

SAN ANTONIO 2015

**Friday, May 22 –
Tuesday, May 26**

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.



CodeMetro

The leading business operations management company exclusively focused on the special needs industry. Its professional service offerings have become a 'must have' for autism therapy providers, physical therapists, speech language pathologists and occupational therapists alike.

FREE Customer Support 24/7/365.....



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- Insurance Claims
- Automatic Messaging
- Custom Management Reports
- Clinical Integration
- Accounts Receivable

Administrative Services

- Business Consultation
- Human Resources / Recruiting
- Staffing Services
- Payroll Processing
- Live Scan / Background Checks
- Employee Handbook
- Client Services Agreement

Acknowledgements

Program Board Coordinator

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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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Behavioral Pharmacology (BPH): Paul L.

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Clinical, Family, Behavioral Medicine (CBM):

Scott T. Gaynor (Western Michigan University) and Steven R. Lawyer (Idaho State University)

Community Interventions, Social and Ethical Issues (CSE): Mark P. Alavosius (University of Nevada, Reno) and Angela Sanguinetti

(University of California, Irvine)

Developmental Disabilities (DDA): Andrew

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Experimental Analysis of Behavior (EAB):

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Human Development (DEV): Martha Pelaez

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Science (SCI): M. Christopher Newland

(Auburn University)

Teaching Behavior Analysis (TBA): Nicole Luke

(Surrey Place Centre) and Amoy Hugh-Pennie (Ontario Western University)

Theoretical, Philosophical, and Conceptual

Issues (TPC): Marleen T. Adema (Dutch Association for Behavior Analysis) and Edward K. Morris (The University of Kansas)

Verbal Behavior (VRB): Barbara E. Esch (Esch

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**The program contains
the contributions of over
1,300 participants from
more than 50 countries:**

58 Workshops

87 Papers

269 Panels & symposia

157 Expo posters

638 Posters

62 Business meetings

16 Reunions

30 invited addresses

16 Tutorials

20 Special events

**the
first
1600
hours**

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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...

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 88 affiliated chapters located across the USA and around the world, and organizes an annual convention in addition to other conferences and events. ABAI publishes three scholarly journals, distributes a triannual newsletter, provides continuing education credits, and accredits behavior analysis undergraduate and graduate training programs.

ABAI was founded in May 1974 at the University of Chicago. The first annual convention was held the following year and has been the largest gathering of behavior analysts for all of its 40-year history. The event gathers over 4,500 behavior analysts from all over the world; typically, more than 50 countries are represented. ABAI also conducts an annual autism conference, an international conference every 2 years, and other topical events, including those covering education and behavioral research and translation. The association has more than 6,000 members from nearly 70 countries.

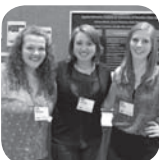
Diversity Policy

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"



executive council



Past President (2012–2015)
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(West Virginia University)



President (2013–2016)
Linda J. Parrott Hayes, Ph.D.
(University of Nevada, Reno)



President-Elect (2014–2017)
Maria Martha Hübner, Ph.D.
(University of São Paulo)



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**International Representative
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(Oslo and Akershus University College
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**At-Large Representative
(2013–2016)**
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(Southern Illinois University)



**At-Large Representative
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Travis Thompson, Ph.D.
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**Acting Applied
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Chief Executive Officer
Maria E. Malott, Ph.D.
(Association for Behavior
Analysis International)



**Past Student Representative
(2012–2015)**
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(University of Nevada, Reno)



**Student Representative
(2013–2016)**
Jonathan E. Friedel, MS
(Utah State University)



**Student Representative-Elect
(2014–2017)**
Kenneth W. Jacobs, MS
(University of Nevada, Reno)

Past presidents of the association are Nathan H. Azrin, Donald M. Baer, Sidney W. Bijou, Marc N. Branch, A. Charles Catania, Thomas S. Critchfield, Barbara C. Etzel, Judith E. Favell, Richard M. Foxx, Patrick C. Friman, Sigrid S. Glenn, Israel Goldiamond, Gina Green, Don F. Hake, Linda J. Parrott Hayes, William L. Heward, Philip N. Hinceline, Brian A. Iwata, James M. Johnston, Kennon A. Lattal, Ogden R. Lindsley, Richard W. Malott, M. Jackson Marr, Frances K. McSweeney, Jack Michael, Raymond G. Miltenberger, John C. (Jay) Moore, Edward K. Morris, Henry S. Pennypacker, Michael Perone, Carol Pilgrim, Ellen P. Reese, Kurt Salzinger, Masaya Sato, Beth Sulzer-Azaroff, Janet S. Twyman, and Julie S. Vargas.

2015 Annual Convention Program Schedule

Thursday, May 21

12:00 pm–8:00 pm	Registration and bookstore open
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Friday, May 22

7:00 am–8:00 pm	Registration and bookstore open
8:00 am–3:00 pm	Pre-convention workshops
2:00 pm–5:00 pm	Exhibits
4:00 pm–7:00 pm	Pre-convention workshops
8:00 pm–9:30 pm	International Welcome Reception

Saturday, May 23

7:00 am–9:00 pm	Registration and bookstore open
8:00 am–11:00 am	Pre-convention workshops
9:00 am–11:30 am	Exhibits open
11:30 am–12:50 pm	Opening Event and SABA Awards
1:00 pm–3:00 pm	Poster set-up
1:00 pm–4:50 pm	Sessions
5:00 pm–7:00 pm	Poster session
5:00 pm–10:00 pm	Exhibits open
7:00 pm–7:50 pm	Business meetings
8:00 pm–10:30 pm	ABAI Expo

Sunday, May 24

7:00 am–9:00 pm	Registration and bookstore open
8:00 am–10:00 am	Poster set-up
9:00 am–11:50 am	Sessions
11:00 am–2:00 pm	Exhibits open
12:00 pm–2:00 pm	Poster session
2:00 pm–4:50 pm	Sessions
3:00 pm–5:00 pm	Poster set-up
5:00 pm–5:50 pm	Presidential Scholar's Address
6:00 pm–9:00 pm	Exhibits open
6:00 pm–6:50 pm	Business meetings
7:00 pm–9:00 pm	Poster session
9:00 pm–11:00 pm	Reunions and receptions

Monday, May 25

8:00 am–9:00 pm	Registration and bookstore open
8:00 am–8:50 am	ABAI Business Meeting
8:00 am–10:00 am	Poster set-up
9:00 am–11:50 am	Sessions
11:00 am–2:00 pm	Exhibits open
12:00 pm–2:00 pm	Poster session
2:00 pm–4:50 pm	Sessions
3:00 pm–5:00 pm	Poster set-up
5:00 pm–5:50 pm	Presidential Address
6:00 pm–6:50 pm	Business meetings
6:00 pm–9:00 pm	Exhibits open
7:00 pm–9:00 pm	Poster session
9:00 pm–1:00 am	ABAI Social

Tuesday, May 26

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

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

Using the Convention Program Book

Understanding Program Entries

To help you understand the structure of this book, the next few 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 2015 convention includes 16 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 secondary area is listed directly after the first area in symposia, invited events, and panel discussions and after the title of the presentation in posters and paper sessions.

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 San Antonio! To create a personalized convention schedule, visit the ABAI website (www.abainternational.org) and log in to your portal account. Then access the online convention program. If a session interests you, simply click "Add to Schedule" to seamlessly move the session to your personal schedule. Once your personal schedule is finalized, print it and carry it with you during the convention. You will also be able to download the latest version of your personal schedule (in .pdf format) directly to your smartphone.

Please note that adding a 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

5/26/2015	(Date)
4:00 pm–5:20 pm	(Time)
403 (Convention Center)	(Room and building—see maps pages 342–344)
AUT; Applied Behavior Analysis	(Area; Category)
BACB CE offered. CE Instructor: Joe Smith	(CE available—see page 12 for details)

registration

EXHIBIT HALL C
HENRY B. GONZALEZ CONVENTION CENTER

hours

Thursday, May 21	12:00 pm–8:00 pm
Friday, May 22	7:00 am–8:00 pm
Saturday, May 23	7:00 am–9:00 pm
Sunday, May 24	7:00 am–9:00 pm
Monday, May 25	8:00 am–9:00 pm
Tuesday, May 26	8:00 am–2:00 pm

Available at the Registration Desk:

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

Name Badges

Name badges are required for entry into all ABAI events and presentation rooms, and for access to ABAI on-site services, including the bookstore, exhibits, and job placement services. Registrants receive a name badge 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.

Convention Materials

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

Cancellation Policy

Requests for registration refunds for the 41st Annual Convention in San Antonio, TX—minus a \$75 cancellation fee—will be met provided they are made prior to midnight (EDT) May 1, 2015.

Transfer Policy

Requests for registration transfers (attendee replacements) for the 41st Annual Convention in San Antonio, TX, received by midnight (EDT) May 1, 2015, 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 \$75 processing fee for transfers.

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.

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. 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.

Continuing Education

General Information

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

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

CE for Psychologists and Behavior Analysts

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

Workshop Registration Instructions

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

Detailed Instructions

Review workshop offerings on pages 41–48 and pages 57–60. Descriptions of all workshops are located on the ABAI website. CE credit is included in the workshop fees. After determining which workshops you would like to attend, go to the ABAI website and log in to your personal portal account (please contact the ABAI office if you have trouble accessing your portal account). Once logged in, click on “41th Annual ABAI Convention, San Antonio, TX, 2015” in the “Personal Schedule” tab.

You may pay for workshops by selecting the “Add to Cart” button located after each workshop's detail. When you are finished selecting workshops, you may pay for them by clicking the “Checkout” link at the top of each search results page. Please note, to check out, you will be asked to log in to your ABAI portal

account if you are not already logged in. You may select “Cart” located in the upper right corner of every page to view the items you have added to your cart for purchase. All payments must be made in U.S. funds.

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

Cancellations and Refunds

Registrants may cancel convention registration and tickets for workshops or other events before May 1, 2015. A handling fee of \$75 per cancellation will be deducted from all refunds. Refunds will not be granted after May 1, 2015.

Ethics

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

Workshops

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

Convention Sessions

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

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

Documentation

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

cooperative bookstore

The ABAI Cooperative Bookstore is pleased to offer titles relating to the field of behavior analysis at the 41st Annual Convention in San Antonio. The bookstore will be in in Exhibit Hall C of the Henry B. Gonzalez Convention Center.

Hours

Thursday, May 21

Friday, May 22

Saturday, May 23

Sunday, May 24

Monday, May 25

Tuesday, May 26

12:00 pm–8:00 pm

7:00 am–8:00 pm

7:00 am–9:00 pm

7:00 am–9:00 pm

8:00 am–9:00 pm

8:00 am–12:00 pm



Book Categories

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

Author Signing

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



Promotional Items

Promotional items will be available at the bookstore, including convention t-shirts, tote bags, and more. This year, we're excited to offer our "Leaders in Behavior Analysis" coffee mug set!

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

Visit the Learning Center online and browse all the offerings.

learning center

www.abainternational.org

The ABAI Learning Center offers 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.

NOW AVAILABLE



**You can also pre-purchase modules
from the 41st Annual Convention at
the Registration Desk today!**

Employment Events



JobTarget:

Our Premier Job Placement Service

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

For job seekers, we have the resources you need to find the perfect career opportunity in behavior analysis. Visit our website to search jobs, post a résumé, or create job alerts that will notify you when the ideal position becomes available.

For employers, We have the right candidates, right now. Post openings online, peruse our résumé bank free of charge, and contact qualified job seekers.

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

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



**Please visit
the ABAIL Jobs
Booth in the
Exhibit Hall.**

www.abainternational.org/jobs

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.

Applied Animal Behavior

#74. Training Sniffer Dogs as Lab and Field Research Assistants: What They Can Teach Us

Simon Gadbois (Dalhousie University)
Saturday, May 23, 4:00 pm

#165. Military and Police Working Dog Training: Evolution in Response to Broader Changes in Applied Animal Behavior

Stewart J. Hilliard (United States Air Force)
Sunday, May 24, 11:00 am

Autism

#234. A Frontier for Applied Behavior Analysis: Altering the Natural Platform of Social Brain Development in Infants and Toddlers With Autism

Ami Klin (Emory University)
Sunday, May 24, 4:00 pm

Behavioral Pharmacology

#169. High Price: Putting Behavior and Social Consciousness in Psychology

Carl Hart (Columbia University)
Sunday, May 24, 11:00 am

#339. Questioning Some Assumptions About the Processes Involved in Addiction

Richard Lamb (University of Texas Health Science Center at San Antonio)
Monday, May 25, 11:00 am

Clinical, Family, Behavioral Medicine

#388. Emotional Agility: The Science and Applications

Todd B. Kashdan (George Mason University)
Monday, May 25, 3:00 pm

Community Interventions, Social and Ethical Issues

#151. The Dynamic Planetary Context for Behavior Analysis

Robert C. Gilman (Context Institute)
Sunday, May 24, 10:00 am

Education

#134. Using Data to Identify the Function of Academic Behavior

Matthew K. Burns (University of Missouri)
Sunday, May 24, 9:00 am

Experimental Analysis of Behavior

#217. Behavioral, Neuronal, and Genetic Analyses in *C. elegans* Lead to Insights Into Mechanisms of Habituation

Catharine Rankin (University of British Columbia)
Sunday, May 24, 3:00 pm

Human Development

#197. Utilizing Visual Phonics to Supplement Reading Instruction for Students With Diverse Needs

Ye Wang (Teachers College, Columbia University)
Sunday, May 24, 2:00 pm

Organizational Behavior Management

#372. Channel Your Inner Entrepreneur: There's More to Consulting Than "Hanging up a Shingle"

Darryl A. Wahlstrom (D.A.W. Organization Consulting Solutions)
Monday, May 25, 2:00 pm

Practice

#19. Genes, Environmental Sensitivity, Psychiatric Comorbidity, and Adaptation in Autism

John Constantino (Washington University)
Saturday, May 23, 1:00 pm

Science

#20. From Keller and Schoenfeld to Concepts and Categories

Edward A. Wasserman (University of Iowa)
Saturday, May 23, 1:00 pm

#41. Retrieval-Based Learning: Active Retrieval Promotes Meaning

Jeffrey Karpicke (Purdue University)
Saturday, May 23, 2:00 pm

#82. Applying Behavioral Economics to Understand Addictive Behavior: A Translational Approach

James MacKillop (McMaster University)
Saturday, May 23, 4:00 pm

Teaching Behavior Analysis

#219. Exploring the Possible Causes of the 25 Biggest Mistakes Teachers Make

Carolyn Orange (University of Texas at San Antonio)
Sunday, May 24, 3:00 pm

Theoretical, Philosophical, and Conceptual Issues

#303. Changing Neurobiology With Behavior: How Expectation of Reward and Punishment Influence Learning and Remembering via Distinct Brain Systems

R. Alison Adcock (Duke University)
Monday, May 25, 9:00 am

Verbal Behavior

#328. Self-Talk as a Regulatory Mechanism: How You Do It Matters

Ethan Kross (University of Michigan)
Monday, May 25, 10:00 am

Professional Development Series

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

#18. Navigating the Licensure Process—A Discussion of Behavior Analyst Licensure Laws
Chair: Mallory Garrett (The University of Memphis)
Saturday, May 23, 1:00 pm–1:50 pm

#84. Verbal Behavior Developmental Theory and Teaching as Applied Behavior Analysis: From Pre-Listeners to Accelerated Independent Learners
Chair: Jennifer Lee (Teachers College, Columbia University)
Saturday, May 23, 4:00 pm–4:50 pm

#153. Advice From the Recently Hired in Academia
Chair: Ryan C. Speelman (Southern Illinois University)
Sunday, May 24, 10:00 am–10:50 am

#172. Translating “Behaviorese”: Talking and Collaborating With Non-Behavior Analysts
Chair: Stephanie L. Kincaid (West Virginia University)
Sunday, May 24, 11:00 am–11:50 am

#181. Uses of Technology in Behavior Analysis
Chair: Cody Morris (Western Michigan University)
Sunday, May 24, 11:00 am–11:50 am

#184. A Home for the Academic-Homeless: Alternative Learning Approaches to Continuing Education and Teaching Behavior Analysis
Chair: Dominique Stedham (University of Nevada, Reno)
Sunday, May 24, 11:00 am–11:50 am

#202. Quantitative Analyses in Applied Settings: Whether, Why, and How
Chair: Brent Kaplan (University of Kansas)
Sunday, May 24, 2:00 pm–2:50 pm

#352. Sampling Career Paths in ABA? A Few Perspectives
Chair: Denise Dieter (Kennedy Krieger Institute)
Monday, May 25, 11:00 am–11:50 am

#354. An Introduction to Mathematical Principles of Reinforcement
Chair: Jonathan E. Friedel (Utah State University)
Monday, May 25, 11:00 am–11:50 am

#371. Conversation Hour With Prominent Women in OBM
Chair: Amber Marie Candido (University of Nevada, Reno)
Monday, May 25, 2:00 pm–2:50 pm

#374. Standard Celeration Chart, Equal Interval Graphs, or Both? You Decide
Chair: Megan Miller (The Ohio State University)
Monday, May 25, 2:00 pm–2:50 pm

#387. A Select Guide to Parent Training
Chair: Joseph Hacker (McNeese State University)
Monday, May 25, 3:00 pm–3:50 pm

#390. Life After Graduation: Academic and Clinical Careers
Chair: Mirela Cengher and Mariam Chohan (City University of New York, The Graduate Center)
Monday, May 25, 3:00 pm–3:50 pm

#395. The Intersection of Verbal Behavior and Derived Relational Responding
Chair: Colleen Yorlets (RCS Behavioral & Educational Consulting)
Monday, May 25, 3:00 pm–3:50 pm

#441. Let’s Get Fit With Behavior Analysis: An Introduction to Health Research in Behavior Analysis
Chair: Alexis Waldin (St. Cloud State University)
Tuesday, May 26, 9:00 am–9:50 am

#442. Creating a Culture of Caring and Sustainable Behavior at Your University
Chair: Stephanie Holder (University of North Texas)
Tuesday, May 26, 9:00 am–9:50 am

#446. Behavioral Economics Research and Applications
Chair: James Allen Chastain (Florida Institute of Technology)
Tuesday, May 26, 9:00 am–9:50 am

#467. Strategies and Considerations for Effective Supervision via Remote Technologies
Chair: Denice Rios (Western Michigan University)
Tuesday, May 26, 11:00 am–11:50 am

Orientation for Parent Attendees: About the ABAI Annual Convention

The annual convention is a large event and may feel overwhelming to new attendees. Although geared toward professionals and researchers in the field of behavior analysis, the convention has many sessions that should be helpful and informative to parents—providing opportunities to network with other parents and professionals.

