Merritte Hypothesis (DDA; Theory) RUSSELL A. POWELL and Nancy Digidon (Grant MacEwan University)

24. Everything You Know About the Experimental Analysis of Behavior Is Wrong (EAB; Theory) RICHARD W. MALOTT (Western Michigan University)

25. The Importance of Interdisciplinary Science in Behavior Analysis: A Trend Study of JABA and JEAB Publications (OBM; Theory) MELISSA NOSIK (University of Nevada, Reno); Mark Malady (Florida Institute of Technology); and Ryland K. Baker, Vanessa Willmoth, W. Larry Williams, and Linda J. Parrott Hayes (University of Nevada, Reno)

26. Mathematical Foundations of Clinical Functional Analysis: Relations and Functions (Theory) DAVID RICHARD PHILLIPS, Chelsea Dore, and Dennis J. Delprato (Eastern Michigan University)

27. A Survey of Academic Standards and Student Interest in Philosophical and Conceptual Issues in Behavior Analysis (Theory) ERIN E. WATKINS, Christopher Walmsley, Yannick Schenk, James D. Morrison, Miles K. Bennett, and R. Wayne Fuqua (Western Michigan University)

28. Ontological Questions in Radical Behaviorism—Philosophical Assumptions in Skinner's *The Operational Analysis of Psychological Terms* (Theory) GUNNAR REE and Christoffer K. Eilifsen (Oslo and Akershus University College)

29. A Rose by Any Name: The Varied Nomenclature of Behaviorism (Theory) BRENDAN JAMES BÖHR and Joshua K. Pritchard (Florida Institute of Technology)

30. Environmentalism and Conditioned Reflex in the Work of John Broadus Watson (Theory) MARIANA CASTELLI, Bruno Strapasson, and Maria Helena Hunziker (University of São Paulo)

31. Topics Driving Translational Research in Behavior Analysis (Theory) ALISON COX, Javier Virués-Ortega, Hernan Hurtado-Parrado Parrado, and Joseph J. Pear (University of Manitoba)

32. Exploring the Ism's of Behavior (Theory) MARK MALADY and Ricky Thurman (High Sierra Industries) and Ryan Lee O'Donnell and Joshua K. Pritchard (Florida Institute of Technology)

#84 Poster Session

5:00 pm–7:00 pm

Exhibit Hall B (Convention Center)

EDC

33. Class-Wide Function-Related Intervention Teams “CW-FIT:” Year 1 Results From a Multisite Study (PRA; Applied Research) DEBRA M. KAMPS and Howard P. Wills (Juniper Gardens Children's Project), Paul Caldarella (Brigham Young University), Joseph Wehby (Vanderbilt University), Blake Hansen (Brigham Young University), Terrell McGuire (Vanderbilt University), and Leslie Gunter (Brigham Young University)

34. Academic Discounting in College Students (EAB; Basic Research) SCOTT WIGGINS, Christopher Niileksela, and Derek D. Reed (University of Kansas)

35. “Can I Play With You?” Using Video-Modeling to Promote Social Initiations and Reciprocal Play of Children With Autism in a Public Preschool (PRA; Applied Research) THORHALLA GUDMUNDSDOTTIR and Anna-Lind Pétursdóttir (School of Education, University of Iceland)

- 36. Effects of Video-Modeling on Play-Related Statements of Children With Autism Toward Their Peers in a Public Preschool** (PRA; Applied Research) ANNA-LIND PÉTURSDÓTTIR and Thorhalla Gudmundsdóttir (School of Education, University of Iceland)
- 37. From Segregation to Inclusion: Decreasing Persistent Behavior Problems Through a Function-Based Behavior Support Plan** (TBA; Applied Research) Lucinda Arnadóttir, Snaefridur Drofn Björgvinsdóttir, and ANNA-LIND PÉTURSDÓTTIR (School of Education, University of Iceland)
- 38. The Relation Between a Handbooked Intervention for Behavioral Concerns and Academic Progress** (DDA; Applied Research) ROBERT M. SCHIENLE, Sean Saunders, Daylee E. Magnison, Benjamin N. Witts, and Patrick M. Ghezzi (University of Nevada, Reno)
- 39. An Examination of WebCampus and Learning Curve on Student Performance in an Introductory Psychology Class** (OBM; Applied Research) DANA NELSON, Todd A. Ward, Ramona Houmanfar, Chelsea J. Wilhite, Amber Marie Candido, and Carolyn Brayko (University of Nevada, Reno)
- 40. Behavior Analysis and the Design, Management, and Operation of Day Care and Preschool Environments: A Literature Review** (Theory) CHRISTINA A. LYDON and W. Larry Williams (University of Nevada, Reno)
- 41. Pre-service Teachers Using Standard Celeration Charts to Assess the Effects of Their Reading Instruction on Urban At-Risk Learners** (Service Delivery) RALPH GARDNER III, Joshua Garner, Christina A. Rouse, and Paula E. Chan (The Ohio State University)
- 42. Evaluating the Effects of Timed Practice on Reading Endurance: A Comparison of 1-Minute and 3-Minute Practice Conditions** (Applied Research) JOSHUA GARNER (The Ohio State University), Neal Miller (University of Memphis), and Nancy A. Neef and Jessica Heacock (The Ohio State University)
- 43. Using the KWL Strategy to Improve the Listening Comprehension of English Language Learners** (PRA; Applied Research) Alice Deck, CHRISTINA A. ROUSE, and Sheila R. Alber-Morgan (The Ohio State University)
- 44. Incentivizing Children's Fruit and Vegetable Consumption: Examinations of Incentive Type and Treatment Fidelity in the Food Dudes Program** (PRA; Applied Research) BROOKE ASHLEY JONES, Gregory J. Madden, Heidi Wengreen, and Sheryl Aguilar (Utah State University)
- 45. Effects of Increasing the Ratio of Positive to Negative Interactions During Task Completion** (TBA; Basic Research) Matt Taylor and Rikki Kae Wheatley-Wardle (Utah State University), ERIC HASTINGS (Center for the School of the Future), and Richard P. West (Utah State University)
- 46. The Effects of Headsprout on Language Skills in Wards of the State** (CSE; Applied Research) AMANDA ROSE POPOVICH, Diana J. Walker, and Charles T. Merbitz (The Chicago School of Professional Psychology)
- 47. Analysis of Errorless Compliance in the Classroom Setting** (DDA; Applied Research) FARAH BACCHUS and Scott A. Herbst (The Chicago School of Professional Psychology) and Guy S. Bruce (Appealing Solutions, LLC)
- 48. Fluency: Skill Acquisition of Common Tagalog Words and Symbols** (DEV; Applied Research) DON TOGADE, Shannon Ormandy, and Fawna Stockwell (The Chicago School of Professional Psychology)
- 49. Video Self-Monitoring as a Behavior Intervention** (PRA; Applied Research) SAMANTHA BUSHMAN and Cheryl A. Young-Pelton (Montana State University in Billings)

#85 Poster Session

5:00 pm–7:00 pm

Exhibit Hall B (Convention Center)

TBA

50. Using a Multiple-Baseline Across Skills Design to Train Special Education Teachers and Paraprofessionals to Use Trial-Based Structured Teaching Strategies (AUT; Service Delivery) CHIARA M. CUNNINGHAM, Dana Zavatkay, and Dana M. Bamford (Marcus Autism Center) and Stacy A. Cleveland (Butterfly Effects)

51. Teaching Discrete-Trial Training Methods to Paraprofessionals via Online Instruction: Transfer of Training to Implementation Skills (AUT; Applied Research) MICHELLE M. FORAN and Richard W. Serna (University of Massachusetts at Lowell); Caroline Cooke (University of Southern California); Rishi Vangapalli, Ashley J. Tello, Kaitlyn E. Hurd, and Eugene Mutembei (University of Massachusetts at Lowell); and Charles Hamad (University of Massachusetts Medical School)

52. Train-to-Code Teaches Paraprofessionals Foundational Skills in Applied Behavior Analysis (AUT; Applied Research) LAURA GARRETT, Michele M. LaMarche, John Solomon, Cynthia Ring, and Chris Meek (Step By Step Academy)

53. Assessment of a Self-Instruction Package to Train Staff to Conduct Discrete Trials (DDA; Theory) THOURAYA AL-NASSER and Kathryn M. Roose (University of Nevada, Reno)

54. Increasing the Use of Experimental Analyses in Functional Behavior Assessments Conducted in School Settings (EAB; Service Delivery) MICHAEL SCHEIB (University of Southern Maine), Brenda J. Bassingthwaite (University of Iowa Children's Hospital), John F. Lee (University of Iowa), Tory J. Christensen (Association of University Centers on Disabilities), Todd G. Kopelman (University of Iowa Hospitals and Clinics), David P. Wacker (University of Iowa), and Sean D. Casey (The Iowa Department of Education)

55. The Impact of Systematic Training to Conduct Experimental Analyses on the Quality of Behavior Intervention Plans in Iowa (EAB; Service Delivery) JOHN F. LEE (University of Iowa), Brenda J. Bassingthwaite (University of Iowa Children's Hospital), Michael Scheib (University of Southern Maine), Tory J. Christensen (Association of University Centers on Disabilities), Todd G. Kopelman (University of Iowa Hospitals and Clinics), David P. Wacker (University of Iowa), and Sean D. Casey (The Iowa Department of Education)

56. Component Analysis of Teacher Training Program for Functional Behavior Support (EDC; Applied Research) KENICHI OHKUBO (Hokkaido University of Education)

57. Increasing Staff Development and Training Outcomes Through Utilization of ABA Principles (EDC; Service Delivery) BRAD HATCHER and Elizabeth Nallenweg (Unlocking the Spectrum)

58. Assessing Observer Effects on the Fidelity of Implementation of Functional Analysis Procedures (EDC; Applied Research) SEAN FIELD, Jessica E. Frieder, Stephanie M. Peterson, and Heather M. McGee (Western Michigan University)

59. Training Discrete Trials Teaching Skills Using Videoconference (PRA; Service Delivery) AINA W. HAY-HANSSON (Vestre Viken Hospital Trust, Women and Children's Clinic) and Sigmund Eldevik (Oslo and Akershus University College)

60. An Evaluation of Findings of Brief Functional Analyses Conducted in School and Clinic Settings (PRA; Applied Research) JESSICA EMILY SCHWARTZ (University of Iowa), Brenda J. Bassingthwaite (University of Iowa Children's Hospital), Michael Scheib (University of Southern Maine), Kelly M. Schieltz and John F. Lee (University of Iowa), Todd G. Kopelman (University of Iowa Hospitals and Clinics), David P. Wacker (University of Iowa), and Sean D. Casey (The Iowa Department of Education)

#86 Poster Session

5:00 pm–7:00 pm

Exhibit Hall B (Convention Center)

VRB

61. Evaluation of Procedures to Establish Emergent Verbal Operants in Children With Autism (AUT; Applied Research) KRISTOPHER BROWN, Mary Vallinger, and Rocio Rosales (Youngstown State University)

62. Acquisition of Tact Behavior Through Embedding Visual Stimuli in Intraverbal Teaching (AUT; Applied Research) CRYSTAL N. BOWEN, M. Alice Shillingsburg, Andrea R. Reavis, and Cassondra M. Gayman (Marcus Autism Center)

63. The Effects of Intensive Tact Instruction on the Emission of Pure Mands, Tacts, and Conversational Units in Noninstructional Environments (EDC; Applied Research) JINHYEOK CHOI and Josh Harmon (The Faison School for Autism)

64. The Effects of the Auditory Word-Match-to-Sample Procedure on Participants' Echoic Repertoires and Rates of Learning (AUT; Applied Research) Elizabeth Sarto and JENNIFER WEBER (Teachers College, Columbia University)

- 65. Inducing Echoics to Improve Success in Match-to-Sample Stimulus Equivalence Tests** (AUT; Applied Research) JACKIE CHARNOCK, Jo Highley, Katie Lyon, Jo Phillips, and Emma Hawkins (Jigsaw CABAS School)
- 66. The Effects of Multiple Exemplar Instruction on the Emergence of Stimulus Equivalence and Reading Comprehension** (DDA; Applied Research) Jeanne Marie Speckman, JOAN A. BROTO, and Erika Byers (Teachers College, Columbia University)
- 67. The Effects of Intraverbal Instruction on the Emergence of Novel Comparative Relations** (EDC; Applied Research) ANNA CRUMPECKER, Ruth Anne Rehfeldt, and Clarissa S. Barnes (Southern Illinois University)
- 68. Effects of Single and Multiple Exemplar Tact Training on Stimulus Generalization** (AUT; Applied Research) VINCENT E. CAMPBELL, Tiffany Kodak, Annie Bailey, and Tom Cariveau (University of Oregon)
- 69. A Comparison Between Single Exemplar Instruction and Multiple Exemplar Instruction on the Acquisition of Same and Different as a Generalized Operant** (EDC; Applied Research) TIMOTHY MICHAEL YEAGER, Jeanne Marie Speckman, and Bianca Vassare (Teachers College, Columbia University)
- 70. Actions and Names: Observing Responses and the Role of Multiple Stimulus Control in Incidental Language Acquisition** (EDC; Basic Research) CLAIRE S. CAHILL and R. Douglas Greer (Teachers College, Columbia University)
- 71. The Naming Experience as Components of Naming Including Conditioned Seeing** (Applied Research) DEREK JACOB SHANMAN and R. Douglas Greer (Teachers College, Columbia University)
- 72. Assessing the Verbal Correlates of Hypothetical Monetary Discounting Choices** (EAB; Basic Research) J. PHILIP ERB JR. (University of Florida)
- 73. An Extension of the Effects of Praising Qualifying Autoclitics on the Frequency of Reading** (EDC; Applied Research) NICHOLE L. DAVIS and Nedelka Martinez (Florida Institute of Technology); Mahmoud Sheyab (Jordanian University of Science and Technology); and Ryan Lee O'Donnell, Mark Malady, and Joshua K. Pritchard (Florida Institute of Technology)
- #87 Poster Session**
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- 5:00 pm–7:00 pm
Exhibit Hall B (Convention Center)
DDA
- 74. The Use of Choice Arrangements to Increase Spoon Acceptance of a Nonpreferred Food** (AUT; Applied Research) ELIZABETH A. MASLER, Melissa Luke Gonzalez, Tessa Christine Taylor, and Alison Kozlowski (Kennedy Krieger Institute)
- 75. Evaluating the Effects of Escape Extinction on the Number of Bites Accepted Both Pre- and Post-funduplication** (Applied Research) LAUREN M. WORCESTER and Anjali Barretto (Gonzaga University)
- 76. Medical Conditions and Treatment Outcomes Reported for Children With Pediatric Feeding Disorders Under the Age of 2** (CBM; Service Delivery) ALLISON LUNDAHL and Elizabeth A. Masler (Kennedy Krieger Institute)
- 77. Children With Down Syndrome: Evaluation and Intervention in the Development of Language and Socialization** (EDC; Applied Research) MILAGROS DAMIÁN-DÍAZ (National Autonomous University of Mexico)
- 78. Manipulating Environmental Variables to Decrease Emesis in Children With Feeding Problems** (CBM; Applied Research) STEPHANIE MILLER, Meeta R. Patel, and Christa F. Curtaz (Clinic 4 Kidz)
- 79. The Use of Visual Cues and Post-meal Reward to Increase Food Consumption: A Component Analysis** (AUT; Applied Research) JENNIE DOROTHEA ENGLAND, Elizabeth Dayton, and Christopher J. Perrin (Melmark)
- 80. Going From Pureed Foods to Regular Textured Foods in Children With Feeding Problems** (CBM; Applied Research) ALLYNE MARCON-DAWSON, Meeta R. Patel, and Christa F. Curtaz (Clinic 4 Kidz)

81. Examination of Proto-SIB Behavior in Young Children (CBM; Applied Research) CHATURI EDRISINHA, Theresa Estrem, Jennifer Gudding, Mary Carpenter, Ayriel Steffes, Brianna Ross, and Jacqueline Purdu (St. Cloud State University)

82. Using an Appetite Stimulant to Increase Oral Intake in a Child With a Gastrostomy Tube (CBM; Applied Research) MICHELLE L. SUTHERLAND and Meeta R. Patel (Clinic 4 Kidz)

83. Using Correspondence Training to Increase Compliance During Transition Times (EDC; Applied Research) BOBBY HUFFMAN (Oakstone Academy) and Diane M. Sainato and Emily Levy (The Ohio State University)

84. Do It Yourself (Because We Care): An Exploration of Self-Management Training for Developmentally Delayed Adults Job Searching Skills (EDC; Applied Research) RICKY THURMAN (High Sierra Industries), Mark Malady (Florida Institute of Technology), Melissa Nosik (University of Nevada, Reno), and Melany Denny and Lavonne Brooks (High Sierra Industries)

85. Effects of Exposure Therapy for a Child Diagnosed With Obsessive-Compulsive Disorder and Pervasive Developmental Disorder Not Otherwise Specified (Service Delivery) MINDY NEWHOUSE, Kathryn M. Kestner, and Jessica E. Frieder (Western Michigan University)

#88 Poster Session

5:00 pm–7:00 pm

Exhibit Hall B (Convention Center)

AUT

86. Medication Evaluation Model for Physicians Treating Children With ASD (BPH; Service Delivery) CHARNA MINTZ (Imagine) and Elaine Mellotte, Molly Derriman, and Heshan Fernando (LEARN Foundation for Autism)

87. Parenting Stress and Knowledge of Autism (CBM; Applied Research) DARNETTE ANDERSON, Jordan Best, Brianna Rodgers, Jennifer Scuse, and Amanda C. Azarbehi (Tyndale University)

88. Parenting Stress and Diadic Coping in Parents of Children With Autism (CBM; Applied Research) JORDAN BEST, Darnette Anderson, Jennifer Scuse, Brianna Rodgers, and Amanda C. Azarbehi (Tyndale University)

89. Motivating Typical Daycamp Children to Socially Integrate With Daycamp Children With Autism (CBM; Applied Research) JENNIFER SCUSE, Jordan Best, Darnette Anderson, Brianna Rodgers, and Amanda C. Azarbehi (Tyndale University)

90. Evaluation of Video Modeling and In Situ Training to Teach Firearm Avoidance Skills to Individuals With Autism Spectrum Disorder (CBM; Applied Research) KELSEY MORGAN and Raymond G. Miltenberger (University of South Florida)

91. Insect Phobia in a Child With Autism (CBM; Applied Research) Julide Peace (St. Cloud State University), John McEachin (Autism Partnership), and ERIC RUDRUD (St. Cloud State University)

92. Generalization Across Clinic and Home Settings of Parent Child Interaction Training Which Included Sibling Interactions (CBM; Applied Research) HEATHER BRITTANY WHITE (James Madison University); Kristin Marroletti (Western Michigan University); and Maegan Pisman, Kristen Rollman, Jessica Rossi, and Trevor F. Stokes (James Madison University)

93. Using Multiple Schedules to Thin the Reinforcement Schedule and Improve the Practicality of FCT Without Adding a Punishment Component (CBM; Applied Research) TODD M. OWEN and Wayne W. Fisher (University of Nebraska Medical Center, Munroe-Meyer Institute), Alison M. Betz (Florida Institute of Technology), Henry S. Roane (State University of New York, Upstate Medical University), Michael E. Kelley (Florida Institute of Technology), and Angie Christine Querim (University of Nebraska Medical Center)

94. Effectiveness and Acceptability of Parent-Implemented Behavior Interventions for Children With Autism in African-American Families (CBM; Applied Research) RACHEL E. ROBERTSON, Temple S. Lovelace, Kayla Nichols, Shawn Marburger, and Adriana Sobalvarro (Duquesne University)

- 95. A Case Study on the Intervention of Food Selectivity Based on Antecedent Manipulation in a Child With Autism** (CBM; Applied Research) SUNGHA CHO and Shigeki Sonoyama (University of Tsukuba)
- 96. Camp Buddies for Children With Autism: A Brief Peer Training Program** (CBM; Applied Research) BRIANNA RODGERS, Jennifer Scuse, Jordan Best, Darnette Anderson, and Amanda C. Azarbeh (Tyndale University)
- 97. Evaluating Impact of Sibling Presence on Value of Parental Attention** (CBM; Applied Research) STEPHEN E. RYAN, Wendy K. Berg, Nicole H. Lustig, and Matthew O'Brien (University of Iowa)
- 98. Effectiveness of a Peer Model Education Curriculum in Training Peer Models to Teach Social Skills to Children With Autism Spectrum Disorders** (CBM; Applied Research) THERESE L. MATHEWS, Christopher H. Vatland, Ashley Lugo, and Elizabeth A. Koenig (University of Nebraska Medical Center)
- 99. Reducing Anxious Behaviors in the Community in a Child With Autism** (CBM; Service Delivery) HANNAH KAPLAN, Tina Sidener, Alaina Goldenberg, and David W. Sidener (Garden Academy)
- 100. Increasing Social Initiations in Pre-kindergarten Children With Autism Through a Peer-Mediated Social Intervention** (CSE; Applied Research) BRENNNA CAVANAUGH, Stacey McGregor, David Reitman, Lorraine Breffni, and Manny Gonzalez (Nova Southeastern University)
- 101. Effects of One Versus Two Trainers During Instruction on Demonstration of Skills With Novel Persons** (CSE; Applied Research) JULIE MARSHALL (Beacon ABA Services of CT), Jennifer M. Silber (Evergreen Center), and Robert K. Ross (Beacon ABA Services)
- 102. A Comparison of Script Fading Versus Verbal Prompting Procedures on the Initiation of Social Interactions** (CSE; Applied Research) KATE HARTLEY and Robert K. Ross (Beacon ABA Services)
- 103. Effects of Program Implementation Aids as Part of Mediator Training on Procedural Integrity of a Parent Training Program** (CSE; Service Delivery) CATHERINE ROONEY and Olivia Ng (Mackenzie Health) and Benj Wu (George Brown College)
- 104. A Family Mediated Applied Behavior Analysis Treatment Package for Aggressive Behaviors Maintained by Attention** (CSE; Service Delivery) MANA EBRAHIMI and Catherine Rooney (Mackenzie Health)
- 105. Analysis of Intensity of Behavioral Intervention for Toddlers With Autism** (CSE; Service Delivery) CHRISTINE AUSTIN and Erin E. Lombard (Step By Step Academy)
- 106. Action Research of Development to Applied Behavior Analysis for Children With ASD in Mainland China** (CSE; Service Delivery) SHENG XU (ChongQing Normal University) and Hua Feng (National Chang-hua University of Education)
- 107. Using an Alternating Treatment Design to Evaluate an Effective Treatment Package for Decreasing Inappropriate Sexual Stimulation in an Adolescent Male With Autism Spectrum Disorder** (CSE; Applied Research) LISA NIKIFORUK and Donn Sottolano (Area Cooperative Educational Services)
- 108. Effects of Peer Mediated Instruction and Intervention in Inclusive Preschool Settings** (CSE; Service Delivery) SONJA CORTOPASSI (Cal State East Bay) and Preetinder K. Narang (Pacific Child and Family Associates)
- 109. An Evaluation of Preference Stability Within Food and Activity MSWOs Across 7 Months for Six Adults With Intellectual Disabilities** (DDA; Applied Research) AMANDA BOSCH (Sam Houston State University) and David M. Richman, Layla Abby, Samuel Thompson, Laura Melton Grubb, and Lucy Barnard-Brak (Texas Tech University)
- 110. Using Video Modeling to Teach Imitation to a Young Child With Autism** (DDA; Applied Research) LOGAN MCDOWELL and Anibal Gutierrez Jr. (Florida International University)
- 111. Using Video Modeling and Reinforcement Procedures to Train Perspective-Taking Skills to Adolescent With Autism** (DDA; Applied Research) MIGUEL ANGEL LESMES RODRIGUEZ, Sebastian Garcia Zambrano, and Leydi Maritza Escobar Paraes (Horizontes ABA Terapia Integral)

- 112. Assessment and Treatment of Self-Injurious Behavior Using DRA and Contingent Application of Equipment With Timeout Plus Equipment Fading Using a Chained Schedule of Reinforcement** (DDA; Applied Research) JEFFREY S. KALLES, Jonathan Seaver, Christine Gates, and Melissa Joseph (The New England Center for Children)
- 113. Determining Preference Between Three Picture-Based Communication Systems** (DDA; Applied Research) FARIS KRONFLI, Chris Dillon, Faris Kronfli, Meghan Deshais, Nabil Mezhoudi, Sara Deinlein, SungWoo Kahng, and Jonathan Dean Schmidt (Kennedy Krieger Institute)
- 114. Effects of Natural Taste Aversives on Oral Self-Stimulatory Behavior in Children With Developmental Delays** (DDA; Applied Research) RACHEL KING and Karen Brzezinski (Applied Behavior Center for Autism)
- 115. A Complete Case Example of the Functional Assessment and Treatment Process** (DDA; Applied Research) CHUNYING S. JIN, Gregory P. Hanley, and Nicholas Vanselow (Western New England University)
- 116. Effect of Training Expression of Emotion Words Using the Four-Frame Cartoons** (DDA; Applied Research) HIROSHI SUGASAWARA and Haruka Igarashi (Tokiwa University)
- 117. Joint Attention Response Training for Young Children With Autism** (DDA; Service Delivery) STEPHANIE WEBER, Kimberly Ann Kroeger, Emily Johnson, Emily Boehmler, Brent Anderson, Emily Schreiber, and Melanie Carter (Kelly O’Leary Center for Autism Spectrum Disorders)
- 118. Behavior Analysts and Their Involvement With Safety for Children With Autism and Other Disabilities** (DDA; Service Delivery) JACK SCOTT (Florida Atlantic University), Toby J. Honsberger (Renaissance Learning Academy), and Linda A. Peirce (Florida Atlantic University)
- 119. Evaluation of Specific Challenging Responses as Adjunctive Behavior in the Treatment of Children With Autism** (DDA; Applied Research) TIMOTHY PISKURA (The Futures Clinic) and Ronald F. Allen (Simmons College)
- 120. Differential Reinforcement of Other Behavior Using an Auditory Conditioned Reinforcer** (DDA; Applied Research) MELISSA ENGASSER, Sarah Cohen, and Danielle Beach (The Bedrock Clinic)
- 121. Task Analysis Application in Developing a Tooth Brushing Program for Autistic Children** (DDA; Basic Research) Poojar Panesar and CAROLINE MWANGI (Kaizora Consultants)
- 122. The Effects of Using Contingent Rewards to Teach a First Grade Student With Autism to Decrease Off-Task Behaviors During Nonpreferred Classroom Activities** (DDA; Applied Research) KATHERINE M. SHAW, Thomas Ford McLaughlin, and Jennifer Neyman (Gonzaga University)
- 123. The Effects of a Video-Modeling Procedure Using the iPad on Independent Table-Setting With Children With Autism** (DDA; Applied Research) JORDAN FREEMAN and Ronald Lee (QSAC)
- 124. Potential Utility of a Humanoid Robot in Work With Children With Autism** (DDA; Applied Research) JULIE CRITTENDON (Vanderbilt Kennedy Center), Esubalew Bekele (Vanderbilt University School of Engineering), Amy Swanson (Vanderbilt Kennedy Center), Zhi Zheng and Lian Zhang (Vanderbilt University School of Engineering), Rebecca Johnston and Zachary Warren (Vanderbilt Kennedy Center), and Nilanjan Sarkar (Vanderbilt University School of Engineering)
- 125. The Effects of Differential Reinforcement of High Rates of Stereotypic Behavior on Operant Level Rates of Stereotypic Behavior** (DDA; Applied Research) BENJAMIN R. THOMAS and Debra Paone (Douglass Developmental Disabilities Center, Rutgers University) and Silvana Z. Davila-Thomas (Brooklyn Behavior, Inc.)
- 126. Assessment of Echolalia** (EDC; Applied Research) REBECCA EMBACHER and Heather A. Sydorwicz (Cleveland Clinic Center for Autism), Schea Fissel (Kaiser Permanente), and Rebecca Rothstein and Thomas W. Frazier (Cleveland Clinic Center for Autism)
- 127. Evaluating the Effectiveness of Various Methods of Token Delivery** (DDA; Applied Research) TATIANA PEAK-GREGG and Michelle Ennis Soreth (Rowan University)

128. Standardization of the Autism Spectrum Disorder-Comorbid for Children: Factor Structure, Reliability, and Validity (DDA; Basic Research) SUNA PARK and Kyong-Mee Chung (Yonsei University)

129. Analysis of the Relation Between Repeated Requests and Problem Behavior (DDA; Applied Research) KATIE DONOHOE, Katie Chamberlin, Benjamin Leavy, and Tracy L. Kettering (Bancroft) and Frances A. Perrin (Rider University)

130. The Effectiveness of Using Prompt Fading and Increased Intervals in Toilet Training Children With Autism (DDA; Applied Research) TWAHIRA ABDALLA and Pooja Panesar (Kaizora Consultants)

131. Support for a Child With Asperger Disorder in Inclusive Education: Improvement of Inappropriate Verbal Behavior by Self-Monitoring (Applied Research) MAYUMI IWAMOTO and Koji Takeuchi (Meisei University)

#89 Business Meeting

7:00 pm–7:50 pm

101 D (Convention Center)

Behavior Analyst Online Journals Special Interest Group

Chair: Darlene E. Crone-Todd (Salem State University)

This is a meeting of the editorial staff and governing board of the Behavior Analyst Online journals. Prospective authors also are welcome. Discussion of the history and current status of the journals published by the BAO will take place, including editorial staff needs, publication deadlines, and schedules for each journal, current submission data, and other business of the journals. The meeting will be chaired by Darlene Crone-Todd and Michael Commons.

#90 Business Meeting

7:00 pm–7:50 pm

101 I (Convention Center)

Behavior Analysis for Sustainable Societies Special Interest Group

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

The Behavior Analysis for Sustainable Societies Special Interest Group was formed to advance applications of behavior analysis to environmental issues that contribute to the development of solutions to climate change, pollution, overconsumption of resources, and imbalances in environmental sustainability. Objectives include (a) to encourage and support research that promotes the application of behavior analysis to green/environmental issues; (b) to collaborate with environmental scientists, environmental groups, and other SIGs within ABAI that have an interest in addressing behavior change and sustainability/environmental issues; (c) to disseminate research and practices that support solutions to environmental issues through the application of behavioral interventions; (d) to develop curricula, textbooks, and additional educational resources that address sustainability and the application of behavior analysis; (e) to compile resources for individuals interested in behavior change and environmental issues; and (f) to develop an information base of current effective practices/initiatives, government policies, and employment for behavior analysts interested in behavior change and environmental issues. The business meeting is open to anyone interested in sustainability and environmental issues.

#92 Business Meeting

7:00 pm–7:50 pm

101 F (Convention Center)

Health, Sport, and Fitness Special Interest Group

Chair: Jennifer Klapatch (The Chicago School of Professional Psychology)

All conference attendees interested in behavior analytic applications in health, sport, and fitness are welcome. During this meeting, the business of the special interest group will be conducted. This year, we also will have a discussion of current and future research projects. The aim will be to facilitate collaborations and stimulate discussion on this topic. Anyone interested in these areas should attend. Future events and activities will be discussed.

#93 Business Meeting

7:00 pm–7:50 pm
201 A-B (Convention Center)

Hawai'i Association for Behavior Analysis

Chair: Anne Lau (Hawai'i Association for Behavior Analysis)

This is an open meeting for Hawai'i Association for Behavior Analysis members and anyone interested in seeing old friends or meeting others from the aloha state and talking story about behavior analysis in paradise. Come join our warm community of practitioners!

#94 Business Meeting

7:00 pm–7:50 pm
101 J (Convention Center)

Ethics and Behavior Analysis Special Interest Group

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

The Ethics and Behavior Analysis Special Interest Group will conduct its first business meeting to discuss the direction of the SIG, provide an overview of current business items, and receive feedback on current and future SIG activities. All current members and all individuals interested in the Ethics and Behavior Analysis SIG are invited to attend.

#95 Business Meeting

7:00 pm–7:50 pm
101 E (Convention Center)

Pediatric Feeding Disorders Special Interest Group

Chair: Cathleen C. Piazza (University of Nebraska Medical Center, Munroe-Meyer Institute)

The purpose of the Pediatric Feeding Disorders Special Interest Group meeting is to generate interest; foster collaborative research; share clinical information; and impact training, practice, and reimbursement for pediatric feeding disorders.

#96 Business Meeting

7:00 pm–7:50 pm
202 A-B (Convention Center)

Wisconsin Association for Behavior Analysis

Chair: Roger Frank Bass (Bass Behavioral Consulting)

Wisconsin ABA meets each year at the ABAI annual convention to review the year's accomplishments and plan for the following year's initiatives. This year, discussion will include the 2013 convention, election of officers, mini-conferences (roadshows), membership issues, reports from the secretary and treasurer, and issues from the floor.

#97 Business Meeting

7:00 pm–7:50 pm
101 H (Convention Center)

Experimental Analysis of Human Behavior Special Interest Group

Chair: Manish Vaidya (University of North Texas)

The purpose of the meeting is to promote the experimental analysis of human behavior (EAHB). During the meeting, the SIG recognizes winners of the annual EAHB Student Paper Competition, discusses and nominates recipients of the EAHB Career Award, discusses business and other issues related to the *EAHB Bulletin*, and discusses the state of affairs in EAHB and behavior analysis in general. The meeting is a great opportunity to learn about EAHB in a fun and inviting social context.

#98 Business Meeting

7:00 pm–7:50 pm

101 A (Convention Center)

Autism Special Interest Group

Chair: Robert K. Ross (Beacon ABA Services)

A business meeting will be held to address various administrative matters relevant to the Autism SIG. The Autism SIG brings together those who specialize in or have an interest in the application of behavior analysis to the education and treatment of individuals with autism throughout the lifespan. The SIG was created to promote behavior analytic research and the exchange of scientific information in the area of autism treatment, to advocate for and promote high standards in the application of behavior analytic treatment, and to support consumers of ABA services. The Autism SIG maintains a website and publishes a quarterly newsletter to provide clinicians, educators, and parents with information regarding scientifically supported interventions for individuals with autism. Other ongoing initiatives include participating in the ABAI annual convention and autism conference exhibitions; presenting an annual student research award; and maintaining consumer guidelines for identifying, selecting, and evaluating behavior analysts working with individuals with autism. All are welcome to attend.

#99 Business Meeting

7:00 pm–7:50 pm

101 G (Convention Center)

Behavioral Medicine Special Interest Group

Chair: Alyssa N. Wilson (Saint Louis University)

This annual business meeting is open to any conference attendee interested in behavioral health and medicine. Topics to be discussed include nominating and voting on SIG officers and planning this year's events.

#100 ABAI Expo

8:00 pm–10:30 pm

Exhibit Hall B (Convention Center)

- 1. ABAI Accredited Graduate Programs in Special Education at The Ohio State University** SHEILA R. ALBER-MORGAN, Helen I. Cannella-Malone, and Ralph Gardner III (The Ohio State University); Terri Hessler (The Ohio State University at Newark); and Moira Konrad, Kathy Lawton, Nancy A. Neef, and Diane M. Sainato (The Ohio State University)
- 2. Applied Behavior Analysis at University of Houston-Clear Lake** MELISSA NISSEN, Lauren Plaisance, Molly Shireman, A. Blair Edwards, Dorothea C. Lerman, Jennifer N. Fritz, and Sarah A. Lechago (University of Houston-Clear Lake)
- 3. Applied Behavior Analysis Programs at the University of South Florida** RAYMOND G. MILTENBERGER, Kimberly Crosland, Timothy M. Weil, and Kwang-Sun Blair (University of South Florida)
- 4. Behavior Analysis at California State University, Stanislaus and in Europe** WILLIAM F. POTTER, Bruce E. Hesse, Jane S. Howard, Carrie M. Dempsey, Gary D. Novak, and Emily Branscum (California State University, Stanislaus)
- 5. Behavior Analysis at Queens College and The Graduate Center, The City University of New York** JEFFERY HAMELIN and Jack Spear (Queens College and The Graduate Center, City University of New York)
- 6. Behavior Analysis Program at the University of Nevada, Reno** RAMONA HOUMANFAR, Mark P. Alavosius, Patrick M. Ghezzi, Linda J. Parrott Hayes, and W. Larry Williams (University of Nevada, Reno)
- 7. Satellite Program in Behavior Analysis at the University of Nevada, Reno** LINDA J. PARROTT HAYES (University of Nevada, Reno)
- 8. Florida State University Master's Program in Applied Behavior Analysis** Jon S. Bailey (Florida State University) and H. ALLEN MURPHY and Amy S. Polick (Florida State University Panama City)
- 9. Graduate Training in the Department of Behavior Analysis at the University of North Texas** RICHARD G. SMITH, Jesus Rosales-Ruiz, Shahla S. Ala'i-Rosales, Manish Vaidya, Traci M. Cihon, and Jonathan W. Pinkston (University of North Texas), Karen A. Toussaint Rader (University of Nebraska Medical Center, Munroe-Meyer Institute), and Einar T. Ingvarsson (University of North Texas)

10. MS Program at Jacksonville State University PAIGE M. MCKERCHAR, Todd L. McKerchar, William L. Palya, Steven C. Stout, Heidi L. Dempsey, and Shannon Robertson (Jacksonville State University)

11. Southern Illinois University, Carbondale: Behavior Analysis and Therapy Program JOEL ERIC RINGDAHL (Southern Illinois University), Autumn N. McKeel (Southern Illinois University, Carbondale), and Mark R. Dixon, Jonathan C. Baker, Becky L. Nastally, and Ruth Anne Rehfeldt (Southern Illinois University)

12. St. Cloud State Applied Behavior Analysis Program ERIC RUDRUD, Kimberly A. Schulze, John T. Rapp, and Nicholas L. Weatherly (St. Cloud State University)

13. The Behavior Analysis Doctoral Program at West Virginia University KAREN G. ANDERSON, Regina A. Carroll, Meagan Elizabeth Follett, Elizabeth Kyonka, Kennon Andy Lattal, Michael Perone, Nathan Rice, and Claire C. St. Peter (West Virginia University)

14. The Graduate Programs in Teaching as Applied Behavior Analysis at Teachers College, Columbia University JESSICA SINGER-DUDEK, R. Douglas Greer, and Derek Jacob Shanman (Teachers College, Columbia University)

15. The On-Campus Behavior Analysis Programs at the Florida Institute of Technology DAVID A. WILDER, Alison M. Betz, Meagan Gregory, Ada C. Harvey, Mark T. Harvey, José A. Martinez-Diaz, Ivy M. Chong Crane (Florida Institute of Technology) and Michael E. Kelley (University of Nebraska Medical Center, Munroe-Meyer Institute)

16. University of Kansas: Graduate Training in Applied Behavioral Science DEREK D. REED, Florence D. DiGennaro Reed, Todd Allen Merritt, Kaston Dariel Anderson-Carpenter, Ariana Ronis Boutain Hopstock, Adam M. Briggs, and Nicole Ashlee Call (University of Kansas)

17. University of Maryland, Baltimore County Applied Behavior Analysis MA JOHN C. BORRERO and Sigurdur Oli Sigurdsson (University of Maryland, Baltimore County) and Iser Guillermo DeLeon and SungWoo Kahng (Kennedy Krieger Institute)

18. Western Michigan University: ABAI-Accredited Graduate Programs in Behavior Analysis STEPHANIE M. PETERSON, Jessica E. Frieder, R. Wayne Fuqua, Richard W. Malott, Cynthia J. Pietras, Alan D. Poling, and Ron Van Houten (Western Michigan University)

19. The Behavior Analysis Training System for Training Students To Be Practitioners Working in Autism RICHARD W. MALOTT, Ali Markowitz, Christina Henderson, Roxy Gale, and Kathleen Holehan (Western Michigan University)

#101 ABAI Expo

8:00 pm–10:30 pm

Exhibit Hall B (Convention Center)

20. Western Michigan University: APA-Accredited Clinical Psychology Doctoral Program SCOTT T. GAYNOR, Amy E. Naugle, and R. Wayne Fuqua (Western Michigan University)

21. Western Michigan University: Industrial-Organizational Psychology Master's Program HEATHER M. MCGEE and Alyce M. Dickinson (Western Michigan University)

22. Applied Behavior Analysis at Central Washington University WENDY A. WILLIAMS, Sadie L. Lovett, and Elizabeth M. Street (Central Washington University)

23. Applied Behavior Analysis at Temple University MATTHEW TINCANI, Donald A. Hantula, Philip N. Hineline, Saul Axelrod, Shana E. Hornstein, and Amanda E. Guld (Melmark)

24. Applied Behavior Analysis at the University of Oregon TIFFANY KODAK and Cynthia M. Anderson (University of Oregon)

25. Applied Behavior Analysis Graduate Program at Spalding University ERICK M. DUBUQUE, Molly L. Dubuque, and David L. Morgan (Spalding University)

26. Applied Behavior Analysis Programs at The Chicago School of Professional Psychology in Chicago DIANA J. WALKER, John W. Eshleman, Scott A. Herbst, Jennifer Klapatch, and Fawna Stockwell (The Chicago School of Professional Psychology)

27. Bachelor's Program in Psychology With an Emphasis in Behavior Analysis HEIDI SKORGE OLAFF, Gunnar Ree, Anne Bakke, Svein Eikeseth, Sigmund Eldevik, Borge Stromgren, Inger Karin Almas, and Hans Horne (Oslo and Akershus University College)

- 28. Ball State University: ABA and Autism Program** CHRISTOPHER A. TULLIS and Susan Wilczynski (Ball State University)
- 29. Behavior Analysis and Behavior Therapy Graduate Training Programs at Eastern Michigan University** JAMES T. TODD, Aimee Moore, Caitlyn Sorensen, and Gyða Dögg Einarssdóttir (Eastern Michigan University)
- 30. Behavior Analysis at Auburn University** Sacha T. Pence, SALVATORE SPARROW, Tyler Godsy, and M. Christopher Newland (Auburn University)
- 31. Behavior Analysis Training at the University of Glamorgan** JENNIFER L. AUSTIN, Aimee Giles, and Richard May (University of Glamorgan)
- 32. California State University, Los Angeles—ABA Programs** MICHELE D. WALLACE, Randy V. Campbell, and Mitch Fryling (California State University, Los Angeles)
- 33. CSUN's MA in Psychology With Emphasis in ABA: Behavioral Clinical Psychology** BARBRA FRYE (California State University, Northridge)
- 34. Doctoral Programs in Psychology at the University of Mississippi** LINDSY MAGEE, Kate Kellum, and Kelly G. Wilson (University of Mississippi)
- 35. Graduate and Certificate Programs in Applied Behavior Analysis at Cambridge College and the University of Massachusetts-Dartmouth Campus** BARRY HAIMSON (University of Massachusetts-Dartmouth), Robert F. Littleton Jr. (Evergreen Center), Robert K. Ross (Beacon ABA Services), and Gordon A. DeFalco and Joseph M. Vedora (Evergreen Center)
- 36. Graduate Programs in Applied Behavior Analysis at Caldwell College** TINA SIDENER, Ruth M. DeBar, Jason C. Vladescu, April N. Kisamore, Sharon A. Reeve, and Kenneth F. Reeve (Caldwell College)
- 37. Graduate Training at the University of Manitoba (Behavioral Psychology)** ALISON COX and Flavia Julio (University of Manitoba)
- 38. Master's Program in ABA at the University of Nebraska-Omaha** JENNIFER M. KOZISEK and Mark D. Shriver (University of Nebraska Medical Center, Munroe-Meyer Institute) and Lisa Kelly-Vance (University of Nebraska-Omaha)
- 39. Master's Program in Applied Behavior Analysis at the Bangor University, Wales** J. CARL HUGHES, Marguerite L. Hoerger, Corinna F. Grindle, Sandy Toogood, Elin Walker Jones, Stephen J. Noone, and Bethan Williams (Bangor University, Wales)
- 40. Nicholls State University: Program in Teaching as Applied Behavior Analysis** Grant Gautreaux, KATIE JENKINS, Dolleen-Day Keohane, John Wright, and Jo Highley (Nicholls State University)
- 41. Pennsylvania State University, Harrisburg Master's Degree in Applied Behavior Analysis** KIMBERLY A. SCHRECK and Richard M. Foxx (Pennsylvania State University, Harrisburg)
- 42. Regis College MS in Applied Behavior Analysis Program** LAUREN BEAULIEU, Claudia Pouravelis, and Christine Petherick (Regis College)
- 43. Science, Skinner, and Surf: Behavior Analysis at the University of North Carolina Wilmington** BILLIE J. KLEIN, Lynda Hayes, Kathleen L. Hodskins, Sara M. Keane, Caitlin A. Kirkwood, and Christine E. Hughes (University of North Carolina Wilmington)
- 44. The Atlantis Behavior Analysis Student Exchange Programme: SWPS, Poland, CSUSTAN, California, and Bangor University, Wales** J. CARL HUGHES (Bangor University, Wales), William F. Potter (California State University, Stanislaus), and Monika M. Suchowierska (Warsaw School of Social Psychology)
- 45. The Chicago School of Professional Psychology in Los Angeles: MA and Ph.D. Programs in Applied Behavior Analysis** DAVID A. PYLES (The Chicago School of Professional Psychology), Eric L. Carlson (The Chicago School of Professional Psychology, Los Angeles), L. Fernando Guerrero (The Chicago School of Professional Psychology), Jennifer L. Beers and Henry D. Schlinger (California State University, Los Angeles), Dennis Dixon (Center for Autism and Related Disorders, Inc.), Mitch Fryling (California State University, Los Angeles), and Catherine M. Minch (Center for Autism and Related Disorders, Inc.)

46. The Master's in ABA Program at Fresno State AMANDA N. ADAMS, Marianne L. Jackson, Criss Wilhite, and Jonpaul D. Moschella (California State University, Fresno)

47. The Special Education Program at Pennsylvania State, University Park DAVID L. LEE (Pennsylvania State University)

48. University of Nebraska Medical Center's Munroe-Meyer Institute: Doctoral Training in Applied Behavior Analysis CHRISTY WILLIAMS, Wayne W. Fisher, Cathleen C. Piazza, Joseph H. Evans, Valerie M. Volkert, Nicole M. Rodriguez, Kevin C. Luczynski, and Mark D. Shriver (University of Nebraska Medical Center, Munroe-Meyer Institute)

49. University of Saint Joseph Behavior Analysis Programs DEIRDRE LEE FITZGERALD and John D. Molteni (University of Saint Joseph)

50. University of the Pacific: Master's Program in Applied Behavior Analysis HOLLY AYN WHITE, Matthew P. Normand, and Carolyn S. Kohn (University of the Pacific)

51. Utah State University: Behavior Analysis Doctoral Program in the Department of Special Education and Rehabilitation TIMOTHY A. SLOCUM, Thomas S. Higbee, Sarah E. Bloom, Robert L. Morgan, Charles Salzberg, Scott Warren Ross, Benjamin Lignugaris-Kraft, and Andrew Samaha (Utah State University)

52. Utah State University: Behavior Analysis Training in the Department of Psychology TIMOTHY A. SHAHAN, Gregory J. Madden, Amy Odum, and Andrew Samaha (Utah State University)

53. Youngstown State University: Master's Program in Applied Behavior Analysis ROCIO ROSALES, Stephen Ray Flora, Michael C. Clayton, and Jane Kestner (Youngstown State University)

54. Advanced Certificate in Applied Behavior Analysis and Master's Degree in Experimental Psychology JOHN C. NEILL and Gerald Lachter (Long Island University)

#102 ABAI Expo

8:00 pm–10:30 pm

Exhibit Hall B (Convention Center)

55. ABAI Affiliated Chapters Board GORDON BOURLAND (Trinity Behavioral Associates)

56. ABAI Education Board LINDA J. PARROTT HAYES, Patrick M. Ghezzi, Genevieve M. DeBernardis, and Matthew Lewon (University of Nevada, Reno)

57. ABAI Membership Board PHILIP N. HINELINE (Temple University)

58. ABAI Science Board M. CHRISTOPHER NEWLAND (Auburn University)

59. ABAI Student Committee MEGAN D. ACLAN and Antonio M. Harrison (The Chicago School of Professional Psychology, Los Angeles) and Zachary H. Morford (University of Nevada, Reno)

#103 ABAI Expo

8:00 pm–10:30 pm

Exhibit Hall B (Convention Center)

60. Applied Animal Behavior Special Interest Group CHRISTY A. ALLIGOOD (Disney's Animal Kingdom), Eduardo J. Fernandez (University of Washington), Megan E. Maxwell (Pet Behavior Change, LLC), and Terri M. Bright (Simmons College)

61. Autism Special Interest Group ROBERT K. ROSS (Beacon ABA Services) and Lori E. Bechner (Autism Center, New Jersey Medical School)

62. Behavior Analysis for Sustainable Societies Special Interest Group JULIA H. FIEBIG (San Ramon Valley Unified School District) and Mark P. Alavosius (University of Nevada, Reno)

63. Behavior Analyst Online Journals: Special Interest Group MICHAEL LAMPORT COMMONS (Harvard Medical School) and Darlene E. Crone-Todd (Salem State University)

64. Behavioral Gerontology Special Interest Group ALLISON A. JAY (University of Colorado, Colorado Springs), Jonathan C. Baker (Southern Illinois University), Vinh Dang (The Chicago School of Professional Psychology), Yash P. Manchanda (private practice), and Maranda Trahan (Johns Hopkins University)

65. Behaviorists for Social Responsibility Special Interest Group MICHAEL A. MAGOON (NORC at the University of Chicago)

- 66. Clinical Special Interest Group** THOMAS J. WALTZ (VA Center for Mental Healthcare and Outcomes Research) and Emily Thomas Johnson (Behavior Attention & Developmental Disabilities Consultants, LLC)
- 67. Direct Instruction Special Interest Group: All Students Can Learn and All Teachers Can Be Successful!** ANN FILER (Beacon ABA Services) and Wendy Littleton-Kozma (Evergreen Center)
- 68. Dissemination of Behavior Analysis Special Interest Group** AMANDA N. KELLY (SEEM Collaborative, Massachusetts), Benjamin N. Witts (University of Nevada, Reno), Megan Miller (Navigation Behavioral Consulting), and Corey L. Robertson (Florida Institute of Technology)
- 69. Ethics and Behavior Analysis Special Interest Group** DAVID J. COX (STE Consultants, LLC)
- 70. Evidence-Based Practice Special Interest Group** SUSAN WILCZYNSKI (Ball State University)
- 71. Experimental Analysis of Human Behavior Special Interest Group** MANISH VAIDYA (University of North Texas), Eric A. Jacobs (Southern Illinois University, Carbondale), Chata A. Dickson (The New England Center for Children), and Yusuke Hayashi (University of Kansas)
- 72. Health, Sport, and Fitness Special Interest Group** JENNIFER KLAPATCH (The Chicago School of Professional Psychology)
- 73. History of Behavior Analysis Special Interest Group** EDWARD K. MORRIS (University of Kansas), Karen R. Wagner (Behavior Services of Brevard, Inc.), Todd L. McKerchar (Jacksonville State University), and Pat Williams (University of Houston-Downtown)
- 74. Human Development Special Interest Group** MARTHA PELAEZ (Florida International University) and Hayne W. Reese (West Virginia University)
- 75. Interbehaviorists in ABAI** MITCH FRYLING (California State University, Los Angeles)
- 76. Military and Veterans Special Interest Group** KENT CORSO (Give an Hour) and Abigail B. Calkin (Calkin Consulting Center)
- 77. Organizational Behavior Management Network** Heather M. McGee and DALE GREGORY (Western Michigan University)
- 78. Parent Professional Partnership Special Interest Group** DAVID A. CELIBERTI (Association for Science in Autism Treatment) and Pamela H. Gorski (Reaching Potentials Inc.)
- 79. Positive Behavior Support Special Interest Group** ROSE IOVANNONE (University of South Florida)
- 80. Rehabilitation and Independent Living Special Interest Group** CHRIS PERSEL (Centre for Neuro Skills)
- 81. Sex Therapy and Educational Programming Special Interest Group** FAWNA STOCKWELL (The Chicago School of Professional Psychology), Lorraine M. Bologna (Cincinnati Center for Autism), and Bobby Newman (Room to Grow)
- 82. Speech Pathology and Applied Behavior Analysis Special Interest Group** TRACIE L. LINDBLAD (Four Point Intervention Strategies, Inc.), Laura L. Grow (University of British Columbia), and Barbara E. Esch (Esch Behavior Consultants, Inc.)
- 83. Standard Celeration Society** KERRI L. MILYKO (Precision Teaching Learning Center), John W. Eshleman (The Chicago School of Professional Psychology), Shiloh Isbell (Morningside Academy), and Charles T. Merbitz (The Chicago School of Professional Psychology)
- 84. Teaching Behavior Analysis Special Interest Group** CHRISTINE HOFFNER BARTHOLD (University of Delaware)
- 85. Verbal Behavior Special Interest Group** SARAH SMUGALA and Traci M. Cihon (University of North Texas), Judah B. Axe (Simmons College), Kerry A. Conde (Western New England University), Sarah Dickman (California State University, Sacramento), Laura L. Grow (University of British Columbia), Einar T. Ingvarsson (University of North Texas), and April N. Kisamore (Western New England University)

#104 ABAI Expo

8:00 pm–10:30 pm

Exhibit Hall B (Convention Center)

86. ABA of Brazil: Growing Up in Its 21st Year MARTHA HÜBNER, Claudia K. B. Oshiro, and Giovana Munhoz Rocha (University of São Paulo)

87. Alabama Association for Behavior Analysis Todd L. McKerchar and PAIGE M. MCKERCHAR (Jacksonville State University)

88. Arizona Association for Behavior Analysis REBECCA RENE WISKIRCHEN (ACCEL), Christina Barosky (The BISTA Center), Abigail M. Twyman (BASIC in Arizona), Bryan J. Davey (ACCEL), Carey A. Burgess (private practice), Donald M. Stenhoff (The BISTA Center), and Erica Babino and Nicole G. Taylor (Positive ABA)

89. Association for Behavior Analysis India SMITA AWASTHI, Sridhar Aravamudhan, and Geetika Kapoor (Association for Behavior Analysis India)

90. Behavior Analysis Association of Michigan JAMES T. TODD, Caitlyn Sorensen, Aimee Moore, and Gyða Dögg Einarsdóttir (Eastern Michigan University)

91. Behavior Analysis in Ireland JULIAN C. LESLIE (University of Ulster), Jennifer Holloway (National University of Ireland, Galway), and Maeve Bracken (Trinity College Dublin)

92. British Columbia Association of Behavior Analysis HEIDI ST. PIERRE (independent consultant) and Elizabeth S. Athens (ABA Learning Centre)

93. California Association for Behavior Analysis MICHELE D. WALLACE (California State University, Los Angeles), Daniel B. Shabani (Shabani Institute Center for Behavior Analysis & Language Development), and Jill M. Young (Therapeutic Pathways)

94. Connecticut Association for Behavior Analysis: A Year in Review MEGHAN BRAHM, Elizabeth C. Nulty, Solandy Forte, John D. Molteni, and Colleen DeMello (Connecticut ABA) and Steven Woolf (Beacon ABA Services)

95. Delaware Association for Behavior Analysis CHRISTINE HOFFNER BARTHOLD (University of Delaware)

96. European Association for Behavior Analysis ERIK ARNTZEN (Oslo and Akershus University College), Lise Renat Roll-Pettersson (Department of Special Education), Borge Stromgren (Oslo and Akershus University College), and Neil T. Martin (European Association for Behavior Analysis)

97. European Journal of Behavior Analysis 2000–2013 CHRISTOFFER K. EILIFSEN and Erik Arntzen (Oslo and Akershus University College)

98. Florida Association for Behavior Analysis KEVIN MURDOCK (Hillsborough County Public Schools, Florida), Kevin Jackson (State of Florida), Dawn Allison Bailey (Florida State University), R. Steven Coleman (Agency for Persons with Disabilities), and Jon S. Bailey (Florida State University)

99. Four Corners Association for Behavior Analysis TRAVIS BLEVINS (Behavior Services of the Rockies), Dixie D. Eastridge (Learning Services), Nicole L. Bank (The PartnerShip, LLC), Michele R. Bishop (Center for Autism and Related Disorders, Inc.), Steven R. Lawyer (Idaho State University), Jeff Kupfer (Jeff Kupfer, PA), Andrew W. Gardner (Northern Arizona University), and Zach Maple (Imagine! Behavioral Health)

100. Hawai'i Association for Behavior Analysis ANNE LAU (Autism Behavior Consulting)

101. Heartland Association for Behavior Analysis AMBER R. PADEN (University of Nebraska Medical Center, Munroe-Meyer Institute), Elizabeth Bullington (Childhood Autism Services, Inc.), Tiffany Kodak (University of Oregon), Kathryn M. Peterson (University of Nebraska Medical Center, Munroe-Meyer Institute), Doug Boe (Glenwood Resource Center), and Bobbi Hightree (ESU #1)

102. IABA: The Israeli ABA Chapter EITAN ELDAR (Kibbutzim College) and Shiri Ayvazo (Tel Aviv University)

103. Illinois Association for Behavior Analysis AUTUMN N. MCKEEL (Southern Illinois University, Carbondale) and Mark R. Dixon (Southern Illinois University)

104. Japanese Association for Behavior Analysis NAOKO SUGIYAMA (Seisa University) and Kenjiro Aoyama (Doshisha University)

Saturday, May 25

- 105. Kansas Association for Behavior Analysis** EDWARD K. MORRIS, Linda S. Heitzman-Powell, Jill M. Koertner, Todd Allen Merritt, Nan Perrin, and Jason M. Hirst (University of Kansas)
- 106. Kentucky Association for Behavior Analysis** ERICK M. DUBUQUE (Spalding University)
- 107. Lone Star Association for Behavior Analysis** GERALD E. HARRIS (Texas Young Autism Project), Ellen R. Catoe (Behavior Treatment and Training Center), Christie Enzinna and Jeffrey C. Enzinna (ABA Professional Services, LLC), Deborah L. Grossett (The Center), and Wendy J. Neely (Texas Young Autism Project)
- 108. LouABA/LaBAA** Grant Gautreaux (Nicholls State University), CASSIE T. BRADFORD (Behavioral Intervention Group), Emily Hull Bellaci (Within Reach—Center for Autism), and Janice L. Huber (Milestones Learning Center)
- 109. Manitoba Association for Behavior Analysis** GENEVIEVE N. ROY-WSIAKI, Kirsten M. Wirth, and Kerri L. Walters (St. Amant Research Centre)
- 110. Massachusetts Association of Applied Behavior Analysis** STEVEN WOOLF (Beacon ABA Services), Mariela Vargas-Irwin (Integrated Learning Academy, Newton), and John C. Randall (Amego)
- 111. Minnesota Northland Association for Behavior Analysis** SARAH E. ROBERTS (Behavioral Dimensions), Timothy R. Moore (University of Minnesota), and April L. Rapp (St. Cloud State University)
- 112. Nevada Association for Behavior Analysis** KENNETH MACALEESE and Zachary H. Morford (Nevada Association for Behavior Analysis)
- 113. New York State Association for Behavior Analysis** MICHAEL J. FRIGA (Three Tier Consulting), Deborah A. Napolitano (University of Rochester), and Vicki Madaus Knapp (Summit Educational Resources)
- 114. New Zealand Association for Behavior Analysis** ANNE C. MACASKILL (Victoria University of Wellington)
- 115. North Carolina Association for Behavior Analysis** BETH SCHMITT and Jim Phillips (Murdoch Developmental Center), Kristie M. Thompson (OptumHealth Behavioral Services), Vicki Harper and Nancy Poteet (J. Iverson Riddle Developmental Center), Jennifer Deacon (South Mountain Center for Excellence), Crystalyn Schnorr (University of North Carolina Charlotte), and R. M. “Duke” Schell (J. Iverson Riddle Developmental Center)
- 116. Northwest Affiliation of Applied Behavior Analysis—Covering Greater Parts of the Pacific Northwest; WA, OR, MT, ID, BC** RICK SHAW (Behavior Issues) and Dana J. Stevens (Whitworth University)
- 117. Norwegian Association for Behavior Analysis** TERJE GUNDHUS (Norwegian Association for Behavior Analysis), Jon A. Lokke (University College of Ostfold), and Erik Arntzen (Oslo and Akershus University College)
- 118. Ohio Association for Behavior Analysis** MORTEN HAUGLAND (Haugland Learning Center)
- 119. Ontario Association for Behavior Analysis** Jen Porter, ALBERT MALKIN, Jennifer Alice Cunningham, and Carmela Campanella-Borraccia (Ontario Association for Behavior Analysis)
- 120. Oregon Association for Behavior Analysis** JENNY FISCHER (Cascade Behavioral Intervention), Maria Lynn Kessler (Oregon Institute of Technology), Jennifer L. Knipling and Robbin Sobotka-Soles (Oregon Association for Behavior Analysis), and Analise A. Herrera-Minteer (St. Cloud State University)
- 121. Polish Society for Behavioral Psychology** MONIKA M. SUCHOWIERSKA (Warsaw School of Social Psychology)
- 122. Québec Association for Behavior Analysis** SYLVIE DONAIS (Clinique ABA), Myra-Jade Lui (ASD Montréal), Sylvie Bernard (Clinique ABA), and Marc J. Lanovaz (Université de Montréal)
- 123. Southeastern Association for Behavior Analysis** KAREN G. ANDERSON, Claire C. St. Peter, and Elizabeth Kyonka (West Virginia University) and Wendy Donlin Washington (University of North Carolina Wilmington)
- 124. Swedish Association for Behavior Analysis** ULRIKA LANGH (Stockholm Autism Center), Ned Carter (SALAR, Stockholm), and Dag Stromberg (Autism Center for Young Children)

125. Texas Association for Behavior Analysis ANNA I. PÉTURSDÓTTIR (Texas Christian University), Heather L. Barahona (University of North Texas), Gordon Bourland (Trinity Behavioral Associates), Jennifer N. Fritz (University of Houston-Clear Lake), Duy D. Le (Child Study Center), Sarah A. Lechago (University of Houston-Clear Lake), and Brett Grant Kellerstedt (University of North Texas)

126. The Experimental Analysis of Behavior Group—UK and Europe J. CARL HUGHES, Michael Beverley, Amy Hulson-Jones, and Emily Tyler (Bangor University, Wales)

127. The Icelandic Association for Behavior Analysis: Now in Its Ninth Year JÓHANNA ELLA JÓNSDÓTTIR (University of Iceland); Sigurdur Vidar (Janus, Rehabilitation); Thelma Lind Tryggvadóttir, Z. Gabriela Sigurdardóttir, and Anna-Lind Pétursdóttir (University of Iceland); and Hanna Steinunn Steingrimsdóttir (Oslo and Akershus University College)

128. The Iowa Association for Behavior Analysis EVELYN JO HORTON (The Homestead), John J. Pokrzywinski (Woodward Resource Center), Sean D. Casey (The Iowa Department of Education), and William F. Steffen and Susan M. S. Smith (Woodward Resource Center)

129. Utah Association for Behavior Analysis ANDREW SAMAHA, Thomas S. Higbee, and Sarah E. Bloom (Utah State University) and Blake Hansen (Brigham Young University)

130. Virginia Association for Behavior Analysis TRACY E. ZINN, Bryan K. Saville, and Daniel D. Holt (James Madison University)

131. WisABA: Wisconsin Association for Behavior Analysis ROGER FRANK BASS (Bass Behavioral Consulting)

132. Taiwan Association for Behavior Analysis SHU-HWEI KE (SEEK Education, Inc.), Yiing Feng Huang (Taiwan Association for Behavior Analysis), and Sharon Chien and Shu-Fen Kuo (SEEK Education, Inc.)

#105 ABAI Expo

8:00 pm–10:30 pm

Exhibit Hall B (Convention Center)

133. Advanced Training at the Kennedy Krieger Institute and the Johns Hopkins University School of Medicine ALISON KOZLOWSKI, Zina A. Eluri, Amanda Hastings, Jennifer L. Crockett, and Michael F. Cataldo (Kennedy Krieger Institute)

134. All About Kids ANN BRIGID BEIRNE (Global Autism Project)

135. Applied Behavioral Pharmacology Group ANNETTE GRIFFITH (Momentum Behavioral Health) and Jennifer R. Zarcone (Kennedy Krieger Institute)

136. Bachelor of Arts in Applied Behavior Analysis—Autism CARA ZASKOW (Capilano University)

137. Behavior Analysis Division of the American Psychological Association MATTHEW T. WEAVER (University of Pittsburgh) and Eric A. Jacobs (Southern Illinois University, Carbondale)

138. Behavior Analysis Online University of North Texas SIGRID S. GLENN, Susan R. Miller, and Brook B. Wheatley (University of North Texas)

139. Behavior Momentum India SMITA AWASTHI, Rumno Mukherjee, and Manoj Sharma (Behavior Momentum India)

140. Clinic 4 Kidz: Intensive Home-Based Pediatric Feeding Disorders Program CHRISTA F. CURTAZ, Meeta R. Patel, Michelle L. Waddell, Allyne Marcon-Dawson, Stephanie Miller, Aida Miles, and Danielle Shahan (Clinic 4 Kidz)

141. Dar Al-Hekma College: Undergraduate Applied Behavior Analysis Course Sequence MONA AL HADDAD (Dar Al-Hekma College) and Michelle P. Kelly (National University of Ireland, Galway)

142. Saint Louis University Behavior Analysis Programs JOLENE R. SY, Kathleen Mack, Ashlin Blum, and Marissa Lewis-Wanninger (Saint Louis University)

143. The Association for Science in Autism Treatment DAVID A. CELIBERTI and Mary Ellen McDonald (Association for Science in Autism Treatment)

abai minneapolis

sunday, may 26

day schedule

business meetings

sessions

presidential scholar address

reunions/receptions

Minneapolis Convention Center; Sunday, May 26

4 pm		5 pm		6 pm		7 pm		8 pm		9 pm		10 pm		11 pm		12 am		Room		
:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30			
				#233 IGNITE														211 A-B	Level 2	
Speaker Ready Room #1													211 C							
Speaker Ready Room #2													211 D							
																		208 A-B		
																		208 C-D		
Press Room																		207 A-B		
										#251 ORLS Celeration Chart Share								205 A-B		
																		205 C-D		
Office																		204 A		
																		204 B		
																		203 A-B		
						#227 Rehab and Ind. Living SIG												202 A-B		
						#237 AAB SIG												201 A-B		
						#240 Speech Pathology SIG												200 J		
#221 VRB cont. Ch. Baker																		200 H-I		
						#229 Autism Knows No Borders												200 F-G		
#211 cont.																		200 C-E		
#210 cont.																		200 A-B		
																		102 A		
#216 CBM cont. Ch. Reynolds																		102 B-C		
#215 CBM cont. Ch. Carreker																		102 D-E		
#209 cont.						#242 STEP SIG												102 F		
#213 cont.						#236 TBA SIG												101 A		
#212 cont.						#239 JOBM												101 B-C		
						#234 Social Responsibility SIG												101 D		
#223 CSE cont. Ch. DeRemardis						#241 History of Behavior Analysis												101 E		
						#232 Human Development SIG												101 F		
						#230 ABA Student Committee												101 G		
						#231 LouABA												101 H		
						#228 EBP SIG												101 I		
#224 EAB Ch. Jacobs						#238 Nevada ABA												101 J		
#214 cont. †																		Ballroom A		
#222 AUT †	#226 Presidential Scholar Address †																	Ballroom B		
#218 SCI cont. Ch. Morris																		Main Auditorium		
#225 EDC Daily †																		Auditorium 1		
Poster Set-up					Exhibitors Open 6-9 pm		#243-250 Poster Session III											Auditorium 2		
#219 TBA cont. Ch. Gilbert					Fellows Committee													Auditorium 3		
																		Exhibit Hall B		
																		M100 A	Mezzanine	
																		M100 B-C		
																		M100 D-E		
																		M100 F-G		
#220 TBA cont. Ch. Molteni																		M100 H-I		
#217 DEV cont. Ch. Neidert					Practice Board													M100 J		
					Membership Board													M101 A		
					#235 Education Board													M101 B		
																		M101 C		
																		L100 D-E	LL	
																		L100 F-G		

LEGEND

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

Hilton Minneapolis; Sunday, May 26

	Room	4 pm		5 pm		6 pm		7 pm		8 pm		9 pm		10 pm		11 pm		12 pm		
		:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	
Third Floor	Board Room 1					#223 SEAB Directors Meeting Ch: Fisher														
	Board Room 2																			
	Board Room 3											#254 Speech Pathology SIG								
	Directors Row 1											#257 University of Florida								
	Directors Row 2											#266 University of Wisconsin								
	Directors Row 3											#258 University of Sao Paulo								
	Directors Row 4											#264 Beacon ABA Services								
	Red Wing Room											#260 CARD								
	Duluth											#256 CSPP, Skinner Foundation, CCBS								
	Minneapolis Grand Ballroom A											#259 U. North Texas Reunion								
	Minneapolis Grand Ballroom B											#262 St. Cloud State University								
	Minneapolis Grand Ballroom C											#265 WMU Reunion								
	Minneapolis Grand Ballroom D											#253 FSU								
												#255 OSU								
	Minneapolis Grand Ballroom E											#261 Columbia/ CABAS								
	Minneapolis Grand Ballroom F											#252 University of Kansas								
Minneapolis Grand Ballroom G											#263 University of Nevada, Reno									

#106 Special Event

8:00 am–8:50 am
101 H (Convention Center)

Pilates/Yoga Session

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

Come join us for what has become an annual tradition at ABAI. This Pilates/yoga session is led by certified instructors and is designed for every level and participant. Wear comfortable clothing. Participants may wish to bring a towel to use while in class. Relax, refresh, and recharge!

#107 Business Meeting

8:00 am–8:50 AM
M100 J (Convention Center)

Journal of Applied Behavior Analysis

Chair: Dorothea C. Lerman (University of Houston-Clear Lake)

The annual report of the *Journal of Applied Behavior Analysis* will be presented, followed by the discussion of editorial policies and issues. We encourage past and present associate editors and board members, authors and prospective authors, and any other interested parties to attend. Questions and suggestions will be encouraged.

#108 Business Meeting

8:00 am–8:50 AM
102 F (Convention Center)

Parent Professional Partnership Special Interest Group

Chair: David A. Celiberti (Association for Science in Autism Treatment)

Behavior analysts involved in clinical practice recognize that we owe much to parents of children with autism who have been staunch advocates for higher quality services for their children. The synergy that can arise from parents and professionals working together creates exciting opportunities and possibilities. The Parent Professional Partnership SIG is one such opportunity. A business meeting will be held to provide a forum for networking, to outline the PPP SIG's goals and objectives, and to discuss ways to improve upon the SIG's joint website with the Autism SIG. All interested parents and professionals are encouraged to attend this meeting chaired by co-presidents David Celiberti and Pamela Gorski and visit our webpage at www.AutismPPPSIG.org.

#109 Business Meeting

8:00 am–8:50 AM
101 A (Convention Center)

Positive Behavior Support Special Interest Group

Chair: Rose Iovannone (University of South Florida)

This will be the annual business meeting of the Positive Behavior Support Special Interest Group.

#110 Business Meeting

8:00 am–8:50 AM
M101 C (Convention Center)

Standard Celeration Society

Chair: Kerri L. Milyko (Precision Teaching Learning Center)

Members of the Standard Celeration Society will congregate to discuss all business-related matters regarding the society, including but not limited to membership, finances, and the annual International Precision Teaching Conference.