- **Parents, Professionals, and Students: Welcome to the ABAI Convention**

Parents attending the ABAI convention for the first time are encouraged to participate in this convention orientation on Saturday at 10:00 am.

- **Autism Special Interest Group Business Meeting**

This is a brief meeting for those with a specific interest in autism spectrum disorders; we strongly encourage you to attend. 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 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 (www.abainternational.org/events/program-details.aspx?intConvID=42) to find the events that will be most relevant to you. A detailed description of each event type can be found on pages 9–10.



Exhibitors and Convention Sponsors

ABAI exhibitors will be located in Exhibit Hall C of the Henry B. Gonzalez 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 22	2:00 pm–5:00 pm
Saturday, May 23	9:00 am–11:30 am and 5:00 pm–10:00 pm
Sunday, May 24	11:00 am–2:00 pm and 6:00 pm–9:00 pm
Monday, May 25	11:00 am–2:00 pm and 6:00 pm–9:00 pm

Following are descriptions of some of the 2015 exhibitors. The inclusion of this material is not an indication of endorsement, authorization, sponsorship, or affiliation by ABAI of these organizations or their work, services, or the content of the material they present.

ABAI Convention Sponsors 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.

ABPathfinder

7171 W. 95th St., Suite 150
Overland Park, KS 66212
(913) 787-1555
info@abpathfinder.com
www.abpathfinder.com
Booth Number: 300

ABPathfinder is a cloud-based software tool that allows therapists and educators to collect, graph, and analyze data in real-time, cutting their administrative and planning time in half and allowing them to focus on the child. The result is that children with autism gain skills up to 20% faster when ABPathfinder is part of the process.

ACI Learning Centers

6394 College Blvd.
Overland Park, KS 66211
(800) 345-0448
Tanner.Sierks@concepts.com
www.acilearningcenters.com
Booth Number: 205

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

Applied Behavior Center for Autism

7901 E. 88th St.
Indianapolis, IN 46256
(317) 849-5437
jennyl@appliedbehaviorcenter.org
www.appliedbehaviorcenter.org
Booth Number: 308

The Applied Behavior Center for Autism (ABC) is Indiana's largest and longest running applied behavior analysis therapy provider. Started by a mother of a child with autism in 1997, ABC now has seven locations statewide. ABC is currently seeking four behavior analysts to join our team. To apply or schedule an on-site interview, visit our booth or email Clinical Director Jenny Lanham (jennyl@appliedbehaviorcenter.org).

Aptitude Habilitation Services
Bronze Level Sponsor

140 W. Franklin St, Unit 202
Monterey, CA 93940
(916) 337-4052
kcassel@aptitudeservices.com
www.aptitudeservices.com
Booth Number: 221

Founded in 2009, Aptitude Habilitation Services has been serving children diagnosed with autism spectrum disorders for more than 5 years. Our multidisciplinary staff is comprised of highly trained and educated professionals dedicated to enriching the lives of those diagnosed with autism through habilitative therapies that not only enhance children's well-being, but also their quality of life.

Arizona State University

1475 N. Scottsdale Rd
Scottsdale, AZ 85257
(855) 278-5080
www.asu.edu
Booth Number: 306

Arizona State University (ASU) is the largest public research university in the United States. Ranked a "Top 100 World University" by the Academic Ranking of World Universities, ASU offers more than 90 certificate and degree programs entirely online. Of these online offerings, the Master's of Education in Curriculum and Instruction for Applied Behavioral Analysis is delivered as either a graduate certificate or degree program. Both programs offer university coursework pre-approved by the Behavior Analyst Certification Board for students interested in sitting for the board certified behavior analyst examination.

Association for Behavior Analysis International

550 West Centre Ave.
Portage, MI 49024
(269) 492-9310
mail@abainternational.org
www.abainternational.org
Booth Number: By Registration Desk

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

Autism Curriculum Encyclopedia

33 Turnpike Rd.
Southborough, MA 01772
fciccone@necc.org
www.acenec.org
(508) 658-7538
Booth Number: 219

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 1,700 pieces of customizable curriculum. Cloud-based 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. Learn more at www.acenec.org.

Autism Home Support Services
Bronze Level Sponsor

85 Revere Dr., Suite AA
Northbrook, IL 60062
(224) 415-3194
contact@autismhomesupport.com
www.autismhomesupport.com
Booth Number: 226

Autism Home Support Services provides customized in-home ABA therapy for children with autism spectrum and related disorders.

Ball State University

2000 W. University Ave., TC705
Muncie, IN 47306
(765) 285-5700
bjkrupa@bsu.edu
www.bsu.edu
Booth Number: 113

Ball State University's all-online master's degree in applied behavior analysis meets the coursework requirements for eligibility to take the board certified behavior analyst examination. The courses are aligned with the Fourth Edition Task List. In addition, this flexible, 30-credit-hour program is typically completed in 18–24 months. Ball State also offers two 15-credit-hour graduate certificates in ABA and autism.

Bay Path University

588 Longmeadow St.
Longmeadow, MA 01106
(413) 565-1332
graduate@baypath.edu
www.baypath.edu
Booth Number: 319

The Graduate School at Bay Path University offers over 20 career-oriented online and on-campus graduate programs and certificates, including an MS in education-concentration in applied behavior analysis, an MS in developmental psychology with optional License in Mental Health Counseling, and many others. Our programs are designed for working women and men and tailored for the adult student seeking convenience, flexibility, and a professional degree.

Beacon Services

321 Fortune Blvd.
Milford, MA 01757
(508) 282-9434
swoolf@beaconservices.org
www.beaconservices.org
Booth Number: 202 & 204

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

Behavior Analyst Certification Board

8051 Shaffer Pkwy.
Littleton, CO 80127
(720) 438-4321
info@bacb.com
www.bacb.com
Booth Number: 102

The Behavior Analyst Certification Board is a 501(c) (3) nonprofit corporation established in 1998 to meet professional credentialing needs identified by behavior analysts, governments, and consumers of behavior analysis services.

Behavior Development Solutions

319 White Ave.
Middlebury, CT 06762
(203) 527-8531
bbeauvre@behaviordevelopmentsolutions.com
www.behaviordevelopmentsolutions.com
Booth Number: 206

Behavior Development Solutions provides training products, services, and tools for behavior analysts. Our CBA Learning Module Series is the premier BACB exam prep resource. For those already certified, earn CE Credits online. In addition, we develop custom designed software to meet the training needs of your organization or students. Our "Books for Behavior Analysts" is the only bookstore that caters exclusively to the behavior analytic community.

Behavior Frontiers
Bronze Level Sponsor

18726 S. Western Ave, Suite 408
Gardena, CA 90248
(888) 922-2843
info@behaviorfrontiers.com
www.behaviorfrontiers.com
Booth Number: 225

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

Behavioral Services of Tennessee, Inc.

1155 Cully Rd.
Cordova, TN 38018
(901) 870-7053
jamie@bstn.org
www.bstn.org
Booth Number: 119

Behavioral Services of Tennessee, Inc., provides home and community-based services to adults with developmental disabilities who need 24-hour support. In an interdisciplinary environment, behavior analysts (BAs) implement plans that promote client independence and community participation. Additionally, our BAs are dedicated to developing systems to prevent harm to our clients and employees. These innovative technologies are making community supports more efficient and effective than ever before.

Center for Autism and Related Disorders
Bronze Level Sponsor

19019 Ventura Blvd., Suite 300
Tarzana, CA 91356
(855) 345-2273
info@centerforautism.com
www.centerforautism.com
Booth Number: 223

The Center for Autism and Related Disorders (CARD) treats individuals of all ages who are diagnosed with autism spectrum disorders at its 29 treatment centers around the globe. CARD was founded in 1990 by leading autism expert and clinical psychologist Doreen Granpeesheh, PhD, BCBA-D. CARD treats individuals with ASD using the principles of applied behavior analysis. For more information and to join the team visit www.centerforautism.com or call (855) 345-2273.

**The Center for Children with Special Needs
& The Center for Independence**

2300 & 2213 Main St.
Glastonbury, CT 06033
(860) 430-1762
info@ccsnct.org
www.ccsnct.org

Booth Number: 404

The Center for Children with Special Needs (CCSN) & The Center for Independence provides diagnosis and evaluation of children and adults and outpatient treatment for children and adults with autism spectrum disorders and their families. CCSN provides consultation and program development to educational programs and human service organizations as well as consultation and training for professionals.

CodeMetro, Inc.

1333 S. Mayflower Ave., Suite 350
Monrovia, CA 91016
(877) 796-9883
marketing@codemetro.com
www.codemetro.us

Booth Number: 301 & 400

CodeMetro is the leading business operations management company exclusively focused on the behavior analysis industry. Its professional offerings have become a "must have" for autism and ABA therapists striving for efficiency and maximum revenue. Providing NPAWorks practice management software, medical insurance billing, and professional administrative services under one roof, CodeMetro offers its customers cost-effective, comprehensive systems that streamline operations, reduce overhead, and increase staff satisfaction.

Community Access Unlimited

80 West Grand St.
Elizabeth, NJ 07202
(908) 354-3040
thonig@caunj.org
www.caunj.org

Booth Number: 103

Community Access Unlimited (CAU), celebrating its 35th anniversary, supports more than 6,000 people with special needs achieving fulfilled lives throughout New Jersey. CAU gives a voice to adults and youth who traditionally have little support and no voice in society. CAU supports people through housing, developing life skills, employment, money management, and socialization. CAU also supports opportunities for advocacy through training in assertiveness and decision-making.

Criterion Child Enrichment

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

Booth Number: 227

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 service in Massachusetts, is committed to generating increased access to effective services for a diverse population of families.

DataFinch Technologies

47 Perimeter Center East, Suite 350
Atlanta, GA 30346
(855) 598-DATA
info@datafinch.com
www.datafinch.com

Booth Number: 201 & 203

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

Drexel University School of Education

3200 Market St.
Philadelphia, PA 19104
(215) 895-6770
education@drexel.edu
www.drexel.edu/soe

Booth Number: 130

Drexel University's School of Education produces leaders who affect change in the classroom, in administration, and in research and policy. The undergraduate program is the only teacher certification in the nation that includes a co-op related to students' majors. Graduate programs develop leaders with expertise to solve complex problems in education.

Easter Seals California

391 Taylor Blvd, #250
Pleasant Hill, CA 94523
(925) 849-8999
Info@easterseals.com/bayarea
www.easterseals.com/bayarea

Booth Number: 222

Easter Seals provides exceptional services, education, outreach, and advocacy so that people with autism and other disabilities can live, learn, work and play in their communities. Easter Seals has been helping individuals with disabilities and special needs, and their families, live better. Easter Seals offers a variety of services to help people with disabilities address life's challenges and achieve personal goals.

Endicott College

376 Hale St.
Beverly, MA 01915
(978) 232-2103
wmcsween@endicott.edu
www.endicott.edu/VanLoan/Institute-Behavioral-Studies.aspx

Booth Number: 410

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

Evergreen Center

345 Fortune Blvd.
Milford, MA 01757
(508) 478-2631
jvedora@evergreenctr.org
www.evergreenctr.org
Booth Number: 213

The Evergreen Center is a private, nonprofit educational and residential treatment center that utilizes evidence-based practices to serve children and adolescents with autism and other developmental disabilities. Educational effectiveness is assured at the Evergreen Center through the use of applied behavior analytic, scientifically based instruction to teach functional daily living along with pre- and early academic skills, and to address challenging behaviors. For more information, visit our website at www.evergreenctr.org.

Global Autism Project

252 3rd Ave.
Brooklyn, NY 11215
(718) 764-8225
molly@globalautismproject.org
www.globalautismproject.org
Booth Number: 402

The Global Autism Project is an organization that partners with autism centers worldwide. Through our partnerships, we provide training and support in evidence-based practices, sustainable development, and local capacity building. Additionally, we provide professional development services (CEUs and BCBA exam review) and a unique international volunteer program.

Haugland Learning Center

3400 Snouffer Rd.
Columbus, OH 43235
(614) 602-6473
Morten.haugland@hauglandlearningcenter.com
www.hauglandlearningcenter.com
Booth Number: 318

Haugland Learning Center will offer our crisis management solution (Haugland Behavior System; HBS) to agencies and providers of services for individuals with disabilities. HBS is a proactive solution addressing the safety of your consumer, as well as staff. It offers a behaviorally based alternative to crisis intervention, including safe and appropriate physical restraint techniques.

Institute for Behavioral Training

7297 Ronson Rd., Suite H
San Diego, CA 92111
(858) 768-2468
training@ibehavioraltraining.com
www.ibehavioraltraining.com
Booth Number: 302

The Institute for Behavioral Training (IBT) is a one-stop training hub for people who interact with, teach, care for, and treat individuals with autism spectrum disorders. IBT was developed by a professional team of BCBAs; all with over 20 years of experience in the field. Our extensive course offerings meet the current and emerging needs of parents, educators, and ABA professionals across the globe.

Institute of Professional Practice, Inc.
Bronze Level Sponsor

P.O. Box 1249
Montpelier, VT 05601
(603) 249-9553
kkelly@ippi.org
www.ippi.org
Booth Number: 211

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

Judge Rotenberg Educational Center
Bronze Level Sponsor

250 Turnpike St.
Canton, MA 02021
(781) 828-2202
m.ferns@judgerc.org
www.judgerc.org
Booth Number: 209

The Judge Rotenberg Educational Center (JREC) is a special needs day, respite, and residential school located in Canton, Massachusetts and licensed to serve ages 3-years and above. Since 1971, JREC has provided very effective education and treatment to both emotionally disturbed students with conduct, behavior, emotional, and/or psychiatric problems and developmentally delayed students with autistic-like behaviors.

Mangold International

Grat-Von-Deym-Str 5
Arnstorf, Germany 94424
+49 8723978330
Event@mangold-international.com
www.mangold-international.com
Booth Number: 111

Mangold International is a world leading provider of professional labs for observational research. We specialize in simplifying your scientific studies by developing individual, customized, and very easy to use hardware and software solutions. Our tools will help you to achieve reliable data and gain professional results that makes your research easier on a sustainable basis. Mangold has offered these solutions for over 20 years worldwide. Discover more at www.mangold-international.com.

Medical Reimbursement Consultants

121 W. Sycamore St.
Kokomo, IN 46901
(877) 852-9255
tamara.shannon@mrcbilling.com
www.mrcbilling.com
Booth Number: 303

Medical Reimbursement Consultants (MRC) takes great pride in helping providers and therapists enrolling with insurance plans and obtaining insurance reimbursement for their services. To best serve centers and other facilities, MRC has experienced staffing and software solutions that offer BCBA's a customized and comprehensive approach to managing their business. Our experience translates into better and faster reimbursement, and more importantly, keeps focus on the child with autism, rather than dealing with insurance claims. Our medical billers' knowledge of how ABA centers operate combined with our robust EMR software and billing efficiency makes this a very powerful solution for any ABA provider.

Melmark
Bronze Level Sponsor

2600 Wayland Rd.
Berwyn, PA 19312
(610) 325-2910
jennifercroner@melmark.org
www.melmark.org
Booth Number: 220

Melmark is a comprehensive multi-service provider of residential, educational, therapeutic, and recreational services for children and adults with developmental disabilities, including autism spectrum disorders, acquired brain injury, other neurological and genetic disorders, and related challenging behaviors. Programs are offered in Pennsylvania and Massachusetts. Our varied programs promote independence, increased self-awareness, and confidence, while offering participants opportunities to make friends and develop personal interests.

The New England Center for Children

33 Turnpike Rd.
Southborough, MA 01772-2108
(508) 481-1015
ldonahue@necc.org
www.necc.org
Booth Number: 212

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 30 years. In addition to its central school in Southborough, MA, NECC provides consulting and model ABA classrooms throughout New England and recently opened a school in Abu Dhabi. Visit our website to learn more.

NEXSYS

7202 E. 87th St., #15
Indianapolis, IN 46256
(317) 847-6971
Bill.allen@nexsysis.com
www.nexsysis.com
Booth Number: 228

Simplify and upgrade your organizational awareness with NEXconnex, an integrated autism center management software solution that includes scheduling, billing, financials, payroll, and HER—one integrated system that everybody in your center can use to maximize their potential. Track your students progress with forms and templates designed to your center's unique specifications. Improve your billing speed and accuracy in house or outsource to our professional and reliable billing service.

Nightingale

660 York St.
San Francisco, CA 94110
(801) 560-7356
beth@nightingaleapp.com
www.nightingaleapp.com
Booth Number: 312

Nightingale is a software company that provides applied behavior analysts with a cloud-based data collection and clinical decision support app. It is HIPAA-compliant and secure. The app is available for use on any device with a Wi-Fi connection, and is also accessible offline. Nightingale is customizable to any behavioral intervention curriculum, ensuring an optimal standard of care by helping service providers make informed, evidence-based decisions.

Nova Southeastern University Mailman Segal Institute

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

www.nova.edu/humandevelopment/discover/index.html

Booth Number: 107

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

Pathways Strategic Teaching Center

Bronze Level Sponsor

75 Centre of New England Blvd.
Coventry, RI 02816
(401) 615-2775
mmilner@trudeaucenter.org

Booth Number: 231

Pathways Strategic Teaching Center is a comprehensive education and treatment program in Rhode Island, which services children with autism and other developmental disorders. The strategies are based on the principles of behavior analysis and provides scientifically validated, evidence-based, individualized treatment to individuals and families across school, home, and community. Pathways also provides consultation and training services to communities within the southern New England region.

Patrick McGreevy, Ph.D., P.A. and Associates

4767 New Broad St.
Orlando, FL 32814
(407) 415-5241
pmcg@me.com
www.essentialforliving.com

Booth Number: 105

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

Penn State World Campus of the Pennsylvania State University

Suite 408; The 329 Bldg.
University Park, PA 16802
(814) 865-7600
eah29@psu.edu
www.worldcampus.psu.edu

Booth Number: 418

Penn State World Campus is the online campus of Penn State. Grounded in a tradition of quality since 1885, a degree from Penn State means something. Penn State World Campus offers a graduate degree and various certificates in the area of special education. These programs are taught by the same faculty that teach in residence.

Professional Crisis Management Association

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

Booth Number: 230

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

Quality Behavior Solutions, Inc.

257 Turnpike Rd., Suite 320
Southborough, MA 01772
(508) 281-0246
info@qbscompanies.com
www.qbscompanies.com
Booth Number: 401

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

RCS Learning Center

6 Strathmore Rd.
Natick, MA 01760
(508) 650-5940
info@rcslearning.org
www.rcslearning.org
Booth Number: 109

Realizing Children's Strengths Learning Center is a not-for-profit organization in Natick, MA, whose mission is to provide the highest quality of individualized ABA-based behavioral and educational services for children ages 3–22 with autism spectrum disorders and other developmental disabilities. We believe that every child has unique skills, and we are dedicated to helping all children develop these skills and reach their full potential.