#111 Business Meeting

8:00 am–8:50 AM

200 J (Convention Center)

Northwestern Association for Behavior Analysis

Chair: Rick Shaw (Behavior Issues)

Please join us for the Northwestern Association for Behavior Analysis annual business meeting. Also, please review our website for upcoming regional events and conferences. The association serves the Pacific Northwest: Washington, Montana, Oregon, Idaho, and British Columbia.

#112 Business Meeting

8:00 am–8:50 AM

101 F (Convention Center)

Verbal Behavior Special Interest Group

Chair: Traci M. Cihon (University of North Texas)

The Verbal Behavior Special Interest Group supports a behavioral approach to the study of language, especially as explored by B. F. Skinner. It serves to (a) support and encourage research efforts to improve our understanding of verbal behavior, (b) support practice-based issues in utilizing the analysis of verbal behavior, (c) support undergraduate and graduate instruction of Skinner's verbal behavior, (d) communicate with other organizations making use of Skinner's verbal behavior, and (e) disseminate information regarding a behavioral approach to studying language. The business meeting is open to anyone interested in the area of verbal behavior, whether or not they are a member of the SIG.

#113 Business Meeting

8:00 am–8:50 AM

101 J (Convention Center)

Education and Treatment of Children Editorial Board

Chair: Stephanie M. Peterson (Western Michigan University)

We invite all those on the *Education and Treatment of Children* journal editorial review board and those interested in becoming involved to attend. We will be discussing policies and initiatives that strengthen and maintain the journal. Data on manuscript flow and subscriptions will be presented and discussed.

#114 Business Meeting

8:00 am–8:50 AM

M101 B (Convention Center)

New York State Association for Behavior Analysis

Chair: Deborah A. Napolitano (University of Rochester)

The New York State Association for Behavior Analysis (NYSABA) is the official representative for behavior analysis across New York. NYSABA is the state affiliated chapter of ABAI and the Association for Professional Behavior Analysts. NYSABA represents families, practitioners, and scholars committed to research and practice of behavior analysis. All behavior analysts and consumers residing or practicing in New York are encouraged to attend.

#115 Business Meeting

8:00 am–8:50 AM

201 A-B (Convention Center)

Multicultural Alliance of Behavior Analysts

Chair: Elizabeth Hughes Fong (Multicultural Alliance of Behavior Analysts)

Join us for the annual business meeting for the Multicultural Alliance of Behavior Analysts.

#116 Business Meeting

8:00 am–8:50 AM

M101 A (Convention Center)

Behavioral Gerontology Special Interest Group

Chair: Jonathan C. Baker (Southern Illinois University)

Provides intellectual, clinical, and organizational support to other professionals interested in aging and to foster behavior analytic research in aging. The goal of this year's meeting is to discuss issues in the field as well as issues of professional development. In addition, members will provide feedback on student presentations on research in the area of aging, which will be used to decide the Student Researcher Award. Finally, new officers will be chosen for any vacated positions in the special interest group.

#117 Business Meeting

8:00 am–8:50 AM

M100 A (Convention Center)

Introduction to Behavior Analyst Certification Board Certification

Chair: Christine L. Ratcliff (Behavior Analyst Certification Board)

This meeting will cover important components of the Behavior Analyst Certification Board (BACB), including information on BACB credentials, eligibility requirements, approved course sequences, examination administration, and applying for examination. The presentation also will offer information regarding BACB growth and development. This meeting is intended for individuals who are planning to become certified.

#118 Special Event

8:00 am–8:50 am

L100 D-E (Convention Center)

OTH

ABAI Program Committee Meeting

Chair: Mark A. Mattaini (Jane Addams College of Social Work, University of Illinois at Chicago)

Autism (AUT) DOROTHEA C. LERMAN and Jennifer N. Fritz (University of Houston-Clear Lake)

Behavioral Pharmacology (BPH) JONATHAN W. PINKSTON (University of North Texas) and Paul L. Soto (Johns Hopkins University)

Clinical, Family, Behavioral Medicine (CBM) THOMAS J. WALTZ (VA Center for Mental Healthcare and Outcomes Research) and Scott T. Gaynor (Western Michigan University)

Community Interventions; Social and Ethical Issues (CSE) PATRICIA BACH (University of Central Florida) and Mark P. Alavosius (University of Nevada, Reno)

Developmental Disabilities (DDA) JENNIFER M. ASMUS (University of Wisconsin-Madison) and Anjali Barretto (Gonzaga University)

Human Development (DEV) HAYNE W. REESE (West Virginia University) and Martha Pelaez (Florida International University)

Experimental Analysis of Behavior (EAB) MATTHEW C. BELL (Santa Clara University) and Federico Sanabria (Arizona State University)

Education (EDC) JENNIFER L. AUSTIN (University of Glamorgan) and Cynthia M. Anderson (University of Oregon)

Organizational Behavior Management (OBM) LORI H. DIENER-LUDWIG (Performance Blueprints, Inc.) and Sigurdur Oli Sigurdsson (University of Maryland, Baltimore County)

Practice (PRA) JENNIFER R. ZARCONE (Kennedy Krieger Institute) and Mark D. Shriver (Munroe-Meyer Institute)

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Science (SCI) M. CHRISTOPHER NEWLAND (Auburn University)

Teaching Behavior Analysis (TBA) GRANT GAUTREAU (Nicholls State University) and Nicole Luke (Surrey Place Centre)

Theoretical, Philosophical, and Conceptual Issues (TPC) PER HOLT (Oslo and Akershus University College) and Marleen T. Adema (Dutch Association for Behavior Analysis)

Verbal Behavior (VRB) ANNA I. PÉTURSDÓTTIR (Texas Christian University) and Barbara E. Esch (Esch Behavior Consultants, Inc.)

Continuing Education (CE) RICHARD W. MALOTT (Western Michigan University) and Maria E. Malott (Association for Behavior Analysis International)

#119 Panel Discussion

Student Committee Event

9:00 am–9:50 am

101 F (Convention Center)

AAB; Service Delivery

Professional Development Series: Graduate Study in Applied Animal Behavior

Chair: Lyndsy S. Gordon (California State University, Los Angeles)

ERICA N. FEUERBACHER (University of Florida)

STEPHANIE KEESEY (Simmons College)

VERONICA J. HOWARD (University of Kansas)

#120 B. F. Skinner Lecture Series

9:00 am–9:50 am

Main Auditorium (Convention Center)

CSE; Service Delivery

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

Resurrecting the Environmental Movement

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

PETER KAREIVA (The Nature Conservancy)



Dr. Peter Kareiva is the chief scientist and vice president of The Nature Conservancy, where he is responsible for maintaining the quality of more than 600 staff engaged in conservation science in more than 30 countries around the world. Kareiva studied political science and zoology at the Duke University for his bachelor's degree and ecology and applied mathematics at Cornell University for his Ph.D. He is the author of more than 150 scientific publications and author or editor of eight books, including a textbook on conservation science. Kareiva is a fellow of the American Academy of Arts and Sciences and a member of The National Academy of Sciences. Before joining The Nature Conservancy, Kareiva was the director of conservation biology at the Northwest Fisheries Science Center, and

before that he was a professor at University of Washington and Brown University, with teaching or faculty stints at Stanford University, University of Virginia, Uppsala University, and Oxford University. His current research concerns the connection between human activities and changes in ecosystem services, as part of the Natural Capital Project, which he co-founded with Gretchen Daily, Steve Polasky, and Taylor Ricketts. Kareiva also is studying the linkage between the sustainability initiatives of global corporations and their impact on ecosystems as well as their own corporate performance. In the past, Kareiva has published on biotechnology, agriculture, risk assessment, climate change, invasive species, and the importance of getting our children into nature. He currently lives in Seattle, WA.

Abstract: Polls, presidential politics, and relentlessly increasing greenhouse gas emissions expose an environmental movement that is running on 20th Century metaphors in a 21st Century world. All of the land protection in the world will do little good if 7 billion people do not move to “green behavior.” By dissecting past failures, we can learn where to go in the future with how we talk about and do conservation. We need to stop overstating doom and gloom, and recognize that opportunity, not despair, motivates people. Luckily, we have the science to support a new message of a resilient earth, which can then be a foundation for leaving behind worshipping at the false temple of pristine nature.

#121 B. F. Skinner Lecture Series

9:00 am–9:50 am

Auditorium Room 1 (Convention Center)

EAB; Applied Research

PSY CE Offered. CE Instructor: Alexandra S. Potter, Ph.D.

Nicotinic Acetylcholine Receptor Function Modulates Impulsivity in ADHD: Clinical Implications

Chair: Federico Sanabria (Arizona State University)

ALEXANDRA S. POTTER (University of Vermont)



Dr. Alexandra Potter is a research assistant professor and the associate director of the Clinical Neuroscience Research Unit at the University of Vermont. Dr. Potter received her Ph.D. in clinical psychology from the University of Vermont in 2003, and accepted a faculty position at the University of Vermont in 2004 after completing her clinical internship. She is a licensed clinical psychologist who maintains a small practice working with children and families with developmental disabilities in addition to her research. Her research program is focused on understanding the role of nicotinic acetylcholine receptor function in complex behaviors such as impulsive responding. She currently uses methodologies including acute pharmacological challenge and functional magnetic resonance

imaging either alone or in combination to explore the underlying neurobiology of impulsivity in a variety of subject groups including adolescents and adults with ADHD, patients with Parkinson's disease, young adults with prodromal schizophrenia, and cigarette smokers. This basic approach uses well defined behavioral phenotypes (such as impulsive responding or high risk taking) that can be precisely measured to understand their relationship with both clinical behaviors and cortical circuitry.

Abstract: Impulsivity is a central behavioral feature of ADHD and many other psychiatric and substance use disorders. In recent years, the multidimensional nature of impulsivity has been recognized with cognitive processes including risk and reward evaluation, response inhibition, and delay discounting implicated in impulsive behavior. The nicotinic acetylcholine receptor (nAChR) system has long been recognized for its role in regulating attention. Understanding the role of nAChR function in impulsivity has widespread clinical implication, including providing a novel pharmacological treatment target. Data from human experiments using pharmacological manipulations of nAChR function and measuring response inhibition, risk taking, and delay discounting will be presented. Studies using acute pharmacological challenge in combination with fMRI will illustrate potential mechanisms for nAChR regulation of impulsivity. Acute nicotine and novel nicotinic agonists improve response inhibition and delay aversion in ADHD. Nicotine and mecamylamine (a nicotinic agonist) have rate dependent effects on risk taking regardless of diagnostic group. Both nicotine and a novel nicotinic agonist significantly decrease the cognitive and clinical symptoms of ADHD. Targeting nAChR function may provide a novel treatment target for ADHD and other disorders involving impulsive behavior. The use of reliable laboratory measures of different facets of impulsivity will allow for refined treatment strategies targeting precise cognitive mechanism related to impulsivity.

#122 Invited Presenter

9:00 am–9:50 am

Auditorium Room 3 (Convention Center)

EDC; Applied Research

PSY/BACB CE Offered. CE Instructor: Gregory J. Madden, Ph.D.

Food Dudes in the United States: Incentivizing Elementary School Children's Consumption of Fruits and Vegetables

Chair: Cynthia M. Anderson (University of Oregon)

GREGORY J. MADDEN (Utah State University)



Dr. Gregory J. Madden is an associate professor in the Department of Psychology at Utah State University. He teaches an introductory course in behavioral processes. Topics range from free will to interventions designed to treat drug dependence. In 2009, Dr. Madden was awarded the ING Excellence in Teaching Award. Dr. Madden's research broadly examines decision-making. For example, he and his graduate and undergraduate student colleagues study how medications

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affect our ability to resist temptations such as gambling or succumbing to immediate gratification. Other studies are examining how to teach individuals to better delay gratification, with the long-term goal of reducing susceptibility to addictions. Still other studies are designed to improve the diet choices made by children in elementary schools. These projects are supported by grants from the National Institutes of Health (National Institute on Drug Abuse) and the U.S. Department of Agriculture. Dr. Madden earned a master's degree in behavior analysis from the University of North Texas in 1992, a Ph.D. in psychology from West Virginia University in 1995, and completed a postdoctoral research fellowship at the University of Vermont in 1998. In the ensuing years, he was privileged to work with outstanding groups of teachers and researchers at the University of Kansas and the University of Wisconsin-Eau Claire. Dr. Madden served as associate editor of the *Journal of the Experimental Analysis of Behavior* from 2002–2008, and is currently the editor-elect of this prestigious journal (2011–2014). He is the executive editor of the *APA Handbook of Behavior Analysis* (forthcoming). He has served on a number of decision-making bodies, including his current appointment on the ABAA Executive Council. He frequently reviews grant proposals for the National Institutes of Health and, every once in a while, he skis, mountain bikes, and hikes with his family.

Abstract: Although the health benefits of consuming a diet rich in fruits and vegetables are well documented, few Americans consume the recommended amounts of these foods. The results of these food choices are many and varied (e.g., increased costs of health care resulting from higher rates of cancers and obesity). A preventative approach targets elementary school children because food-choice patterns in childhood are predictive of these patterns in adulthood. The Food Dudes program was developed by behavioral psychologists Fergus Lowe and Pauline Home at Bangor University in Wales. The program targets food choices made in primary schools and iterations of it have been successfully implemented for some time in the United Kingdom. These successes will be summarized and data will be shown illustrating the effects of three different versions of the Food Dudes program that have been tested in the United States. These different versions were designed to adapt to the unique characteristics of U.S. schools.

#123 Panel Discussion

Student Committee Event

9:00 am–9:50 am

M100 J (Convention Center)

TBA; Service Delivery

BACB CE Offered. CE Instructor: Shiri Ayvazo, Ph.D.

Professional Development Series: Insights on Practitioner Training Programs and Current State of Affairs of Behavior Analysis Outside North America

Chair: Yannick Schenk (Western Michigan University)

SHIRI AYVAZO (Tel Aviv University)

EINAR T. INGVARSSON (University of North Texas)

YOSHIAKI NAKANO (Japanese Institute for Education and Treatment)

#124 Symposium

9:00 am–10:20 am

205 A-B (Convention Center)

AUT/DDA; Applied Research

BACB CE Offered. CE Instructor: David W. Sidener, Ph.D.

Recent Research on Functional Analysis and Function-Based Treatment of Disruptive Behavior in School Settings

Chair: David W. Sidener (Garden Academy)

Discussant: Ruth M. DeBar (Caldwell College)

Individualizing Functional Analysis: Establishing Experimental Control of Aggressive Behavior by Modifying Experimental Design, Conditions, and Session Duration

BRIDGET SPANARKEL, David W. Sidener, and Megan Cassella (Garden Academy)

Effects of Differential Exposure to Reinforcers Prior to Functional Analysis Sessions

ERIC CRUZ and Tina Sidener (Caldwell College), Frank R. Cicero (Eden II Programs), and Patrick R. Progar (Caldwell College)

Functional Analysis of Aggressive Behavior and FCT Evaluated in a School Setting With a Kindergarten Student

AMYLIN ADER, David W. Sidener, and Jill Bernstein (Garden Academy)

#125 Symposium

9:00 am–10:20 am

211 A-B (Convention Center)

AUT/EDC; Applied Research

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

Functionality, Affect, and Quality of Life: Issues in Lives of Adolescents and Adults With Autism

Chair: Thomas L. Zane (Institute for Behavioral Studies, Endicott College)

Discussant: Julie S. Vargas (B. F. Skinner Foundation)

Adolescents and Adults With Autism Living Well: Functionality, Affect, and Quality of Life

Gloria M. Satriale (Adult Competence and Employment Program); Thomas L. Zane (Institute for Behavioral Studies, Endicott College); and Kaitlin Ross, Gina Satriale, Javius Galan, and RICKIESHA MARCH (Adult Competence and Employment Program)

Testing the Validity of the Functionality Index With Adolescents and Adults With Autism

PETER F. GERHARDT (The McCarton School)

Do What You Love, and Love What You Do: Preference Assessments and Affect

JESSICA ZAWACKI, Gloria M. Satriale, and Kaitlin Ross (Preparing Adolescents and Adults for Life)

#126 Symposium

9:00 am–10:20 am

205 C-D (Convention Center)

AUT; Applied Research

BACB CE Offered. CE Instructor: Bridget A. Taylor, Psy.D.

Innovations in Improving Social and Learning Repertoires of Children With Autism

Chair: Bridget A. Taylor (Alpine Learning Group)

Discussant: Linda A. LeBlanc (Auburn University)

Teaching Joint Attention Using Social Reinforcers: Assessing Generalization and Maintenance of Effects Using Multiple Exemplar Training

BRIANNE MONETTE and Rebecca P. F. MacDonald (The New England Center for Children)

Building Observational Learning Repertoires in Children With Autism: Selective Imitation and the Discrimination of Consequences

JAIME A. DEQUINZIO, Bridget A. Taylor, and Jaime Stine (Alpine Learning Group)

The Effects of a Peer-Yoked Contingency Game Board on the Induction of Two Types of Observational Learning

LISA GOLD and Jessica Singer-Dudek (Teachers College, Columbia University)

#127 Symposium

9:00 am–10:20 am

208 A-B (Convention Center)

AUT/DDA; Applied Research

BACB CE Offered. CE Instructor: Kimberly Sloman, Ph.D.

Assessment and Treatment of Problem Behavior Evoked by Demands

Chair: Kimberly Sloman (Douglass Developmental Disabilities Center, Rutgers University)

Addressing Escape-Maintained Behavior in Adolescents and Adults With Autism With Economic Manipulations and Choice

LAUREN ALISON PEPA, Robert LaRue, Christopher Manente, Meredith Bamond, Robert W. Isenhower, Anton Shcherbakov, James Maraventano, and Suzanne Corinne Wichtel (Douglass Developmental Disabilities Center, Rutgers University)

Decreasing Prompt Dependence During Independent Tasks

KYUNG MO NAM, Kimberly Sloman, Rebecca Schulman, Lauren Alison Pepa, Matthew L. Edelstein, and Mariana Torres-Viso (Douglass Developmental Disabilities Center, Rutgers University)

Comparisons of Relevant and Irrelevant Requests Used in a High-Probability Request Sequence to Decrease Noncompliance in Elementary School Children With Autism

JILIAN PLANER, Ruth M. DeBar, Patrick R. Progar, and Kenneth F. Reeve (Caldwell College) and Randi A. Sarokoff (Comprehensive Behavior Analytic Program)

Assessment and Treatment of Problem Behavior Evoked by Demands in the Presence of Noise

REBECCA SCHULMAN, Kimberly Sroman, Kyung Mo Nam, Matthew L. Edelstein, and Mariana Torres-Viso (Douglass Developmental Disabilities Center, Rutgers University)

#128 Symposium

9:00 am–10:20 am

101 E (Convention Center)

AUT/DDA; Applied Research

BACB CE Offered. CE Instructor: Kyong-Mee Chung, Ph.D.

Standardization and Application of the Korean Version of Autism-Related Instruments

Chair: Kyong-Mee Chung (Yonsei University)

Parent Mealtime Actions and Children's Weight Status: A Cross-Cultural Examination

SUJIN LEE, Jeong Hyun Choo, and Kyong-Mee Chung (Yonsei University); Bonkyong Koo (Seoul Metropolitan Children's Hospital); Helen Hendy (Pennsylvania State University, Schuylkill); and Keith E. Williams (Pennsylvania State University, Hershey Medical Center)

Investigation of Sleep Patterns Among Children With Autism Using the Korean Version of the Children's Sleep Habits Questionnaire

MINJOO LEE and Kyong-Mee Chung (Yonsei University) and Hyunsook Chang (Municipal Children's Hospital of Korea)

Perceptual Thresholds and Sensitivity of Facial Emotion Recognition Among Children With Autism Spectrum Disorder

CHUNMEI LEE, Jungin J. Won, and Kyong-Mee Chung (Yonsei University)

Standardization of Aberrant Behavior Checklist Community Among Korean Children and Adolescence With Autism Spectrum Disorder

JUNGIN J. WON and Kyong-Mee Chung (Yonsei University) and Yuna Kim (Municipal Children's Hospital of Korea)

#129 Symposium

9:00 am–10:20 am

208 C-D (Convention Center)

AUT/DDA; Applied Research

BACB CE Offered. CE Instructor: Amanda Karsten, Ph.D.

Effects of Pre-session Access to Reinforcers on Subsequent Performance of Children With Autism

Chair: Amanda Karsten (Western New England University)

Discussant: Mark O'Reilly (University of Texas at Austin)

Effects of Pre-session Pairing on Challenging Behavior and Academic Responding for Children With Autism

AMANDA N. KELLY (SEEM Collaborative, Massachusetts) and Ronald F. Allen, Judah B. Axe, and Russell W. Maguire (Simmons College)

Effects of Reinforcer Sampling on Correct Responding and Problem Behavior of Children With Autism

CHARLOTTE MANN (The New England Center for Children), Amanda Karsten (Western New England University), and Erin Michaud (The New England Center for Children)

Analysis of the Value Altering Effect of Motivating Operations

BAILEY DEVINE, Richard G. Smith, Einar T. Ingvarsson, and Jonathan W. Pinkston (University of North Texas)

#130 Invited Panel

9:00 am–10:20 am

Ballroom B (Convention Center)

CBM; Service Delivery

PSY/BACB CE Offered. CE Instructor: Michelle Ennis Soreth, Ph.D.

Licensure Versus Certification to Work as a Non-BCBA Clinician: Implications for BA Training Programs and Students

Chair: Patrick C. Friman (Boys Town)

STEPHANIE M. PETERSON (Western Michigan University)

MARICEL CIGALES (Florida International University)

MICHELLE ENNIS SORETH (Rowan University)

W. LARRY WILLIAMS (University of Nevada, Reno)



Stephanie M. Peterson, Ph.D., BCBA-D, is a professor of psychology at Western Michigan University. She also serves as the director of the Graduate Training Program in Behavior Analysis there. Recently, the state of Michigan enacted insurance billing laws requiring insurance companies to pay for autism treatment. In addition, at the time of this writing, Medicaid changes are in the process of being enacted. As a result, Dr. Peterson has had the opportunity to work through certification and licensure issues with state and local agency personnel. Dr. Peterson has taught in a number of university programs that offer behavior analytic training, and specifically coursework geared toward the BCBA credential, as well as teacher-certification programs. In her current

position, Dr. Peterson directs graduate training in behavior analysis in a program that offers the coursework and practicum experiences for the BCBA credential.



Maricel Cigales, Ph.D., BCBA-D, was named program director of the Behavior Analysis Program in Florida International University's (FIU) Department of Psychology in 2011. She also served as the department's associate chair from 2008 to 2012. Dr. Cigales holds her Ph.D. and MS in psychology from FIU. She earned a BS in psychology from Louisiana State University. As a board certified behavior analyst, she worked in the field of applied behavior analysis for more than 17 years, before returning to FIU. Her applied field experience includes serving as senior behavior analyst while directing the Behavior Analysis Services Program in Miami-Dade County, a state of Florida program providing behavioral services to thousands of children and caregivers in Florida's foster

care system. She also was the program director for a state-funded program that provided behavioral services to individuals with developmental disabilities in Miami-Dade County, and was the president of Behavior Services Inc., which provided behavioral services to a broad population of families and individuals. Dr. Cigales is currently part of a team that is developing a combined Counseling Psychology-Applied Behavior Analysis Program at FIU that will train master's-level students to become both licensed mental health counselors and board certified behavior analysts.



Michelle Ennis Soreth, Ph.D., BCBA-D, is an associate professor of psychology at Rowan University in southern New Jersey. After completing her BA under Maria Ruiz at Rollins College, she earned her Ph.D. in experimental psychology at Temple University under the mentorship of Philip Himeline. Her research interests span basic behavioral phenomena, wide-scale application and dissemination of behavior analysis, and the philosophy of behavior analytic theory. In 2006, she joined the faculty at Rowan University and within 3 years helped establish Rowan's Center for Behavior Analysis and three successful behavior analytic graduate programs. Rowan University recently has undergone rapid development, including the establishment of the first new medical school

in New Jersey in more than 30 years and the first-ever MD-granting program in South Jersey. Initiatives to establish graduate programs in the health sciences have led to the development of a proposal for the second doctoral program at the university—a Psy.D. with concentrations in behavior analysis and health

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psychology. The proposed program is designed to train professionals for emerging trends in health care from a uniquely behavior analytic perspective and aims to meet the requirements for licensure as a psychologist and accreditation by the APA, ABAI, and the BACB.



W. Larry Williams, Ph.D., BCBA-D, is an associate professor of psychology and the past director of the Behavior Analysis Program at the University of Nevada, Reno. After earning his Ph.D. from the University of Manitoba, he helped establish and later directed the first graduate program in special education in Latin America at the Federal University at São Carlos in Brazil—teaching for an 8-year period. He subsequently directed several clinical programs for people with intellectual disabilities at Surry Place Center in Toronto, Canada, for 10 years. Having published several books and more than 60 journal articles and book chapters, he maintains a lab group with interests in conditional discrimination processes, relational responding, verbal behavior, clinical assessment and interventions, and staff training and management systems for human services delivery. Dr. Williams will discuss new developments in Nevada, where the state now licenses behavior analysts and this licensure is governed by the State of Nevada Board of Psychological Examiners.

Abstract: Clinical behavior analysts have been working as licensed psychologists and certified mental health professionals for decades. Applied behavior analysis training programs outside of clinical and counseling psychology are currently facing pressures to produce students who are credentialed, and eligible for third-party payment. While training leading to eligibility for BCBA certification is one path that a program can take, other credentialing options have existing training infrastructures and credentialing bodies. Members of this panel will discuss their experiences exploring these other credentialing options: the challenges, opportunities, and potential long-term implications for their programs, staff, and students.

#131 Symposium

9:00 am–10:20 am

201 A-B (Convention Center)

DDA; Applied Research

BACB CE Offered. CE Instructor: Kristina Vargo, MS

Strategies for Teaching and Maintaining Social Skills With Individuals With Developmental Disabilities

Chair: Kristina Vargo (Southern Illinois University, Carbondale)

Multiple Mand Training: Reducing the Effects of Alternative Response Extinction on the Resurgence of Problem Behavior

JOSEPH MICHAEL LAMBERT, Sarah E. Bloom, and Andrew Samaha (Utah State University), Elizabeth Dayton (Melmark), and Andrew M. Rodewald (Utah State University)

Training and Generalization of Peer-Directed Mands With Nonvocal Children With Autism

AMBER R. PADEN (University of Nebraska Medical Center, Munroe-Meyer Institute), Tiffany Kodak (University of Oregon), and Nitasha Dickes (University of Nebraska Medical Center, Munroe-Meyer Institute)

Assessment of Generalization and Stimulus Control When Teaching Social Responses to Children With Autism

JOANNA NICOLE JONES, Dorothea C. Lerman, and Sarah A. Lechago (University of Houston-Clear Lake)

Using Behavioral Skills Training to Teach Vocal and Nonvocal Conversation Skills to Young Adults With Autism Spectrum Disorders

Jodi Elizabeth Neurenberger (Southern Illinois University, Carbondale), Joel Eric Ringdahl (Southern Illinois University), KRISTINA VARGO (Southern Illinois University, Carbondale), Anna Crumpecker (Southern Illinois University), and Karl Gunnarsson (Southern Illinois University, Carbondale)

#132 Symposium

9:00 am–10:20 am

202 A-B (Convention Center)

DDA/PRA; Applied Research

BACB CE Offered. CE Instructor: Linsey M. Sabielny, MS

Educational Procedures for Enhancing Outcomes for Students With Intellectual and Developmental Disabilities

Chair: Linsey M. Sabielny (The Ohio State University)

Using Eye Gaze to Identify Reinforcers for an Individual With Severe Multiple Disabilities

Helen I. Cannella-Malone, Linsey M. Sabielny, Christopher A. Tullis, and OLIVIA MILLER (The Ohio State University)

An Analysis of the Effectiveness of Reinforcers Identified via Multiple-Stimulus Without Replacement Preference Assessments

CHRISTOPHER A. TULLIS and Helen I. Cannella-Malone (The Ohio State University)

The Effects of a Tactile Prompt on Water Consumption During Exercise in Adolescents With Autism

DANIELLE SCHATZ, Ruth M. DeBar, and Sharon A. Reeve (Caldwell College) and Bridget A. Taylor (Alpine Learning Group)

A Comparison of Prompting Strategies on the Acquisition of Daily Living Skills

LINSEY M. SABIELNY and Helen I. Cannella-Malone (The Ohio State University)

#133 Symposium

9:00 am–10:20 am

200 F-G (Convention Center)

DDA/PRA; Applied Research

BACB CE Offered. CE Instructor: Timothy R. Moore, Ph.D.

Functional Analysis and Treatment of Challenging Behavior in Children With Intact Functional Communication Repertoires

Chair: Timothy R. Moore (University of Minnesota)

Discussant: Mark R. Dixon (Southern Illinois University)

Evaluation of the Persistence of Nonverbal and Verbal Behaviors Within a Response Class Used to Gain Access to Tangible Items

JOHN F. LEE (University of Iowa)

Stimulus Control in the Treatment of Self-Injury in a Child With Smith-Magenis Syndrome

TIMOTHY R. MOORE (University of Minnesota)

Using a Progressive-Ratio Schedule to Determine Favorable Conditions for Compliance in a Child With Autism

ADELE DIMIAN (University of Minnesota)

#134 Symposium

9:00 am–10:20 am

M101 A (Convention Center)

DEV; Basic Research

Applications of Notions of Reinforcing Value and Behavioral Developmental Stage

Chair: Patrice Marie Miller (Salem State University)

Respondent Conditioning Leading up to Classical Attachment Along With Behavioral Developmental Stage Determine the Value of Attachment Objects

PATRICE MARIE MILLER (Salem State University)

Replacing Maslow's Needs Hierarchy With Stage and Value

WILLIAM JOSEPH HARRIGAN (Harvard University)

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An Analysis of “Causing Religious Belief and Atheism” Instruments and Hierarchical Complexity
ANDREW M. RICHARDSON (Dare Institute) and Nicholas Hewlett Keen Commons-Miller (Tufts University)

Political and Moral Reasoning Stages Based on the Model of Hierarchical Complexity Do Not Predict the Value of Political Party
TERRI LEE ROBINETT (University of Phoenix)

#135 Symposium

9:00 am–10:20 am

200 A-B (Convention Center)

PRA/TPC; Applied Research

BACB CE Offered. CE Instructor: Michael E. Rohr, Ed.D.

Functional Assessment in Applied Settings: Current Advances and Methodological Considerations

Chair: Michael E. Rohr (Behavioral and Counseling Services, LLC)

Discussant: Michael Weinberg (Institute of Professional Practice, Inc.)

Indirect Assessment: Approximating Empirical Decision-Making Using the QABF, Clinical Interviewing, and Functional Analytic Probes

MICHAEL E. ROHR (Behavioral and Counseling Services, LLC)

A Functional Analysis Methodology for Identifying Motivating Operations of Behavior

WILLIAM T. MARSH (Brevard Public Schools)

A Quick Functional Analysis Method for Teachers, Parents and Behavior Analysts in Applied Settings

MICHAEL WEINBERG (Institute of Professional Practice, Inc.)

#136 Symposium

9:00 am–10:20 am

200 C-E (Convention Center)

PRA/CBM; Service Delivery

BACB CE Offered. CE Instructor: Susan Wilczynski, Ph.D.

Evidence-Based Practice for Applied Behavior Analysts: Necessary or Redundant?

Chair: Ronnie Detrich (The Wing Institute)

Evidence-Based Practice of Applied Behavior Analysis: The Best Available Evidence

TIMOTHY A. SLOCUM (Utah State University), Ronnie Detrich (The Wing Institute)

Professional Judgment: Embrace It, Shape It, and Strengthen It

TRINA D. SPENCER (Northern Arizona University)

Including Client Values When Designing Interventions: Revisiting Wolf’s Social Validity

TERI LEWIS (Oregon State University)

Contingencies and Evidence-Based Practice: Are We Seeking Punishers for Our Scientists and Practitioners?

SUSAN WILCZYNSKI (Ball State University)

#137 Symposium

9:00 am–10:20 am

101 B-C (Convention Center)

TPC; Theory

BACB CE Offered. CE Instructor: Jonathan J. Tarbox, Ph.D.

Conceptual Analyses of Private Events and Other Confusing Things Verbally Sophisticated Organisms Do

Chair: Jonathan J. Tarbox (Center for Autism and Related Disorders and ARG)

Discussant: William F. Potter (California State University, Stanislaus)

Stop Being Afraid of Private Events

JONATHAN J. TARBOX (Center for Autism and Related Disorders and ARG)

A Creative Approach to Creativity

MARIA ISABEL MUNOZ BLANCO and Linda J. Parrott Hayes (University of Nevada, Reno)

Dreaming

LINDA J. PARROTT HAYES (University of Nevada, Reno)

#138 Paper Session

9:00 am–10:20 am

101 A (Convention Center)

TPC

The Chomsky-Skinner Debate and Contingencies of Reinforcement

Chair: Ingunn Sandaker (Oslo and Akershus University College)

The Skinner-Chomsky Debate: A Sympathetic Reinterpretation (Theory)

KRISTJAN GUDMUNDSSON (Reykjavik College of Women)

Problem Behavior Maintained by Automatic Reinforcement: Fact or Fiction? (Theory)

FRANS VAN HAAREN (Autism Early Intervention Clinics)

Laws as Contingencies of Reinforcement (Theory)

INGUNN SANDAKER (Oslo and Akershus University College)

#139 Symposium

9:00 am–10:20 am

200 H-I (Convention Center)

VRB/AUT; Applied Research

BACB CE Offered. CE Instructor: M. Alice Shillingsburg, Ph.D.

Promoting Spontaneous, Variable, and Social-Mediated Tacting and Intraverbal Behavior With Children Diagnosed With Autism

Chair: M. Alice Shillingsburg (Marcus Autism Center)

Discussant: Anna I. Pétursdóttir (Texas Christian University)

Teaching Children With Autism to Initiate Conversation Through Tact Training

TAMARA L. PERRY (University of Nebraska Medical Center, Munroe-Meyer Institute), Michael E. Kelley (Florida Institute of Technology), and Sean Peterson (University of Nebraska Medical Center, Munroe-Meyer Institute)

Teaching Novel Conversational Tacts

DIANNA M. SHIPPEE, M. Alice Shillingsburg, and Megan Kliebert (Marcus Autism Center) and Justin DiScaffani (The ELIJA School)

Evaluation of the Levels of Variable Verbal Responding Produced by Lag Schedules When Implemented With Children With Autism

BETHANY P. CONTRERAS YOUNG and Alison M. Betz (Florida Institute of Technology)

#140 Panel Discussion

10:00 am–10:50 am

101 F (Convention Center)

AAB; Service Delivery

Student Committee Events

Professional Development Series: Careers in Applied Animal Behavior

Chair: Lyndsy S. Gordon (California State University, Los Angeles)

SUSAN G. FRIEDMAN (Utah State University)

MEGAN E. MAXWELL (Pet Behavior Change, LLC)

TERRI M. BRIGHT (Simmons College)

Sunday, May 26

#141 Invited Tutorial

10:00 am–10:50 am

Auditorium Room 1 (Convention Center)

BPH; Basic Research

PSY/BACB CE Offered. CE Instructor: Jonathan W. Pinkston, Ph.D.

Individual Differences in Sweet Preference and Impulsivity Predict Vulnerability to Drug Abuse and Treatment Outcome

Chair: Jonathan W. Pinkston (University of North Texas)

MARILYN CARROLL, Nathan A. Holtz, Natalie E. Zlebnik, Anna K. Radke, and Paul S. Regier (University of Minnesota)



Dr. Marilyn Carroll is a professor of psychiatry and neuroscience, and adjunct in psychology at the University of Minnesota. Her work focuses on addictive behavior, mainly drug addiction, but also overindulgence in food, and the similarities and interchangeability of drug and food addiction. She has studied biological determinants of drug abuse such as sex, hormonal conditions, age, impulsivity, genetic propensity for sweet intake, and environmental determinants such as avidity for exercise, food access, and social factors. Her work has been funded by a National Institutes of Health/National Institute on Drug Abuse Method to Extend Research in Time Award, a K05 award, several R01s, and recently a P50 SCOR grant. Her current work involves treatment for cocaine and other forms of stimulant addiction using highly novel methods. As a subcontractor on an Avant-Garde Award from NIDA (Stephen Brimijoin, principal investigator, Mayo Clinic), Dr. Carroll's lab has found that a viral vector-delivered cocaine hydrolase (CocH) blocks cocaine relapse for at least 6 months. Cocaine's stimulant effects also are reduced by CocH and further reduced by adding the cocaine vaccine. With Dr. Kenneth Baker (University of Minnesota), Dr. Carroll studies effects of deep brain stimulation on alcohol and cocaine-rewarded behavior in monkeys and rats. She also studies exercise as a means to interfere with cocaine-seeking in rats and found dramatic reductions that were enhanced by a medication treatment.

Abstract: Rats selectively bred for high (HiS) versus low (LoS) saccharin preference exhibit high and low vulnerability, respectively, for cocaine-seeking behavior. Also, rats selected for high (HiI) versus low (LoI) impulsivity, based on a delay-discounting task for food, show similar high versus low vulnerability, respectively, vulnerability for drug seeking. These findings agree with those of other laboratories that have selected or selectively bred rats for high or low reactivity to novelty or sign tracking versus goal tracking. These phenotypic markers for drug addiction also are related to age and sex differences in which adolescents and females are more avid drug-seekers than adults and males, and the vulnerability markers appear to be additive. This presentation will discuss how HiS versus LoS and HiI versus LoI rats differentially respond to behavioral (exercise), and pharmacological treatments, and their combinations, to reduce drug seeking. It also will discuss how high and low drug seekers respond to aversive drug effects of drugs such as withdrawal and punishment. Overall, the results suggest commonalities among the drug-seeking phenotypes, and that drug-addiction-prone rats are more sensitive to reward and less sensitive to aversive effects, while drug-resistant phenotypes are more responsive to aversive effects of drugs and less motivated by reward. This information is valuable for developing strategies for prevention and designing treatments for drug abuse. Supported by NIDA grants: R01 DA003240, R01 DA019942, P20 DA024196.

#142 Invited Tutorial

10:00 am–10:50 am

Auditorium Room 3 (Convention Center)

TBA; Service Delivery

BACB CE Offered. CE Instructor: Grant Gautreaux, Ph.D.

Teaching as Applied Behavior Analysis in Public School Settings: Creating, Expanding and Integrating Accelerated Independent Learner Model Classrooms Into the Everyday Fabric of School District Life

Chair: Grant Gautreaux (Nicholls State University)

JOANN PEREIRA DELGADO (Teachers College, Columbia University)



JoAnn Pereira Delgado, Ph.D., is an associate adjunct professor and supervisor of student teaching in education and psychology in the program for teaching as applied behavior analysis at Teachers College, Columbia University. She is also a consultant for public schools in New Jersey. Dr. Delgado received her Ph.D. from Columbia University in applied behavior analysis in 2005 under the supervision of R. Douglas Greer. Her research included one of the first studies that induced observational learning in students with disabilities. Dr. Delgado was then awarded a postdoctoral fellowship at Teachers College, where she continued her research on the induction of key verbal developmental cusps and capabilities while employed as the assistant director of the Fred S. Keller School (a private research-

based preschool). Currently, Dr. Delgado supervises the Accelerated Independent Learner (AIL) Program, which is an inclusion program in a public school setting. She is committed to the application of the science of teaching to the general education environment. Her other research interests include the development and identification of key verbal milestones that are necessary for students to succeed in the general education setting. Dr. Delgado is a published researcher in the fields of education and behavior analysis and has presented at international conferences. She is certified as a school district administrator in New York State and has comprehensive application of behavior analysis to schooling (CABAS) board certified ranks as both an assistant research scientist and senior behavior analyst.

Abstract: This tutorial will outline the steps required to create, expand, and integrate an AIL model of learning into general education settings. AIL is the general education initiative of CABAS, a systems-based model of schooling at the center of the Teaching as Applied Behavior Analysis programs at Teachers College, Columbia University. These efforts have included teaching district-based staff to implement basic principles and tactics from the science of behavior. The completion of CABAS ranks are part of the training for teachers and teaching staff in AIL programs. The learn unit is the basic method of instruction and learning pictures provide the visual display of learning in AIL classrooms. TPRA observations, and decision protocols assure the accuracy of instructional presentations and related decisions. The VBDA and C-PIRK assessments provide curricular and protocol based objectives and criterion referenced measures of learning for both at-risk and advanced students. Furthermore, the AIL model has been effective in raising performance outcomes for included students with disabilities, students considered at-risk, and students at advanced levels of achievement.

#143 Invited Panel

10:00 am–11:20 am

Main Auditorium (Convention Center)

CSE; Applied Research

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

Forging Linkages: Motivating “Green Behavior”

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

PETER KAREIVA (The Nature Conservancy)

FABIO TOSOLIN (Association for the Advancement of Radical Behavior Analysis)

RAMONA HOUMANFAR (University of Nevada, Reno)

RICHARD F. RAKOS (Cleveland State University)

WILLIAM L. HEWARD (The Ohio State University)



Peter Kareiva is the chief scientist and vice president of The Nature Conservancy, where he is responsible for maintaining the quality of more than 600 staff members engaged in conservation science in more than 30 countries around the world. Kareiva studied political science and zoology at Duke University for his bachelor's degree and ecology and applied mathematics at Cornell University for his Ph.D. He is the author of more than 150 scientific publications and author or editor of eight books, including a textbook on conservation science. Kareiva is a fellow of the American Academy of Arts and Sciences and a member of The National Academy of Sciences. Before joining The Nature Conservancy, Kareiva was the director of

Conservation Biology at the Northwest Fisheries Science Center, and prior to that he was a professor at University of Washington and Brown University, with teaching or faculty stints at Stanford University, the University of Virginia, Uppsala University, and Oxford University. His current research concerns the connection between human activities and changes in ecosystem services, as part of the Natural Capital Project, which he co-founded with Gretchen Daily, Steve Polasky, and Taylor Ricketts. Kareiva also is studying the linkage between the sustainability initiatives of global corporations and their impacts on ecosystems as well as their own corporate performance. In the past, Kareiva has published on biotechnology, agriculture, risk assessment, climate change, invasive species, and the importance of getting our children into nature. He currently lives in Seattle, WA.



Since the 1980s, Fabio Tosolin has been introducing and spreading organizational behavior management and performance management in Italy. In the 1990s, he applied Lindsley's precision teaching (PT) and fluency building approach to the rapidly growing e-learning applications: developing PT in a software application for the first time in Italy. From 2009–2012, he has been the leader of the Italian Cluster in the European ManuVAR Consortium that adopted PT method in the operators' training through virtual and augmented reality learning machines. Further, he led many Italian and European industries in their implementation of behavior-based safety (B-BS) processes. He is currently professor of health, safety, environment, and quality at the Milan Polytechnic,

Faculty of Engineering of the Industrial Processes. He has been the chair of the last seven editions of the European Behavior-Based Safety Conference and led the scientific committee for the certification of B-BS process and professionals. He is author of more than 100 scientific communications, experimental studies, articles, and books on psychology of learning, didactic communication, learning technologies, behavior management, and B-BS. He is the president of the Association for the Advancement of Radical Behavior Analysis, the Italian Chapter of ABAI, and adviser of the Cambridge Center for Behavior Studies.



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

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



Dr. Richard F. Rakos received his BA (1972) in psychology from The State University of New York Stony Brook and his MA (1975) and Ph.D. (1978) in psychology from Kent State University. He is a professor of psychology and associate dean for faculty in the College of Sciences and Health Professions at Cleveland State University. He has published extensively on assertive behavior and social skills, behavioral self-management, cultural-behavioral analyses related to societal change, and belief in free will. Dr. Rakos edited *Behavior and Social Issues* for 11 years and currently serves as consulting editor for the journal. He recently rotated off the Editorial Board of *Law and Human Behavior* after 10 years of service, twice served on the Editorial Board of *The Behavior Analyst*, and for many years served as co-chair of Behaviorists for Social Responsibility and as area coordinator for the community interventions, social and ethical issues track of the ABAI Program Committee. He is a fellow in American Psychological Association and on the Advisory Board of the Cambridge Center for Behavioral Studies.



Dr. William L. Heward has had an international impact on improving the education and treatment of people with disabilities by influencing the ways many teachers provide education to those children. He has accomplished this not only through his writing but also his university teaching and advising, consulting to schools and other educational programs, his extensive research programs in the field and numerous presentations at professional meetings for researchers and practitioners. Dr. Heward is perhaps best known for his publication (with Dr. John O. Cooper and Professor Timothy E. Heron) of the widely read *Applied Behavior Analysis*, an introduction to behavior analysis. Dr. Heward has written five other books, including *Exceptional Children: An*

Introduction to Special Education, now in its eighth edition and translated into multiple foreign languages. In addition, Dr. Heward has published more than 100 journal articles and book chapters, and has served on the editorial boards of *The Behavior Analyst*, *Journal of Applied Behavior Analysis*, *Teacher Education and Special Education*, *Education and Treatment of Children*, and *Behavior Modification*. In addition, Dr. Heward's peers recognized him for his contributions to education by awarding him the 2006 American Psychological Association's Division 25 Fred S. Keller Behavioral Education Award. Dr. Heward led the team organizing the ABAI Behavior Change for Sustainable World Conference and provides positive leadership of behavior analysts engaged with issues in behavior change related to sustainability.

Abstract: This moderated panel discussion considers cross-science collaboration on issues in environmentalism, human behavior, and sustainable communities within the boundaries of a resilient planet. Mobilizing action for large-scale behavior change might be accomplished by forging linkages across scientific, community, business, and community organizations. Our panelists will provide unique perspectives on this opportunity.

#144 Symposium

10:00 am–11:20 am

101 H (Convention Center)

EAB; Basic Research

Looking Into Details: Delayed Reinforcement, Behavioral Variability, Continuous Repertoires and Stimulus Control

Chair: Iver H. Iversen (University of North Florida)

Analysis of Contingencies of Delayed Reinforcement

IVER H. IVERSEN (University of North Florida)

Behavioral Variability as an Operant Dimension?

LINE LATEBØ WIDMARK and Per Holth (Oslo and Akershus University College)

Establishment of a Continuous Repertoire in Rats

MORTEN BERGER and Per Holth (Oslo and Akershus University College)

Teaching Rats to Play the Keyboard: Stimulus Control Concerns

PER HOLTH (Oslo and Akershus University College)

#145 Symposium

10:00 am–11:20 am

101 G (Convention Center)

EAB; Basic Research

Schedule Thinning: Alternative Reinforcement and Response Elimination

Chair: Stephanie L. Kincaid (West Virginia University)

Discussant: Teresa Camille Kolu (Imagine! Behavioral Health)

Multiple Schedules: Use of Competing Activities During the S-DELTA Interval and Systematic Schedule Thinning

JOANNA E. LOMAS MEVERS, Nathan Call, and Seth B. Clark (Marcus Autism Center)

Effects of Rate of Variable-Interval Schedule Thinning on Concurrent Schedule Performance

STEPHANIE L. KINCAID and Kennon Andy Lattal (West Virginia University)

Response Elimination and Resurgence: The Effects of High, Low, Thinning, and No Alternative Reinforcement

MARY MARGARET SWEENEY and Timothy A. Shahan (Utah State University)

#146 Symposium

10:00 am–11:20 am

101 I (Convention Center)

EAB; Basic Research

Effects of Delayed Reinforcement on Response Acquisition and Maintenance

Chair: James E. Cook (West Virginia University)

Response Acquisition With Delayed Reinforcement and the Development of Temporal Control of Behavior

EZRA GARTH HALL and Kennon Andy Lattal (West Virginia University)

Sequence Acquisition and Maintenance With Resetting Delayed Reinforcement in Rats

ROBIN KUHN and John R. Smethells (Central Michigan University), Andrew T. Fox (University of Kansas), and Mark P. Reilly (Central Michigan University)

The Effects of Delayed Reinforcement on Shaped Behavioral Patterns in Rats

ROGELIO ESCOBAR (National Autonomous University of Mexico)

Effects of Fixed and Mixed Delays on Responding

JAMES E. COOK and Kennon A. Lattal (West Virginia University)

#147 Symposium

10:00 am–11:20 am

101 J (Convention Center)

EAB/TPC; Basic Research

Operant Variability: Current Research and Theory

Chair: Allen Neuringer (Reed College)

Negative Reinforcement of Behavioral Variability in Rats and People

MARIA HELENA HUNZIKER, Desiree Cassado, and Mariana Samelo (University of São Paulo)

Operant Variability in Saccades

LAURENT MADELAIN (Universite Lille Nord de France) and Celine Paeye (Justus-Liebig University)

Translational Research in Operant Variability and Applications to Clinical Problems

TRACY L. KETTERING (Bancroft), Megan Mims (Illinois Institute of Technology), Meghan G. McClure (Great Strides Behavioral Consulting), and Rachael Schneider (The Chicago School of Professional Psychology)

Variation and Selection Across Fields of Study

ALLEN NEURINGER (Reed College)

#148 Symposium

10:30 am–11:50 am

208 A-B (Convention Center)

AUT; Applied Research

BACB CE Offered. CE Instructor: Tonya Nichole Davis, Ph.D.

Alternative Treatments Among Autism Spectrum Disorders

Chair: Laura Coviello (Baylor University)

Discussant: Erica Strickland (Texas A&M University)

Animal Assisted Therapy: A Systematic Review

RACHEL SCALZO, Tonya Nichole Davis, Megan Stauffer, Stacy Carter, Scott Perez, Erin Butler, Cathryn Clark, and Alicia Kobylecky (Baylor University)

Social Stories: Discovering the Social Validity of a Popular Treatment

ALICIA KOBYLECKY, Tonya Nichole Davis, Erin Butler, Rachel Scalzo, Cathryn Clark, Scott Perez, Laura Coviello, and Megan Stauffer (Baylor University)

Sensory Integration for Autism Spectrum Disorders: A Systematic Review

TONYA NICHOLE DAVIS (Baylor University), Russell Lang (Texas State University, San Marcos), Mark O'Reilly (University of Texas at Austin), Olive Healy (National University of Ireland, Galway), Mandy J. Rispoli (Texas A&M University), Helena Lydon (Behavior Analysis in Ireland), Soyeon Kang (University of Texas at Austin), and Jeffrey S. Sigafoos (Victoria University of Wellington)

#149 Symposium

10:30 am–11:50 am

205 C-D (Convention Center)

AUT/VRB; Applied Research

BACB CE Offered. CE Instructor: Elizabeth R. Lorah, Ph.D.

The Use of Mobile Devices and Tablets in the Acquisition of Communicative Behaviors in Individuals With Autism

Chair: Josh Plavnick (Michigan State University)

Discussant: Matthew Tincani (Temple University)

Evaluating Picture Exchange and the iPad as a Voice Output Communication Aid in Young Children With Autism

ELIZABETH R. LORAH, Matthew Tincani, Shawn Patrick Gilroy, Donald A. Hantula, and Anna Hickey (Temple University)

The Effects of Stimulus Prompts for Discrimination Training Using the iPad as a Voice-Output Communication Aid

JULIE CROUSER and Elizabeth R. Lorah (Temple University)

Effects of Peer Assisted Communication Application Training on the Communicative and Social Behaviors of Children With Autism

SEAN STRASBERGER and Summer Ferreri (Michigan State University)

#150 Symposium

10:30 am–11:50 am

208 C-D (Convention Center)

AUT/DDA; Applied Research

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

Teaching Social Behaviors to Individuals Diagnosed With Autism Spectrum Disorders

Chair: Misty Oppenheim-Leaf (Behavior Therapy and Learning Center)

Discussant: Sandra L. Harris (Rutgers University)

Comparing Social Stories to Teaching Interactions When Implemented in a Group Instructional Format

ALYNE KUYUMJIAN, Justin B. Leaf, Daniel Ravid, Jeremy Andrew Leaf, Mitchell T. Taubman, John McEachin, and Ronald Leaf (Autism Partnership)

The Use of Conjugate Reinforcement in Autism Treatment Programs: A Demonstration and Discussion
STEPHANY REETZ, Shahla S. Ala'i-Rosales, Jesus Rosales-Ruiz, and Joseph H. Cihon (University of North Texas)

A Description and Evaluation of a Social Skills Group for Young Children With Autism
JUSTIN B. LEAF, Stephanie Bloomfield, Aditt Alcalay, Dana Redican, Aisha Spoto, Mitchell T. Taubman, John McEachin, and Ronald Leaf (Autism Partnership)

#151 Symposium

10:30 am–11:50 am

205 A-B (Convention Center)

AUT/OBM; Applied Research

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

Intensive Early Intervention: Program Management Through Dynamic Programming Systems Using Functional Mastery Criteria

Chair and discussant: Svein Eikeseth (Akershus University College)

The Effects of Dynamic Programming on Child Outcome in Early Intervention

CHARRYSE M. LUCKEY (Løvaas Institute Midwest), Danielle Pelletier (Autism Intervention Services), L. Keith Miller (University of Kansas), and Eric V. Larsson (Løvaas Institute Midwest)

A Comparison of a Dynamic Preference Assessment and a Brief Multiple-Stimulus Without Replacement Preference Assessment in an Applied Setting

ASHLEY WARLING-SPIEGEL and Kimberly A. Schulze (St. Cloud State University) and Eric V. Larsson (Løvaas Institute Midwest)

The Development of Generative Social Comprehension in Children Who Suffer From Autism

ANGELA M. KEENE (University of Kansas) and Eric V. Larsson (Løvaas Institute Midwest)

#152 Symposium

10:30 am–11:50 am

211 A-B (Convention Center)

AUT/PRA; Service Delivery

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

Is Applied Behavior Analysis for Autism Equivalent to Evidence-Based Treatment?

Chair and discussant: Eric V. Larsson (Løvaas Institute Midwest)

Early Intensive Behavioral Intervention for Increasing Functional Behaviors and Skills in Young Children With Autism Spectrum Disorders

BRIAN REICHOW (Yale University)

Common Methodological Issues in the Assessment of Treatment Outcomes in Applied Behavior Analysis

JAVIER VIRUÉS-ORTEGA (University of Manitoba)

A Comparison of the Evidence Base for Autism Treatment Between Applied Behavior Analysis and Traditional Approaches to Program Evaluation

HAROLD STANISLAW and Jane S. Howard (California State University, Stanislaus) and Eric V. Larsson (Løvaas Institute Midwest)

#153 Symposium

10:30 am–11:50 am

102 D-E (Convention Center)

CBM; Applied Research

The Utility of Behavior Analogues: Findings, Challenges, and Implications of Studying Trauma-Related Outcomes

Chair: Eliza McManus (Western Michigan University)

Discussant: Amy E. Naugle (Western Michigan University)

Using Articulated Thoughts in Risky Dating Vignettes to Examine Factors Affecting Decision-Making Among College Women

ELIZA MCMANUS and Amy E. Naugle (Western Michigan University)

Utilization of the BART to Predict Sexual Risk Behavior and Sexual Victimization

TARA CASADY ADAMS and Amy E. Naugle (Western Michigan University)

Utilizing an Analogue to Prospectively Examine A Primary Prevention Program for Posttraumatic Stress Symptoms

ABBY E. BLANKENSHIP (New Mexico Consortium) and Amy E. Naugle (Western Michigan University)

#154 Panel Discussion

Student Committee Event

10:30 am–11:50 am

102 B-C (Convention Center)

CBM; Service Delivery

Professional Development Series: Introduction to Acceptance and Commitment Therapy

Chair: David Houghton (Missouri State University)

ANN ROST (Missouri State University)

DANIEL J. MORAN (Pickslyde Consulting)

EMILY KENNISON SANDOZ (University of Louisiana at Lafayette)

THOMAS J. WALTZ (VA Center for Mental Healthcare and Outcomes Research)

#155 Symposium

10:30 am–11:50 am

M101 A (Convention Center)

DEV; Basic Research

Reinforcing Value and Behavioral Developmental Stage

Chair: Michael Lampion Commons (Harvard Medical School)

Behavioral Developmental Stage and Value of Reinforcers Strongly Interact With Each Other: An Overview

MICHAEL LAMPION COMMONS (Harvard Medical School)

Behavioral Developmental Stage of Pricing Strategy Predicts Earnings: A Study of Informal Economics

LUCAS ALEXANDER HALEY COMMONS-MILLER (Dare Institute)

How Behavioral Developmental Stage Limits Success in Investing

CHARU TARA TULADHAR (Mount Holyoke College)

How Stage and Value Explain the Questionable Biases of Expert Witnesses

EVA YUJIA LI (Harvard Graduate School of Education)

#156 Paper Session

10:30 am–11:50 am

M101 C (Convention Center)

DEV

Historical and Theoretical Issues in Human Development

Chair: Martha Pelaez (Florida International University)

Errors in Citations of John B. Watson's Book, *Behaviorism* (Theory)

HAYNE W. REESE (West Virginia University)

Why Do We Follow Rules? A Functional and Structural Analysis of Rules and Rule-Governed Behavior (Theory)

MARTHA PELAEZ (Florida International University)

Essays Masquerading as Proper Research Reports: Uses and Misuses of Demographic Independent Variables in Process-Theory Analyses (Service Delivery)

JACOB L. GEWIRTZ and Martha Pelaez (Florida International University)

#157 Symposium

10:30 am–11:50 am

M100 B-C (Convention Center)

EDC/PRA; Applied Research

BACB CE Offered. CE Instructor: Katie Snyder, MS

Scaling Up: Assessing and Addressing Challenging Behavior in School Settings With a Hierarchy of Support

Chair: Katie Snyder (Utah State University)

Identifying Challenges to Implementing Effective Behavior Support in Schools

BAILEY WILCOX and Teri Lewis (Oregon State University)

Effects of a Modified Check-In/Check-Out Procedure on the Academic Engagement of Secondary School Students

CADE T. CHARLTON and Scott Warren Ross (Utah State University)

Effects of a Modified Check-In/Check-Out Procedure With Social Skills Instruction

SCOTT WARREN ROSS and Christian Sabey (Utah State University)

Check-In/Check-Out and Check, Connect, and Expect: A Systematic Review of Common Secondary Interventions

KATIE SNYDER, Scott Warren Ross, Christian Sabey, Cade T. Charlton, and Dan Pyle (Utah State University); Emily M. Lund (Texas A&M University); and Timothy A. Slocum (Utah State University)

#158 Symposium

10:30 am–11:50 am

M100 D-E (Convention Center)

EDC/AUT; Applied Research

BACB CE Offered. CE Instructor: Angela M. Persicke, MA

Recent Research on Teaching Under-Addressed Social, Safety, and Health-Related Skills

Chair: Megan St. Clair (Center for Autism and Related Disorders, Inc.)

Teaching Children With Autism to Detect and Respond to Deceptive Statements

Jennifer Ranick, ANGELA M. PERSICKE, Jonathan J. Tarbox, and Jake Kornack (Center for Autism and Related Disorders, Inc.)

Teaching Children With Autism to Attend to Socially Relevant Stimuli

Angela M. Persicke, Jonathan J. Tarbox, MEGAN ST. CLAIR, and Jennifer Ranick (Center for Autism and Related Disorders, Inc.)

Evaluation of Instructions and Video Scoring on Teaching Children Abduction Prevention Skills

MEI LING JOEY CHEN and Michele D. Wallace (California State University, Los Angeles)

Using Stimulus Fading to Teach Toothbrushing to Children With Autism

MICHELE R. BISHOP, Amy Kenzer, and Jonathan J. Tarbox (Center for Autism and Related Disorders, Inc.); Taira Lanagan and Courtney Tarbox Lanagan (FirstSteps for Kids, Inc.); and Christy Coffman (Center for Autism and Related Disorders, Inc.)

#159 Symposium

10:30 am–11:50 am

M100 H-I (Convention Center)

EDC; Service Delivery

BACB CE Offered. CE Instructor: Susan K. Malmquist, Ph.D.

The Evolution of the Morningside Assessment Model: Development of a Conceptual Framework and Lessons Learned

Chair and discussant: Kent Johnson (Morningside Academy)

The Roots of a Multilevel System of Assessment at Morningside Academy

SUSAN K. MALMQUIST (FEAT of Washington)

The Smooth Transfer of Technology: Refining the Morningside Assessment Model to Allow for Replication

HEATHER GRADA-DURBECK (Applied Behavioral Learning Services Integrated Learning Academy of Newton), April Heimlich Stretz (independent consultant), and Cynthia Cardenas-Cobb (University of Nevada, Reno)

Ensuring Fidelity of Implementation Over Time: Taking the Morningside Assessment Model Into the Future

JULIAN GIRE (Morningside Academy)

#160 Panel Discussion

Student Committee Event

10:30 am–11:50 am

M100 F-G (Convention Center)

EDC; Applied Research

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

Professional Development Series: Online Behavior Analytic Instruction: Building the Best Courses for Students and Student Performance

Chair: Deric E. Toney (University of Nevada, Reno)

SIGRID S. GLENN (University of North Texas)

TIMOTHY C. FULLER (University of Nevada, Reno)

ERICK M. DUBUQUE (Spalding University)

JOSHUA K. PRITCHARD (Florida Institute of Technology)

#161 Symposium

10:30 am–11:50 am

101 D (Convention Center)

OBM/PRA; Applied Research

BACB CE Offered. CE Instructor: Florence D. DiGennaro Reed, Ph.D.

Workplace Performance and Staff Fidelity: Training and Feedback Considerations

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

Acquisition of a Conditional Discrimination Task Under Varying Levels of Feedback Accuracy

JASON M. HIRST and Florence D. DiGennaro Reed (University of Kansas)

Prevalence and Effects of Teaching Errors on Acquisition of Self-Care Chains

MAEVE G. DONNELLY (The New England Center for Children) and Amanda Karsten (Western New England University)

Developing Cost-Effective Volunteer Training in an Animal Shelter

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

A Preliminary Analysis of the Sandwich Method of Feedback

DANIEL B. SUNDBERG and David A. Wilder (Florida Institute of Technology)

#162 Symposium

10:30 am–11:50 am

101 E (Convention Center)

OBM/PRA; Service Delivery

BACB CE Offered. CE Instructor: Bryon Neff, Ph.D.

Managing a Human Services Agency: Case Studies From the Field

Chair and discussant: Donnie M. Staff (West Coast Behavioral Consultants, Inc.)

Reducing Staff Turnover

DONNIE M. STAFF (Optimal)

Improving and Standardizing Management Practices

BRYON NEFF (Optimal)

Designing and Launching a New Service

ZACH BEAVER (Optimal)

#163 Symposium

10:30 am–11:50 am

200 C-E (Convention Center)

PRA/AUT; Applied Research

BACB CE Offered. CE Instructor: Kevin C. Luczynski, Ph.D.

Evaluating and Comparing the Accuracy and Efficiency of Different Measurement Systems

Chair: Kevin C. Luczynski (University of Nebraska Medical Center, Munroe-Meyer Institute)

Discussant: Dorothea C. Lerman (University of Houston-Clear Lake)

Comparing the Accuracy and Efficiency of Using Fast-Forwarding Methods for Scoring Problem Behavior

MYCHAL MACHADO, Kevin C. Luczynski, and Stephanie Hood (University of Nebraska Medical Center)

Evaluating the Accuracy, Interobserver Agreement, and Efficiency of a Motion-Detection Camera in the Measurement of Sleep Disturbances in Analog Arrangement

AARON D. LESSER, Kevin C. Luczynski, and Stephanie Hood (University of Nebraska Medical Center)

Effects of Data Sampling on Graphical Depictions of Learning

MARY KATHERINE SELLERS (Western New England University) and Jason C. Bourret (The New England Center for Children)

#164 Panel Discussion

10:30 am–11:50 am

200 A-B (Convention Center)

PRA; Service Delivery

BACB CE Offered. CE Instructor: James E. Carr, Ph.D.

The Behavior Analyst Certification Board: Update and New Developments

Chair: James E. Carr (Behavior Analyst Certification Board)

JAMES E. CARR (Behavior Analyst Certification Board)

JANE S. HOWARD (California State University, Stanislaus)

NEIL T. MARTIN (European Association for Behavior Analysis)

CHRISTINE L. RATCLIFF (Behavior Analyst Certification Board)

#165 Symposium

10:30 am–11:50 am

101 B-C (Convention Center)

TPC; Theory

BACB CE Offered. CE Instructor: Judah B. Axe, Ph.D.

Conceptual Analyses and Reviews of Private Events and Motivating Operations

Chair: Judah B. Axe (Simmons College)

Discussant: Mark L. Sundberg (Sundberg and Associates)

An Analysis of Private Events According to Skinner's Verbal Behavior

RUTH ANNE REHFELDT (Southern Illinois University)

The Role of Motivating Operations in Research on Mand-Tact Independence

ANNA I. PÉTURSDÓTTIR (Texas Christian University) and Jonas Fernandes Gamba and A. Celso Goyos (Universidade Federal de São Carlos)

A Review of Research Analyzing Motivating Operations

JUDAH B. AXE (Simmons College)

#166 Paper Session

10:30 am–11:50 am
101 A (Convention Center)
TPC

Theoretical, Philosophical, and Conceptual Issues

Chair: Edward K. Morris (University of Kansas)

What's a Principle of Behavior and How Many Are There? (Theory)

EDWARD K. MORRIS (University of Kansas)

Complexity, Emergence, and the Behavior of Organisms (Theory)

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

Stimulus Equivalence Using Graph Theory: Nodal Distance and Isomorphism Concepts (Theory)

CELSO S. OLIVEIRA (Universidade Estadual Paulista Júlio de Mesquita Filho)

#167 Symposium

10:30 am–11:50 am
200 J (Convention Center)
VRB/AUT; Applied Research

Novel and Varied Responding in Special Populations

Chair: Angelica A. Aguirre (Southern Illinois University, Carbondale)

Examining the Effects of Conditional Discrimination Instruction on Hierarchical Relations: Relational Frame Theory Goes to Third Grade

CLARISSA S. BARNES and Ruth Anne Rehfeldt (Southern Illinois University)

The Effects of Auditory Tact Instruction and Auditory Imagining on the Emergence of Novel Intraverbals

JAMES R. MELLOR and Ruth Anne Rehfeldt (Southern Illinois University)

The Effects of Simultaneous Script-Training and Fading Procedures on the Mand Variability of Children With Autism

KRISTEN KELLEY, Thomas S. Higbee, Daphne Hartzheim, and Jared Gunnell (Utah State University)

The Effects of Contriving the Relevant Establishing Operation When Teaching the “What” Mand-for-Information

ADELINE LOW and Sarah A. Lechago (University of Houston-Clear Lake)

#168 Symposium

10:30 am–11:50 am
200 H-I (Convention Center)
VRB/OBM; Basic Research
BACB CE Offered. CE Instructor: Kate Kellum, Ph.D.

Toward the Effective Use of the Implicit Relational Assessment Procedure in Applied Settings

Chair: Gregory Scott Smith (University of Nevada, Reno)

Discussant: Scott A. Herbst (The Chicago School of Professional Psychology)

Mapping Inflexibility: Clinical Utility of a Single Subject IRAP

KATE KELLUM, Michael Bordieri, Olga Berkout, Kelly G. Wilson, and Kelly Ho (University of Mississippi)

Assessing the Differential Effects of Group and Individually Determined Motivative Augmentals on Cooperative Responding

Amber Marie Candido, Ramona Houmanfar, and DANIELLE KRETSCHMER (University of Nevada, Reno)

Exploring the Predictive Utility of IRAP With Respect to Performance in Organizations

Gregory Scott Smith and Ramona Houmanfar (University of Nevada, Reno) and BROOKE M. BERRY (Utah State University)

#169 B. F. Skinner Lecture Series

11:00 am–11:50 am

Ballroom B (Convention Center)

AAB; Service Delivery

PSY/BACB CE Offered. CE Instructor: Patricia McConnell, Ph.D.

Using Facial and Postural Cues to Predict Future Behavior in Both Canids and Humans

Chair: Megan E. Maxwell (Pet Behavior Change, LLC)

PATRICIA MCCONNELL (University of Wisconsin-Madison)



Patricia McConnell, Ph.D., is an ethologist and certified applied animal behaviorist, who has consulted with cat and dog lovers for more than 24 years. She combines a thorough understanding of the science of behavior with years of practical, applied experience. Her nationally syndicated radio show, *Calling All Pets*, played in more than 110 cities for 14 years and her television show, *Petline*, played on Animal Planet for two and a half years. She is a frequent contributor to *The Bark* magazine (“the *New Yorker* of dog magazines”) and is an adjunct professor in zoology at the University of Wisconsin-Madison, teaching “The Biology and Philosophy of Human/Animal Relationships.” Dr. McConnell speaks to training organizations, veterinary conferences, academic meetings and animal shelters around the world

about dog and cat behavior, and on science-based and humane solutions to serious behavioral problems. She is the author of 14 books on training and behavioral problems, as well as the critically acclaimed books, *The Other End of the Leash* (translated into 14 languages), *For the Love of a Dog*, and *Tales of Two Species*. For more information, go to www.patriciamcconnell.com or visit her blog at www.theotherendoftheleash.com.

Abstract: Both behavior analysts and ethologists are aware that observable changes in facial expressions and body postures provide invaluable information about behavior. This presentation will include slides and videos illustrating subtle changes in expression in humans and canids that are not only similar, but are often predictive of future behavior. This perspective is not new: Charles Darwin wrote an entire book, *The Expression of the Emotions in Man and Animals*, about the predictive value and comparative similarity of emotional expression in man and selected mammals. However, recent advances in visual analysis and neurobiology have greatly advanced our understanding of the link between expression, emotion, and future behavior. This information can be used by analysts working with either species, who are interested in improving their ability to notice, evaluate, and act on subtle but observable changes in facial expressions or body postures.

#170 B. F. Skinner Lecture Series

11:00 am–11:50 am

Auditorium Room 1 (Convention Center)

BPH; Basic Research

PSY/BACB CE Offered. CE Instructor: Roland R Griffiths, Ph.D.

Experimental Mysticism, Psilocybin, and Quantum Behavior Change: Research Results and Treatment Implications

Chair: Jonathan W. Pinkston (University of North Texas)

ROLAND R. GRIFFITHS (Johns Hopkins University School of Medicine)



Roland R. Griffiths, Ph.D., is a professor in the Departments of Psychiatry and Neurosciences at the Johns Hopkins University School of Medicine. His principal research focus in both clinical and preclinical laboratories has been on the behavioral pharmacology of mood-altering drugs. His research has been largely supported by grants from the National Institutes of Health, and he is the author of more than 300 journal articles and book chapters. He has been a consultant to the National Institutes of Health and to numerous pharmaceutical companies in the development of new psychotropic drugs. He is also a member of the Expert Advisory Panel on Drug Dependence for the World Health Organization. He has conducted extensive research with

sedative-hypnotics and caffeine. About 12 years ago, he initiated a research program with the classic hallucinogen psilocybin, including studies of the effects of psilocybin in healthy volunteers and cancer patients, and a pilot study of psilocybin-facilitated smoking cessation.

Abstract: Quantum behavioral change refers to sudden, distinctive, and benevolent experiences resulting in enduring changes in a broad range of emotions, cognitions, and behaviors. Although the phenomenon of quantum change has been well described for more than 100 years, it has rarely been addressed within modern psychology and there are few meaningful prospective experimental studies because such experiences usually occur at low rates and often unpredictably. Recent rigorous double-blind studies at Johns Hopkins have shown that under carefully controlled conditions psilocybin, the active component of hallucinogenic mushrooms, can occasion profound personally and spiritually meaningful experiences (i.e., mystical-type or insightful-type experiences) in the majority of healthy participants. The experiences mediate sustained positive changes in behavior, attitudes, and personality. As assessed with questionnaires, most volunteers had a “complete” mystical-type experience after a high dose of psilocybin, although more than a third of volunteers also had experiences characterized by some fear, anxiety, or unpleasant psychological struggle. The finding that psilocybin can occasion, in most people studied, quantum change experiences indicates that such experiences and the behavioral changes they produce are now amenable to rigorous prospective scientific study. An exciting direction for future research is the exploration of possible therapeutic benefits of such experiences in treatment of various psychological and behavioral conditions (e.g., anxiety and depression among patients with life-threatening medical conditions such as cancer; treatment of behaviorally based public health problems such as drug dependence disorders).

#171 Invited Presenter

11:00 am–11:50 am

Ballroom A (Convention Center)

DDA; Applied Research

PSY/BACB CE Offered. CE Instructor: Anjali Barretto, Ph.D.

Transferring Effective Practices to the Community: Functional Analysis as an Example

Chair: Anjali Barretto (Gonzaga University)

DAVID P. WACKER (University of Iowa)



David Wacker, Ph.D., is a professor of pediatrics and special education at the University of Iowa where he has directed one of the country’s leading clinical research programs in developmental disabilities for more than 20 years. He and his students have conducted important research on a number of topics, but he is most well known for his pioneering work in behavior disorders. His brief functional analysis, an experimental approach to assessment in outpatient clinics, has revolutionized outpatient research by replacing the clinical interview as the basis of treatment with an empirical model whose utility has been established in dozens of studies. Most recently, he has extended the impact of the brief functional analysis beyond his clinic’s boundaries through the creative use of real-time video conferencing. He is a past editor of the *Journal of Applied Behavior Analysis*, a fellow of APA and ABAI, recipient of distinguished research awards from both APA and the Arc of the United States, and recipient of distinguished mentor awards from both ABAI, and University of Iowa Roy J. and Lucille A. Carver College of Medicine Distinguished Mentor Committee. He is a principal investigator on several National Institutes of Child Health and Human Development-funded research projects as well as previously serving as a standing panel reviewer for the National Institute of Health, and as the president of the Society for the Experimental Analysis of Behavior.

Abstract: In this presentation, the author will describe two projects that have successfully transferred functional analysis procedures to community settings. The first example is a 4-year project in which the Iowa Department of Education teamed with the University of Iowa Center for Disabilities and Development (CDD) to train educational teams to conduct and interpret functional analyses in local schools. The second example summarizes National Institutes of Health and Maternal and Child Health-funded projects that have shown how functional analyses can be conducted by parents in local outpatient clinics and in their homes. Behavior analysts at the CDD teleconsultation center remotely guided the parents as they conducted the functional analyses. For both projects, functional analyses were conducted within multielement designs, and IOA was conducted for approximately 25% of all sessions and averaged more than 80%. Following the summary of the projects, the author will discuss the results in terms of why it is critical for applied behavior analysts to continue to share their procedures with local staff and parents and how this practice of sharing sets us apart from most other professional groups.

#172 Invited Presenter

11:00 am–11:50 am

Auditorium Room 3 (Convention Center)

TBA; Service Delivery

BACB CE Offered. CE Instructor: Grant Gautreaux, Ph.D.

Social ShapeUp: Shaping Student Behavior by Shaping Teacher Behavior

Chair: Grant Gautreaux (Nicholls State University)

LYNN H. SINGLETARY (Teaching Research Institute LLC)



Lynn Singletary, Ph.D., is the founder and CEO of the Teaching Research Institute, an educational consulting firm in Baton Rouge, LA. She is also an assistant professor of research in the Department of Psychology at Louisiana State University. Dr. Singletary received a BA in elementary education and a M.Ed. in administration and supervision. She received her MA and Ph.D. in psychology from Louisiana State University under the supervision of Joseph C. Witt. Dr. Singletary's experience includes work as a classroom teacher, school psychologist, and private consultant to schools and the Louisiana Office of Juvenile Justice. Her research focuses on teacher effectiveness, intervention integrity, and the development of feedback systems that promote positive school

climate and student achievement. Recently, her company received two Institute of Education Sciences Small Business Innovative Research awards to further enhance technology-enabled methods to facilitate educator use of a multicomponent classroom management program. Dr. Singletary is the principal investigator on both projects and program developer of the Social ShapeUp (SSU: Singletary, 2009) program which was initially developed for educators teaching students engaging in serious and challenging behaviors. The program is presently being used by general educators and data from the most recent research project shows that when teachers use the program with integrity noncompliance decreases and instructional time increases. Preliminary data also showed an increase in student achievement on the end of the year state tests. Dr. Singletary is a published researcher in the fields of education, school psychology, and applied behavior analysis and has presented at state, national, and international conferences.

Abstract: Classroom management consists of instructional classroom procedures and routines implemented by teachers for the purposes of increasing students' positive behaviors and minimizing problematic behavior. SSU was initially developed in 1997 as an intervention for students engaging in high frequency and challenging behaviors. The components of SSU are based upon the research that demonstrates the efficacy of behavioral principles and child behavior change. SSU recently evolved into a complete system that includes a web application to facilitate data collection, progress monitoring, and reporting. The preliminary data showed student achievement gains were higher compared to the previous year without SSU implementation.

#173 Poster Session

12:00 pm–2:00 pm

Exhibit Hall B (Convention Center)

EAB

1. Heroin Alters Learning Processes That Mediate Conditioned Reinforcement (Basic Research)

JENNIFER MORRISON, Adjoa Anor, Nancy S. Hemmes, and Robert Ranaldi (Queens College, City University of New York)

2. Danger! Danger! How Accurate and Inaccurate Threat Information Impacts Human Approach and Avoidance Behavior (CBM; Basic Research)

MICHAEL W. SCHLUND (Kennedy Krieger Institute), Oli Preston (Swansea University), Michael F. Cataldo (Kennedy Krieger Institute), and Simon Dymond (Swansea University)

3. Relative Strength of Conditioned Reinforcers as a Function of Deprivation at the Time of Reinforcement

(TPC; Basic Research) MATTHEW LEWON and Linda J. Parrott Hayes (University of Nevada, Reno)

4. Establishment of Conditioned Reinforcers (AAB; Basic Research)

MONICA VANDBAKK, Heidi Skorge Olaff, and Per Holth (Oslo and Akershus University College)

- 5. Home Cage Enrichment and Responding to Near-Win Stimuli in a Pigeon Slot Machine Analogue** (Basic Research) DWIGHT ALEXANDER LASTINGER, Shrinidhi Subramaniam, Nathan Rice, and Elizabeth Kyonka (West Virginia University)
- 6. The “Near-Miss” Effect in Scratch-Off Card Gambling** (Basic Research) ASHLEY SHAYTER and Mark R. Dixon (Southern Illinois University), Jacob H. Daar (University of South Florida), and Abigail Kennedy (Southern Illinois University)
- 7. Examining the Effects of Briefly and Fully Signaled Delays on Response Acquisition With Delayed Reinforcement in Rats** (Basic Research) MARK P. REILLY and Robin Kuhn (Central Michigan University)
- 8. Stimulus Compounding in Multiple Schedules With Daily Alternating Components** (Basic Research) MICHAEL BROOKS and Mark P. Reilly (Central Michigan University)
- 9. Within-Session Decreases in Responding as a Function of Variability in Reinforcer Amount and Delay** (Basic Research) ERIC S. MURPHY, Gwen Lupfer-Johnson, Mark Wheeler, and Alyssa Hoskie (University of Alaska Anchorage)
- 10. Home Cage Enrichment and Temporal Control in a Free-Operant Psychophysical Choice Procedure** (Basic Research) JESSICA ANN CLOSE, Shrinidhi Subramaniam, Adam E. Fox, and Elizabeth Kyonka (West Virginia University)
- 11. The Influence of the Experiences in the Higher-Cost and Lower-Cost Alternative in the Sunk Cost Effect** (Basic Research) SHUN FUJIMAKI and Takayuki Sakagami (Keio University)
- 12. Hyperbolic Versus Exponential Discounting in an Adjusting-Delay Procedure With Hypothetical Money Choices** (Basic Research) JAMES E. MAZUR, Tanisha Mair, Jessica Kiska, and Michael Falbo (Southern Connecticut State University)
- 13. Acquisition of Preference in Rats Controlled by Reinforcement Amount** (Basic Research) SEAN WILLIAM O'BRIEN, Grace R. Cowen, Christine E. Hughes, and Raymond C. Pitts (University of North Carolina Wilmington)
- 14. Matching Versus Maximizing: A Translational Study of Choice Behavior in an Inclusive Preschool Setting** (Applied Research) TONYA LAMBERT, Brian K. Martens, and Mary-Jo Robinson (Syracuse University)
- 15. Contrasting Molar and Molecular Approaches to Evaluating Adaptation of Response Allocation** (Basic Research) SHRINIDHI SUBRAMANIAM and Elizabeth Kyonka (West Virginia University)
- 16. Effects of Discrimination Training and a “Distracting Activity” on Impulsive Behavior in Children** (Basic Research) RAUL AVILA, Brenda Estela Ortega, and Juan Carlos Gonzalez (National Autonomous University of Mexico)
- 17. A Comparison of Hypothetical and Real Rewards: The Effects of Response Effort and Monetary Rewards on Self-Control** (Basic Research) JESSLYN N. FARROS and Henry D. Schlinger (California State University, Los Angeles)
- 18. Predictive Validity of the BART: Choice Between Certain and Uncertain Cash** (CBM; Basic Research) NOAH EMERY, Araceli Moreno, Brent Marshall, Richard Grove, Huateng Zhang, and Elias Robles (Arizona State University)
- 19. Stimulus Generalization and Peak Shift With Precancerous Skin Moles** (Basic Research) MORGAN A. FRERKING and Adam Derenne (University of North Dakota)
- 20. Using Stimulus-Control Procedures to Improve Detection of Skin Cancer** (CBM; Applied Research) JOSEPH H. CIHON and Manish Vaidya (University of North Texas)
- 21. Goldfish See, Goldfish Do: Is Imitation Largely a Domain for Primates?** (Theory) NICOLE HIGGINS, Ryan Lee O'Donnell, Gregory Paquiot, and Joshua K. Pritchard (Florida Institute of Technology)
- 22. Discrimination Trials to Influence Self-Awareness (V. 3)** (Basic Research) KERIN ANN WEINGARTEN and Jay Moore (University of Wisconsin-Milwaukee)

#174 Poster Session

12:00 pm–2:00 pm

Exhibit Hall B (Convention Center)

EDC

23. Automatic Graphing on Laptops and Smartphones (Applied Research) JOHN THOMAS LACY, Sarah A. Law, Chris Ninness, Sarah Halle, Marilyn Rumph, Robin Rumph, Kellie McKee, and David Lawson (Stephen F. Austin State University)

24. Generalizing Transition Skills Using Video Modeling (AUT; Applied Research) Jacklyn Pierce and GINGER L. KELSO (Stephen F. Austin State University)

25. The Effects of Writer Immersion on the Structural and Functional Descriptive Writing Skills of Four Third-Grade Students in a General Education Setting (TBA; Applied Research) HALEY PELLEGREN, Kaitlin Flinn, and Kieva Sofia Hbranchuk (Teachers College, Columbia University)

26. The Effects of an Operant Conditioning on Inducing Conditioned Reinforcement for Observing Books in Early Intervention Students With Developmental Delays (AUT; Applied Research) SUZZANNA JAVED (Teachers College, Columbia University), Daniela De Souza Canovas (University of São Paulo), and R. Douglas Greer (Teachers College, Columbia University)

27. The Effects of Inducing Conditioned Reinforcement for Observing Books on Rate of Acquisition of Novel Textual Responses With Six Preschool Students at Risk for and Without Developmental Delays (Applied Research) SUSAN BUTTIGIEG and R. Douglas Greer (Teachers College, Columbia University) and Jennifer Longano (Fred S. Keller School)

28. The Effects of Peer Tutoring on the Emergence of Untaught Vocal Spelling Responses (Applied Research) Susan Buttigieg and SUZANNE HELLER (Teachers College, Columbia University)

29. Using SAFMEDS to Teach Key Elements of Behavioral Guidelines (CSE; Applied Research) HALEY FOX and Robert K. Ross (Beacon ABA Services)

30. Effects of Reinforcer Magnitude and Distribution on Preference for Work Schedules (Applied Research) JOHN CLAUDE WARD-HORNER (Beacon ABA Services), Alexis Pittenger (Kennedy Krieger Institute), Daniel Mark Fienup (Queens College, City University of New York), and Gary M. Pace (private practice)

31. Correct-Over Versus Correct-After: A Comparison of Two Error Correction Procedures (PRA; Applied Research) ANN FILER (Beacon ABA Services)

32. Teaching Students With Moderate Intellectual Disability to Use a Self-Questioning Strategy to Comprehend Social Studies Text (DDA; Applied Research) LEAH WOOD, Adrienne Anderson, and Julie Thompson (University of North Carolina Charlotte)

33. Promoting Cross-Cultural Socializations of Latino Students Through Peer-Mediated Social Skill Instruction (DEV; Applied Research) ADRIENNE ANDERSON, Julie Thompson, Leah Wood (University of North Carolina, Charlotte)

34. Examination of a Behavior Skills Training System for Teaching the Use of Microsoft Excel 2007 for the Creation of Single Subject Design Data Summaries and Graphs (PRA; Service Delivery) JAMES W. JACKSON (Kinark Child and Family Services), Sarah M. Dunkel-Jackson (Southern Illinois University), and Shannon D. Borch (Kinark Child and Family Services)

35. The Effects of Self-Monitoring on Student Teachers' Use of Praise Statements and Providing Opportunities to Respond During Academic Lessons (TBA; Applied Research) MARY ELIZABETH DANIELS, JORDAN POLITTE, Michael Goeringer, and Linda G. Garrison-Kane (Missouri State University)

36. Training Typical School Personnel to Develop and Implement Basic Behavior Support Plans (TBA; Applied Research) KATHLEEN STRICKLAND-COHEN (University of Oregon)

37. Coaching and Supporting Teacher Assistants Through Bug-in-Ear Technology (AUT; Applied Research) AMANDA J. MANN (Escambia County School District)

38. Using Visual Performance Feedback to Improve Treatment Fidelity in the Classroom: Benefits and Limitations (CBM; Applied Research) Ray Burke (The Prevention Group) and Monica Howard and KEITH D. ALLEN (Munroe-Meyer Institute)

#175 Poster Session

12:00 pm–2:00 pm

Exhibit Hall B (Convention Center)

TBA

39. Applying Therapist-Training of Pivotal Response Teaching for Speech-Language-Hearing Therapists (AUT; Applied Research) AYUKO KONDO, Yuka Ishizuka, Natsumi Ishikawa, Yuka Koremura, and Jun'ichi Yamamoto (Keio University)

40. Behavioral Parent Training and Problem Behavior of Children With Autism Spectrum Disorders (AUT; Service Delivery) CHRISTOPHER M. FURLOW and Caitlin H. Delfs (Marcus Autism Center)

41. Behavioral Program for the Development of Learning, Social Skills, and Decrement Alcohol Consumption in Adolescents (CSE; Applied Research) MARCO WILFREDO SALAS-MARTINEZ, Lizbeth Martínez García, Esperanza Ferrant-Jimenez, and Martín Luís Ortíz Bueno (University of Veracruz)

42. Evaluation of a Training Manual to Teach Multiple-Stimulus Preference Assessment (DDA; Applied Research) DUONG RAMON, Dickie C. T. Yu, Toby L. Martin, Carly Chand, May S. Lee, Rossana Astacio, Katrina Lavoie, and Kaleigh Simon (St. Amant Research Centre, University of Manitoba)

43. Video Modeling Versus Text-Based Instruction for Graphing in Excel (EDC; Applied Research) BRYAN TYNER and Daniel Mark Fienup (Queens College, City University of New York)

44. An Evaluation of the Relationship Between Course Evaluations, Student Outcomes, and Field Application (EDC; Service Delivery) NANCY I. SALINAS (Texas Tech University)

45. Behavior Analysis Laboratories in Brazil: Paths in the Universidade Federal de Minas Gerais (EDC; Theory) RODRIGO LOPES MIRANDA and Sérgio Dias Cirino (Universidade Federal de Minas Gerais) and David Baker (University of Akron)

46. Educational Platforms (LMS) and Social Networks Like Teaching Scenarios for Behavior Modification Learning (EDC; Applied Research) ANTONIA RENTERIA and Judith Rivera Baños (National Autonomous University of Mexico, Campus Iztacala)

47. Mapping Influence: A Bibliographic Analysis of a Top Behavior Analytic Textbook (Applied Research) SERA S. MORAN, Derek D. Reed, Scott Partington, Scott Wiggins, and David P. Jarmolowicz (University of Kansas)

48. A Preliminary Evaluation of Different Active Responding Formats in Taiwanese College Classrooms (Applied Research) PEI-FANG WU (National Kaohsiung Normal University)

49. Effectiveness of a Self-Management Course According to the Target Behavior Type (PRA; Service Delivery) JIHYE KIM, Kyong-Mee Chung, Sul Ki Yang, Suna Park, and Soohyun Shin (Yonsei University)

50. A Misconceptions in Behavior Analysis Questionnaire That Includes Level of Confidence as a Factor (TPC; Theory) PAUL ROMANOWICH (California State University, Chico)

51. Doing the Impossible: Putting a Short Answer Quiz Through the Scoring Machine (Well, Almost!) (TPC; Theory) SIQI XIE (St. Cloud State University)

52. Behavior Bank: Maximizing the ROI on Our Behavioral Deposits (TPC; Service Delivery) RYAN LEE O'DONNELL, Mark Malady, and Joshua K. Pritchard (Florida Institute of Technology)

#176 Poster Session

12:00 pm–2:00 pm

Exhibit Hall B (Convention Center)

CBM

53. Guided Self-Change Treatment for College Students With Moderate Alcohol Dependence: Results at 4 Years (CSE; Applied Research) HORACIO QUIROGA ANAYA, Teresita Cabrera Arteaga, and María Guadalupe Vital Cedillo (National Autonomous University of Mexico)

54. Barriers to Treatment and the Experience of Shame for Individuals With Obsessive Compulsive Spectrum Conditions (CSE; Basic Research) LINDSEY KNOTT, Sonia Singh, and Chad Wetterneck (University of Houston-Clear Lake)

55. Analysis of the CPS of Children With CU Traits for Inclusion in Punishment Assessment (DEV; Applied Research) ANDRE MAHARAJ and Daniel Waschbusch (Florida International University)

Sunday, May 26

- 56. OCD Symptom Severity and Interpersonal Distress in Romantic Relationships** (CSE; Basic Research) LINDSEY KNOTT, Sonia Singh, Daniel Steinberg, and Chad Wetterneck (University of Houston-Clear Lake)
- 57. Effects of Anxiety on Anhedonia in Children** (EAB; Basic Research) GEORGIA BELK (Hendrix College), John J. Chelonis (National Center for Toxicological Research), Haley Aaron (Hendrix College), Shelly Baldwin (University of Arkansas for Medical Sciences), and Andrea Sutton and Merle G. Paule (National Center for Toxicological Research)
- 58. Interpersonal Experiential Avoidance and Intimacy in Obsessive-Compulsive Spectrum Disorders** (CSE; Basic Research) SONIA SINGH, Lindsey Knott, and Chad Wetterneck (University of Houston-Clear Lake)
- 59. Effects of Anxiety on Delayed Matching-to-Sample Task Performance in Children** (EAB; Basic Research) TAYLOR BRUMBELOW (Hendrix College), John J. Chelonis (National Center for Toxicological Research), Andrew R. Cox and Shelly Baldwin (University of Arkansas for Medical Sciences), and Andrea Sutton and Merle G. Paule (National Center for Toxicological Research)
- 60. Covariations Between Maternal Responsiveness and the Use of Instructions in Child Compliance** (EAB; Applied Research) ARIEL VITE SIERRA, David Miranda, and Agustin Jaime Negrete Cortes (National Autonomous University of Mexico)
- 61. The Effect of a Behavioral and Physiological Intervention on Cigarette Smoking** (Applied Research) MICHAEL PALMER (Central Michigan University)
- 62. Choice of Behavioral Alternatives to Substance Consumption** (Applied Research) LYDIA BARRAGAN, Silvia Morales, and Tomas Castillo (National Autonomous University of Mexico)
- 63. Systematic Review of Information About Time Out Available on the Internet** (Applied Research) AMY K. DRAYTON, Dawn Dore-Stites, Melissa Andersen, and Rachel Knight (University of Michigan Medical School)
- 64. Large Group Effect Doesn't Mean They All Got Better: Discrepancies Between Statistical and Individual Analyses of Change in PSI Scores Among Parents in a BPT Program** (Applied Research) ELIZABETH HERRERA, Megan Doerr, Matthew Edwards, Alexis Touros, and Scott Jensen (University of the Pacific)
- 65. Functional Neuroimaging Captures the Temporal Dynamics of Neural Systems Supporting Threat Avoidance in Humans** (Applied Research) SANDY MAGEE (University of North Texas) and Michael W. Schlund (Kennedy Krieger Institute)
- 66. Behavior Therapy: FAP Measures of Efficacy and Relation With Performances in Scales of Anxiety and Humor** (VRB; Applied Research) PATRICIA HELENA FIGUEIREDO DO VALE CAPUCHO and Martha Hübner (University of São Paulo), Regina C. Wielenska (private practice), Alice M. Delitti (Pontifical Catholic University), and Claudia K. B. Oshiro and Tatiana Berta (University of São Paulo)
- 67. Effects of Self-Reported Adherence and Feedback in Pediatrics With Type 1 Diabetes Mellitus** (Applied Research) ASHLEY LUGO (University of Nebraska Medical Center), Lynne Clure (University of Nebraska, Lincoln), Kathryn Holman (Marcus Autism Center), Ryan Thorson (University of Nebraska Medical Center), and Blake M. Lancaster (University of Michigan)

#177 Poster Session

12:00 pm–2:00 pm

Exhibit Hall B (Convention Center)

PRA

- 68. The Effects of an Unknown Versus Known Therapist on Behavior** (AUT; Applied Research) TIFFANY FREEZE DENTON, James Nicholson Meindl, Claire White, and Lindsey Brady (University of Memphis)
- 69. Training Staff in a Group Format to Implement Brief Stimulus Preference Assessments** (AUT; Applied Research) CHRISTINA WELDY (Accelerated Learning Clinic, Inc.), John T. Rapp (St. Cloud State University), and Kelli B. Capocasa (Autism Matters)
- 70. A Comparison of Sources of Baseline Data for Treatments of Problem Behavior Following a Functional Analysis** (AUT; Applied Research) KERRI C. SUITER, Nathan Call, Briana R. Lopez, and Seth B. Clark (Marcus Autism Center)

- 71. Preference of the Types of Online Communication for Behavioral Supports in Geographically Remote Area** (AUT; Applied Research) YUKA KOREMURA, Ayuko Kondo, and Jun'ichi Yamamoto (Keio University)
- 72. Examining the External Validity of Brief Functional Analyses Conducted by Caregivers** (AUT; Applied Research) MEGAN KLIEBERT, Nathan Call, Andrea R. Reavis, and Sara Mahan (Marcus Autism Center)
- 73. Behavioral Data for Psychotropic Medication Management: Examining Effects of Sleep Medication for a Child With Autism** (BPH; Service Delivery) ANNETTE GRIFFITH (Momentum Behavioral Health), Chrystal E.R. Jansz (Texas Tech University), and Natasha Inman (Momentum Behavioral Health)
- 74. A Decision-Making Model to Select Preference Assessment Procedures** (DDA; Service Delivery) FLAVIA JULIO, Kirsten Pritchard, Sebastian North, Camilo Hurtado-Parrado Parrado, May S. Lee, Bev Temple, Dickie C. T. Yu, and Javier Virués-Ortega (St. Amant Research Centre, University of Manitoba)
- 75. The Relation Between Assessment Setting and Identified Function of Problem Behavior** (DDA; Applied Research) ANNA ING, Shaun Wilkinson, and Jennifer Andersen (University of Iowa)
- 76. Finding the Appropriate Density of Reinforcement: Determining the Efficacy of Delayed Versus Immediate Reinforcement in an Adult With Autism and Developmental Disabilities** (DDA; Applied Research) JOHN M. GUERCIO (AWS)
- 77. An Evaluation of Escape Extinction Procedures to Identify Extinction Bursts in the Treatment of Pediatric Food Refusal** (DEV; Applied Research) JEROD DUNCAN, Carrie S. W. Borrero, and Melissa Luke Gonzalez (Kennedy Krieger Institute)
- 78. Commercially Available Videogames as Analogue Training Environments for Baseball and Bowling: Preliminary Findings and Future Directions** (DEV; Applied Research) Benjamin N. Witts, Holly Seniuk, JANIE GUNTHER, and Patrick M. Ghezzi (University of Nevada, Reno)

#178 Poster Session

12:00 pm–2:00 pm

Exhibit Hall B (Convention Center)

DDA

- 79. An Analysis of Level Systems/Response Cost With Adults With Developmental Disabilities and Borderline Personality Disorder** (EAB; Service Delivery) MELANIE H. REIS (AdvoServ of NJ)
- 80. Peer-Mediated Interventions for Adolescents With Significant Disabilities: Early Findings From a Randomized Trial** (EDC; Applied Research) GREGORY L. LYONS, Tiffany Born, and Jennifer M. Asmus (University of Wisconsin-Madison), and Erik Carter (Vanderbilt University)
- 81. Evaluation of a Time-In Procedure for the Treatment of Escape-Maintained Problem Behaviors** (TPC; Applied Research) Lauren Diane Brown Pearson, KATHRYN M. ROOSE, Emily Darcey, and W. Larry Williams (University of Nevada, Reno)
- 82. The Effects of Sequential Analysis Type on Quantifying Interaction Patterns for Students With Disabilities in Inclusive Classroom Settings** (EDC; Applied Research) BLAIR LLOYD and Paul J. Yoder (Vanderbilt University), Jon Tapp (Vanderbilt Kennedy Center), Erik Carter (Vanderbilt University), and Jennifer M. Asmus (University of Wisconsin-Madison)
- 83. Understanding Gene-Behavior Relations: An Analysis of Skin-Picking Behavior in Prader-Willi Syndrome** (CBM; Applied Research) KRISTIN M. HUSTYI, Scott S. Hall, and Jennifer Lynn Hammond (Stanford University)
- 84. Intermittent Response Interruption in the Treatment of Trichotillomania and Bruxism Exhibited by a Child With Autism** (AUT; Applied Research) CAITLIN SHEA PEPLINSKI and Jeffrey H. Tiger (University of Wisconsin-Milwaukee)
- 85. Using Video Self-Monitoring to Improve Complex Discussion Skills to Children With PDD** (AAB; Applied Research) TAKUYA ENOMOTO and Koji Takeuchi (Meisei University)
- 86. Maintaining Vocational Skills of Individuals With ASD and/or DD through Video Modeling** (AUT; Applied Research) TONI R. VAN LAARHOVEN, Jeffrey Michael Chan, Erika Blood, and Jesse W. Johnson (Northern Illinois University)
- 87. Automating Functional Assessment Analysis for Training and Efficiency** (PRA; Applied Research) ANDREW SHLESINGER, Nicole Heal, and Frank L. Bird (Melmark New England)

Sunday, May 26

88. The Effects of Structured Team Meetings and Performance Feedback on Person-Centered Planning Activities (EDC; Applied Research) CHRISTOPHER H. VATLAND (University of Nebraska Medical Center)

89. Publication Trend of Job Training Articles in the *Journal of Applied Behavior Analysis* (TPC; Theory) RICKY THURMAN and Mark Malady (High Sierra Industries), Melissa Nosik (University of Nevada, Reno), and Melany Denny and Lavonne Brooks (High Sierra Industries)

#179 Poster Session

12:00 pm–2:00 pm

Exhibit Hall B (Convention Center)

AUT

90. Investigating the Survivability of an Ecological, Family-Centered Positive Behavior Support Plan (DDA; Applied Research) STEPHEN E. CHINN (University of British Columbia)

91. Concurrent Operant and Treatment of Inappropriate Social Skills in a Boy With PDD/NOS (DDA; Applied Research) TIMOTHY MCQUAID and Anjali Barretto (Gonzaga University)

92. Initial Treatment Gains Relative to EIBI Service Intensity for Children Under Age 3 (DDA; Applied Research) COLLEEN DEMELLO (Beacon ABA Services of CT) and Robert K. Ross (Beacon ABA Services)

93. Using Stimulus Equivalence Training Procedures to Teach Receptive Emotional Labeling to Students With Developmental Disabilities in the Japanese Special Educational Curriculum (DDA; Applied Research) Kayo Iwamoto, KOSUKE TAKAHASHI, and FumiYuki Noro (University of Tsukuba) and Tetubumi Kato (Joetsu University of Education)

94. The Sentence-Imitation Training is Effective for Increasing MLU Level in Children With Autism Spectrum Disorder (DDA; Applied Research) YUKA ISHIZUKA, Ayuko Kondo, and Jun'ichi Yamamoto (Keio University)

95. An Analysis of Barriers and Solutions to Teaching Play Skills Using Video Modeling: A Case Study (DDA; Service Delivery) MEGAN LEDOUX and Katrina Ostmeyer (Virginia Polytechnic Institute and State University)

96. Increasing Contextually Appropriate Social Initiations Using Visual Cues in a Nonreading Child With Autism (DDA; Applied Research) EMILY W. HARRIS (Beacon ABA Services of CT) and Robert K. Ross (Beacon ABA Services)

97. Evaluating the Effects of Differential Reinforcement of Incompatible Behavior and Video Monitoring on the Duration of Conversation and Conversational Behaviors With Students Who Have Autism (EAB; Applied Research) ADRIENNE SODEMANN, Amanda Bosch, and Hye-Suk Lee Park (Sam Houston State University)

98. An Analysis of Academic Treatment Components (EDC; Applied Research) CARA LUCIA PHILLIPS, Jennifer R. Zarcone, Ashley Stromberg, Jessica Garcia, and Louis P. Hagopian (Kennedy Krieger Institute)

99. Using Visual Schedules to Aid in Transition and Generalization (EDC; Applied Research) JOE MWENDA and Pooja Panesar (Kaizora Consultants)

100. Teaching Arithmetic Counting to Children With Autism Using ABA Methodology and Montessori Material (EDC; Applied Research) JACQUELINE WANDIA KINYUA and Pooja Panesar (Kaizora Consultants)

101. Comparison of iPad-Based Instruction and Teacher-Delivered Instruction for Children With ASD (EDC; Applied Research) ALLYSON LEE, Tracy Jane Raulston, Amarie Carnett, and Samantha Henry (Texas State University); Russell Lang and Katy Davenport (Texas State University-San Marcos); and Melissa Moore (Texas State University)

102. Using Less Intrusive Methods to Reduce Self-Injurious Behavior, Aggression, and Elopement in a Child With Autism: Results of Functional Behavior Assessment and Fading Conditions (EDC; Applied Research) HOLLY HENNESSEY, Allison Newman, Amanda Presto, and Thomas W. Frazier (Cleveland Clinic Center for Autism)

103. Using Technology to Teach Early Reading Skills to Students With Autism (EDC; Applied Research) JASON TRAVERS and Lyndsey Nunes (University of Massachusetts Amherst)

104. Teaching Initiation of Conversation to Children With Autism (EDC; Applied Research) ANNA BUDZINSKA and Marta Wojcik (Institute for Child Development in Gdansk, Poland)

- 105. Teaching Social Behaviors to Children With Autism—Independent Play** (EDC; Applied Research) Anna Budzinska and MARTA WOJCIK (Institute for Child Development in Gdansk, Poland)
- 106. Teaching Social Skills to Students With Autism: The Effects of Video Modeled Social Stories™** (EDC; Applied Research) Sarah Halle, GLEN L. MCCULLER, and Ginger L. Kelso (Stephen F. Austin State University)
- 107. The Effect of Intensive, Individualized One-to-One Instruction Versus Dyad Instruction for Treating Children With Autism in Multiple ABA Center-Based Programs** (EDC; Applied Research) TRAVIS HAYCOOK (Cleveland Clinic Autism Development Solutions), Amanda Freger (Highlands Hospital Regional Center for Autism), Kim L. Renner (Toledo Children’s Hospital Autism Early Learning Program), Shelli Deskins (Highlands Center for Autism), Jennifer Kirby (Bill & Virginia Leffen Center for Autism), Elizabeth Rosner (Highlands Hospital Regional Center for Autism), Ashley Clement (Promedica-Toledo Children), and Leslie V. Sinclair (Cleveland Clinic Autism Development Solutions)
- 108. Embedded Coaching With ABA: Helping Parents Follow Through on Taught Skills to Help Reach the Highest Possible Point** (EDC; Service Delivery) HANNAH CHANI KUPERMAN (private practice)
- 109. Procedural Integrity of Group Video Modeling for Adolescents With Autism** (EDC; Service Delivery) TIFFANY KAID, Josh Plavnick, Mari MacFarland, Frances Vitale, and Benjamin Brandicourt (Michigan State University)
- 110. The Effects of Prompting and Social Reinforcement on the Acquisition of Following Adult Gaze Direction** (EDC; Applied Research) SHU-FEN KUO, Li-Tsun Wang, Yu-hsuan Chen, Nien-Ting Cheng, and Jo-Pei Li (SEEK Education, Inc.)
- 111. Examining Subtypes of Children With Autism Through Cluster Analysis** (EDC; Theory) EMILY R. MONN and LeAnne Denise Johnson (University of Minnesota)
- 112. Using the iPad2 in an Expressive Communication Intervention for Students With Autism** (EDC; Basic Research) CHRISTINA BARTKO (Simon Fraser University)
- 113. The Effects of Exclusion Based Multiple Exemplar Instruction on the Emergence of Naming by Exclusion for Students With Autism Spectrum Disorder** (EDC; Applied Research) JINHYEOK CHOI, John Tolson, and Crystal Wilson (The Faison School for Autism)
- 114. Function-Based Peer Network Programming for an Elementary Student With Autism** (EDC; Applied Research) TODD MILLER (University of Kansas), Debra M. Kamps (Juniper Gardens Children’s Project), and Linda S. Heitzman-Powell (University of Kansas Medical Center)
- 115. Peer Networks Project: A 4 Year Study to Improve Social-Communication and Literacy for Young Children With ASD** (EDC; Applied Research) DEBRA M. KAMPS (Juniper Gardens Children’s Project), Kathy Thiemann (University of Kansas), Linda S. Heitzman-Powell (University of Kansas Medical Center), Ilene S. Schwartz (University of Washington), Suzanne Cox (University of Kansas), Nancy Rosenberg (University of Washington), and Rose A. Mason (Juniper Gardens Children’s Project)
- 116. An Impact Pathway Analysis for the Competent Learner Model** (EDC; Theory) DANA CIHELKOVA and Daniel E. Hursh (West Virginia University) and Vicci Tucci (Tucci Learning Solutions, Inc.)
- 117. Effects of Peer Observation and Evaluation on Staff Correct Use of Discrete Trial Teaching** (OBM; Applied Research) BENJAMIN R. THOMAS (Douglass Developmental Disabilities Center, Rutgers University)
- 118. Teaching a Child With Autism to Gain the Attention of an Adult** (Applied Research) JENNIFER HANSEN (Minnesota Early Autism Project)
- 119. Classification of Repetitive Behavior in Hospitalized In-Patients With Autism and Autism and Intellectual Disability** (Applied Research) MAEGAN PISMAN, Griffin Rooker, Jennifer R. Zarccone, and Louis P. Hagopian (Kennedy Krieger Institute)
- 120. Use of Discrimination Training and Response Blocking to Increase Independent Eating in a Child With Autism** (Applied Research) Blair Drewke (Chicago Education Project), SETH W. WHITING (Southern Illinois University, Carbondale), and Mark R. Dixon (Southern Illinois University)
- 121. DRA, Positive Practice, and DRL Procedures to Decrease Self-Stimulatory Behavior With a 4-Year-Old Boy** (Applied Research) MAYA SAITO (Creative Behavioral Consultants, Inc.)
- 122. Differential Reinforcement of Low Rates of Behavior to Reduce Loud Vocal Stereotypy** (Applied Research) DAVID BARTON, Dave Hughes, and Shawnie N. Girtler (Firefly Autism)

123. Comprehensive Behavioral Intervention for Children With Autism: A State-Supported Program in Poland (Applied Research) MONIKA RUPINSKA (Center for Early Intervention) and Monika M. Suchowierska (University of Social Sciences and Humanities)

124. Efficacy of the BEST Program, a Group Wraparound Model in Decreasing Problem Behaviors (Applied Research) HANNAH MORTON, Megan Riley, Sharon Heileman, Ann Marie Machion, and Annemarie Clarke (Special People in Northeast)

125. Reducing Motor Stereotypy During Discrete-Trial Training: Generalization of a DRO and Punishment Treatment Package (Applied Research) ANDREA CLEMENTS and Amber R. Paden (University of Nebraska Medical Center, Munroe-Meyer Institute), Michael E. Kelley (Florida Institute of Technology), and Wayne W. Fisher (University of Nebraska Medical Center, Munroe-Meyer Institute)

126. The Effects of Self-Management on the Adaptive Behaviors for an Adolescent With Autism (Basic Research) WENCHU SUN (Graduate Institute of Rehabilitation Counseling of the National Changhua University) and Hua Feng (National Changhua University of Education)

127. Using Social Stories With Students With ASD: A Review of Literature (Service Delivery) JAMIE O'BRIEN (Eden II), Mary Ellen McDonald (Hofstra University), and Nancy Phillips (The Genesis School)

128. The Use of a Response Cost Procedure to Reduce Stereotypic Belching in a Young Child With Autism (Applied Research) TEAL MCALLISTER, Daylee E. Magnison, Ainsley B. Lewon, and Patrick M. Ghezzi (University of Nevada, Reno)

129. Can I Help You? Asking Before Prompting Reduces Problem Behavior (Applied Research) Lauren Nauman, ERIN M. CARR, Jennifer A. Bonow, and Patrick M. Ghezzi (University of Nevada, Reno)

130. A Review of Maintenance and Generalization Data in Joint Attention Research (Applied Research) DIANA PARRY-CRUWYS and William H. Ahearn (The New England Center for Children)

131. An Alternating Treatment Design With Matching-to-Sample: Error Correction and Errorless Learning With Time Delay (Applied Research) SAMANTHA MOBERG, Jessica Ann Korneder, Brandon Kline, and Richard W. Malott (Western Michigan University)

132. Using Discriminating Training, DRO and Self-Monitoring Strategies to Increase the Eye-Contact Behaviors of the Children With Autism (Applied Research) TING-CHIA HSIAO, Claire Hsu, Ann Wang, and Hui Hung Chen (SEEK Education Inc.)

133. Elopement and Flopping: Trial-Based Functional Assessment and Treatment of Symmetrical Operants Reinforced by the Same Consequence (Applied Research) MELISSA BOWEN, Wayne W. Fisher, Angie Christine Querim, Kasey Thomas, Anthony T. Fischetti, Melinda K. Devore, and Daniel R. Mitteer (University of Nebraska Medical Center, Munroe-Meyer Institute)

#180 Invited Tutorial

2:00 pm–2:50 pm

Auditorium Room 2 (Convention Center)

CSE; Theory

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

Behavioral Systems Science for Activism and Advocacy

Chair: Ramona Houmanfar (University of Nevada, Reno)

MARK A. MATTAINI (Jane Addams College of Social Work, University of Illinois at Chicago)



Mark Mattaini, DSW, is an associate professor in the Jane Addams College of Social Work, University of Illinois at Chicago, where he has led the development of the new community health and urban development concentration. Editor of the journal *Behavior and Social Issues*, Dr. Mattaini is also the author/editor of 10 books, including *PEACE POWER for Adolescents: Strategies for a Culture of Nonviolence* (NASW Press), and *Finding Solutions to Social Problems: Behavioral Strategies for Change* (American Psychological Association, with Bruce Thyer), and more than 90 other publications. Since the mid-90s, Dr. Mattaini has focused his research and practice on behavioral systems analysis for violence prevention with youth, constructing cultures of

respect in organizations and communities, and effective nonviolent social action. He is the principal developer of the behavior analytic PEACE POWER strategy, which has been presented and implemented in at least 12 states, two Canadian provinces, and was recently introduced in a UNESCO-funded project in Brazil. He has provided consultation to the National Police and community organizations working to develop more effective ways to work with criminal youth gangs in Medellin, Colombia. This year, Dr. Mattaini completed a new book, *Strategic Nonviolent Power: The Science of Satyagraha*, published by Athabasca University Press and available in open access online, analyzing potential contributions of behavioral systems science to nonviolent social action and civil resistance supporting justice and human rights domestically and internationally. He is currently working with the American Friends Service Committee on related projects.

Abstract: Informed activism and advocacy supporting human rights, sustainability, and democracy is a crucial contemporary need with high visibility, whether in the Middle East, where the question of armed or nonviolent civil resistance is paramount; in phenomena like the Occupy movement challenging failed economic systems, where questions regarding “diversity of tactics” has been an obstacle to collective action; or in stalled efforts to achieve sustainable cultures. For example, last year at the ABAI annual convention, Erica Chenoweth reported on her research demonstrating that nonviolent civil resistance is twice as effective as armed alternatives for challenging dictatorship or repression, and in most cases produces much more promising long-term outcomes. Yet the armed option continues to be chosen, in part because the resources dedicated to the development and dissemination of rigorous science supporting nonviolent alternatives have been vanishingly small. Even less attention has been given to the strategic exercise of power addressing issues of sustainability or structural injustice. The moment now appears to be right, however, for behavioral systems science to contribute to the development of effective activism and science-based advocacy in all of these areas. This tutorial will briefly review the current state of knowledge regarding nonviolent activism, advocacy, and civil resistance, drawing on examples of more and less successful campaigns from every inhabited continent. Drawing particularly on current work in cultural analysis and organizational behavior management, the presenter will then provide detailed explorations of behavioral systems science principles that have promise for supporting strategic civil resistance and leveraging “people power.” The tutorial will offer practical analytic approaches for exploring behavioral systems dynamics that obstruct cultural change, and those that might support it. Examples for analysis will be drawn from current work being done by the presenter and others involved in activism and advocacy. Particular, but not exclusive, attention will be paid to “constructional” (Goldiamond’s term) alternatives. While acknowledging the limits of current knowledge and the ethical challenges involved in working as a scientist-activist, the presentation will offer resources for immediate application, suggesting directions for the next generation of behavioral systems science advancing sustainability, human rights, and structural justice.

#181 Panel Discussion

Student Committee Event

2:00 pm–2:50 pm

101 J (Convention Center)

EAB; Basic Research

Professional Development Series: Behind the Experiments: Current Activities and Future Directions of Animal Research

Chair: Shrinidhi Subramaniam (West Virginia University)

DAVID P. JARMOLOWICZ (University of Kansas)

MICHAEL PERONE (West Virginia University)

JESUS ROSALES-RUIZ (University of North Texas)

#182 Invited Presenter

2:00 pm–2:50 pm

Ballroom A (Convention Center)

PRA; Service Delivery

PSY/BACB CE Offered. CE Instructor: Trevor F. Stokes, Ph.D.

Generalizations on the Practice of Applied Behavior Analysis

Chair: Mark D. Shriver (Munroe-Meyer Institute)

TREVOR F. STOKES (James Madison University)



Trevor F. Stokes, Ph.D., is the Alvin V. Baird centennial chair in psychology at James Madison University in Virginia. After graduating with a bachelor's degree from the University of Western Australia, he studied at the University of Kansas, receiving a Ph.D. in developmental and child psychology, in 1977. Subsequently, he completed an augmentation program in clinical psychology at West Virginia University. Dr. Stokes has held academic positions at the University of Manitoba, West Virginia University, University of South Florida, and James Madison University in clinical psychology, school psychology, child and family studies, behavioral medicine and psychiatry, special education, and applied behavior analysis. He is currently director of the Alvin V. Baird Attention

and Learning Disabilities Center at James Madison University. For more than 30 years, Dr. Stokes also has maintained an active practice in psychology in homes, schools, hospitals, community mental health centers, and university student-training clinics. Dr. Stokes' seminal paper on generalization of therapeutic behavior changes, co-authored with Professor Donald M. Baer, is a citation classic paper in psychology and special education. Dr. Stokes is a licensed clinical psychologist in Virginia, West Virginia, and Florida and is a board certified behavior analyst–doctoral.

Abstract: Effective practice of applied behavior analysis requires carefully targeted and efficient intervention procedures which lead to meaningful and generalized behavior change outcomes across circumstances and time. Informed by evidence-based research, the ABA practitioner in the field is presented with pressures to deliver services effectively within the fee-for-service business environment, while being responsive to consumers and to the constraints of insurance and payment plan competitive forces. Practice requires acumen in the behavior analyst's ability to analyze and assess functional variables quickly and implement procedures that require practical data systems, while avoiding complicated intervention variables and implementation strategies for therapists, teachers, and parents. The strong practice movement toward interprofessional collaboration and communication among professionals across multiple disciplines also may be a perplexing challenge. These issues will be presented within the context of case examples focusing on outcome assessment and data-based planning and adjustment in procedures as treatment continues from initial focused changes to generalized outcomes. Case examples will include oppositional defiance related to sensory defensiveness, leukemia with excessive hospital visits resulting from pain, interpersonal-focused interventions based on teacher and parent-child interaction therapy protocols, sibling interaction for children with autism, and interprofessional treatment merge in coordination of services for children with autism.

#183 B. F. Skinner Lecture Series

2:00 pm–2:50 pm

Main Auditorium (Convention Center)

SCI; Basic Research

BACB CE Offered. CE Instructor: Iser Guillermo DeLeon, Ph.D.

Context, Operant Behavior, and Extinction

Chair: Iser Guillermo DeLeon (Kennedy Krieger Institute)

MARK E. BOUTON (University of Vermont)



Mark E. Bouton received his BA from Williams College and his Ph.D. from the University of Washington. He is the Robert B. Lawson green and gold professor of Psychology at the University of Vermont, where he has been teaching since 1980. Since that time, his research has investigated the relationships among context, behavior, and memory with a special emphasis on inhibitory processes like extinction. His research has been funded by the National Science Foundation and

the National Institutes of Health since 1981. Since at least 1988, he has been publishing translational papers that attempt to connect basic behavioral science (learning theory) with clinical issues such as relapse after therapy, panic disorder, fear and anxiety, and overeating and addiction. He has been a Fulbright scholar, a James McKeen Cattell scholar, a University scholar at the University of Vermont, a fellow at the Center for Advanced Study in the Behavioral Sciences (Stanford), and editor of the *Journal of Experimental Psychology: Animal Behavior Processes* (1998–2003). He is a fellow of the American Psychological Association, the American Psychological Society, and the Society of Experimental Psychologists, and in 2010 was awarded the Gantt Medal by the Pavlovian Society. He is currently writing the second edition of his 2007 textbook, *Learning and Behavior: A Contemporary Synthesis* (Sinauer Associates).

Abstract: Although extinction in Pavlovian learning is highly context-dependent, less research has investigated the role of context in the extinction of operant learning. This talk will fill this gap and explore a number of parallels between Pavlovian and operant extinction. Recent research has studied the “renewal” effect after operant extinction, in which extinguished responding returns when the context is changed. We have produced clear evidence of ABA, ABC, and AAB renewal (where the letters correspond to the contexts of conditioning, extinction, and testing, respectively), even when the learning history of the contexts is controlled. We also have demonstrated renewal in nondeprived rats working for sucrose or sweet/fatty food pellets—the rodent equivalent of junk food. The ABC and AAB renewal effects suggest that operant extinction is more context-dependent than operant conditioning. Other experiments have studied “resurgence,” in which a behavior that is extinguished while a second is reinforced recovers when the second behavior is extinguished. Resurgence can be viewed as another renewal effect. Contextual cues have a general role in the control of operant behavior. However, the extinction of operant behavior, like the extinction of respondent behavior, is especially sensitive to the context with a number of interesting implications for understanding behavioral inhibition, lapse, and relapse.

#184 Panel Discussion

2:00 pm–2:50 pm

M100 A (Convention Center)

TBA; Theory

BACB CE Offered. CE Instructor: Raymond G. Miltenberger, Ph.D.

Effective Strategies for Teaching Behavior Analysis

Chair: Diego Valbuena (University of South Florida)

RAYMOND G. MILTENBERGER (University of South Florida)

JOHN T. RAPP (St. Cloud State University)

VICTORIA FOGEL (University of South Florida)

#185 Invited Presenter

2:00 pm–2:50 pm

Auditorium Room 1 (Convention Center)

TPC; Theory

PSY/BACB CE Offered. CE Instructor: Susan M. Schneider, Ph.D.

Operant Principles Everywhere: Interdisciplinary Behavior Analysis and the Future of Our Field

Chair: Philip N. Himeline (Temple University)

SUSAN M. SCHNEIDER (University of the Pacific)



Dr. Susan M. Schneider's involvement in behavior analysis goes back to high school when she read *Beyond Freedom and Dignity* and wrote B. F. Skinner, never dreaming that he would reply. They corresponded through her master's degree in mechanical engineering at Brown, her engineering career, and her stint in the Peace Corps. At that point, Schneider bowed to the inevitable and switched careers, obtaining her Ph.D. in 1989 (University of Kansas). A research pioneer, she was the first to apply the generalized matching law to sequences and to demonstrate operant generalization and matching in neonates. She proposed a mathematical model for choice between sequences, and her publications cover the history and philosophy of behavior analysis and the neglected method of sequential analysis.

Schneider has championed the inclusive “interacting systems” approach to nature nurture relations, culminating in reviews in the *Journal of the Experimental Analysis of Behavior* and *The Behavior Analyst*, and she has served on the editorial boards for both of those journals. Her interdisciplinary book for the public, *The Science of Consequences* (November 2012), summarizes the field of operant behavior, its larger nature-nurture context, and its broad range of applications.

Abstract: Operant principles apply everywhere from simple invertebrates to Wall Street. On the occasion of the 100th birthday of behavioral psychology, it’s reassuring to observe how scientists and practitioners in related fields are increasingly discovering “our” operant principles and applications—with or without discovering our field of behavior analysis and its established terminology, methodology, and practices. Like other sciences, ours has always been part of a larger interdisciplinary effort. John B. Watson performed original work in a variety of disciplines and while the days of the generalist may be gone, interdisciplinary work is arguably more important than ever. We now know how fully operant principles interact with others in the large and complex nature-and-nurture system, for example. This talk will take stock of our field’s current interdisciplinary extensions, with boundless opportunities. Our biological context includes significant advances in operant-related genetics and epigenetics as well as sophisticated neuroscience. When it comes to higher-order skills, the functional linguists are among many fellow travelers. In application, ever more randomized controlled trials are expanding our reach in the mainstream, even as our small-n designs are increasingly accepted (and adopted). The presentation will summarize selected advances in all of these areas and discuss what behavior analysts can learn and how we can contribute. While interdisciplinary work entails some barriers to be surmounted, the benefits can be considerable and they flow in both directions.

#186 Symposium

2:00 pm–3:20 pm

205 A-B (Convention Center)

AUT/DDA; Applied Research

BACB CE Offered. CE Instructor: Diane Fraser, Ed.D.

Identifying Effective Instructional Strategies for Discriminative and Spontaneous Communication Behavior in Children With Autism Spectrum Disorder

Chair and discussant: Diane Fraser (Association Française-Les Professionnels de l’Analyse du Comportement)

Teaching Auditory and Visual Discrimination Using French Sign Language With a Child With ASD

DOROTHÉE LERGÈS (Institut Médico-Educatif ECLAIR) and Cherice R. Cardwell (Association Française Les Professionnels de l’ABA)

Teaching Receptive Labeling Skills to Children With ASD Using a Combined Stimulus Preference and Discriminative Stimulus Strategy

LOUISE DANELUZZI (Institut Médico-Educatif ECLAIR) and Cherice R. Cardwell (Association Française Les Professionnels de l’Analyse du Comportement)

Development and Generalization of Syntax and Spontaneous Demands Using Stimulus Pairing With ASD Children

SELIM BOULEKENAFET (University Charles De Gaulle-Lille 3)

#187 Symposium

2:00 pm–3:20 pm

211 A-B (Convention Center)

AUT/VRB; Applied Research

BACB CE Offered. CE Instructor: Amanda E. Guld, Ph.D.

Recent Advances in the Assessment of Various Types of Communication Modalities and the Acquisition of Mands in Individuals With Autism

Chair: Amanda E. Guld (Melmark)

Discussant: Andy Bondy (Pyramid Educational Consultants)

Selecting a Communication Modality for Nonvocal Individuals: Assessments of Acquisition and Preference

KATHY TOMON (Melmark); Kaitlin Ross (Preparing Adolescents and Adults for Life); Thomas L. Zane and Mary Jane Weiss (Endicott College); Gloria M. Satriale (Preparing Adolescents and Adults for Life); and Samantha Russo, Meghan Kane, and Amanda E. Guld (Melmark)

Assessment of Communication Modality and Mand Acquisition With Individual Learners With Autism
Lauren Alison Pepa, ROBERT LARUE, Lara M. Delmolino Gatley, Kimberly Sloman, Kate E. Fiske Massey, Stacy Liebross, Tara Nardella, and Sarah Levine (Rutgers University)

Transferring Control Over Mand Responses to Naturally Occurring Discriminative Stimuli in Children With Autism

ASHLEY HOLTHOUSE (The Chicago School of Professional Psychology) and Lauren Dvorak and Tracy L. Kettering (Bancroft)

#188 Symposium

2:00 pm–3:20 pm

205 C-D (Convention Center)

AUT/EDC; Service Delivery

BACB CE Offered. CE Instructor: Michael Miklos, MS

Performance Management and Explicit Feedback for Pre-implementation Training and Guided Practice in School Autism Programs

Chair: Michael Miklos (Pennsylvania Training and Technical Assistance Network)

Discussant: Barbara E. Esch (Esch Behavior Consultants, Inc.)

Competency Based Staff Training for Teachers of Autism: Training Description and Outcomes

MICHAEL MIKLOS and Amiris Dipuglia (Pennsylvania Training and Technical Assistance Network)

From Analogue Training to Classroom Implementation: Description of Classroom Performance Outcomes Following Intensive Skill Training

AMIRIS DIPUGLIA and Michael Miklos (Pennsylvania Training and Technical Assistance Network)

Transcription, Verbal Feedback, and Video Feedback: Improving Staff Performance in Teaching the Verbal Operants

DAVID ROTH, Courtney L. Deal, and Kendra McDonald (The Aurora School)

#189 Symposium

2:00 pm–3:20 pm

208 C-D (Convention Center)

AUT; Applied Research

BACB CE Offered. CE Instructor: Jaime A. DeQuinzio, Ph.D.

Evaluating Reinforcement-Based Procedures for Decreasing Problem Behavior in Adolescents With Autism

Chair: Jaime A. DeQuinzio (Alpine Learning Group)

Discussant: Jonathan J. Tarbox (Center for Autism and Related Disorders, Inc.)

A Stimulus Control Procedure to Decrease Noncontextual Vocalizations

KELLY DELLA ROSA, Courtney Gavin, Jaime A. DeQuinzio, and Bridget A. Taylor (Alpine Learning Group)

Evaluating Stereotypy as a Reinforcer for Appropriate Engagement With Leisure Activities

ALISON O'CONNOR, Jaime A. DeQuinzio, and Bridget A. Taylor (Alpine Learning Group)

The Use of Video Modeling and Stimulus Shaping to Decrease Problem Behavior Evoked by Noise

KATHLEEN COOPER, Melissa Connor, Jaime A. DeQuinzio, and Bridget A. Taylor (Alpine Learning Group)

#190 Symposium

2:00 pm–3:20 pm

208 A-B (Convention Center)

AUT/CSE; Applied Research

BACB CE Offered. CE Instructor: Christina Whalen, Ph.D.

Effectiveness of Community-Based Interventions for Adolescents and Adults With Autism Spectrum Disorders

Chair: Christina Whalen (Southwest Autism Research and Resource Center)

Discussant: Peter F. Gerhardt (The McCarton School)

Building Independence and Self-Management in the Community—Inclusion, Emotion Regulation, and Generalization

MANYA RALKOWSKI (University of Washington)

The Use of Technology to Teach Vocational Skills in Community Settings

GLORIA M. SATORIALE (Preparing Adolescents and Adults for Life), Avram Glickman (Mission for Educating Citizens with Autism), Thomas L. Zane (Institute for Behavioral Studies, Endicott College), and George Jennings and Ben Kaliner (Preparing Adolescents and Adults for Life)

Effectiveness of the Community Works Employment Training Program in Community Settings for Adolescents With Autism Spectrum Disorders and Peer Mentors

CHRISTINA WHALEN, Erica Skepnek, Stephanie Hosmer, and Maggie Mullen (Southwest Autism Research and Resource Center)

#191 Symposium

2:00 pm–3:20 pm

102 D-E (Convention Center)

CBM; Applied Research

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

Assessing and Improving Health-Related Behavior: Nutrition and Exercise

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

Teaching Children to Make Accurate Portion Size Estimations Using a Stimulus Equivalence Paradigm

NICOLE LYNN HAUSMAN and SungWoo Kahng (Kennedy Krieger Institute), John C. Borrero (University of Maryland, Baltimore County), and Alyssa Fisher (Kennedy Krieger Institute)

Considerations for Descriptive Analyses of Physical Activity

ALLISON J. MORLEY, Matthew P. Normand, and Tracy A. Larson (University of the Pacific)

Measures of Child Activity: Assessing Reliability and Validity

DIANE BERTH and Carole M. Van Camp (University of North Carolina Wilmington)

Increasing Aerobic Walking by Adults With Intellectual Disabilities

KARILYN LOUISE ROTE (Brenham State Supported Living Center) and Jennifer N. Fritz (University of Houston-Clear Lake)

#192 Symposium

2:00 pm–3:20 pm

102 B-C (Convention Center)

CBM; Applied Research

Assessment and Evaluation of Core Active Processes in Clinical Behavioral Interventions

Chair: Tanya N. Douleh (Western Michigan University)

Evaluating Values, Mindfulness, and the Therapeutic Relationship: Exploring the Effect of Teachable Techniques

REGAN M. SLATER, Kate Kellum, and Kelly G. Wilson (University of Mississippi)

The Relationship Between the Functional Idiographic Assessment Template Questionnaire and Daily Interpersonal Functioning

Daniel William Maitland and SCOTT T. GAYNOR (Western Michigan University)

Motivational Interviewing and Behavior Therapy as a Stepped-Care Approach to the Treatment of Adolescent Depression

TANYA N. DOULEH, Julissa Duenas, and Scott T. Gaynor (Western Michigan University)

Individual ACT for Smoking Cessation Among Pregnant and Postpartum Women

DAVID HOUGHTON and Ann Rost (Missouri State University) and David Bauman and Bridget Beachy (Forest Institute of Professional Psychology)

#193 Symposium

2:00 pm–3:20 pm

202 A-B (Convention Center)

DDA; Applied Research

BACB CE Offered. CE Instructor: Tonya Nichole Davis, Ph.D.

Identification of Behavioral Phenotypes Across Disabilities

Chair: Tonya Nichole Davis (Baylor University)

Discussant: Wesley H. Dotson (Texas Tech University)

A Systematic Review of Functional Analysis Data: Function and Topography Phenotypes Across Disabilities

STACY CARTER, Tonya Nichole Davis, Rachel Scalzo, Laura Coviello, Cathryn Clark, Erin Bulter, Scott Perez, and Alicia Kobylecky (Baylor University)

Behavioral and Physiological Phenotypes of Children With Autism Spectrum Disorders and Gastrointestinal Problems

IRINA CAIN and Austin Mulloy (Virginia Commonwealth University)

A Comparison of Outcomes From Indirect Functional Behavior Assessments and Functional Analyses of Challenging Behavior

VINCENT E. CAMPBELL and Wendy A. Machalicek (University of Oregon) and Andy McDuffie, Len Abbeduto, Ashley Oakes, and Monica Ma (University of California, Davis)

#194 Symposium

2:00 pm–3:20 pm

201 A-B (Convention Center)

DDA/PRA; Applied Research

BACB CE Offered. CE Instructor: Jeffrey Michael Chan, Ph.D.

Using Video Technology to Enhance the Educational Outcomes for Individuals With Disabilities

Chair: Jeffrey Michael Chan (Northern Illinois University)

Teaching Leisure Skills to an Adult With Developmental Disabilities Using a Video Prompting Intervention Package

JEFFREY MICHAEL CHAN (Northern Illinois University), Lindsay Lambdin (Helping Hand), and Toni R. Van Laarhoven and Jesse W. Johnson (Northern Illinois University)

Teaching Physical Activities to Individuals With Significant Disabilities Using Video Modeling

ELISEO JIMENEZ, Helen I. Cannella-Malone, Sharona Mizrachi, and Linsey M. Sabielny (The Ohio State University)

A Comparison of Video Modeling and Video Feedback to Increase Employment-Related Social Skills of Learners With Developmental Disabilities

Toni R. Van Laarhoven, Jesse W. Johnson, and ERIKA BLOOD (Northern Illinois University) and Danielle Kos and Kim Weichle (Indian Prairie School District #204)

Online Training and Delayed Video Performance Feedback to Improve Use of Classroom Management Strategies

Wendy A. Machalicek and SARAH E. PINKELMAN (University of Oregon)

#195 Symposium

2:00 pm–3:20 pm

200 F-G (Convention Center)

DDA; Applied Research

Methodological and Practical Refinements of Functional Communication Training

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

Discussant: Gregory P. Hanley (Western New England University)

Establishing Operation Manipulations During Treatment of Problem Behavior With Functional Communication Training

NICOLE DEROSA (The Kelberman Center and Upstate Medical University), Wayne W. Fisher (University of Nebraska Medical Center, Munroe-Meyer Institute), and Mark W. Steege (University of Southern Maine)

An Evaluation of Response Restriction to Facilitate Discriminative Control During Functional Communication Training

ANGIE CHRISTINE QUERIM (University of Nebraska Medical Center), Wayne W. Fisher (University of Nebraska Medical Center, Munroe-Meyer Institute), and Nicole DeRosa (The Kelberman Center and Upstate Golisano Children's Hospital)

Evaluation of Multiple Schedules With Naturally Occurring and Contrived Discriminative Stimuli Following Functional Communication Training

KENNETH SHAMLIAN (Nova Southeastern University) and Wayne W. Fisher and Angie Christine Querim (University of Nebraska Medical Center)

#196 Symposium

2:00 pm–3:20 pm

M101 C (Convention Center)

DEV/EDC; Applied Research

BACB CE Offered. CE Instructor: Paula Ribeiro Braga-Kenyon, Ph.D.

Teaching Arbitrary Matching-to-Sample and PECS: Some Barriers and Solutions

Chair: Paula Ribeiro Braga-Kenyon (Melmark New England)

Discussant: Paulo Guilhardi (Beacon ABA Services)

Prompts Requiring Simple and Conditional Discriminative Control in Conditional Discrimination Training

PAULA RIBEIRO BRAGA-KENYON (Melmark New England), Paulo Guilhardi (Beacon ABA Services), and William V. Dube (E. K. Shriver Center, University of Massachusetts Medical School)

Transfer of Stimulus Control From Visual Identity-Matching to Auditory-Visual Arbitrary Matching in Hearing Impaired Children

DEISY DAS GARCAS DE SOUZA (Universidade Federal de São Carlos) and Ana Claudia Almeida Verdu (Universidade Estadual Paulista)

A Comparison of Procedures for Teaching Phase 1 of the Picture Exchange Communication System

RACHEL FREEDMAN and Robert K. Ross (Beacon ABA Services)

#197 Symposium

2:00 pm–3:20 pm

M101 A (Convention Center)

DEV/DDA; Applied Research

BACB CE Offered. CE Instructor: Claudia L. Dozier, Ph.D.

An Evaluation of Variables that Influence Preference and Reinforcer Efficacy

Chair: Claudia L. Dozier (University of Kansas)

Evaluation of the Effects of Reinforcer Choice and Reinforcer Variation on Response Rates of Children With Autism

ALICE A. KEYL AUSTIN (AKA Consulting, LLC) and Thomas S. Higbee, Megan A. Boyle, and Matthew T. Brodhead (Utah State University)

An Evaluation of the Effects of Response Effort on Choice Responding in Young Children

JULIE A. ACKERLUND BRANDT, Claudia L. Dozier, Joseph D. Dracobly, and Jessica Foster (University of Kansas)

Assessing Dimensions of Food Reinforcers in Children

KIMBERLEY L. M. ZONNEVELD, Pamela L. Neidert, and Makenzie Williams Bayles (University of Kansas)

Longitudinal Analysis of Preschooler's Preference for Edible and Leisure Items

CYNTHIA LIVINGSTON, Pamela L. Neidert, Jonathan R. Miller, Brian D. Greer, and Kelley L. Harrison (University of Kansas)

#198 Symposium

2:00 pm–3:20 pm

M100 B-C (Convention Center)

EDC/DDA; Applied Research

Using Self-Monitoring Packages to Increase Performance in Educational Settings: Elementary School to Graduate School

Chair: Sheila R. Alber-Morgan (The Ohio State University)

Discussant: Jessica E. Frieder (Western Michigan University)

The Effects of a Self-Management Package Intervention on a Fifth Grade Student's On-Task Behavior

ELIAN ALJADEFF-ABERGEL and Stephanie M. Peterson (Western Michigan University)

Teaching Middle School Students With Intellectual Disabilities to Self-Monitor Their Pre-vocational Task Completion

CHRISTINA A. ROUSE (The Ohio State University), Julie Everhart (Westerville City Schools), and Sheila R. Alber-Morgan (The Ohio State University)

The Effects of Goal Setting, Self-Monitoring, and Public Posting on Academic Productivity

MELISSA BOGGS, Mary Sawyer, Christina A. Rouse, Trent DeVore, Jennifer Marie Cullen, and Sheila R. Alber-Morgan (The Ohio State University)

#199 Panel Discussion

Student Committee Event

2:00 pm–3:20 pm

M100 H-I (Convention Center)

EDC; Applied Research

Professional Development Series: Dissemination of Behavior Analysis

Chair: Sarah Prochak (The Chicago School of Professional Psychology)

RON VAN HOUTEN (Western Michigan University)

JOSHUA K. PRITCHARD (Florida Institute of Technology)

AMANDA N. KELLY (SEEM Collaborative, Massachusetts)

MICHAEL FABRIZIO (FEAT of Washington)

#200 Symposium

2:00 pm–3:20 pm

M100 J (Convention Center)

TBA/EDC; Service Delivery

BACB CE Offered. CE Instructor: Sean D. Casey, Ph.D.

Effects of a State-Wide Training Program to Improve Behavioral Assessments Practices for Students in School Settings

Chair: Sean D. Casey (Iowa Department of Education)

Discussant: Timothy R. Vollmer (University of Florida)

Training Iowa School-Based Challenging Behavior Specialists to Design and Conduct Experimental Analyses

BRENDA J. BASSINGTHWAITE (University of Iowa Children's Hospital), David P. Wacker (University of Iowa), Sean D. Casey (The Iowa Department of Education), John F. Lee and Kelly M. Schieltz (University of Iowa), and Todd G. Kopelman (University of Iowa Hospitals and Clinics)

Increasing Use of Experimental Analyses in Central Iowa Public Schools to Improve Student Outcomes

STACY S. VOLMER, Nicole Craun, and Emily A. Donovan (Heartland Area Education Agency 11)

Using Choice Assessments to Evaluate Potential Reinforcers for Work Completion

LINDSAY STANGELAND, Jayme Mews, and Amy Graber (Grant Wood Area Education Agency) and Brenda J. Bassingthwaite (University of Iowa Children's Hospital)

#201 Symposium

2:00 pm–3:20 pm

200 H-I (Convention Center)

VRB/CBM; Basic Research

BACB CE Offered. CE Instructor: Michael Bordieri, MS

Clinical Applications of Derived Relational Responding: Lab Geeks to the Rescue

Chair: Alyssa Fassero (University of Mississippi)

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

Using Derived Relations to Model Thought Suppression

LOUISE A. MCHUGH (Swansea University), Nic Hooper (Middle East Technical University), and Ian T. Stewart (National University of Ireland, Galway)

Derived Conditioned Suppression in Video-Game Virtual Environments

W. JAMES GREVILLE, Simon Dymond, and Philip M. Newton (Swansea University) and Bryan T. Roche (National University of Ireland, Maynooth)

Stop Making Sense: Exploring Basic Properties and Clinical Applications of Coherence

MICHAEL BORDIERI, Kate Kellum, and Kelly G. Wilson (University of Mississippi)

#202 Symposium

2:00 pm–3:20 pm

200 J (Convention Center)

VRB/AUT; Applied Research

Teaching Mands and Intraverbals to Children With Autism

Chair: Ada C. Harvey (Florida Institute of Technology)

Discussant: Jacob Daar (Southern Illinois University)

Preparing Caregivers as Interventionists and Trainers: Teaching Verbal Behavior to Children With Developmental Disabilities

Tara Olivia Loughrey (University of Nebraska Medical Center, Munroe-Meyer Institute); Bethany P. Contreras Young, Lina M. Majdalany, Nikki Rudy, and Stephanie A. Sinn (Florida Institute of Technology); Patricia Ann Teague (Behavior Services of Brevard); and Genevieve K. Coxon and ADA C. HARVEY (Florida Institute of Technology)

Comparing Prompt Delay and Total Communication for Training Vocal Intraverbals in Children With Autism

ROSANA PESANTEZ and Timothy M. Weil (University of South Florida)

Teaching Intraverbal Behavior to Children With Autism: A Comparison of Echoic and Textual Transfer of Stimulus Control Procedures

JENNY LEANN PAGAN (Quest Kids) and Ada C. Harvey and Elbert Q. Blakely (Florida Institute of Technology)

#203 Symposium

2:30 pm–3:50 pm

M100 F-G (Convention Center)

EDC/PRA; Applied Research

Applying Behavioral Principles to Increase the Effectiveness of Academic Interventions

Chair and discussant: Melissa Coolong-Chaffin (University of Wisconsin-Eau Claire)

Using Brief Experimental Analysis Methodology to Improve Math Computation Fluency

NICOLE LUDWIG, Tracie Anderson, Kristin Hagen, Kally Luck, Samantha Mester, Chimerem Okoroji, Sara Rinka, and Michael I. Axelrod (University of Wisconsin-Eau Claire)

Utilizing Cover, Copy, and Compare and Flashcards to Increase Math Fact Fluency

DACIA MCCOY, Renee Hawkins, and Ashley Shier (University of Cincinnati)

Applying Behavioral Principles to a Tutoring Program in Early Literacy

LAUREN KIMENER, Hilary B. Denune, and Francis E. Lentz (University of Cincinnati)

#204 Symposium

2:30 pm–3:50 pm

M100 D-E (Convention Center)

EDC/OBM; Service Delivery

BACB CE Offered. CE Instructor: Amy Crye, MS

Systems Management in Educational Setting: Aligning Leadership, Supervision, and Service

Chair: Michael Johnston (Spectrum Center Schools)

Discussant: Cristin Johnston (Castro Valley Unified School District)

In Search of an Effective and Efficient Means to Provide Staff Training

AMY CRYE (Spectrum Center)

Supervisor Training and Support as a Means of Improving Work Quality and Enjoyment

MICHAEL JOHNSTON (Spectrum Center)

Application of Training and Treatment Integrity in the Natural Environment

LISA N. BRITTON (Spectrum Center)

#205 Invited Tutorial

3:00 pm–3:50 pm

Ballroom B (Convention Center)

AAB; Service Delivery

PSY/BACB CE Offered. CE Instructor: Susan G. Friedman, Ph.D.