Relias Learning

111 Corning Rd.
Cary, NC 27518
(919) 655-1800
solutions@reliaslearning.com
www.reliaslearning.com
Booth Number: 101

With Relias Learning, relevant, up-to-date courses improve compliance and performance while minimizing travel, overtime, and hours spent away from work. By offering content in a user-friendly learning management system, Relias removes barriers to learning, making it easy to save money, improve compliance, boost productivity, and increase workplace safety.

Rethink Autism

19 W 21st St. #403
New York, NY 10010
(877) 988-8871
info@rethinkfirst.com
www.rethinkfirst.com
Booth Number: 210

Rethink is an award-winning program model for supporting people with disabilities. Our integrated and dynamic online solution, developed by nationally recognized experts in the field, features a comprehensive video-based curriculum, a sophisticated behavior intervention tool, job-embedded professional development for staff, individualized assessments, and online skills-based activities for clients. Data-based reports track everything from staff utilization to student progress.

SEEK Education, Inc.

9060 Huntington Dr.
San Gabriel, CA 91775
(626) 943-7772
aarteaga@seekeducation.org
www.seekeducation.org
Booth Number: 208

SEEK Education, Inc. is a 501(c) organization that specializes in treatment programs for individuals with autism and other developmental disabilities in the greater Los Angeles area. We count on dedicated and experienced members who are committed to practice guided by heavy analysis and consumer learning. Our treatment programs target all stages of development, from early infant/toddler intervention to supported employment. Thus, as an individual's needs change over the lifetime, SEEK Education is there every step of the way.

The Shape of Behavior
Bronze Level Sponsor

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

The Shape of Behavior is an applied behavior analysis day treatment clinic. Our clinic serves individuals of all ages with autism and or other disabilities. The Shape of Behavior is committed to evidence-based treatment approaches. Our applications of therapy are based upon the science of behavior analysis. Our mission is to provide treatment by shaping small successes to improve the quality of life for all individuals.

Simmons College Behavior Analysis Department

300 Fenway
Boston, MA 02115
(617) 521-3058
gsa@simmons.edu
Booth Number: 412

Simmons's highly respected behavior analysis programs provide a rigorous and highly supported academic experience, with an emphasis on innovative research and approaches. Simmons offers a master's of science in behavior analysis, accredited by ABAI. Our Ph.D. in applied behavior analysis offers advanced training, positioning qualified behavior analysts to make significant contributions to the field and the community.

St. Amant
Bronze Level Sponsor

440 River Rd.
Winnipeg, Manitoba, Canada R2M 3Z9
(204) 256-4301
cmarion@stamant.ca
www.stamant.ca
Booth Number: 229

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

Texas ABA

P.O. Box 0061
Denton, TX 76202
(940) 220-9185
txaba@txaba.org
www.txaba.org

The Texas Association for Behavior Analysis (TxABA) is a state chapter of ABAI. The mission of TxABA is to advance the science and application of behavior analysis to improve the world in which we live. To that end, TxABA strives to disseminate knowledge from the science of behavior analysis to the public and to behavior analysts working in Texas and its neighboring states (Oklahoma, Arkansas, Louisiana, and New Mexico).

Trumpet Behavioral Health

390 Union Boulevard, Suite 300
Lakewood, CO 80228
(303) 989-8171
psorensen@tbh.com
www.tbh.com

Booth Number: 218

Trumpet Behavioral Health specializes in the treatment of children and adults with autism spectrum disorders and other developmental delays. We provide behavioral consulting, education, and special training for parents, educators, and healthcare professionals. Through our network of more than 800 passionate and highly skilled staff and Board Certified Behavior Analysts, our structure enables the best possible behavior management outcomes based on applied behavior analysis.

University of Cincinnati

2145 Metro Center Blvd. Ste. 400
Orlando, FL 32835
(800) 511-5636
admissions@behavioranalysis.uc.edu
www.behavioranalysis.uc.edu

Booth Number: 313

Prepare for the Board Certified Behavior Analyst exam with the Master of Education in Foundations in Behavior Analysis or the Behavior Analysis Graduate Certificate programs online from the University of Cincinnati. In as few as 12 months, our 100% online Behavior Analyst Certification Board-approved programs can help grow your career and give you the skills to support your community.

University of New Brunswick College of Extended Learning

6 Duffie Dr.
Fredericton, NB E3B 5A3
(506) 458-7843
fjutrass@unb.ca
www.unb.ca/cei/intervention

Booth Number: 100

Founded in 1785, the University of New Brunswick (UNB) is the oldest public English-language university in Canada and one of the oldest universities in North America. UNB's College of Extended Learning, in partnership with the Department of Psychology, offers a suite of both credit and professional training in behavioral intervention and autism support. Students receive training in empirically based behavior analysis in the form of workshops, certificate programming, and contract training offerings.

University of Texas at San Antonio

One USTA Circle
San Antonio, TX 78249
(210) 458-4370
education@utsa.edu
www.education.utsa.edu

Booth Number: 310

The College of Education and Human Development (COEHD) at the University of Texas at San Antonio offers five graduate certificates, eight master's degrees, and four doctoral programs. In particular, the COEHD offers both a Master of Arts in Education With a Concentration in Special Education and a Master of Arts in School Psychology. Additionally, COEHD offers a Graduate Certificate in Applied Behavior Analysis.

University of West Florida

11000 University Pkwy.
Pensacola, FL 32514
(850) 474-2722
aba@uwf.edu
www.uwf.edu/aba
Booth Number: 200

The Office of ABA at the University of West Florida (UWF) provides BACB-approved online coursework for BCBA certification as well as a Master's in Exceptional Student Education, which includes BCBA coursework. Private online courses for organizations are also available. Virtual classes can be attended from anywhere and start year-round. Online CEUs in collaboration with the Cambridge Center for Behavioral Studies are available at uwf.edu/aba.

Unlocking the Spectrum

3901 W. 86th St., Ste 397
Indianapolis, IN 46268
(850) 474-2704
info@unlockingthespectrum.com
www.unlockingthespectrum.com
Booth Number: 207

Unlocking the Spectrum was created with the mission of making ABA therapy accessible to ALL children with autism by providing the highest quality ABA therapy services to areas of need throughout Indiana and Houston, TX. At Unlocking the Spectrum, we believe that an effective ABA program is an essential component in allowing children with autism to reach their maximum potential.

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Society for the Quantitative Analyses of Behavior
38th Annual Meeting, May 21—May 23, 2015
Henry B. Gonzalez Convention Center (San Antonio, Texas)

Thursday evening, May 21, Room 102 A/B (river level)
First Poster Session, cash bar, and registration (5:00 pm–8:00 pm)

Friday, May 22, Room 103 A/B (street level)
Registration, coffee and pastries (7:00 am–8:30 am)

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

Choice and Consequences

8:45 John Donahoe (University of Massachusetts): How Neuroscience Benefits the Quantitative Analysis of Behavior

9:20 Erin Rasmussen (Idaho State University): The Utility of Behavioral Economics in Understanding Obesity

9:55 Nick Calvin (Emory University): Extending Donahoe's Neural Networks to Steady-State Operant Behavior

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

10:55 Ricardo Pellón (National Distance Education University): "Reinforcing" Properties of Water in the Schedule-Induced Drinking Situation

11:30 Randy Grace (University of Canterbury): An Expectancy-Based Decision Model for Choice in Concurrent Chains

Lunch (12:05 pm–1:45 pm)

1:45 Sarah Cowie (University of Auckland): Discriminating Reinforcers in Time and Space

2:20 Pablo Covarrubias and François Tonneau (Universidad de Guadalajara and Federal University of Pará): Stimulus Control in Sensorimotor Decisions

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

3:15 Laurent Madelain (Université Charles-De-Gaulle Lille III): It's Time to Go: Saccadic Latencies and Choice Models

3:50 Gene Heyman (Boston College): Introducing a Method for Quantifying the Allocation of Attention: The Results Reveal Commonalities With Quantitative Aspects of Choice

Business meeting, Room 103 A/B (5:00 pm)

Second Poster Session and cash bar, Room 102 A/B (6:30 pm–9:00 pm)



Society for the Quantitative Analyses of Behavior
38th Annual Meeting, May 21—May 23, 2015
Henry B. Gonzalez Convention Center (San Antonio, Texas)

Saturday, May 23, Room 103 A/B
Registration, coffee and pastries (7:15 am–8:30 am)

- 8:30 John Salamone (University of Connecticut):** The Pharmacology of Effort-Related Choice Behavior in Rodents: Drugs, Depression, and Individual Differences
- 9:05 Richard Lamb (University of Texas Health Science Center at San Antonio):** Choice as a Determinant of Vulnerability and Recovery in Addiction
- 9:40 Fabio Paglieri (Institute of Cognitive Sciences and Technologies):** Social Choice for One: On the Rationality of Inter-Temporal Decisions

Break and refreshments (10:15 am–10:35 am)

- 10:35 Donald Hantula (Temple University):** Choosing to Fail? Factors Effecting Escalation and Persistence in Decisions
- 11:05 Warren Bickel (Virginia Tech Carilion Research Institute):** A Quantitative Signature of Change in Delay Discounting
- 11:40 Awards and Closing Remarks**
-

***∫*QAB Invited Preeminent Tutorials: From Basics to Contemporary Paradigms**

Saturday afternoon, May 24, Room 103 A/B (street level)

<u>Time</u>	<u>Speaker</u>	<u>Affiliation</u>	<u>Title</u>	<u>Chair</u>
1:00	Eric Jacobs	Southern Illinois University	<i>B = f(O, E): Implications of Quantitative Models of Behavior for Translational Research and Practice</i>	Todd McKerchar
2:00	Howard Rachlin & William M. Baum	Stony Brook University and University of California, Davis	<i>The Molar View of Self-Control</i>	Lenny Green
3:00	John Staddon	Duke University	<i>AB&L Revisited: Whither Adaptive Behavior and Learning?</i>	Dave Palmer
4:00	Christina Alligood	Disney's Animal Kingdom® Science Operations	<i>To Infinity and Beyond: Why Zoos and Other "Nontraditional" Settings Are Important to the Future of Behavior Analysis</i>	Lindsay Mehrkam

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

SAN ANTONIO 2015

Friday, May 22

Day Schedule

Workshops

Friends of SABA Reception

International Reception



Henry B. Gonzalez Convention Center; Friday, May 22

[illegible]

Henry B. Gonzalez Convention Center; Friday, May 22

3 pm		4 pm		5 pm		6 pm		7 pm		8 pm		9 pm		10 pm		Room	GB
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LEGEND

= Special and Invited Events

= ABAI Services

†

= Continuing education credit available for behavior analysts

‡


= Continuing education credit available for psychologists

#1 Friends of SABA

Grand Hyatt San Antonio; Friday, May 22

		3 pm		4 pm		5 pm		6 pm		7 pm		8 pm		9 pm		10 pm		11 pm	
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Second Level	Lone Star Ballroom											#2 International Reception							
	Salon A																		
	Salon B																		
	Salon C																		
	Salon D																		
	Salon E																		
	Salon F																		
Third Level	Presidio A																		
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	Presidio C																		
Fourth Level	TB Salon A																		
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	TB Salon E																		
	TB Salon F																		
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	Seguin B																		
	Republic A																		
	Republic B																		
	Republic C																		

LEGEND

 = Special and Invited Events

Workshop #1 **3 CE credits: PSY/BACB**

8:00 am–11:00 am

218 (Convention Center)

CBM

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

Treating Children With Behavioral and Emotional Disorders: Integrating Emotional and Moral Behaviors to Promote Generalization

JEANNIE A. GOLDEN (East Carolina University)

Audience: Board certified behavior analysts, psychologists, counselors, health care providers, social workers and/or teachers who serve children with developmental disabilities or children who typically develop but have emotional difficulties and/or have been given a psychiatric diagnoses.

Level: Intermediate

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

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

Workshop #2 **3 CE credits: PSY/BACB**

8:00 am–11:00 am

201 (Convention Center)

CSE

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

Behavior Analysts Behaving Badly: Strategies for Rehabilitation in Keeping With Our Ethics Code

JON S. BAILEY (Florida State University) and
THOMAS L. ZANE (Endicott College)

Audience: BCBAs and other behavior analysts who work in clinical settings.

Level: Intermediate

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

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

Workshop #3 **3 CE credits: BACB**

8:00 am–11:00 am

202A (Convention Center)

PRA

CE Instructor: Thomas L. Sharpe Jr., Ed.D.

Software Tools for Direct Observation: Hands-On Learning of ObserverWare (Formerly BEST) for Practitioners and Researchers

THOMAS L. SHARPE JR. (Educational Consulting, Inc.)

Audience: Graduate students, behavior analysts, BCBA, BCaBA, and related therapists working in a variety of applied and experimental settings who are interested in the interactive nature of behavior in situations where study of multiple behaviors and events, multiple

participants, and changing setting variables are present. Those working in educational and social science settings struggling with how to describe and analyze highly interactive behavioral transactions should find the workshop experience and complimentary software particularly appealing to a wide-range of research and assessment applications.

Level: Intermediate

Pre-Registration: \$185 (member); \$210 (nonmember)

On-site: \$210 (member); \$250 (nonmember)

Workshop #4 **6 CE credits: PSY/BACB**

8:00 am–3:00 pm

217B (Convention Center)

AUT

CE Instructor: James T. Ellis, Ph.D.

Socially Savvy: An Assessment and Curriculum Guide for Young Children

JAMES T. ELLIS (Step By Step Behavioral Solutions) and
Christine Almeida (Newton Public Schools)

Audience: Board certified behavior analysts, psychologists, early childhood educators, special educators, or anyone interested in starting or running a social-skills group.

Level: Intermediate

Pre-Registration: \$255 (member); \$300 (nonmember)

On-site: \$280 (member); \$335 (nonmember)

Workshop #6 **6 CE credits: BACB**

8:00 am–3:00 pm

209 (Convention Center)

AUT

CE Instructor: William Tim Courtney, MS

Navigating the 10th Circle of Hell (or Getting Funded for Health Insurance Coverage of ABA)

WILLIAM TIM COURTNEY, VINCENT LAMARCA, and
MARY ROSSWURM (Little Star Center) and Michele
Trivedi (Insurance Project ARC of Indiana)

Audience: BCBA clinical directors, facility directors, owners, and/or any BCBA who currently, or plans to in the future, provide medically necessary ABA therapy funded by medical insurance.

Level: Introductory

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

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

Workshop #7 **3 CE credits: PSY/BACB**

8:00 am–11:00 am
207B (Convention Center)
AUT
CE Instructor: Kelley Henry, Psy.D.

Translating Neuropsychological Evaluations Into Treatment Goals and Objectives for Young Children With Autism Spectrum Disorder

KELLEY HENRY and LINDA DANIEL (Beacon ABA Services)

Audience: 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: Introductory

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

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

Workshop #8 **6 CE credits: PSY/BACB**

8:00 am–3:00 pm
217A (Convention Center)
AUT
CE Instructor: Frank Cicero, Ph.D.

Promoting Appropriate Sexual Behaviors for Individuals on the Autism Spectrum: Effective Curricula and Teaching Strategies

FRANK CICERO (Eden II Programs)

Audience: Experienced behavior analysts who have a desire to learn how to apply behavioral principles and teaching methods to the subject of sexual behavior, and educators or related service professionals who have a behavioral background and work with children on the autism spectrum with needs in the area of sexuality. Although not specifically geared toward parents and family members of individuals on the spectrum, parents are welcome to attend.

Level: Intermediate

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

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

Workshop #9 **3 CE credits: PSY/BACB**

8:00 am–11:00 am
216A (Convention Center)
CSE
CE Instructor: Kent Corso, Psy.D.

Ethics and Cultural Coherence in Delivering ABA to Military Service Members, Veterans, and Their Families

KENT CORSO (NCR Behavioral Health, LLC)

Audience: Behavior analysts (master's and doctoral level), assistant behavior analysts, and licensed psychologists, especially those working within the TRICARE ECHO Autism Demonstration Program; anyone wishing to pursue work with this population; and those who desire ethics continuing education credits.

Level: Intermediate

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

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

Workshop #10 **6 CE credits: PSY/BACB**

8:00 am–3:00 pm
211 (Convention Center)
CSE
CE Instructor: Gina Fugazzotto, MS

Running Effective Behavior Analytic Social Skills Groups

GINA FUGAZZOTTO, GAIL CLIFFORD, and JAMIE REED (Advances Learning Center)

Audience: The intended audience includes BCBAs who train staff to run social skills groups; teachers, SLPs, behavioral instructors, or therapists who run social skills groups; school staff intending to implement social skills instruction as a part of their curriculum; and anyone currently running social skills groups or wishing to run them in the future

Level: Intermediate

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

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

Workshop #11 **6 CE credits: PSY/BACB**

8:00 am–3:00 pm
210B (Convention Center)
OBM
CE Instructor: Guy S. Bruce, Ed.D.

Part I—Supervisor Training That Meets BACB Requirements: Effective Supervisors Do What It Takes

GUY S. BRUCE (Appealing Solutions, LLC)

Audience: Parts I and II of this workshop are for supervisors of those who deliver behavior-analytic services and those who are pursuing BACB certification. However, anyone who wants to ensure that employees are effective in helping clients achieve their goals is encouraged to attend. Register for parts I and II to meet the BACB's new eight-hour training requirement for BCBA supervisors. Earn a total of nine CEs for completing both parts.

Level: Introductory

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

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

Workshop #12 **6 CE credits: PSY/BACB**

8:00 am–3:00 pm

214A (Convention Center)

PRA

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

BACB-Compliant Mixed-Media Supervision Training

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

Audience: This workshop is for intermediate and advanced BCBAs who are currently providing supervision, considering becoming supervisors, or considering providing supervision to community-based clinicians.

Level: Advanced

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

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

Workshop #13 **6 CE credits: BACB**

8:00 am–3:00 pm

214B (Convention Center)

PRA

CE Instructor: Terence G. Blackwell, MS

The Private Practice Model: For BCBAs Numerous States Are Approved for Insurance Reimbursement for ABA Treatment of Autism—Behavior Analysts Need to Prepare for Unknown Territory

TERENCE G. BLACKWELL (Services for the UnderServed) and Jodi Bouer (Bouer Law)

Audience: Behavior analysts who are in private practice or who would like to enter into private practice full or part time and who are considering accessing the insurance benefits afforded under the various state mandates for autism insurance to families of children with ASD.