Changing the Game for Captive Animals With Applied Behavior Analysis

Chair: Megan E. Maxwell (Pet Behavior Change, LLC)

SUSAN G. FRIEDMAN (Utah State University)



Susan G. Friedman received her doctorate in 1985 from the Department of Special Education at Utah State University. She then moved to the University of Colorado, as an assistant professor in the Bilingual Special Education Department. She lived in Lesotho, in Southern Africa, with her two young daughters and husband from 1987–1992. For the last 2 years in Lesotho, she was the director of the new International American School. Since 1995, Dr.

Friedman has been an assistant research professor in the Department of Psychology, with an adjunct appointment in the Department of Special Education at Utah State University. In 1997, she began disseminating applied behavior analysis principles and technology to professionals and caregivers of captive animals. In 2004, she was an appointed a voting member of the now retired Fish and Wildlife Service's California Condor Recovery Team. Dr. Friedman has written chapters about behavior change in three veterinary textbooks and presents telecourses and seminars to animal behavior professionals from diverse settings around the world including zoos, clinics, welfare organizations, and research facilities. In 2012, she served as a founding member of ABAI's committee for the Behavior Change for a Sustainable World Conference.

Abstract: Compared to alternatives such as the medical and ethological models, the behavioral model is comprehensive, parsimonious, and has a high degree of predictive utility for professionals working in animal behavior. Yet, recognition of the applied behavior analysis model in captive animal environments has been slow, often encompassing little more than a pejorative head nod to Pavlov's dogs, Skinner's box, and Ringling's circus. It is not uncommon to hear ABA erroneously described as simplistic, mechanistic, and based on the belief that animals are incapable of thought or emotion. Successfully disseminating ABA to this sector of stakeholders requires an expanded approach to ABA that addresses the relevance of the law of effect on a global level, species' evolutionary-based behavioral preparedness, and additional technological behavior change tools such as marker signals and food management. These and other issues unique to changing the game for captive animals with ABA will be discussed.

#206 B. F. Skinner Lecture Series

3:00 pm–3:50 pm

Main Auditorium (Convention Center)

EAB; Basic Research

PSY/BACB CE Offered. CE Instructor: Chana Akins, Ph.D.

Mixing Rewards: The Effect of Drugs of Abuse on Sexual Behavior

Chair: Matthew C. Bell (Santa Clara University)

CHANA AKINS (University of Kentucky)



Dr. Chana K. Akins is a professor of psychology at the University of Kentucky. She serves as a faculty member in the behavioral neuroscience and psychopharmacology area and is the current associate chair of the department. She received her Ph.D. in 1994 from the University of Texas, where she conducted research on learning and sexual behavior under the direction of Dr. Michael Domjan. Her current research involves investigating the effects of drugs of abuse on reward and sexual motivation. She has a unique avian model, Japanese quail. She has more than 40 publications and has published in journals such as *Pharmacology, Biochemistry, and Behavior*; *Experimental & Clinical Psychopharmacology*; *Behavioral Pharmacology*; and *Physiology and*

Behavior. Dr. Akins has been the recipient of a Mentored Research Scientist Development Award (R01) from the National Institute on Drug Abuse (NIDA) to study drugs of abuse using an avian model. She

currently has an R01 from NIDA to study the effects of cocaine on sexual motivation. She has served as secretary-treasurer for American Psychological Association's Division 6 (Behavioral Neuroscience and Comparative Psychology) and as awards chair for Division 28 (Psychopharmacology and Substance Abuse). She is currently the president of Division 6.

Abstract: Evidence has been increasing that drugs of abuse alter sexual motivation, arousal, and performance. Drugs use also has been linked to an increase in high-risk sexual behaviors such as increased sexual activity, multiple sex partners, and unprotected sex. This presentation will review the findings of the effect of drugs of abuse on sexual motivation and performance in humans and nonhuman animals, including those from a laboratory with an avian species. In particular, the effects of commonly abused drugs such as cocaine and methamphetamine will be discussed. The presentation also will include data on the effects of drugs of abuse on a risk-taking model recently developed in a laboratory. Finally, potential brain areas where drugs of abuse may be exerting their effect on sexual behavior will be discussed.

#207 Invited Tutorial

3:00 pm–3:50 pm

Auditorium Room 2 (Convention Center)

OBM; Applied Research

PSY/BACB CE Offered. CE Instructor: Fabio Tosolin, Ph.D.

Teaching Machines and Fluency Building in Industrial and Commercial Training

Chair: Lori H. Diener-Ludwig (Performance Blueprints, Inc.)

FABIO TOSOLIN (Association for the Advancement of Radical Behavior Analysis)



Since the 1980s, Fabio Tosolin has been introducing and spreading organizational behavior management and performance management in Italy. In the 1990s, he applied Lindsley's precision teaching (PT) and fluency building approach to the rapidly growing e-learning applications: developing PT in a software application for the first time in Italy. From 2009 to 2012, he has been the leader of the Italian Cluster in the European ManuVAR Consortium that adopted PT methods in the operators' training through virtual and augmented reality learning machines. Further, he led many Italian and European industries in their implementation of behavior-based safety (B-BS) processes. He is currently professor of health, safety, environment, and quality at the Milan

Polytechnic, Faculty of Engineering of the Industrial Processes. He has been the chair of the last seven editions of the European Behavior-Based Safety Conference and led the scientific committee for the certification of B-BS process and professionals. He is author of more than 100 scientific communications, experimental studies, articles, and books on psychology of learning, didactic communication, learning technologies, behavior management, and B-BS. He is the president of the Association for the Advancement of Radical Behavior Analysis, the Italian Chapter of ABAI, and adviser of the Cambridge Center for Behavior Studies.

Abstract: Companies have been introducing and massively investing in e-learning since the 1990s. The reasons for such development are as much technical as economic. This represents a very special business and professional chance for all the behavior analysts specialized in learning technologies because all around the world self-claimed experts are proliferating, but few of them can effectively teach low performers. However, the legacy of B. F. Skinner's *Teaching Machines* seems to be lost: Current technologies for e-learning and virtual training do not take into account the principles of learning. This is the main reason why so many programs have failed. This tutorial will describe different applications of *Teaching Machines*, precision teaching, and fluency building to industrial and commercial training situations. Thanks to the use of software and contents designed by the speaker and his staff, pharmaceutical sellers learned product features and verbal skills, helicopters pilots learned the layout of commands in a cockpit and memorized safe procedures, train drivers learned signals and maneuvers, and nuclear power plant maintenance operators learned to discriminate the status of metals and how to handle their tools. All these applications warranted valuable benefit to companies: All employees learned the expected contents according to the predefined curricula, reduced their latency in responding the correct answers, and remembered for a longer period of time.

#208 Panel Discussion

3:00 pm–4:20 pm

102 A (Convention Center)

CSE; Service Delivery

BACB CE Offered. CE Instructor: Nicholas L. Weatherly, Ph.D.

The Importance of Systematic Dissemination Efforts in Behavior Analysis: Strategies and Barriers

Chair: Katherine Kavanaugh (Spalding University)

LINDA A. LEBLANC (Trumpet Behavioral Health)

NICHOLAS L. WEATHERLY (St. Cloud State University)

JEANINE PLOWMAN STRATTON (Furman University)

BLAKE GRIDER (The May Institute)

#209 Symposium

3:00 pm–4:20 pm

102 F (Convention Center)

CSE/TPC; Theory

BACB CE Offered. CE Instructor: William F. Potter, Ph.D.

Behavior Analysis and Modern Technology: Behavior Change in the Digital Age

Chair and discussant: Kenneth J. Killingsworth (University of Nevada, Reno)

Information Technology and Behavior Change

JESSE DALLERY (University of Florida)

Blending Behavior Technology With Computer Hardware and Software

WILLIAM F. POTTER (California State University, Stanislaus)

Behavior Analysis and Gamification: Implications and Future Directions

ZACHARY H. MORFORD, Kenneth J. Killingsworth, Benjamin N. Witts, and Mark P. Alavosius (University of Nevada, Reno)

#210 Symposium

3:00 pm–4:20 pm

200 A-B (Convention Center)

PRA/DDA; Applied Research

Evaluation of Observational Sampling Methods

Chair: Oliver Wirth (Center for Disease Control)

Discussant: Joseph H. Wehby (Vanderbilt University)

Observational Time-Sampling Methods and Measurement Error: A Computer Simulation

MATTHEW A. TAYLOR, James Slaven, and Oliver Wirth (Center for Disease Control)

Testing False Negatives and False Positives With Partial Interval Recording and Momentary

Time Sampling Using Nonsimulated Data Sets: An Evaluation With Multielement Designs

LISA OTT, John T. Rapp, Marissa A. Novotny, Elizabeth A. Lood, and Adam Lobermeier (St. Cloud State University)

Assessment of Trainers' Preferences for Discontinuous Measurement Systems

LYSIANNE D. KOLT (Løvaas Institute Midwest) and John T. Rapp (St. Cloud State University)

#211 Symposium

3:00 pm–4:20 pm

200 C-E (Convention Center)

PRA/AUT; Applied Research

BACB CE Offered. CE Instructor: Kevin C. Luczynski, Ph.D.

Efficient and Practical Procedures for Measuring and Assessing Child Behavior in the Home

Chair: Kevin C. Luczynski (University of Nebraska Medical Center, Munroe-Meyer Institute)

Discussant: Matthew P. Normand (University of the Pacific)

The Use of Web-Based Technologies to Conduct In-Home Trial-Based Functional Analyses

STEPHANIE HOOD, Kevin C. Luczynski, and Aaron D. Lesser (University of Nebraska Medical Center, Munroe-Meyer Institute)

Towards a Comprehensive and Objective Measurement System of Common Sleep Problems of Young Children in Homes

CHUNYING S. JIN, Gregory P. Hanley, and Donna Haskell (Western New England University)

Parent Compliance With Home Data Collection for Child Behavior Problems Across Paper, Phone, and Text Mediums

FAN YU, Christopher E. Bullock, Steve Lindauer, Iser Guillermo DeLeon, Gina Richman, and Michael F. Cataldo (Kennedy Krieger Institute)

#212 Symposium

3:00 pm–4:20 pm

101 B-C (Convention Center)

TPC/EAB; Theory

Behaviorism at 100: Where Are We Now?

Chair: James S. MacDonall (Fordham University)

Discussant: Peter Killeen (Arizona State University)

Resurgence at 62

KENNON ANDY LATTAL (West Virginia University)

Generative Models of Behavior: A Proposal for a Behaviorism of the 21st Century

FEDERICO SANABRIA (Arizona State University)

Concepts and Categories: Emergent Performances and Behavior Analysis

KENNETH F. REEVE (Caldwell College)

#213 Symposium

3:00 pm–4:20 pm

101 A (Convention Center)

TPC/PRA; Service Delivery

What Can Traumatic Brain Injury Learn From Autism Spectrum Disorder's Implementation of Applied Behavior Analysis?

Chair: Aimee Moore (Eastern Michigan University)

Discussant: Jennifer D'Angela (Rainbow Rehabilitation Centers, Inc.)

Systematic Approaches of Applied Behavior Analysis in Autism Spectrum Disorders

CAITLYN SORENSEN (Eastern Michigan University)

Utility of Applied Behavior Analysis for Traumatic Brain Injury Rehabilitation

AIMEE MOORE (Eastern Michigan University)

Implementation of Applied Behavior Analysis in a Clinical Traumatic Brain Injury Setting

LAWRENCE KOWALSKI (Eisenhower Center)

#214 Invited Tutorial

3:30 pm–4:20 pm

Ballroom A (Convention Center)

DDA; Applied Research

PSY/BACB CE Offered. CE Instructor: Timothy R. Vollmer, Ph.D.

Tips for a Career in Developmental Disabilities and Applied Behavior Analysis

Chair: Jennifer M. Asmus (University of Wisconsin-Madison)

TIMOTHY R. VOLLMER (University of Florida)



Dr. Timothy R. Vollmer received his Ph.D. from the University of Florida in 1992. He was a faculty member in the Psychology Department at Louisiana State University (1992–1996) and at the University of Pennsylvania Medical School (1996–1998). He returned to the University of Florida in 1998 and is now a professor in the Department of Psychology with a joint appointment in the Department of Psychiatry. Dr. Vollmer's primary area of research is applied behavior analysis, with emphases in developmental disabilities, reinforcement schedules, and parenting. He has published more than 100 articles and book chapters related to behavior analysis. He is the recipient of two awards from

the American Psychological Association: the B. F. Skinner New Researcher Award (1996) and an Award for Significant Contributions to Applied Behavior Analysis (2004). He is currently the editor-elect for the *Journal of Applied Behavior Analysis*. Currently, Dr. Vollmer's research in developmental disabilities runs the basic-to-applied gamut with studies in an operant rat lab, an operant human lab, and school-based applications. In the operant labs, models of common behavioral treatment are tested in order to learn more about how those procedures work at the level of the behavioral principle. In the school-based and clinic-based work, children with severe behavior disorders receive behavioral treatment following a comprehensive behavioral assessment.

Abstract: The speaker will provide three general suggestions for embarking upon a career in developmental disabilities and applied behavior analysis. First, he will suggest becoming familiar with various developmental disorders and recognizing that some professionals identify their specialization by disorder type. Second, he will suggest becoming familiar with contemporary issues influencing practice in a range of settings such as schools and residential facilities. Examples will be provided. Third, he will suggest guiding a research career around behavior analytic models of assessment and treatment. There need not be a dichotomy between clinical goals and research aims. Examples from the presenter's research career will be discussed.

#215 Symposium

3:30 pm–4:50 pm

102 D-E (Convention Center)

CBM; Basic Research

Beyond the Racing Horses: Components and Processes of Contextual Behavioral Interventions

Chair: Alphonso Carreker (University of Mississippi)

Reconstructing the Self: Verbal Interventions for Individuals With Traumatic Brain Injury

JAMES AKINTONDE, Timothy M. Weil, Jeffrey Oliver, and Alexander McLean (University of South Florida)

Building Stronger Relationships Through Stronger Repertoires: Perspective Taking and Verbal Competence in Children

REBECCA J. HAMBLIN and Kate Kellum (University of Mississippi)

Dismantling Mindfulness Meditation: Components of a Brief Intervention

SOLOMON KURZ, Kelly G. Wilson, and Kate Kellum (University of Mississippi)

Psychometric Properties of the Valued Living Questionnaire II: An Expanded Measure of Values and Committed Action

Stephanie L. Nassar, LINDSY MAGEE, Olga Berkout, and Kelly G. Wilson (University of Mississippi)

#216 Symposium

3:30 pm–4:50 pm

102 B-C (Convention Center)

CBM/TPC; Applied Research

Novel Methodological Directions for Behavior Analytic Research and Application

Chair: Michael N. Reynolds (Western Michigan University)

Promoting Understanding of Informed Consent

MICHAEL N. REYNOLDS and R. Wayne Fuqua (Western Michigan University)

Validation Testing of a Computerized Behavioral Treatment for PTSD

KELLIE R. REYNOLDS and C. Richard Spates (Western Michigan University)

Development and Testing of an Observational Coding System to Measure Adherence to a Behavioral Activation Protocol

MATTHEW T. JAMESON, Suzanne Decker, and Amy E. Naugle (Western Michigan University)

The Efficacy of a Novel Computerized Version of Behavioral Activation

C. Richard Spates and ANDREW HALE (Western Michigan University)

#217 Symposium

3:30 pm–4:50 pm

M101 A (Convention Center)

DEV; Applied Research

BACB CE Offered. CE Instructor: Pamela L. Neidert, Ph.D.

The Role of Stimulus Control in the Acquisition, Maintenance, and Generalization of Behavior

Chair: Pamela L. Neidert (University of Kansas)

Teaching Discriminated Social Approaches to a Teenager With Angelman Syndrome

CAITLIN SHEA PEPLINSKI and Jeffrey H. Tiger (University of Wisconsin-Milwaukee)

An Evaluation of the Effects of Fixed-Time Schedules on Response Maintenance

STEVEN W. PAYNE, Adam M. Briggs, and Claudia L. Dozier (University of Kansas)

An Evaluation of Stimulus Control on Vicarious Reinforcement Effects

DANIELLE L. GUREGHIAN and Pamela L. Neidert (University of Kansas)

Vicarious Reinforcement: Stimulus Control Effects

JILL M. HARPER (Melmark New England) and Brian A. Iwata and Sarah C. Mead (University of Florida)

#218 Invited Symposium

3:30 pm–4:50 pm

Auditorium Room 1 (Convention Center)

SCI

BACB CE Offered. CE Instructor: James E. Carr, Ph.D.

Behaviorism Since Watson

Chair: Edward K. Morris (University of Kansas)

Discussant: M. Jackson Marr (Georgia Tech)

Skinner's Early Research: From Reflexes to Operant Behavior to Stimulus Control

IVER H. IVERSEN (University of North Florida)



Dr. Iversen received his Ph.D. in experimental psychology from University of Copenhagen, Denmark, in 1978. Since 1986, he has been a professor of experimental psychology at the University of North Florida, Jacksonville. His research has addressed basic mechanisms of operant behavior, primarily in nonhuman subjects. He has served on the board of the *Journal of the Experimental Analysis of Behavior* for five, 3-year terms and currently serves on the boards of the *European Journal of Behavior Analysis* and *Mexican Journal of Behavior Analysis*. He believes that strong methodology is necessary to advance a science of behavior and has developed several automated methods to shape and control behavior, as well as methods to analyze complex data from behavioral experiments. Together with Dr.

Kenon A. Lattal (West Virginia University), he has edited a two-volume text on methodology in operant conditioning. Together with Professor Wendon W. Henton, he wrote a research monograph on response pattern analyses in operant and classical conditioning. In addition, he has published several papers and chapters that document development of behavior control techniques and methods of data analysis.

Abstract: The main theme of Skinner's early research in the 1930s was an empirical and methodological separation between what is now known as respondent conditioning and operant conditioning. Skinner acknowledged and respected Pavlov's respondent conditioning, but argued that there was an additional form of conditioning that did not need an eliciting stimulus preceding conditioned behavior. In the new form of conditioning, behavior is controlled by the stimulus that follows the behavior, that is, by consequences. In 1937, Skinner used the term "operant" conditioning for this second type of conditioning and separated it from respondent conditioning. But Skinner's early experiments also showed that operant behavior could be brought under control by stimuli that preceded it. Incredibly, Skinner first demonstrated that an eliciting stimulus is not needed in operant conditioning, only then shortly thereafter to show that a stimulus preceding a reinforced operant response can control that response just like a conditioned stimulus in respondent conditioning controls a response. This discovery of the discriminated operant brought about a whole new area of research—stimulus control of voluntary behavior. The presentation will mix methods and facts from Skinner's early research with autobiographical accounts of this research.

Conceptual Issues from Watson to Skinner

JAY MOORE (University of Wisconsin-Milwaukee)



Dr. Jay Moore received his master's degree from Western Michigan University in 1969, where his adviser was Dr. David Lyon. He received his Ph.D. from the University of California, San Diego in 1975, under Dr. Edmund Fantino. He is currently on the faculty of the Department of Psychology at the University of Wisconsin-Milwaukee, where he has been since 1977. His principal professional interests are in the experimental analysis of behavior, and the theoretical-philosophical-conceptual analysis of behavior. A recent book is *Conceptual Foundations of Radical Behaviorism*. Dr. Moore has been a member of ABAI since 1977. He has served as editor of *The Behavior Analyst*, as board

coordinator for ABAI's Accreditation and Professional Standards Board, and on the ABAI Executive Council, including a term as president of ABAI.

Abstract: The presentation will examine the relation between Watson's classical behaviorism and nine conceptual issues from contemporary behavior analysis: (a) behavior as subject matter in its own right, (b) selection by consequences, (c) a distinction between elicited and emitted behavior, (d) private behavioral events, (e) anti-mentalism, (f) pragmatism, (g) generic and functional nature of analytic and explanatory concepts, (h) the importance of verbal behavior, and (i) social activism. We conclude that Watson anticipated many, but not all, conceptual issues that are important in contemporary behavior analysis, perhaps because of Watson's early influence on Skinner.

A Century of Applied Behavior Analysis

JAMES E. CARR (Behavior Analyst Certification Board)



James E. Carr, Ph.D., BCBA-D is the chief executive officer of the Behavior Analyst Certification Board. His professional interests include behavior analyst credentialing, behavioral assessment and treatment of developmental disabilities, verbal behavior, and practitioner training. He is currently an associate editor of the journals *Behavior Analysis in Practice*, *The Behavior Analyst*, and *The Analysis of Verbal Behavior* and is a past associate editor of *Journal of Applied Behavior Analysis*. He received his doctorate in 1996 from Florida State University and previously served on the behavior analysis faculties at University of Nevada, Reno (1996–1999), Western Michigan University (1999–2008), and Auburn University (2008–2011).

Abstract: The presentation will describe the significant developments in the history of applied behavior analysis since Watson's declaration of behavior as the proper subject matter of psychology and his demonstration of learning principles in humans. It focuses on eight activity domains that have culminated in the applied behavior analysis of today. These include the development of radical behaviorism, early efforts to transport the experimental analysis of behavior to humans, the codification of applied behavior analysis (Baer, Wolf, & Risley, 1968), the development of key scientific journals and textbooks, the influences of major graduate-training programs, the breadth of successful behavior-analytic applications, the emergence of a practitioner base, and professional credentialing and legislation.

#219 Symposium

3:30 pm–4:50 pm

M100 A (Convention Center)

TBA/EDC; Applied Research

BACB CE Offered. CE Instructor: James L. Soldner, Ph.D.

Interteaching Online: A Novel Application of Evidence-Based Teaching in Higher Education

Chair: Jennifer K. Gilbert (Positive ABA)

Discussant: Philip N. Hinline (Temple University)

A Comparison of Interteaching and Teaching-as-Usual in an Online Applied Behavior Analysis Course

CHRISTAL E.R. JANSZ, Wesley H. Dotson, and Stacy L. Carter (Texas Tech University) and Jennifer K. Gilbert (Positive ABA)

Sunday, May 26

Interteaching Technology in Online Education: A Preliminary Investigation

JAMES L. SOLDNER (Assumption College) and Rocío Rosales (Youngstown State University)

Moving Interteaching Online: A Demonstration

CATALINA REY (New Way Day), Joshua K. Pritchard (Florida Institute of Technology), and José A. Martínez-Díaz (Florida Institute of Technology)

#220 Panel Discussion

3:30 pm–4:50 pm

M100 J (Convention Center)

TBA; Service Delivery

BACB CE Offered. CE Instructor: John D. Molteni, Ph.D.

Supervising a Scope of Practice: What Should Behavior Analysts Be Able To Do?

Chair: John D. Molteni (University of Saint Joseph)

DEIRDRE LEE FITZGERALD (University of Saint Joseph)

JAMES A. HOKO (ACES, Inc.)

TARA BELLEFLEUR (St. Timothy Middle School, West Hartford, CT)

#221 Symposium

3:30 pm–4:50 pm

200 H-I (Convention Center)

VRB/DEV; Applied Research

BACB CE Offered. CE Instructor: Jonathan C. Baker, Ph.D.

Applications of Skinner's Analysis of Verbal Behavior to Older Adults

Chair: Jonathan C. Baker (Southern Illinois University)

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

Development and Treatment Utility of a Behavioral Assessment for Aphasia

Jonathan C. Baker, KATHLEEN FAIRCHILD, and James R. Mellor (Southern Illinois University) and Stephanie Hood (University of Nebraska Medical Center)

Mand Training and Maintenance in Older Adults With Dementia

MARANDA TRAHAN (Johns Hopkins University) and SungWoo Kahng and Jeanne M. Donaldson (Kennedy Krieger Institute)

Teaching Picture Recall for Older Adults: A Comparison of Two Verbal Behavior Protocols

KIRSTIE HATHAWAY (Southern Illinois University, Carbondale) and Jonathan C. Baker (Southern Illinois University)

#222 Invited Presenter

4:00 pm–4:50 pm

Main Auditorium (Convention Center)

AUT; Applied Research

PSY/BACB CE Offered. CE Instructor: Wayne W. Fisher, Ph.D.

Enhancing the Effectiveness, Efficiency, and Practicality of Functional Communication Training

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

WAYNE W. FISHER (University of Nebraska Medical Center, Munroe-Meyer Institute)



Wayne Fisher is the H. B. Munroe professor of behavioral research and director of the Center for Autism Spectrum Disorders at the Munroe-Meyer Institute within the University of Nebraska Medical Center. Dr. Fisher's methodologically sophisticated research has focused on several intersecting lines, including preference, choice, and the assessment and treatment of autism and severe behavior disorders that have been notable for the creative use of concurrent schedules of reinforcement, which have become more commonplace in clinical research primarily as a result of his influence. He has published more than 130 peer-reviewed research studies in 28 different behavioral and/or medical journals, including the *Journal of Applied Behavior Analysis*, *Pediatrics*, and *The Lancet*. Dr. Fisher is president of the Society for the Experimental Analysis of Behavior; chair of the Childhood Psychopathology and

Developmental Disabilities Study Section for the National Institutes of Health; a past editor of the *Journal of Applied Behavior Analysis*; a fellow in ABAI; and recipient of the Bush Leadership Fellowship Award, the APA (Division 25) Award for Distinguished Contributions to Applied Behavioral Research, and the Distinguished Scientist Award from the University of Nebraska Medical Center.

Abstract: Autism spectrum disorders (ASDs) involve social and language impairments and repetitive behavior. Prevalence rates have grown 20-fold, and ASD now affects about 1 in 91 children. Without effective treatment, long-term outcomes for individuals with ASD remain bleak; few maintain friends, jobs, or independent living. A principal barrier to successful community life for this group is the presence of destructive behavior (e.g., aggression). The greatest recent advancement in the treatment of destructive behavior has been the development of functional analysis (FA), which is used to prescribe effective treatments. One such treatment, functional communication training (FCT), is often prescribed when an FA implicates social reinforcers (e.g., attention) for destructive behavior. With FCT, the consequence that heretofore reinforced destructive behavior is delivered contingent on an appropriate communication response and problem behavior is placed on extinction. Although this straightforward approach to the treatment of destructive behavior can be highly effective, many pitfalls and practical challenges arise when this treatment is implemented by caregivers in natural community settings. The presentation will feature data and describe a line of research aimed at increasing the effectiveness, efficiency, and practicality of FCT for individuals with ASD who display destructive behavior in typical community settings.

#223 Paper Session

4:00 pm–4:50 pm

101 E (Convention Center)

CSE

Behavior Analytic Approaches to Sexual Offenders

Chair: Genevieve M. DeBernardis (University of Nevada, Reno)

Behavior Analytic Strategies to Overcome Child Sex Trafficking in the United States (Applied Research)
GENEVIEVE M. DEBERNARDIS and Linda J. Parrott Hayes (University of Nevada, Reno)

Rights, Responsibilities, and Risks: Working With Persons With Special Needs Who Sexually Offend (Service Delivery)
MICHELE KARIN BURNS and Leanne B. Baldwin (Trillium Health Centre) and Angel Cardinal Milton (Christian Horizons)

#224 Panel Discussion

4:00 pm–4:50 pm

101 J (Convention Center)

EAB; Applied Research

Experimental Analysis of Human Behavior SIG Career Award: Celebrating the Contributions of Dr. Nathan Azrin

Chair: Eric A. Jacobs (Southern Illinois University, Carbondale)

NATHAN AZRIN (Nova Southeastern University)

TEODORO AYLLON (independent consultant)

ERIC A. JACOBS (Southern Illinois University, Carbondale)

#225 Invited Presenter

4:00 pm–4:50 pm

Auditorium Room 3 (Convention Center)

EDC; Service Delivery

BACB CE Offered. CE Instructor: Edward J. Daly III, Ph.D.

Which Academic Intervention Do I Choose?

Chair: Jennifer L. Austin (University of Glamorgan)

EDWARD J. DALY III (University of Nebraska–Lincoln)



Edward J. Daly III received his Ph.D. in school psychology from Syracuse University in 1992, worked in the schools as a school psychologist for several years, and has been training school psychologists in consultation and academic and behavioral intervention since 1995. His research is in the area of developing functional assessment methods for academic performance problems. He has co-authored two texts and numerous chapters and journal articles on this topic. Dr. Daly served as editor of the *Journal of School Psychology*. He also has served as associate editor for both the *School Psychology Review* and the *School Psychology Quarterly*. In addition, he has served on a number of editorial boards, including the *Journal of Applied Behavior Analysis* and the *Journal of Behavioral Education*. Dr. Daly is a fellow of Division 16 of the American Psychological Association. He is also a board certified behavior analyst-doctoral.

Abstract: Sorting through the wide variety of interventions available for students experiencing academic difficulties can be difficult. The challenge is to identify not just any empirically supported intervention, but the right intervention that works for a particular child. The purpose of this presentation is to give a practical model for selecting supplemental academic interventions based on the four-term contingency. A variety of intervention strategies will be examined according to functional properties and presented to illustrate how to adapt instruction to the learner's level of skill proficiency. The intervention model will emphasize both efficiency (i.e., ease of use) and level of skill proficiency as guiding principles for selecting supplemental interventions. Interventions for behavior problems related to skill deficits also will be addressed. Attendees will learn how to prioritize a variety of supplemental interventions and how to use them.

#226 Special Event

5:00 pm–5:50 pm

Main Auditorium (Convention Center)

OTH

BACB CE Offered. CE Instructor: Kurt Salzinger, Ph.D.

Paleofantasy: What Evolution Really Tells Us About Modern Life

Chair: Kurt Salzinger (Hofstra University)

MARLENE ZUK (University of Minnesota)



Marlene Zuk, Ph.D., is a biologist and writer. She is a professor in the Department of Ecology, Evolution, and Behavior at the University of Minnesota where her research focuses on animal behavior and evolution, mostly using insects as subjects. Dr. Zuk is interested in the ways that people use animal behavior to think about human behavior and vice versa. She teaches graduate and undergraduate courses on a diversity of topics, including a seminar on "What's the Alternative to Alternative Medicine?" In addition to publishing numerous scientific articles, Dr. Zuk has written for the *New York Times*, *Los Angeles Times*, *Chronicle for Higher Education*, and *Natural History*. She has published four books for a general audience: *Sexual Selections: What We Can and Can't Learn About Sex From Animals*; *Riddled With Life: Friendly Worms, Ladybug Sex, and The Parasites That Make Us Who We Are*; *Sex on Six Legs: Lessons on Life, Love and Language From the Insect World* (a *New York Times* "Editor's Choice"); and most recently *Paleofantasy: What Evolution Really Tells Us About Sex, Diet and the Way We Live*.

Abstract: We evolved to eat berries rather than bagels, to live in mud huts rather than condos, to sprint barefoot rather than play football—or did we? Are our bodies and brains truly at odds with modern life? Everyone is fond of paleofantasies, stories about how humans lived eons ago, and we use them to explain why many elements of our lives, from the food we eat to the way we raise our children, seem very distant from what nature intended. Many diets and self-help books are predicated on the notion that our behavior and bodies evolved under a certain set of circumstances, from which we deviate to our peril. Implicit in that idea is the assumption that humans in a modern society aren't evolving any more, that we have somehow freed ourselves from evolution, or at the very least, that evolution always requires so long to act that we can't expect to have adapted to our current circumstances. But popular theories about how our ancestors lived—and why we should emulate them—are often based on speculation, not scientific evidence, and they reflect a basic misunderstanding about how evolution works. There was never a time when everything about us—our bodies, our minds, and our behavior—was perfectly in synch with the environment. Evolution is continuous and all organisms alive today, whether chimpanzees, modern-day hunter-gatherers, or bacteria, are all equally evolved. What really matters is the rate of evolution, which is sometimes fast and sometimes slow. Instead of trying to live like cavemen, we need to understand that process.

#227 Business Meeting

6:00 pm–6:50 pm

202 A-B (Convention Center)

Rehabilitation and Independent Living Special Interest Group

Chair: Chris Persel (Centre for Neuro Skills)

The purpose of this meeting is to review issues of interest affecting people with acquired brain injury and related neurological deficits. Treatment for this population is complex and requires a tremendous collaboration to be successful. This group provides an opportunity for networking with rehabilitation professionals working in neurobehavioral programs around the country. Topics such as staff training, community reintegration, military-related injuries, funding, research, jobs, and internships will be discussed. Search on Facebook for “ABA Rehab Special Interest Group” to connect with this group and join at the meeting.

#228 Business Meeting

6:00 pm–6:50 pm

101 I (Convention Center)

Evidence-Based Practice Special Interest Group

Chair: Susan Wilczynski (Ball State University)

The purpose of the Evidence-Based Practice (EBP) Special Interest Group is to promote socially important behavior by facilitating effective and sustainable practices in real-world settings. Our goal is to maintain a SIG that reflects member input and focuses on a select number of activities that can be completed within the year. We believe EBP serves as an important approach with which behavior analysts should be familiar. The purpose of this business meeting is to review our policies, objectives, and future directions of the SIG. In this business meeting, we seek to identify new members who would like to learn about the benefits of participating in the EBP SIG.

#229 Business Meeting

6:00 pm–6:50 pm

200 F-G (Convention Center)

Autism Knows No Borders; Neither Should We

Chair: Molly Ola Pinney (Global Autism Project)

This meeting has been well attended for several years and many great contacts are made for those working internationally. Chaired by the founder of the Global Autism Project, this meeting offers a unique opportunity to learn more about the work of the Global Autism Project and allows participants to meet others working internationally, including our partners from around the world.

#230 Business Meeting

6:00 pm–6:50 pm

101 G (Convention Center)

ABAI Student Committee

Chair: Megan D. Aclan (The Chicago School of Professional Psychology, Los Angeles)

The ABAI Student Committee business meeting will be conducted for all student members of ABAI and any other interested parties. The meeting will cover the initiatives, events, and progress made by the ABAI Student Committee this past year leading up to and including the ABAI annual convention. Student representatives and student members will have an opportunity to review the committee's work, ask questions and receive information on student initiatives, and provide potential suggestions or recommendations for the committee to consider for future endeavors.

#231 Business Meeting

6:00 pm–6:50 pm

101 H (Convention Center)

Louisiana Behavior Analysis Association

Chair: Cassie T. Bradford (Behavioral Intervention Group)

The purpose of this meeting is to provide an update on current issues and activities concerning the state and practice of behavior analysis in Louisiana. The Louisiana Behavior Analysis Association is a nonprofit membership organization with the mission to contribute to the well-being of society by developing, enhancing, and supporting the growth and vitality of the science of behavior analysis through research, education, and practice and to promote access to responsible behavior analytic services by professionals sufficiently trained in the discipline of behavior analysis and compliance with relevant ethical standards.

#232 Business Meeting

6:00 pm–6:50 pm

101 F (Convention Center)

Human Development Special Interest Group

Chair: Hayne W. Reese (West Virginia University)

This is the annual business meeting of the Human Development SIG (formerly called the Developmental Behavior Analysis SIG). All members and nonmembers who are interested in human development are invited to attend. The agenda is rather informal, but includes reports about the SIG, finances, plans, the SIG's journal (*Behavioral Development Bulletin*), and election of officers.

#233 Special Event

6:00 pm–6:50 pm

211 A-B (Convention Center)

Behavior Analytic Ignite

Chair: Joshua K. Pritchard (Florida Institute of Technology)

IGNITE is a worldwide phenomenon promoting exciting presentations that are only 5-minutes long. Each speaker submits a slideshow with 20-slides preprogrammed to advance every 15-seconds. The chair collects the slideshows and organizes them on one laptop so there is no equipment change between speakers. The presentations are intended to "ignite" the interest of audience members and to stimulate conversation and encourage further exploration of topics. Come enjoy a series of fast-paced, explosive presentations aimed to inform and educate. Come get your passion for behavior analysis ignited!

#234 Business Meeting

6:00 pm–6:50 pm

101 D (Convention Center)

Behaviorists for Social Responsibility Special Interest Group

Chair: Michael A. Magoon (NORC at the University of Chicago)

The Behaviorists for Social Responsibility Special Interest Group traditionally gathers to explore and share ways that the science of behavior can and should contribute to social justice, human rights, environmental action, and other important social goals. Recent meetings have seen a dramatic increase in interest and attendance, including post-meeting activity around several issues. This meeting will build

from last year's gathering. We anticipate having consensus on the "top" issues of interest to the SIG and will brainstorm continued actions for each. We believe it is this type of continued interaction, which will drive momentum and advance the mission, focuses on bringing the science of behavior analysis to bear on critical and timely social issues.

#235 Business Meeting

6:00 pm–6:50 pm

M101 C (Convention Center)

ABAI Education Board

Chair: Linda J. Parrott Hayes (University of Nevada, Reno)

This meeting is open to anyone interested in the work of the ABAI Education Board. The ABAI Executive Council has charged the Education Board with two primary tasks. The first is to encourage undergraduate and graduate programs in behavior analysis to pursue ABAI accreditation and to provide assistance to these programs as needed to achieve this goal. The second charge to the Education Board has been to prepare an application for recognition of the ABAI accreditation system by the Council for Higher Education Accreditation. The meeting will address these issues as well as other matters of interest or concern to the membership.

#236 Business Meeting

6:00 pm–6:50 pm

101 A (Convention Center)

Teaching Behavior Analysis Special Interest Group

Chair: Christine Hoffner Barthold (University of Delaware)

The purpose of the meeting is to conduct the business of the Teaching Behavior Analysis Special Interest Group. We will update members on the events of the past year and set goals for the coming year. Even if you are new and have never attended a business meeting before, please feel free to join us. There are many ways that you can get involved and we need your help. Membership in the SIG is not required to attend.

#237 Business Meeting

6:00 pm–6:50 pm

201 A-B (Convention Center)

Applied Animal Behavior Special Interest Group

Chair: Christy A. Alligood (Disney's Animal Kingdom)

The Applied Animal Behavior (AAB) SIG brings together individuals who specialize in or have an interest in the application of behavior analysis to the appreciation, understanding, and management of animal behavior across species. The AAB SIG has three primary purposes: (1) Promote behavior analytic research and the exchange of scientific information in the area of animal behavior. (2) Advocate for and promote high standards in the application of methods and techniques of behavior change with animals in applied settings. (3) Support and promote excellence in the education and research practices of individuals dedicated to the study and management of animal behavior in applied settings. Membership of the AAB SIG is diverse and includes academicians, researchers, and practitioners from a variety of disciplines dedicated to, affiliated with, or interested in animal behavior in applied settings. All are welcome to attend.

#238 Business Meeting

6:00 pm–6:50 pm

101 J (Convention Center)

Nevada Association for Behavior Analysis

Chair: Kenneth MacAleese (Nevada Association for Behavior Analysis)

At this meeting, members will review business items associated with the Nevada Association for Behavior Analysis. This meeting is open to all sustaining, full, affiliate, and student members.

#239 Business Meeting

6:00 pm–6:50 pm
101 B-C (Convention Center)

Journal of Organizational Behavior Management

Chair: Ramona Houmanfar (University of Nevada, Reno)

The purpose of this meeting is to provide an overview of the *Journal of Organizational Behavior Management* and its editorial practices. In addition, a data-based update pertaining to the areas of growth and impact will be provided. Finally, future directions of the journal in terms of the emerging topics associated with publications and editorial practices will be discussed.

#240 Business Meeting

6:00 pm–6:50 pm
200 J (Convention Center)

Speech Pathology and Applied Behavior Analysis Special Interest Group

Chair: Tracie L. Lindblad (Four Point Intervention Strategies, Inc.)

Our Speech Pathology and Applied Behavior Analysis Special Interest Group business meeting is open to anyone interested in promoting a behavioral approach to the analysis and treatment of speech and language disorders. Admission is free and membership in the SIG is not required to attend. The meeting will consist of member reports on SIG mission-related activities and several invited presentations of professional interest to attendees. The two SPABA award winners—the Student Research Grant Award winner and the Dissemination Award winner—will present their winning submissions. The SPABA business meeting also will include a social reception to encourage interaction and discussion among SIG members, new members, and interested attendees. Please feel free to join us and bring your friends. To further support the SPABA SIG, please consider formally joining by registering online at www.behavioralspeech.com.

#241 Business Meeting

6:00 pm–6:50 pm
101 E (Convention Center)

History of Behavior Analysis Special Interest Group

Chair: Edward K. Morris (University of Kansas)

The purpose of the business meeting is to review the History of Behavior Analysis Special Interest Group's current status, in other words, how well it is addressing its purpose, mission, and objectives (e.g., its Listserv) and consider new activities that may further advance them (e.g., a website, ABAI HoBA symposia, or an awards program).

#242 Business Meeting

6:00 pm–6:50 pm
102 F (Convention Center)

Sex Therapy and Educational Programming Special Interest Group

Chair: Fawna Stockwell (The Chicago School of Professional Psychology)

All individuals attending the ABAI convention who have an interest in sex research, sex education, and/or procedures used to change sex-related behaviors are invited to attend the Sex Therapy and Educational Programming Special Interest Group's annual meeting. Items of business will include a discussion of current SIG activities occurring both at and outside the ABAI convention, the sharing of relevant research findings, and plans for the next year of SIG activities.

#243 Poster Session

7:00 pm–9:00 pm
Exhibit Hall B (Convention Center)
EAB

1. How Do Motorists Decide Their Lateral Distances When They Pass Bicyclists? (Applied Research)
JI-LIANG DOONG (Lunghwa University of Science and Technology), Kai-Hsiang Chuang (National Central University), Ching-huei Lai (Institute of Transportation, Ministry of Transportation and Communications), Chun-Chia Hsu (Lunghwa University of Science and Technology), and Ming-Chang Jeng (National Central University)

- 2. Preference Pulses in Concurrent Random Ratio Schedules** (TPC; Basic Research) BENIGNO ALONSO ALVAREZ (University of Oviedo), Carlos F. Aparicio (Savannah State University), William M. Baum (University of California, Davis), and Angel Jimenez (Universidad de Guadalajara)
- 3. Rapid Assessment of Sensitivity to Concurrent Token Reinforcer Ratios in a Rapidly Changing Environment in Rats** (Basic Research) TRAVIS RAY SMITH (Southern Illinois University) and Eric A. Jacobs (Southern Illinois University, Carbondale)
- 4. Deficits in Two-Choice Discrimination Following Bilateral Frontal Controlled Cortical Impact Injury in the Rat** (BPH; Basic Research) ERIC FRENCH and Travis Ray Smith (Southern Illinois University) and Eric A. Jacobs (Southern Illinois University, Carbondale)
- 5. BALB/c Mice Overmatch, C57BL/6 Mice Undermatch, and d-Amphetamine Speed Up Within-Session Transitions** (BPH; Basic Research) DEREK POPE, Blake A. Hutsell, and M. Christopher Newland (Auburn University)
- 6. Effects of Nose-Poke Location and Intermittent Reinforcement on Incremental Repeated Acquisition** (AAB; Basic Research) ANDREW SHEN, Derek Pope, Blake A. Hutsell, and M. Christopher Newland (Auburn University)
- 7. Evaluating Delayed-Discounting Values Among Adults Prescribed Psychostimulant Medications Using an Abbreviated Computerized Assessment** (BPH; Basic Research) MINDY CHRISTINE SCHEITHAUER, Claire Advokat, and Melissa R. Beck (Louisiana State University)
- 8. Behavioral Effects of Manipulating Response Effort in an Animal Model of Attention Deficit Hyperactivity Disorder** (DDA; Basic Research) LINE FLATEBØ WIDMARK, Alexander Belgum Andresen, and Espen Borgå Johansen (Oslo and Akershus University College)
- 9. The Relative Effects of Increasing Probability and Magnitude on Delay in an Experience-Based Task** (Basic Research) TARA WEBB (Southern Illinois University, Carbondale), Michael Young (Kansas State University), and Eric A. Jacobs (Southern Illinois University, Carbondale)
- 10. The Effects of Force Requirement on Dimensions of the Operant** (BPH; Basic Research) RACHEL J. DOVE, Lindsey N. McBee, and Jonathan W. Pinkston (University of North Texas)
- 11. Force Dynamics Operating in Fixed-Ratio Schedules** (Basic Research) LINDSEY N. MCBEE and Jonathan W. Pinkston (University of North Texas)
- 12. Punishing Effects of Fixed-Ratio Schedules of Reinforcement** (Basic Research) CASSANDRA LYNN STEM, Raymond C. Pitts, and Christine E. Hughes (University of North Carolina Wilmington)
- 13. Negative Incentive Shift Effects on Fixed-Ratio Pausing and Locomotor Behavior in Water-Deprived Rats** (DDA; Basic Research) ANDREW T. FOX, Yusuke Hayashi, Adam T. Brewer, Stephen Fowler, and Dean C. Williams (University of Kansas)
- 14. Fixed Interval Performance in Free-Flying Honey Bees (*Apis mellifera L.*): An Analysis of Individual Performance** (Basic Research) David Craig, CHRIS VARNON, and Charles I. Abramson (Oklahoma State University)
- 15. Schedules of Reinforcement in the Madagascar Hissing Cockroach** (Basic Research) MATTHEW L. JOHNSON (Southern Illinois University, Carbondale); Mark R. Dixon, Jacob H. Daar, and Allison Chaimbertain (Southern Illinois University); Karl Gunnarsson (Southern Illinois University, Carbondale); and Ashley Shayter (Southern Illinois University)
- 16. Post-reinforcement Pausing in Variable Interval Schedules With an Added Clock** (Basic Research) ROBERT W. ALLAN and Julia Brodsky (Lafayette College)
- 17. Temporal Control in a Peak-Interval Procedure in Lewis and Fischer 344 Rats** (Basic Research) MEAGAN ELIZABETH FOLLETT and Karen G. Anderson (West Virginia University)
- 18. Probability, Preference, and the Peak Procedure: A Multiscaled Analysis of Preference for Variable Schedules** (Basic Research) ALEXANDER WARD (West Virginia University) and Michelle Ennis Soreth (Rowan University)
- 19. Effects of the Type of Free Food on the Acquisition of the Avoidance of Timeout** (Basic Research) AUGUST F. HOLTYN (Johns Hopkins School of Medicine) and Michael Perone (West Virginia University)

#244 Poster Session

7:00 pm–9:00 pm

Exhibit Hall B (Convention Center)

EDC

20. Using MimioSprout's Early Reading With Typically Developing Children (AUT; Service Delivery) EMILY TYLER, J. Carl Hughes, Michael Beverley, and Richard P. Hastings (Bangor University, Wales)

21. Teaching Children With Autism to Read Using MimioSprout Early Reading (AUT; Service Delivery) ANDREW SWARTFIGURE (Ambitious About Autism) and Corinna F. Grindle and J. Carl Hughes (Bangor University, Wales)

22. Teaching Children With Autism to Comprehend Text Using Headsprout Reading Comprehension (AUT; Service Delivery) CORINNA F. GRINDLE (Bangor University, Wales), Olivia Kurzeja (Step By Step Academy), and J. Carl Hughes and Maria Saville (Bangor University, Wales)

23. Increasing Basic Literacy Skills in Adults at Risk of Engaging in Offending Behavior (DEV; Applied Research) AMY HULSON-JONES, J. Carl Hughes, and Richard P. Hastings (Bangor University, Wales)

24. Using Embedded Video-Based Instruction on an iPod Touch to Increase the Independent Work Skills of High School Students With Emotional and Behavioral Disorders (CSE; Applied Research) JESSE W. JOHNSON, Trista Boden, and Toni R. Van Laarhoven (Northern Illinois University)

25. Using an iPad or iPod Effectively in ABA Classrooms With Pupils With an Autism Spectrum Disorder (AUT; Applied Research) GEMMA HARDING, Katie Axon, Amy Jones, and Emma Hawkins (Jigsaw CABAS School)

26. A Behavior Analysis of the Collegiate Group Project: PM on PM (OBM; Applied Research) TOM PETRINI, Kelley Ward, Beth Shults, and Amy S. Polick (Florida State University, Panama City)

27. Contingency Management of Academic Performance (OBM; Applied Research) BRYAN ACTON, Jacob Conway, and Thomas P. Byrne (Massachusetts College of Liberal Arts)

28. Effects of Varied Response Methods During In-Class Activity and Reviews on Student Performance and Preference (Applied Research) THOMAS RATKOS, Jessica E. Frieder, and Sean Field (Western Michigan University)

29. Interteaching to Increase Active Student Responding and Differentiate Instruction (TBA; Applied Research) LEE L. MASON (University of Texas at San Antonio)

30. Evaluating Student Response Systems: Comparing Clickers, Response Cards, and Traditional Methods on Student Academic Performance (TBA; Applied Research) RYAN M. ZAYAC and Amber Paulk (University of North Alabama)

31. Using SAFMEDS to Assist Language Learners to Acquire Second Language Arabic Vocabulary (PRA; Applied Research) MICHELLE P. KELLY (National University of Ireland, Galway) and Mona Al Haddad (Dar Al-Hekma College)

32. Contingent Praise Can Maintain On-Task Behavior During Engagement in Academic Tasks Requiring More Response Effort: A Systematic Replication Study (DDA; Applied Research) RYOJI NISHIYAMA and Junko Tanaka-Matsumi (Kwansei Gakuin University)

33. Behavioral Training Program for Japanese Delinquent Girls in a Children's Self-Reliance Support Facility (PRA; Service Delivery) WATARU NODA, Naoto Mochizuki, Nobuya Takayanagi, and Kazuyo Nomura (Hamamatsu University School of Medicine); Yoshihiro Tanaka (The Association for Preventive Medicine of Japan); Shin Harada and Toshiro Sugiyama (Hamamatsu University School of Medicine); and Masatsugu Tsujii (Chukyo University)

34. An Application of the Good Behavior Games in a Developing Country (PRA; Applied Research) JULENE NOLAN, Kevin Filter, Daniel D. Houlihan, Sara Ebsen, and Angela Christensen (Minnesota State University)

35. Interventions for Third-Grade Spanish Speaking Students With Significant Reading Difficulties (PRA; Applied Research) JOHN C. BEGENY (North Carolina State University) and Abigail Yeager (Chicago Public Schools)

#245 Poster Session

7:00 pm–9:00 pm

Exhibit Hall B (Convention Center)

CSE

36. Teaching Parents to Teach: A Role Model in a Public University in Brazil (AUT; Service Delivery) ANDRESA A. DE SOUZA, Martha Hübner, Marina Lemos, Robson Faggiani, Ana Luiza Roncati, Larissa Santos, Daniela Landim, and Manuyla Silva Luciano Gomes (University of São Paulo)

37. Using a Behavioral Skills Training Package to Teach Parents to Conduct Discrete Trial Sessions With Children With Autism: A Community Project in Brazil (AUT; Service Delivery) ANDRESA A. DE SOUZA, Martha Hübner, Paulo Cesar Franco, Camila Almeida, Rafael Augusto Silva, Leticia Cintra Alencar, Elizabete Fortuna, and Flavia De Rosso (University of São Paulo)

38. The Health Therapist's Behavior and the Drug Abuse Recovery After Treatment (BPH; Applied Research) JUDITH ELISA FERRER ALARCÓN and Silvia Morales Chain (National University of Mexico)

39. What Is the Impact of Self-Management on Daily Net Calories Consumed by Women Who Are Overweight? (CBM; Applied Research) CHAD DOLLAR and Laura D. Fredrick (Georgia State University)

40. Validation of a Chronic Fatigue Syndrome Questionnaire for a Latin American Population (CBM; Applied Research) NORMA COFFIN (National Autonomous University of Mexico); Leonard A. Jason (DePaul University); and Monica Alvarez Zuñiga, Constanza Miralrio Medina, Lourdes Jimenez Renteria, Clara Bejar Nava, and Francisca Bejar Nava (National Autonomous University of Mexico)

41. Anxiety in Psychology and High School Students of Mexico (DEV; Applied Research) BENITA CEDILLO ILDEFONSO, Jorge Antonio Ramos García, Jesús Osvaldo Alvarez Herrera, Jenifer Samantha López Zahar, Paola Favila Orduño, Efrén García Luis, and Miguel Angel Muciño Sanchez (National Autonomous University of Mexico)

42. An Investigation of Handout Type Effectiveness in Increasing Awareness of Child Sex Trafficking in Nevada (EAB; Applied Research) VANESSA WILLMOTH, Ryland K. Baker, Genevieve M. DeBernardis, and Linda J. Parrott Hayes (University of Nevada, Reno)

43. Consumer Goods Labeling Practices in High-End Versus Discount Grocers: Prevalence Rates of Greenwashing (OBM; Applied Research) HALEY E. JONES and Jeanine Plowman Stratton (Furman University)

44. Investigating the Effects of Mediated and Passive Prompts on Pedestrian- and Bicycle-Lane Compliance on a College Campus Footbridge (OBM; Applied Research) NICHOLAS KYLE REETZ, Amy K. Loukus, and Kevin Taylor (Southern Illinois University, Carbondale) and Mark R. Dixon (Southern Illinois University)

45. A Behavioral Assessment of Alcohol Consumption: Does Corrective Feedback Influence Self-Report and Pouring Behavior? (Applied Research) NICOLE SCHULTZ, Emily Metz, Katie Uhlhorn, Elise Martin, Samantha Russell, Valerie Segura, andCarolynn S. Kohn (University of the Pacific)

46. Considerations With Behavior Analysis Graduate Student Training During Practicum (TBA; Basic Research) JEFFREY B. SMITH (independent consultant) and Laura Baylot Casey (University of Memphis)

47. Experimental Evaluation of an Informational and Behavior Change Program to Increase Undergraduate Students' Energy Conservation (TBA; Applied Research) MARCIE DESROCHERS, Hilary Mosher, and Gwendolyn Meehan (State University of New York, Brockport)

48. Examining the Effects of Outcome-Related Stimuli on Recycling Behavior in a University Setting (TPC; Applied Research) ANGELICA A. AGUIRRE (Southern Illinois University, Carbondale) and Marianne L. Jackson (California State University, Fresno)

49. Let the Data Talk: Implications for Behavior Analyst Discussing Public Policy (TPC; Theory) MARK MALADY and Ricky Thurman (High Sierra Industries)

Sunday, May 26

#246 Poster Session

7:00 pm–9:00 pm

Exhibit Hall B (Convention Center)

OBM

50. Teaching Direct Care Staff Behavioral Plans: A Comparison of Staff Training Using Videos (AUT; Applied Research) Samantha Hardesty, SARA BETH RAWLINGS, Deeannah Taylor, Joseph Wakeman-Linn, Louis P. Hagopian, and Lynn G. Bowman (Kennedy Krieger Institute)

51. The Effects of A Video Instruction on Teachers' Performing Generalized Imitation Training Procedures Accurately (AUT; Applied Research) Robin Nuzzolo (Fred S. Keller School), LIN DU and R. Douglas Greer (Teachers College, Columbia University)

52. Minimizing Tally Counter Loss on an Inpatient Hospital Unit (DDA; Applied Research) SHARI M. PINCUS, Michelle A. Frank-Crawford, Samantha Hardesty, and Rebecca Stern (Kennedy Krieger Institute); Sigurdur Oli Sigurdsson (University of Maryland, Baltimore County); and Lynn G. Bowman (Kennedy Krieger Institute)

53. The Effects of Frequency and Specificity of Feedback on Quality Performance: An Examination of the Interaction Effect (EAB; Applied Research) JAEHEE LEE, Jin A. Park, and Shezeen Oah (Chung-Ang University)

54. The Relative Effects of Positive Reinforcement and Negative Reinforcement on Work Performance, Emotion, and Stress (EAB; Applied Research) KWANGSU MOON (Chung-Ang University), Dahee Shon (Columbia University), and Shezeen Oah (Chung-Ang University)

55. The Impact of Active Student Responses on Immediate Learning and Long-Term Retention (EDC; Applied Research) CHANAE JAMISON, David Kelley, Cindy Schmitt, Mark T. Harvey, Ada C. Harvey, and Emily Meyer (Florida Institute of Technology)

56. The Effect of Temporal Delay of Discloser of Observation on Reactivity to Improve Staff Performance (Applied Research) Natalia Garrido, KRISTEN GREEN, Sarah M. Richling, and W. Larry Williams (University of Nevada, Reno)

57. Evaluation of Group Stimulus Preference Assessment in Organizational Settings (Applied Research) MICHAEL FANTETTI, Kyle Ditzian, and Valdeep Saini (Florida Institute of Technology)

58. Efficacy of and Preference for Feedback Sequence (Applied Research) AMY J. HENLEY and Florence D. DiGennaro Reed (University of Kansas)

59. Performance Feedback in the Service Sector: A Review and Suggestions for Future Research (Theory) MICHAEL PALMER, Christian Cullinan, and Carl Merle Johnson (Central Michigan University)

60. Increasing Shift Attendance Through Task Clarification and Token-Economy Feedback (Applied Research) REND ALSAADl and Elizabeth R. Lorah (Temple University)

61. The Effects of Feedback Type on Fuel Consumption and Driving Workload (PRA; Applied Research) KYEHOON LEE, Hangsoo Cho, Seongeun Kim, Seunghoon Baek, and Shezeen Oah (Chung-Ang University)

62. Would You Like Popcorn With That? Increasing Upselling at a Movie Theater (PRA; Applied Research) AMY S. POLICK, Christie Pellow, and Carl Lee (Florida State University, Panama City)

63. Effects of Coaching on Teachers' Use of Function-Based Interventions for Students With Severe Disabilities (TBA; Applied Research) KERI STEVENSON BETHUNE (James Madison University) and Charles L. Wood (University of North Carolina, Charlotte)

64. A Comparison of Internal/External Locus of Control Scores Based Upon Amount of Behavior Analytic Training (TPC; Theory) SUSAN A. RAPOZA-HOULE and Robert K. Ross (Beacon ABA Services)

65. Discounting of Values Across Job Characteristics (VRB; Basic Research) NICHOLAS KYLE REETZ and Jacob H. Daar (Southern Illinois University, Carbondale) and Mark R. Dixon (Southern Illinois University)

#247 Poster Session

7:00 pm–9:00 pm

Exhibit Hall B (Convention Center)

CBM

66. Effects of General and Corrective Statements Delivered Noncontingently on Excessive Spitting (AUT; Applied Research) ELIANA PIZARRO, Erin Schaller, James Allen Chastain, Alison Shanholtzer, Griffin Rooker, and Jonathan Dean Schmidt (Kennedy Krieger Institute)

67. Effective Treatment of Ruminative Behavior in the Educational Setting (AUT; Service Delivery) LLOYD R. THOMAS and Emily Thomas Johnson (Behavior Attention & Developmental Disabilities Consultants, LLC) and Sheila Williamson (Integrated Health)

68. An Investigation of Indirect Versus Direct Methods in Identifying Functions of Challenging Behaviors in the Natural Environment (CSE; Applied Research) BRIAN VAN MEERTEN (Behavioral Consultation Service of Northern Arizona, LLC)

69. Parent Training Models for Families of Autistic Children in Ontario, Canada (CSE; Service Delivery) KELLY ALVES, Karin Earle-Williams, Amoy Kito Hugh-Pennie, Nicole Luke, and Janet Vogt (Surrey Place Centre); Polly Choi (Brock University); Kristy Balodis (ErinoakKids); and Carol Chang (Brock University)

70. Response Class Hierarchy Analyses Performed on 20 Clients in an Outpatient Setting (DDA; Applied Research) JOHN BORGES, Brenna Cavanaugh, Keith Lit, Stephanie Trauschke, Jillian Benson, Kenneth Shamlian, Tara M. Sheehan, and F. Charles Mace (Nova Southeastern University)

71. Effects of a Reflexive Conditioned Motivating Operation on Evocation of SIB, Aggression, and Disruptive Vocalizations (Applied Research) STEPHANIE TRAUSCHKE, Jillian Benson, John Borgen, Brenna Cavanaugh, Keith Lit, Kenneth Shamlian, Tara M. Sheehan, and F. Charles Mace (Nova Southeastern University)

72. Cumulative Record Versus Latency to First Occurrence to Analyze a Response Class Hierarchy (Applied Research) JILLIAN BENSON, John Borgen, Brenna Cavanaugh, Keith Lit, Stephanie Trauschke, Kenneth Shamlian, Tara M. Sheehan, and F. Charles Mace (Nova Southeastern University)

73. Does the Behavioral Progress Made at JREC Generalize Across Settings and Over Time? A Follow-Up Study of Former JREC Students (Service Delivery) NICK LOWTHER (Judge Rotenberg Educational Center)

74. Effects of Positive Reinforcers as Motivating Operations for Negative Reinforcement (Applied Research) KELLY M. SCHIELTZ, David P. Wacker, and Patrick Romani (University of Iowa)

75. The Effectiveness of Habit Reversal Training With and Without Cognitive Behavioral Therapy for Adult Trichotillomania (PRA; Applied Research) YANNETTE M. BARNES (Mercyhurst University), Jennifer Girts (private practice), and Robert Gulick and Thomas P. Kitchen (Mercyhurst University)

76. Use of Precision Teaching Methodology in Rehabilitation of Brain Injured Male (VRB; Service Delivery) CARYN CAPRIOTTI and Shasta Brenske (Pate Rehabilitation)

77. Don't Walk Next to Me: A Simple Procedure to Improve Ambulation of an Adult With a Brain Injury (DDA; Applied Research) SHASTA BRENSKE and Caryn Capriotti (Pate Rehabilitation)

78. Effects of Trait Anxiety and Experiential Avoidance on Brain Activation During Threat Avoidance in Humans (Applied Research) SANDY MAGEE and Michael W. Schlund (University of North Texas)

79. Shame in Obsessive-Compulsive Disorder Dimensions (CSE; Basic Research) SONIA SINGH, Lindsey Knott, and Chad Wetterneck (University of Houston-Clear Lake)

Sunday, May 26

#248 Poster Session

7:00 pm–9:00 pm

Exhibit Hall B (Convention Center)

VRB

80. Differential Reinforcement of Novel and Variable Intravebal Responses (Applied Research) SHU-HWEI KE (SEEK Education, Inc.) and Linda J. Parrott Hayes (University of Nevada, Reno)

81. Comparison of Tact, Echoic, and Tact Plus Echoic Prompts on Acquisition of an Intravebal Repertoire (AUT; Applied Research) MARIDITH RESENDEZ-GUTIERREZ and Kimberly A. Schulze (St. Cloud State University)

82. Using Errorless Teaching to Teach Generalized Manding for Information Using “How?” (AUT; Applied Research) CHRISTOPHER BLOH, Christopher Scagliotti, Sarah Baugh, Megan Sheenan, Shane Silas, and Nicole Zulli (Kutztown University)

83. Increasing Mand Frame Repertoire: Acquisition Using Textual Prompts and Fading (AUT; Applied Research) KILEY J. BLISS and M. Alice Shillingsburg (Marcus Autism Center)

84. Case Study: Comparison of Two Mand Topographies Used With a 7-Year-Old Male With Autism (AUT; Applied Research) SARAH JANE SILVERS (Applied Behavior Center of Indiana) and Keather Lynn Kent (ABA Programming, Inc.)

85. The Effects of Interspersing Known Items on the Acquisition of Sight Word and Letter Recognition (EDC; Applied Research) Jinhyeok Choi, JENNIFER GRABOYES CAMBLIN, and Krystal Everhart (The Faison School for Autism)

86. Transformation of Stimulus Function Across Saying and Writing Numbers by Elementary Age Students (Applied Research) Petra Wiehe, JENNIFER WEBER, and Deanna Russell (Teachers College, Columbia University)

87. Functional Analysis of Recalling Past Events Using the Silent Dog Method: Role of Covert Behaviors (Basic Research) KOJI TAKESHIMA (Fremont Unified School District)

88. Promoting Generalized Use and Maintenance of Autoclitics During Storytelling (PRA; Applied Research) SARAH WEDDLE, Mandana Kajjan, and Trina D. Spencer (Northern Arizona University)

#249 Poster Session

7:00 pm–9:00 pm

Exhibit Hall B (Convention Center)

DDA

89. Use of a Change Over Delay During Differential Reinforcement of Alternative Behavior (AUT; Applied Research) JOLENE R. SY (Saint Louis University); Timothy R. Vollmer (University of Florida); and Marissa Lewis-Wanninger, Ashlin Blum, and Kathleen Mack (Saint Louis University)

90. Conducting Concurrent Assessments: Beware the MO (AUT; Applied Research) MEGHAN DESHAIS, Cara Lucia Phillips, and Jennifer R. Zarcone (Kennedy Krieger Institute)

91. Utilizing a Shaping Procedure to Increase the Success of Transitions Between Locations (AUT; Applied Research) JENNIFER HANSON, Elizabeth Dayton, Christopher J. Perrin, and Jennie Dorothea England (Melmark)

92. A Pre-treatment Assessment of Self-Restraint Items (AUT; Applied Research) LILY DARNELL, Mandy M. Park, Chloe J. McKay, and Natalie Rolider (Kennedy Krieger Institute)

93. Analysis of Reinforcement Contingencies for Prompt Dependent Behavior (Applied Research) CRAIG STROHMEIER and Melanie DuBard (The May Institute)

94. An Evaluation of Contingent Restraint to Reduce Self-Injury (AUT; Applied Research) MOLLY GEMP, Samantha Hardesty, and Lynn G. Bowman (Kennedy Krieger Institute)

95. Evaluating a Parent-Implemented Intervention’s Outcomes: A Social Validity Study (Applied Research) HEDDA MEADAN (University of Illinois, Urbana-Champaign) and Maureen E. Angell and Julia B. Stoner (Illinois State University)

96. Identifying Communicative Responses to Treat Problem Behavior Maintained by Escape From Adult Attention (AUT; Applied Research) Megan B. Black, BAILEY SCHERBAK, Deeannah Taylor, SungWoo Kahng, Jonathan Dean Schmidt, and Daniel Clark (Kennedy Krieger Institute)

97. Evaluating the Effectiveness of Stimulus Pairing Observation Procedure and Multiple Exemplar Instruction: Establishing Listener and Tact Relations With Children With Developmental Disabilities (EDC; Applied Research) BRITTANY BYRNE (Southern Illinois University, Carbondale) and Ruth Anne Rehfeldt (Southern Illinois University)

98. Least to Most Prompting Procedure: A Meta-analysis Study (EDC; Applied Research) METEHAN KUTLU (Anadolu University)

99. Using a Modified Escape Extinction Procedure to Increase Weight in a Child With Feeding Problems (CBM; Applied Research) STEPHANIE MILLER and Meeta R. Patel (Clinic 4 Kidz)

#250 Poster Session

7:00 pm–9:00 pm

Exhibit Hall B (Convention Center)

AUT

100. Teaching a Pre-menstrual Girl With Autism to Use a Sanitary Pad Using a Task Analysis (DDA; Applied Research) POOJA PANESAR, Twahira Abdalla, and Jacqueline Wandia Kinyua (Kaizora Consultants)

101. Behavioral Assessment and Treatment of Sleep Disorders Related to Intensified Daytime Behavior Problems in Children With Autism Spectrum Disorder (DDA; Theory) LINDSAY M. KNAPP and Kimberly A. Schreck (Pennsylvania State University, Harrisburg)

102. The Effects of Textually Cued Conversation Starters on Asking and Answering “Wh-” Questions (DDA; Applied Research) LAURA J. DANTONA and Robert K. Ross (Beacon ABA Services)

103. Use of Picture Exchange Communication System to Reduce Screaming Behavior in a Child With Autism (DDA; Applied Research) EDIL DELEON and Martha Pelaez (Florida International University)

104. The Effect of Two Forms of Noncontingent Reinforcement on Compliance With Demands (DDA; Applied Research) NICOLE H. LUSTIG, Matthew O’Brien, Patrick Romani, and Gun Sung Lee (University of Iowa)

105. Do Children With Autism Comprehend the Movement of Point-Lights as Facial Expression? Behavior Analysis of “Central Coherence” by Conditional Discrimination Paradigm (DDA; Applied Research) CHIHIRO KADOYA, Soichiro Matsuda, and Jun’ichi Yamamoto (Keio University)

106. Conceptual Aspects of Applied Behavior Analysis Relevant to Peer-Mediated Interventions for Individuals With Autism and Related Disabilities (DDA; Theory) GREGORY L. LYONS (University of Wisconsin-Madison)

107. Acquisition and Generalization of Questioning Skills of Children With Autism in Small Group Settings (DDA; Applied Research) SHIGEKI SHIMADA (Tokiwa University)

108. Variations on Stimulus Presentation Methods in a Progressive Ratio Analysis (DDA; Applied Research) ROBERT W. ISENHOWER, Lauren Alison Pepa, Robert LaRue, and Kate E. Fiske Massey (Douglass Developmental Disabilities Center, Rutgers University)

109. Initial Evaluation of Outcome Research Targeting Intense Behaviors in Children With ASD: 1995–2012 (DDA; Applied Research) PETER DOEHRING (ASD Roadmap), Brian Reichow (Yale University), Tamara Palka (Foundations Behavioral Health), and Cara Lucia Phillips and Louis P. Hagopian (Kennedy Krieger Institute)

110. Natural Rates of Eye Contact With and Without the Presence of Personal Electronic Devices (DEV; Applied Research) STEPHEN RAY FLORA, Zachary Vargo, Vilmary Placeres, Mary Vallinger, and Anthony Miller (Youngstown State University)

111. Utilizing a Stimulus Control Procedure to Increase Multiple Appropriate Verbal Responses (DEV; Applied Research) Jessica Weber, Addressa Sleiman, ANDRE MAHARAJ, and Anibal Gutierrez Jr. (Florida International University)

112. Generalized Group Self-Control (EAB; Applied Research) SARAH M. DUNKEL-JACKSON (Southern Illinois University); Jennifer Elaine Watts (Loudoun County Committee for a Sustainable Society); and Shannon D. Borch, Melissa Ball, and Shawn W. Carter (Kinark Child and Family Services)

- 113. Issues and Strategies in Social Validity for Early Intensive Behavioral Intervention for Young Children With ASD** (EDC; Applied Research) ROBERT E. O'NEILL (University of Utah)
- 114. Using an iPad or iPod Effectively in ABA Classrooms With Pupils With an Autism Spectrum Disorder** (EDC; Applied Research) Rachel S. Farber and KAREN M. LIONELLO-DENOLF (University of Massachusetts Medical School), Brent Maxwell Jones (Curtin University), and William V. Dube (University of Massachusetts Medical School)
- 115. Creating Stimulus Control: To Increase On-Task Behavior in a Child With Autism** (EDC; Applied Research) EMILY LEVY (The Ohio State University) and Paul Beare and Colleen Torgerson (California State University, Fresno)
- 116. Functional Analysis and Treatment of Aberrant Behavior Maintained by Multiple Functions** (DDA; Applied Research) KATHERINE M. SHAW, Lauren M. Worcester, and Anjali Barretto (Gonzaga University)
- 117. A Generalization of the Effects of Video Feedback on the Conversational Skills of Included Middle School Students Diagnosed With Autism** (EDC; Applied Research) TRACY REILLY-LAWSON (Caldwell College) and Frank Ammirata (NYC Board of Education)
- 118. Generalizing Social Skills in Children With Autism Spectrum Disorder** (EDC; Applied Research) MARISSA CONGDON, Ilene S. Schwartz, and Nancy Rosenberg (University of Washington) and Debra M. Kamps (Juniper Gardens Children's Project)
- 119. An Evaluation of a Self-Instructional Package for Teaching Tutors to Apply Discrete-Trials Teaching With Children With Autism** (EDC; Applied Research) JADE WIGHTMAN, Ashley Boris, Kendra Thomson, Garry L. Martin, Daniela Fazzio, and Dickie C. T. Yu (St. Amant Research Centre, University of Manitoba)
- 120. Connections for Students With ASD: The Transition From Intensive Behavioral Intervention to School** (EDC; Service Delivery) Bryon Robertson, FAUSTO IANNIALICE, and Stephanie Dutrizac (Government of Ontario)
- 121. Drivers of Educational Achievement for Students With Autism Spectrum Disorder** (EDC; Service Delivery) REBECCA EMBACHER, Thomas W. Frazier, and Allison Voorman (Cleveland Clinic Center for Autism); Jonathan Reeves (College of Wooster); Nicole McKay (Ursuline College); and Brittany Fleming (John Carroll University)
- 122. EIBI Supervisors' Beliefs About Effects of Low-Intensity Interventions** (PRA; Service Delivery) LARS KLINTWALL and Sigmund Eldevik (Oslo and Akershus University College)
- 123. Targeting Question-Asking Initiations Through Video-Feedback to Improve Social Conversation in College Students With Autism Spectrum Disorders** (EDC; Applied Research) WHITNEY J. SMITH (Gevirtz Graduate School of Education, University of California, Santa Barbara)
- 124. The Effects of an Observational Learning Procedure on the Acquisition of Blocks, Play-Doh, and Books as Conditioned Reinforcers for Play in a Free Operant Setting** (VRB; Applied Research) Timothy Michael Yeager, Jeanne Marie Speckman, and BIANCA VASSARE (Columbia University)
- 125. Use of a Less Intrusive Method to Reduce Automatically Reinforced Noncontextual Vocalizations in a Child With Autism** (EDC; Applied Research) EAN FAKAN, Holly Hennessey, Allison Newman, Amanda Presto, and Thomas W. Frazier (Cleveland Clinic Center for Autism)
- 126. The Effects of Auditory Match to Sample Instruction on the Improvement of Listener Literacy and Echoic Responses** (EDC; Applied Research) JINHYEOK CHOI and Eli T. Newcomb (The Faison School for Autism)
- 127. Filling in the Gaps With Precision Teaching** (EDC; Applied Research) LAURA GRANT (Behavior Analyst Certification Board) and Nicole LeMaster, Ashley Geighes, and Whitney Small (The Applied Behavior Center for Autism)
- 128. Linking Reinforcer Magnitude to Response Rate Improves Academic Performance for Children With Autism** (EDC; Applied Research) KEITH LIT, Jillian Benson, John Borgen, Brenna Cavanaugh, Kenneth Shamlian, Tara M. Sheehan, Stephanie Trauschke, and F. Charles Mace (Nova Southeastern University)

129. This Use To Be My Playground: A Peer Network Recess Intervention to Increase Social Interaction for Children With Autism (EDC; Applied Research) ROSE A. MASON, Brandon McFadden, Debra M. Kamps, Kathy Thiemann, and Linda S. Heitzman-Powell (University of Kansas); Nancy Rosenberg (University of Washington); and Sarah Feldmiller and Todd Miller (University of Kansas)

130. An Empirical Investigation of Time-Savings During Data Sampling Procedures (EDC; Applied Research) ALLISON JOSEPHINE CASTILE (Western New England University), Jason C. Bourret (The New England Center for Children), and Mary Katherine Sellers (Western New England University)

131. Increasing Exercise Time in Students With Autism and Developmental Disabilities (EDC; Applied Research) IAN MELTON and Jill E. McGrath Maher (Crossroads School for Children)

132. Consultation on School Refusal to the Mother of a Child With Autism and Intellectual Disability (EDC; Applied Research) YUMIKO SASADA (Hamamatsu-City Medical and Welfare Center for Development) and Kenji Okuda (Academy of Behavioral Coaching)

133. Effectiveness of a Computer Based Intervention on Teaching Emotions to Young Children With Autism (EDC; Applied Research) NERI ROMERO (University of North Carolina)

134. Increasing Food Variety Across Food Groups and Decreasing Challenging Behaviors Around Mealtime (VRB; Applied Research) CHARMAINE SHEAHAN (ErinoakKids) and Shannon Wright (KidsAbility Autism Services)

135. Enhancing Social Communication Skills Using Peer-Mediated Intervention for School-Aged Children With Autism: A Review (Applied Research) XUEQIN QIAN (University of Minnesota)

136. The Effects of Video Modeling and a Lag Schedule of Reinforcement on Toy Play Behaviors of Children With Autism (Applied Research) CHRISTINA FRAGALE, Mark O'Reilly, Nigel Pierce, Jeannie M. Aguilar, and Pamela J. White (University of Texas at Austin)

137. The Use of Antecedent Strategies to Promote Successful Transitions for a Child With Asperger Syndrome (Applied Research) ASHLEY BROCK and Leanne Cornell (Mackenzie Health)

138. Using a Picture Activity Schedule to Teach Toothbrushing in Children With Autism (Applied Research) KATHLEEN MORAN, Sharon A. Reeve, Kenneth F. Reeve, and Ruth M DeBar (Caldwell College)

139. Increasing Accuracy of EpiPen Administration in Autism Care Staff (Applied Research) Seth W. Whiting, SARAH SEIBRING, Jeffrey Miller, Allie Marie Hensel, and Mark R. Dixon (Southern Illinois University)

#251 Business Meeting

9:00 pm–11:00 pm

205 A-B (Convention Center)

The Ogden R. Lindsley Standard Celeration Chart Share

Chair: Malcolm D. Neely (Standard Celeration Society)

The Ogden R. Lindsley Standard Celeration Chart Share provides an opportunity for all to see, hear, and share data across the behavior spectrum using paper; transparency; and digital daily, weekly, monthly, and yearly standard celeration charts presented rapidly in spirited friendship.