Level: Intermediate

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

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

Workshop #14 **6 CE credits: PSY/BACB**

8:00 am–3:00 pm

217C (Convention Center)

AUT

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

Work Smarter, Not Harder—"Self & Match": An Interactive Workshop to Develop a Comprehensive Self-Monitoring Behavioral Intervention

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

Audience: Participants will engage in active learning to increase their knowledge of systematic self-monitoring and motivational systems as behavior interventions. Workshop attendees will gain a tool/guide to develop their own "Self & Match" self-monitoring systems to utilize in school, home, or clinic settings. This workshop is designed for behavior analysts, consultants, school psychologists, autism specialists, special educators, teachers, administrators, parents, students, and/or others who primarily support individuals from K–12.

Level: Intermediate

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

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

Workshop #15 **6 CE credits: BACB**

8:00 am–3:00 pm

206A (Convention Center)

PRA

CE Instructor: Paul W. Heering, MA

Creating Free Online Data Collection Systems: No Programming Skills Necessary

PAUL W. HEERING, Eileen Porro, Megan R. Joy, and Robert F. Putnam (May Institute)

Audience: This workshop is designed for anyone interested in creating online data-collection systems. It is not required that attendees have any computer coding knowledge or experience, but attendees should be comfortable working on a computer and navigating websites.

Level: Intermediate

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

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

Workshop #16 **6 CE credits: PSY/BACB**

8:00 am–3:00 pm
204A (Convention Center)
PRA

CE Instructor: Rebecca Ryan, J.D.

Strategies in Developing and Operating a Successful Applied Behavior Analysis Business for Individuals With Autism Spectrum Disorders
REBECCA RYAN (Sandbox ABA), Rany Thommen (ABA Today), and Gia Vazquez Ortega (Blossom Center for Children)

Audience: This presentation is meant for BCBAs or BCBA-Ds who are entrepreneurial in inclination. This is not a course for individual/consult—only providers. This is a course designed for those who are interested in building a business with a minimum of 15 employees.

Level: Intermediate

Pre-Registration: \$235 (member); \$280 (nonmember)
On-site: \$260 (member); \$315 (nonmember)

Workshop #17 **3 CE credits: PSY/BACB**

8:00 am–11:00 am
206B (Convention Center)
PRA

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

Establishing Creative Play: A Behavior Analytic Perspective
ROBERT K. ROSS and JENNIFER SMITH (Beacon ABA Services)

Audience: Practitioners working with children on the autism spectrum who are having difficulty establishing play repertoires.

Level: Introductory

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

Workshop #18 **6 CE credits: PSY/BACB**

8:00 am–3:00 pm
214C (Convention Center)
PRA

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

Ethical Issues Related to FBAs, BIP Development, and Progress Monitoring
MELISSA L. OLIVE (Applied Behavioral Strategies)

Audience: BCBAs, BCaBAs, school psychologists with training and experience in ABA, and administrators who supervise BCBAs.

Level: Intermediate

Pre-Registration: \$220 (member); \$265 (nonmember)
On-site: \$245 (member); \$300 (nonmember)

Workshop #19 **6 CE credits: PSY/BACB**

8:00 am–3:00 pm
214D (Convention Center)
PRA

CE Instructor: Christina M. Peters, Msc. Ed

Behavior Analytic Case Conceptualizations and Interventions in Neurocognitive Disorders: Acquired/Traumatic Brain Injuries and Neurodegenerative Disease

CHRISTINA M. PETERS (University of Nevada, Reno), CLAUDIA DROSSEL (University of Michigan Health System), and CHRIS M. SCHAUB (ReMed)

Audience: This workshop is intended for behavior analysts and/or interdisciplinary treatment team members currently working or interested in working with individuals with neurocognitive deficits.

Level: Intermediate

Pre-Registration: \$230 (member); \$275 (nonmember)
On-site: \$255 (member); \$310 (nonmember)

Workshop #20 **6 CE credits: PSY/BACB**

8:00 am–3:00 pm
204B (Convention Center)
PRA

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

Functional Analysis 2.0: Augmenting Functional Analysis With Precision Teaching and Standard Celeration Charting

RICHARD M. KUBINA JR. and ADAM MICHAEL PEAL (The Pennsylvania State University) and MEGAN MILLER (The Ohio State University)

Audience: Practicing behavior analysts, school psychologists, and other professionals responsible for implementing functional analyses.

Level: Introductory

Pre-Registration: \$215 (member); \$260 (nonmember)
On-site: \$240 (member); \$295 (nonmember)

Workshop #21 **6 CE credits: BACB**

8:00 am–3:00 pm
205 (Convention Center)
TBA
CE Instructor: Bruce Linder, Ph.D.

Using Microsoft Excel to Track Behavior: “The B-Trak System”

BRUCE LINDER (Safe Management Group Inc.)

Audience: BCaBAs, BCBAs, BCBA-Ds, behavior analysts, and behavior therapists.

Level: Intermediate

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

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

Workshop #22 **6 CE credits: BACB**

8:00 am–3:00 pm

210A (Convention Center)

TBA

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

PORTL: Your Portable Skinner Box

JESUS ROSALES-RUIZ (University of North Texas),
MARY ELIZABETH HUNTER (Texas Animal Training),
and KATHLEEN DIGNAN (University of North Texas)

Audience: This workshop is designed for those teaching behavior analysis at universities and in applied settings. It is also designed for anyone interested in behavior analysis who wants to be able to inquire about how particular variables work and test how to teach particular behaviors in an efficient way.

Level: Intermediate

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

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

Workshop #23 **6 CE credits: PSY/BACB**

8:00 am–3:00 pm

212A (Convention Center)

VRB

CE Instructor: Lin Du, Ph.D.

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

SUSAN BUTTIGIEG, Lin Du, Laura E. Lyons,
Amanda C. Philp, and Erika Byers (Teachers
College, Columbia University)

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

Level: Intermediate

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

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

Workshop #24 **6 CE credits: PSY/BACB**

8:00 am–3:00 pm

212B (Convention Center)

AUT

CE Instructor: Michael Miklos, MS

Training School-Based Autism Support Staff to Guide the Acquisition of Complex Verbal Behavior

MICHAEL MIKLOS, Amiris Dipuglia, and Willow Hozella
(Pennsylvania Training and Technical Assistance Net)

Audience: Behavior analysts serving students with autism in school settings, special education teacher trainers, and school psychologists.

Level: Introductory

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

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

Workshop #25 **3 CE credits: PSY/BACB**

12:00 pm–3:00 pm

207A (Convention Center)

AUT

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

Assessing and Teaching Functional Skills to Children With Autism in Home, School, and Community Settings

JAMES W. PARTINGTON (Behavior Analysts, Inc.)

Audience: Behavior analysts who work with children and adults with autism or other developmental disabilities.

Level: Introductory

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

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

Workshop #26 **3 CE credits: PSY/BACB**

4:00 pm–7:00 pm

214B (Convention Center)

AUT

CE Instructor: Morten Haugland, Ph.D.

Implementing Response to Intervention Strategies in an Educational Setting for Students With ASD

MORTEN HAUGLAND, BRYAN DROESCH, and
AMANDA FISLEY (Haugland Learning Center)

Audience: Classroom teachers, staff working in educational settings, BCBAs, and BCaBAs working with individuals with autism or other disabilities.

Level: Intermediate

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

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

Workshop #27 3 CE credits: PSY/BACB <hr/> 4:00 pm–7:00 pm 206B (Convention Center) AUT CE Instructor: Kelly L. McConnell, Ph.D. Supporting Successful Medical and Dental Visits: Behavioral Building Blocks, Guidance, and Case Reports KELLY L. MCCONNELL (The New England Center for Children) Audience: Caregivers of individuals with ASDs and related disabilities. Participants should have a basic knowledge of the behavioral hallmarks of children with ASDs and related disabilities. Level: Introductory Pre-Registration: \$159 (member); \$184 (nonmember) On-site: \$184 (member); \$224 (nonmember)	Workshop #30 3 CE credits: PSY/BACB <hr/> 4:00 pm–7:00 pm 212A (Convention Center) CBM CE Instructor: Abigail B. Calkin, Ph.D. Change Thoughts, Feelings, and Urges ABIGAIL B. CALKIN (Calkin Consulting Center) Audience: This workshop is for clinicians, those teaching behavior analysis, graduate students in behavior analysis and psychology, special education teachers who work with students with behavior disorders and are on the autism spectrum, and others interested in changing inner behaviors. Level: Intermediate Pre-Registration: \$165 (member); \$190 (nonmember) On-site: \$190 (member); \$230 (nonmember)
Workshop #28 3 CE credits: PSY/BACB <hr/> 4:00 pm–7:00 pm 207B (Convention Center) AUT CE Instructor: Elizabeth C. Nulty, MS Building Capacity for Evidence-Based Practices in School: System Evaluation and Program Planning ELIZABETH C. NULTY and MARK J. PALMIERI (The Center for Children With Special Needs) Audience: BCBAs and BCBA-Ds. Level: Intermediate Pre-Registration: \$150 (member); \$175 (nonmember) On-site: \$175 (member); \$215 (nonmember)	Workshop #31 3 CE credits: PSY/BACB <hr/> 4:00 pm–7:00 pm 214C (Convention Center) CBM CE Instructor: Ryan Sain, Ph.D. Drugs and Sex, Friends and Lovers: ABA in Everyday Life RYAN SAIN and CHARALAMBOS C. CLEANTHOUS (Eastern Washington University) Audience: Entry-level practitioners or faculty in a college/university setting seeking to begin applied research with an everyday population. Research issues with this population will be discussed. Parents also may find the presentation useful as it applies to their older children's behavior. Level: Introductory Pre-Registration: \$150 (member); \$175 (nonmember) On-site: \$175 (member); \$215 (nonmember)
Workshop #29 3 CE credits: PSY/BACB <hr/> 4:00 pm–7:00 pm 207A (Convention Center) AUT CE Instructor: Kathleen McCabe-Odri, Ed.D. Watch and Learn: Improving Social Behaviors of Preschoolers With Autism Through Video Modeling and Technology KATHLEEN MCCABE-ODRI, NICOLE M. RZEMYK, JENNIFER CORNELLY, LORI LORENZETTI, NICOLE PEASE, KAYLA BLOOMER, JESSICA MCLAUGHLIN, and LAUREN DEGRAZIA (Partners in Learning, Inc.) Audience: BCBAs, behavior consultants, IEP team members, such as teachers, paraprofessionals, and related service providers. Level: Intermediate Pre-Registration: \$165 (member); \$190 (nonmember) On-site: \$190 (member); \$230 (nonmember)	Workshop #32 3 CE credits: PSY/BACB <hr/> 4:00 pm–7:00 pm 218 (Convention Center) CBM CE Instructor: Jeannie A. Golden, Ph.D. Being Part of the Solution: Antecedent Interventions for Children With Anxiety-Related Behaviors JESSICA MINAHAN (NESCA) and JEANNIE A. GOLDEN (East Carolina University) Audience: Board certified behavior analysts, behavioral consultants, psychologists, counselors, health care providers, social workers, and/or teachers who serve children with developmental disabilities or children who

typically developed and have behavioral and/or emotional difficulties in schools.

Level: Intermediate

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

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

Workshop #33 **3 CE credits: PSY/BACB**

4:00 pm–7:00 pm

209 (Convention Center)

CSE

CE Instructor: Daniel Almeida, Ph.D.

Culturally Responsive Practices in Applied Behavior Analysis

DANIEL ALMEIDA (University of Massachusetts-Boston)

Audience: Behavior analysts who wish to enhance their service delivery to culturally diverse families and consumers.

Level: Introductory

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

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

Workshop #34 **3 CE credits: PSY/BACB**

4:00 pm–7:00 pm

217A (Convention Center)

CSE

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

Ethical and Professional Practice of Behavior Analysts: Implementing the New Ethical Compliance Code

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

Audience: Board certified behavior analysts-doctorate, board certified behavior analysts, board certified associate behavior analysts, registered behavior technicians, and those training to be any of these who are seeking additional practice identifying and appropriately responding to the ethical dilemmas they may face in their professional interactions with individuals, families, and other service providers.

Level: Intermediate

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

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

Workshop #35

3 CE credits: PSY/BACB

4:00 pm–7:00 pm

214A (Convention Center)

EDC

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

Teaching Reasoning and Problem Solving to Typically Developing and High Functioning Children With Autism

JOANNE K. ROBBINS (Morningside Academy) and T. V. (JOE) LAYNG (ChangePartner LLC)

Audience: Those who deliver behavioral services to higher functioning children with a developmental disability or children from more neurotypical populations. This includes BCBA's, professionals of all types, and anyone interested in teaching higher-level skills.

Level: Intermediate

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

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

Workshop #35a **3 CE credits: PSY/BACB**

4:00 pm–7:00 pm

210B (Convention Center)

OBM

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

Part II—Supervisor Training That Meets BACB Requirements: Effective Supervisors Do What It Takes

GUY S. BRUCE (Appealing Solutions, LLC)

Audience: Parts I and II of this workshop are for supervisors of those who deliver behavior-analytic services and those who are pursuing BACB certification. However, anyone who wants to ensure that employees are effective in helping clients achieve their goals is encouraged to attend. Register for parts I and II to meet the BACB's new eight-hour training requirement for BCBA supervisors. Earn a total of nine CEs for completing both parts.

Level: Introductory

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

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

Workshop #36 **3 CE credits: PSY/BACB**

4:00 pm–7:00 pm

206A (Convention Center)

PRA

CE Instructor: Tina G. Patterson, M.Ed.

**Mental Illness and Applied Behavior Analysis:
A Review of Automatic Reinforcement and
Interventions in Applied Settings**

TINA G. PATTERSON (BCBA Consultant)

Audience: Board Certified Behavior Analysts,
BCaBAs, and advanced level clinicians.

Level: Advanced

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

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

Workshop #37 **3 CE credits: PSY/BACB**

4:00 pm–7:00 pm

216A (Convention Center)

PRA

CE Instructor: Brandon Herscovitch, Ph.D.

**Conducting Functional Analyses in Home-Based
Settings**

STEPHANIE PHELAN, ASHLEY WILLIAMS,
MEGHAN CLAUSEN, and BRANDON
HERSCOVITCH (ABACS, LLC)

Audience: Behavior analysts with background
knowledge of functional analysis research seeking
to expand their repertoire in implementing
functional analyses in home-based settings.

Level: Intermediate

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

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

#1 Special Event

6:00 pm–7:30 pm

Lonesome Dove (Convention Center)

Friends of SABA Reception

Chair: Michael Perone (West Virginia University)

ABAI members who donated to the Society for the Advancement of Behavior Analysis (SABA) in 2013 and 2014 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.

#2 Special Event

8:00 pm–9:30 pm

Lone Star Ballroom ABC (Grand Hyatt)

International Welcome Reception

Chair: Ingunn Sandaker (Oslo and Akershus University College)

Join us at the International Reception in welcoming international members to the convention. The event will include a review of the international development of behavior analysis and other ABAI global efforts. All members are welcome.

Workshop #38 **3 CE credits: BACB**

4:00 pm–7:00 pm

217C (Convention Center)

PRA

CE Instructor: Niall James Toner, MA

**How to Generate Income Through Behavior Analysis:
Chronicles of an Independent Contractor**

NIALL JAMES TONER (private practice)

Audience: Students and professionals.

Level: Intermediate

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

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

Workshop #39 **3 CE credits: PSY/BACB**

4:00 pm–7:00 pm

213B (Convention Center)

TBA

CE Instructor: Susan Ainsleigh, Ed.D.

**Providing Distance/Remote Supervision for Pre-
Professional Behavior Analysts: Strategies,
Technologies, and Quality Assurance**

SUSAN AINSLEIGH (Bay Path University), Cheryl
A. Young-Pelton (Montana State University in
Billings), Robyn M. Catagnus (Ball State
University), and Michael Weinberg (Orlando
Behavior Health Services, LLC)

Audience: New ABA supervisors; experienced
supervisors new to distance/remote supervision;
and undergraduate and graduate course sequence
directors.

Level: Intermediate

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

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



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SAN ANTONIO 2015

Saturday, May 23

Day Schedule
Workshops
Opening Event/SABA Awards
Sessions
Business Meetings
ABAI Expo



Henry B. Gonzalez Convention Center; Saturday, May 23

[illegible]

Henry B. Gonzalez Convention Center; Saturday, May 23

3 pm		4 pm		5 pm		6 pm		7 pm		8 pm		9 pm		10 pm		Room	GB	
:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30			
#60 AUT Ch: DeRosa		†														C1		
#49 AUT Ch: McCullar		#76 AUT Ch: Fuqua														C2		
																C3		
#54 OBM Ch: Garner																201		
		#80 OBM Ch: Mawhinney														202A		
#51 CSE Ch: Sanguinetti		†														202B		
#64 CSE Ch: McCormick		†														203A		
#50 CSE Ch: Ansleigh		†														203B		
#48 TBA Little																204A		
#57 TBA Bell		†														204B		
Speaker Ready Room																	205	Concourse
																206A		
																206B		
#70 EDC Ch: Johnson		†														207A		
																207B		
																208		
																209		
																210A		
																210B		
																211		
#47 PRA LaMarca																212A		
#55 PRA Ch: Wyatt																212B		
#52 DDA Ch: Vause		†														213A		
#65 DDA Ch: Clay		†														213B		
#66 DDA Ch: Neidert		†														214A		
#59 VRB Ch: Yeager		†														214B		
#84 VRB Ch: Lee		†														214C		
#73 VRB Ch: Miller																214D		
#62 AUT Ch: Singer		†														216A		
#61 AUT Ch: Chung		†														216B		
#43 cont.		#75 AUT Ch: Eldevik		†												217A		
#71 EDC Ch: McComas																217B		
																217C		
																217D		
																218		
																102AB		
#53 EAB Staddon		#79 EAB Alligood														103AB		
#56 PRA Budd		#74 AAB Gadois		†												LC Theatre		
Poster Session 1: #85-#92																	ABAI Expo #108-#113	Exhibit Hall C
																002A		
																006A		
																006B		
#68 EAB Ch: Podlesnik		†														006C		
#69 EAB Ch: Rowsey		†														006D		
#45 cont.																007A		
																007B		
#58 TPC Ch: Moore		#83 TPC Ch: Clayton														007C		
#72 TPC Ch: Mason		†														007D		
#44 cont.																008A		
#42 cont.																008B		
																LD		
																Grotto		

Grand Hyatt San Antonio; Saturday, May 23

[illegible]

Grand Hyatt San Antonio; Saturday, May 23

3 pm		4 pm		5 pm		6 pm		7 pm		8 pm		9 pm		10 pm		11 pm		Room	Second Level
:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	Lone Star Ballroom	
																		Salon A	
																		Salon B	
																		Salon C	
																		Salon D	
																		Salon E	
																		Salon F	
																		Presidio A	Third Level
																		Presidio B	
																		Presidio C	
																		TB Salon A	Fourth Level
																		TB Salon B	
																		TB Salon C	
																		TB Salon D	
																		TB Salon E	
																		TB Salon F	
																		Crockett A	
																		Crockett B	
																		Crockett C	
																		Crockett D	
																		Seguin A	
																		Seguin B	
																		Republic A	
																		Republic B	
																		Republic C	
#63 CBM Ch: Gamble																			
#46 CBM Wong																			
#77 CSE Ch: Zane																			
#67 DEV Ch: Harrigan																			

LEGEND

= Special and Invited Events

†

= Continuing education credit available for behavior analysts

Ch.

= Chairperson



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- Services for Adults and Children with Autism
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Workshop #40 3 CE credits: PSY/BACB

8:00 am–11:00 am
204B (Convention Center)
AUT
CE Instructor: James W. Partington, Ph.D.

Avoiding Common Programming Errors While Developing and Implementing Comprehensive Instructional Programs for Individuals With Autism
JAMES W. PARTINGTON (Behavior Analysts, Inc.)

Audience: Behavior analysts who work with children with autism.

Level: Introductory

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

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

Workshop #41 3 CE credits: PSY/BACB

8:00 am–11:00 am
213B (Convention Center)
AUT
CE Instructor: Richard E. Laitinen, Ph.D.

On Becoming Fully Verbal
GLADYS WILLIAMS (Centro de Investigacion y Ensenanza del Lenguaje) and RICHARD E. LAITINEN (Educational & Developmental Therapies)

Audience: Speech therapists, psychologists, master-degree level ABA students, and board-certified behavior analysts.

Level: Intermediate

Pre-Registration: \$200 (member); \$225 (nonmember)

On-site: \$225 (member); \$265 (nonmember)

Workshop #42 3 CE credits: PSY/BACB

8:00 am–11:00 am
206A (Convention Center)
AUT
CE Instructor: Jennifer Yakos, MA

Practical Strategies for Addressing and Preventing Bullying of Individuals With Autism Spectrum Disorders
JENNIFER YAKOS and CECILIA KNIGHT (Institute for Behavioral Training)

Audience: BACB certificants, licensed psychologists, behavior analysts, clinicians, teachers, therapists, administrators, and other professionals working with individuals with autism spectrum disorders. Parents and graduate students also would benefit from this workshop.

Level: Intermediate

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

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

Workshop #43 3 CE credits: PSY/BACB

8:00 am–11:00 am
207A (Convention Center)
AUT
CE Instructor: Laura L. Grow, Ph.D.

Maximizing Stimulus Control During Receptive Language Programs: Recommendations for Instructors
LAURA L. GROW (University of British Columbia)

Audience: The workshop is appropriate for beginning and advanced clinicians providing early and intensive behavioral intervention to children with developmental disabilities.

Level: Intermediate

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

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

Workshop #44 3 CE credits: PSY/BACB

8:00 am–11:00 am
216A (Convention Center)
AUT
CE Instructor: Laura Kenneally, Ed.D.

The Autism iPad Curriculum
LAURA KENNEALLY (Advance Learning Center)

Audience: BCBAs, teachers, administrators, and Child Study Team members.

Level: Intermediate

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

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

Workshop #45 3 CE credits: PSY/BACB

8:00 am–11:00 am
205 (Convention Center)
AUT
CE Instructor: Jill E. McGrath Maher, MA

How Can I Possibly Teach This Group of Students? A Systematic Model of Group Instruction
JILL E. MCGRATH MAHER, Kristi Witkowski, and Kevin Van Horn (McGrath and Associates)

Audience: Directors, supervisors, and instructors of children with autism and related disorders. Participants should have skills in one-to-one instruction.

Level: Intermediate

Pre-Registration: \$275 (member); \$300 (nonmember)

On-site: \$300 (member); \$340 (nonmember)

Workshop #46 **3 CE credits: PSY/BACB**

8:00 am–11:00 am
214D (Convention Center)
CBM
CE Instructor: Stephen Ray Flora, Ph.D.

Behavior Analytic Training for Health, Happiness, Fitness, and Peak Personal Performances
STEPHEN RAY FLORA (Youngstown State University)

Audience: Board certified behavior analysts, BCaBAs, 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: \$150 (member); \$175 (nonmember)
On-site: \$175 (member); \$215 (nonmember)

Workshop #47 **3 CE credits: PSY/BACB**

8:00 am–11:00 am
211 (Convention Center)
CSE
CE Instructor: Jessica Wenig, MS

Incorporating iOS Apps Into Effective Behavioral Programming in Applied Settings
JESSICA WENIG and ELIZABETH PAIGE ADAMS (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 an assistive technology written into their individualized education plans; and anyone currently using applications in the field or wishing to use them in the future.

Level: Intermediate

Pre-Registration: \$165 (member); \$190 (nonmember)
On-site: \$190 (member); \$230 (nonmember)

Workshop #48 **3 CE credits: PSY/BACB**

8:00 am–11:00 am
206B (Convention Center)
CSE
CE Instructor: Barbara Metzger, Ph.D.

BACB Ethical Guidelines for Academic Settings
BARBARA METZGER (Troy University) and Cynthia G. Simpson (Houston Baptist University)

Audience: Professors, administrators, and others who work in academic settings.

Level: Intermediate

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

Workshop #49 **3 CE credits: PSY/BACB**

8:00 am–11:00 am
210A (Convention Center)
CSE
CE Instructor: Mark J. Palmieri, Psy.D.

Overcoming the Challenges of Feeding: Community-Based Assessment and Treatment Application
MARK J. PALMIERI, Shaunessy M. Egan, and Kristen Powers (The Center for Children With Special Needs)

Audience: Clinicians who are interested in applying evidence-based interventions for feeding challenges. It is not appropriate for undergraduate students and parents.

Level: Intermediate

Pre-Registration: \$165 (member); \$190 (nonmember)
On-site: \$190 (member); \$230 (nonmember)

Workshop #50 **3 CE credits: PSY/BACB**

8:00 am–11:00 am
214A (Convention Center)
DDA
CE Instructor: Patrick E. McGreevy, Ph.D.

Using Essential for Living to Teach Functional Skills to Learners With Moderate-to-Severe Disabilities, Including, but not Limited to, Autism
PATRICK E. MCGREEVY (Patrick McGreevy, Ph.D., PA and Associates)

Audience: Teachers, behavior analysts, curriculum coordinators, and psychologists.

Level: Introductory

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

Workshop #51 **3 CE credits: PSY/BACB**

8:00 am–11:00 am
217D (Convention Center)
DDA
CE Instructor: Andy Bondy, Ph.D.

Implementing the PECS Protocol to Teach Functional SGD Use

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

Audience: Anyone working with current users of PECS or with individuals for whom an SGD or tablet app is being considered. This may include behavior analysts, speech/language pathologists, teachers, or others involved with communication training with children and adults with disabilities, including ASD.

Level: Intermediate

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

Workshop #52 **3 CE credits: PSY/BACB**

8:00 am–11:00 am
214C (Convention Center)
DDA
CE Instructor: John C. Neill, Ph.D.

An Introduction to Epilepsy for Behavior Analysts, Psychologists, and Teachers

JOHN C. NEILL (Long Island University)

Audience: Applied behavior analysts, special education teachers, psychologists, and therapists, who write behavior plans for individuals with developmental disabilities and a history of seizures.

Level: Introductory

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

Workshop #53 **3 CE credits: PSY/BACB**

8:00 am–11:00 am
202A (Convention Center)
EDC
CE Instructor: Thomas L. Sharpe Jr., Ed.D.

Using Applied Behavior Analysis in K–12 Teacher Supervision, Training, and Evaluation: Hands-On Application of Appealing ObserverWare Technologies

THOMAS L. SHARPE JR. (Educational Consulting, Inc.)

Audience: K–12 lead teachers and administrators engaged in the ongoing supervision and evaluation of teachers on the job. Advanced graduate students and

behavior analysts working in the area of professional teacher education in specific, and in the area of postsecondary training for professional competencies in general. Those working in postsecondary educational settings where focus is on the education, on-site training, and assessment of professional practice competencies, and who are challenged with how to teach, describe, and analyze highly interactive behavioral transactions that characterize education settings should find the workshop experience and complimentary materials particularly appealing to a wide range of professional training, assessment, and applied research applications.

Level: Introductory

Pre-Registration: \$185 (member); \$210 (nonmember)
On-site: \$210 (member); \$250 (nonmember)

Workshop #54 **3 CE credits: BACB**

8:00 am–11:00 am
214B (Convention Center)
EDC
CE Instructor: William F. Potter, Ph.D.

Customized Computer Applications for Research and Application: Easy to Learn LiveCode Programming Environment

WILLIAM F. POTTER (California State University, Stanislaus), MICHAEL D. HIXSON (Central Michigan University), and RYAN REDNER (Western Michigan University)

Audience: Behavior analysts who would like to use technology to facilitate research or application. No programming experience is necessary, but general familiarity with a computer is useful (opening documents, saving them, etc.)

Level: Introductory

Pre-Registration: \$165 (member); \$190 (nonmember)
On-site: \$190 (member); \$230 (nonmember)

Workshop #55 **3 CE credits: PSY/BACB**

8:00 am–11:00 am
209 (Convention Center)
EDC
CE Instructor: Steven Celmer, MA

When Skinner's Teaching Machines Meet the Web: Dispelling Technology Myths and Designing Online Learning According to Best Practice

KRISTIN MARROLETTI, STEVEN CELMER, and RAECHEL OLSON (Title Source, Inc.)

Audience: This workshop will be of interest to individuals working in higher education, staff training, or consultative environments. The workshop's primary focus is professionals whose

role is to provide instruction and who are looking to expand or enhance their ability to provide education/training via the Internet. Examples and discussion will revolve around student learning across a variety of contexts including higher education, large enterprise, and small-to-medium business settings. Prior experience with eLearning is not necessary to access the information shared in the workshop, but will definitely be beneficial.

Level: Intermediate

Pre-Registration: \$155 (member); \$180 (nonmember)
On-site: \$180 (member); \$220 (nonmember)

Workshop #57 **3 CE credits: PSY/BACB**

8:00 am–11:00 am

217C (Convention Center)

PRA

CE Instructor: Russell W. Maguire, Ph.D.

The ABC's (and 1, 2, 3's) of Equivalence

RUSSELL W. MAGUIRE (Simmons College) and
Christina M. Boyd-Pickard, Megan Breault, and
Colleen Yorlets (RCS Learning Center)

Audience: Educators and behavior analysts.

Level: Introductory

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

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

Workshop #58 **3 CE credits: BACB**

8:00 am–11:00 am

207B (Convention Center)

PRA

CE Instructor: Steven Woolf, Ph.D.

**Negotiating the Health Insurance Process to
Deliver Home-Based ABA Services to Families**

STEVEN WOOLF, KELLEY HENRY, COLLEEN
DEMELLO, and CHRISTIAN BENAVIDES (Beacon
ABA Services)

Audience: This workshop is designed for BACB
certificants, licensed psychologists, behavior
analysts, and supervisors who are currently
providing or supervising those who provide
home/community-based ABA treatment to children
and families affected by ASD.

Level: Intermediate

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

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

Workshop #59

3 CE credits: PSY/BACB

8:00 am–11:00 am

204A (Convention Center)

PRA

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

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

Audience: Practicing behavior analysts who
provide home-based services and struggle with
changing the behavior of parents with respect to
behavioral interventions and implementation of
teaching procedures.

Level: Introductory

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

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

#3 Special Event

8:00 am–11:00 am

Lone Star Ballroom B (Grand Hyatt)

Closed Meeting: Affiliated Chapter Leadership Training

Chair: Gordon Bourland (Trinity Behavioral Associates)

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

How Can Affiliate Chapters and Universities Join Forces to Promote Behavior Analysis to the General Public?

INGUNN SANDAKER (Oslo and Akershus University College)

Interactions Between State Licensing Boards and Affiliated Chapters

ROBERT ROSS (Massachusetts ABA and Beacon ABA Services), MICHAEL DORSEY (Board of Registration of Allied Mental Health and Human Services Professions and Endicott College), GRANT GAUTREAUX (Louisiana Behavior Analysis Association and Nicholls State University) and others

Breakout Sessions

Following presentations, presenters will be available for topical breakout group discussions, focused on the presentation topics.

Saturday, May 23



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#4 Special Event

9:00 am–11:00 am

Lone Star Ballroom A (Grand Hyatt)

Closed Meeting: Special Interest Group Leadership Training

Chair: Christy A. Alligood (Disney's Animal Kingdom)

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

Training Agenda Introduction to the SIG Board and ABAI Resources for SIGs

CHRISTY ALLIGOOD (Disney's Animal Kingdom)

Choosing the Right Technology for Your SIG

AMANDA N. KELLY (Keiki Educational Consultants), MARK MATTAINI (Jane Addams College of Social Work at the University of Illinois at Chicago), MATT T. BRODHEAD (Purdue University), and JOSH PRITCHARD (Florida Institute of Technology)

This discussion will focus on how to choose between the many available communication technologies (websites, Facebook, Twitter, etc.) based on SIG communication goals. Panelists will share their experiences in this regard, including the pros and cons of different technologies, and recommend goal-oriented strategies.

Creating Collaborations and Sustaining Momentum—Strategies for Sustaining Momentum Between ABAI Conventions

CHRISTY ALLIGOOD (Disney's Animal Kingdom)

This panel will focus on ideas for creating different types of collaborations amongst SIGs and other entities, as well as setting contingencies for sustained momentum within SIGs.

Collaborating With ABAI Chapters on Additional Conference Participation

HEATHER MCGEE (Western Michigan University)

SIG/SIG Collaborations

BENJAMIN N. WITTS (St. Cloud State University)

SIG/ABAI Program Area Collaborations

CYNTHIA M. ANDERSON (Appalachian State University)

Breakout Sessions

Following the panel discussions, the panelists will be available for two topical breakout group discussions, focused on the panel topics.

#4a Special Event

10:00 am–10:50 am

218 (Convention Center)

Parents, Professionals and Students: Welcome to the ABAI Convention

Chair: Kerry A. Conde (Trumpet Behavioral Health)

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

#5 Special Event

11:30 am–12:50 pm

Lila Cockrell Theatre (Convention Center)

OTH

BACB CE Offered. CE Instructor: Linda J. Parrott Hayes, Ph.D.

Society for the Advancement of Behavior Analysis Awards

Chair: Michael Perone (West Virginia University)

Award for Distinguished Service: Sigrid S. Glenn (University of North Texas), “Behavior Analysis 1970–2015: A Personal Perspective.”



Dr. Sigrid Glenn’s passionate commitment to the future of behavior analysis has resulted in numerous contributions to her chosen field. She has co-authored four books and more than 45 articles and book chapters. Although her early research was mainly in applied areas, she is widely recognized for her later conceptual work on selection at behavioral and cultural levels. As founding chair of the Department of Behavior Analysis at the University of North Texas, Dr. Glenn established master’s and bachelor’s degree programs in behavior analysis, leading the faculty in the first accreditation of a graduate program by ABAL. With characteristic prescience about important developments in the field, Dr. Glenn, a charter certificant of the Behavior Analysis Certification Board (BACB), also led the faculty in developing the first Internet sequence of behavior analysis courses approved by the BACB. Dr. Glenn has served as editor of *The Behavior Analyst* and on the editorial boards of several other journals. She is a former president of ABAL (1993–1994), a fellow of Division 25 of the American Psychological Association, and Regents Professor of Behavior Analysis at the University of North Texas.

Abstract: Life as a behavior analyst for Dr. Sigrid Glenn began some 30 years after B. F. Skinner’s momentous publication of *The Behavior of Organisms*. In 1970, the history and status of behavior analytic work could be summarized in 19 chapters in Honig’s *Operant Behavior: Areas of Research and Application* (1966). And a two-volume compendium of reprinted articles provided easy pre-Internet access to 98 original works on concepts, principles, methods, and applications of behavior analysis (Ulrich, Stachnik, and Mabry, 1966 and 1970). Further, as a new graduate student, she could reasonably set out to read all 12 volumes of the *Journal of the Experimental Analysis of Behavior* and the one volume of the *Journal of Applied Behavior Analysis* that then existed. Most exciting to Dr. Glenn, Skinner’s newly published *Contingencies of Reinforcement* offered a coherent worldview that replaced a muddle of incoherent ideas. Behavior analysis was very different then. Looking back on the subsequent 45 years, Dr. Glenn will recount a few of the events that seem to capture the changes she has seen, and reflect on the relevance of those changes to the future of behavior analysis as a coherent whole. Finally, a brief survey of several future paths behavior analysis may take is followed by a recommendation for one that seems best to support disciplinary coherence.

Award for International Dissemination: Michael Keenan (University of Ulster), “Science and the Treatment of Autism: A Multimedia Package for Parents and Professionals.”



Dr. Michael Keenan is a Fellow of the British Psychological Society and a senior lecturer and Distinguished Community Fellow at the School of Psychology at the University of Ulster in Coleraine, Northern Ireland. He is the founder of the charity Parents Education as Autism Therapists (PEAT; www.peatni.org) and he received the Award for Promoting Equality of Opportunity from the British Psychological Society and the Personal Achievement Award from the New York State Association for Behaviour Analysis for his work of bringing applied behavior analysis to children with ASD in Ireland. He is the father of four young children.

Saturday, May 23

Abstract: There is a severe shortage of training courses across Europe to prepare professionals to meet the needs of parents whose children are diagnosed with autism. To address this concern, and the resulting myths about applied behavior analysis that have sprung up, “Leonardo”—a former part of the European Commission’s Lifelong Learning Programme—supported two projects to further development of an innovative multimedia program first developed in Northern Ireland by the local charity PEAT and behavior analysts from the University of Ulster. Called *Simple Steps*, this multimedia program uses video material in the form of parental testimonies, animations, demonstrations, and text to teach the principles of applied behavior analysis. The projects funded by Leonardo were called STAMPPP and they included partners from the UK, Norway, Spain, Italy, the Netherlands, Sweden, Iceland, and Germany; another group from Portugal obtained funding independently to develop the program. For some partners, this was the first time that there would be material on behavior analysis in their own language. In this presentation, Dr. Keenan will show examples of the resources that were developed and encourage others to think about the importance of moving beyond static images when teaching about something dynamic, like behavior.

Award for Effective Presentation of Behavior Analysis in the Mass Media: Susan M. Schneider (University of the Pacific), “Putting It All Together: Interdisciplinary Behavior Analysis for the Public.”