#252 Reunion

9:00 pm–11:00 pm

Minneapolis Grand Ballroom F (Hilton)

University of Kansas

Chair: Edward K. Morris (University of Kansas)

At the University of Kansas, 2013 marks the 48th anniversary of the founding of its behavior analysis programs in the Department of Human Development and Family Life (1964–2004). They are sustained and evolving today in the Department of Applied Behavioral Science (2004–2013), which celebrates its 14th anniversary in 2013. The ABAI reunion offers anyone associated with the programs ample opportunity to meet again and meet anew, whether they are current and past faculty members, undergraduate and graduate students, alumni and friends of the departments, or their families. We feature a slide show and cash bar.

#253 Reunion

9:00 pm–11:00 pm
Rochester Room (Hilton)

Florida State University Ph.D. Reunion

Chair: Connie Taylor (Midland University)

This year marks 6 years since our Florida State University Grand Reunion in Tallahassee in 2007. We welcome all Ph.D. grads and their spouses and significant others to catch up, share memories, and enjoy the hors d'oeuvres. A cash bar will be available. In addition, someone is having a 70th birthday, and we will be celebrating that in a low-key way as well.

#254 Reunion

9:00 pm–11:00 pm
Board Room 3 (Hilton)

Speech Pathology and Applied Behavior Analysis Special Interest Group Social Hour Reception

Chair: Tracie L. Lindblad (Four Point Intervention Strategies, Inc.)

The Speech Pathology and Applied Behavior Analysis (SPABA) Special Interest Group welcomes its members, and any other ABAI attendees, for an occasion of informal social interaction and dialogue. This is an opportunity for speech-language pathologists, behavior analysts, and students in the fields of SLP and/or ABA to meet and talk about areas of common professional interest and to further interprofessional collaboration. This social reception will begin prior to the formal SPABA SIG business meeting, and will continue afterwards in order to provide our members and other interested professionals with ample opportunity to connect and converse. All current, previous, and future SPABA members are welcome. Bring your friends!

#255 Reunion

9:00 pm–11:00 pm
Minneapolis Grand Ballroom D (Hilton)

The Ohio State University Reunion

Chair: Sheila R. Alber-Morgan (The Ohio State University)

The Ohio State University Special Education Program will be hosting its annual reunion. All alumni, faculty, students, and friends are invited.

#256 Reunion

9:00 pm–11:00 pm
Duluth (Hilton)

The Chicago School, B. F. Skinner Foundation, and Cambridge Center for Behavioral Studies Reunion

Chair: Diana J. Walker (The Chicago School of Professional Psychology)

This event provides an opportunity for all ABAI convention attendees involved with or interested in the B. F. Skinner Foundation, the Cambridge Center for Behavioral Studies, and the applied behavior analysis (ABA) departments of The Chicago School of Professional Psychology (Chicago, Los Angeles, and Washington, DC campuses) to get together, get updates on activities, and make plans for the future. Dr. Julie Vargas will be present on behalf of the B. F. Skinner Foundation; Dr. Hank Pennypacker will represent the Cambridge Center; and Drs. Diana Walker, David Pyles, and Mary Anderson-Caruso are the chairs of the ABA departments in Chicago, LA, and DC, respectively. This event is a great time to meet a diverse group of behavior analysts and friends of behavior analysis, from students to seasoned faculty to well-known researchers in the field. All ABAI attendees are invited to network, discuss common interests, and have an all-around good time!

#257 Reunion

9:00 pm–11:00 pm

Directors Row 1 (Hilton)

University of Florida Reunion: A Special Tribute to Marc N. Branch, Ph.D.

Chair: Michele R. Traub (University of Florida)

This year's University of Florida reunion will be extra-special as we gather to celebrate Dr. Marc N. Branch's contributions to behavior analysis! Dr. Branch recently retired from the University of Florida, where he is currently professor emeritus. Join your fellow Gators for a special tribute to him and to learn more about his work, and please contribute your stories and appreciation of Dr. Branch. Dr. Branch's mentor, Dr. Lewis Gollub, was Skinner's final Ph.D. student and Dr. Branch has carried on their legacy brilliantly in his teaching, writing, and research. Marc Branch is an experimental behavior analyst, a behavioral pharmacologist, and a radical behaviorist. He has taught many students in these areas and continues to influence the field through his presentations and conceptual work. His colleagues, advisees, and other former students think he's great and welcome everyone to share in our celebration of him!

#258 Reunion

9:00 pm–11:00 pm

Directors Row 3 (Hilton)

University of São Paulo

Chair: Martha Hübner (University of São Paulo)

Students, colleagues, and friends of the University of São Paulo's Psychology Department are invited to join in the celebration of the program's receipt of the 2013 SABA Award for Enduring Programmatic Contributions in Behavior Analysis.

#259 Reunion

9:00 pm–11:00 pm

Minneapolis Grand Ballroom A (Hilton)

University of North Texas Department of Behavior Analysis Reunion

Chair: Richard G. Smith (University of North Texas)

Students, faculty, alumni, and friends of the University of North Texas Department of Behavior Analysis are invited to reunite with old friends and meet new ones as we celebrate more than three decades of excellence and achievement in behavior analysis at UNT.

#260 Reunion

9:00 pm–11:00 pm

Red Wing Room (Hilton)

Center for Autism and Related Disorders, SKILLS, and Institute for Behavioral Training

Chair: Adel C. Najdowski (Center for Autism and Related Disorders, Inc.)

This event is a social gathering for ABAI convention attendees involved with or interested in CARD, SKILLS, and IBT to seek information, meet new people, socialize with old friends, and have an all-around good time. All ABAI attendees and friends are welcome. Free drinks and Skinner t-shirts will be provided!

#261 Reunion

9:00 pm–11:00 pm

Minneapolis Grand Ballroom E (Hilton)

Columbia University and CABAS Reunion

Chair: R. Douglas Greer (Teachers College, Columbia University)

This event is a social gathering for graduates of the programs in teaching and applied behavior analysis at Columbia University's Graduate School of Arts and Sciences and Teachers College, as well as CABAS professionals and friends from around the world.

Sunday, May 26

#262 Reunion

9:00 pm–11:00 pm

Minneapolis Grand Ballroom B (Hilton)

Alumni and Friends of St. Cloud State University Reunion: Come for a Fun Time

Chair: Gerald C. Mertens (St. Cloud State University)

Alumni and friends join us for conversation, surprises, awards, food, to renew old friendships, meet the new students and new faculty at SCSU, and hear news about St. Cloud State. What are the door prizes this year? (We had a promise from Iceland—remember?) Come for the latest gossip, to hear what is happening to the old-timers, and who is retired. We are close to home in Minneapolis—hopefully, this will bring out the SCSU troops in mass. Will the Alum Association surprise us with new stuff? Rumors have it that “There is a pigeon in your future.” If you prefer a more active pigeon compared to the “old” version, volunteer to bring youth to the pigeon who will join us, and donate a door prize to the collection. If we get some cash donations early, we will have a cash bar. All ABA reunions have been great fun; send Boltuck, Murphy, and other former attendees notes to get their hides to Minneapolis, and spread the word. We want a big spirited group in 2013.

#263 Reunion

9:00 pm–11:00 pm

Minneapolis Grand Ballroom G (Hilton)

Behavior Analysis Program at the University of Nevada, Reno

Chair: Ramona Houmanfar (University of Nevada, Reno)

This year marks the 23rd anniversary of the Behavior Analysis Program at University of Nevada, Reno. We look forward to celebrating the following accomplishments with our colleagues and students at the convention. We received the SABA Award for Enduring Programmatic Contributions in Behavior Analysis in May 2010. The program has conferred more than 40 Ph.D. degrees. The On-Campus Master’s Program has conferred more than 80 master’s degrees. The Satellite Master’s Program has conferred more than 100 off-campus master’s degrees in multiple national and international locations.

#264 Reunion

9:00 pm–11:00 pm

Directors Row 4 (Hilton)

Beacon ABA Services

Chair: Steven Woolf (Beacon ABA Services)

Beacon’s reunion is open to all of our current/former staff, professional acquiesces, MassABA members, and friends.

#265 Reunion

9:00 pm–11:00 pm

Minneapolis Grand Ballroom C (Hilton)

Western Michigan University: Reunion for Alumni, Students, Faculty, and Friends

Chair: R. Wayne Fuqua (Western Michigan University)

This is a social reunion for alumni, students, and friends of Western Michigan University.

#266 Reunion

9:00 pm–11:00 pm

Directors Row 2 (Hilton)

University of Wisconsin-Eau Claire Reunion

Chair: Carla H. Lagorio (University of Wisconsin-Eau Claire)

All current students, faculty, alumni, and friends are invited to this year’s UWEC reunion.

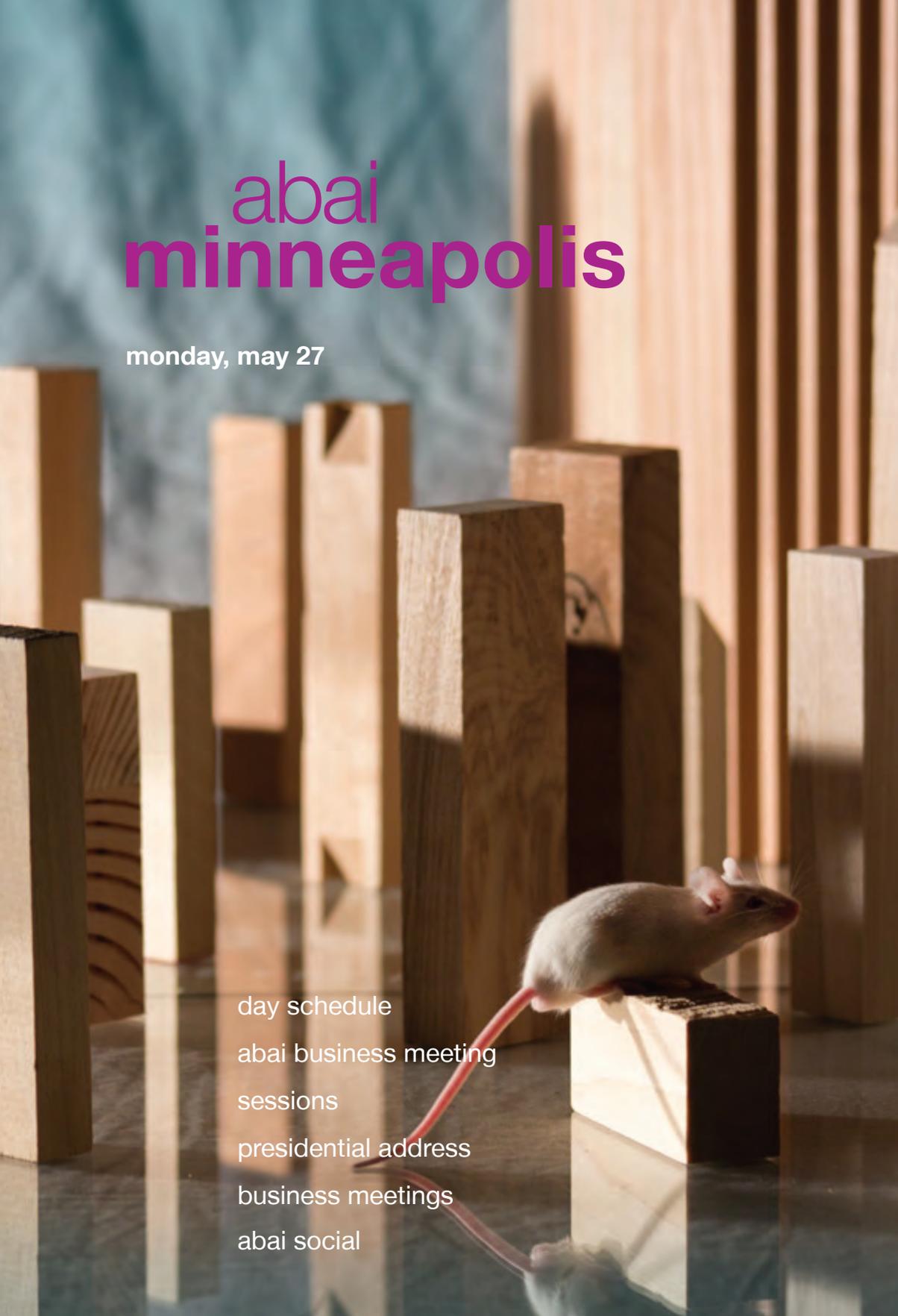
Celebrate 100 Years of Behaviorism

2013 marks the 100th anniversary of the publication of Watson's classic treatise "Psychology as the Behaviorist Views It" in the Psychological Review, considered by many the birth of behaviorism.

ABAI Social

*Monday, May 27 @ 9:00 pm
Minneapolis Grand Ballroom
Hilton Minneapolis*



A white mouse with a pink tail is balancing on a wooden block. The mouse is facing right. The background consists of several other wooden blocks of varying heights and widths, some with cutouts. The lighting is warm and directional, creating strong shadows and highlights on the blocks and the mouse. The overall scene is a metaphor for balance and precision.

abai minneapolis

monday, may 27

day schedule
abai business meeting
sessions
presidential address
business meetings
abai social

Minneapolis Convention Center; Monday, May 27

	Room	7 am		8 am		9 am		10 am		11 am		12 pm		1 pm		2 pm		3 pm		
		:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	
Level 2	211 A-B							#297 AUT Ch: Greener-Wooten		†										
	211 C	Speaker Ready Room #1																		
	211 D	Speaker Ready Room #2																		
	208 A-B								#300 AUT Ch: Miller		†									
	208 C-D								#296 AUT Ch: Leaf		†									
	207 A-B	Press Room																		
	205 A-B								#299 AUT Ch: Eckerman		†					#331 AUT Ch: Sama				
	205 C-D								#298 AUT Ch: Silber		†				#332 AUT Ch: Halliday			†		#369 DDA
	204 A	Office																		
	204 B																			
	203 A-B																			
	202 A-B								#277 DDA Ch: Martinez		†					#346 DDA Ch: Borrero			†	#368 DDA
	201 A-B								#278 DDA Ch: Kahng		†					#344 DDA Ch: Samaha			†	#370 DDA
	200 J																			
	200 H-I															#358 VRB Ch: Rosales			†	#384 VRB
	200 F-G								#279 DDA Ch: Neidart		†					#345 DDA Ch: Klapatch			†	#371 DDA
	200 C-E								#271 PRA Ch: Peters			#321 PRA Ch: Bassam								#382 PRA
200 A-B								#282 EAB Ch: Bai			#320 PRA Ch: Bahel								#362 PRA Ch: Kopelman	
Level 1	102 A							#276 CSE Ch: Muehlberger			#318 CSE Ch: Jeanis				#342 CSE Ch: Smith			†	#367 CSE	
	102 B-C							#274 CBM Ch: Marcantel		†	#303 CBM Ch: Cooper-Brown				#339 CBM Ch: Wilson			†	#364 CBM	
	102 D-E							#269 CBM Ch: Corso			#304 CBM Ch: LeBleu				#340 CBM Ch: Hinton				#365 CBM	
	102 F							#275 CSE Ch: Fantetti			#305 CSE Ch: Al-Nasser				#343 CSE Ch: Beime			†	#366 CSE	
	101 A							#291 TPC Ch: Minervini			#317 TPC Ch: Dukoski				#341 CSE Ch: Feliciano				†	
	101 B-C		#267 ABAI Business Meeting					#292 TPC Ch: Maxwell			#316 TPC Ch: Brodhead									#361 PRA Ch: Todd
	101 D							#288 OBM Ch: Choi		†	#315 OBM Ch: Ward				#355 OBM Ch: Hagge				†	#380 OBM
	101 E							#289 OBM Ch: Houmanfar			#314 OBM Ch: McGee				#356 OBM Ch: Hard				†	#381 OBM
	101 F							#273 BPH Ch: Blenkush		†	#302 BPH Ch: Turturici				#338 AAB Ch: Bright				†	
	101 G							#285 EAB Ch: Vaidya			#308 EAB Ch: Amtzen				#348 EAB Ch: Fields					#373 EAB
	101 H							#281 EAB Ch: Brackney							#349 EAB Ch: Podlesnik					#372 EAB
	101 I							#284 EAB Ch: Glenn			#309 EAB Ch: Critchfield				#350 EAB Ch: Rice					#374 EAB
	101 J							#283 EAB Ch: Jarmolowicz			#307 EAB Ch: Sigurdsson									#375 EAB
	Ballroom A								#295 VRB Sundberg		†	#319 DDA Peterson				#334 PRA Lattal			†	†
	Ballroom B														#333 DEV Greer				†	†
	Main Auditorium								#268 AUT Bailey		†	#293 PRA Ch: Carr			†	#322 SCI Berridge			†	#335 SCI Beran
	Auditorium 1								#290 SCI Ch: DeLeon		†				#337 TPC Calania			†	#359 AUT Higbee	
Auditorium 2																		†	#360 BPH Bergman	
Auditorium 3																				
Exhibit Hall B								Poster Set-up			Exhibitors Open 11 AM - 2 PM			# 323-330 Poster Session IV					Poster Set-up	
Mezzanine	M100 A							#272 TBA Ch: Nealy			#347 EAB Ch: Blowers				#357 TBA Ch: Andronis			†	#383 TBA	
	M100 B-C							#286 EDC Ch: Robbins		†	#310 EDC Ch: Pereira Delgado				#352 EDC Ch: Lee			†	#379 EDC	
	M100 D-E										#312 EDC Ch: McComas				#354 EDC Ch: Sainato				#377 EDC	
	M100 F-G							#270 CSE Rumohr		†	#311 EDC Ch: Moore				#351 EDC Ch: Detrich				#378 EDC	
	M100 H-I							#287 EDC Ch: Marchand-Martella			#313 EDC Ch: West				#353 EDC Ch: Sota				#376 EDC	
	M100 J														#336 TBA Ch: Mahon			†	#363 TBA Ch: Foegel	
	M101 A										#301 DEV Ch: Jowett									
	M101 B							#280 DEV Ch: Eshleman		†	#306 DEV Ch: Stockwell									
M101 C																				
LL	L100 D-E																			
	L100 F-G																			

Minneapolis Convention Center; Monday, May 27

4 pm		5 pm		6 pm		7 pm		8 pm		9 pm		10 pm		11 pm		12 am		Room									
:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30										
																		211 A-B	Level 2								
Speaker Ready Room #1																										211 C	
Speaker Ready Room #2																											211 D
																		208 A-B									
																		208 C-D									
Press Room																										207 A-B	
#385 AUT Ch: Panesar																		205 A-B									
#369 DDA Ch: Bethune																		205 C-D									
Office																										204 A	
																		204 B									
																		203 A-B									
#368 DDA cont. Ch: Nuernberger																		202 A-B									
#370 DDA cont. Ch: Pritchard				#396 Iowa ABA														201 A-B									
																		200 J									
#384 VRB cont. Ch: Dlouhy																		200 H-I									
#371 DDA cont. Ch: Morrison																		200 F-G									
#382 PRA cont. Ch: Coalley																		200 C-E									
#362 cont.																		200 A-B									
#367 CSE cont. Ch: Magoon				#394 ABAI Science Board														102 A									
#364 CBM cont. Ch: Moyer																		102 B-C									
#365 CBM cont. Ch: Luomisto																		102 D-E									
#366 CSE cont. Ch: Fantetti						#395 Direct Instruction SIG												102 F									
						#393 Neuro SIG												101 A									
#361 cont.						#391 OBM Network												101 B-C									
#380 OBM cont. Ch: Gath																		101 D									
#381 OBM cont. Ch: Bruce																		101 E									
																		101 F									
																		101 G									
#373 EAB cont. Ch: Conie																		101 H									
#372 EAB cont. Ch: Potylicki																		101 I									
#374 EAB cont. Ch: Harvey																		101 J									
#375 EAB cont. Ch: Foxall						#390 BSI Editors												Ballroom A									
#387 TPC Savage-Rumbaugh		†††																Ballroom B									
#386 SCI Shahan		†																Main Auditorium									
																		Auditorium 1									
																		Auditorium 2									
																		Auditorium 3									
																		Exhibit Hall B									
Poster Set-up				Exhibitors Open 6 - 9 PM		#398-404 Poster Session V												M100 A									
#383 TBA cont. Ch: Normand						#392 DBA SIG												M100 B-C									
#379 EDC cont. Ch: Blum																		M100 D-E									
#377 EDC cont. Ch: Bruni																		M100 F-G									
#378 EDC cont. Ch: McGuire																		M100 H-I									
#376 EDC cont. Ch: Kaufman																		M100 J									
#363 cont.						#397 Clinical SIG												M101 A									
						#389 JEAB Editors												M101 B									
						#388 Military and Veterans SIG												M101 C									
						Council of Accredited Programs												L100 D-E									
																		L100 F-G									

LEGEND

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

Level 2

Level 1

Mezzanine

L L

Hilton Minneapolis; Monday, May 27

	Room	4 pm		5 pm		6 pm		7 pm		8 pm		9 pm		10 pm		11 pm		12 pm		
		:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	
Third Floor	Board Room 1																			
	Board Room 2																			
	Board Room 3																			
	Directors Row 1																			
	Directors Row 2																			
	Directors Row 3																			
	Directors Row 4																			
	Red Wing Room																			
	Duluth																			
	Minneapolis Grand Ballroom A												#405 ABAI Social							
	Minneapolis Grand Ballroom B																			
	Minneapolis Grand Ballroom C																			
	Minneapolis Grand Ballroom D																			
	Minneapolis Grand Ballroom E																			
Minneapolis Grand Ballroom F																				
Minneapolis Grand Ballroom G																				

LEGEND



= Special and Invited Events

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#267 Special Event

8:00 am–8:50 am
101 B-C (Convention Center)
OTH; Service Delivery

Association for Behavior Analysis International Business Meeting

Chair: Kurt Salzinger (President)

GORDON BOURLAND (Affiliated Chapters Board Coordinator)

MARC N. BRANCH (Publications Board Coordinator)

LINDA J. PARROTT HAYES (Education Board Coordinator)

PHILIP N. HINELINE (Membership Board Coordinator)

MARIA E. MALOTT (Chief Executive Officer)

MARK A. MATTAINI (Program Committee Senior Co-chair)

M. CHRISTOPHER NEWLAND (Science Board Coordinator)

JENNIFER R. ZARCONI (Practice Board Coordinator)

Abstract: The annual ABAI business meeting features the leadership of the association giving an update about ongoing activities and major developments. Attendees will learn from ABAI's president the directions of the ABAI Council and from ABAI's CEO the status of finances and administration. Attendees also will hear from board coordinators including science, education, practice, program, membership, affiliated chapters, and publications.

#268 Invited Presenter

9:00 am–9:50 am
Main Auditorium (Convention Center)
AUT; Service Delivery
PSY/BACB CE Offered. CE Instructor: Jon S. Bailey, Ph.D.

ABA on Trial: A True Tale of Deception, Denial, and Redemption Told by an Expert Witness

Chair: Dorothea C. Lerman (University of Houston-Clear Lake)

JON S. BAILEY (Florida State University)



Jon Bailey received his Ph.D. from the University of Kansas in 1970; Mont Wolf was his mentor. He has been on the faculty in the Department of Psychology at Florida State University since that time and is now semi-retired as professor emeritus of psychology. He is co-director of the FSU Panama City Master's Program in Psychology with a Specialty in Applied Behavior Analysis. He is a Fellow of ABAI and APA. Dr. Bailey is secretary/treasurer and media coordinator of the Florida Association for Behavior Analysis, which he founded in 1980. He has published more than 100 peer-reviewed research articles, is a past editor of the *Journal of Applied Behavior Analysis*, and is co-author of six books including his most recent: *Ethics for Behavior Analysts, 2nd Expanded Edition*, published in 2011. Dr. Bailey received the Distinguished Service to Behavior Analysis Award, May 2005, from the Society for the Advancement of Behavior Analysis and both the APA Division 25 Fred S. Keller Behavioral Education Award and the University of Kansas Applied Behavioral Science Distinguished Alumni Award in 2012. He was an expert witness in the 2012 U.S. District Court case of *K. G. v. Dudek*, where the federal judge ruled, "ABA is 'medically necessary' and is not 'experimental' as defined under Florida administrative law and federal law."

Abstract: Three plaintiffs in Miami, FL, who had children with autism challenged a ruling by the Florida Agency for Health Care Administration (AHCA) that applied behavior analysis (ABA) was "experimental" and AHCA refused to fund behavioral treatment. The case was taken by a team of attorneys for Florida Legal Services, and the presenter was contacted to serve as an expert witness and testified in this federal case. The witness critiqued the state's method of reviewing the plaintiffs' request for treatment and AHCA's documents and presented the case for ABA as a proven, evidence-based method of treatment. The presenter will describe the "evidence" that was used against ABA and the scientific data that were presented to the federal judge in rebuttal. The blow-by-blow account of the case will be presented in detail including a description of the misrepresentations of our field and the role that the journal peer-review process and meta-analysis played in the final judgment in the case.

#269 Paper Session

9:00 am–9:50 am
102 D-E (Convention Center)
CBM

Using Behavior Analysis to Help Military Service Members

Chair: Kent Corso (Give an Hour)

Behavioral Resiliency Skills Improve the Functioning of Military Service Members and Veterans

(Service Delivery)
KENT CORSO (Give an Hour)

Promising Opportunities for Behavior Analysts to Treat the Military/Veteran Population (Service Delivery)

KENT CORSO (Give an Hour)

#270 Panel Discussion

9:00 am–9:50 am
M100 F-G (Convention Center)
CSE; Theory
BACB CE Offered. CE Instructor: Robin Rumph, Ph.D.

To Act or Not to Act: Are Behavior Analysts Ready to Contribute to Solving the World's Greatest Problems?

Chair: Robin Rumph (Stephen F. Austin State University)

ROBIN RUMPH (Stephen F. Austin State University)
RICHARD F. RAKOS (Cleveland State University)
MARK A. MATTAINI (Jane Addams College of Social Work, University of Illinois, Chicago)

#271 Paper Session

9:00 am–9:50 am
200 C-E (Convention Center)
PRA

Current Issues in Brain Injury Rehabilitation

Chair: Christina M. Peters (Remed Rehabilitation)

Concepts and Principals of Playing Nice and Being a Part of a (Multidisciplinary) TBI Treatment Team (Service Delivery)

CHRISTINA M. PETERS (Remed Rehabilitation)

Brain Injury Rehabilitation: It Takes a Village; Now Train the Villagers (Theory)

CHRIS PERSEL and Jessica A. Thompson Scibilia (Centre for Neuro Skills)

#272 Panel Discussion

Student Committee Event

9:00 am–9:50 am
M100 A (Convention Center)
TBA; Applied Research

Professional Development Series: A Discussion With Prominent Women in Applied Behavior Analysis

Chair: Leslie Neely (Texas A&M University)

CATHLEEN C. PIAZZA (University of Nebraska Medical Center, Munroe-Meyer Institute)
JENNIFER J. MCCOMAS (University of Minnesota)
STEPHANIE M. PETERSON (Western Michigan University)

#273 Symposium

9:00 am–10:20 am

101 F (Convention Center)

BPH/PRA; Service Delivery

BACB CE Offered. CE Instructor: Nathan Blenkush, Ph.D.

Psychotropic Medications for Destructive Behavior: A Review of the Literature and Organizational Experience

Chair: Nathan Blenkush (Judge Rotenberg Educational Center)

Discussant: W. Joseph Wyatt (Marshall University)

A Description and Analysis of Common Dependent Variables Used to Establish the Efficacy of Psychiatric Drugs for Destructive Behaviors

NATHAN BLENKUSH (Judge Rotenberg Educational Center)

The Effect of Medication Tapering on Problem Behavior Frequency and Health

NICK LOWTHER (Judge Rotenberg Educational Center)

Replacing Psychotropic Medications With Behavioral Procedures

GREGORY J. TODISCO and Jason Coderre (Judge Rotenberg Educational Center)

#274 Symposium

9:00 am–10:20 am

102 B-C (Convention Center)

CBM; Applied Research

BACB CE Offered. CE Instructor: Kate Kellum, Ph.D.

College Success Beyond Making the Grades: Flexibility, Anxiety, and Personal Success in College Students

Chair: Jhuan Marcantel (University of Louisiana at Lafayette)

Discussant: Kate Kellum (University of Mississippi)

Don't Forget to Breathe! The Impact of Flexibility Versus Suppression Induction for Graduate Record Examination

JHUAN MARCANTEL, Emily Squyres, Shiloh Eastin, and Emily Kennison Sandoz (University of Louisiana at Lafayette)

What the Stats?! The Relationship Between Psychological Flexibility and Statistics Anxiety

SKYLAR FUSILIER, Emmie Hebert, Shelley Greene, and Emily Kennison Sandoz (University of Louisiana at Lafayette)

To Be or Not to Be Present: An Examination of Whether Present Moment Behaviors Can Be Predicted

STEPHANIE CALDAS and Emily Kennison Sandoz (University of Louisiana at Lafayette)

#275 Symposium

9:00 am–10:20 am

102 F (Convention Center)

CSE/OBM; Applied Research

Behavioral Interventions in Traffic Safety

Chair: Michael Fantetti (Florida Institute of Technology)

Discussant: Marlies Hagge (Western Michigan University)

Evaluation of In-Street Signs Using a Gateway Configuration

MILES K. BENNETT and Ron Van Houten (Western Michigan University)

Effects of Increased Accelerator Pedal Resistance as a Negative Reinforcer to Increase the Seatbelt Use of Young Drivers

BRYAN W. HILTON and Ron Van Houten (Western Michigan University)

The Effects of a 2-Minute Seatbelt Shift Interlock System on the Seatbelt Use of 131 Fleet Drivers

Bryan W. Hilton and RON VAN HOUTEN (Western Michigan University)

#276 Paper Session

9:00 am–10:20 am

102 A (Convention Center)

CSE

Current Issues in ABA Services

Chair: Amy Muehlberger (Beacon ABA Services)

Parent Expectations of EIBI Treatment Outcomes in Core Deficit Areas for Children With Autism
(Service Delivery)

AMY MUEHLBERGER and Robert K. Ross (Beacon ABA Services)

A Novel Approach to Parent Training: Establishing Critical Discrimination and Responding Repertoires (Service Delivery)

STEVEN RIVERS, Gilah Haber, and Robert K. Ross (Beacon ABA Services)

Functional Behavioral Assessments: What's Happening, or Not Happening, in Minnesota Schools? (Service Delivery)

SARAH E. ROBERTS (Minnesota Northland ABA) and Adam Lobermeier (St. Cloud State University)

#277 Symposium

9:00 am–10:20 am

202 A-B (Convention Center)

DDA/AUT; Applied Research

BACB CE Offered. CE Instructor: Catherine K. Martinez, MS

Further Evaluation of Response Interruption and Redirection as a Treatment for Stereotypy

Chair: Catherine K. Martinez (Florida Institute of Technology)

RIRD: A Brief Review of the Literature and Practical Extensions of the Procedure

CATHERINE K. MARTINEZ, Alison M. Betz, and Alexandra Hope Wiegand (Florida Institute of Technology)

Parametric Analysis of Response Interruption and Redirection as Treatment for Stereotypy

VALDEEP SAINI and Meagan Gregory (Florida Institute of Technology)

Evaluations of Response Interruption and Redirection in the Treatment of Vocal Stereotypy

KARA WUNDERLICH and Timothy R. Vollmer (University of Florida)

Analyzing Aspects of Response Interruption and Redirection and Other Treatments for Stereotypy

WILLIAM H. AHEARN (The New England Center for Children)

#278 Symposium

9:00 am–10:20 am

201 A-B (Convention Center)

DDA/AUT; Applied Research

BACB CE Offered. CE Instructor: SungWoo Kahng, Ph.D.

Extensions of the Functional Assessment of Problem Behaviors

Chair: SungWoo Kahng (Kennedy Krieger Institute)

Antecedent Versus Consequent Events as Predictors of Bizarre Speech in Individuals With Dementia

MARANDA TRAHAN (Johns Hopkins University) and JEANNE M. DONALDSON and SungWoo Kahng (Kennedy Krieger Institute)

Descriptive Assessments of Environmental Events Correlated With Inappropriate Vocalizations Emitted by Individuals With Dementia

YANERYS LEON, Meagan Gregory, and Ashley Flynn (Florida Institute of Technology)

A Behavioral Method for Assessing Anxiety in Children With Autism

KEIRA M. MOORE and Amanda Bullard (Western New England University), Felicity Weale (University of Ulster), and William H. Ahearn (The New England Center for Children)

Further Analysis of Response Latency During Functional Analyses of Problem Behavior

GRACIE ALLEN BEAVERS (University of Florida), James E. King (University of Nevada, Reno), Michele D. Wallace (California State University, Los Angeles), and Brian A. Iwata (University of Florida)

#279 Symposium

9:00 am–10:20 am

200 F-G (Convention Center)

DDA; Applied Research

BACB CE Offered. CE Instructor: Pamela L. Neidert, Ph.D.

Applications of Behavioral Economics Procedures

Chair: Pamela L. Neidert (University of Kansas)

Discussant: John C. Borrero (University of Maryland, Baltimore County)

A Comparison of the Reinforcing Value of Tokens and Primary Reinforcement in Skill Acquisition

KATE E. FISKE MASSEY, Meredith Bamond, and Amy Paige Hansford (Rutgers University)

Does Preference Rank Predict Competition With the Reinforcer for Problem Behavior? A

Behavioral Economic Analysis

MARIANA I. CASTILLO IRAZABAL, Michelle A. Frank-Crawford, Iser Guillermo DeLeon, and Abbey Carreau-Webster (Kennedy Krieger Institute)

Identifying Complementary and Substitutable Stimuli

BRIAN D. GREER and Pamela L. Neidert (University of Kansas), Griffin Rooker (Kennedy Krieger Institute), Danielle L. Gureghian and Cynthia Livingston (University of Kansas), and Monica Lugo and Louis P. Hagopian (Kennedy Krieger Institute)

#280 Symposium

9:00 am–10:20 am

M101 B (Convention Center)

DEV/TBA; Applied Research

BACB CE Offered. CE Instructor: John W. Eshleman, Ed.D.

STEP SIG Symposium 1 of 2: Analysis of Sexual Behavior in Research and College Teaching

Chair: John W. Eshleman (The Chicago School of Professional Psychology)

Behavior Analysis of Human Sexuality: A Graduate Level Course at The Chicago School

Jessica Gamba, CHELSEA L. SKINNER, and Fawna Stockwell (The Chicago School of Professional Psychology)

Effects of Relationship Goal-Setting on Sexual Behavior Frequencies of Adult Participants in Romantic Relationships

NICOLE HERBER, Fawna Stockwell, and John W. Eshleman (The Chicago School of Professional Psychology) and Sela Ann Sanberg (University of Nebraska Medical Center)

Sex and Money: When the Risks Are Discounted and the Payoff Is Great

MARY RACHEL ENOCH and Mark R. Dixon (Southern Illinois University)

Discounting of Exotic Dancers, Club Patrons, and Chances of Getting Sex

FRANK D. BUONO and Mark R. Dixon (Southern Illinois University)

#281 Symposium

9:00 am–10:20 am

101 H (Convention Center)

EAB/TPC; Basic Research

The Fine Organization of Free-Operant Behavior: Bouts, Behavioral Units, and the Microstructure of Responding

Chair: Ryan J. Brackney (Arizona State University)

Discussant: Raymond C. Pitts (University of North Carolina Wilmington)

Behavioral Processes Contributing to the Generation of Bout-Like Responding

RYAN J. BRACKNEY, Tim Cheung, and Federico Sanabria (Arizona State University)

Modeling Dynamic Changes in the Bout Structure of Behavior

DANIEL HOFFMAN and M. Christopher Newland (Auburn University)

Interresponse Time Schedules

RUSTY NALL, SuPhronia Guinn, and William L. Palya (Jacksonville State University)

Monday, May 27

#282 Symposium

9:00 am–10:20 am

200 A-B (Convention Center)

EAB; Basic Research

Behavioral Momentum Theory: 30 Years

Chair: John Bai (University of Auckland)

Discussant: John A. Nevin (University of New Hampshire)

Response Rates, Reinforcer Rates, and Reinstatement of Extinguished Behavior

MEREDITH STEELE BERRY and Amy Odum (Utah State University)

Training Reinforcement Rates, Resistance to Extinction, and the Role of Context in Reinstatement

JOSHUA BENSEMANN, Ludmila Miranda Dukoski, and Christopher A. Podlesnik (University of Auckland)

Training Reinforcement Rate Determines Resistance to Extinction and Relapse in Separate and Combined Stimulus Contexts

JOHN BAI, Jonas Chan, Douglas Elliffe, and Christopher A. Podlesnik (University of Auckland)

#283 Symposium

9:00 am–10:20 am

101 J (Convention Center)

EAB; Basic Research

Sex, Drugs, Indecision, and Smog: Contributions of Discounting to the Understanding of Real World Problems

Chair: David P. Jarmolowicz (University of Kansas)

Temporal Discounting and the Paradox of Choice: Uncovering Differences in Decision Making Processes

BRENT KAPLAN and Derek D. Reed (University of Kansas)

Discounting Future and Probabilistic Environmental Gains and Losses

TODD L. MCKERCHAR and Scott A. Suggs (Jacksonville State University)

Impulsive Choice and Alcohol Consumption in Male Long-Evans Rats: Naturally Occurring and Experimentally Induced Relations

JEFFREY S. STEIN, Renee Renda, Patrick S. Johnson, Kennan J. Liston, Shayne Barker, and Gregory J. Madden (Utah State University)

Behavioral Measures of Impulsive Choice and Sexual Risk Behavior

STEVEN R. LAWYER (Idaho State University)

#284 Symposium

9:00 am–10:20 am

101 I (Convention Center)

EAB/CSE; Basic Research

Experimental Approaches to Metacontingency

Chair and discussant: Sigrid S. Glenn (University of North Texas)

Observing Behavior and Metacontingency

CANDIDO PESSOA and Maria Amalia Andery (Pontifícia Universidade Católica de São Paulo)

Effects of the Cultural Event's Uncontrollability in Establishing and Maintaining Cultural Practices

NATALIA SANTOS MARQUES and Emmanuel Z. Tourinho (Universidade Federal do Para)

An Animal Model of Metacontingency

ARTHUR MITIO NAGAE, Saulo Missiaggia Velasco, and Gerson Yukio Tomanari (University of São Paulo)

#285 Symposium

9:00 am–10:20 am

101 G (Convention Center)

EAB/TPC; Basic Research

Derived Relational Responding in Nonhumans: New Directions in the Study of Symmetry and Equivalence

Chair: Manish Vaidya (University of North Texas)

Is Location a Part of the Functional Stimulus in Pigeons' Successive Matching?

MELISSA J. SWISHER and Peter Urcuioli (Purdue University)

A Strategy to Assess Equivalence Relations in Pigeons

SAULO MISSIAGGIA VELASCO and Gerson Yukio Tomanari (University of São Paulo)

Successive Matching-to-Sample in Rats: A Systematic Replication of Urcuioli (2008)

MARK GALIZIO and Katherine Ely Bruce (University of North Carolina Wilmington)

Auditory Go/No-Go Conditional Discriminations and Derived Symmetry in the Pigeon

JAY HINNENKAMP and Manish Vaidya (University of North Texas)

#286 Symposium

9:00 am–10:20 am

M100 B-C (Convention Center)

EDC/PRA; Applied Research

BACB CE Offered. CE Instructor: Kent Johnson, Ph.D.

Precision Teaching and Performance Analysis Improve Writing for Middle School Learners and Professional Behavior Analysts

Chair: Joanne K. Robbins (Morningside Academy)

Application of Teaching Technologies to a Variety of Curricula to Increase Content Acquisition

MICHAEL P. WOLFSON and Kent Johnson (Morningside Academy)

Rubric Development and Analysis to Improve Essay Composition Skills Using Precision Teaching Methodology

SHILOH ISBELL and KENT JOHNSON (Morningside Academy)

Analyzing and Implementing Component Skills Needed to Excel in a Project-Based Learning Program

ADAM G. STRETZ, Marianne Delgado, and Kent Johnson (Morningside Academy)

Four Writing Solutions

MARILYN B. GILBERT (University of North Texas)

#287 Paper Session

9:00 am–10:20 am

M100 H-I (Convention Center)

EDC

Improving Learning Outcomes for Children: Literacy and Beyond

Chair: Nancy Marchand-Martella (Eastern Washington University)

Making Tier 2, Small Group Guided Reading Instruction More Explicit for Struggling Elementary Students (Service Delivery)

NANCY MARCHAND-MARTELLA and Ronald C. Martella (Eastern Washington University) and Dominic Marchand-Martella (Mead High School)

Literacy Instruction for Children Who Have an Intellectual Disability (Service Delivery)

TERYN BRUNI and Michael D. Hixson (Central Michigan University)

Three Years of CABAS in Italy (Applied Research)

FABIOLA CASARINI and Vanessa Artoni (Università degli Studi di Parma) and Samantha Giannatiempo (Learning Centre TICE)

#288 Symposium

9:00 am–10:20 am

101 D (Convention Center)

OBM/PRA; Applied Research

BACB CE Offered. CE Instructor: Jinhyeok Choi, Ph.D.

Three Applications of Organizational Behavior Management Systems to Increase the Performance of Staff and Students in Schools

Chair: Jinhyeok Choi (The Faison School for Autism)

Discussant: Lin Du (Teachers College, Columbia University)

Teaching Paraprofessionals to “Do” What They “Say” Through Targeted Training

Katherine M. Matthews, ELI T. NEWCOMB, Nathan Habel, and John Tolson (The Faison School for Autism) and Louis P. Hagopian (Kennedy Krieger Institute)

A Systems Approach to Rule-Governed Feedback, Implementation of Research Based Tactics, and Increased Performance

Dolleen-Day Keohane (Nicholls State University), KATHERINE M. MATTHEWS (The Faison School for Autism), and Grant Gautreaux (Nicholls State University)

A Comprehensive Application of Behavior Analysis to All Aspects of Schooling

JINHYEOK CHOI and Katherine M. Matthews (The Faison School for Autism) and R. Douglas Greer (Teachers College, Columbia University)

#289 Symposium

9:00 am–10:20 am

101 E (Convention Center)

OBM/EDC; Applied Research

Behavior Analysis Goes to Medical School: How Behavior Science Can Be Utilized in a Medical School Setting

Chair: Ramona Houmanfar (University of Nevada, Reno)

Discussant: Lori H. Diener-Ludwig (Performance Blueprints, Inc.)

Using Behavioral Systems Analysis to Develop an Organizational Evaluation Methodology: A Comprehensive Assessment of Medical School Performance

DANIEL REIMER and Ramona Houmanfar (University of Nevada, Reno) and Gwen Shonkwiler, Nicole Jacobs, Robbyn Tolles, and Melissa Piasecki (University of Nevada School of Medicine)

Utilizing Faculty Feedback to Inform Ongoing Organizational Change: An Analysis and Response to Faculty Concerns

Daniel Reimer, Ramona Houmanfar, and AMBER MARIE CANDIDO (University of Nevada, Reno) and Gwen Shonkwiler, Nicole Jacobs, Robbyn Tolles, and Melissa Piasecki (University of Nevada School of Medicine)

The Role of MT-IRAP as an Assessment Tool in the Design of a Training Program in a Medical School

GREGORY SCOTT SMITH and Ramona Houmanfar (University of Nevada, Reno) and Gwen Shonkwiler, Nicole Jacobs, Robbyn Tolles, and Melissa Piasecki (University of Nevada School of Medicine)

#290 Invited Symposium

9:00 am–10:20 am

Auditorium Room 1 (Convention Center)

SCI

BACB CE Offered. CE Instructor: Iser Guillermo DeLeon, Ph.D.

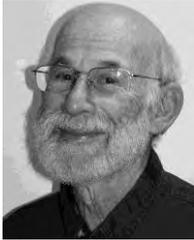
Frontiers of Translational Behavioral Science

Chair: Iser Guillermo DeLeon (Kennedy Krieger Institute)

Discussant: F. Charles Mace (Nova Southeastern University)

Operant Variability

ALLEN NEURINGER (Reed College)



Allen Neuringer obtained his BA from Columbia College in 1962 (Fred Keller taught his introductory class) and his Ph.D. from Harvard University in 1967 (Richard Herrnstein advised his thesis), and taught at Reed College in Portland, OR, from 1970 until his retirement as MacArthur Professor of Psychology in 2008. He continues to teach functional variability as emeritus professor. His research has shown that pigeons can discriminate among musical episodes (e.g., Bach versus Stravinsky), that pigeons' self-control is governed in ways similar to Walter Mischel's children, and that rats and pigeons will respond for food reinforcers even when food is freely available—sometimes referred to as contra freeloading. He also has published on the possibilities of self-experimentation. Since the early 1980s, his research has focused on reinforced variability—its characteristics, implications, and applications. He lives at the Ridge, a forested area in western Oregon, in a house he built with Martha, his spouse, and Reed students; and plants trees and feeds birds.

Abstract: Behavior analysts well know that animals and people can learn to repeat a response when reinforcement is contingent upon repetitions of that response. Less widely appreciated is that animals and people also can learn to vary when reinforcement is contingent upon variability. In the first case, the response can readily be predicted; in the latter, prediction may be difficult or impossible. Particular levels of variability or (un)predictability, including approximations to random responding, have been generated through reinforcing feedback, such as under lag, threshold, and statistical-feedback schedules. These studies support the claim that variability is an operant dimension, much like response force, frequency, location, and topography. As with these others, contingencies of reinforcement and discriminative stimuli exert precise control. Reinforced variability imparts functionality in many situations, such as when individuals learn new responses, improve skills, explore new situations, attempt to solve problems, or engage in creative work. Importantly, reinforced variability helps to explain the voluntary nature of operant behavior.

An Animal Model of Human Gambling Behavior

THOMAS ZENTALL (University of Kentucky)



Thomas R. Zentall is the DiSilvestro Professor of Arts and Sciences in Psychology. He was a Fulbright Visiting Professor at the Université de Lille, France, and was a visiting professor at the Universidad de Sevilla, Spain, and Keio University, Tokyo, Japan. Dr. Zentall received his Ph.D. from the University of California at Berkeley. He is currently associate editor of the *Journal of the Experimental Analysis of Behavior* and has served on the Executive Committee of Division 25 (Behavior Analysis) of the American Psychological Association (APA). He also has served as president of the Midwestern Psychological Association, president of Divisions 3 (Experimental Psychology) and 6 (Behavioral Neuroscience and Comparative Psychology) of APA, chair of the Governing Board of the Psychonomic Society, and president of the Comparative Cognition Society. He is president-elect of the Eastern Psychological Association (EPA), and in 2010 he gave the Fred Keller Distinguished Lecture at the EPA meeting. Dr. Zentall has published research in concept learning, social learning, timing, memory, and choice behavior in humans, pigeons, and dogs. Much of his recent research has focused on paradoxical behavior such as cognitive dissonance and suboptimal choice (gambling) and their explanation in simpler behavioral terms.

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Abstract: When humans engage in organized gambling, they are generally choosing suboptimally (i.e., losses are almost always greater than gains). We present a model of suboptimal gambling in which animals prefer an occasional signaled high payoff (10 pellets 20% of the time; 2 pellets on average) rather than a reliable alternative with a signal for a lower payoff (3 pellets 100% of the time). This effect appears to result from the strong conditioned reinforcement associated with the stimulus followed by a high payoff. Surprisingly, although experienced four times as much, the stimulus that is never followed by reinforcement does not appear to result in significant conditioned inhibition. Similarly, human gamblers tend to overvalue wins and undervalue losses. We also have found that pigeons gamble less when food is less restricted (rich people gamble less than poor people), and they also gamble less when they have been exposed to an enriched environment rather than being kept in an individual cage (for humans, gambling is said to be a form of entertainment). This animal model should provide a useful analog to human gambling behavior, one that is free from the influence of human culture, language, social reinforcement, and other experiential biases.

Generalized Reinforcement: Bridging the Gap Between Lab and Application

TIMOTHY D. HACKENBERG (Reed College)



Dr. Timothy Hackenberg received a BA in psychology from the University of California, Irvine, in 1982 and a doctorate in psychology from Temple University in 1987, under the supervision of Dr. Philip Himeline. He held a postdoctoral research position at the University of Minnesota with Dr. Travis Thompson from 1988–1990. He served on the faculty of the behavior analysis program at the University of Florida from 1990–2009, and is currently a professor of psychology at Reed College in Portland, OR. He has served on the boards of directors of the Society for the Experimental Analysis of Behavior and the Society for the Quantitative Analyses of Behavior, as associate editor of the *Journal of the Experimental Analysis of Behavior*, as president of Division 25 of the American Psychological Association, as

the experimental representative to the ABAL Council, and as the coordinator of the ABAL Science Board. His major research interests are in the area of behavioral economics and comparative cognition, with a particular emphasis on decision-making and token reinforcement systems. In work funded by the National Science Foundation and the National Institutes of Health, he and his students have developed methods for cross-species comparisons in adaptive choice and social behavior. He is blessed with a talented cadre of students, and has the good fortune to teach courses he cares about.

Abstract: From money, gift cards, and vouchers to grades, promotions, and prizes, generalized reinforcers—reinforcers established via their relationship to two or more sources of reinforcement—abound in everyday life. In addition, generalized reinforcers, in the form of token economies, have been used successfully for years in classrooms and clinics. Despite their ubiquity and clinical utility, surprisingly little is known about how generalized reinforcers work—the kinds of experiences needed to establish and maintain them as reinforcers, their relationship to other reinforcers, and so on. This talk will describe some recent laboratory research directed to the topic of generalized reinforcement with pigeons in a miniature, self-contained token economy, using data from studies on cross-price elasticity to illustrate some conditions under which generalized tokens reinforcers come to functionally substitute for other reinforcers. The presentation will discuss the data in relation to economic concepts and consider some implications for translational research.

#291 Panel Discussion

Student Committee Event

9:00 am–10:20 am

101 A (Convention Center)

TPC; Theory

Professional Development Series: Perspectives on the Future of Behavior Analysis

Chair: Vanessa Minervini (University of Florida)

MARC N. BRANCH (University of Florida)

M. JACKSON MARR (Georgia Tech)

BRIAN A. IWATA (University of Florida)

PATRICK C. FRIMAN (Boys Town)

#292 Symposium

9:00 am–10:20 am

101 B-C (Convention Center)

TPC; Theory

BACB CE Offered. CE Instructor: Diana J. Walker, Ph.D.

Conceptual Analyses of Behavior: Response Strength, Function, and the Construct of Mental Illness

Chair: Allison Maxwell (The Chicago School of Professional Psychology)

Discussant: Diana J. Walker (The Chicago School of Professional Psychology)

Dimensions of Behavior as Evidence of Response Strength

JESSICA GAMBA and Diana J. Walker (The Chicago School of Professional Psychology)

A Functional Analysis of Hoarding?

SHANNON ORMANDY and Diana J. Walker (The Chicago School of Professional Psychology)

Give It to Me Straight, Doc, Am I Crazy?

KYOSUKE KAZAOKI (Trinity Services)

#293 Invited Panel

10:00 am–10:50 am

Main Auditorium (Convention Center)

PRA; Service Delivery

BACB CE Offered. CE Instructor: James E. Carr, Ph.D.

Establishing Standards of Practice in ABA Treatment of Autism

Chair: James E. Carr (Behavior Analyst Certification Board)

ROBERT K. ROSS (Beacon ABA Services)

JAMES E. CARR (Behavior Analyst Certification Board)

MARY JANE WEISS (Endicott College)



Dr. Robert Ross is senior vice president of training and research at Beacon ABA Services of Massachusetts and Connecticut. Beacon provides intensive behavioral educational services to children diagnosed with pervasive developmental disorder/autism and behavioral and learning challenges. In this role, he provides direct and consultation services to families, schools, and educational programs throughout the USA and Canada. Dr. Ross is a primary instructor in the BCBA certification programs at the University of Massachusetts at Dartmouth and Cambridge College in Cambridge, MA, for Beacon ABA Services. He is also the president of the Autism SIG of ABAI and serves on the Practice Board of ABAI where he is chair of the Empirically Supported Treatments Committee. Beacon ABA

Services is active in pursuing cutting-edge research in the treatment of children with autism spectrum disorders, and Dr. Ross oversees all research activities at Beacon. Dr. Ross is currently focusing research efforts in areas such as evidence-based practices, early literacy, social and play skills, and applications of visually supported instructional methods.



James E. Carr, Ph.D., BCBA-D, is the chief executive officer of the Behavior Analyst Certification Board. His professional interests include behavior analyst credentialing, behavioral assessment and treatment of developmental disabilities, verbal behavior, and practitioner training. He is currently an associate editor of the journals *Behavior Analysis in Practice*, *The Behavior Analyst*, and *The Analysis of Verbal Behavior* and is a past associate editor of the *Journal of Applied Behavior Analysis*. He received his doctorate in 1996 from Florida State University and previously served on the behavior analysis faculties of the University of Nevada, Reno (1996–1999), Western Michigan University (1999–2008), and Auburn University (2008–2011).

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Mary Jane Weiss, Ph.D., BCBA-D, is a professor at Endicott College, where she directs the master's program in applied behavior analysis and autism, and is the executive director of research at Melmark. Dr. Weiss has worked in the field of ABA and autism for more than 25 years. She received her Ph.D. in clinical psychology from Rutgers University in 1990, and she became a Board Certified Behavior Analyst in 2000. She previously worked for 16 years at the Douglass Developmental Disabilities Center at Rutgers University, where she served as director of research and training and as clinical director. Her clinical and research interests center on defining best practice ABA techniques, evaluating the impact of ABA in learners with autism, teaching social skills to

learners with autism, training staff to be optimally effective at instruction, and maximizing family members' expertise and adaptation.

Abstract: The demonstrated effectiveness of applied behavior analysis-based interventions has led to its increasing acceptance by insurance providers, parents, and schools as the “treatment of choice” for individuals on the autism spectrum. However, much variability exists in the forms and quality of what is labeled as “ABA” in practice. How is a parent, school district, or HMO administrator to distinguish between what constitute “ABA services” and what do not? Who is competent to provide or supervise these services? A real potential exists for harm to consumers and to the positive perception that ABA now enjoys, if we as a field do not establish clear standards for the delivery of “ABA services.” The panel will discuss three projects designed to help codify standards in critical areas of behavior analytic autism treatment. These projects include the BACB Health Plan Coverage of Applied Behavior Analysis Treatment for Autism Spectrum Disorder, the Autism SIG Consumer Guidelines (for identifying qualified professionals in autism treatment), and the ABAI Empirically Supported Treatments project. The panelists will describe the purpose and status of each project. The implications of not establishing practice standards for practitioners in our profession will be highlighted and the ethical issues that such standards raise will be discussed.

#294 B. F. Skinner Lecture Series

10:00 am–10:50 am

Auditorium Room 3 (Convention Center)

TBA; Theory

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

Drug Development: Stuck in a State of Puberty? Regulatory Reform of Human Clinical Research to Raise Responsiveness to the Reality of Human Variability

Chair: Nicole Luke (Surrey Place Centre)

MICHAEL MALINOWSKI (Louisiana State University Law Center)



Professor Michael J. Malinowski is the Ernest R. and Iris M. Eldred Endowed Professor of Law at Louisiana State University's Paul Hebert Law Center. He is a member of Phi Beta Kappa and Oxford University's 21st Century Trust, and he is a past chair of the Health and Human Services Committee, Administrative Law Section, of the American Bar Association (ABA) and member of the ABA President's Special Committee on Bioethics. He received a BA summa cum laude from Tufts University and a J.D. from Yale Law School, where he was articles editor for the *Yale Law Journal*. Upon graduating from Yale, Professor Malinowski clerked first for Judge Emilio M. Garza and then for Chief Judge Carolyn Dineen King, U.S. Court of Appeals for the Fifth Circuit. He has

published extensively on the commercialization of biotechnology and related health care and bioethics issues, and frequently lectures on these topics throughout the United States and abroad.

Abstract: This talk questions how prescription medicines reach the market and proposes law-policy reforms to enhance the FDA's science standard for human clinical trials and new drug approvals. The core message is that relying too heavily on clinical research data generated through the global “gold standard” of group experimental design—reliance on statistical analysis to compile and compare group averages—risks predicting little about the actual impact of prescription medicines on individuals, including members of the groups under study. This talk introduces a law-policy methodology based

upon commercial incentives and intervention by Congress and the FDA to raise the science standard for human clinical research, and to make drug development more closely parallel the reality of drug delivery in the practice of medicine. The objectives of this proposal are to promote several pressing needs: maximize drug performance and minimize adverse events; end the pattern of putting new prescription medications on the market with too much dependence on the medical profession to introduce meaningful clinical understanding of drugs through patient use over time; improve biopharmaceutical R&D decision making; align the regulatory standard with the infusion of added precision associated with contemporary genetics-based R&D; and realize more sound scientific information directly through the regulatory process to support the integrity of science in an age of academia industry integration, aggressive commercialization, secrecy in science, and constantly, rapidly evolving technology.

#295 Invited Presenter

10:00 am–10:50 am

Ballroom A (Convention Center)

VRB; Theory

BACB CE Offered. CE Instructor: Mark L. Sundberg, Ph.D.

A Treasure Hunt Through Verbal Behavior: Digging Up Gems From Skinner's Analysis of Motivation

Chair: Anna I. Pétursdóttir (Texas Christian University)

MARK L. SUNDBERG (Sundberg and Associates)



Mark L. Sundberg, Ph.D., BCBA-D, received his doctorate degree in applied behavior analysis from Western Michigan University (1980), under the direction of Dr. Jack Michael. Dr. Sundberg serves on the board of directors of the B. F. Skinner Foundation. He is the author of the Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP), and co-author of the original Assessment of Basic Language and Learning Skills (ABLLS) assessment tool and the book *Teaching Language to Children with Autism or Other Developmental Disabilities*. He has published more than 50 professional papers, including a chapter titled “Verbal Behavior” in Cooper, Heron, and Heward (2007). He is the founder and past editor of the journal *The Analysis of Verbal Behavior*, past president (twice) of the Northern California Association for Behavior Analysis, past coordinator of the Publication Board of ABAI, and was a member of the committee that developed the Behavior Analyst Certification Board Task List. Dr. Sundberg has given more than 500 conference presentations and workshops, and taught 80 college courses on behavior analysis, verbal behavior, sign language, and child development. He is a licensed psychologist who consults for public schools in the San Francisco Bay Area that serve children with autism. His awards include the 2001 Distinguished Psychology Department Alumnus Award from Western Michigan University.

Abstract: The experimental analysis of motivation is mostly absent from the 55 years of research in the *Journal of the Experimental Analysis of Behavior*. Research has only recently begun to appear in the *Journal of Applied Behavior Analysis*, but it too has been historically absent from that journal. However, Skinner made it clear in *Behavior of Organisms* (1938) that antecedent motivational variables were separate from stimulus variables. Keller and Schoenfeld (1950) further developed this distinction in the section “A drive is not a stimulus” (p. 276), and suggested the term “establishing operation” be used to distinguish the effects of deprivation, satiation, and aversive stimulation on behavior. Skinner elaborated on motivation with three chapters in *Science and Human Behavior* (1953), and throughout *Verbal Behavior* (1957). However, as Michael (1982, 1993) pointed out, motivational variables have been neglected in behavior analysis resulting in “a gap in our understanding of operant functional relations” (1993, p. 191). The current presentation will focus on Skinner’s treatment of motivation in the book *Verbal Behavior*, where he describes its critical role in applied behavior analysis (ABA). The failure to address motivation leaves our field vulnerable to claims that ABA is impoverished or incapable of addressing motivation in treatment programs. Suggestions for applications and future research also will be presented.

#296 Symposium

10:00 am–11:20 am

208 C-D (Convention Center)

AUT/DDA; Applied Research

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

Comparing Different Prompting Systems to Teach a Variety of Skills to Children With Autism

Chair: Justin B. Leaf (Autism Partnership and Great Strides Behavioral Consulting)

Discussant: John McEachin (Autism Partnership)

Comparing Most-to-Least to Error Correction to Teach Expressive and Receptive Labeling

Jeremy Andrew Leaf, Justin B. Leaf, ADITT ALCALAY, Alyne Kuyumjian, Stephanie Bloomfield, Ronald Leaf, Mitchell T. Taubman, and John McEachin (Autism Partnership)

Comparing Most-to-Least to Flexible Prompt Fading to Teach Expressive Labeling to Children With Autism

Aditt Alcalay, Justin B. Leaf, JEREMY ANDREW LEAF, Stephanie Bloomfield, Kathleen H. Tsuji, Mitchell T. Taubman, Ronald Leaf, and John McEachin (Autism Partnership)

Comparing Flexible Prompt Fading to Error Correction to Teach Expressive Labeling to Children With Autism

LARA M. DELMOLINO GATLEY (Douglass Developmental Disabilities Center, Rutgers University); Justin B. Leaf (Autism Partnership); Marlene Brown and Amanda Kwok (Douglass Developmental Disabilities Center, Rutgers University); and Ronald Leaf, Mitchell T. Taubman, and John McEachin (Autism Partnership)

#297 Symposium

10:00 am–11:20 am

211 A-B (Convention Center)

AUT/DDA; Service Delivery

BACB CE Offered. CE Instructor: Sienna Greener-Wooten, MA

Recent Developments at the Center for Autism and Related Disorders

Chair: Sienna Greener-Wooten (Center for Autism and Related Disorders, Inc.)

Teaching Complex Behavior to Children With Autism: Behavioral Intervention for Perspective-Taking and “Executive Functions”

SARAH CHO and Jonathan J. Tarbox (Center for Autism and Related Disorders, Inc.)

Recovery From Autism

SIENNA GREENER-WOOTEN and Jonathan J. Tarbox (Center for Autism and Related Disorders, Inc.)

State-of-the-Art Training and Quality Assurance Systems

CECILIA KNIGHT, Sarah Cho, and Jennifer Yakos (Center for Autism and Related Disorders, Inc.)

The Institute for Behavioral Training: Global Training and Professional Development in Applied Behavior Analysis

CATHERINE PETERS and Cecilia Knight (Center for Autism and Related Disorders, Inc.)

#298 Symposium

10:00 am–11:20 am

205 C-D (Convention Center)

AUT/PRA; Applied Research

BACB CE Offered. CE Instructor: Joseph M. Vedora, Ed.D.

Variations in Functional Analysis Procedures in the Treatment of Challenging Behaviors

Chair: Jennifer M. Silber (Evergreen Center)

Discussant: John Claude Ward-Horner (Beacon ABA Services)

Evaluating the Effects of a VI Momentary DRO With a Self-Management Component
JENNIFER M. SILBER and Jennifer Guernsey (Evergreen Center) and Gordon A. DeFalco
(Stonebridge Behavioral Services)

The Evaluation of a Trial-Based Functional Analysis at a Residential Treatment Facility
JOSEPH M. VEDORA and Chelsea Fortier (Evergreen Center)

Functional Analysis of Vocal Stereotypy: Effects of Idiosyncratic Stimuli
MICHELLE T. PETRONGOLO, Melanie DuBard, and James K. Luiselli (The May Institute)

#299 Symposium

10:00 am–11:20 am
205 A-B (Convention Center)
AUT/CBM; Applied Research
BACB CE Offered. CE Instructor: David A. Eckerman, Ph.D.

Improving Treatment Integrity Through Better Training

Chair: David A. Eckerman ((AI)2, Inc.)
Discussant: Patrick E. McGreevy (Florida Institute of Technology)

Using Train-To-Code Software to Train Paraprofessionals in a School Setting
MICHELE M. LAMARCHE, Cynthia Ring, Megan Dodds, John Solomon, Erin E. Lombard, and Chris Meek (Step By Step Academy) and Ron Dumuesy (Dublin, OH School System)

Using Train-to-Code Programmed Instruction Videos for Teaching Staff Autism Curriculum Encyclopedia Programs

THOMAS J. ZWICKER (Easter Seals of Coastal Fairfield County, CT) and Deirdre Lee Fitzgerald (University of Saint Joseph)

How Learning to Actively Describe Behavior Improves Treatment Integrity: Behavioral Principles on Display

DAVID A. ECKERMAN (University of North Carolina at Chapel Hill) and Lauren Bourdon (Rollins College)

#300 Symposium

10:00 am–11:20 am
208 A-B (Convention Center)
AUT/DDA; Applied Research
BACB CE Offered. CE Instructor: Neal Miller, Ph.D.