Dr. Susan M. Schneider’s involvement in behavior analysis goes back to high school when she read *Beyond Freedom and Dignity* and wrote to B. F. Skinner, never dreaming that he would reply. They corresponded throughout her master-level education in mechanical engineering from Brown University, her engineering career, and her stint in the Peace Corps. At that point, Schneider bowed to the inevitable and switched careers, earning a Ph.D. from the University of Kansas and holding faculty positions at St. Olaf College, Auburn University, and Florida International University. A research pioneer in the quantitative analysis of behavior, her publications also cover the history and philosophy of behavior analysis

and its biological context. Building on this background, her book for the public—*The Science of Consequences: How They Affect Genes, Change the Brain, and Impact Our World*—describes operant principles, their role in the nature-nurture system, and their full range of applications. It earned a mention in the journal *Nature*, was a selection of the *Scientific American* Book Club, and took Schneider on a book tour across the United States and Scandinavia. She has also appeared on national radio programs. The SABA award letter took note of the book’s engaging style and broad scope, calling it “extraordinary.”

Abstract: Sustainability, education, workplace safety, language development, addiction, autism... the list goes on and on. Behavior analysis applies very broadly indeed, and is inherently interdisciplinary. How can we best get our scientific principles recognized, valued, and used in all the areas they apply? One approach is to reach out to the public directly. In *The Science of Consequences*, Dr. Susan M. Schneider sought to cover the full range of our science and its applications, simultaneously highlighting many connections with other fields. This inclusive approach seems valuable for the sake of both science and dissemination: We now know how fully operant principles interact with others in the large and complex nature-and-nurture system, for example. Can we do better at getting the word out about all that we have to offer? In this presentation, Dr. Schneider will explore this continuing challenge as well as celebrate our progress.

Award for Scientific Translation: Ron Van Houten (Western Michigan University), “How Can We Increase the Impact of Behavior Analysis in Solving Problems in New Areas?”



Dr. Van Houten received his BA from the State University of New York at Stony Brook and his MA and Ph.D. from Dalhousie University, where he received training in the experimental analysis of behavior. He is currently a professor of psychology at Western Michigan University. Dr. Van Houten has published extensively in *Journal of Applied Behavior Analysis* (JABA) on a wide variety of problems, such as the education of inner city youth and children with “learning disabilities,” the treatment of children and adults with developmental delays, the treatment of clinical problems in children, traffic safety, energy conservation, and aviation safety. Currently, Dr. Van Houten is a member of the Transportation Research Board and a member of the

National Committee for Uniform Traffic Control Devices. He is a past assistant editor for JABA and a Fellow of ABAI. Dr. Van Houten is also an avid pilot of powered aircraft and gliders and a flight instructor.

Abstract: Behavior analysis is a powerful tool that could ameliorate many of society's problems. One of the first problems seriously addressed with a behavior analytic approach was the treatment of autism. Although a behavioral approach yielded promising results from the start, it took many years before the behavioral approach was accepted as the treatment of choice for autism. Although promising data also have been obtained from applications of behavioral technology to other social problems, these applications have not yet been widely accepted or disseminated. B. F. Skinner envisioned behavior analysis as a technology that would address a wide variety of societal challenges. Initially, behavior analysts were highly enthusiastic about society adopting our approach in areas such as education, but many people already working in these fields were resistant. This paper will examine a number of areas where behavior analysis could make a difference, and explore ways to overcome obstacles and accelerate acceptance.

#6 Symposium

1:00 pm–1:50 pm

217D (Convention Center)

AUT; Applied Research

BACB CE Offered. CE Instructor: April N. Kisamore, Ph.D.

Evaluating Procedures for Parent and Staff Training

Chair: April N. Kisamore (Caldwell University)

An Evaluation of an Interactive Computer Training to Teach Parents to Implement a Photographic Activity Schedule

KRISTINA GERENCSEK, Thomas S. Higbee, Jessica Akers, and Bethany P. Contreras Young (Utah State University)

The Effects of Video Modeling With Voice-Over Instruction on Parent Implementation of Guided Compliance With Children With Autism

HEIDI SPIEGEL, April N. Kisamore, and Jason C. Vladescu (Caldwell University) and Amanda Karsten (Western New England University)

A Component Analysis of Video Training for Conducting Paired-Stimulus Preference Assessments

CANDICE HANSARD and Ellie Kazemi (California State University, Northridge)

#7 Panel Discussion

1:00 pm–1:50 pm

204B (Convention Center)

CSE; Service Delivery

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

Evidence Based Practice—Application in Education Technology Product Development

Chair: Susan Wilczynski (Ball State University)

CHRISTINA WHALEN (West Health Institute)

PATRICIA I. WRIGHT (Rethink)

EMALEY BLADH MCCULLOCH (Autism Training Solutions)

#8 Symposium

1:00 pm–1:50 pm

204A (Convention Center)

CSE; Applied Research

BACB CE Offered. CE Instructor: Angela M. Persicke, MA

Leaving the Safety of Our Closets: Examining the Impacts of Stigma and Discrimination in LGBTQ and Gender Non-Conforming Populations

Chair: Garret M. Cantu (University of Louisiana at Lafayette)

Discussant: Angela M. Persicke (Center for Autism and Related Disorders)

Seeing Past Sexuality: Psychological Inflexibility, LGBTQ Stigma, and Responsiveness to Education-Based Stigma Interventions

LAUREN BURNS, Lauren Griffin, and Emily Kennison Sandoz (University of Louisiana at Lafayette)

She, He, They, and Their Bodies: Gender-Related Discrimination, Body Image, Flexibility, and Physical Activity Across the Continuum of Gender Expression

MADISON GAMBLE, Jessica Auzenne, and Emily Kennison Sandoz (University of Louisiana at Lafayette)

#9 Symposium

1:00 pm–1:50 pm

214D (Convention Center)

DDA; Applied Research

BACB CE Offered. CE Instructor: Heather Pane, M.Ed.

Treatment Adjuncts to Functional Communication Training

Chair: Heather Pane (Caldwell University)

Social Stories With Children With Autism: Functional Analysis, Treatment Preference, and Maintenance

HEATHER PANE, Tina Sidener, and Jason C. Vladescu (Caldwell University) and Anjalee Nirgudkar (Behavior Analysts of NJ)

Some Novel Methods of Establishing Multiple Schedules Following Functional Communication Training

SETH B. CLARK, Nathan Call, Joanna Lomas Mevers, and Jessica Alvarez (Marcus Autism Center)

An Evaluation of Token Economies Following Functional Communication Training to Increase Compliance

NADRAT NUHU and Sacha T. Pence (Auburn University)

#10 Symposium

1:00 pm–1:50 pm

214C (Convention Center)

DDA; Applied Research

BACB CE Offered. CE Instructor: Tracy L. Kettering, Ph.D.

On the Utility of Within-Session Data Analysis for Functional Analysis Clarification

Chair: Tracy L. Kettering (Bancroft)

Discussant: Robert LaRue (Douglass Developmental Disabilities Center, Rutgers University)

Analysis of Within-Session Responding in the Presence and Absence of Establishing Operations for Functional Analysis Clarification

JONATHON METZ and Sean Smith (Bancroft), Susan Field (Georgian Court University), and Tracy L. Kettering (Bancroft)

Within-Session Data to Differentiate Social and Automatic Sources of Reinforcement for Multiple Topographies of Behavior

JOSHUA LAFORTE, Patrick Thulen, Sean Smith, and Tracy L. Kettering (Bancroft)

#11 Panel Discussion

1:00 pm–1:50 pm

Texas Ballroom Salon F (Grand Hyatt)

DEV; Theory

Lessons Learned While Growing a Developmental Disabilities Organization

Chair: Patrick C. Friman (Boys Town)

MARY ROSSWURM (Little Star Center)

VINCENT STRULLY (The New England Center for Children)

CHRISTOPHER MILLER (Trumpet Behavioral Health)

#12 SQAB Tutorial

1:00 pm–1:50 pm

103AB (Convention Center)

EAB; Theory

B = f(O, E): Implications of Quantitative Models of Behavior for Translational Research and Practice

Chair: Todd L. McKerchar (Jacksonville State University)

ERIC A. JACOBS (Southern Illinois University)



Eric A. Jacobs, Ph.D., received his doctoral training in experimental psychology at the University of Florida under the direction of Timothy D. Hackenberg, Ph.D. Subsequently, he completed a postdoctoral fellowship at the University of Vermont, where he researched substance-abuse treatment under the direction of Warren K. Bickel, Ph.D. Dr. Jacobs is currently the voice of behavior analysis within the Department of Psychology at Southern Illinois University (SIU). He is the director of SIU's Brain and Cognitive Sciences Graduate Program and is cross-appointed with SIU's Applied Psychology Graduate Program. His research interests include choice and self-control, conditioned reinforcement

(including token reinforcement systems), human operant behavior, and using operant methods to assess recovery of function following traumatic brain injury in rats. Dr. Jacobs has served on the editorial boards of *The Behavior Analyst* and *The Journal of the Experimental Analysis of Behavior*. He is a former co-chair of ABAL's Experimental Analysis of Human Behavior Special Interest Group and has served as president of the Southeastern Association for Behavior Analysis and president of Division 25 (behavior analysis) of the American Psychological Association.

Abstract: Quantitative models of behavior are precise and succinct descriptions of functional relationships between behavior and environmental events. The purpose of this tutorial is to foster an appreciation of how quantitative models of behavior can be used to guide conceptually systematic analyses of behavior. The intended audience is academic applied behavior analysts and practicing board certified behavior analysts who are curious to learn how quantitative models of behavior can inform research and practice, but who may be a bit intimidated by the mathematics or may see quantitative models as too esoteric to inform solutions to socially significant behavioral problems. We will review examples from the literature on choice and decision-making, consumer demand analyses, matching theory, and other topics in order to demonstrate how quantitative models of behavior can be useful in framing questions and generating solutions to practical problems.

#13 Paper Session

1:00 pm–1:50 pm

007A (Convention Center)

EAB

Experimental Analysis of Human Behavior

Chair: Marcelo Frota Benvenuti (University of São Paulo)

Cultural Selection and Cultural Transmission in a Free-Operant Procedure (Basic Research)

THAIS F. N. DE TOLEDO (Federal University of Mato Grosso) and Marcelo Frota Benvenuti (University of São Paulo)

Instructional Variables Affect Non-Verbal Behavior and Estimates of Control in a Free Operant Procedure With Noncontingent Outcomes (Basic Research)

MARCELO FROTA BENVENUTI (University of São Paulo) and Thais F. N. de Toledo (Federal University of Mato Grosso)

Saturday, May 23

#14 Symposium

1:00 pm–1:50 pm

210AB (Convention Center)

EDC/PRA; Applied Research

BACB CE Offered. CE Instructor: Paula Chan, MA

Behavior Analysis in Schools: Developing Functional Behavior Assessment and Behavior Interventions

Chair: Paula Chan (The Ohio State University)

Training Educators to Collect Accurate Descriptive-Assessment Data

SACHA T. PENCE (Auburn University) and Claire C. St. Peter (West Virginia University)

Evaluating the Agreement Between Teacher and High School Students' Identification of Challenging Behavior

PAULA CHAN, Natalie Andzik, and Helen I. Cannella-Malone (The Ohio State University)

An Evaluation on the Effects of Check-In/Check-Out With School-Aged Children Residing in a Mental Health Treatment Facility

Crystal Stuart and KIMBERLY CROSLAND (University of South Florida)

#15 Symposium

1:00 pm–1:50 pm

212AB (Convention Center)

EDC; Applied Research

BACB CE Offered. CE Instructor: SungWoo Kahng, Ph.D.

Examination of Behavioral Assessments and Interventions for School-Related Behaviors

Chair: SungWoo Kahng (University of Missouri)

The Effect of Mode of Presentation on Homework Completion in Elementary-Aged Students

KERRI P. PETERS, Michele R. Traub, and Timothy R. Vollmer (University of Florida)

Increasing Compliance With Homework: A Functional Analysis of Schoolwork Completion

EMMA GRAUERHOLZ-FISHER, Michele R. Traub, Kerri P. Peters, and Timothy R. Vollmer (University of Florida)

Mystery Walker: A Preliminary Investigation of a Randomized Dependent Group Contingency

MEGHAN DESHAIS and Alyssa Fisher (Kennedy Krieger Institute) and SungWoo Kahng (University of Missouri)

#16 Symposium

1:00 pm–1:50 pm

211 (Convention Center)

EDC; Applied Research

BACB CE Offered. CE Instructor: Kenneth F. Reeve, Ph.D.

The Formation of Academic Stimulus Classes Using Equivalence-Based Instruction

Chair: Kenneth F. Reeve (Caldwell College)

The Formation of Geography Equivalence Classes Following Tact Training

MEGAN BREAUULT (RCS Learning Center)

Teaching Advanced Learners About Functions of Behavior Using Stimulus Equivalence-Based Instruction

LEIF ALBRIGHT (Caldwell College)

Stimulus Equivalence With Applied Fifth Grade Science: Class Expansion

EMILY LEONARD (Simmons College)

#17 Invited Presenter

1:00 pm–1:50 pm

207AB (Convention Center)

OBM/OTH; Theory

PSY/BACB CE Offered. CE Instructor: Judi Komaki, Ph.D.

Still Dreaming, but Still Learning to Create Positive Climates for Leaders

Chair: Mark A. Mattaini (Jane Addams College of Social Work at the University of Illinois at Chicago)

JUDI KOMAKI



Wes Becker's graph of students Edward and Elmer changing from aimless wandering to completing assignments was Dr. Judi Komaki's introduction to applied behavior analysis. That was in Illinois in 1968. Seven years later, teaching work motivation (part time) in Georgia Tech's business school, she shifted to working adults. Without proper management support, however, Dr. Komaki learned programs would be doomed to failure. Leaders became her focus when joining the industrial/organizational psychology faculty at Purdue University and the City University of New York. After tracking leaders in darkened theaters and aboard racing boats, she formulated an operant leadership model,

highlighting performance monitoring especially work sampling and positive consequences. Writing plays forced her to confront the sometimes-pernicious impact of bias, which in turn propelled her to promote social and economic justice. Besides 40-plus articles and chapters, she is the proud author of a leadership book, an off-off Broadway play, and an article daring to pursue the dreams of the Rev. Martin Luther King Jr. Dr. Komaki has served on editorial boards of the *Journal of Applied Behavior Analysis*, *Journal of Organizational Behavior Management*, and *Leadership Quarterly*. Awarded contracts by the Office of Naval Research, the National Institute of Occupational Safety and Health, and the Army Research Institute, she is now an ARI Fellow striving to prevent sexual harassment and assault.

Abstract: Baer, Wolf, and Risley (1968) audaciously aspired to making a difference. Modestly, however, they encouraged a "self-evaluating, discovery-oriented" process. This learning stance helps to enable the dreams of Dr. Judi Komaki. She'll talk about just two. Curious how an inner city public high school managed to maintain a graduation rate of 95%, Dr. Komaki shadowed a gifted principal for three semesters. She saw how he stealthily created a safe, supportive climate that enticed the students to attend and their dedicated teachers to remain. Just as critical, however, she learned how the chancellor created a supportive climate, empowering and establishing full-throated organizational metrics and incentives for principals. Currently, Dr. Komaki is trying to prevent sexual assault in the United States Army. Initially stymied, she finally figured out how we as behavior analysts reduced workplace accidents by reinforcing the positive (safety). If cultures could be created in which team members ferociously protect one another, assaults would drop. Team culture clearly needs to be bolstered. However, just as important, given the severe under-reporting of assault, the challenge is to help busy commanders motivate junior officers by providing timely information and feedback about whether their team is on the right track. Imagine if we could ensure that only leaders successful at building positive climates were promoted.

#18 Panel Discussion

Student Committee Event

1:00 pm–1:50 pm

213AB (Convention Center)

PRA; Service Delivery

BACB CE Offered. CE Instructor: Amanda E. Urbanczyk, MS

Professional Development Series: Navigating the Licensure Process—A Discussion of Behavior Analyst Licensure Laws

Chair: Mallory Garrett (University of Memphis)

GINA GREEN (Association of Professional Behavior Analysts)

WILLIAM H. AHEARN (The New England Center for Children)

AMANDA E. URBANCZYK (Tennessee Association for Behavior Analysis)

Saturday, May 23

#18a Symposium

1:00 pm–1:50 pm

006D (Convention Center)

PRA/EAB; Applied Research

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

The Unfortunate State of Affairs of Graphing Practices in Behavior Analysis

Chair: Douglas E. Kostewicz (University of Pittsburgh)

Discussant: William J. Helsel (Behavior Technology Consultant)

A Critical Review of Line Graphs in Behavior Analytic Journals

DOUGLAS E. KOSTEWICZ (University of Pittsburgh)

A Direct Comparison of Nonstandard Linear Graphs and Standard Celeration Charts

RICHARD M. KUBINA JR. (The Pennsylvania State University) and Douglas E. Kostewicz (University of Pittsburgh)

#19 B. F. Skinner Lecture Series

1:00 pm–1:50 pm

Grand Ballroom C3 (Convention Center)

PRA; Applied Research

BACB CE Offered. CE Instructor: John M. Guercio, Ph.D.

Genes, Environmental Sensitivity, Psychiatric Comorbidity, and Adaptation in Autism

Chair: John M. Guercio (AWS)

JOHN CONSTANTINO (Washington University)



Dr. John Constantino is Blanche F. Ittleson Professor and director of the William Greenleaf Eliot Division of Child and Adolescent Psychiatry at Washington University School of Medicine. His research on autism has focused on gene discovery and the elucidation of developmental markers of risk and resilience. He and his research team have pioneered the development of rapid quantitative methods for measuring inherited aspects of social impairment in children, to determine how such impairments are transmitted in families, populations, and across generations. Dr. Constantino's work is currently funded by the U.S. National Institutes of Health, the U.S. Centers for Disease Control, and

Autism Speaks. He has served on the Scientific Advisory Committee of the Autism Genetic Resource Exchange (a national gene bank for autism), and is a former chair of the Mental Health Commission of the state of Missouri. He has an active clinical practice specializing in the care of children with disorders of social development, and he is psychiatrist-in-chief of St. Louis Children's Hospital. He has authored or co-authored more than 95 original peer-reviewed scientific papers.

Abstract: This talk will first address what is currently known about the genetic underpinnings of autism, and how these overlap with susceptibilities to other neuropsychiatric conditions. The impact of genetic susceptibility to autism on children's sensitivity and response to the environment will be discussed, with implications for approaches to behavioral support at respective stages of development. Next, the treatment of psychiatric comorbidities and their effect on adaptive functioning in autism will be reviewed. Finally, the goals for a next wave of research on the frontiers of genetics, early mind/brain development, and behavioral neuroscience will be discussed, specifically with respect to the promise of higher-impact intervention for affected children.

#20 B. F. Skinner Lecture Series

1:00 pm–1:50 pm

Lila Cockrell Theatre (Convention Center)

SCI; Basic Research

BACB CE Offered. CE Instructor: Edward Wasserman, Ph.D.

From Keller and Schoenfeld to Concepts and Categories

Chair: Thomas Zentall (University of Kentucky)

EDWARD WASSERMAN (The University of Iowa)



Edward A. Wasserman received his BA in psychology from the University of California, Los Angeles and his Ph.D. from Indiana University. He was a National Science Foundation Postdoctoral Fellow at the University of Sussex, England; a National Academy of Sciences Exchangee at the Institute of Higher Nervous Activity and Neurophysiology, Moscow, USSR; a Visiting National Center for Scientific Research scientist at the Center for Research in Cognitive Neuroscience, Marseille, France; and a visiting professor at Keio University, Tokyo, Japan. His first and only academic position has been at the University of Iowa, where he is the Stuit Professor of Experimental Psychology. He has served as president of the Comparative Cognition Society as well as president

of Divisions 3 (experimental psychology) and 6 (behavioral neuroscience and comparative psychology) of the American Psychological Association. He is a member of the Society of Experimental Psychologists and was the 2011 recipient of the D. O. Hebb Distinguished Scientific Contribution Award from Division 6 of APA. He has edited four volumes, most recently the *Oxford Handbook of Comparative Cognition* with Thomas R. Zentall and *How Animals See the World: Comparative Behavior, Biology, and Evolution of Vision* with Olga F. Lazareva and Toru Shimizu. Dr. Wasserman has published extensively in the areas of comparative cognition and perception.

Abstract: Keller and Schoenfeld (1950) offered a unique behavioral perspective on conceptualization and categorization, one that has proven to be dramatically out of step with mainstream cognitive theory. Keller and Schoenfeld's behavioral approach has inspired Dr. Wasserman's research into conceptualization and categorization by nonhuman animals. Using a system of arbitrary visual tokens, Dr. Wasserman and his colleagues have built ever-expanding nonverbal "vocabularies" in pigeons through a variety of different discrimination tasks. Pigeons have reliably categorized as many as 500 individual photographs from as many as 16 different human object categories, even without the benefit of seeing an item twice. Their formal model of categorization effectively embraces 25 years of empirical evidence as well as generates novel predictions for both pigeon and human categorization behavior. Comparative study should continue to elucidate the commonalities and disparities between human and nonhuman categorization behavior; it also should explicate the relationship between associative learning and categorization.

#21 Symposium

1:00 pm–2:50 pm

217C (Convention Center)

AUT; Applied Research

BACB CE Offered. CE Instructor: Elizabeth R. Lora, Ph.D.

The Use of Tablet Based Technology in Autism Intervention: Verbal Behavior and School Readiness

Chair and discussant: Matthew Tincani (Temple University)

Comparing Teacher Fidelity and Preference for a Communication Modality

D. RENEE SPEIGHT, Elizabeth R. Lora, and Alison Karnes (University of Arkansas)

Evaluating the iPad as a Speech-Generating Device for the Answering of Social Questions

ELIZABETH R. LORAH and Kristan Elsken (University of Arkansas)

The Use of the iPad as a Speech-Generating Device to Teach Animal Sounds

ALISON KARNES, Elizabeth R. Lora, and Kristan Elsken (University of Arkansas)

The Acquisition of Letter Writing Using a Portable Multi-Media Player in Young Children With Developmental Disabilities

HOLLIE LAWLESS, Elizabeth R. Lora, and Ashley Parnell (University of Arkansas)

Saturday, May 23

#22 Symposium

1:00 pm–2:50 pm

Grand Ballroom C1 (Convention Center)

AUT/DDA; Applied Research

BACB CE Offered. CE Instructor: Joseph D. Dracobly, Ph.D.

Recent Advances in the Production and Maintenance of Response Variability

Chair: Joseph D. Dracobly (Eastern Connecticut State University)

Discussant: Allen Neuringer (Reed College)

Increasing Verbal Response Variability With a Lag Schedule of Reinforcement

Jessica J. Simacek, Jennifer J. McComas, and KATHRYN MASON (University of Minnesota)

An Application of a Lag Contingency to Reduce Perseveration on Circumscribed Interests During Sustained Conversation

TRACY L. LEPPER (McNeese State University) and Bailey Devine and Anna I. Petursdottir (Texas Christian University)

The Use of a Discrimination Training Procedure to Teach Mand Variability to Children With Autism

MATTHEW T. BRODHEAD (Purdue University) and Thomas S. Higbee, Kristina Gerencser, and Jessica Akers (Utah State University)

An Evaluation of Procedures That Affect Response Variability

JOSEPH D. DRACOBLY (Eastern Connecticut State University) and Claudia L. Dozier, Adam M. Briggs, and Jessica Foster (The University of Kansas)

#23 Symposium

1:00 pm–2:50 pm

Grand Ballroom C2 (Convention Center)

AUT/OBM; Applied Research

BACB CE Offered. CE Instructor: Ellie Kazemi, Ph.D.

Staff Training for Human Service Settings: Analyses and Evaluations

Chair: Ellie Kazemi (California State University, Northridge)

Discussant: Stephanie M. Peterson (Western Michigan University)

A Parametric Analysis of Rehearsal and Feedback Opportunities During Training of Functional Analysis Conditions

SARAH R. JENKINS and Florence D. DiGennaro Reed (The University of Kansas)

Pyramidal Training for Supervisors and Caregivers of Aging Adults

ROCKY HAYNES, Jonathan C. Baker, and Hannah Ritchie (Southern Illinois University)

Using Video Modeling With Voiceover Instruction to Train Staff to Implement a Most-to-Least Prompt Fading Procedure

ANTONIA GIANNAKAKOS, Jason C. Vladescu, Sharon A. Reeve, and April N. Kisamore (Caldwell College)

Further Evidence That a Robot Can Simulate a Client in Staff Training Research

LISA STEDMAN-FALLS and Ellie Kazemi (California State University, Northridge)

#24 Paper Session

1:00 pm–2:50 pm

217B (Convention Center)

AUT

Social Interaction Interventions in ASD

Chair: Laci Watkins (The University of Texas at Austin)

Social Interaction Interventions for Adolescents With Autism Spectrum Disorder: A Meta-Analysis of Single Case Research Studies (Applied Research)

LACI WATKINS, Mark O'Reilly, Michelle Kuhn, Nicolette Sammarco, Cindy Gevarter, Heather Gonzales, and Laura Rojeski (The University of Texas at Austin)

Murder Mysteries and Missions Impossible: Some Principles, Processes and Pitfalls of Teaching Social Skills to Small Groups of Children With Autism (Service Delivery)

CAROLINE PEARCE and Daniel F. Horan (The Teaching & Learning Collaboration)

Effects of Video-Based Group Instruction on Social Behavior of Adolescents With Autism Spectrum Disorder (Applied Research)

TIFFANY KAID and Josh Plavnick (Michigan State University)

Engineering the Contingencies of Joint Attending Programming (Theory)

RICHARD E. LAITINEN (private practice) and Gladys Williams (Centro de Investigacion y Ensenanza del Lenguaje)

#25 Symposium

1:00 pm–2:50 pm

Texas Ballroom Salon B (Grand Hyatt)

CBM/PRA; Theory

BACB CE Offered. CE Instructor: Michael F. Dorsey, Ph.D.

Behavior Analytic Approaches to Psychiatric Illness—Anxiety, Depression, and Borderline Personality Disorder

Chair: Shannon McDonald Shea (Work, Community, Independence)

Discussant: Michael F. Dorsey (Endicott College)

Behavior Analytic Approaches to Anxiety and Depression

COURNEY BUCKLEY (Vinfen)

Borderline Personality Disorder: A Behavior Analytic Approach

SHANNON MCDONALD SHEA (Work, Community, Independence)

#26 Symposium

1:00 pm–2:50 pm

Texas Ballroom Salon C (Grand Hyatt)

CBM; Applied Research

BACB CE Offered. CE Instructor: Rachel Enoch, MS

ACT for Children With Autism, Emotional Challenges, and Mental Illness

Chair: Autumn N. McKeel (Aurora University)

Discussant: Karen R. Harper (ABA of Illinois, LLC)

Behavioral Metrics of Psychological Flexibility in Children With Autism and Emotional Disorders

ASHLEY SHAYTER and Mark R. Dixon (Southern Illinois University) and Cindy Penrod (Region 3 Special Education Cooperative, Illinois)

Using Mindfulness to Alter Discounting of the Future and Psychological Flexibility in Children With Autism and Emotional Disorders

RACHEL ENOCH and Mark R. Dixon (Southern Illinois University)

Exploring the Clinical Utility of Mindfulness Based Interventions

ERIN KASSON and Alyssa N. Wilson (Saint Louis University)

Teaching Social Workers How to Use Acceptance and Commitment Therapy for Young Adults With Severe Mental Illness

TYLER GLASSFORD, Alyssa N. Wilson, and Olivia Gratz (Saint Louis University)

#27 Symposium

1:00 pm–2:50 pm

214B (Convention Center)

DDA/AUT; Applied Research

BACB CE Offered. CE Instructor: Louis P. Hagopian, Ph.D.

Notable Advances in and Summaries of the Functional Analysis and Treatment of Problem Behavior

Chair: Louis P. Hagopian (Kennedy Krieger Institute)

Discussant: Timothy R. Vollmer (University of Florida)

Improving Functional Communication Training During Reinforcement Schedule Thinning: An Analysis of 32 Applications

TODD M. OWEN, Brian D. Greer, Wayne W. Fisher, Valdeep Saini, and Jamie Jones (University of Nebraska Medical Center)

Evaluation of a Screening Procedure for the Assessment of Aggression

SARAH C. MEAD and Brian A. Iwata (University of Florida), Eileen M. Roscoe (The New England Center for Children), and Kevin J. Schlichenmeyer (Eunice Kennedy Shriver Center, University of Massachusetts Medical School)

Evaluation of Two Emergency Procedures to Treat Severe Escape Behavior

SARAH K. SLOCUM and Timothy R. Vollmer (University of Florida)

Methods Used to Evaluate the Role of Peer Attention in Maintaining Problem Behavior

KYLIE ROBERTS and Jason C. Bourret (The New England Center for Children)

#28 Symposium

1:00 pm–2:50 pm

Texas Ballroom Salon E (Grand Hyatt)

DEV/EAB; Basic Research

BACB CE Offered. CE Instructor: Michael Lampton Commons, Ph.D.

Relationships Between Reinforcement Value and Behavioral Stages of Development I

Chair: William Joseph Harrigan (Harvard University)

Discussant: Sagun Giri (Dare Association, Inc.)

The Sufficiency of Reinforcing Problem Solutions for Producing Transition to Formal Operations

MICHAEL LAMPORT COMMONS (Harvard Medical School)

Behavioral Developmental Stage of Pricing Strategy and Country of Respondents Predicts Earnings: A Study of Informal Economics

LUCAS ALEXANDER HALEY COMMONS-MILLER (Dare Institute), Michael Lamport Commons (Harvard Medical School), Eva Yujia Li (University of Connecticut), Patrice Miller (Salem State University), and Hudson Golino (Universidade Federal de Minas Gerais)

Behavioral Developmental Stages of Investing Using the Model of Hierarchical Complexity

CHRISTINE THEXTON (Harvard University) and Michael Lamport Commons (Harvard Medical School)

A Behavioral Developmental Account of Attachment Across the Lifespan Integrating Notions of Reinforcement Value and Behavioral Stage

PATRICE MILLER (Salem State University)

#29 Paper Session

1:00 pm–2:50 pm
006C (Convention Center)
EAB

Operant Variability

Chair: Kathleen Doolan (University of Waikato)

The Role of a Variability Contingency on Sequence Learning in Humans (Basic Research)
KATHLEEN DOOLAN, Stacey ter Veer-Burke, Lewis A. Bizo, and James McEwan (University of Waikato)

Reinforcing Behavioral Variability: An Examination of Its Generalizability and an Analysis of U-Value as a Measure of Variability (Basic Research)
XIUYAN (KITTY) KONG, James McEwan, Lewis A. Bizo, and Therese Mary Foster (University of Waikato)

Systematic Operant Preferences and Variability in Human Participants: Analyzing Non-Critical Aspects of Behavior (Basic Research)
LAURILYN DIANNE JONES and Francis Mechner (The Mechner Foundation)

#30 Symposium

1:00 pm–2:50 pm
202AB (Convention Center)
OBM/PRA; Applied Research
BACB CE Offered. CE Instructor: Michele D. Wallace, Ph.D.

Analyzing Supervision and Training Issues

Chair and discussant: Michele D. Wallace (California State University, Los Angeles)

Pyramidal Parent Training Using Behavioral Skills Training: Training Caregivers in the Use of a Differential Reinforcement Procedure
SARAH CONKLIN and Michele D. Wallace (California State University, Los Angeles)

The Metaphorical Carrot: Presentation of Exemplary Data to Increase Treatment Integrity in Parent Implemented Interventions
RAYMOND JUAREZ (SEEK Education, Inc.) and Michele D. Wallace (California State University, Los Angeles)

Behavior Consultation: Staff Training via Live Streaming
JOSE SANCHEZ (University of Nevada, Reno) and Michele D. Wallace (California State University, Los Angeles)

Increasing Staff Performance on Naturalistic Teaching Strategies Using Video Modeling
VIKANDA MEECHAN and Michele D. Wallace (California State University, Los Angeles)

#31 Paper Session

1:00 pm–2:50 pm
214A (Convention Center)
PRA

Innovations in Training of Applied Behavior Analysis

Chair: Kira Austin (Virginia Commonwealth University)

Toward a More Capable Approach to Direct Services Data Collection, Analysis, and Feedback: Practice and Implications of a Field Systems Approach (Service Delivery)
JOHN KOPERWAS (Educational Consulting, Inc.)

Developing Coordination of Behavior Analytic Services: One University's Lessons Learned and Unique Solutions (Service Delivery)
KIRA AUSTIN (Whitworth University)

Efficiently Searching Online Literature Databases (Service Delivery)
NICOLE L. BANK (The PartnerShip, LLC)

A Proposed Hierarchy of Functional Behavioral Assessment Knowledge and Skills and Its Implications for Research and Practice (Service Delivery)
ROBERT E. O'NEILL (University of Utah)

#32 Symposium

1:00 pm–2:50 pm
007C (Convention Center)
TPC/EDC; Theory
BACB CE Offered. CE Instructor: Maria R. Ruiz, Ph.D.

Pragmatic Values in Education and Practice of Behavior Analysis
Chair and discussant: Maria R. Ruiz (Rollins College)

Pragmatic Values in Autism Education
CHATA A. DICKSON and Magda M. Stropnik (The New England Center for Children)

Pragmatic Values in Clinical Work
CHRISTEINE M. TERRY (Palo Alto VA Healthcare System)

Pragmatic Values in Healthcare's Paradigm Shift
MICHELLE ENNIS SORETH and Mary Louise E. Kerwin (Rowan University)

Behavior Analysis Liberal Studies and Public Health
MARIA R. RUIZ and David Richard (Rollins College)

#33 Symposium

1:00 pm–2:50 pm
217A (Convention Center)
VRB; Applied Research
BACB CE Offered. CE Instructor: Amber R. Paden, MS

Applications of Procedures for Promoting Emergent Relations
Chair: Amber R. Paden (University of Nebraska Medical Center)
Discussant: Mark L. Sundberg (Sundberg and Associates)

Using a Chaining Prompt Within Matrix Training to Evaluate Acquisition and Recombinative Generalization of Tacting Three-Digit Numbers
ANDREA CLEMENTS (University of Nebraska Medical Center); Tamara L. Pawich (Scott Center for Autism Treatment at Florida Institute of Technology); and Wayne W. Fisher, Jennifer Felber, and John Borgen (University of Nebraska Medical Center)

A Further Evaluation of Naming and Categorization in Children With Autism
Greg Lee, Caio F. Miguel, ADRIENNE JENNINGS, Emily Darcey, and Charisse Ann Lantaya (California State University, Sacramento)

The Use of Matrix Training to Promote Recombinative Generalization of Noun-Verb Tacts
SARAH FRAMPTON, Sarah Wymer, Bethany Jordahl, and Alice Shillingsburg (Marcus Autism Center)

An Evaluation of an Equivalence-Based Instruction on the Emergence of English and Math Relations With Elementary School Children
ANGELICA A. AGUIRRE and Ruth Anne Rehfeldt (Southern Illinois University)

#34 Paper Session

2:00 pm–2:20 pm
213AB (Convention Center)
PRA

Religion & Education: Does Behavior Analysis Have a Role?

Chair: Elizabeth Ghezzi (Student)

Religion and Education: Does Behavior Analysis Have a Role? (Theory)

ELIZABETH GHEZZI and Ramona Houmanfar (University of Nevada, Reno)

#35 Paper Session

2:00 pm–2:20 pm
205 (Convention Center)
TBA

Investigating the Use and Efficacy of Online Instruction in Applied Behavior Analytic Staff Training Models

Chair: Ann Filer (Beacon ABA Services)

Investigating the Use and Efficacy of Online Instruction in Applied Behavior Analytic Staff Training Models (Service Delivery)

ANN FILER (Beacon ABA Services)

#36 Symposium

2:00 pm–2:50 pm
214C (Convention Center)
DDA/EAB; Basic Research
BACB CE Offered. CE Instructor: Tara A. Fahmie, Ph.D.

Translational Research in the Prevention and Treatment of Problem Behavior

Chair: Tara A. Fahmie (California State University, Northridge)

Discussant: Andrew L. Samaha (University of South Florida)

An Experimental Analysis of Behavioral Disinhibition

JESSICA M. COHENOUR, Valerie M. Volkert, and Keith D. Allen (Munroe-Meyer Institute, University of Nebraska Medical Center)

The Prevention of Problem Behavior: A Laboratory Model

TARA A. FAHMIE (California State University, Northridge), Anne C. Macaskill (Victoria University of Wellington), and Ellie Kazemi and Uilani Elmer (California State University, Northridge)

#37 Symposium

2:00 pm–2:50 pm
214D (Convention Center)
DDA/PRA; Applied Research
BACB CE Offered. CE Instructor: Joanna Lomas Mevers, Ph.D.