Reinforcement and Variability Among Special Populations

Chair: Neal Miller (University of Memphis)

Preference for Lag Schedules of Reinforcement Following Stimulus Control Over Repeated and Variable Responding

Sakina Kapadia (The Chicago School of Professional Psychology), JOSLYN CYNKUS MINTZ (Kennedy Krieger Institute), Tracy L. Kettering (Bancroft), and Diana J. Walker (The Chicago School of Professional Psychology)

Stimulus Control and Generalization of Operant Variability in the Block Play of Children With Autism

NEAL MILLER (University of Memphis) and Nancy A. Neef (The Ohio State University)

Varied and Novel Activity Selection by Adults With Intellectual Disabilities

AMANDA BUCHMEIER (Southern Illinois University, Carbondale) and Jonathan C. Baker (Southern Illinois University)

Increasing Variability of Verbal Initiations Through Progressive Lag Schedules

TRACY L. LEPPER and Anna I. Pétursdóttir (Texas Christian University) and Einar T. Ingvarsson (University of North Texas)

#301 Symposium

10:00 am–11:20 am

M101 A (Convention Center)

DEV; Applied Research

BACB CE Offered. CE Instructor: Erica Jowett, MS

Assessment and Intervention in Early Childhood Education Classrooms

Chair: Erica Jowett (University of Kansas)

Discussant: Nicole Heal (Melmark New England)

An Evaluation of an Independent Group-Oriented Contingency for Maintaining Appropriate Naptime Behavior

ADAM M. BRIGGS, Steven W. Payne, Amy M. Harper, and Christopher D. Walker (University of Kansas)

Functional Assessment of Early Academic Skills: A Methodology for Determining Motivational Versus Skill Deficits

MEGAN HAFEN and Pamela L. Neidert (University of Kansas)

In Vivo Desensitization and Reinforcement to Facilitate Acquisition and Generalization of Compliance With Essential-Routine Procedures

KELLEY L. HARRISON, Kimberley L. M. Zonneveld, Pamela L. Neidert, Danielle L. Gureghian, and Makenzie Williams Bayles (University of Kansas)

#302 Symposium

10:30 am–11:50 am

101 F (Convention Center)

BPH; Basic Research

Pharmacology and Complex Behavior

Chair: Marissa Turturici (West Virginia University)

Effects of Fixed- and Random-Ratio Schedules on Drug and Food Demand in Rhesus Monkeys

CARLA H. LAGORIO (University of Wisconsin–Eau Claire) and Gail Winger (University of Michigan)

Acute, Chronic, and Withdrawal Effects of Prescription Opiates on Delay-Discount Functions

CHRISTINE E. HUGHES, Ashley N. Aikman, Sharay E. Setti, and Meghan C. Burns (University of North Carolina Wilmington)

Best Dose Analysis: Worst Case Scenario

PAUL L. SOTO and Brian R. Katz (Johns Hopkins University)

An Operant Assay of Pain

BRIAN D. KANGAS (Harvard Medical School)

#303 Symposium

10:30 am–11:50 am

102 B-C (Convention Center)

CBM/EDC; Applied Research

BACB CE Offered. CE Instructor: Wayne W. Fisher, Ph.D.

Evaluation and Treatment of Problem Behavior Using Quality of Reinforcement Variations

Chair: Linda J. Cooper-Brown (University of Iowa)

Discussant: Wayne W. Fisher (University of Nebraska Medical Center, Munroe-Meyer Institute)

Concurrent Schedules of Reinforcement and Manipulation of Break Quality: Effects on Communication, Compliance, and Problem Behavior

KATHRYN M. KESTNER, Stephanie M. Peterson, Kate B. LaLonde, Shawn Patrick Quigley, and Samantha J. Fodrocy (Western Michigan University)

Effects of Quality of Attention and Liquid Preference on Liquid Consumption

BROOKE M. HOLLAND, David P. Wacker, Linda J. Cooper-Brown, Ashley Williams, and Alyssa N. Suess (University of Iowa)

The Effectiveness of High and Low Preferred Qualities of Attention on Behavior

ALICIA GARNER, Andrew W. Gardner, and Kendra Franchi (Northern Arizona University)

#304 Symposium

10:30 am–11:50 am

102 D-E (Convention Center)

CBM; Applied Research

BACB CE Offered. CE Instructor: Nic Hooper, Ph.D.

The Value of Valuing: Effects of Contact With Values

Chair: Emmy LeBleu (University of Louisiana at Lafayette)

Discussant: David R. Perkins (University of Louisiana at Lafayette)

Seeing Meaning: Transformation of Values Functions

EMMY LEBLEU, Gina Quebedeaux, Emmie Hebert, Shelley Greene, and Emily Kennison Sandoz (University of Louisiana at Lafayette)

Flexible Valuing and Psychological and Physical Well-Being in Women Who Have Experienced Interpersonal Violence

RAWYA AL-JABARI, Teresa Hulsey, and Amy Murrell (University of North Texas)

A Brief Values Intervention Improves Self-Efficacy and Smoking Cessation Intent

NIC HOOPER (Middle East Technical University) and Maria Karekla and Katerina Konikkou (University of Cyprus)

#305 Paper Session

10:30 am–11:50 am

102 F (Convention Center)

CSE

Behavior Analysis Across Cultures: Issues and Solutions

Chair: Thouraya Al-Nasser (University of Nevada, Reno)

Cultural Sensitivities of Behavior Analytic Service Delivery in Jamaica (Service Delivery)

Erin E. Lombard (Step By Step Academy) and KIMBERLY WOOLERY (Busy Beez Therapy Center, Inc.)

Women's Role in the Labor Sector in the Hashemite Kingdom of Jordan (Applied Research)

THOURAYA AL-NASSER and Todd A. Ward (University of Nevada, Reno)

Ethics in Tacting Social Constructs (Theory)

NANCY I. SALINAS (Texas Tech University)

#306 Symposium

10:30 am–11:50 am

M101 B (Convention Center)

DEV/AUT; Service Delivery

BACB CE Offered. CE Instructor: Fawna Stockwell, Ph.D.

STEP SIG Symposium 2 of 2: Clinical Assessment and Treatment of Sexual Behaviors

Chair: Fawna Stockwell (The Chicago School of Professional Psychology)

Discussant: Bobby Newman (Room to Grow)

Functional Analysis and Intervention of Sexualized Behavior in Young Children With Intellectual Disabilities

HEATHER FRUGOLI (Augmentative Learning and Movement Center), Simon Dejardin (Institut Médico-Eucatif ECLAIR), and Sorah Stein (Indiana University South Bend)

The Analysis of “Aberrant” Sexual Behavior in Persons With Disabilities: Competing Reinforcement and Sexual Education

JESSIE COOPERKLINE (Instructional ABA Consultants) and Nicholas Schreiber (The Chicago School of Professional Psychology)

Reducing Public Masturbation of a Teenage Girl with Autism Within a Residential Group Home

ALBERT MALKIN (ErionakKids), Deanna Strazzella (Delisle Youth Services), and Brigid McCormick (The Chicago School of Professional Psychology)

#307 Symposium

10:30 am–11:50 am

101 J (Convention Center)

EAB/TPC; Applied Research

Consumer Behavior Analysis I: Experimental Routes

Chair: Valdimar Sigurdsson (Reykjavik University)

The Behavioral Perspective Model as an Approach to Understanding Human Economic Choice

GORDON R. FOXALL (Cardiff University)

The Impact of Motivating Events at the Point of Online Purchase: An Online Experiment

ASLE FAGERSTROM and Marius Volden (Norwegian Institute of Information Technology)

Experimental Analysis and Applications in Digital Consumer Behavior Analysis

VALDIMAR SIGURDSSON and Vishnu Menon (Reykjavik University) and Gordon R. Foxall (Cardiff University)

Individual Differences in Consumer Buying Patterns: A Behavioral Economic Analysis

JORGE OLIVEIRA-CASTRO and Paulo Cavalcanti (University of Brasilia) and Gordon R. Foxall (Cardiff University)

#308 Symposium

10:30 am–11:50 am

101 G (Convention Center)

EAB/TPC; Basic Research

On the Relatedness of Stimuli in Stimulus Equivalence Classes

Chair: Erik Arntzen (Oslo and Akershus University College)

Discussant: Francis Mechner (The Mechner Foundation)

On the Use of Morphing Techniques in Conditional Discrimination Procedures

ERIK ARNTZEN, Richard Nartey, and Hanna Steinunn Steingrimsdottir (Oslo and Akershus University College)

Differential Relatedness of Stimuli in Equivalence Classes: Effects of Structural Variables

LANNY FIELDS (Queens College, City University of New York)

On the Effect of Training Structures

MANISH VAIDYA (University of North Texas) and Erik Arntzen (Oslo and Akershus University College)

#309 Symposium

10:30 am–11:50 am

101 I (Convention Center)

EAB; Basic Research

BACB CE Offered. CE Instructor: Derek D. Reed, Ph.D.

Looking Out From the Lab: Use-Inspired Research on Real-World Problems

Chair: Thomas S. Critchfield (Illinois State University)

Sunk Costs, Health, and Community Participation

DAVID P. JARMOLOWIGZ (University of Kansas), Warren K. Bickel (Virginia Tech Carilion Research Institute), and Jennifer Hudnall (University of Kansas)

Effects of Mindful Eating Training on Delay and Probability Discounting for Food and Money in Obese and Healthy-Weight Individuals

KELSIE HENDRICKSON and Erin B. Rasmussen (Idaho State University)

Demand Elasticity for Fuel: Behavioral Economic Models of America's Addiction to Oil

Derek D. Reed and SCOTT PARTINGTON (University of Kansas), Peter G. Roma and Steven R. Hursh (Institutes for Behavior Resources, Inc.), and Brent Kaplan and Jonathan R. Miller (University of Kansas)

Promoting Visual Detection of Melanoma Symptoms: Relative Impact of Discrimination Training Versus an "Informational" Intervention

THOMAS S. CRITCHFIELD and Niki Howard (Illinois State University)

#310 Symposium

10:30 am–11:50 am

M100 B-C (Convention Center)

EDC/VRB; Applied Research

BACB CE Offered. CE Instructor: JoAnn Pereira Delgado, Ph.D.

Recent Advances in the CABAS Accelerated Independent Learner Model of Instruction: From Kindergarten Through Fifth Grade

Chair: JoAnn Pereira Delgado (Teachers College, Columbia University)

Discussant: Joan A. Broto (Fred S. Keller School)

Acquiring the Essentials for Learning: Inducing Cusps and Capabilities in Kindergarten and First Grade Students

LAURA E. LYONS and Vanessa Laurent (Morris School District) and JoAnn Pereira Delgado and R. Douglas Greer (Teachers College, Columbia University)

The Application of an Accelerated Independent Learner Model Classroom to Second and Third Grade Inclusion Classrooms

HALEY PELLEGRIN, Derek Jacob Shanman, JoAnn Pereira Delgado, and R. Douglas Greer (Teachers College, Columbia University)

The Effects of Teaching as Applied Behavior Analysis on the Learning of Fourth and Fifth Grade Students in a General Education Classroom

EMILIA CLANCY, Petra Wiehe, JoAnn Pereira Delgado, R. Douglas Greer (Teachers College, Columbia University)

#311 Panel Discussion

Student Committee Event

10:30 am–11:50 am

M100 F-G (Convention Center)

EDC; Service Delivery

Professional Development Series: Applying to Graduate School in Behavior Analysis

Chair: Aimee Moore (Eastern Michigan University)

JAMES T. TODD (Eastern Michigan University)

ERICK M. DUBUQUE (Spalding University)

AMBER MARIE CANDIDO (University of Nevada, Reno)

#312 Symposium

10:30 am–11:50 am

M100 D-E (Convention Center)

EDC; Applied Research

Three Studies Examining the Use of Motivational Strategies in School-Based Interventions

Chair and discussant: Jennifer J. McComas (University of Minnesota)

An Examination of the Effects of a Regressive Prompt Delay Procedure on Sight Word Acquisition

POLLY DARO, Edward J. Daly III, Maureen O'Connor, Katherine Capadano, and Mallory Johnson (University of Nebraska–Lincoln)

A Comparison of Preference Versus Indiscriminable Contingencies for Increasing Math Computation Rate in Two Second-Grade Students

MAUREEN O'CONNOR, Edward J. Daly III, Polly Daro, Nick Young, Mallory Johnson, and Katherine Capadano (University of Nebraska–Lincoln)

An Examination of the Impact of Choice on Treatment Integrity

Melissa Andersen (University of Michigan Medical School) and Edward J. Daly III and NICK YOUNG (University of Nebraska–Lincoln)

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#313 Symposium

10:30 am–11:50 am

M100 H-I (Convention Center)

EDC; Service Delivery

Principals Applying Principles: A Synopsis of Behavior Support Programs Targeting At-Risk Students in an Urban High School

Chair: Richard P. West (Utah State University)

Discussant: K. Richard Young (Brigham Young University)

Improving Attendance and School Climate While Reducing At-Risk Behaviors in a Troubled Urban High School Implementing the Administrative Intervention Model

BOYD TEEMANT (Wichita State University), Cade T. Charlton (Utah State University), Rikki Kae Wheatley-Wardle and Richard P. West (Utah State University), Robert Wesman (Granite School District), and Matt Taylor (Utah State University)

The Effects of a School-Based, Targeted Dropout Prevention Program on Attendance and Academic Performance of At-Risk Students in an Urban High School

ROBERT WESMAN (Granite School District), Cade T. Charlton and Richard P. West (Utah State University), Boyd Teemant (Wichita State University), Rikki Kae Wheatley-Wardle (Utah State University), and Matt Taylor (Utah State University)

An Analysis of Schoolwide Praise Note System Implementation in an Urban High School: Methods, Penetration, and Teacher Participation

RYAN OAKS (Granger High School); Rikki Kae Wheatley-Wardle, Cade T. Charlton, and Richard P. West (Utah State University); Boyd Teemant (Wichita State University); and Matt Taylor (Utah State University)

#314 Symposium

10:30 am–11:50 am

101 E (Convention Center)

OBM/PRA; Applied Research

BACB CE Offered. CE Instructor: Heather M. McGee, Ph.D.

Improving Data Collection and Employee Performance in Health and Human Service Settings

Chair and discussant: Heather M. McGee (Western Michigan University)

The Effects of Altering Response Effort During Data Collection on Observer Accuracy: Data Collection Procedures on Hand Hygiene Compliance

KRISTA HINZ and Heather M. McGee (Western Michigan University)

When Big Brother Leaves: Covert Data Collection During a Lottery Incentive Intervention for Hand Washing

SIGURDUR OLI SIGURDSSON (University of Maryland, Baltimore County) and Samantha Hardesty, Lynn G. Bowman, and Louis P. Hagopian (Kennedy Krieger Institute)

Implementation of a Staff Management System to Increase Consumer Engagement in Group Homes

JEANA L. KOERBER and Alyce M. Dickinson (Western Michigan University)

#315 Symposium

10:30 am–11:50 am

101 D (Convention Center)

OBM/VRB; Applied Research

BACB CE Offered. CE Instructor: Thomas G. Szabo, MA

ACT Training: New Research Developments to Expand the Scope of ACT and OBM

Chair: Todd A. Ward (University of Nevada, Reno)

Discussant: Daniel J. Moran (Pickslyde Consulting)

Evaluating a Brief Online Values-Clarification and Goal-Setting Procedure to Improve Outcomes in a Human Service Organization

TODD A. WARD and Gregory Scott Smith (University of Nevada, Reno), Jared A. Chase (Chrysalis, Inc.), and Ramona Houmanfar (University of Nevada, Reno)

Psychological Yoga for the Workplace: Nonclinical Iterations of the ACT Flexibility Model
THOMAS G. SZABO and W. Larry Williams (University of Nevada, Reno)

The Additive Effects of Online Values-Clarification and Perspective-Taking Procedures on Team Adaptation in a Military Simulation

DANA NELSON, Todd A. Ward, and Ramona Houmanfar (University of Nevada, Reno)

#316 Symposium

10:30 am–11:50 am

101 B-C (Convention Center)

TPC/PRA; Theory

BACB CE Offered. CE Instructor: Matthew T. Brodhead, MA

Maintaining Ethical Behavior in Applied Settings

Chair: Matthew T. Brodhead (Utah State University)

Discussant: Amanda N. Kelly (SEEM Collaborative, Massachusetts)

Important Aspects of the BACB Code of Conduct

MEGAN MILLER (Navigation Behavioral Consulting)

Metaethics, Behavior Analysis, and the Route to Professionalization

DAVID J. COX (STE Consultants, LLC)

Teaching and Maintaining Ethical Behavior in a Clinical Organization

MATTHEW T. BRODHEAD and Thomas S. Higbee (Utah State University)

#317 Panel Discussion

Student Committee Event

10:30 am–11:50 am

101 A (Convention Center)

TPC; Basic Research

Professional Development Series: Where to From Here? Perspectives on the Future of Behavior Analysis

Chair: Ludmila Miranda Dukoski (University of Auckland)

CHRISTOPHER A. PODLESNIK (University of Auckland)

THOMAS ZENTALL (University of Kentucky)

PETER KILLEEN (Arizona State University)

JOHN A. NEVIN (University of New Hampshire)

#318 Panel Discussion

11:00 am–11:50 am

102 A (Convention Center)

CSE; Service Delivery

Beyond Bars: Exploring Behavioral Applications to Reduce Criminal Behavior

Chair: Michelle Jeanis (University of Louisiana at Lafayette)

JAI AMROD (Algoa Correctional Center)

MICHAEL WEINBERG (Orlando Behavior Health Services, LLC)

BILLIE SUE WALLIS (Lafayette Parish Correctional Center)

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#319 Invited Presenter

11:00 am–11:50 am

Ballroom A (Convention Center)

DDA; Applied Research

PSY/BACB CE Offered. CE Instructor: Stephanie M. Peterson, Ph.D.

Considerations in Performing Functional Analyses in School Settings

Chair: Anjali Barretto (Gonzaga University)

STEPHANIE M. PETERSON (Western Michigan University)



Stephanie M. Peterson, Ph.D., BCBA-D, is a professor of psychology at Western Michigan University. She earned her doctorate in special education at the University of Iowa in 1994. Her primary research interests are choice making, functional communication training, and reinforcement-based interventions for children with problem behavior, and concurrent schedules of reinforcement in the treatment of severe problem behavior and in functional analysis of problem behavior. She also has interests in applications of behavior analysis to educational interventions and teacher training. She currently serves on the editorial board of the *Journal of Applied Behavior Analysis*, is a senior editor for *Education and Treatment of Children*, a reviewer for *Behavior Analysis in Practice*, and on the Board of Directors of the Behavior Analysis Certification Board.

Abstract: Functional behavior assessment is considered “best practice” when creating interventions for problem behavior (Graham, Watson, & Skinner, 2001; Steege & Watson, 2008). Sometimes, however, problem behaviors may arise because of general classroom management and instructional issues. For example, problem behavior may arise in the classroom because the classroom teacher rarely attends to appropriate student behavior and consistently provides attention for inappropriate behavior. At the same time, the classroom teacher may use ineffective instructional practices. Current practices in the classroom may not represent a “best practice” baseline, which should be in effect before an individual child is targeted for highly individualized assessment and intervention. In such situations, another approach to the assessment of problem behavior is warranted, specifically an assessment of the classroom environment and the instructional routines in place. Such assessment might indicate that a functional analysis for one individual child should not be the first course of action. Rather, more broad-scale intervention may be warranted and may benefit all children in the classroom, while decreasing problem behavior in the targeted child at the same time. This presentation will discuss the rationale and utility for such an assessment, as well as propose a possible method of such assessment.

#320 Paper Session

11:00 am–11:50 am

200 A-B (Convention Center)

PRA

Disseminating Behavior Analysis

Chair: Przemyslaw Babel (Jagiellonian University, Institute of Psychology)

Twenty Years of Behavior Analysis in Poland (Theory)

PRZEMYSŁAW BABEL (Jagiellonian University, Institute of Psychology)

The Evolution of Applied Behavior Analysis in the Gulf Region (Service Delivery)

SHARIFA YATEEM and Mona Al Haddad (Dar Al-Hekma College) and Michelle P. Kelly (National University of Ireland, Galway)

#321 Panel Discussion

Student Committee Event

11:00 am–11:50 am

200 C-E (Convention Center)

PRA; Applied Research

Professional Development Series: ABA Outside Autism

Chair: Myrna Bassam (California State University)

HENRY D. SCHLINGER (California State University, Los Angeles)

PATRICK C. FRIMAN (Boys Town)

CHRISTY A. ALLIGOOD (Disney’s Animal Kingdom)

#322 B. F. Skinner Lecture Series

11:00 am–11:50 am

Main Auditorium (Convention Center)

SCI; Basic Research

BACB CE Offered. CE Instructor: M. Christopher Newland, Ph.D.

Brain Limbic Generators for Delight, Desire, and Dread

Chair: M. Christopher Newland (Auburn University)

KENT BERRIDGE (University of Michigan)



Dr. Kent Berridge received his Ph.D. from the University of Pennsylvania and is currently the James Olds Collegiate Professor of Psychology and Neuroscience at the University of Michigan. He has been a Guggenheim Fellow, a Fulbright Senior Scholar, and recipient of the Early Career Award from the American Psychological Association. Dr. Berridge's research focuses on the role of reinforcing and affective properties of rewards, addiction, and the brain mechanisms of pleasure and reward. He has contributed to behavioral and neurobiological distinctions between "wanting" and "liking" rewards. His research has been funded by the National Institute on Drug Abuse, National Institute on Alcohol Abuse and Alcoholism, and the National Institute of

Neurological Disorders and Stroke. Dr. Berridge serves on several editorial boards, including those of the *Journal of Neuroscience*, *Behavioral Neuroscience*, and *Cognitive Affective & Behavioral Neuroscience*.

Abstract: Behavior analyses reveal surprising psychological features and neurobiological mechanisms underlying intense motivations of reward-related "liking" and "wanting," and relations to negative-valence motivations of fear and disgust. Clinical disorders of addiction, binge eating, depression, and schizophrenia often involve intense psychopathological mood or motivation states. It is of interest to understand how limbic brain circuits (involving nucleus accumbens) generate intense motivational states of reward "wanting" and "liking," and also of fearful or aversive states. Behavioral analyses and affective neuroscience studies indicate that "wanting" a reward is generated by a different brain mechanism from "liking" the same reward. The difference between wanting versus liking has implications for understanding addiction and related disorders. Yet surprisingly, desire and fear can both be generated by an overlapping mechanism, which may have different modes for each. This lecture will address such dissociations and convergence in affective brain mechanisms.

#323 Poster Session

12:00 pm–2:00 pm

Exhibit Hall B (Convention Center)

EAB

- 1. The Effects of Contextual Stimuli in Restoring Americans' Nonequivalent Frames of Terror** (TPC; Basic Research) ANDREW BLOWERS, Jacob H. Daar, Mark R. Dixon, Rocky Haynes, and Daniel Larrabee (Southern Illinois University)
- 2. Studying False Memories via Stimulus Equivalence: The Role of Nodal Distance** (Basic Research) NATALIA AGGIO and Julio C. De Rose (Universidade Federal de São Carlos)
- 3. Can Equivalence Relations Emerge Among the Nonpositive Members of a Contingency?** (Basic Research) BREYANNA MARIE LONG, Carol Pilgrim, Jennifer Irene Stuart, Katelyn Humbert, and Catherine Elizabeth Graham (University of North Carolina Wilmington)
- 4. Behavior Under Nonverbal Transitive-Inference Procedures: Transitivity Without Awareness, Value Transfer, or Stimulus Control?** (Basic Research) ANN GALIZIO and Adam H. Doughty (College of Charleston), Dean C. Williams and Kathryn Saunders (University of Kansas), and Alyssa L. Kresselman (College of Charleston)
- 5. Associative Symmetry After Oddity Training in Successive Matching** (Basic Research) HELOISA CURSI CAMPOS (University of São Paulo) and Peter Urciuoli (Purdue University)
- 6. Corn Oil Is a More Effective Reinforcer in Obese Than in Lean Zucker Rats** (Basic Research) SALLY L. HUSKINSON, William L. Woolverton, and Kevin B. Freeman (University of Mississippi Medical Center)

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- 7. A Comparison of Reinforcer Identification Methods** (DDA; Applied Research) KELLY ALEXANDRA BENHART and Jason C. Bourret (The New England Center for Children)
- 8. Comparison of Delayed Matching-to-Sample Performance in Children and Adult Rhesus Monkeys** (Basic Research) MICHAEL KARR (Hendrix College), John J. Chelonis (National Center for Toxicological Research), Andrew R. Cox (University of Arkansas for Medical Sciences), and Merle G. Paule (National Center for Toxicological Research)
- 9. Individual Differences in Visual Scanning and Heart Rate on a Match-to-Sample Task** (TPC; Basic Research) BRET T. ESCHMAN, David Wayne Mitchell, Gregory T. Krause, and Nonah M. Olesen (Missouri State University) and Melissa S. McCracken (William Jewell College)
- 10. Reinforcer Assessment in Food Refusal: Evaluating the Preference for Functional Reinforcers and Food Preferences Across Preferred and Nonpreferred Foods During Repeated Exposure** (Applied Research) VIVIAN IBANEZ, Brielle Schildkraut, Amanda Rill, Maggie Alter, Erica Forby-Stevenson, Melissa Luke Gonzalez, and Tessa Christine Taylor (Kennedy Krieger Institute)
- 11. Resource Allocation of Preschool Children in The Sharing Game** (Basic Research) GIOVANA ESCOBAL, Alice Frungillo Lima, and Gabriela Esteves Lopes (Universidade Federal de São Carlos), Gabriel Zin (Centro Universitario Paulista), and A. Celso Goyos (Universidade Federal de São Carlos)
- 12. Preschoolers' Sequence Production Based on Experimental Analysis of Ordinal Relations** (EDC; Basic Research) MARIANA MICCIONE and Grauben Assis (Federal University of Pará) and João Carmo (Universidade Federal de São Carlos)
- 13. Object Identity Conditional Discriminations by Infants and Generalization for Photos and Videos** (DEV; Basic Research) NAIARA MINTO DE SOUSA and MariaStella C. Alcantara-Gil (Universidade Federal de São Carlos)
- 14. Conditional Discrimination and Generalization Performances in Infants** (DEV; Basic Research) CHRISTIANA AMEIDA and MariaStella C. Alcantara-Gil (Universidade Federal de São Carlos)
- 15. Control Topography of Emergent Name-Object Relation by Children Aged 13–20 Months** (DEV; Basic Research) NATÁLIA SERTORI and MariaStella C. Alcantara-Gil (Universidade Federal de São Carlos)
- 16. Children's Sensitivity to Rule: A Comparison of Two Procedures** (AUT; Basic Research) MELANIE LABERGE and Jacques Forget (L'Université du Québec à Montréal) and Celine Clement (Université de Strasbourg)
- 17. Brief Component Analysis of a Treatment Package for Problem Behavior in an Adolescent With Autism** (AUT; Applied Research) MO CHEN and Jennifer J. McComas (University of Minnesota) and Jonathan A. Bergmann (University of Minnesota at Twin Cities)
- 18. A Behavioral Treatment Package to Reduce Self-Injurious Behavior** (DDA; Applied Research) GUN SUNG LEE, Matthew O'Brien, Patrick Romani, and Nicole H. Lustig (University of Iowa)
- 19. How Safe Are Functional Analyses of Self-Injurious Behavior?** (Applied Research) JESSICA COX, SungWoo Kahng, Nicole Lynn Hausman, Alyssa Fisher, Monica Lugo, and Katie Wiskow (Kennedy Krieger Institute)

#324 Poster Session

12:00 pm–2:00 pm

Exhibit Hall B (Convention Center)

TPC

- 20. "You Are Fine; How Am I?" Modern Behaviorism and the Issue of Social Behavior** (Theory) ANDRES H. GARCIA-PENAGOS and John C. Malone (University of Tennessee)
- 21. Is the DRO Procedure a Reinforcement Procedure?** (PRA; Applied Research) MEGHAN BRAHM (Beacon ABA Services of Connecticut) and Robert K. Ross (Beacon ABA Services)
- 22. 100 Years of Behaviorism: 1913–2013** (TBA; Theory) BENJAMIN GIRALDO (Richmond State Supported Living Center)
- 23. ChartStat: Statistics and the SCC** (TBA; Theory) JESSICA GAMBA and John W. Eshleman (The Chicago School of Professional Psychology)

- 24. On the Concept of Naming** (VRB; Theory) TORUNN LIAN and Erik Arntzen (Oslo and Akershus University College)
- 25. A Molar View of Verbal Behavior** (VRB; Theory) CARSTA SIMON (Oslo and Akershus University College)

#325 Poster Session

12:00 pm–2:00 pm
Exhibit Hall B (Convention Center)
EDC

- 26. Increasing the Duration of After-School Reading** (Applied Research) MICAH HIGHFILL, Jennifer Hancock, Scott Singleton, and Hailey Hinkle (University of Central Oklahoma)
- 27. Implementing Reading Fluency Interventions Identified Through Brief Experimental Analysis** (Service Delivery) MICHELLE HINZMAN, Barbara A. Pline, Pamela A. Fields, and Doug A. Penno (Keystone Area Education Agency)
- 28. Assessing Reading Interventions Using a Brief Experimental Analysis in an Outpatient Clinic** (PRA; Applied Research) JENNIFER KUHLE, Kelly M. Schieltz, and David P. Wacker (University of Iowa)
- 29. Effect of Direct Instruction Flashcard Procedure on Mastery of Basic Sight Words by an Elementary School Student With Behavior Disorders** (PRA; Applied Research) RANDY LEE WILLIAMS and Megan Baker (Gonzaga University)
- 30. The Effects of Distributed Practice on Basic Math Fact Fluency** (Applied Research) GREG SCHUTTE, Gary Duhon, Bailey Williams, Kathryn Moore, Blaise Peintner, José Hernandez, and Taylor Howard (Oklahoma State University)
- 31. The Effects of a Direct Instruction-Based Mathematics Intervention, Solve It! On the Math Word Problem-Solving Responses of Fifth and Sixth Grade Students With Learning Disabilities** (Applied Research) SHERI KINGSDORF and Jennifer Krawec (University of Miami)
- 32. Paired Choice Assessments: Are They a Viable Alternative to FA's in the Schools?** (PRA; Applied Research) ASHLEY SHIER, Dacia McCoy, and Francis E. Lentz (University of Cincinnati)
- 33. Descriptive Analyses of Preschoolers' Compliance** (Applied Research) AMBER E. MENDRES-SMITH, John C. Borrero, and Barbara J. Davis (University of Maryland, Baltimore County)
- 34. Go Green: Visual Application of Differential Reinforcement of Target Behaviors in Three Kindergarten Classrooms** (PRA; Applied Research) RYAN GROENEWEG and Garry Wickerd (Southwest West Central Service Cooperative)
- 35. Adapting Core Curriculum to Enable Practical Tier Two Interventions** (Applied Research) Kimberly Mendenhall (Southern Utah University) and BREDA O'KEEFFE, Robert E. O'Neill, and Leanne Hawken (University of Utah)
- 36. The Effect of Talk Aloud Problem Solving Using Science Text: An Evaluation of Fluency Measures for Students Not Responding to Tier Two Interventions** (PRA; Applied Research) GINNY ANN WITCOSKI (Pennsylvania State University)
- 37. Video Feedback and Scoring to Improve Rowing Ratio** (Applied Research) MIRANDA COURANT-MORGAN (Simmons College)
- 38. Improving Swimming and Rock Climbing Performance Using a Single Subject Changing Criterion Design Within a Behavior Analytic Training Framework** (PRA; Applied Research) BRETT EDWARD FURLONGER, So-An Lao, and Andrew Oey (Monash University)
- 39. Segment-Unit Reading for Students With Autism Spectrum Disorders: Intervention in Reading Comprehension** (DDA; Applied Research) MIKIMASA OMORI and Jun'ichi Yamamoto (Keio University)
- 40. Montessori Curriculum With Applied Behavior Analysis Teaching Strategies to Teach Literacy to Students With Autism** (AUT; Applied Research) POOJA PANESAR, Jacqueline Wandia Kinyua, Joe Mwenda, Twahira Abdalla, and Caroline Mwangi (Kaizora Consultants)
- 41. Systematically Teaching Communication Skills on an Augmentative Device in Children With Autism** (AUT; Applied Research) RYAN HAND, Amy Kuck, and Jill E. McGrath Maher (Crossroads School for Children)
- 42. Effectiveness of a Self-Management Plan on Decreasing Duration of Task Completion** (AUT; Applied Research) ERIN E. LOMBARD and Samantha Hale (Step By Step Academy)

#326 Poster Session

12:00 pm–2:00 pm

Exhibit Hall B (Convention Center)

CBM

43. Gaming Functional Assessment (AAB; Applied Research) MATTHEW E SPRONG, Frank D. Buono, and Mark R. Dixon (Southern Illinois University)

44. Adherence to a Behavioral Program Diet in Type II Diabetes Mellitus Clients (CSE; Applied Research) ANTONIA RENTERIA, Ma. Lourdes Rodriguez Campuzano, Juan Carlos García Rodríguez, and Carlos Nava Quiroz (National Autonomous University of Mexico, Campus Iztacala)

45. Discounting and the Social Network: Altruism, Narcissism, and Facebook Use (EAB; Basic Research) REBECCA L. CAMPBELL, Derek D. Reed, and David P. Jarmolowicz (University of Kansas)

46. Motivational Interview Behaviors After Behavioral Training With a Drug Abuse Therapist (PRA; Applied Research) SILVIA MORALES and Lydia Barragan (National Autonomous University of Mexico)

47. A Behavioral Approach to Independent Medication Compliance (Applied Research) JENNIFER HANCOCK, Scott Singleton, Micah Highfill, and Hailey Hinkle (University of Central Oklahoma)

48. Reliability of Parent Data Collection in a Feeding Program (Applied Research) KATHRYN HOLMAN, Karen Myers, Roseanne S. Lesack, and David L. Jaquess (Marcus Autism Center)

49. The Use of Physical Guidance, Nonremoval of the Cup, and Positive Practice to Increase Self-Drinking (Applied Research) AMY L. PROSKOVEC, Valerie M. Volkert, Kathryn M. Peterson, and Suzanne M. Milnes (University of Nebraska Medical Center, Munroe-Meyer Institute)

50. The Relation Between Intertemporal Decision Making and Romantic Attachment (Basic Research) MARJORIE COOPER and Derek D. Reed (University of Kansas)

51. A Comparison of Re-presentation and No Re-presentation During Initial Treatment of Liquid Refusal (Applied Research) JESSICA M. COHENOUR, Cathleen C. Piazza, Suzanne M. Milnes, and Valerie M. Volkert (University of Nebraska Medical Center, Munroe-Meyer Institute)

52. Rates of Social Discounting Predict Levels of Online Social Networking (Basic Research) REBECCA L. CAMPBELL and Derek D. Reed (University of Kansas)

53. Examining Two Methods for Increasing Caloric Intake in Children With Feeding Disorders (Applied Research) JASON R. ZELENY, Suzanne M. Milnes, Jennifer M. Kozisek, Cathleen C. Piazza, and Valerie M. Volkert (University of Nebraska Medical Center, Munroe-Meyer Institute)

54. Portion Size Estimation Training: Maintenance and Generalization (Applied Research) ALYSSA FISHER, SungWoo Kahng, and Nicole Lynn Hausman (Kennedy Krieger Institute)

55. Treating Packing: A Systematic Comparison of Redistribution and Texture Reduction (Applied Research) KAYLA D. BROKSLE, Suzanne M. Milnes, Jennifer M. Kozisek, and Cathleen C. Piazza (University of Nebraska Medical Center, Munroe-Meyer Institute)

56. The Effects of a Self-Management Intervention on Text Messaging Behavior of College Students (PRA; Applied Research) KRISTIN MILLER and Molly Lynch (Siena College)

57. Expanding on Delayed Discounting Analyses: A Method for Determining Rates of Discounting on Computers and Mobile Devices (TPC; Applied Research) SHAWN PATRICK GILROY, Kyle Gilroy, Donald A. Hantula, and Rend Alsaadi (Temple University)

58. Testing a Brief Intervention for Online Poker Players (PRA; Applied Research) MACK S. COSTELLO and R. Wayne Fuqua (Western Michigan University)

59. The Effects of Graduated Exposure, Feedback, and Goal Setting on Public Speaking Anxiety (Applied Research) VICTORIA FORSYTHE and Marianne L. Jackson (California State University, Fresno)

#327 Poster Session

12:00 pm–2:00 pm

Exhibit Hall B (Convention Center)

DEV

60. Behavior Frequencies in the Womb (EAB; Basic Research) KERIN ANN WEINGARTEN (University of Wisconsin–Milwaukee) and Trista Robinson (Seguin Services)

61. Effects of Chronological Age and Race on the Ability of Young Children to Tact Facial Expressions (Applied Research) LAYLA ABBY, David M. Richman, Lucy Barnard-Brak, and Samuel Thompson (Texas Tech University)

62. High Schoolers' Experiences With an Infant Simulation (CSE; Applied Research) COREY S. STOCO and Rachel H. Thompson (Western New England University) and Tracy Floeckher (Framingham Public Schools)

63. Increasing Activity Engagement in Dementia Care: A Systematic Review and Call for Additional Behavioral Research (PRA; Service Delivery) MARANDA TRAHAN, Julie Kuo, Michelle Carlson, and Laura Gitlin (Johns Hopkins University)

#328 Poster Session

12:00 pm–2:00 pm

Exhibit Hall B (Convention Center)

PRA

64. Effects of Instruction About Contingency on Welfare Professional School Students' Behaviors (EDC; Applied Research) NOBUHIRO WATANABE (Mito Welfare College) and Tetsumi Moriyama (Tokai University)

65. A Blueprint to Active Participation: Whole-Group Instruction With Students With Autism (EDC; Service Delivery) KRISTIN DEERY (Central Bucks School District), James E. Connell (Drexel University), and Kathleen Bailey Stengel (Clarity Service Group)

66. Improving Staff Compliance With Data Collection Procedures at a Residential Facility (OBM; Applied Research) LAURA MELTON GRUBB, Stacy L. Carter, Pamela Gil, and Lei Peng (Texas Tech University)

67. A Review of Intervention Research Within JABA: Demonstration of a Content Analysis Across Research Variables (Applied Research) LESLIE SINGER, Shelley Clarke, and Kimberly Crosland (University of South Florida)

68. Supervision and Training: A Review and Future Research Suggestions (Basic Research) DENICE RIOS, Marnie Nicole Shapiro, and Ellie Kazemi (California State University, Northridge)

69. Sample Data and Data-Based Decision Making (Service Delivery) JENNIFER HACKNEY, Tracy L. Kettering, and Lauren Dvorak (Bancroft)

70. A Survey of Token Use Among 700+ BCBA's: Design and Implementation in Practice (Applied Research) JONATHAN R. MILLER, Scott Wiggins, and Derek D. Reed (University of Kansas)

71. Analysis and Implications of Recent BCBA Exam Results and Exam Preparation Strategies (TBA; Service Delivery) STEPHEN E. EVERSOLE, Bela Beupre, and Theresa Eversole (Behavior Development Solutions)

72. Evaluating Fidelity of Implementation in Supervision of Candidates Working Toward ABA Certification (TBA; Service Delivery) MARY ANNETTE LITTLE and Sally M. Barton-Arwood (Belmont University)

73. A Content Analysis of the *Journal of Applied Behavior Analysis* (TPC; Basic Research) SARA S. KUPZYK, Jonathan Perle, Kathryn Menousek, and Allison Osborn (University of Nebraska Medical Center, Munroe-Meyer Institute)

#329 Poster Session

12:00 pm–2:00 pm

Exhibit Hall B (Convention Center)

DDA

74. Modification of the Pairwise Functional Analysis Design Using Matched Control Conditions (AUT; Applied Research) ASHLEY MATTER, Bailey Scherbak, Cara Lucia Phillips, Griffin Rooker, and Jennifer R. Zarcone (Kennedy Krieger Institute)

75. Schedules of Noncontingent Matched Stimulation and Suppression of Problem Behavior Maintained by Automatic Reinforcement (AUT; Applied Research) FLAVIA JULIO, Bethany Craig, Alison Cox, Daniel Salteu, and Javier Virués-Ortega (University of Manitoba)

76. Contingent Prompted Use of Matched Items to Reduce Self-Injurious Behavior Maintained by Automatic Reinforcement (AUT; Applied Research) JILLIAN E. MCCANCE and Jeffrey H. Tiger (University of Wisconsin–Milwaukee)

77. Patterns of Responding During the Functional Analysis of Behavior Maintained by Automatic Reinforcement (Applied Research) Kylee Hurl, Flavia Julio, and ALISON COX (University of Manitoba); Tara A. Fahmie (California State University, Northridge); and Javier Virués-Ortega (University of Manitoba)

78. Strength of the S-R Contingency Predicts the Probability of Compliance to Low-P Instructions (AUT; Applied Research) BRENNNA CAVANAUGH, Keith Lit, Kenneth Shamlian, Stephanie Trauschke, Jillian Benson, John Borgen, Tara M. Sheehan, and F. Charles Mace (Nova Southeastern University)

79. Comparing Experimental Analyses, Direct Assessment, and Indirect Assessment Results to Determine Behavior Function and Severity Level During Medication Use (CBM; Applied Research) EMILY MADSEN (Drake University), Janelle Peck (Florida State University), and Maria G. Valdovinos (Drake University)

80. Using Progressive Ratio Schedules to Evaluate Edible, Leisure, and Token Reinforcement (Applied Research) DANIELLE MARIE RUSSELL and Einar T. Ingvarsson (University of North Texas)

81. Reducing Multiple Response Forms of Stereotypy in an Individual With Deafblindness (Applied Research) MARC J. LANOVÁZ and Isabella Maciw (Université de Montréal)

82. Response Patterns in Functional Analyses: A Preliminary Analysis (Applied Research) CHRISTINE MARIE GIBSON and Richard G. Smith (University of North Texas)

83. An Evaluation of the Presence or Absence of Tangibles in the Functional Analysis Escape Condition (TPC; Applied Research) ANNA ING (University of Iowa); Glenda Harms (Prairie Lakes Area Education Agency); and John F. Lee, David P. Wacker, Todd G. Kopelman, Scott D. Lindgren, and Kelly Pelzel (University of Iowa)

84. Idiosyncratic Functions of Challenging Behavior Through Individualized Functional Analysis Conditions (Applied Research) ELIZABETH DAYTON, Jennie Dorothea England, Jennifer Hanson, and Christopher J. Perrin (Melmark)

85. Decreasing Aberrant Behavior During Cooperative Play Using a Behavior Management Treatment Package (Applied Research) SAMANTHA CAGLE, Amanda Stansell, and Anjali Barretto (Gonzaga University)

#330 Poster Session

12:00 pm–2:00 pm

Exhibit Hall B (Convention Center)

AUT

86. Addressing Social Skills in Postsecondary Settings: Video Self-Modeling for Individuals With Autism Spectrum Disorders (Applied Research) NIGEL PIERCE and Terry S. Falcomata (University of Texas at Austin), Christina Fragale (University of Texas), and Soyeon Kang (University of Texas at Austin)

87. Instruction of Pretend Play Skills Using Video Modeling and Matrix Training (Applied Research) CLELIA GARANCE DELTOUR and William H. Ahearn (The New England Center for Children)

88. The Utility of Preference Assessments to Determine Preferred and Aversive Stimuli (Applied Research) CHRISTOPHER TUNG (Kennedy Krieger Institute), Joshua Jessel (Western New England University), and Lynn G. Bowman (Kennedy Krieger Institute)

89. Social Task Analysis and Assessment for Assessment and Programing of Social Training (Service Delivery) MICHAEL BEN-ZVI (Seminar Hakibutsim, Tel Aviv) and Amira Ochana (Israeli ABA)

90. From Sauce to Slice: Implementation of Texture Fading Within a School Setting (Applied Research) STEPHANIE ELLISON and Molly Coyle (The Aurora School)

91. Teaching Play Skills to Children Diagnosed With Autism Utilizing a Microsoft PowerPoint Program (Applied Research) CHERYL L. ZOLEDOWSKI and Eric Rudrud (St. Cloud State University)

92. Generalization of a Stimulus Control Procedure to Treat Motor Stereotypy (Applied Research) MATTHEW L. EDELSTEIN, Rebecca Schulman, Kyung Mo Nam, Mariana Torres-Viso, and Kimberly Sloman (Rutgers University)

93. Decreasing Stereotyped and Self-Injurious Behaviors in a Young Person With Autism Spectrum Disorder (Applied Research) JESSICA M. AVILES and David Goff (Ambitious About Autism)

94. The Effectiveness of Video-Feedback and Self-Monitory Strategy on the On-Task Behavior for a Middle School Student With Autism (Applied Research) SHIH AN LIN, Yi-Huei Hong, and Wei Lun Tsai (TCSP)

- 95. Evaluating the Effect of Stimulus-Stimulus Pairing on Echoic Response of Children With Autism** (Applied Research) YEN-CHANG CHEN, Lilin Chen, Min-Hua Hung, and Hui Hung Chen (SEEK Education, Inc.)
- 96. Functional Behavior Assessment and Intervention for an Individual With Autism Engaging in Self-Injurious Behavior** (Service Delivery) PAUL M. DOHER (Okemos Public Schools) and Josh Plavnick (Michigan State University)
- 97. An Evaluation of Video Modeling as a Treatment to Reduce Echolalia** (VRB; Applied Research) KARI J. ADOLF and Tamara L. Pawich (University of Nebraska Medical Center, Munroe-Meyer Institute), Karen A. Toussaint (University of North Texas), and Wayne W. Fisher (University of Nebraska Medical Center, Munroe-Meyer Institute)
- 98. The Effects of Visual Discriminative Stimulus on Challenging Behavior in a Boy With Autism** (Service Delivery) LAURA COVIELLO, KrisAnn Christian, Adrienne Craine, and Anne Sawyer (Baylor University)
- 99. The Effects of Reinforcement and Prompting When Assessing Preference for Vocational Activities With Adolescents Diagnosed With Intellectual Disabilities** (Applied Research) BRITTNEY LUCIBELLO and Jacqueline N. Potter (The New England Center for Children), Gregory P. Hanley (Western New England University), and Robert Chiaccio (The New England Center for Children)
- 100. Effectiveness of a Manualized Social-Behavioral and Academic Program for Children and Adolescents With High-Functioning Autism Spectrum Disorders** (Applied Research) JENNIFER TOOMEY, David Meichenbaum, Joseph Forgione, Amy L. Jablonski, and Stephen R. Anderson (Summit Educational Resources)
- 101. Assessment of Communication Modalities in a Young Child With Autism** (DDA; Applied Research) CHRISTOPHER DOLL, Vicki Rozell, and Anjali Barretto (Gonzaga University)
- 102. The Effects of a Conditional Discrimination Intervention on Both the Fluency and Accuracy of Intraverbal Responding** (VRB; Applied Research) JACKIE THAXTON, Hannah Foltz, Maggie Moore, Jamy Wisher, and Lisa Steward (Little Star Center)
- 103. Reducing Hand Biting in a Child Diagnosed With Autism** (Service Delivery) TRICIA JEFFRIES (University of South Florida) and Ed Littleton (Florida State University)
- 104. Team Size, Stability, Competence, and Experience: Effects on Learning Acquisition and Inappropriate Behavior in Children With Autism** (PRA; Applied Research) EDUARDO AVALOS, Amanda N. Adams, Shady Alvarez, and Julayne Jorge (California State University, Fresno)
- 105. The Use of iPod Touch to Increase Independent Functioning of Adults With Autism** (PRA; Applied Research) KAORI G. NEPO (Autism Life Support) and Alison Allen (Keystone)
- 106. Assessment and Treatment of Tantrum Behavior Evoked by Peer Noise Within a Residential Setting** (PRA; Applied Research) TANYA MOUZAKES (Melmark New England)
- 107. Using Competing Items and Response Blocking to Treat Pica in an Adolescent With Autism** (PRA; Applied Research) Alexis Resnick (University of Nebraska Medical Center, Munroe-Meyer Institute); Michael E. Kelley (Florida Institute of Technology); and Karen Guskowski, KASEY THOMAS, and Wayne W. Fisher (University of Nebraska Medical Center, Munroe-Meyer Institute)
- 108. Increasing Variability in Toy Play for Children With Autism Using Lag Schedules** (PRA; Applied Research) RASHA BARUNI (New England Center for Children, Abu Dhabi) and John T. Rapp, Star Lipe, and Marissa A. Novotny (St. Cloud State University)
- 109. An Examination of the HALI Music Method on Children With Autism** (PRA; Applied Research) SETH DAVID WALTER and Dana Powers (The HALI Center for Autism), Susan K. Malmquist (FEAT of Washington), Richard M. Kubina Jr. (Pennsylvania State University), and Charles T. Merbitz (private practice)
- 110. Teaching Young Children With Autism to Understand and Follow Requests Made by Gesture** (PRA; Applied Research) ANN N. GARFINKLE (University of Montana) and Karlyn Gibbs and Jamie Eff (Child Development Center)
- 111. Implementing an Alternating Treatments Design to Determine Effective Intervention for Mouthing for a Student With Autism** (PRA; Applied Research) ERIN ROSE FLANAGAN, Sarah Jarrett, and Hannah Embree (Firefly Autism)

Monday, May 27

- 112. Utilizing the Child Behavior Checklist as a Method of Improving Discharge Outcomes of Children/Adolescents With Autism** (PRA; Service Delivery) KATE POMPA and Alicia J. Koger (Wesley Spectrum Services)
- 113. Early Intensive Behavioral Intervention for Children at High Risk for Autism: An Outcomes Study** (PRA; Applied Research) AMANDA N. ADAMS, Eduardo Avalos, and Julayne Jorge (California State University, Fresno)
- 114. Longitudinal Evaluation of the OASIS Distance Training Program for Parents of Children With Autism in Geographically Remote Areas** (TBA; Applied Research) LINDA S. HEITZMAN-POWELL (University of Kansas Medical Center); Joseph Furman Buzhardt (Juniper Gardens Children's Project); and Jaye Russell, Jessica M. Barr Corkill, Therese K. Leochner, and Brandon McFadden (University of Kansas Medical Center)
- 115. A Review of Autism Parent Training Literature: Learning Methods and Treatment Fidelity** (TBA; Theory) JOHANNA TAYLOR (University of Pittsburgh), Kristen E. Koba-Burdett (Trumpet Behavioral Health), and Louise Kaczmarek (University of Pittsburgh)
- 116. The Construct of Love Among Adults With Autism** (TPC; Theory) IRA HEILVEIL (University of California, Los Angeles School of Medicine)
- 117. Do Mirrors Facilitate Acquisition of Motor Imitation in Children Diagnosed With Autism?** (TPC; Applied Research) SCOTT A. MILLER, Nicole M. Rodriguez, and Ami J. Kaminski (University of Nebraska Medical Center)
- 118. The Effects of Multiple Operant Training on the Emission of Echoics** (VRB; Applied Research) MELISSA FAGAN and Kendra McDonald (The Aurora School)
- 119. Short Term ABA Treatment for Children With Autism: Outcome and Parent Perception** (VRB; Applied Research) JANE M. BARBIN (Behavioral Directions, LLC), Lauren Ross Hawkins (Fairfax County Public Schools), and Stacey M. McIntyre (Ivymount School)
- 120. Effects of In-Field Training on Client Outcomes** (VRB; Service Delivery) JACKELYN HART and Kristen Mahoney (Wesley Spectrum Services)
- 121. Using a Mirror to Induce Generalized Imitation in Preschoolers With Autism Spectrum Disorders** (VRB; Applied Research) CATHERINE E. POPE and Matthew C. Howarth (Verbal Behavior Associates)
- 122. Using Nonvocal Auditory Stimuli to Teach Receptive Language to Individuals With Autism** (VRB; Applied Research) TAYLOR P. BARKER, Adrian Bramlage, Lindsey Scholl, Lindsay Erdmann, William Tim Courtney, Lisa Steward, and Mary Rosswurm (Little Star Center)
- 123. Does Stimulus-Stimulus Pairing Increase the Effectiveness of Echoic Responding in Nonvocal Individuals With Autism?** (VRB; Applied Research) WILLIAM TIM COURTNEY, Kristine Oddo, Leigh Broughan, Kasey Philpott, Brooke Raderstorf, Lisa Steward, and Mary Rosswurm (Little Star Center)
- 124. Teaching Individuals With Autism Spectrum Disorder to Ask Questions: A Systematic Review** (VRB; Applied Research) TRACY JANE RAULSTON and Amarie Carnett (Texas State University), Russell Lang (Texas State University, San Marcos), Allyson Lee (Texas State University), Katy Davenport (Texas State University, San Marcos), and Melissa Moore (Texas State University)
- 125. A Social Skills Intervention Using Video Modeling for a Preschool Child With Autism Spectrum Disorder** (VRB; Applied Research) KEN HANDA and Fumiyuki Noro (University of Tsukuba)
- 126. Multiple Baseline Examination of a Token Board Intervention Across Two Participants** (VRB; Applied Research) MEREDITH N. WILL and M. Alice Shillingsburg (Marcus Autism Center)
- 127. Using a Toy Conditioning Procedure to Increase Appropriate Independent Toy Play in Preschoolers With Autism** (VRB; Applied Research) GRETCHEN GRUNDON and Matthew C. Howarth (Verbal Behavior Associates)
- 128. The Effects of Visual Prompt on the Color Properties of Fruits for a Child With Autism to Prompt Divergent Thinking** (VRB; Applied Research) WAN-CHI CHOU and Hua Feng (National ChangHua University of Education) and Hui-Ting Wang (National Taiwan Normal University)

#331 Paper Session

2:00 pm–2:50 pm
205 A-B (Convention Center)
AUT

Dissemination and Adoption of Behavior Analytic Approaches to Educating Children With Autism

Chair: Richard W. Serna (University of Massachusetts Lowell)

Innovations in Online Skill Training for Paraprofessionals in Early Behavioral Intervention (Service Delivery)

RICHARD W. SERNA (University of Massachusetts, Lowell), Harold E. Lobo (Praxis, Inc.), Richard K. Fleming (University of Massachusetts, Boston), Michelle M. Foran (University of Massachusetts, Lowell), Cindy K. Fleming (Praxis, Inc.), Ashley J. Tello and Kaitlyn E. Hurd (University of Massachusetts, Lowell), and Charles Hamad (University of Massachusetts Medical School)

Bringing Disciplines Together: How Organizational Behavior Management Informed Social Skills Programming for Students With ASD (Service Delivery)

STEVEN CELMER (Virginia Commonwealth University)

#332 Panel Discussion

2:00 pm–2:50 pm
205 C-D (Convention Center)
AUT; Service Delivery
BACB CE Offered. CE Instructor: Peggy W. Halliday, M.Ed.

Innovative Social Skills Groups for Individuals With Autism Spectrum Disorders

Chair: Peggy W. Halliday (Virginia Institute of Autism)

MARY ELLEN MCDONALD (Hofstra University)
JULIE PATTERSON (Virginia Institute of Autism)
CHRISTINA WHALEN (Southwest Autism Research and Resource Center)

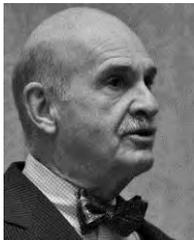
#333 Invited Tutorial

2:00 pm–2:50 pm
Ballroom B (Convention Center)
DEV; Applied Research
PSY/BACB CE Offered. CE Instructor: R. Douglas Greer, Ph.D.

Establishment of the Social Learning Capability to Acquire the Names of Things Incidentally

Chair: Martha Pelaez (Florida International University)

R. DOUGLAS GREER (Teachers College, Columbia University and Graduate School of Arts and Sciences)



Dr. R. Douglas Greer has sponsored 175 Ph.D. dissertations, taught more than 2,000 master's degree students, founded the Fred S. Keller School, authored 13 books and 155 research and conceptual papers, served on the editorial boards of 10 journals, and developed the CABAS school model for special education and the Accelerated Independent Model for general education (K–5). He has been involved in research in verbal behavior and how it is acquired or how it may be established for more than 25 years. He is the recipient of the Fred S. Keller Award for Distinguished Contributions to Education from the American Psychological Association, International Dissemination of Behavior Analysis Award from the Society for the

Advancement of Behavior Analysis, and an award from the Westchester County Legislature for the contributions of the Fred S. Keller School. He is a fellow of ABAI and a CABAS board certified senior behavior analyst and senior research scientist. He has taught courses at universities and/or developed schools in Spain, Norway, Nigeria, Korea, Taiwan, Ireland, England, Italy, and Wales.

Abstract: The presenter will outline the evidence on how children come to learn language incidentally (incidental naming). According to the evidence, children do not receive direct instruction/reinforcement

to learn either the speaker or listener responses for word-object relations, despite speculation to the contrary. Nevertheless, typically developing children need and do acquire as many as 85,000 words. Research in verbal behavior development identified how this occurs and how to establish this capability in children who lack naming. The presenter will outline the protocols to do so and how instruction should change following its establishment, along with why naming is essential for inclusion.

#334 Invited Presenter

2:00 pm–2:50 pm

Ballroom A (Convention Center)

PRA; Service Delivery

PSY/BACB CE Offered. CE Instructor: Jennifer R. Zarcone, Ph.D.

Ethical Considerations in Behavior Analytic Treatment Regimens

Chair: Jennifer R. Zarcone (Kennedy Krieger Institute)

KENNON ANDY LATTAL (West Virginia University)



Kennon A. Lattal received his Ph.D. in psychology from the University of Alabama. Since 1972, he has taught in the Department of Psychology at West Virginia University, where he currently is the centennial professor of psychology. His research addresses a host of issues related to learning and behavior change. The author of 130 research articles, he also has edited six volumes related to experimental and conceptual issues in behavior analysis. He is a former editor of the *Journal of the Experimental Analysis of Behavior*, is the current editor for English language submissions of the *Mexican Journal of Behavior Analysis*, and has served on the editorial boards of seven other journals focusing on behavioral psychology, including two terms on the editorial board of the *Journal of Applied Behavior Analysis*. He also has been president of ABAL, the American Psychological Association's Division 25 (Behavior Analysis), and the Society for the Experimental Analysis of Behavior. During the current academic year, he is a Fulbright Research Scholar at the University of Lille in France. In May 2013, he will receive ABAL's Distinguished Service to Behavior Analysis Award.

Abstract: This presentation first will review how ethical behavior is considered from a behavior analytic perspective, outlining unique features as well as those that overlap with other views on ethics. The review also will include the potential impact on ethical behavior of some general topics of concern to behavior analysts, such as values and value clarification, long- and short-term consequences of actions, the role of rules and contingencies in ethical behavior, behavioral control and counter-control, and the context in which actions occur. This will be followed by a review of how selected specific methods used in assessment and intervention and contemporary research findings in both the experimental analysis of behavior and in applied behavior analysis might influence ethical decisions and practices related to treatment of behavior disorders.

#335 B. F. Skinner Lecture Series

2:00 pm–2:50 pm

Main Auditorium (Convention Center)

SCI; Basic Research

BACB CE Offered. CE Instructor: Michael J. Beran, Ph.D.

Do Animals Have “Willpower?” Comparative Investigations of Self-Control

Chair: John C. Borrero (University of Maryland, Baltimore County)

MICHAEL J. BERAN (Language Research Center, Georgia State University)



Michael J. Beran is a senior research scientist at Georgia State University and associate director of the Language Research Center. He received his BA in psychology from Oglethorpe University in 1995, and his MA in 1997 and Ph.D. in 2002 from Georgia State University. His research is conducted with human and nonhuman primates, including chimpanzees, bonobos, orangutans, capuchin monkeys, and rhesus monkeys. His research interests include numerical cognition, metacognition, planning and prospective memory, self-control, and decision making. Dr. Beran is a fellow of Division 6 and Division 3 of the American Psychological Association (APA). He was the inaugural Duane

M. Rumbaugh Fellow at Georgia State University. He received the Brenda A. Milner Award from APA in 2005. He has published more than 100 peer-reviewed journal articles, written chapters in 20 edited books, and co-edited a book entitled *Foundations of Metacognition* published by Oxford University Press. His research has been featured on numerous television and radio programs and in magazines, including Animal Planet, the BBC, *New Scientist*, *The Wall Street Journal*, and *Scientific American Mind*. His research is supported by funding from the National Science Foundation, the National Institute of Child Health and Human Development, and the European Science Foundation.

Abstract: Self-control is sometimes necessary for optimal choice behavior, and perhaps even for future-oriented decision making. Humans sometimes show self-control by choosing better, but more delayed, outcomes over more immediate outcomes. However, the failure of self-control (impulsivity) underlies many problematic human behaviors, and has led humans to train themselves to overcome their “animal impulses.” However, is it fair to assume that animals cannot do the same, and also exhibit self-control? The presentation will argue that it is not fair, and that many species do show some degree of self-control. Delaying gratification (or postponing a response to a present reward for the sake of a future bigger or better reward) is one of the hallmark aspects of self-control. It also is not a uniquely human capacity. The presentation will discuss recent studies with chimpanzees and other animals that examine the capacities of those animals to delay gratification and the behavioral strategies that they employ to cope with impulsivity. In some cases, there are close parallels between nonhuman animal performance and that of humans, but in other cases those similarities decrease. Overall, comparative research suggests that humans are not alone in their capacity to demonstrate some degree of “willpower.”

#336 Panel Discussion

2:00 pm–2:50 pm

M100 J (Convention Center)

TBA; Service Delivery

BACB CE Offered. CE Instructor: Laura L. Dudley, MA

The Dissemination of Behavior Analysis Through Social Media: Tips, Tricks, and Goals

Chair: Karen L. Mahon (Disrupt Learning)

TRICIA-LEE KELLER (York Region District School Board)

MATTHEW J. WELCH (ABA of Wisconsin, LLC)

LAURA L. DUDLEY (Lexington Public Schools)

#337 Invited Tutorial

2:00 pm–2:50 pm

Auditorium Room 1 (Convention Center)

TPC; Theory

BACB CE Offered. CE Instructor: A. Charles Catania, Ph.D.

Revisiting The Science of Learning and Art of Teaching: A Talk for Students and Teachers

Chair: Per Holth (Oslo and Akershus University College)

A. CHARLES CATANIA (University of Maryland, Baltimore County)



A. Charles Catania, Ph.D., took Fred Keller’s introductory course and Nat Schoenfeld’s experimental courses at Columbia University. He went to Harvard University planning to work on teaching machines, but got caught up in work in the pigeon laboratory. As a postdoctoral fellow, he taught his first course in 1961. After a stint in psychopharmacology, he renewed his teaching interests upon moving to the University Heights campus of New York University and then to the University of Maryland, Baltimore County, where he met Eliot Shimoff, also a Columbia product. Shimoff had earned his doctorate in Schoenfeld’s laboratory. Given their common mentor, they collaborated on human and pigeon research and on team-teaching undergraduate courses in behavior analysis. The educational practices they explored included in-class exams that evolved into online exercises, computer simulations honed via collection of student data, techniques for managing online essays within large classes, and student self-reports. Shimoff was diagnosed with cancer in 2001 and died early in 2004, having taught in fall 2003. This presentation is dedicated to him. Catania is now

professor emeritus at the University of Maryland, Baltimore County. He retired from teaching in 2008 and offered his last course in spring of 2011. He remains professionally active and recently completed the fifth edition of his textbook, *Learning*.

Abstract: We cannot teach effectively without defining what is learned. In “The Science of Learning and the Art of Teaching” article (1954), B. F. Skinner outlined the relevance of behavior analysis to education. Learning occurs when contingencies change behavior; teaching consists of appropriately implementing those contingencies. Computers make powerful teaching machines feasible, but educational systems rarely avail themselves even of what was known when such technologies were severely limited. It follows from Skinner’s analysis that what students do is what they learn, that teaching involves arranging stimuli that occasion relevant behavior, and that consequences must be contingent upon that behavior. Too often, educational systems focus on teacher rather than student behavior. Changing what teachers do by modifying curricula or media or even by allowing them to modify their teaching based on student feedback is inadequate if student behavior is neglected. Students are disadvantaged when teachers are expected to help them more, as when they are urged to provide more detailed lecture outlines when it would be better for students to do outlines themselves. These points lead to advice for both students and teachers, and are illustrated with examples from the teaching of behavior analysis within standard undergraduate course structures.

#338 Symposium

2:00 pm–3:20 pm

101 F (Convention Center)

AAB/PRA; Applied Research

BACB CE Offered. CE Instructor: Terri M. Bright, M.Ed.

The Same Thing, Only Different: Pioneering Functional Analysis Technology With Dogs and Wolves

Chair: Terri M. Bright (Simmons College)

Canine Behavior Assessment Tool

TERRI M. BRIGHT and Ronald F. Allen (Simmons College)

Decreasing Dog Problem Behavior With Functional Analysis: Linking Diagnoses to Treatment

JARVON TOBIAS, Nicole R. Dorey, Monique A. R. Udell, and Clive D. L. Wynne (University of Florida)

Functional Analysis of Light-Chasing in a Dog

NATHANIEL HALL, Alexandra Protopopova, and Clive D. L. Wynne (University of Florida)

Using a Function-Based Approach to Identify Environmental Variables Evoking Social Play in Captive Canids

LINDSAY MEHRKAM and Clive D.L. Wynne (University of Florida)

#339 Symposium

2:00 pm–3:20 pm

102 B-C (Convention Center)

CBM/VRB; Applied Research

BACB CE Offered. CE Instructor: Sadie L. Lovett, Ph.D.

Treating Anxiety and Distress: Acceptance and Commitment Therapy and Direct Behavioral Contingencies

Chair: Alyssa N. Wilson (Saint Louis University)

Defusion Instruction to Decrease Perseverative Thoughts of Adolescents With PDD-NOS

SADIE L. LOVETT (Central Washington University) and Ruth Anne Rehfeldt (Southern Illinois University)

Fusion With Self-Referential Stimuli: Examining an Implicit Behavioral Measure

LINDSAY W. SCHNETZER, Kelly G. Wilson, and Kate Kellum (University of Mississippi)

ACT Psychotherapy: Are the Metaphors Even Necessary?

KAYLA ALVIS (Southern Illinois University, Carbondale) and Mark R. Dixon (Southern Illinois University)

Examining the Effects of Attending and Interacting With the Formal Properties of Novel, Nutritious Foods

ABIGAIL KENNEDY and Mark R. Dixon (Southern Illinois University)

#340 Symposium

2:00 pm–3:20 pm
102 D-E (Convention Center)
CBM; Applied Research

Intimacy in the Therapeutic Relationship: Functional Analytic Psychotherapy's Impact on the Therapeutic Relationship Across Populations

Chair: Marchion Hinton (University of Minnesota Medical School)
Discussant: Matthew T. Jameson (Western Michigan University)

Functional Analytic Psychotherapy's Impact on Intimacy
DANIEL WILLIAM MAITLAND (Western Michigan University)

Cultural Considerations in Interpersonal Intimacy
Angela F. Smith (Alpine Learning Group), LINDSEY KNOTT and Sonia Singh (University of Houston-Clear Lake), and Peter Norton and Chad Wetterneck (University of Houston)

Intimacy in the Obsessive Compulsive Spectrum
SONIA SINGH and Lindsey Knott (University of Houston-Clear Lake) and Daniel Steinberg and Chad Wetterneck (University of Houston)

#341 Panel Discussion

2:00 pm–3:20 pm
101 A (Convention Center)
CSE; Service Delivery
BACB CE Offered. CE Instructor: Gina Marie Feliciano, Ph.D.

Ethical Considerations for Training and Supervision Across the Spectrum of Autism Services

Chair: Gina Marie Feliciano (QSAC)

ANNE C. DENNING (QSAC)
RACHEL LAPIANA (Achieve Beyond)
ANYA K. SILVER (QSAC)

#342 Panel Discussion

2:00 pm–3:20 pm
102 A (Convention Center)
CSE; Theory
BACB CE Offered. CE Instructor: Richard G. Smith, Ph.D.

On Strategies and Tactics for Behavioral Research on Sustainability: Challenges and Solutions for Measurement, Experimental Control, and Interpretation

Chair: Richard G. Smith (University of North Texas)

WILLIAM L. HEWARD (The Ohio State University)
HENRY S. PENNYPACKER (University of Florida)
SIGRID S. GLENN (University of North Texas)
MARK P. ALAVOSIUS (University of Nevada, Reno)

#343 Panel Discussion

2:00 pm–3:20 pm
102 F (Convention Center)
CSE; Service Delivery
BACB CE Offered. CE Instructor: Patricia I. Wright, Ph.D.

International Service Delivery and Autism: Increasing Effectiveness

Chair: Ann Brigid Beirne (Global Autism Project)

MOLLY OLA PINNEY (Global Autism Project)
PATRICIA I. WRIGHT (Easter Seals)
SUSAN AINSLEIGH (Dar Al-Hekma College)

Monday, May 27

#344 Symposium

2:00 pm–3:20 pm

201 A-B (Convention Center)

DDA/AUT; Applied Research

BACB CE Offered. CE Instructor: Andrew Samaha, Ph.D.

Evaluating the Use of Attention in Preference and Reinforcer Assessments

Chair: Andrew Samaha (Utah State University)

Assessing Preference for Social Interactions

CASEY CLAY, Andrew Samaha, Sarah E. Bloom, Bistra Bogoev, and Megan A. Boyle (Utah State University)

Examining the Treatment Utility of Evaluating Preferences Across Multiple Attention Types to Inform the Design of an Attention Analysis and Treatment Evaluation

JUSTIN BOYD, Jennifer R. Zarcone, and Faris Kronfli (Kennedy Krieger Institute)

Preference and Reinforcer Efficacy of Different Types of Attention in Young Children

AMY M. HARPER, Claudia L. Dozier, Julie A. Brandt, and Adam M. Briggs (University of Kansas)

A Component Analysis of Attention as a Reinforcer for the Behavior of Young Children

MAKENZIE WILLIAMS BAYLES, Kimberley L. M. Zonneveld, and Pamela L. Neidert (University of Kansas)

#345 Symposium

2:00 pm–3:20 pm

200 F-G (Convention Center)

DDA/DEV; Applied Research

BACB CE Offered. CE Instructor: Jennifer Klapatch, MA

Analysis and Targeting of Basic Communication Responses

Chair: Jennifer Klapatch (The Chicago School of Professional Psychology)

Discussant: Traci M. Cihon (University of North Texas)

The Effects of Contingent Caregiver Imitation of Infant Vocalizations: A Comparison of Multiple Caregivers

JAMIE HIRSH (Western Michigan University) and Fawna Stockwell and Diana J. Walker (The Chicago School of Professional Psychology)

Effects of FCT and Choice Making on Problem Behaviors for Adults With Developmental Disabilities

STACI BOVIN, Fawna Stockwell, and Diana J. Walker (The Chicago School of Professional Psychology)

Generalized Negatively Reinforced Manding of an Individual With Autism

NICOLE JEDRZEJEWSKI, Fawna Stockwell, and John W. Eshleman (The Chicago School of Professional Psychology)

#346 Symposium

2:00 pm–3:20 pm

202 A-B (Convention Center)

DDA/EAB; Applied Research

BACB CE Offered. CE Instructor: Carrie S. W. Borrero, Ph.D.

Incentive Shifts in Applied Contexts: Implications for Application

Chair: Carrie S. W. Borrero (Kennedy Krieger Institute)

Discussant: Dean C. Williams (University of Kansas)

A Survey of Transition-Induced Problem Behavior in Individuals With Autism

ADAM T. BREWER and Dean C. Williams (University of Kansas), Wesley H. Dotson (Texas Tech University), J. Helen Yoo (New York State Institute for Basic Research), and Lucy Barnard-Brak (Texas Tech University)

A Comparison of Three Strategies for Presenting Transitions to Less-Preferred Activities to Special Education Students

JEFFERY C. STEIMER and Chata A. Dickson (The New England Center for Children)

Conceptualizing Food Preferences as Rich-to-Lean and Lean-to-Rich Transitions: A Translational Analysis

WHITNEY LUFFMAN (Kennedy Krieger Institute), John C. Borrero (University of Maryland, Baltimore County), and Carrie S. W. Borrero (Kennedy Krieger Institute)

#347 Symposium

10:30 am–11:50 am

M100 A (Convention Center)

EAB; Basic Research

BACB CE Offered. CE Instructor: Seth W. Whiting, MS

A Behavioral and Neurological Examination of the Near-Miss in Adult and Child Gambling

Chair: Andrew Blowers (Southern Illinois University)

Discussant: Tara Grant (Saint Louis University)

An Examination of the Near-Miss Effect in Children Playing Roulette

JAMIE SMITH (Southern Illinois University), Allie Marie Hensel (Southern Illinois University, Carbondale), and Seth W. Whiting and Mark R. Dixon (Southern Illinois University)

The Near-Miss Is Dead

SETH W. WHITING, Jeffrey Miller, and Mark R. Dixon (Southern Illinois University)

Exploring Neurological Differences Across Gambling Subtypes

ALYSSA N. WILSON and Mark R. Dixon (Southern Illinois University)

#348 Symposium

2:00 pm–3:20 pm

101 G (Convention Center)

EAB/TPC; Basic Research

Some Important Issues in Conditional Discrimination Training and Equivalence Class Formation

Chair: Lanny Fields (Queens College, City University of New York)

Discussant: James S. MacDonall (Fordham University)

Equivalence Yields in Delayed Matching-to-Sample Procedures With Distracters

ALEKSANDER VIE and Erik Arntzen (Oslo and Akershus University College)

Conditional Discrimination Training Induces Written Descriptions of Complex Information: Theory

JACK SPEAR, Joshua Cooper, and Lanny Fields (Queens College, City University of New York)

Conditional Discrimination Training Induces the Written Description of Complex Information: Data

JOSHUA COOPER, Jack Spear, and Lanny Fields (Queens College, City University of New York)

#349 Symposium

2:00 pm–3:20 pm

101 H (Convention Center)

EAB; Basic Research

Translating Basic Research in Behavioral Momentum Theory

Chair: Christopher A. Podlesnik (University of Auckland)

Discussant: F. Charles Mace (Nova Southeastern University)

Resistance to Extinction With Combined Stimulus Contexts Depends on How Those Contexts Are Combined

CHRISTOPHER A. PODLESNIK (University of Auckland)

Temporal Weighting of Reward Effects and Resistance to Extinction

ANDREW R. CRAIG and Timothy A. Shahan (Utah State University)

Extinction, Relapse, and Behavioral Momentum II: Novel Stimuli, Incubation, and Spontaneous Recovery

ERIC A. THRAILKILL and Timothy A. Shahan (Utah State University)

#350 Symposium

2:00 pm–3:20 pm

101 I (Convention Center)

EAB; Basic Research

Understanding Gambling Behavior: Experimental Contributions of Human and Animal Models

Chair: Nathan Rice (West Virginia University)

Discussant: Lewis A. Bizo (University of Waikato)

Effects of Near Wins and d-Amphetamine on Pigeons' Responding in a Slot Machine Analogue

NATHAN RICE, Karen G. Anderson, and Elizabeth Kyonka (West Virginia University)

What We Can Learn About the Slot Machine Near-Win Effect From Humans, Animals, Response Latencies, Relational Training Tasks, and the Generalized Matching Law

ANNE C. MACASKILL and Maree J. Hunt (Victoria University of Wellington)

Impulsivity Is Associated With Increased Gambling-Like Choice by Pigeons

JENNIFER LAUDE, Jessica Stagner, Joshua Beckmann, Carter Daniels, and Thomas Zentall (University of Kentucky)

#351 Symposium

2:00 pm–3:20 pm

M100 F-G (Convention Center)

EDC/PRA; Service Delivery

Directly Influencing Teaching in the Classroom: A Systemic Approach

Chair: Ronnie Detrich (The Wing Institute)

Discussant: Karen D. Hager (New Mexico Highlands University)

Teaching Skills That Make a Difference

JOHN E. STATES (The Wing Institute)

Care Enough to Count: Measuring Teacher Performance

RONNIE DETRICH (The Wing Institute)

Teacher Coaching: The Missing Link in Teacher Development

RANDY KEYWORTH (The Wing Institute)

#352 Symposium

2:00 pm–3:20 pm

M100 B-C (Convention Center)

EDC/DDA; Applied Research

BACB CE Offered. CE Instructor: Youjia Hua, Ph.D.

Improving Academic Skills of Postsecondary Learners With Intellectual Disabilities

Chair: David L. Lee (Pennsylvania State University)

Discussant: William Therrien (University of Iowa)

The Effects of Re-read Adapt Answer Comprehension on Oral Reading Fluency and Comprehension of Young Adults With Intellectual Disabilities

JEREMY FORD and Youjia Hua (University of Iowa)

The Effects of a Paraphrasing Strategy on Expository Reading Comprehension of Young Adults With Intellectual Disabilities

YOUJIA HUA and Kari Vogelgesang (University of Iowa)

The Efficacy of an Essay Writing Strategy for Post-secondary Students With Developmental Disabilities

SUZANNE WOODS-GROVES (University of Iowa)

#353 Symposium

2:00 pm–3:20 pm

M100 H-I (Convention Center)

EDC/VRB; Theory

Teaching and Learning Complex Behaviors: The Case of Science Instruction and of Determining Response Complexity

Chair: Melinda Sota (independent consultant)

Discussant: Roger D. Ray (Rollins College)

Teaching Scientific Concepts and Principles to Learners in Grades 3–8

ANA CAROLINA SELLA (Mimio), Melinda Sota (independent consultant); Jay Thompson, Marta Leon, and Victoria Ford (Mimio); Rachel Miller and Lauren Mahon (Edvation); and T. V. Joe Layng (Mimio)

Teaching Student to Think Like Scientists

MARTA LEON (Mimio), Melinda Sota (independent consultant), Victoria Ford, Ana Carolina Sella, and Jay Thompson (Mimio); April Heimlich Stretz (independent consultant); and T. V. Joe Layng (Mimio)

Effectively Teaching the Model of Hierarchical Complexity

MICHAEL LAMPORT COMMONS (Harvard Medical School)

#354 Symposium

2:00 pm–3:20 pm

M100 D-E (Convention Center)

EDC; Applied Research

Interventions for Young Children With Special Needs: Snack Talk, Physical Activity, and Evaluation of a Statewide Intensive ABA Intervention Program

Chair: Diane M. Sainato (The Ohio State University)

Discussant: Ilene S. Schwartz (University of Washington)

Increasing Social Communication During Mealtimes in Preschool Aged Children With Autism

ARIANE GAUVREAU and Ilene S. Schwartz (University of Washington)

Effects of Embedded Physical Activity on the Engagement of Young Children

SHAWNA HARBIN, Carol Ann Davis, and Susan Sandall (University of Washington)

Outcomes of a 3-Year ABA Program for Young Children With ASD

ANN N. GARFINKLE (University of Montana)

#355 Symposium

2:00 pm–3:20 pm

101 D (Convention Center)

OBM; Applied Research

Applying Task Analyses to Solve Problems in Business Settings

Chair: Marlies Hagge (Western Michigan University)

Discussant: Karl Gunnarsson (Southern Illinois University, Carbondale)

Specifying a Contingent Relationship Between Tip Size and Service Quality

NICHOLAS KYLE REETZ (Southern Illinois University, Carbondale)

Using Behavioral Interventions Among Unionized Workers to Increase Attendance

MARLIES HAGGE and Ron Van Houten (Western Michigan University)

The Impact of Receptacle Design, Centralized Placement, and Signage on Recycling Rates in an Academic Building

SEAN KENNEDY, Katherine Binder, and R. Wayne Fuqua (Western Michigan University)

Monday, May 27

#356 Symposium

2:00 pm–3:20 pm

101 E (Convention Center)

OBM/CSE; Applied Research

Simulation to Evaluate and Implement Treatments in Behavior Analysis

Chair: Steven R. Hard (Western Michigan University)

Discussant: Sarah E. Casella (BAIR Analytics)

Increasing Following Headway in a Simulator and Transfer to the Participant's Vehicle

MICHELLE L. ARNOLD and Ron Van Houten (Western Michigan University)

A Comparison of Paper and Audible Checklists on Checklist Completion and Accuracy

Bryan W. Hilton and STEVEN R. HARD (Western Michigan University)

Transitioning From Analog to Digital Instruments

JEFFREY WHITEHURST (Western Michigan University)

#357 Symposium

2:00 pm–3:20 pm

M100 A (Convention Center)

TBA/TPC; Theory

BACB CE Offered. CE Instructor: Darlene E. Crone-Todd, Ph.D.

Fangs, Fans, and Brains: Using Science Fiction and Horror to Explore Behavior Analysis

Chair: Paul Thomas Andronis (Northern Michigan University)

Discussant: T. V. Joe Layng (Mimio)

Sinking Your Teeth Into Behavior Analysis: Entry Freely and of Your Own Will?

DARLENE E. CRONE-TODD (Salem State University)

A Zombie in the Classroom

BENJAMIN N. WITTS and Carolyn Brayko (University of Nevada, Reno)

The TARDIS of Behavior Analysis (TBA): Dr. Who in the Classroom?

BARRIE TODD (Cartesian Products, Inc.) and Darlene E. Crone-Todd (Salem State University)

#358 Symposium

2:00 pm–3:20 pm

200 H-I (Convention Center)

VRB/DDA; Applied Research

BACB CE Offered. CE Instructor: Rocio Rosales, Ph.D.

Investigation of the Effects of Various Training Methodologies to Establish Emergent Intraverbal Repertoires

Chair: Rocio Rosales (Youngstown State University)

Discussant: Einar T. Ingvarsson (University of North Texas)

A Comparison of Procedures to Establish Emergent Intraverbals in Children With Autism Spectrum Disorders

MARY VALLINGER and Rocio Rosales (Youngstown State University)

Emergent Intraverbals and Comparative Relations of Coins

LEIGH KAROLE GRANNAN (Southern Illinois University, Carbondale), Ruth Anne Rehfeldt and Jessica Loverude (Southern Illinois University), and Andrew King and Brittany Byrne (Southern Illinois University, Carbondale)

Effectiveness of Intraverbal Training and Fluency Training on the Emergence of Derived Relations in Children With Intellectual Disabilities

CLAUDIA GAMBOA and Marcela Porras (Horizontes ABA Terapia Integral) and Yors A. Garcia (Fundacion Universitaria Konrad Lorenz)

#359 Invited Presenter

3:00 pm–3:50 pm

Main Auditorium (Convention Center)

AUT; Service Delivery

PSY/BACB CE Offered. CE Instructor: Thomas S. Higbee, Ph.D.

Using Photographic Activity Schedules and Script Fading to Promote Independence and Social Interaction in Individuals With Autism and Related Disabilities

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

THOMAS S. HIGBEE (Utah State University)



Dr. Thomas S. Higbee is a professor of special education and rehabilitation at Utah State University, where he has worked since 2002. He is also director of the Autism Support Services: Education, Research, and Training program, an early intensive behavioral intervention program for children with autism, which he founded in 2003. His research interests include strategies for promoting verbal behavior, social behavior, and independence in individuals with autism and related disabilities as well as the functional assessment and treatment of aberrant behavior. He is currently an associate editor for the *Journal of Applied Behavior Analysis* and has served on the board of editors of a variety of other behavioral journals. Throughout his career, he has worked with children with autism and related disabilities in home-, center-, and school-based programs. Through workshops and consultation, he has trained teachers and related service providers in school districts throughout the US and has provided international training in Brazil and Russia. He is currently completing a sabbatical at the Universidade Federal de São Carlos in São Carlos, Brazil, where he is leading a grant-funded research project on computer-based training of behavior analytic teaching procedures for special education teachers and related service providers.

Abstract: Many students with autism and other developmental disabilities have difficulty sequencing their own behavior during free-choice situations. Rather, they rely on adults to prompt them to engage in particular activities. Many do not interact appropriately with play materials or may select one activity and engage in it for an extended period of time. Photographic activity schedules have been shown to be an effective tool to teach children to sequence their own behavior and transition smoothly between multiple activities. Children learn to follow the visual cues in the activity schedule to make transitions instead of relying on adult-provided prompts. Activity schedules also provide a context for teaching basic and complex choice-making behavior. As children develop verbal behavior, social scripts also will be added then later faded to promote social interaction. Activity schedules have been used successfully in a variety of settings with both children and adults with various disabilities. They are easy to use and can be adapted to most environments. As children learn to follow activity schedules, the schedules themselves can be modified to more closely resemble those used by their typically developing peers (e.g., planners, daily calendars, “to do” lists, etc.).

#360 B. F. Skinner Lecture Series

3:00 pm–3:50 pm

Auditorium Room 1 (Convention Center)

BPH; Basic Research

PSY/BACB CE Offered. CE Instructor: Jack Bergman, Ph.D.

Contextual Factors in the Reinforcing Effects of Drugs

Chair: Paul L. Soto (Johns Hopkins University)

JACK BERGMAN (Harvard Medical School, McLean Hospital)



Dr. Jack Bergman received his initial training in behavioral pharmacology in the laboratories of C. R. Schuster and C. E. Johanson at the University of Chicago (Ph.D., 1981). His dissertation research examined the reinforcing effects of the benzodiazepine diazepam in monkeys and, as well, the issue of tolerance to its anti-suppressant actions. Dr. Bergman continued research as a postdoctoral fellow with W. H. Morse in the Psychobiology Laboratory at Harvard Medical School, where he studied behavioral and physiological effects of novel opioids in

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monkeys and began long-term studies of dopaminergic mechanisms in the reinforcing and other behavioral effects of psychomotor stimulant drugs. Dr. Bergman moved to the New England Primate Research Center where, with Roger Spelman, he continued those studies and, as well, undertook work to delineate the behavioral effects of new, atypical antipsychotic drugs. After moving to McLean Hospital in 1996, Dr. Bergman continued studies of psychomotor stimulant abuse liability including the evaluation of candidate medications, and also began to examine the behavioral effects of THC and other CB1 agonists. He also refined procedures using concurrent schedules of reinforcement to better evaluate the reinforcing strength of self-administered drugs. Most recently, Dr. Bergman's interests in improving behavioral methodologies have included the development of novel operant-based means for studying analgesic drugs.

Abstract: Early studies showing that drugs that people take illicitly can maintain IV self-administration in laboratory animals have led to a continuing role for such studies to measure abuse potential of existing and new drugs and, as well, continuing interest in understanding the multiple determinants of the reinforcing effects of drugs and how to measure them. Laboratory studies have shown that, in addition to subject-related and drug-related variables, contextual factors can qualitatively and/or quantitatively influence drug-maintained behavior. Among these factors are the schedule of availability, drug-taking history, and reinforcement options. Their influence will be reviewed with examples of differences in the dose-related effects of selected drugs under varying schedule conditions, the role pharmacological history can play in the expression of a drug's reinforcing effects, and the utility of using the availability of an alternative reinforcer under concurrent schedule conditions to study drug-maintained and drug-seeking behavior.

#361 Panel Discussion

3:00 pm–4:20 pm

101 B-C (Convention Center)

PRA; Service Delivery

License or Certify? What ABAI Chapters Are Pursuing in Canada and Implications for Behavior Analysts Internationally

Chair: James T. Todd (Eastern Michigan University)

KIRSTEN M. WIRTH (St. Amant Research Centre, University of Manitoba)

ELIZABETH S. ATHENS (ABA Learning Centre)

JEN PORTER (Ontario Association for Behavior Analysis)

SYLVIE DONAIS (Clinique ABA (Montréal))

#362 Symposium

3:00 pm–4:20 pm

200 A-B (Convention Center)

PRA/DDA; Applied Research

Novel Extensions in the Assessment of Challenging Behaviors

Chair: Todd G. Kopelman (University of Iowa Hospitals and Clinics)

Discussant: Mark O'Reilly (University of Texas at Austin)

Early Course and Progression of Self-Injurious Behavior in Young Children With Autism

Patricia F. Kurtz (Kennedy Krieger Institute), JILL FODSTAD (Louisiana State University), and

Michelle D. Chin and John M. Huete (Kennedy Krieger Institute)

Reliability and Validity Analysis of the Indirect Functional Assessment

JORDAN YASSINE, Michele D. Wallace, and Mei Ling Joey Chen (California State University, Los Angeles)

Assessment of Challenging Behavior by Parents via In-Home Telehealth

ALYSSA N. SUESS, David P. Wacker, Todd G. Kopelman, Scott D. Lindgren, John F. Lee, Patrick Romani, and Shannon Dyson (University of Iowa)

#363 Symposium

3:00 pm–4:20 pm

M100 J (Convention Center)

TBA/EDC; Applied Research

BACB CE Offered. CE Instructor: Victoria Fogel, MA

Competing With Facebook and Modern Technology in the College Classroom: Evaluating College Instruction

Chair: Victoria Fogel (University of South Florida)

Discussant: Julie S. Vargas (B. F. Skinner Foundation)

Evaluating the Effects of Guided Notes and Response Cards in Student Performance

VIVIANA GONZALEZ, Kimberly Crosland, Victoria Fogel, and Timothy M. Weil (University of South Florida) and Kevin Murdock (Hillsborough County Public Schools, Florida)

Evaluating Active Student Responding via Interspersed White Board Activities on the Competing Academic Responses of Undergraduate Students

MALLORY QUINN, Victoria Fogel, and Stephanie Wack (University of South Florida)

Measuring the Effect of Alternating In-Class With Online Lecture on Student Learning in College Classrooms

Brett Grant Kellerstedt, KAY TREACHER, and Traci M. Cihon (University of North Texas)

#364 Symposium

3:30 pm–4:50 pm

102 B-C (Convention Center)

CBM; Applied Research

BACB CE Offered. CE Instructor: Nic Hooper, Ph.D.

Home Is Where the Heart Is: Exploring the Roles of the Interpersonal Context and Psychological Flexibility in Well-Being

Chair: Danielle Moyer (University of Louisiana at Lafayette)

Discussant: Nic Hooper (Middle East Technical University)

Sticks and Stones: The Social Context for Learning Self-Stigma Amongst the Obese

EMILY SQUYRES and Emily Kennison Sandoz (University of Louisiana at Lafayette)

Raising Flexibility: A Preliminary Look at the Role of Psychological Flexibility in Parent and Adolescent Distress

DANIELLE MOYER and Emily Kennison Sandoz (University of Louisiana at Lafayette)

Find Mickey: The Impact of Community Tragedy on Valued and Avoidant Behaviors

MICHELLE JEANIS and Emily Kennison Sandoz (University of Louisiana at Lafayette)

#365 Paper Session

3:30 pm–4:50 pm

102 D-E (Convention Center)

CBM

Behavioral Diagnostics: Looking at Problem Behavior Without the DSM

Chair: Martti T. Tuomisto (University of Tampere)

Behavior Analysis and Diagnostic Systems (Theory)

MARTTI T. TUOMISTO and Lauri Parkkinen (University of Tampere)

The Contingencies That Maintain Gambling, Problem Gambling, and Pathological Gambling (Basic Research)

JEFFREY N. WEATHERLY and Benjamin N. Witts (University of Nevada, Reno)

Beyond the Daily Grind: Towards an Evolutionary-Behavioral Approach to Bruxism (Applied Research)

LINDA BALLARD (St. Joseph's University) and Donald A. Hantula (Temple University)

#366 Symposium

3:30 pm–4:50 pm

102 F (Convention Center)

CSE/OBM; Applied Research

BACB CE Offered. CE Instructor: Sarah E. Casella, Ph.D.

Behavioral Pattern Detection: Applications to Analyzing Criminal Activity

Chair: Michael Fantetti (Florida Institute of Technology)

Discussant: Ron Van Houten (Western Michigan University)

A Behavioral Approach to Increase Modus Operandi Form Completion by Police Officers

SARAH E. CASELLA (BAIR Analytics) and Ron Van Houten (Western Michigan University)

Identifying Behavioral Patterns Using the “IZE” Method

WILL PENTIS (BAIR Analytics)

To Include or Not Include: What Constitutes a Unique Decision Making Process in a Pattern of Criminal Activity?

JUSTIN DORN (BAIR Analytics)

#367 Symposium

3:30 pm–4:50 pm

102 A (Convention Center)

CSE/TPC; Service Delivery

Tools and Approaches for Facilitating Multidisciplinary Collaboration on Behavioral Issues Related to Energy and Environment

Chair: Michael A. Magoon (NORC at the University of Chicago)

Discussant: Christie Manning (Macalester College)

Community-Based Social Marketing: Behavioral Sciences Applied to Sustainability

MICHELLE VIGEN (American Council for an Energy-Efficient Economy)

Facilitating Collaboration: Developing a Searchable Database for the Behavior Analysis of Conservation Behavior

JULIA H. FIEBIG (The Chicago School of Professional Psychology)

Behavior Change for Energy Efficiency: A Literature Review

KATHERINE BINDER, Ron Van Houten, and Harold Glasser (Western Michigan University)

Community-Based Social Marketing and Behavior Analysis for Sustainability: Connections, Contrasts, and Compatibilities

MICHELLE VIGEN (American Council for an Energy-Efficient Economy) and Michael A. Magoon (NORC at the University of Chicago)

#368 Symposium

3:30 pm–4:50 pm

202 A-B (Convention Center)

DDA/EDC; Applied Research

BACB CE Offered. CE Instructor: Jodi Elizabeth Nuernberger, MS

Preference Assessment Methodological Extensions: Comparisons of Assessment Modalities and the Use of Progressive-Ratio Schedules

Chair: Jodi Elizabeth Neurenberger (Southern Illinois University, Carbondale)

An Evaluation of the Validity of Verbal Preference Assessments Used With Adults With Developmental Disabilities

JODI ELIZABETH NEURENBERGER and Kristina Vargo (Southern Illinois University, Carbondale) and Joel Eric Ringdahl (Southern Illinois University)

An Evaluation of the Effects of Presentation Modality and Consequence on Preference Assessment Outcomes

JOSEPH D. DRACOBLY, Skyler Rueb, Claudia L. Dozier, and Courtney Laudont (University of Kansas)

Comparison of Verbal, Pictorial, and Video Preference Assessment Formats

Michele D. Wallace and Randy V. Campbell (California State University, Los Angeles) and GRACE C. E. CHANG (SEEK Education, Inc.)

The Use of Progressive-Ratio Schedules to Assess Negative Reinforcers

RYAN KEITH KNIGHTON, Sarah E. Bloom, and Daniel Clark (Utah State University)

#369 Symposium

3:30 pm–4:50 pm

205 C-D (Convention Center)

DDA/EDC; Applied Research

Teaching Mathematics to Students With Severe Developmental Disabilities

Chair: Keri Stevenson Bethune (James Madison University)

Discussant: Robert C. Pennington (University of Louisville)

A Meta-analysis on Teaching Mathematics to Students With Significant Cognitive Disabilities

FRED SPOONER, Diane Browder, Lynn Ahlgrim Delzell, and Shawnee Wakeman (University of North Carolina at Charlotte)

Early Numeracy Instruction for Students With Moderate and Severe Developmental Disabilities

KERI STEVENSON BETHUNE (James Madison University) and Diane Browder, Fred Spooner, Alicia F. Saunders, and Melissa Hudson (University of North Carolina at Charlotte)

The Effects of Computer-Based Video Instruction on the Acquisition of Grade-Aligned Mathematics Skills in Elementary Students With ASD and Intellectual Disabilities

ALICIA F. SAUNDERS and Ya-yu Lo (University of North Carolina at Charlotte)

#370 Symposium

3:30 pm–4:50 pm

201 A-B (Convention Center)

DDA; Service Delivery

Sexually Offending Behavior: Prevention, Assessment, and Intervention

Chair: Duncan Pritchard (Aran Hall School)

Managing Sexually Harmful Behavior in a Residential Special School

DUNCAN PRITCHARD, Nicola Graham, and Heather Penney (Aran Hall School) and F. Charles Mace (Nova Southeastern University)

Influence of Features Other Than Age and Gender on Paired Stimulus Preference Assessments of Sexual Interest

STEPHEN F. WALKER and Timothy R. Vollmer (University of Florida), Triton Ong (University of the Pacific), and P. Raymond Joslyn (University of Florida)

Community-Based Interventions for Sexual Offenders With Developmental Disabilities

KIMBERLY CHURCH, Stephani Fauerbach, and Valeria Parejo (Human Development Center)

Future Directions in the Assessment and Treatment of Sexual Offenders With Developmental Disabilities

JORGE RAFAEL REYES (Westfield State University) and Timothy R. Vollmer (University of Florida)

#371 Symposium

3:30 pm–4:50 pm

200 F-G (Convention Center)

DDA/VRB; Basic Research

Supporting Parents as Interventionists for Evoking Language and Social-Play Skills

Chair: Leslie A. Morrison (Pacific Child and Family Associates)

Discussant: Melanie Foshee (Children's Learning Connection)

Teaching Social Initiations to a Child with Down Syndrome Through a Parent Implemented Portable Video Modeling Intervention

DENISE GROSBERG (Pacific Child and Family Associates)

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Parent Directed Role Reversal Imitation for Evoking Echoics, Verbal Elaboration, and Social-Play Skills
SARAH TORGRIMSON (Children's Learning Connection); Danielle Marie Russell (University of North Texas); Deanna Teramoto, Melanie Foshee, and Deborah Cox (Children's Learning Connection); and Jaime A. Stahl and Leslie A. Morrison (Pacific Child and Family Associates)

Supporting Parents as Interventionists Through Family Life Education
MICHAEL CAMERON (Pacific Child and Family Associates)

#372 Symposium

3:30 pm–4:50 pm

101 H (Convention Center)

EAB/VRB; Applied Research

New Methods and Directions in the Assessment of Relational Responding: Bridging Basic and Applied Concerns

Chair: Paul Potylicki (University of South Carolina Aiken)

Relational Frame Training and Intelligence Testing: Methodological Developments and Some Pilot Data

SCOTT A. HERBST, Timothy Ariza, and Ashley Davis (The Chicago School of Professional Psychology)

Implicit Relational Assessment Procedure: What Is It and How Might It Be Useful?

JEFFREY OLIVER and Timothy M. Weil (University of South Florida)

One Size Doesn't Fit All: Can Perspective-Taking Change Implicit Attitudes Toward Overweight People?

JILLIAN JACOBELLI and Matthieu Villatte (University of Louisiana at Lafayette) and Nic Hooper (Middle East Technical University)

Altering Stigmatizing Implicit Attitudes Towards Mental Illness With the Implicit Relational Assessment Procedure

PAUL POTYLICKI (University of South Carolina Aiken) and Chad E. Drake (Southern Illinois University, Carbondale)

#373 Symposium

3:30 pm–4:50 pm

101 G (Convention Center)

EAB; Basic Research

Factors That Affect Local Choice and Temporal Discrimination

Chair: Sarah J. Cowie (University of Auckland)

Discussant: Federico Sanabria (Arizona State University)

The Effects of Mapped and Unmapped Temporal Stimuli on Local Choice

LUDMILA MIRANDA DUKOSKI, Michael C. Davison, and Douglas Elliffe (University of Auckland)

Discriminating the Time of Local Food-Ratio Reversals

SARAH J. COWIE, Michael C. Davison, and Douglas Elliffe (University of Auckland)

Response Resurgence in the Peak Procedure

LEWIS A. BIZO, Rachael Anne Lockhart, Mark McHugh, Christopher D. Stanley, Mary Foster, and James McEwan (University of Waikato)

#374 Symposium

3:30 pm–4:50 pm

101 I (Convention Center)

EAB; Basic Research

BACB CE Offered. CE Instructor: Mark T. Harvey, Ph.D.

Snakes, Fish, and Cockroaches: Expanding the Frontiers of Behavioral Science

Chair and discussant: Mark T. Harvey (Florida Institute of Technology)

The Operant Conditioning of Burmese Pythons

SHERRI EMER, Michael Grace, and Heather DeMarr (Florida Institute of Technology); Cordula Mora (Bowling Green State University); and Mark T. Harvey (Florida Institute of Technology)

Golden Opportunities: FIT's Aquatic Operant Learning Lab

JOSHUA K. PRITCHARD, Ryan Lee O'Donnell, Mark Malady, Anita Li, and Carlos Freeman (Florida Institute of Technology)

Operant Learning in the Cockroach (*Gromphadorhina portentosa*)

JACOB H. DAAR, Mark R. Dixon, Allison Chamberlain, Karl Gunnarsson, Abigail Kennedy, Matthew L. Johnson, and Ashley Shayter (Southern Illinois University)

#375 Symposium

3:30 pm–4:50 pm

101 J (Convention Center)

EAB/TPC; Applied Research

Consumer Behavior Analysis II: From Experiment to Interpretation

Chair and discussant: Gordon R. Foxall (Cardiff University)

Evaluative Conditioning in Online Information Search: Banner Blindness and Safety Signals

DONALD A. HANTULA (Temple University)

The Role of Social Product Labels and Point of Purchase Advertising on Buying Behavior

JEANINE PLOWMAN STRATTON and Devon Baratta (Furman University)

Towards an Evolutionary Theory of the Marketing Firm: Marketing Routines and Selection by Consequences

KEVIN VELLA (Cardiff University)

#376 Symposium

3:30 pm–4:50 pm

M100 H-I (Convention Center)

EDC/DDA; Service Delivery

BACB CE Offered. CE Instructor: Autumn Kaufman, MS

Effects of the Competent Learner Model on Reducing Problematic Behavior and Increasing Skill

Acquisition Across Three Public School Settings in Rural Virginia

Chair: Autumn Kaufman (Commonwealth Autism Services)

Discussant: Vicci Tucci (Tucci Learning Solutions, Inc.)

The Application of the Competent Learner Model to Reduce Problematic Behavior With a Naïve Learner: Case Study NA

SHONNET R. BRAND (Commonwealth Autism Service), Shawn M. Ramsay (Shenandoah County Public Schools), and Cathy Scutta (Cathy Scutta Coaching and Consulting)

Seeing Is Believing: Alternating Conditions Across Interventions to Demonstrate the Effectiveness of the Competent Learner Model to Reduce Self-Injurious Behavior: Case Study KGN

CHRISTINE M. WELGAN (Commonwealth Autism Service), Marilyn Keener (Frederick County Public Schools), and Autumn Kaufman (Commonwealth Autism Services)

The Power of Learning: Decreasing High Frequency Problem Behavior to Participatory Behavior in a Public School Setting: Case Study AK

LINDY JACOBS (Rockingham County Public Schools) and Kari Zupancic and Kate Masincup (Commonwealth Autism Service)

#377 Symposium

3:30 pm–4:50 pm

M100 D-E (Convention Center)

EDC/PRA; Service Delivery

BACB CE Offered. CE Instructor: Michael D. Hixson, Ph.D.

Implementing Behavioral Methodology in the General Education Setting

Chair: Teryn Bruni (Central Michigan University)

Discussant: Michael D. Hixson (Central Michigan University)

Applying Behavior Analysis in General Education: Four Examples

TERYN BRUNI, Maria Alejandra Ramirez, Abbie Barrett, and Jessica Bellmore (Central Michigan University); Michelle Youngs (Kalamazoo Public Schools); and Michael D. Hixson (Central Michigan University)

Errorless Compliance Training in a General Education Classroom

HEIDI RENEE FISHER, Jessica Rames, and Michael D. Hixson (Central Michigan University)

White Noise as an Intervention for Children With Attention Deficit Hyperactivity Disorder

ANDREW COOK (Central Michigan University)

#378 Symposium

3:30 pm–4:50 pm

M100 F-G (Convention Center)

EDC/EAB; Applied Research

BACB CE Offered. CE Instructor: Russell W. Maguire, Ph.D.

Applied Stimulus Equivalence Technology: Expansion of Equivalence Classes

Chair: Russell W. Maguire (Simmons College)

Discussant: M. Joyce Persson (Simmons College)

The Establishment and Expansion of Equivalent Vocabulary Classes

BRIAN MACAULEY and Russell W. Maguire (Simmons College)

Stimulus Equivalence With Applied Third Grade Science: Class Expansion

EMILY LEONARD and Russell W. Maguire (Simmons College)

Stimulus Equivalence Instruction of Geometric Shapes

LAURA ROCHEFORT and Russell W. Maguire (Simmons College)

#379 Panel Discussion

Student Committee Event

3:30 pm–4:50 pm

M100 B-C (Convention Center)

EDC; Service Delivery

Professional Development Series: How to Give an Effective Oral Presentation

Chair: Ashlin Blum (Saint Louis University)

NED CARTER (SALAR, Stockholm)

AMANDA N. ADAMS (California State University, Fresno)

MICHAEL PERONE (West Virginia University)

#380 Paper Session

3:30 pm–4:50 pm

101 D (Convention Center)

OBM

Behavior-Based Safety Process Applications

Chair: Maria Gatti (AARBA)

The Reduction of Injuries Due to Behavior-Based Safety Processes Implemented in Several Plants and Sites (Applied Research)

FABIO TOSOLIN, Paola Silva, and Maria Gatti (Association for the Advancement of Radical Behavior Analysis)

A Multiple Baseline Experiment for Assessing the Efficacy of a Behavior-Based Safety Process in an Engineering Factory (Applied Research)

MARIA GATTI (Association for the Advancement of Radical Behavior Analysis), Alessandro Seregini (Weir Gabbioneta), and Fabio Tosolin and Alessandro Valdina (Association for the Advancement of Radical Behavior Analysis)

The Requirements of a Behavior-Based Safety Process (Service Delivery)

ALESSANDRO VALDINA and Fabio Tosolin (Association for the Advancement of Radical Behavior Analysis), Mark P. Alavosius (University of Nevada, Reno), and Italo Vigano and Maria Gatti (Association for the Advancement of Radical Behavior Analysis)

#381 Symposium

3:30 pm–4:50 pm

101 E (Convention Center)

OBM/DDA; Service Delivery

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

Organizational Performance Engineering to Achieve Desired Client Results

Chair: Guy S. Bruce (Appealing Solutions, LLC)

Discussant: Donnie M. Staff (Optimal)

What Is Organizational Performance Engineering?

GUY S. BRUCE (Appealing Solutions, LLC)

An Organizational Performance Engineering Project to Improve a Community Mental Health Agency's Client Outcomes

JORDAN P. BOUDREAU (Florida Institute of Technology)

An Organizational Performance Engineering Project to Improve a School's Student Outcomes

CHRISTOPHER B. EWING (Arkansas Department of Education)

#382 Symposium

3:30 pm–4:50 pm

200 C-E (Convention Center)

PRA; Service Delivery

BACB CE Offered. CE Instructor: Jennifer Klapatch, MA

Health, Sport, and Fitness SIG Symposium: Recreation, Fitness, and Leisure Skills as Behavioral Cusps

Chair and discussant: Albert Malkin (ErionakKids)

Simple Behavioral Activation for Typically Developing Obese Adults: The Power of Goal Setting

JENNIFER KLAPATCH, Diana J. Walker, and Scott A. Herbst (The Chicago School of Professional Psychology) and Tracy L. Kettering (Bancroft)

Active By Design: Does Contact With Nature Influence Adolescents' Exercise Choices?

SHERRY L. SCHWEIGHARDT (Temple University)

From Soccer to Social Skills: Leisure Activities as Behavioral Cusps for Children With ASD

HAZLON SCHEPMYER (ErinoakKids)

#383 Panel Discussion

3:30 pm–4:50 pm

M100 A (Convention Center)

TBA; Applied Research

BACB CE Offered. CE Instructor: Matthew P. Normand, Ph.D.

Instead of Preaching to the Choir, Publish Outside the Box

Chair: Matthew P. Normand (University of the Pacific)

DEREK D. REED (University of Kansas)

PATRICK C. FRIMAN (Boys Town)

HENRY D. SCHLINGER (California State University, Los Angeles)

STUART A. VYSE (Connecticut College)

#384 Paper Session

3:30 pm–4:50 pm

200 H-I (Convention Center)

VRB

Conceptual Issues in Verbal Behavior

Chair: Robert Dlouhy (Western Michigan University)

May Teaching of Advanced Listener Skills Facilitate the Acquisition of Complex Intraverbal Behavior: A Theoretical Analysis (Theory)

SVEIN EIKESETH (Akershus University College) and Dean Smith (UK Young Autism Project)

Assessing the Sources of Control in Studies of Tact-Mand Independence: Making Sense of Conflicting Findings (Theory)

GENAE HALL (Behavior Analysis & Intervention Services)

English Morphology: A Behavior Analytic Interpretation (Theory)

ROBERT DLOUHY (Western Michigan University)

Structures of Verbal Behavior (Theory)

MICHAEL MEDLAND (Learning Architects)

#385 Panel Discussion

4:00 pm–4:50 pm

205 A-B (Convention Center)

AUT; Service Delivery

Kenya: Building a Sustainable and Replicable Model for ABA Services and Training

Chair: Pooja Panesar (Kaizora Consultants)

EMILY ALEXANDRA WINEBRENNER (Universal Health Services)

MARY E. BRADY (University of Massachusetts Boston)

KATIE DEKRAKER (Global Autism Project)

#386 Invited Presenter

4:00 pm–4:50 pm

Main Auditorium (Convention Center)

SCI; Basic Research

BACB CE Offered. CE Instructor: Timothy A. Shahan, Ph.D.

Reinforcement and Response Strength in the Information Age

Chair: Karen G. Anderson (West Virginia University)

TIMOTHY A. SHAHAN (Utah State University)



Dr. Timothy A. Shahan received his Ph.D. in psychology from West Virginia University in 1998. He was a postdoctoral research fellow at the University of Vermont, and then a research assistant professor at the University of New Hampshire until 2003. He is presently a professor in the Psychology Department at Utah State University. Dr. Shahan's research focuses on behavioral momentum, conditioned reinforcement, attention, stimulus control, choice, and extensions of quantitative analyses of behavior to animal models of drug taking. His research has been supported by the National Institute of Mental Health, the National Institute on Alcohol Abuse and Alcoholism, the National Institute on Drug Abuse, and the National Institute of Child Health and Human Development. Dr.

Shahan currently serves as an associate editor for the *Journal of the Experimental Analysis of Behavior*, president of the Society for the Quantitative Analyses of Behavior, and chair of the Biobehavioral Regulation, Learning and Ethology study section at the National Institutes of Health.

Abstract: The metaphor of reinforcement plays a central role in how behaviorists view psychology. The response strengthening effects of reinforcement conveyed by this metaphor provide the foundation upon which the law of effect is constructed. Like previous quantitative theories of operant behavior, behavioral momentum theory has provided a formalized approach for characterizing how reinforcement affects response strength and has been suggested as a quantitative version of the law of effect. Based on research findings on behavioral momentum and on other evidence, the presentation will explore an alternative account of behavior based on information theory that dispenses with the notion of response strength. The presentation also will explore how such an information-based account might be reconciled and integrated with the fact that reinforcers do seem to invigorate behavior. Finally, the presenter will argue that such an information-based account is at least as grounded in natural science as a traditional behavioral approach.

#387 B. F. Skinner Lecture Series

4:00 pm–4:50 pm

Ballroom B (Convention Center)

TPC; Theory

PSY/BACB CE Offered. CE Instructor: Marleen T. Adema, Ph.D.

Ape Language Studies

Chair: Marleen T. Adema (Dutch Association for Behavior Analysis)

SUE SAVAGE-RUMBAUGH (Great Ape Trust)



Photo: Russ RuBert,
RuBert Studios 2012

Sue Savage-Rumbaugh obtained her Ph.D. from the University of Oklahoma (1975). For 23 years, she was based at the Language Research Center of Georgia State University. Currently, she is executive director and senior scientist at Great Ape Trust, a world-class research center dedicated to studying the behavior and intelligence of great apes. Dr. Savage-Rumbaugh is the first scientist to conduct language research with bonobos. She helped pioneer the use of new technologies for working with primates, such as a keyboard providing for speech synthesis, allowing the animals to communicate using spoken English. Her work with Kanzi, the first ape to learn language in the same manner as children, was detailed in

Language Comprehension in Ape and Child (1993), which is listed in the top 100 most influential works in cognitive science in the 20th century (University of Minnesota Center for Cognitive Sciences, 1999). Her work is also featured in *Kanzi: The Ape at the Brink of the Human Mind* (1996), and *Apes, Language, and the Human Mind* (2001). Savage-Rumbaugh received honorary doctorates from the University of Chicago (1997) and Missouri State University (2008), and was invited speaker to the Nobel Conference XXXII (1996). In 2011, she was recognized as one of *TIME* magazine's 100 Most Influential People in the World.

Abstract: Language has always been assumed to be uniquely human. And many linguists (for example, Chomsky and Pinker) still subscribe to this assumption. However, extensive research since the 1970s has shown that primates are capable of acquiring language skills. This presentation focuses on language studies with bonobos at the Language Research Center of Georgia State University and at Great Ape Trust, using a keyboard with lexigrams as a communication system. The language environment the bonobos were exposed to will be described, as well as their language acquisition process and the language skills they acquired. Theoretical and philosophical implications of these studies will be discussed along with methodological issues and criticism this research raised. The ape language studies have challenged traditional views of language and cognition. Findings regarding the abilities of nonhuman primates to acquire symbols, comprehend spoken words, decode simple syntactical structures, learn concepts of number and quantity, and perform complex perceptual-motor tasks have helped change the way humans view other members of the primate order.

387a Special Event

5:00 pm–5:50 pm

Main Auditorium (Convention Center)

OTH

ABAI Presidential Address: "The Avoidance Paradox"

Chair: Kurt Salzinger (Hofstra University)

MICHAEL PERONE (West Virginia University)



Dr. Michael Perone is a professor in the Department of Psychology at West Virginia University. He has made substantial contributions to behavior analysis through his research, service, administration, and teaching. He is well known for his programmatic research on conditioned reinforcement, avoidance, and transitions from rich to lean schedules of reinforcement, and more generally for the elegance and ingenuity of his experimental methodology. He has secured support from the National Institute of Child Health and Human Development, the Occupational Safety and Health Administration, and the National Science Foundation for much of his research. His investigations with animals and extensions of basic mechanisms to humans serve as a prototype for research

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translation. Dr. Perone's accomplishments in administration, service to the discipline, and teaching are similarly noteworthy. Dr. Perone served for 12 years as chair of the West Virginia University Department of Psychology, one of the foremost programs in behavior analysis. He has served as president of ABAI, the Society for the Advancement of Behavior Analysis, the Society for the Experimental Analysis of Behavior, and the Southeastern Association for Behavior Analysis. He has been appointed to key editorial positions for major journals in behavior analysis, represented behavior analysis on the Federation of Behavioral, Psychological, and Cognitive Sciences, and served on numerous committees. In each of those roles, his skill and humor have been instrumental in bringing a charge to effective completion. Dr. Perone has received numerous awards for his teaching and mentoring, which, along with the successes of his former students, are testaments to his effectiveness in that arena as well.

Abstract: Successful avoidance behavior poses a puzzle known as the “avoidance paradox.” Consider the paradigm case of a rat pressing a lever to postpone electric shocks on a free-operant schedule. At steady-state when responding is proficient, there is no apparent aversive stimulus in the environment before the rat presses the lever, and there is no apparent change in the environment after the rat presses the lever. What reinforces the response? Motivated by this question, studies of avoidance and related phenomena have created a rich source of information about situations in which the factors controlling behavior are obscure—for example, when the consequences of behavior are delayed, or distributed diffusely in time, or cumulative. The president will review recent findings that illustrate how experiments on avoidance, and aversive control more generally, contribute to the analysis of situations in which the controlling factors are elusive. These are the very situations that behavior analysts must understand if we are to help prevent diseases of lifestyle (e.g., obesity, heart disease, cancer) and promote healthy behavior (e.g., exercise and proper nutrition).

#388 Business Meeting

6:00 pm–6:50 pm

M101 B (Convention Center)

Behavior Analysis in Military and Veterans' Issues Special Interest Group

Chair: Abigail B. Calkin (Calkin Consulting Center)

The Behavior Analysis in Military and Veterans' Issues Special Interest Group's purpose is to discuss how behavior analysis can assist military personnel and veterans to deal proactively with current and past issues.

#389 Business Meeting

6:00 pm–6:50 pm

M101 A (Convention Center)

***Journal of the Experimental Analysis of Behavior*: Meeting for Authors, Prospective Authors, and Board Members**

Chair: Gregory J. Madden (Utah State University)

The annual report of the *Journal of the Experimental Analysis of Behavior* will be presented, followed by discussion of editorial policies and issues. We encourage authors and prospective authors to attend. Questions and suggestions will be encouraged.

#390 Business Meeting

6:00 pm–6:50 pm

101 J (Convention Center)

***Behavior and Social Issues* Editorial Board**

Chair: Mark A. Mattaini (Jane Addams College of Social Work, University of Illinois, Chicago)

Behavior and Social Issues is an international, interdisciplinary journal focused on applications of behavior analytic and cultural analytic science to social, human rights, and environmental issues. The journal also encourages submissions related to the development of cultural analytic/behavioral systems science as a subdiscipline. The editorial board will discuss our progress in expanding our open-access online presence, steps toward further institutionalizing the journal, and strategies for expanding the number of high quality submissions.

#391 Business Meeting

6:00 pm–6:50 pm
101 B-C (Convention Center)

Organizational Behavior Management Network

Chair: Heather M. McGee (Western Michigan University)

This is the annual meeting of the Organizational Behavior Management Network. All are invited to attend and discuss topics related to organizational behavior management. Additionally, network officers will present data summarizing the status and development of the organization.

#392 Business Meeting

6:00 pm–6:50 pm
M100 A (Convention Center)

Dissemination of Behavior Analysis Special Interest Group

Chair: Amanda N. Kelly (SEEM Collaborative, Massachusetts)

The Dissemination of Behavior Analysis Special Interest Group (DBA-SIG) gathers to explore ways of sharing and advancing the science of human behavior, spreading information, and providing access to behavior analysis to the public at large. The DBA-SIG stresses the importance of using language that is friendly and easy to understand, providing a sense of what exactly our science is and helping society realize the potential of this science. We're looking to release behavior analysis from its pigeonholes, and publicize the potential our science has to develop global solutions. If you are interested in the dissemination of the science of behavior analysis worldwide, then this is the place for you.

#393 Business Meeting

6:00 pm–6:50 pm
101 A (Convention Center)

Neuroscience Special Interest Group

Chair: Michael W. Schlund (Kennedy Krieger Institute)

The primary goals of the Neuroscience Special Interest Group to be discussed this year will include updating the member list, ways of promoting behavioral and neuroscience research within the field of behavior analysis and abroad, and using social media to enhance communication and research collaborations among members. Because of the diverse backgrounds and interests of SIG members, we also will use a rapid communication format (5-minute time slots) for SIG members and attendees to showcase their ideas, current research, research in progress, and future plans. Everyone is welcome. So, bring your interest and any ideas and data you may have to share with SIG members.

#394 Business Meeting

6:00 pm–6:50 pm
102 A (Convention Center)

ABAI Science Board

Chair: M. Christopher Newland (Auburn University)

This is the annual business meeting of the ABAI Science Board to discuss ongoing activities and plans for the next year.

#395 Business Meeting

6:00 pm–6:50 pm
102 F (Convention Center)

Direct Instruction Special Interest Group

Chair: Ann Filer (Beacon ABA Services)

Effective and efficient instruction benefits all students; however, evidence-based instructional practices are essential for teaching students with learning challenges. Direct instruction is effective, efficient, and evidence-based. Please plan to attend the Direct Instruction Special Interest Group business meeting and join us in promoting research-validated instructional practices.

#396 Business Meeting

6:00 pm–6:50 pm

201 A-B (Convention Center)

Iowa Association for Behavior Analysis

Chair: Evelyn Jo Horton (The Homestead)

The Iowa Association for Behavior Analysis (Iowa ABA) was chartered in June 2008 as a state chapter of ABAI for professional, scientific, and educational purposes. Iowa ABA's primary functions include serving as a scientific and professional reference group for all in the state of Iowa who identify themselves as scientists, practitioners, or providers in disciplines that embrace the principles and practices of behavior analysis. Iowa ABA supports the development of professional credentialing for the practice of behavior analysis within the state of Iowa. The chapter also supports and encourages expanding the educational and supervisory resources to aid individuals in meeting current and future credentialing requirements. Iowa ABA also supports the development of ethical and professional standards of practice for behavior analysts within the state of Iowa. Iowa ABA promotes the use of effective and humane behavioral procedures in meeting the educational and rehabilitative needs of both typically developing and intellectually disabled people. Iowa ABA provides education and advises political, legislative, and policy-making bodies with respect to all matters pertaining to behavior analysis in the state of Iowa. Iowa ABA promotes and supports the conduct of behavior analytic research within the state of Iowa.

#397 Business Meeting

6:00 pm–6:50 pm

M100 J (Convention Center)

Clinical Special Interest Group

Chair: Emily Thomas Johnson (Behavior Attention & Developmental Disabilities Consultants, LLC)

This is the special interest group for those who have an interest in clinical applications of behavior analysis. Clinical behavior analysts work in research and applied settings applying behavior analytic principles to just about any situation that may involve psychological distress. This is the Clinical Special Interest Group's annual meeting to discuss how to promote our work in ABAI and beyond. Members have the opportunity to network and discuss their areas of interest and work, training opportunities, research projects, conceptual struggles, and developments, and plan activities for next year's convention. The Clinical SIG also is looking to expand involvement by including program updates from graduate programs and faculty who provide training in clinical behavior analysis. Everyone is welcome to attend and learn more about this exciting area of behavior analysis.

#398 Poster Session

7:00 pm–9:00 pm

Exhibit Hall B (Convention Center)

BPH

1. The Reinforcing Effects of Intranasal Cocaine and Money on Concurrent Progressive Ratio Schedules (EAB; Basic Research) WILLIAM STOOPS, Joshua Anthony Lile, and Craig Roy Rush (University of Kentucky)

2. Alcohol Effects on Analogue Risk-Taking and Delay Discounting Tasks (EAB; Basic Research) JAMES W. DILLER and Thomas G. Farnsworth (Eastern Connecticut State University)

3. Serial Position Effects in Social Learning: Cholinergic Antagonists Effects on Learning and Recall (EAB; Basic Research) J. C. PEDRO ARRIAGA-RAMIREZ, Guadalupe Ortega-Saavedra, Johana Martinez-Mejia, Ángela Rebeca Juárez-Romero, Oscar A. Morales Córdova, Angela María Hermosillo-García, and Sara E. Cruz-Morales (National Autonomous University of Mexico, FES Iztacala)

4. Quantifying Nicotine's Value-Enhancement Effect Using a Behavioral Economic Approach (EAB; Basic Research) RACHEL N. CASSIDY and Jesse Dallery (University of Florida)

5. Enrichment and Estradiol Effects on Polydipsic Alcohol Self-Administration (EAB; Basic Research) DEBRA J. SPEAR (South Dakota State University)

6. Performance of C57BL/6n Mice in a Spatial Discrimination Reversal Task: Effects of d-Amphetamine on Choice (EAB; Basic Research) CRAIG W. CUMMINGS, Blake A. Hutsell, and M. Christopher Newland (Auburn University)

- 7. Demand for Alcohol in Legal and Underage College Drinkers** (EAB; Basic Research) JENNIFER HUDNALL, David P. Jarmolowicz, Rebecca L. Campbell, and Derek D. Reed (University of Kansas)
- 8. Effects of d-Amphetamine on Probabilistic Choice** (EAB; Basic Research) KATHRYN S. RANKIN, Raymond C. Pitts, and Christine E. Hughes (University of North Carolina Wilmington)
- 9. The Therapeutic Workplace: A Bridge to Treatment for Out-of-Treatment Injection Drug Users** (Applied Research) AUGUST F. HOLTYN (Johns Hopkins School of Medicine), Mikhail Koffarnus (Virginia Tech Carilion Research Institute), Anthony DeFulio (Johns Hopkins University School of Medicine), Sigurdur Oli Sigurdsson (University of Maryland, Baltimore County), Eric C. Strain (Johns Hopkins University School of Medicine), Robert C. Schwartz (Friends Research Institute), and Jeannie-Marie S. Leoutsakos and Kenneth Silverman (Johns Hopkins University)
- 10. Effects of Alcohol on Punished Responding in Humans on a Multiple Reinforcement Schedule** (EAB; Basic Research) TOMESHA A. MANORA, Catherine M. Gayman, J. Adam Bennett, and Cynthia J. Pietras (Western Michigan University)

#399 Poster Session

7:00 pm–9:00 pm

Exhibit Hall B (Convention Center)

EAB

- 11. The Power of One Reinforcer** (Basic Research) MARY ELIZABETH HUNTER and Jesus Rosales-Ruiz (University of North Texas)
- 12. Negative Incentive Contrast as a Mechanism of Resurgence** (Basic Research) CIARA MARSHALL, Andrew R. Craig, and Timothy A. Shahan (Utah State University)
- 13. The Effects of Color Background on Serial Positioning in Resurgence** (Basic Research) JAMES E. KING and Linda J. Parrott Hayes (University of Nevada, Reno)
- 14. Response Elimination, Reinforcement Rates, and Resurgence: Further Experimental Analyses** (Basic Research) CARLOS CANCADO (Universidade de São Paulo), Kennon Andy Lattal (West Virginia University), and Raquel Alo (Universidade de São Paulo)
- 15. The Resistance to Change of Different Levels of Behavioral Variability** (TPC; Basic Research) RAQUEL ALO and Maria Helena Hunziker (University of São Paulo)
- 16. Reinforced Behavioral Variability in Humans: The Effect of Sequence Length** (Applied Research) KATHLEEN DOOLAN, Lewis A. Bizo, and James McEwan (University of Waikato)
- 17. Learning and Motivational Factors Affecting Operant Performance of Long-Living Ames Dwarf Mice** (Basic Research) ANDREA L. BRANDT, Sarah Martner, and Adam Derenne (University of North Dakota)
- 18. A Parametric Analysis of the Effects of Olfactory Exposure on Food Consumption in Humans** (Basic Research) KELLEE CHI and Marianne L. Jackson (California State University, Fresno)
- 19. Discrimination in the Madagascar Hissing Cockroach (*Gromphadorhina portentosa*)** (Basic Research) ASHLEY SHAYTER and Mark R. Dixon (Southern Illinois University), Jacob H. Daar (University of South Florida), Allison Chamberlain (Southern Illinois University), and Karl Gunnarsson and Matthew L. Johnson (Southern Illinois University, Carbondale)
- 20. Acquisition and Extinction of Timeout Avoidance Behavior in Humans** (Basic Research) YUKO KOSHITSUKA and Koichi Ono (Komazawa University)
- 21. Experimental Studies in Metacontingency: A Comparison Between Different Models** (TPC; Basic Research) CLARISSA NOGUEIRA and Laercia Abreu Vasconcelos (University of Brasilia)
- 22. A Review on the Use of Eye-Tracking Technology to Study Observing Behavior During Conditional Discrimination Training** (VRB; Theory) STEFFEN HANSEN and Erik Arntzen (Oslo and Akershus University College)
- 23. Looking Versus Seeing: Exploring a New Methodology for Functional Eye-Tracking** (Basic Research) KEVIN MARCHINI and Manish Vaidya (University of North Texas)
- 24. Low-Cost USB Interface With Arduino and Visual Basic for Experimental Control** (Basic Research) ROGELIO ESCOBAR and Carlos Alexis Pérez-Herrera (National Autonomous University of Mexico)

Monday, May 27

- 25. Systematic Operant Bias in Human Participants: Kinesthetic Versus Associative Effects** (Basic Research) LAURILYN DIANNE JONES and Francis Mechner (The Mechner Foundation)
- 26. The Effect of Cultural Consequences on Over-Harvesting and Under-Harvesting in a Game of Simulated Natural Resources Usage** (Basic Research) DYEGO DE CARVALHO COSTA (Universidade Estadual do Piauí) and Laercia Abreu Vasconcelos (University of Brasília)
- 27. Changes in Contextual Stimuli by Sample and Comparison Stimuli in the Acquisition and Transfer of Conditional Discriminations by Humans** (VRB; Basic Research) ENOC OBED DE LA SANCHA VILLA, Mario Serrano, Gelacio Guzmán Díaz, Zaira Jacqueline García Pérez, Edgar Eduardo Montes Castro, Hugo Palacios, and Alma Briseida Ramírez Estrada (Universidad Veracruzana)
- 28. Habilitation of Written Matching Responses: Stimulus Modality in the Acquisition and Transfer of Conditional Discriminations by Humans** (VRB; Basic Research) AGUSTIN DANIEL GOMEZ FUENTES, Gelacio Guzmán Díaz, Mario Serrano, Enoc Obed De la Sancha Villa, and Zaira Jacqueline García Pérez (Universidad Veracruzana)
- 29. An Investigation of the Duration of Relationship and Verbal Behavior Necessary for Perspective-Taking in Children** (VRB; Basic Research) EMILY SKORZANKA, Genevieve M. DeBernardis, and Linda J. Parrott Hayes (University of Nevada, Reno)
- 30. Electrophysiological Investigation of the Functional Overlap Between Semantic and Equivalence Relations** (VRB; Basic Research) RENATO BORTOLOTTI and Naiene Pimentel (Universidade Federal de São Carlos), Teresa Mitchell (University of Massachusetts Medical School), and Julio C. De Rose (Universidade Federal de São Carlos)
- 31. Planning Behavior Evaluation With Two Tools: The Tower of London and the Verbal Report** (VRB; Basic Research) PATRICIA PLANCARTE and Hortensia Hickman (National Autonomous University of Mexico), Diana Moreno Rodríguez (National Autonomous University of Mexico, FES Iztacala), and María Luisa Cepeda and Rosalinda Arroyo (National Autonomous University of Mexico)
- 32. Matching-to-Sample Procedures: Respondent Versus Operant Conditioning** (TPC; Theory) CHRISTOFFER K. EILIFSEN and Erik Arntzen (Oslo and Akershus University College)

#400 Poster Session

7:00 pm–9:00 pm

Exhibit Hall B (Convention Center)

EDC

- 33. What Would You Do For a...? A Comparison of Preference Assessment Methods Applicable to Reinforcer-Based Treatment of Problem Behavior in an Academic Demand Setting** (DDA; Applied Research) ARKADIY AKHTENBERG, Marilyn D. Cataldo, and Iser Guillermo DeLeon (Kennedy Krieger Institute)
- 34. Teaching Self-Control With Qualitatively Different Reinforcers** (DDA; Applied Research) MICHAEL PASSAGE, Matthew Tincani, and Donald A. Hantula (Temple University)
- 35. Latency-Based Functional Analysis in Classroom Environments** (DDA; Applied Research) BLAKE HANSEN (Brigham Young University)
- 36. The Effects of Discrete Trial Instruction Versus Traditional Remediation for Adults With Disabilities in a Post-secondary Academic Program** (DDA; Applied Research) THOMAS P. KITCHEN, Sara Kitchen, and Kristen Robson (Mercyhurst University)
- 37. Improving Resume Cover Letter Writing Skills in Young Adults With Intellectual Disabilities** (DDA; Applied Research) ROBERT C. PENNINGTON, Monica E. Delano, and Renee Scott (University of Louisville)
- 38. ABA in the Classroom for EBD Programs in Middle and High School** (AUT; Applied Research) RICK SHAW (Behavior Issues)
- 39. Self-Management of Physical Activity Levels and Social Interactions in Physical Education** (PRA; Applied Research) SHIRI AYVAZO (Tel Aviv University) and Elian Aljadeff-Abergel (Western Michigan University)

40. The Effects of Changing Criteria and Contingent Reinforcement on Duration of On-Task Behavior and Latency of Task Engagement (Applied Research) KIMBERLY SPILLANE (Jamestown Public Schools) and Sara Kitchen and Thomas P. Kitchen (Mercyhurst University)

41. The Effects of a Self-Report Checklist on On-Task Behavior of Seventh Grade Students With Disabilities in a Middle School Language Arts Resource Room (DDA; Applied Research) BETTY FRY WILLIAMS, Brian Freeman, Stephanie McCarrey, and Tonya Duncan (Whitworth University)

42. Using Brief Experimental Analysis to Identify Mathematics Interventions (Service Delivery) MICHELLE HINZMAN and Barbara A. Pline (Keystone Area Education Agency)

43. Effects of Direct Instruction Flashcard and Math Racetrack Procedures on Mastery of Multiplication Facts by an At-Risk Sixth Grade Girl (PRA; Applied Research) RANDY LEE WILLIAMS, Kalli Heric, and Gabrielle Rivera (Gonzaga University)

44. Protocol for Lines of Research Inquiry Leading to Evidence-Based Practices (PRA; Applied Research) BARBARA SCHIRMER (Defiance College), Alison Schirmer Lockman (Western Governors University), and Todd N. Schirmer (Napa State Hospital)

45. Academic Gains of Emotionally Disturbed Clients Over 4 Years (Applied Research) MICHELLE HARRINGTON and Jill Hunt (Judge Rotenberg Educational Center)

46. School Wide Gains of Developmentally Delayed Clients (DDA; Service Delivery) JILL HUNT and Michelle Harrington (Judge Rotenberg Educational Center)

47. The Effects of Comprehensive Application of Behavior Analysis on the Quality of Science-Based Teaching, Teacher Training, Parent Involvement, and Student Learning (VRB; Applied Research) JENNIFER GRABOYES CAMBLIN, Katherine M. Matthews, and Jinhyeok Choi (The Faison School for Autism)

48. Captured Learning Opportunities for Young Adults in a Life Skills Program (VRB; Applied Research) AMANDA GARNER, Katherine M. Matthews, Jinhyeok Choi, Jamie L. Blackburn, Josh Harmon, and Daniel Lammon (The Faison School for Autism)

49. Imitation as an Effective Tool in Adult Education (DEV; Basic Research) JIANGYUAN ZHOU and Qinggang Diao (Binghamton University, State University of New York)

#401 Poster Session

7:00 pm–9:00 pm

Exhibit Hall B (Convention Center)

AAB

50. Treating Separation Anxiety in a Dog Using a Stimulus Control Procedure (BPH; Applied Research) MORGAN KATZ and Jesus Rosales-Ruiz (University of North Texas)

51. Give Them Love: An Experimental Demonstration of Petting as a Reinforcer for Shelter Dogs (CSE; Applied Research) CHASE OWENS, Sean Will, Morgan Katz, Laura Belcher, Tayla Cox, and Jesus Rosales-Ruiz (University of North Texas)

52. Using the Canninality and SAFER Assessments to Examine Differences Between Deaf, Blind, Deaf/Blind, and Typical Dogs: Deaf Dogs Are Just Dogs (EAB; Applied Research) KELSEY HARPER, Conor Smith, Jacquelyn Johnson, Sasha Kaplan, Dana Fredrickson, and Valeri Farmer-Dougan (Illinois State University)

53. The Effect of Pavlovian Conditioning on an Operant Odor-Detection Task in Dogs (EAB; Applied Research) NATHANIEL HALL and Clive D. L. Wynne (University of Florida)

54. An Alternative to Rat Lab for Students in Operant Conditioning: Developing a Laboratory Experience Using Shelter and Rescue Dogs (EDC; Applied Research) VALERI FARMER-DOUGAN, Terrance Coughlin, Garrett Hartzell, and Timothy Borowski (Illinois State University)

55. Establishing a Match-to-Sample Procedure in Dogs: Effects of Procedural Variations on Choice Behavior (Basic Research) GINNIE HERSHBARGER (Central Washington University), Lori Morrison (Waggin' Tails Ranch), and Kara I. Gabriel (Central Washington University)

56. Assessing the Efficacy of the Anxiety Wrap in Treating Thunderstorm Phobia and Other Anxious Behaviors in Dogs (Applied Research) SARAH WEIRTZ, Danielle Morrison, and Susan D. Kapla (Northern Michigan University) and Megan E. Maxwell (Pet Behavior Change, LLC)

57. Establishing Equivalence Relations in the Dog's Natural Environment (Applied Research) KIMBERLY G. VAIL and Jesus Rosales-Ruiz (University of North Texas)

58. The More the Merrier or the Bigger the Better? Comparing Dimensions of Treats for Dogs (PRA; Applied Research) EMILY RULLA and Jesus Rosales-Ruiz (University of North Texas)

59. Preference Assessments in the Zoo: Enrichment Efficacy, Keeper Validity, and Species Generality (TBA; Applied Research) LINDSAY MEHRKAM and Nicole R. Dorey (University of Florida)

#402 Poster Session

7:00 pm–9:00 pm

Exhibit Hall B (Convention Center)

VRB

60. Best Practice for Sequencing Language Instruction for Children With Disabilities (PRA; Theory) LINDSEY BRADY and Tiffany Freeze Denton (University of Memphis)

61. Parent Training for Two Mothers of Children With Autism Spectrum Disorders (AUT; Applied Research) FIORELLA SCAGLIA (Southern Illinois University, Carbondale); Ruth Anne Rehfeldt (Southern Illinois University); and Mollie J. Horner-King, Lilith Reuter Yuill, and Lisa Kornacki (Southern Illinois University, Carbondale)

62. Impacts of an Instructional Coaching Intervention on Practitioner Frequency of Implementation of AAC and Collateral Impacts on Child Communication (AUT; Applied Research) FARA D. GOODWYN, Jennifer Ganz, and Margot Boles (Texas A&M University); Ee Rea Hong (Texas A&M University, College Station); and Elizabeth Kite (Texas A&M University)

63. Investigation of Preference of Children With Autism Between App-Based PECS and Typical PECS Communication Book (AUT; Applied Research) EE REA HONG (Texas A&M University, College Station) and Jennifer Ganz and Fara D. Goodwyn (Texas A&M University)

64. Promoting Generalization of Communication Training by Use of the iPad (AUT; Applied Research) ERICA STRICKLAND (Texas A&M University) and Tonya Nichole Davis, Jenna Bankhead, and Alyssa C. Hannig (Baylor University)

65. The Effects of the Social Listener Reinforcement Protocol on Audience Controlled Verbal Operants (Applied Research) DEANNA RUSSELL and Haley Pellegren (Teachers College, Columbia University)

66. Effect of Motivation on Teaching Conversational Skills to Children With Autism (AUT; Applied Research) GEETIKA AGARWAL (Clark Atlanta University), Rebecca McCathren and Craig Frisby (University of Missouri–Columbia), Jennifer Cowie (University of Houston), Richard Peterman (Children's Healthcare of Atlanta), and M. Alice Shillingsburg (Marcus Autism Center)

67. Effects of Visual Scripts on Interrupting Behaviors and Appropriate Communication (AUT; Applied Research) MARGOT BOLES, Mandy J. Rispoli, and Jennifer Ganz (Texas A&M University)

68. Literature Review of Functional Analysis (2002–2012) of Inappropriate Verbal Behavior in People With Schizophrenia and Other Dissociative Diagnoses (DDA; Applied Research) SEBASTIAN GARCIA ZAMBRANO, Miguel Angel Lesmes Rodríguez, Omar David Chaves Hernandez, Johanna Katheryne Romero Ariza, and Edwin Fabian Perdomo (Horizontes ABA Terapia Integral)

69. The Effects of an Observational Conditioning Procedure on the Observational Learning of New Operants, Observational Performance Repertoires, and Acquisition on New Reinforcers in Kindergarten Students (Applied Research) JENNIFER LEE, Laura E. Lyons, and Vanessa Laurent (Teachers College, Columbia University)

70. Communication: A Collaboration of Services, a Comparison of Applications, and a Review of Devices (Service Delivery) MICHELE M. LAMARCHE (Step By Step Academy)

#403 Poster Session

7:00 pm–9:00 pm

Exhibit Hall B (Convention Center)

DDA

71. Preparing Students with Moderate Intellectual Disabilities to Succeed in a Direct Instruction

Decoding Program (EDC; Applied Research) LAURA D. FREDRICK, Dawn H. Davis, Rebecca E. Waugh, and Paul A. Alberto (Georgia State University)

72. Effects of an Independent Group Contingency on Appropriate Behaviors of Middle School Students

With Developmental Disabilities (EDC; Applied Research) CAROLYN S. RYAN (Institute for Children with Autism and Related Disorders) and Lauren Perazzo (Carle Place School District)

73. An Assessment of Client Preference for and Reinforcement Value of Varying Dimensions of

Praise Statement Quality (Applied Research) Natalia Garrido, VICKI MORENO, Sarah M. Richling, and W. Larry Williams (University of Nevada, Reno)

74. Using Percentile Schedules to Improve Academic Fluency (Applied Research) ALISON SHANHOLTZER,

Jonathan Dean Schmidt, Nabil Mezhoudi, and SungWoo Kahng (Kennedy Krieger Institute)

75. Analysis and Intervention for Praise Evoked Aggression and Self-Injurious Behavior (Applied

Research) NATALIA GARRIDO, Holly Seniuk, and W. Larry Williams (University of Nevada, Reno)

76. The Effect of a Training Program for Parents of Children With Inappropriate Behavior (PRA;

Applied Research) MASAAKI MIYATA and Koji Takeuchi (Meisei University)

77. Parent-Child Interaction Therapy as a Complement to ABA Treatment (Applied Research) JASON

HARTMAN and John M. Huete (Kennedy Krieger Institute)

78. An Evaluation of a Self-Instructional Manual for Teaching Individuals to Administer the Revised

ABLA Test to Persons With Developmental Disabilities (TBA; Service Delivery) ASHLEY L. BORIS, Nardeen Awadalla, Morena Miljkovic, Lauren Kaminski, and Garry L. Martin (University of Manitoba)

79. Intervention in Self-Help Skills in Children With Down Syndrome (EDC; Applied Research)

MILAGROS DAMIÁN-DÍAZ (National Autonomous University of Mexico)

80. Discrete-Trial Functional Analysis of Problem Behavior and Functional Communication Training

in Three Adults With a Dual Diagnosis (CSE; Applied Research) LAURA C. CHEZAN and Erik Drasgow (University of South Carolina) and Christian Atlas Martin (Atlas Supports, LLC)

#404 Poster Session

7:00 pm–9:00 pm

Exhibit Hall B (Convention Center)

AUT

81. Effect of an Early Behavioral Intervention for Young Children With Autism Spectrum Disorders

After 12 Months of Public Services (Applied Research) MELINA RIVARD (Centre de Réadaptation Montérégie-Est), Claudel Parent-Boursier (Université du Québec à Montréal), Amélie Terroux (Centre de Réadaptation Montérégie-Est), and Céline Mercier (Université de Montréal)

82. Examining the Utility of Tracking Individual Affect in Identifying the Function of Severe Challenging

Behavior Among Adults With Autism (Applied Research) CHRISTOPHER MANENTE, Suzanne Corinne Wichtel, David Michael Fincke, James Maraventano, Anton Shcherbakov, and Robert LaRue (Rutgers University)

83. Individualized Token Economy and Momentary Time Sampling Effect on the Occurrence of On-

Task Behavior (Applied Research) DEVON EZELL and Shawnie N. Girtler (Firefly Autism)

84. Token Schedules of Reinforcement in a Clinical Setting (Applied Research) KATHRYN ROSE

GLODOWSKI and Jason C. Bourret (The New England Center for Children)

Monday, May 27

- 85. The Effects of Token and Primary Reinforcement on Skill Performance in a Young Child With Autism on Performance on Tasks in Relation to Token Economies** (Applied Research) MEGAN LEVESQUE, Amber R. Paden, and Wayne W. Fisher (University of Nebraska Medical Center, Munroe-Meyer Institute)
- 86. Evaluating the Use of Extinction and a Stimulus Control Transfer Procedure to Decrease Perseverative Speech in an Adolescent With Autism** (Applied Research) MARY ROSSWURM, Casey N. Moore, William Tim Courtney, and Lisa Steward (Little Star Center)
- 87. Methods for Descriptive Analysis Data Calculation** (Applied Research) KYLIE ROBERTS and Jason C. Bourret (The New England Center for Children)
- 88. Comparison of Vocal Versus Card Touch Responses in Functional Communication Training to Treat Elopement** (Applied Research) DANIEL R. MITTEER, Tamara L. Pawich, Melissa Bowen, Wayne W. Fisher, and Ami J. Kaminski (University of Nebraska Medical Center, Munroe-Meyer Institute)
- 89. Use of Response Cost for Inattentive Learners With Autism** (Applied Research) NITASHA DICKES, Tamara L. Pawich, Amber R. Paden, and Wayne W. Fisher (University of Nebraska Medical Center, Munroe-Meyer Institute)
- 90. Response Cost Effect on the Occurrence of Behavior Targeted for Reduction** (Applied Research) STEPHANIE HILL and Krysten Howerton (Firefly Autism)
- 91. Evaluating Parent and Staff Consistency When Teaching Successful Elimination to a Child Diagnosed With Autism** (Service Delivery) ELIZABETH GARRISON and Kathleen Bailey Stengel (Clarity Service Group)
- 92. Effectiveness of Manualized Social Skills Protocols in Young Children With Autism and Related Developmental Disabilities** (Applied Research) Jennifer Toomey, JOSEPH FORGIONE, Mary D. Belile, and Amy Armstrong (Summit Educational Resources)
- 93. The Effects of Noncontingent Access to Chewing Gum on the Reduction of Rumination in a Student With Autism** (Applied Research) ALLISON DISCH (RCS Learning Center)
- 94. Decreasing Vocal Stereotypy Using the Response Interruption Redirection Procedure** (Service Delivery) HAYLEY VININSKY, Richard Kerkhoven, and Alexandra Rothstein Small (Gold Learning Centre)
- 95. Assessing the Impact of Embedded Social Reinforcement on Social Interactions in Children With Autism** (Applied Research) BRENT SEYMOUR (Southwest Autism Research and Resource Center); Leasha M. Barry (University of West Florida); and Beatriz Conti, Rachel McIntosh, and Daniel Adam Openden (Southwest Autism Research and Resource Center)
- 96. Using BST to Teach Abduction Prevention Skills to an Adolescent Diagnosed With Autism** (Applied Research) KELLEY WARD, Rachel Wagner, Tiffany Humphreys, Sabrina Omega, Nicole Shriver, and Tiffany Kilby (Florida State University's Early Childhood Autism Program)
- 97. Using Precision Teaching and Standard Celeration Charts to Increase Fluency in Academic Skills With Three 9-Year-Old Children With ASD** (Service Delivery) SIMON DEJARDIN (Institut Médico-Educatif ECLAIR) and Cherice R. Cardwell (Association Française Les Professionnels de l'Analyse du Comportement)
- 98. Functional Analysis and Treatment of Complex Repetitive Behavior in an Individual With Autism** (Applied Research) REBECCA SCHULMAN, Matthew L. Edelstein, Jaimie Mulcahy, and Kimberly Sloman (Rutgers University)
- 99. Matched and Non-matched Preferred Stimuli as Competing Items for Automatically Reinforced Rumination** (Applied Research) MICHELLE OCEN, Wayne W. Fisher, and Angie Christine Querim (University of Nebraska Medical Center)
- 100. The Effects of Image Source on Rates of Receptive Language Acquisition** (Applied Research) JEFFREY FOSSA (Beacon ABA Services), Jennifer M. Silber (Evergreen Center), and John Claude Ward-Horner (Beacon ABA Services)

- 101. A Comparison of Methods to Assess Preference for Vocational Activities With Adolescents Diagnosed With an Intellectual Disability** (Applied Research) JACQUELINE N. POTTER (The New England Center for Children), Gregory P. Hanley (Western New England University), and Brittney Lucibello and Robert Chiaccio (The New England Center for Children)
- 102. Teaching Children to Inquire About Unknown Auditory Stimuli** (Service Delivery) STEPHEN JOHN WUENSCH and Gladys Williams (David Gregory School)
- 103. Assessing Preference for Leisure and Food Items in a Combined Assessment** (Applied Research) NICOLE KEYS (Bancroft), Jill Swirsky and Jessica Hiller (Rowan University), Lauren Dvorak (Bancroft), Frances A. Perrin (Rider University), and Tracy L. Kettering (Bancroft)
- 104. Translational Research on Instructional Styles: Implications for Parent Training** (Applied Research) CATHERINE M. MINCH (Center for Autism and Related Disorders, Inc.)
- 105. Television's Mixed Signals: Choose the Best and Mute the Rest When Watching Television Programs About Autism Treatments** (Applied Research) KIMBERLY A. SCHRECK, Jennifer Hall, Luis Vargas, and Shweta Ghayal (Pennsylvania State University, Harrisburg)
- 106. Bridging Gaps Through Collaboration: A Description and Evaluation of Preschool Programs for Young Children With Autism and Other Developmental Delays** (DDA; Applied Research) JANICE DONEY FREDERICK (The ABRITE Organization)
- 107. Combining Free- and Forced-Choice Procedures to Decrease Resistance in a Boy With Autism** (Applied Research) JENNIFER FELBER, Wayne W. Fisher, and Amber R. Paden (University of Nebraska Medical Center, Munroe-Meyer Institute)
- 108. Teaching Children With Autism to Use an Activity Schedule Presented on an iPod Touch** (Applied Research) NICOLA SCHNEIDER, Kenneth F. Reeve, and Sharon A. Reeve (Caldwell College) and Paul Argott (EPIC School)
- 109. Modifying Pivotal Response Treatment by Addressing Phonological and Articulation Errors to Improve Speech Intelligibility in a Child With Autism** (Applied Research) KELSEY OLIVER, Rachel McIntosh, and Daniel Adam Openden (Southwest Autism Research and Resource Center)
- 110. Assessment and Training of a Generalized Vocal Instruction Following Repertoire in Children With Autism Spectrum Disorders** (Applied Research) Jeanne M. Donaldson and SungWoo Kahng (Kennedy Krieger Institute) and CRESSE M. MORRELL, Ethan S. Long, and Aurore M. Hutter (Virginia Institute of Autism)
- 111. Punishment-Free Toilet Training for Children With Developmental Disabilities** (Applied Research) Chelsea Pearsall, WENDY A. WILLIAMS, Joy Gulseth, Elizabeth M. Street, and Ralf Greenwald (Central Washington University)
- 112. Follow-Up Study at Teenager Age of Children With Autism Who Received EIBI Treatment at Preschool Year** (Service Delivery) SYLVIE BERNARD (Clinique ABA, Montréal), Nathalie Poirier (Université du Québec à Montréal), and Sylvie Donais (Clinique ABA, Montréal)
- 113. The Effects of Teaching Appropriate Play on Stereotypy and Inappropriate Behavior of a Child With Autism** (Applied Research) ADAM LOBERMEIER (St. Cloud State University)
- 114. Teaching Children With Autism Spectrum Disorders to Make and Keep Friends Using a Manualized Social Skills Training Program** (PRA; Applied Research) RACHEL KOFFMAN and Sheela Rajaram (Etobicoke Children's Centre)
- 115. Categorizing ABLIS Tasks According to Their ABLA Levels: A Measure of Reliability** (PRA; Applied Research) GENEVIEVE N. ROY-WSIAKI and Garry L. Martin (University of Manitoba), Toby L. Martin (St. Amant Research Centre), and Dickie C. T. Yu (St. Amant Research Centre, University of Manitoba)
- 116. Is Early Intervention Getting Better? Meta-analysis of Group Studies Published 1986–2012** (PRA; Service Delivery) LARS KLINTWALL, Svein Eikeseth, and Sigmund Eldevik (Oslo and Akershus University College)

117. An Update on the Collaboration for Sustainable Impact in Kenya (EDC; Service Delivery) Pooja Panesar (Kaizora Consultants), MOLLY OLA PINNEY (Global Autism Project), Mary E. Brady (University of Massachusetts, Boston), and Emily Alexandra Winebrenner (Universal Health Services)

118. Teaching Two Children With Autism to Identify the Emotional States of Others (PRA; Applied Research) DAVID M. CORCORAN and Robert K. Ross (Beacon ABA Services)

119. Using Natural Stimuli to Signal Availability of Reinforcement During Functional Communication Training (PRA; Applied Research) AGUSTIN JIMENEZ and Michele D. Wallace (California State University, Los Angeles)

120. The Assessment and Treatment of Self-Injurious Behavior in an Adolescent With Autism (PRA; Applied Research) ALEXIS RESNICK (University of Nebraska Medical Center, Munroe-Meyer Institute); Michael E. Kelley (Florida Institute of Technology); and Karen Guskowski, Kasey Thomas, and Wayne W. Fisher (University of Nebraska Medical Center, Munroe-Meyer Institute)

121. A Brief Functional Analysis and Intervention of Automatically Reinforced Noise-Making Behaviors (PRA; Service Delivery) HALEY STEINHAUSER, Kristin Hagen, and Karen Renee Norman (Applied Behavioral Intervention Services, LLC) and Kevin P. Klatt (University of Wisconsin–Eau Claire)

122. A Model for Classroom Consultation in the Public School Setting With the Use of a Systematic Needs Assessment (TBA; Service Delivery) STACY A. CLEVELAND, Dana Zavatkay, Chiara M. Cunningham, and Dana M. Bamford (Marcus Autism Center)

123. Training Early Intensive Behavioral Interventionists: A Replication and Extension of eLearning Instruction (TBA; Applied Research) MORGAN L. MANSON and Kimberly Sigler-Kamen (University of Nevada, Reno)

124. Improving Sibling Interaction in a Young Teenager With Asperger's Syndrome (VRB; Applied Research) RADHIKA POOVAYYA (Samvaad Institute of Speech and Hearing)

125. Mentoring Teachers of Students With Autism (EDC; Service Delivery) YESIM GULEC-ASLAN and Canan Sola Ozguc (Sakarya University)

126. Effects of “Wh-” Question Graphic Organizers on Reading Comprehension Skills of Students With Autism Spectrum Disorders (EDC; Applied Research) KERI STEVENSON BETHUNE (James Madison University) and Charles L. Wood (University of North Carolina at Charlotte)

#405 Special Event

9:00 pm–1:00 am

Minneapolis Grand Ballroom A-G (Hilton)

ABAI Social

Chair: Kurt Salzinger (Hofstra University)

Please join your friends and colleagues for music and dancing. As 2013 marks the 100th anniversary of behaviorism, we will celebrate this historic milestone by also providing cake to our attendees.

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tuesday, may 28

day schedule

sessions



Minneapolis Convention Center; Tuesday, May 28

	Room	7 am		8 am		9 am		10 am		11 am		12 pm		1 pm		2 pm		3 pm	
		:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30
Level 2	211 A-B					#410 AUT Ch: Miller †	#431 AUT Ch: Daigle †	#448 AUT Ch: Tanaka †											
	211 C			Speaker Ready Room #1															
	211 D			Speaker Ready Room #2															
	208 A-B					#409 AUT Ch: Bird †						#448a AUT Ch: Matthews †							
	208 C-D					#406 AUT Ch: Shapiro	#430 AUT Ch: Bishop † ‡	#449 AUT Ch: Minson											
	207 A-B			Press Room															
	205 A-B					#408 AUT Ch: Carroll †	#428 AUT Ch: Maharaj	#446 AUT Ch: Wang											
	205 C-D					#407 AUT Ch: Patel †	#429 AUT Ch: Eikeseth	#447 AUT Ch: Rodas †											
	204 A			Office															
	204 B																		
	203 A-B																		
	202 A-B					#416 DDA Ch: Call †													
	201 A-B					#417 DDA Ch: Carmella-Malone †													
	200 J																		
	200 H-I								#442 AUT Ch: Hutter †										
	200 F-G					#415 DDA Ch: Pustejovski	#434 DDA Ch: Byiers												
	200 C-E					#423 PRA Ch: Shamlian †	#439 PRA Ch: Najdowski †												
	200 A-B					#424 PRA Ch: Sprinkle	#440 PRA Ch: Rowsey												
	Level 1	102 A					#414 CSE Ch: Ainsleigh		#444 CSE Ch: Blumenthal †										
		102 B-C					#412 CBM Ch: Murray	#427 CBM Ch: Caldas †	#443 CBM Ch: Eastin										
102 D-E						#411 CBM Ch: Berg	#432 CBM Ch: Mozzoni	#450 CBM Ch: Calkin †											
102 F						#413 CSE Ch: Pinney †	#433 CSE Ch: Olive †	#451 CSE Ch: Clarke †											
101 A																			
101 B-C																			
101 D						#422 OBM Ch: Adams †	#438 OBM Ch: Mentzer												
101 E																			
101 F																			
101 G						#421 EAB Ch: Boomhower													
101 H						#418 EAB Ch: Fox	#435 EAB Ch: Lawyer	#453 EAB Ch: Buono											
101 I						#420 EAB Ch: Perez-Padilla	#436 EAB Ch: Williams †	#445 EAB Ch: Lei											
101 J						#419 EAB Ch: Hackenberg	#437 EAB Ch: Jessel †	#452 EAB Ch: Berg											
Ballroom A																			
Ballroom B																			
Main Auditorium																			
Auditorium 1																			
Auditorium 2																			
Auditorium 3																			
Exhibit Hall B			Exhibitor Tear Down																
Mezzanine	M100 A					#425 TBA Ch: Mertens													
	M100 B-C																		
	M100 D-E																		
	M100 F-G																		
	M100 H-I																		
	M100 J					#426 TBA Ch: Mawhinney	#441 TBA Ch: Sykes †	#454 TBA Ch: Spear											
	M101 A																		
M101 B																			
M101 C																			
L L	L100 D-E																		
	L100 F-G																		

LEGEND

-  = ABAI Services
-  = Stdnt Comm.
- † = Continuing education credit available for behavior analysts
- ‡ = Continuing education credit available for psychologists
- Ch. = Chairperson

#406 Symposium

9:00 am–10:20 am

208 C-D (Convention Center)

AUT/VRB; Service Delivery

Teaching Essential Skills to Children With Developmental Disabilities

Chair: Janine Shapiro (The Applied Behavior Center)

A Profiling System for Assessing and Treating Speech in Children With Developmental Disabilities

JANINE SHAPIRO (The Applied Behavior Center)

ABC's Toilet Training Protocol

ALYSIA FUHRMANN (The Applied Behavior Center)

Lessons Learned From Toilet Training Experiences at ABC

WHITNEY SMALL (The Applied Behavior Center for Autism)

Using Sign Language to Prompt Vocal Speech Forms

EMILY SCHOTT SEARS (The Applied Behavior Center for Autism)

#407 Symposium

9:00 am–10:20 am

205 C-D (Convention Center)

AUT/CBM; Applied Research

BACB CE Offered. CE Instructor: Meeta R. Patel, Ph.D.

Assessment and Treatment of Feeding Problems in Children With Autism

Chair: Meeta R. Patel (Clinic 4 Kidz)

Discussant: William H. Ahearn (The New England Center for Children)

Decreasing Selectivity and Rigidity in Children With Autism Spectrum Disorder

MICHELLE L. WADDELL, Meeta R. Patel, and Stephanie Miller (Clinic 4 Kidz)

A Comparison of Two Physical Guidance Procedures in the Treatment of Pediatric Food Refusal

CARRIE S. W. BORRERO (Kennedy Krieger Institute), G. Joseph Schlereth (The Auburn School), and Emily K. Rubio and Tessa Taylor Rivet (Kennedy Krieger Institute)

Producing Clinically Meaningful Outcomes for Children With Autism Spectrum Disorders and Feeding Disorders

LING-YAN YANG, Cathleen C. Piazza, Suzanne M. Milnes, Jennifer M. Kozisek, Valerie M. Volkert, and Cindy Van Riper (University of Nebraska Medical Center, Munroe-Meyer Institute)

#408 Symposium

9:00 am–10:20 am

205 A-B (Convention Center)

AUT; Applied Research

BACB CE Offered. CE Instructor: Regina A. Carroll, Ph.D.

Examinations of the Influence of Procedural Variations During Discrete Trial Teaching on Skill Acquisition

Chair: Regina A. Carroll (West Virginia University)

Discussant: Dorothea C. Lerman (University of Houston-Clear Lake)

The Effects of Delays to Reinforcement on Skill Acquisition During Discrete Trial Instruction: Implications for Treatment Integrity Failures in an Academic Setting

MEGHAN MARTINEAU (The New England Center for Children), Tiffany Kodak (University of Oregon), and Kari J. Adolf (University of Nebraska Medical Center, Munroe-Meyer Institute)

An Examination of the Effects of Intertrial Intervals and Trial Delivery on Skill Acquisition and Problem Behavior for Children Diagnosed With Autism

TOM CARIVEAU, Tiffany Kodak, Vincent E. Campbell, Sienna Schultz, and Dana Okray (University of Oregon)

The Effects of Consistently Brief and Progressively Increasing Intertrial Intervals on Social Skill Acquisition and Generalization

Meghan Martineau and JACQUELINE N. POTTER (The New England Center for Children) and Gregory P. Hanley (Western New England University)

#409 Symposium

9:00 am–10:20 am

208 A-B (Convention Center)

AUT/PRA; Applied Research

BACB CE Offered. CE Instructor: Frank L. Bird, M.Ed.

Treating Severe Self-Injurious Behaviors Within Applied Settings

Chair: Frank L. Bird (Melmark New England)

Discussant: Richard M. Foxx (Pennsylvania State University, Harrisburg)

The Use of Wrist Weights and Vibratory Stimulation to Treat Self-Injurious Behavior

JAMES CHOK and John Demanche (Melmark New England)

Escape Extinction and Response Blocking Paired With Positive Reinforcement to Reduce Self-Injury

SHAWN E. KENYON (Crossroads School for Children)

Use of Latency to Problem Behavior in the Assessment and Treatment of Severe Self-Injurious Behavior

CHRISTOPHER J. PERRIN, Elizabeth Dayton, Jennifer Hanson, Amanda Kowalski, Amanda E. Guld, and Meghan Kane (Melmark)

#410 Symposium

9:00 am–10:20 am

211 A-B (Convention Center)

AUT/PRA; Service Delivery

BACB CE Offered. CE Instructor: Megan Miller, MS

The Seven Steps of Instructional Control: Change the Way You Look at Escape Extinction

Chair: Megan Miller (Navigation Behavioral Consulting)

Discussant: Veneta Dimitrova (Knospe ABA)

Introduction to the Seven Steps of Instructional Control

ROBERT SCHRAMM (Knospe ABA)

Improving Learner Compliance Using the Seven Steps of Instructional Control

BENNO BOCKH (Knospe ABA)

Ensuring Proper Implementation of the Seven Steps of Instructional Control

MEGAN MILLER (Navigation Behavioral Consulting)

#411 Symposium

9:00 am–10:20 am

102 D-E (Convention Center)

CBM/AUT; Applied Research

Treatment Outcomes Across Type of Reinforcement and Treatment Setting for Persons With ASD and ID

Chair: Wendy K. Berg (University of Iowa)

Discussant: Richard G. Smith (University of North Texas)

Reinforcer Efficacy of Social Reinforcement for Individuals With ASD: A Meta-analysis

ANDREW M. RODEWALD, Andrew Samaha, Megan A. Boyle, Audrey N. Hoffman, Ciceley I. Nickerson, and Hayley Halversen (Utah State University)

Treatment Outcomes of Children With Autism and Other Developmental Disabilities Seen in a Severe Behavior Day Treatment Program

NATALIE PARKS, Daniel Conine, William G. Sharp, and Nathan Call (Marcus Autism Center)

Conducting Functional Communication Training via Teleconsultation

DAVID P. WACKER, John F. Lee, Yaniz C. Padilla Dalmau, Scott D. Lindgren, Todd G. Kopelman, Kelly Pelzel, and Debra Waldron (University of Iowa)

#412 Symposium

9:00 am–10:20 am

102 B-C (Convention Center)

CBM; Applied Research

Measuring, Exploring, and Manipulating Psychological Flexibility

Chair: Kevin Murray (University of Louisiana at Lafayette)

Discussant: Ann Rost (Missouri State University)

Assessing Psychological Flexibility: A RFT-Based Behavioral Measure

ASHLYNE MULLEN, Gina Quebedeaux, Shelley Greene, Emmie Hebert, and Emily Kennison Sandoz (University of Louisiana at Lafayette)

On the Other Hand: Psychological Flexibility and Body Image as a Function of Handedness

KEVIN MURRAY and Emily Kennison Sandoz (University of Louisiana at Lafayette)

Relational Communication: Creating an Environment that Pulls for Flexibility

ASHLEY E. BENNETT and Scott A. Herbst (The Chicago School of Professional Psychology)

#413 Symposium

9:00 am–10:20 am

102 F (Convention Center)

CSE/AUT; Service Delivery

BACB CE Offered. CE Instructor: Mapy Chavez Cueto, Ph.D.

International Service Delivery From Both Sides

Chair and discussant: Molly Ola Pinney (Global Autism Project)

Jambo and Bienvenidos: Working With Individuals With Autism in Kenya and Peru

MOPY CHAVEZ CUETO (Alcanzando) and Pooja Panesar (Kaizora Consultants)

The Traveling Behavior Analyst: Providing Training Internationally

SARA COSTELLO and Katie DeKraaker (Global Autism Project)

International Training Models

ANN BRIGID BEIRNE (Global Autism Project)

#414 Panel Discussion

9:00 am–10:20 am

102 A (Convention Center)

CSE; Service Delivery

Examining Social and Economic Contingencies of Women Across International Borders: A Behavior Analytic Perspective

Chair: Susan Ainsleigh (Dar Al-Hekma College)

MONA AL HADDAD (Dar Al-Hekma College)

MICHELLE P. KELLY (National University of Ireland, Galway)

SMITA AWASTHI (Founder of Behavior Momentum)

KRISTINE F. MELROE (Morningside Academy)

#415 Paper Session

9:00 am–10:20 am

200 F-G (Convention Center)

DDA

Applications of Applied Behavior Analysis: Topographies, Settings, and Assessment

Chair: James Pustejovsky (Northwestern University)

The Prevalence Odds Ratio: An Operationally Comparable Effect Size for Meta-analysis of Single-Case Studies (Theory)

JAMES PUSTEJOVSKY (Northwestern University)

An Analysis of Self-Injurious Behavior and Current Approaches to Its Treatment (Theory)
MICHAEL VOLTAIRE (Nova Southeastern University)

Inventing the Wheel: Introducing Applied Behavior Analysis Into a Managed Care Setting

(Service Delivery)

RISHI E. CHELMINSKI and Terence G. Blackwell (Services for the UnderServed) and James G. O'Brien (YAI Network)

#416 Symposium

9:00 am–10:20 am

202 A-B (Convention Center)

DDA/AUT; Applied Research

BACB CE Offered. CE Instructor: Nathan Call, Ph.D.

Recent Innovations for Increasing the Precision and Social Validity of Functional Analysis Methodology

Chair: Nathan Call (Marcus Autism Center)

A Comparison of In Vivo and Telehealth-Based Functional Analysis Outcomes

TODD G. KOPELMAN, David P. Wacker, John F. Lee, Patrick Romani, Alyssa N. Suess, Scott D. Lindgren, and Shannon Dyson (University of Iowa)

Further Examination of the Effects of Conducting a Functional Analysis on Problem Behavior in Other Settings

ANDREA R. REAVIS and Nathan Call (Marcus Autism Center)

Evaluation of Criteria for Interpreting Trial-Based Functional Analyses: A Signal Detection Approach

SORAYA SHANUN KUNNAVATANA, Keri Ludeman, Sarah E. Bloom, and Andrew Samaha (Utah State University)

Divided Attention Within a Functional Analysis: Social Positive or Social Negative Reinforcement?

JAMES E. KING (SEEK Education), Michele D. Wallace (California State University, Los Angeles), and Vicki Meechan (SEEK Education, Inc.)

#417 Symposium

9:00 am–10:20 am

201 A-B (Convention Center)

DDA/PRA; Applied Research

BACB CE Offered. CE Instructor: Helen I. Cannella-Malone, Ph.D.

Teaching Skills to Individuals With Autism and Other Developmental Disabilities Using Auditory, Picture, and Video Prompts

Chair: Helen I. Cannella-Malone (The Ohio State University)

Discussant: Kevin M. Ayres (University of Georgia)

Comparing Mobile Technologies for Teaching Individuals With Intellectual Disabilities

Vocational Skills Using Universally-Designed Prompting Systems

TONI R. VAN LAARHOVEN (Northern Illinois University), Wendy Bonneau (DeKalb High School), and Adam Carreon and Ashli Lagerhausen (Northern Illinois University)

Using Video Self-Prompting to Address Prompt Dependency in High School Students With Autism Spectrum Disorders

JESSE W. JOHNSON (Northern Illinois University)

Using Self-Directed Video Prompting to Teach Individuals With Intellectual Disabilities

HELEN I. CANNELLA-MALONE, David Brooks, and Christopher A. Tullis (The Ohio State University)

#418 Symposium

9:00 am–10:20 am

101 H (Convention Center)

EAB; Basic Research

Human Choice and Discrimination

Chair: Adam E. Fox (West Virginia University)

Discussant: Eric A. Jacobs (Southern Illinois University, Carbondale)

Sharing: Social Behavior in Situations of Risk

STEPHANIE STILLING and Cynthia J. Pietras (Western Michigan University)

Applying Human Operant Procedures to Behavioral Health: Using Peakshift to Development Methods for Enhancing Early Detection of Melanoma

JONATHAN R. MILLER and Derek D. Reed (University of Kansas) and Thomas S. Critchfield (Illinois State University)

Individual Differences in Human Choice Behavior in the Presence of Rules

ADAM E. FOX and Elizabeth Kyonka (West Virginia University)

#419 Symposium

9:00 am–10:20 am

101 J (Convention Center)

EAB/TPC; Basic Research

From Token Reinforcement to Economics and Back: Toward More Economically Realistic Models of Preference and Demand

Chair: Timothy D. Hackenberg (Reed College)

Discussant: Ana Carolina Trousdell Franceschini (University of São Paulo)

Token Accumulation as a Model of Savings: Some Experiments With Pigeons in a Closed Token Economy

TIMOTHY D. HACKENBERG (Reed College), Leonardo F. Andrade (University of Connecticut School of Medicine), and Lavinia C. M. Tan (Reed College)

Concurrent Token-Production Schedule Performance in Rats: Manipulating the Exchange Production Schedule Type and Value

TRAVIS RAY SMITH and Eric A. Jacobs (Southern Illinois University, Carbondale)

Reinforcer Demand, Reinforcer Type, and Token-Reinforcement Schedules

CHRISTOPHER E. BULLOCK, Iser Guillermo DeLeon, James Allen Chastain, and Michelle A. Frank-Crawford (Kennedy Krieger Institute)

#420 Paper Session

9:00 am–10:20 am

101 I (Convention Center)

EAB

Computerizing Behavior Analysis

Chair: Angeles Perez-Padilla (Universidad Nacional de Educación a Distancia)

Application of Easy Java Simulations to the Experimental Analyses of Behavior (Applied Research)

ANGELES PEREZ-PADILLA (Universidad Nacional de Educación a Distancia) and Francisco Esquembre (Universidad de Murcia)

The MPR-Based Virtual Organism (Theory)

ESTÊVÃO BITTAR (Universidade Federal de Juiz de Fora)

Affordable Automation: The Parallax Propeller Microcontroller as Device for Research, Teaching, and Application of Behavior Analysis (Basic Research)

CHRIS VARNON and Charles I. Abramson (Oklahoma State University)

#421 Paper Session

9:00 am–10:20 am

101 G (Convention Center)

EAB

Impulsivity

Chair: Steven Boomhower (Idaho State University)

Translational Research During Home-Based Sessions: Implications for Progressive Delay Procedures (Applied Research)

SARAH HUH (The Chicago School of Professional Psychology, Los Angeles)

Local Analyses of the Impulsive Choices of Lewis and Fischer 344 Rats (Basic Research)
CARLOS F. APARICIO (Savannah State University) and Benigno Alonso Alvarez (University of Oviedo)

Impulsivity and Alcohol Self-Administration Following Alcohol Consumption in Adolescence and Adulthood (Basic Research)

JOHN R. SMETHELLES and Mark P. Reilly (Central Michigan University)

Effects of Rimonabant and Haloperidol on Impulsive Choice in Rats Fed High-Fat and Standard-Chow Diets (Basic Research)

STEVEN BOOMHOWER and Erin B. Rasmussen (Idaho State University)

#422 Symposium

9:00 am–10:20 am

101 D (Convention Center)

OBM; Applied Research

BACB CE Offered. CE Instructor: Christina M. Boyd-Pickard, MS.Ed.

Organizational Behavior Management: Methods to Improve Employee Performance

Chair: Jacqueline Adams (RCS Learning Center)

Discussant: Russell W. Maguire (Simmons College)

Performance Objective Matrix: Effects of Feedback, Collaborative Goal Setting, and Incentives on Therapist Performance

CHRISTINA M. BOYD-PICKARD, Allison Genovese, Elizabeth Kelsey, Jacqueline Adams, Allison Disch, and Kristen Murawski (RCS Learning Center)

The Effect of Written and Graphic Feedback on Therapy Providers Achieving Weekly Service Delivery Requirements

ELIZABETH KELSEY (RCS Learning Center)

The Effects of Self-Monitoring on Increasing Rate of Discrete Trial Presentation

COLLEEN YORLETS and Christina M. Boyd-Pickard (RCS Learning Center)

#423 Symposium

9:00 am–10:20 am

200 C-E (Convention Center)

PRA; Applied Research

BACB CE Offered. CE Instructor: Kenneth Shamlan, Psy.D.

Recent Research on Behavioral Assessment and Intervention

Chair: Kenneth Shamlan (Nova Southeastern University)

Discussant: Barbara J. Davis (University of Maryland, Baltimore County)

Risk Assessment of Severe Aggression in Adult Male Offenders With Intellectual Disabilities

P. RAYMOND JOSLYN, Timothy R. Vollmer, and Stephen F. Walker (University of Florida)

A Functional Analysis of Mild Punishers for Vocal Stereotypy

SARAH K. SLOCUM, Nicole Zeug, Catherine Baker, Kara Wunderlich, Kerri P. Peters, and Timothy R. Vollmer (University of Florida)

Measuring Strength of the Instruction-Compliance Contingency to Determine Instruction Type to Deliver

JOHN BORGAN, Keith Lit, Tara M. Sheehan, Jillian Benson, Brenna Cavanaugh, Yulema Cruz, Heather O'Brien, and Stephanie Trauschke (Nova Southeastern University)

#424 Panel Discussion

Student Committee Event

9:00 am–10:20 am

200 A-B (Convention Center)

PRA; Service Delivery

Professional Development Series: Life After Graduate School

Chair: Evelyn C. Sprinkle (Florida Institute of Technology)

KATIE A. NICHOLSON (Florida Institute of Technology)

TARA OLIVIA LOUGHREY (University of Nebraska Medical Center, Munroe-Meyer Institute)

ADA C. HARVEY (Florida Institute of Technology)

#425 Panel Discussion

9:00 am–10:20 am

M100 A (Convention Center)

TBA; Service Delivery

Closing in on 50 Years of Behavior Analysis at St. Cloud State University: Past and Present

Chair: Gerald C. Mertens (St. Cloud State University)

KIMBERLY A. SCHULZE (St. Cloud State University)

ROBERT J. MURPHY (St. Cloud State University)

GERALD C. MERTENS (St. Cloud State University)

CHARLES J. BOLTUCK (St. Cloud State University)

#426 Paper Session

9:00 am–10:20 am

M100 J (Convention Center)

TBA

Creating Cooperative Interactions With People and the Past

Chair: Thomas C. Mawhinney (University of Detroit Mercy)

Applied Behavior Analysis Goes to School: Training Regular Education Teachers on the Use of Evidence-Based Strategies (Applied Research)

FRANCESCA CAVALLINI, Fabiola Casarini, and Vanessa Artoni (Universita degli Studi di Parma) and Gianluca Amato (TICE Learning Centre)

The Current State of Graduate Training in Behavior Analysis (Theory)

PAUL MALANGA (West Tennessee Resource Center)

Efficiently Demonstrating Evolution of Contingencies of Cooperation, Competition, Leadership, and the Role of Trust (Theory)

THOMAS C. MAWHINNEY (University of Detroit Mercy)

#427 Panel Discussion

10:30 am–11:20 am

102 B-C (Convention Center)

CBM; Applied Research

BACB CE Offered. CE Instructor: Timothy M. Weil, MA

Take a Walk in Our Shoes: A Discussion on What Behavioral Psychologists Have to Say About Perspective Taking

Chair: Stephanie Caldas (University of Louisiana at Lafayette)

DAVID E. GREENWAY (University of Louisiana at Lafayette)

TIMOTHY M. WEIL (University of South Florida)

JOHN O'NEILL (Southern Illinois University)

#428 Paper Session

10:30 am–11:50 am

205 A-B (Convention Center)

AUT

Social Behavior in Children With Autism

Chair: Paloma P. Rodriguez (Florida International University)

Teaching Eye Contact in the Context of Requesting and Joint Attention to Toddlers With Autism (Applied Research)

IVANA KRSTOVSKA-GUERRERO and Emily A. Jones (Queens College and The Graduate Center, City University of New York)

Evaluating iPad Technology as an Augmentative and Alternative Communication Device and Its Effects on Vocal Communication Skills (Applied Research)

GINA GAVRILIS and Amanda N. Adams (California State University, Fresno)

Establishing Social Stimuli as Reinforcers (Applied Research)

PALOMA P. RODRIGUEZ (Florida International University)

#429 Paper Session

10:30 am–11:50 am

205 C-D (Convention Center)

AUT

Educating Children With Autism: Evaluating Research on Group Contingency Systems, EIBI, and Social-Communication Treatment Strategies

Chair: Svein Eikeseth (Akershus University College)

Group Contingency Systems and Autism Spectrum Disorders: Applicability and Effectiveness in the Mainstream Classroom (Service Delivery)

KATRINA OSTMEYER and Angela Scarpa (Virginia Polytechnic Institute and State University)

Comprehensive Educational Interventions for Young Children With Autism Spectrum Disorders: A Literature Review (Service Delivery)

SVEIN EIKESETH and Lars Klintwall (Oslo and Akershus University College)

A Systematic Review: How is Treatment Dosage Addressed in Evidence-Based Communication Interventions for Beginning Communicators With ASD? (Applied Research)

JOE REICHLE (University of Minnesota)

#430 Symposium

10:30 am–11:50 am

208 C-D (Convention Center)

AUT/EDC; Applied Research

PSY/BACB CE Offered. CE Instructor: Kendra L. Brooks Rickard, Ph.D.

Direct Instruction for Young Readers With Autism: Siegfried Engelmann's Teach Your Child to Read in 100 Easy Lessons

Chair: Michele R. Bishop (Center for Autism and Related Disorders, Inc.)

Discussant: Kendra L. Brooks Rickard (Fit Learning)

Origins of Direct Reading Instruction

ERIN M. CARR, Teal McAllister, and Patrick M. Ghezzi (University of Nevada, Reno)

Conceptual Foundations of Direct Reading Instruction

AINSLEY B. LEWON, Daylee E. Magnison, and Patrick M. Ghezzi (University of Nevada, Reno)

Case Studies in Autism and Direct Reading Instruction

MARISELA PALLARES, Kimberly Sigler-Kamen, Jennifer A. Bonow, and Patrick M. Ghezzi (University of Nevada, Reno)

#431 Symposium

10:30 am–11:50 am

211 A-B (Convention Center)

AUT/PRA; Applied Research

BACB CE Offered. CE Instructor: Justin James Daigle, MA

Alternative Interventions for Reducing Stereotypy

Chair: Justin James Daigle (Therapy Center of Acadiana)

Discussant: Gordon Bourland (Trinity Behavioral Associates)

Using a Response Cost Procedure to Reduce Stereotypy

Justin James Daigle, SAMANTHA CORDOVA, and Emmie Hebert (Therapy Center of Acadiana)

Using a Differential Reinforcement of Low-Occurring Behaviors Procedure to Reduce Stereotypy

DANIELLE DUHON (University of Louisiana at Lafayette) and Justin James Daigle (Therapy Center of Acadiana)

Using Differential Reinforcement of Other Behavior and Functional Communication Training to Reduce Stereotypic Behavior in a Child With Autism Spectrum Disorder

REBECCA JONES (Autism Spectrum Therapies)

#432 Paper Session

10:30 am–11:50 am
102 D-E (Convention Center)
CBM

Contemporary Topics in Behavioral Health and Rehabilitation

Chair: Michael P. Mozzoni (Lakeview NeuroRehabilitation Center)

Walk and Talk: Building Connections (Theory)

PARSLA VINTERE (Queens College, City University of New York)

Training Methods in Brain Injury Rehabilitation (Applied Research)

MICHAEL P. MOZZONI (Lakeview NeuroRehabilitation Center)

Exploring Behavioral Treatment of Over-Eating (Applied Research)

James Moore, RACHEL RITTER MITCHELL, and Valerie Folkes (Anatomies Weight Loss Center) and Christine Breazeale, Ethan Ewoldt, Tayler Jordan, Brittany Smith, and Ramandeep Singh (University of Southern Mississippi)

#433 Symposium

10:30 am–11:50 am
102 F (Convention Center)
CSE/PRA; Service Delivery
BACB CE Offered. CE Instructor: Melissa L. Olive, Ph.D.

Ethical Issues for Behavior Analysts in Practice

Chair: Melissa L. Olive (Applied Behavioral Strategies)

Discussant: Thomas J. Zwicker (Easter Seals of Coastal Fairfield County, CT)

HIPAA and the HiTech Act: Are Your Clinical Files and Electronic Communications Safe?

MELISSA L. OLIVE (Applied Behavioral Strategies), Jennifer Crawford (The Learning Lane), and Rebecca Ryan (Sandbox ABA)

Special Education Law: Knowing When and How to Complete FBAs, BIPs, and PBS

SHELLEY LYNN NEILSEN GATTI (University of Minnesota), Melissa L. Olive (Applied Behavioral Strategies), and Rebecca Ryan (Sandbox ABA)

Ethical Issues Related to the Assessment and Treatment of Pediatric Feeding Disorders

MELISSA L. OLIVE (Applied Behavioral Strategies) and Rebecca Ryan (Sandbox ABA)

#434 Symposium

10:30 am–11:50 am
200 F-G (Convention Center)
DDA; Applied Research

The Role of Idiosyncratic Antecedent Stimuli in Addressing Nonsocially Mediated Challenging Behavior

Chair: Breanne June Byiers (University of Minnesota)

Discussant: Craig H. Kennedy (Vanderbilt University)

Decreasing Self-Injurious Behavior Using Empirically Identified Environmental Stimuli

BREANNE JUNE BYIERS, Adele Dimian, Timothy R. Moore, Jennifer J. McComas, and Frank J. Symons (University of Minnesota)

Television as an Idiosyncratic Antecedent Stimuli Associated With Self-Injurious Behavior

JESSICA J. SIMACEK, Breanne June Byiers, Timothy R. Moore, Jennifer J. McComas, and Frank J. Symons (University of Minnesota)

Functional Analysis and Intervention of Stereotypic Behavior

LISA SPOFFORD, Meredith Peterson, and Jennifer J. McComas (University of Minnesota)

#435 Symposium

10:30 am–11:50 am

101 H (Convention Center)

EAB/BPH; Basic Research

Methodological Advancements in Discounting Research

Chair: Steven R. Lawyer (Idaho State University)

A Novel Task to Assess Preference Reversals

ALEXIS MATUSIEWICZ, Antonio Tyson, and Richard Yi (University of Maryland, College Park)

Using a Double Exponential Model to Examine Delay Discounting Curves

SUZANNE H. MITCHELL and Vanessa B. Wilson (Oregon Health & Science University)

Impulsive Choice for Potentially Real Versus Hypothetical Money and Cigarettes in Adult Smokers

RYAN GREEN and Steven R. Lawyer (Idaho State University)

Methodological Issues in the Discounting of Complex Outcomes

JONATHAN E. FRIEDEL and Amy Odum (Utah State University)

#436 Symposium

10:30 am–11:50 am

101 I (Convention Center)

EAB/TPC; Basic Research

BACB CE Offered. CE Instructor: Melissa Nosik, M.S.

Bringin' Out Your Techy Side: Use of Technology to Research Behavior Change

Chair: W. Larry Williams (University of Nevada, Reno)

Discussant: Joseph J. Pear (University of Manitoba)

Impact of History on Behavioral Sensitivity to Changing Conditions: An Analogue of Problem Solving

MOLLI LUKE and Mark P. Alavosius (University of Nevada, Reno)

A Discrete Trial Instruction Analogue to Evaluate Fluency Versus Accuracy as Training Targets

MELISSA NOSIK and W. Larry Williams (University of Nevada, Reno)

Engaging Software Professionals to Further Your Research Goals

RYAN POLK (Rally Software)

#437 Symposium

10:30 am–11:50 am

101 J (Convention Center)

EAB/PRA; Applied Research

BACB CE Offered. CE Instructor: Nicholas Vanselow, Ph.D.

Translational Analyses of Common Treatments for Problem Behavior

Chair: Joshua Jessel (Western New England University)

Discussant: Michael E. Kelley (University of Nebraska Medical Center, Munroe-Meyer Institute)

Examining the Preference for Reinforcement Schedules

LAUREN BEAULIEU, Anthony Palermo, and Shawn Donnelly (University of Massachusetts, Lowell)

The Effect of Multiple Responses, Magnitude, and Alternative Reinforcement on the Persistence of Responding During Extinction

NICHOLAS VANSELOW and Gregory P. Hanley (Western New England University)

A Laboratory Comparison of Response-Reducing Differential-Reinforcement Techniques

JOSHUA JESSEL (Western New England University) and John C. Borrero (University of Maryland, Baltimore County)

#438 Paper Session

10:30 am–11:50 am

101 D (Convention Center)

OBM

OBM Methods and Translational Research

Chair: Amanda S. Mentzer (Queens College and The Graduate Center, City University of New York)

Exploring Functional Assessment in OBM Today (Service Delivery)

JENNIFER RODRIGUEZ, Bridget Russell, and Tracy A. Thurkow (Continuous Learning Group, Inc.)

Characteristics of Performance Feedback: A Combined Review and Further Analysis (Basic Research)

AMANDA S. MENTZER and Alicia M. Alvero (Queens College and The Graduate Center, City University of New York)

The Value of Conducting Translational Research in Applied Settings: Perspectives From a Service Provider (Applied Research)

RACHEL FINDEL (Intercare Therapy)

Translational Research: An OBM Application in an Autism Service Delivery Setting (Applied Research)

ELLEN K. MENDOZA (The Chicago School of Professional Psychology, Los Angeles)

#439 Symposium

10:30 am–11:50 am

200 C-E (Convention Center)

PRA/AUT; Service Delivery

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

Parent Training: Research Review, Practice Recommendations, and Incorporating Acceptance and Commitment Therapy

Chair: Adel C. Najdowski (Center for Autism and Related Disorders, Inc.)

A Review of Behavioral Parent Training Research for Children and Youth With Autism

RYAN BERGSTROM, Adel C. Najdowski, and Evelyn R. Gould (Center for Autism and Related Disorders, Inc.)

Practice Recommendations for Behavioral Parent Training

ADEL C. NAJDOWSKI and Evelyn R. Gould (Center for Autism and Related Disorders, Inc.)

Impacting the Efficacy and Maintenance of Behavioral Parent Training Through the Inclusion of ACT

Timothy M. Weil and COREY MILES COHRS (University of South Florida)

Models for Integrating ACT Into ABA-Based Services for Children With Autism

EVELYN R. GOULD (Center for Autism and Related Disorders, Inc.), Giovanni Miselli (AUSL Reggio Emilia), and Anna Bianca Prevedini (IULM University, Milan)

#440 Symposium

10:30 am–11:50 am

200 A-B (Convention Center)

PRA/VRB; Applied Research

The Utilization of Relational Frame Based Treatment Protocols: From Lab to Application

Chair and discussant: Kyle Rowsey (Southern Illinois University, Carbondale)

Transformation of Stimulus Function Through Relational Networks: The Impact of Derived Stimulus Relations on Stimulus Control of Behavior

Samantha Rose Florentino and Timothy M. Weil (University of South Florida) and ANNA GARCIA (ABA Solutions, Inc.)

The Implementation of PEAK Relational Training System for Children With Autism

AUTUMN N. MCKEEL (Southern Illinois University, Carbondale) and Mark R. Dixon (Southern Illinois University)

Journeys: The First Acceptance and Commitment Therapy School for Children With Behavior Disorders

KEELY D. SABINI (Region III Special Education Cooperative, Journey) and Mark R. Dixon (Southern Illinois University)

Tuesday, May 28

#441 Symposium

10:30 am–11:50 am

M100 J (Convention Center)

TBA/EDC; Service Delivery

BACB CE Offered. CE Instructor: Victoria Fogel, MA

Vertical Dissemination: The Science of Attracting Undergraduate Students to Behavior Analysis in University Settings

Chair: Jessica Sykes (University of South Florida)

Guidelines for the Establishment of an Undergraduate Research Lab

VICTORIA A. HOCH (University of South Florida), Benjamin N. Witts and Patrick M. Ghezzi (University of Nevada, Reno), and Jeffrey Oliver and Timothy M. Weil (University of South Florida)

Reflecting on PSI: A SPIN Toward Undergraduate Training in Psychology

Carolyn Brayko, Ramona Houmanfar, Amber Marie Candido, Chelsea J. Wilhite, Todd A. Ward, and COURTNEY KILEY (University of Nevada, Reno)

Making a Significant Difference: Creating a Context for the Development of Student Researchers in Psychology

EMMIE HEBERT and Emily Kennison Sandoz (University of Louisiana at Lafayette)

Mission, Details, and Data of the New Undergraduate Minor in Applied Behavior Analysis at the University of South Florida

VICTORIA FOGEL and Raymond G. Miltenberger (University of South Florida)

#442 Panel Discussion

11:00 am–12:20 pm

200 H-I (Convention Center)

AUT; Service Delivery

BACB CE Offered. CE Instructor: Emily Huber Callahan, Ph.D.

Use of Technology for Data Collection and Analysis Across Four Autism Programs: Benefits and Challenges

Chair: Aurore M. Hutter (Virginia Institute of Autism)

NATHAN CALL (Marcus Autism Center)

EMILY HUBER CALLAHAN (Virginia Institute of Autism)

RUTH M. DEBAR (Caldwell College)

CRESSE M. MORRELL (Virginia Institute of Autism)

#443 Symposium

11:30 am–12:50 pm

102 B-C (Convention Center)

CBM; Applied Research

Taking a Closer Look: Relationships With Body Image and Psychological Flexibility

Chair: Shiloh Eastin (University of Louisiana at Lafayette)

Discussant: Michael Bordieri (University of Mississippi)

The Mind in the Mirror: Derived Relational Responding and Body Image

ROBYN HANNA, Shelley Greene, Emmie Hebert, Gina Quebedeaux, and Emily Kennison Sandoz (University of Louisiana at Lafayette)

Beneath the Mask: An Evaluation of Cosmetic Use Among College Females

SHILOH EASTIN, Gina Quebedeaux, and Emily Kennison Sandoz (University of Louisiana at Lafayette)

Exploring the Role of Cognitive Fusion in Body Image Dissatisfaction

RENEE MIKORSKI, Lindsay Martin, and Meghan Butryn (Drexel University)

#444 Symposium

11:30 am–12:50 pm

102 A (Convention Center)

CSE/TPC; Service Delivery

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

Spotting and Stopping Shooters

Chair and discussant: Judy G. Blumenthal (Association for Behavior Change)

Assessment of Likelihood of a School-Shooting Incident

W. JOSEPH WYATT (Marshall University)

Parenting Behaviors and Potential Shooters

ROGER W. MCINTIRE (University of Maryland)

Understanding and Changing Shooters' Behavior

DONALD K. PUMROY (University of Maryland)

#445 Paper Session

12:00 pm–12:20 pm

101 I (Convention Center)

EAB

Market Crowd Trading Conditioning, Agreement Price, and Volume Implications

Chair: Leilei Shi (Bank of China International Co. Ltd, Beijing Business Branch)

Market Crowd Trading Conditioning, Agreement Price, and Volume Implications (Applied Research)

LEILEI SHI (Bank of China International Co. Ltd, Beijing Business Branch), Liyan Han (School of Economics and Management, Beihang University), Yiwen Wang (School of Economics, Fudan University), Ding Chen (VanGold Investment), and Yan Piao (Bank of China International Co. Ltd, Beijing Business Branch)

#446 Paper Session

12:00 pm–1:20 pm

205 A-B (Convention Center)

AUT

International Approaches and Collaborations to Autism Service Delivery

Chair: Peishi Wang (Queens College, City University of New York)

Study Abroad Program: Autism Internship in Beijing (Service Delivery)

PEISHI WANG (Queens College, City University of New York) and Menglin Sun (Beijing Wucaifu Center for Children with Autism)

Emergent Literacy and Autism: Croatian Example of an Early Intervention Program (Service Delivery)

NATASA DOLOVIC (Association for Autism "Pogled")

You Get What You Pay For: One Year of Applied Behavior Analysis in Hong Kong and Its Relative Cost (Applied Research)

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

Comparing the Verbal Behavior of Children With Autism Having Received Behavioral Intervention or Multidisciplinary Intervention (Applied Research)

MARIE LAURE JOËLLE NUCHADEE (French ABA), Vinca Riviere (Development - Autism), and Melissa Becquet and Bruno Facon (Université Lille Nord de France)

#447 Panel Discussion

Student Committee Event

12:00 pm–1:20 pm

205 C-D (Convention Center)

AUT; Service Delivery

BACB CE Offered. CE Instructor: Richard M. Foxx, Ph.D.

Professional Development Series: Developing Clinical Skills for Working With Families

Chair: Tara Rodas (Capilano University)

KIMBERLY CROSLAND (University of South Florida)

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Tuesday, May 28

#448 Symposium

12:00 pm–1:20 pm

211 A-B (Convention Center)

AUT/CSE; Service Delivery

BACB CE Offered. CE Instructor: Sakurako Sherry Tanaka, Ph.D.

Beyond Building-Blocks: Applying Behavior Analysis Across the Borders

Chair: Sakurako Sherry Tanaka (Multicultural Alliance of Behavior Analysts)

Discussant: Elizabeth Hughes Fong (Multicultural Alliance of Behavior Analysts)

Building Cross-Cultural Competence With South Asian Families of Children With Autism Spectrum Disorder

PREETINDER K. NARANG (Pacific Child and Family Associates)

“Evolution” of ABA-Based Autism Treatment Through Canadian Multiculturalism

SAKURAKO SHERRY TANAKA (Multicultural Alliance of Behavior Analysts)

Culturally Sensitive Introduction to Autism Treatment: A Preliminary Video Instruction for Parents

JANE YIP (Purdue University)

448a Symposium

12:00 pm–1:20 pm

208 A-B (Convention Center)

AUT/VRB; Applied Research

Verbal Behavior Tactics to Improve Speaker and Listener Skills in a School Setting

Chair: Katherine M. Matthews (The Faison School for Autism)

The Effects of Providing Contingent Tact Opportunities Upon the Occurrence of Vocal Stereotypy

Jinhyeok Choi, Katherine M. Matthews, NATHAN HABEL, and Adam J. Wright (The Faison School for Autism) and Louis P. Hagopian (Kennedy Krieger Institute)

The Effects of Using a Mirror to Teach Gross Motor Imitation and to Induce Perspective Taking

Jinhyeok Choi, AMANDA GARNER, and Christina Feeney (The Faison School for Autism)

The Effects of a Tandem Antecedent Delay Tactic on Responding to Multi-step Vocal and Written Tasks

BETH NEWCOMB and Jinhyeok Choi (The Faison School for Autism)

The Effects of Multiple Exemplar Instruction on the Emergence of Naming and Naming-by-Exclusion With Elementary School Students With Autism

JOHN TOLSON, Katherine M. Matthews, Eli T. Newcomb, and Jinhyeok Choi (The Faison School for Autism) and Louis P. Hagopian (Kennedy Krieger Institute)

#449 Symposium

12:00 pm–1:20 pm

208 C-D (Convention Center)

AUT/CBM; Applied Research

Enhancing ABA With Sensory-Based Tools

Chair and discussant: Ron Bruce Minson (Integrated Listening Systems)

Social and Sensory Challenges With Autism: Connecting Neurological Dots

RON BRUCE MINSON (Integrated Listening Systems)

Research Supporting Sensory-Based Interventions for Autism

TERESA MAY-BENSON (The Spiral Foundation)

New Strategies for Improving ABA Therapy

DEBO'RAH MERRITT (Enid Counseling and Diagnostic Center)

#450 Symposium

12:00 pm–1:20 pm
102 D-E (Convention Center)
CBM/VRB; Applied Research

Talking Data

Chair and discussant: Abigail B. Calkin (Calkin Writing & Consulting)

Talking About YOUR Private Events

MICHAEL KEENAN (University of Ulster)

ABA Intervention Gets “Touchy Feely”

KELLY J. FERRIS (Organization for Research and Learning)

Datum, a Gift

ABIGAIL B. CALKIN (Calkin Consulting Center)

#451 Symposium

12:00 pm–1:20 pm
102 F (Convention Center)
CSE/PRA; Applied Research
BACB CE Offered. CE Instructor: Shelley Clarke, MA

Coaching and Implementation of Behavioral Strategies in Early Childhood Environments

Chair: Shelley Clarke (University of South Florida)

Discussant: Michelle Duda (University of North Carolina at Chapel Hill)

An Evaluation of “The Happiest Toddler on the Block” Parenting Strategies Implemented by Young Mothers

AMYE BOCK, Lise Fox, and Shelley Clarke (University of South Florida)

Peer Coaching for Implementation Fidelity: An Application in Head Start Classrooms

SHELLEY CLARKE (University of South Florida), Mary Sawyer (The Ohio State University), and Lise Fox (University of South Florida)

Caregiver Training During Problematic Routines With Young Children

MARY SAWYER (The Ohio State University), Kimberly Crosland (University of South Florida), and Amanda Rone (Florida Institute for Neurologic Rehabilitation)

#452 Symposium

12:00 pm–1:20 pm
101 J (Convention Center)
EAB/TPC; Applied Research

Translational Studies to Evaluate the Effects of Reinforcement Manipulations on Behavioral Persistence

Chair: Wendy K. Berg (University of Iowa)

Discussant: F. Charles Mace (Nova Southeastern University)

Relations Between Preference and the Persistence of Task Completion

PATRICK ROMANI, David P. Wacker, Alexandra N. Kane, Alyssa N. Suess, Brooke M. Holland, Yaniz C. Padilla Dalmau, and Jessica Emily Schwartz (University of Iowa)

An Evaluation of the Effect of Communication Modality Preference on Response Persistence

Kelly M. Vinqvist (Trinity Services, Inc.); JOEL ERIC RINGDAHL (Southern Illinois University); and Alyssa N. Suess, Alexandra N. Kane, and Nicole H. Lustig (University of Iowa)

Alternative Reinforcement, Extinction, and Resurgence With Analog Sensory Reinforcers

William H. Ahearn (The New England Center for Children), William V. Dube and Keira M. Moore (University of Massachusetts Medical School), JOHN A. NEVIN (University of New Hampshire), and Timothy A. Shahan and Mary Margaret Sweeney (Utah State University)

#453 Panel Discussion

12:00 pm–1:20 pm
101 H (Convention Center)
EAB; Basic Research

Delay Discounting: Implications for Future Research Across Different Perspectives

Chair: Frank D. Buono (Southern Illinois University)

GREGORY J. MADDEN (Utah State University)
AMY ODUM (Utah State University)
DANIEL D. HOLT (James Madison University)
MIKHAIL KOFFARNUS (Virginia Tech Carilion Research Institute)

#454 Panel Discussion

Student Committee Event

12:00 pm–1:20 pm
M100 J (Convention Center)
TBA; Service Delivery

Professional Development Series: Promoting Behavior Analysis at Liberal Arts Universities

Chair: Jack Spear (Queens College and The Graduate Center, City University of New York)

KENNETH F. REEVE (Caldwell College)
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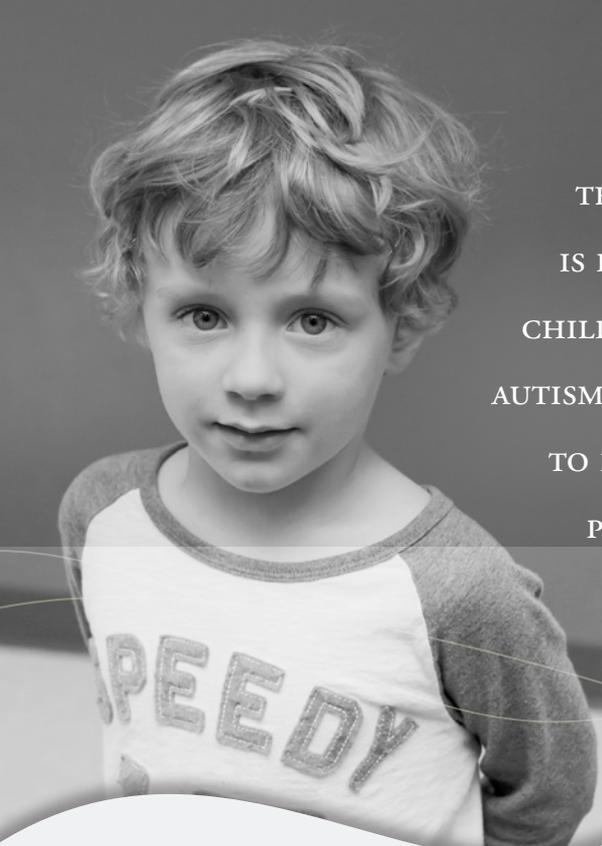
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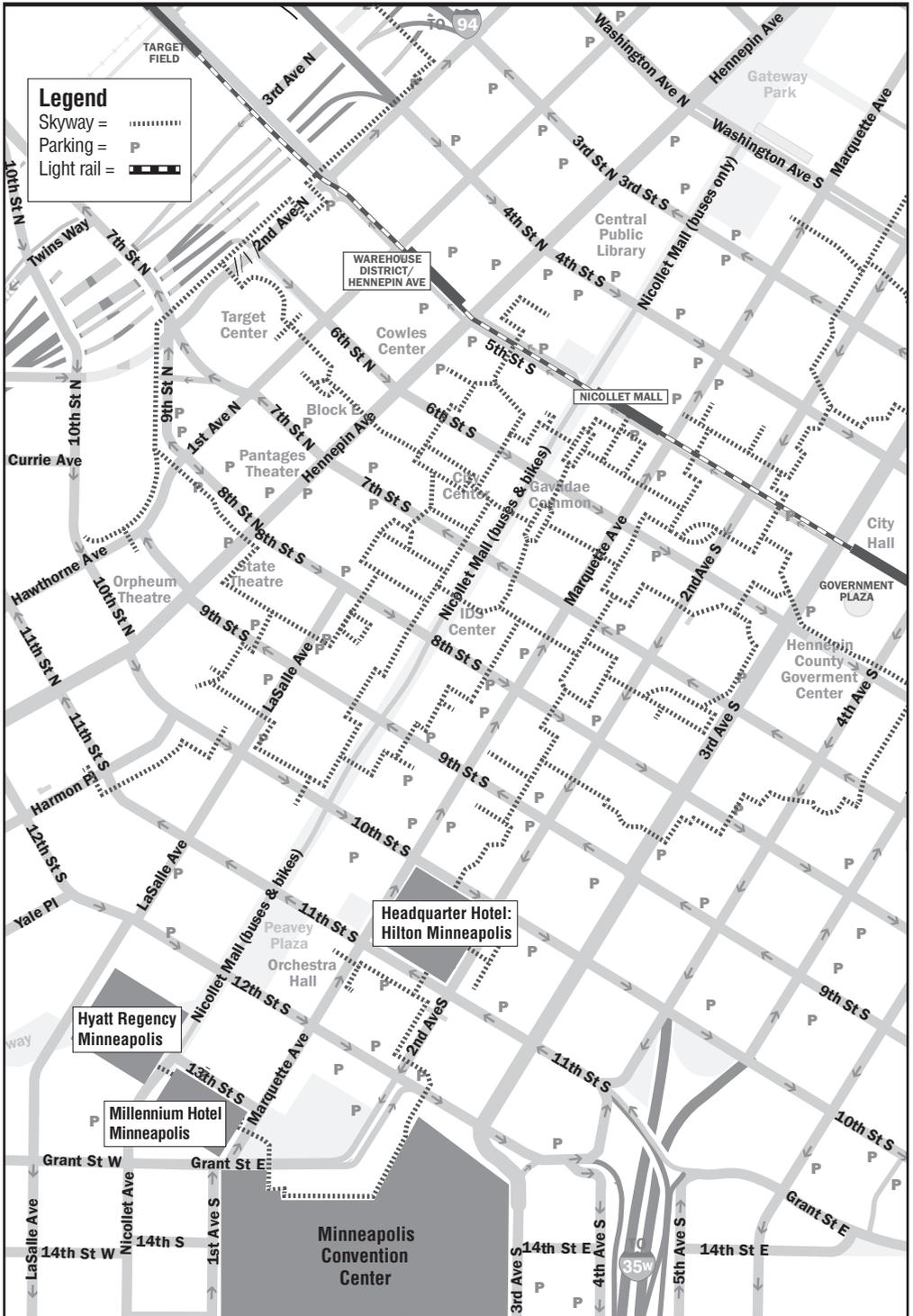
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Legend

- Skyway = (dotted line)
- Parking = P (letter symbol)
- Light rail = - - - - - (thick dashed line with cross-ticks)

Headquarter Hotel:
Hilton Minneapolis

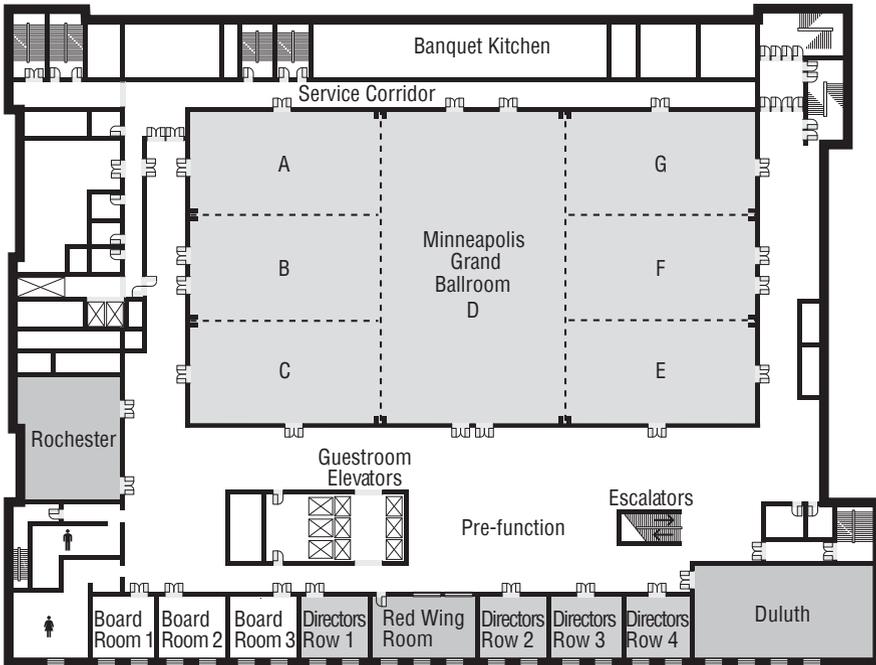
Hyatt Regency
Minneapolis

Millennium Hotel
Minneapolis

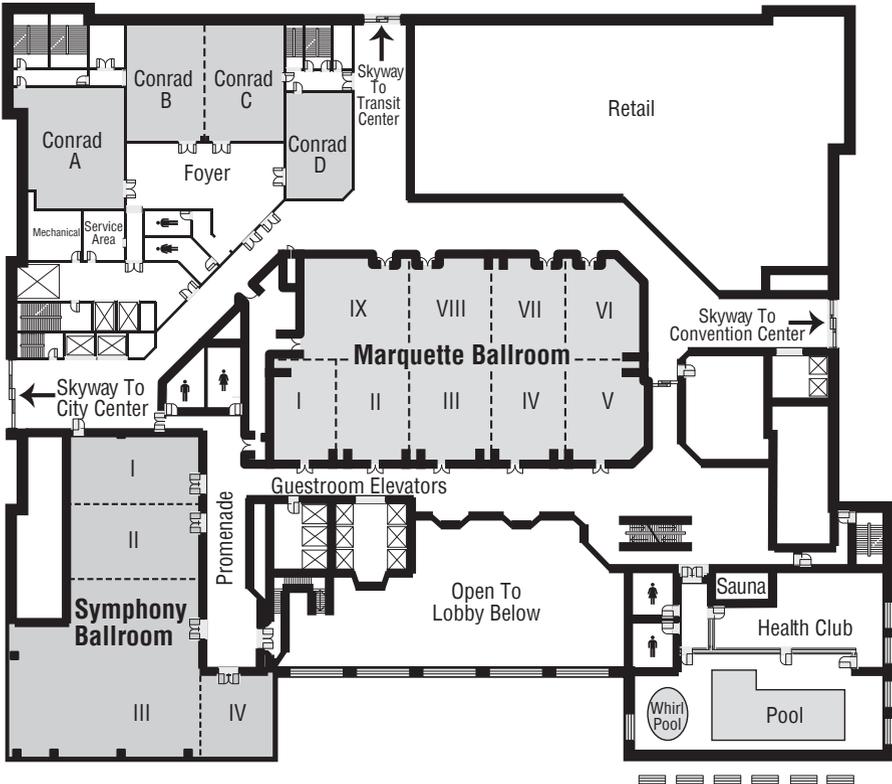
Minneapolis
Convention
Center

Hilton Minneapolis Map

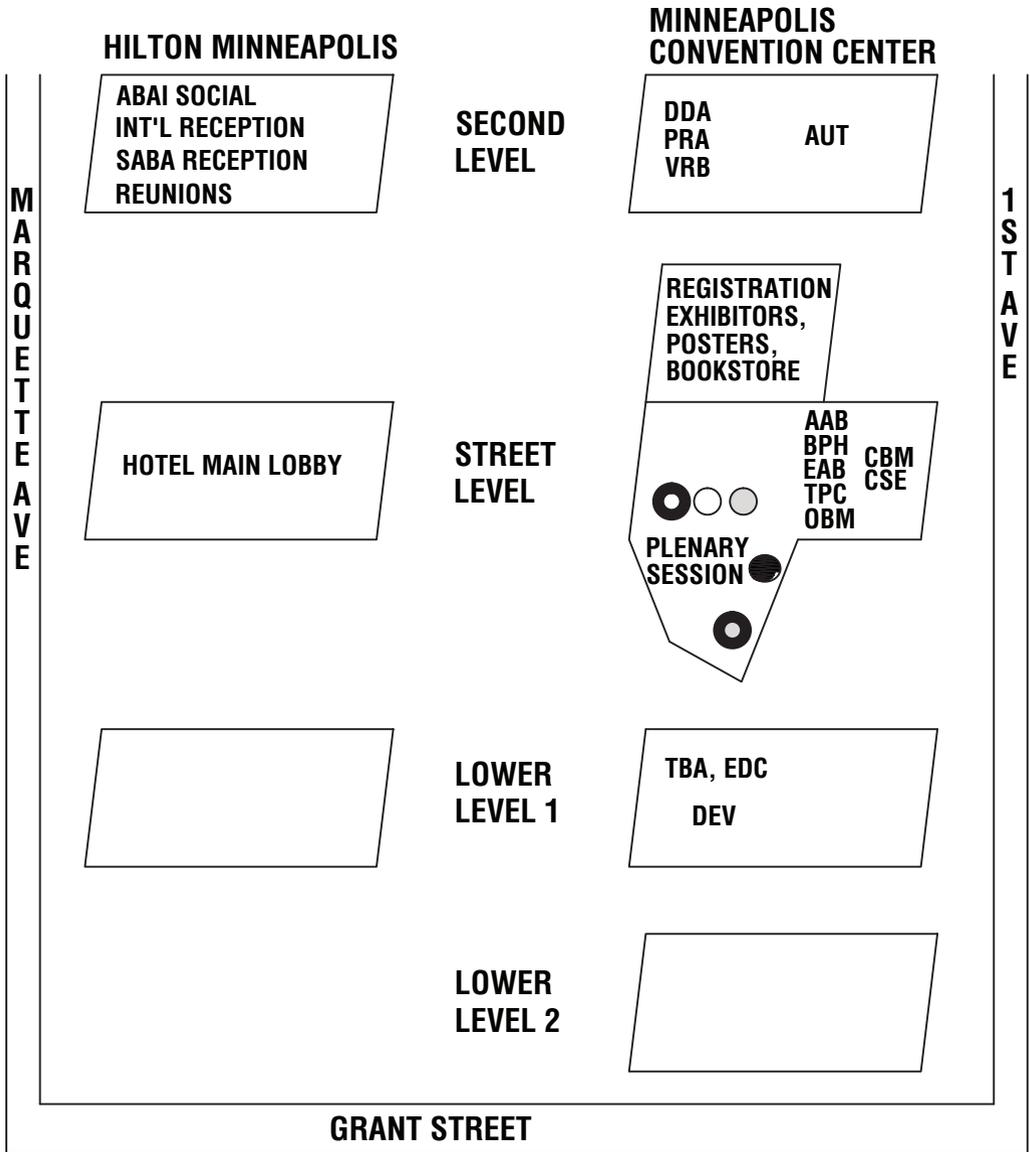
Third Floor



Second Floor



ABAI Meeting Space Schematic



- INVITED SPEAKERS: EDC, TBA, OTH
- INVITED SPEAKERS: CSE, OBM
- ◐ INVITED SPEAKERS: BPH, EAB, TPC, SCI
- INVITED SPEAKERS: AUT, DDA, PRA, VRB
- INVITED SPEAKERS: AAB, CBM, DEV

PLENARY SESSIONS: SABA AWARDS CEREMONY, PRESIDENTIAL SCHOLAR ADDRESS, PRESIDENTIAL ADDRESS



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Notes

Notes

Notes

Notes

Notes

Personal Planner

	Friday	Saturday	Sunday	Monday	Tuesday
7:30 am					
8:00 am					
8:30 am					
9:00 am					
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Evening					