Special Issues Related to the Treatment of Problem Behavior: Challenging Topographies and Antecedents

Chair: Joanna Lomas Mevers (Marcus Autism Center)

Using a Differential-Reinforcement Procedure to Treat Pica

ELIZABETH KLINEPETER, Lindsay Mehrkam, Sarah K. Slocum, Kerri P. Peters, and Timothy R. Vollmer (University of Florida)

Reduction of Aggressive Behavior Evoked by Sounds Using Noncontingent Reinforcement and Time-Out

DANIELLE DUPUIS, Dorothea C. Lerman, Loukia Tsami, and Molly Shireman (University of Houston–Clear Lake)

Differential Approaches to the Treatment of Elopement Based on Topography: Bolting Versus Wandering

JESSICA ALVAREZ, Nathan Call, Joanna Lomas Mevers, and Ally Coleman (Marcus Autism Center)

#38 SQAB TUTORIAL

2:00 pm–2:50 pm

103AB (Convention Center)

EAB; Applied Research

The Molar View of Self-Control

Chair: Leonard Green (Washington University)

HOWARD RACHLIN (State University of New York Stony Brook) and William M. Baum (University of California, Davis)



Howard Rachlin obtained a Ph.D. in psychology from Harvard University in 1965. He is currently a research professor and an emeritus distinguished professor of psychology at Stony Brook University. He has published more than 100 articles, written six books including *Behavior and Mind* (1994) and *The Science of Self-Control* (2000), and edited two others. His most recent book is *The Escape of the Mind* (2014). He has served on study sections for the National Institutes of Health and the National Science Foundation. He is on the editorial boards of six journals. His research (on choice, self-control, social cooperation, and experimental economics) has been supported by grants from the National Institutes of Health and the National Science Foundation including an NIH merit award. Among other honors, he has been elected fellow at ABAI, the American Psychological Society and the Society of Experimental Psychologists. He has received a James McKeen Cattell fellowship (1975–76) and an award for the impact of science on application from the Society for the Advancement of Behavior Analysis (2005). He was a visiting scholar at the Russell Sage Foundation (1988–89) and an invited speaker at the Nobel Symposium on Behavioral and Experimental Economics in Stockholm, Sweden (2001).

Abstract: A problem in self-control arises when an organism chooses between one activity strongly induced by short-term reinforcers and a second activity weakly induced by long-term reinforcers, but more beneficial in the long term. The short-term, strongly induced activity is called impulsivity, and the long-term, weakly induced activity is called self-control. Impulsivity and self-control have usually been studied as they affect discounting: delay discounting, probability discounting, and social discounting. Although discounting affords measures of impulsivity relative to self-control, discounting as a representation of real-world choice is unrealistic, because discounting applies only to discrete events like receiving a sum of money or a cigarette. Real-world consequences like good health or sobriety occur over long periods, not at specific moments. A more realistic, molar, view of impulsivity and self-control takes them as bad and good habits extended in time. Seen this way, a good or bad habit may be described as a conflict of time frames: Consequences evaluated in a short time frame are opposite to consequences evaluated in a long time frame. The molar view may be more useful than discounting for treatment—that is, discouraging bad habits and encouraging good ones.

#39 Invited Presenter

2:00 pm–2:50 pm

Lila Cockrell Theatre (Convention Center)

EDC; Service Delivery

BACB CE Offered. CE Instructor: Jennifer L. Austin, Ph.D.

Functional Analysis and Intervention in Mainstream Schools: What Lessons Do We Still Need to Learn?

Chair: Cynthia M. Anderson (Appalachian State University)

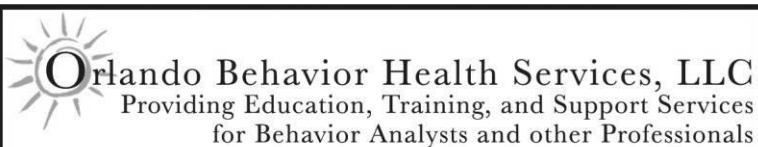
JENNIFER L. AUSTIN (University of South Wales)



Jennifer L. Austin, Ph.D., BCBA-D, has been applying the science of behavior analysis to improve outcomes for children and their teachers for nearly 20 years. Both her research and clinical work focus on how behavior analytic assessment and intervention strategies can be applied with typically developing children, as well as examining what adaptations may be necessary for making our science “work” in mainstream classrooms. She has worked with numerous schools in the United States and the United Kingdom, focusing primarily on those in disadvantaged communities. Dr. Austin received her Ph.D. from the Florida State University and currently serves as principal lecturer in psychology at the University of South Wales,

where she leads the Behaviour Analysis Unit and directs the undergraduate and postgraduate programs in behavior analysis. Before moving to the United Kingdom, Dr. Austin served on the faculty at the University of South Florida; California State University, Fresno; and the University of Houston–Clear Lake. She is the past president of the UK Society for Behaviour Analysis and a former associate editor of the *Journal of Applied Behavior Analysis* and *Behavior Analysis in Practice*.

Abstract: Challenging behavior continues to plague both primary and secondary schools, despite a raft of educational and governmental policies to tackle it. The need for practical, relevant, and evidence-based strategies for analyzing and treating these behaviors has never been more pressing than it is today. Behavior analysis certainly has much to offer with regard to helping schools solve problems and achieve the goals set for both students and teachers. However, our literature has tended to focus less on applications of our science to typically developing children and adolescents, so there is still much we don’t know about the nuances of working with these populations. This presentation will address some of the challenges associated with applying functional analysis and intervention strategies in mainstream classrooms, as well as delineating some possible solutions derived from both research and clinical practice. Further, it will suggest some research questions that may be important if behavior analysis is to fulfill its promise to mainstream students, their parents, and their teachers.



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Saturday, May 23

#40 Invited Presenter

2:00 pm–2:50 pm

Grand Ballroom C3 (Convention Center)

PRA; Applied Research

PSY/BACB CE Offered. CE Instructor: David P. Wacker, Ph.D.

Conducting In-Home Functional Analyses and Functional Communication Training via Telehealth

Chair: Mark D. Shriver (University of Nebraska Medical Center)

DAVID P. WACKER (The University of Iowa)



Dr. David P. Wacker is a professor of pediatric psychology at the University of Iowa Children's Hospital, where he directs the biobehavioral outpatient service. He is the co-principal investigator of National Institute of Mental Health and Maternal and Child Health grants that have funded telehealth research programs for young children with autism who engage in problem behaviors at home. The initial results of these projects, which involved conducting functional analysis and functional communication training via telehealth in outpatient clinic settings, were recently published in the *Journal of Applied Behavior Analysis* (JABA). The most recent project involves conducting these same procedures directly in the home.

Dr. Wacker is a former editor of JABA and was president of the Society for the Experimental Analysis of Behavior board. He is a Fellow of ABAI and of Divisions 25 and 22 of APA.

Abstract: This talk will provide a summary of results obtained from a Maternal and Child Health-funded project in which functional analyses and functional communication training (FCT) were conducted in the homes of young children with autism who engaged in problem behaviors. All procedures were conducted by parents with live coaching from applied behavior analysts. Functional analyses were conducted within multielement designs, and FCT was conducted within reversal designs and as part of a randomized clinical trial. Inter-observer agreement was conducted on 30% of sessions. The talk will begin with a brief summary of previously funded in-vivo and telehealth projects using the same procedures and will then focus on the current in-home telehealth procedures. Video clips will highlight individual cases and group summaries will be provided for the assessment and treatment results.

#41 B. F. Skinner Lecture Series

2:00 pm–2:50 pm

006AB (Convention Center)

SCI; Basic Research

BACB CE Offered. CE Instructor: Karen M. Lionello-DeNolf, Ph.D.

Retrieval-Based Learning: Active Retrieval Promotes Meaning

Chair: Karen M. Lionello-DeNolf (Elms College)

JEFFREY KARPICKE (Purdue University)



Jeffrey Karpicke is the James V. Bradley Associate Professor of Psychological Sciences at Purdue University and is an expert on applying cognitive science to education. He received a BA in psychology from Indiana University and a Ph.D. in psychology from Washington University in St. Louis. Dr. Karpicke's research sits at the interface between cognitive science and education, with a specific emphasis on the importance of retrieval processes for learning. The goal of Karpicke's research is to identify effective strategies that promote long-term, meaningful learning and comprehension. Dr. Karpicke's research has been funded by \$2.8 million in grants from the National Science Foundation and the Institute of

Education Sciences at the U.S. Department of Education. Dr. Karpicke's research is routinely covered in the media (e.g., *The Chronicle of Higher Education*, *Newsweek*, *The New York Times*, and *The Wall Street*

Journal). He is author of more than 30 publications, including two papers published in *Science* magazine. Dr. Karpicke is the recipient of a National Science Foundation CAREER award and the Presidential Early Career Award for Scientists and Engineers, the highest honor bestowed by the United States Government on science and engineering professionals in the early stages of their independent research careers. Karpicke is also recognized as one of the top teachers at Purdue University. He has received four teaching awards at Purdue, including the Outstanding Undergraduate Teaching Award in Memory of Charles B. Murphy, the highest teaching award bestowed by the university. He is a Fellow of the Teaching Academy at Purdue University. In addition, Dr. Karpicke is director of the Cognition and Learning Laboratory at Purdue University (<http://learninglab.psych.purdue.edu/>). Dr. Karpicke may be reached via email at karpicke@purdue.edu.

Abstract: Recent advances in the cognitive science of learning have important implications for instructional practices at all levels of education. For example, cognitive research has identified one strategy that promotes complex learning called retrieval practice: Practicing actively reconstructing one's knowledge while studying has potent effects on long-term learning. Yet, when students monitor and regulate their own learning, they often choose to engage in inferior strategies like repetitive reading, and the ultimate consequence is poor learning. This talk provides an overview of Dr. Karpicke's research program on retrieval-based learning. In recent work, they have extended retrieval practice to meaningful learning of complex educational materials, converted existing classroom activities into retrieval-based activities, and developed new computer-based learning methods for implementing retrieval-based learning. Incorporating retrieval practice into educational activities is a powerful way to enhance learning.

#42 Symposium

2:00 pm–3:50 pm

008B (Convention Center)

AAB/EAB; Applied Research

Going to the Dog Lab: Basic and Applied Behavior Analysis on Canine Behavior

Chair: Lisa Gunter (Arizona State University)

Discussant: Terri M. Bright (Massachusetts Society for the Prevention of Cruelty to Animals)

Functional Analysis and Treatment of Resource Guarding in Pet Dogs

BRANDON C. PEREZ, Lindsay Mehrkam, Timothy R. Vollmer, and Nicole R. Dorey (University of Florida)

An Operant Treatment of Separation-Related Problem Behavior

ERICA N. FEUERBACHER (Carroll College) and Kristy Muir (Animal Training Behavior Solutions)

Automated Differential Reinforcement of not Barking in a Home-Along Setting: Evaluating a Humane Alternative to the Bark Collar

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

Effect of Odor Pre-Exposure on Sensitivity in Detecting That Odor

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

#43 Paper Session

2:00 pm–3:50 pm

217D (Convention Center)

AUT

Intervention Strategies in ASD: Intervention Choice, Precision Teaching, and Techniques

Chair: Kimberly N. Frame (University of Memphis)

An Analysis of Variables Influencing Parental Choices of Treatments for Their Child With Autism Spectrum Disorder (Applied Research)

KIMBERLY N. FRAME and Laura Baylot Casey (University of Memphis)

Beyond Acquisition: Procedural Applications of Precision Teaching (Service Delivery)

KEVIN S. CAULEY (Adventure Place)

Using Gestures to Improve Speech Intelligibility (Applied Research)

JANINE SHAPIRO (The Applied Behavior Center)

Using Techniques From Exotic Animal Research and Development Training to Empower Autistic Clients Through Novel Situations (Service Delivery)

SARAH M. APPLETON ROBERTS (Syracuse University)

#44 Symposium

2:00 pm–3:50 pm

008A (Convention Center)

BPH/EAB; Basic Research

The Role of Conditioned Reinforcement in Learning and Memory Processes: Implications for Drug Addiction

Chair: Jennifer Laude (University of Kentucky)

Discussant: Federico Sanabria (Arizona State University)

Using New-Response Acquisition to Study Opioid-Conditioned Reinforcement in the Rat

JEREMIAH W. BERTZ and James H. Woods (University of Michigan)

The Relative Role of Stimulus-Reinforcer Versus Response-Reinforcer Relationships in Sign-Tracking, Goal-Tracking, and Subsequent Conditioned Reinforcement Within Pavlovian Conditioned Approach

JOSHUA BECKMANN and Jonathan Chow (University of Kentucky)

Acute Effects of Alcohol on Encoding and Consolidation of Memory for Alcohol-Related Stimuli

JESSICA WEAVER, David Gallo, and Harriet de Wit (University of Chicago)

Alcohol-Conditioned Contexts Alter Cognitive Function, Alcohol Subjective Experiences, and Increase Alcohol Drinking

EMMA CHILDS and Harriet de Wit (University of Chicago)

#45 Paper Session

2:00 pm–3:50 pm

007A (Convention Center)

EAB

Methods

Chair: Abdulrazaq A. Imam (John Carroll University)

Mathematics Behind the Stimulus Equivalence (Theory)

CELSO SOCORRO OLIVEIRA (São Paulo State University)

Small-Sample Statistical Analysis Using Multiple Single-Case, Nonparametric, and Monte Carlo Methods for Behavior-Analytic Research (Theory)

ANDRE V. MAHARAJ and Jacob L. Gewirtz (Florida International University)

Identifying and Analyzing the Components of the Topology for Improving Baseline Methods in Interventions and Experimental Studies (Basic Research)

RAY BROGAN (Kaplan University)

Place of Behavior Analytic Research in the “New” Psychological Science (Theory)

ABDULRAZAQ A. IMAM (John Carroll University)

#46 Paper Session

3:00 pm–3:20 pm

Texas Ballroom Salon C (Grand Hyatt)

CBM

Behavior Analysis Re-Examines Schizophrenia: Dissecting the DSM-V Diagnosis

Chair: Stephen E. Wong (Florida International University)

Behavior Analysis Re-Examines Schizophrenia: Dissecting the DSM-V Diagnosis (Service Delivery)

STEPHEN E. WONG (Florida International University)

#47 Paper Session

3:00 pm–3:20 pm
213AB (Convention Center)
PRA

Creating Superior Comparative Studies: Moving Beyond My Behavioral Procedure Beating Up Your Behavioral Procedure

Chair: Vincent LaMarca (Little Star Center)

Creating Superior Comparative Studies: Moving Beyond My Behavioral Procedure Beating Up Your Behavioral Procedure (Theory)
VINCENT LAMARCA (Little Star Center)

#48 Paper Session

3:00 pm–3:20 pm
206AB (Convention Center)
TBA

Data Driven Supervision in the Field of Applied Behavior Analysis

Chair: Mary Annette Little (Lipscomb University)

Data Driven Supervision in the Field of Applied Behavior Analysis (Service Delivery)
MARY ANNETTE LITTLE (Lipscomb University)

#49 Symposium

3:00 pm–3:50 pm
Grand Ballroom C2 (Convention Center)
AUT/PRA; Service Delivery

College Students With Autism: The Next Educational Frontier

Chair: Glen L. McCuller (Stephen F. Austin State University)
Discussant: Timothy A. Slocum (Utah State University)

Supporting College Students With Autism Spectrum Disorder: Programmatic and Theoretical Conflicts
MICHAEL WALKER (Stephen F. Austin State University)

Autism in the College Classroom: Applying What We Know
GINGER KELSO and Glen L. McCuller (Stephen F. Austin State University)

#50 Panel Discussion

3:00 pm–3:50 pm
204B (Convention Center)
CSE; Service Delivery
BACB CE Offered. CE Instructor: Susan Ainsleigh, Ed.D.

Establishing ABA Services Where None Exist

Chair: Susan Ainsleigh (Bay Path University)

ELIF TEKIN-IFTAR (Anadolu University)
MICHELLE P. KELLY (Emirates College for Advanced Education)
SMITA AWASTHI (Association for Behavior Analysis of India)

#51 Invited Panel

3:00 pm–3:50 pm

203AB (Convention Center)

CSE; Theory

BACB CE Offered. CE Instructor: Angela Sanguinetti, Ph.D.

Promoting Sustainable Culture Through Behavior Analytic Theory and Practice

Chair: Angela Sanguinetti (University of California, Irvine)

SIGRID S. GLENN (University of North Texas)

ANTHONY BIGLAN (Oregon Research Institute)

ROBERT GILMAN (Context Institute)



Dr. Sigrid Glenn's passionate commitment to the future of behavior analysis has resulted in numerous contributions to her chosen field. She has co-authored four books and more than 45 articles and book chapters. Although her early research was mainly in applied areas, she is widely recognized for her later conceptual work on selection at behavioral and cultural levels. As founding chair of the Department of Behavior Analysis at the University of North Texas, Dr. Glenn established master's and bachelor's degree programs in behavior analysis, leading the faculty in the first accreditation of a graduate program by ABAI. With characteristic prescience about important developments in the field, Dr. Glenn, a charter

certificant of the Behavior Analysis Certification Board (BACB), also led the faculty in developing the first Internet sequence of behavior analysis courses approved by the BACB. Dr. Glenn has served as editor of *The Behavior Analyst* and on the editorial boards of several other journals. She is a former president of ABAI (1993–1994), a fellow of Division 25 of the American Psychological Association, and Regents Professor of Behavior Analysis at the University of North Texas.



Anthony Biglan, Ph.D. is a senior scientist at Oregon Research Institute and the co-director of the Promise Neighborhood Research Consortium. He has been conducting research on the development and prevention of child and adolescent problem behavior for the past 30 years. His work has included studies of the risk and protective factors associated with tobacco, alcohol, and other drug use; high-risk sexual behavior; and antisocial behavior. He has conducted numerous experimental evaluations of interventions to prevent tobacco use through both school-based programs and community-wide interventions. In addition, he has evaluated interventions to prevent high-risk sexual behavior, antisocial

behavior, and reading failure. In recent years, his work has shifted to more comprehensive interventions that have the potential to prevent the entire range of child and adolescent problems. He and colleagues at the Center for Advanced Study in the Behavioral Sciences published a book summarizing the epidemiology, cost, etiology, prevention, and treatment of youth with multiple problems (Biglan et al., 2004). He is a former president of the Society for Prevention Research and was a member of the Institute of Medicine Committee on Prevention, which recently released its report documenting numerous evidence-based preventive interventions that can prevent multiple problems. As a member of Oregon's Alcohol and Drug Policy Commission, he has helped to develop a strategic plan for implementing comprehensive evidence-based interventions throughout Oregon.



Dr. Robert C. Gilman, Ph.D., is president of the Context Institute and founding editor of *In Context, A Quarterly of Humane Sustainable Culture*. He received his bachelor's degree in astronomy from the University of California at Berkeley in 1967 and his Ph.D. in astrophysics from Princeton University in 1969. He taught and did research at the University of Minnesota and the Harvard Smithsonian Astrophysical Observatory. Additionally, he has served as a research associate at NASA's Institute for Space Studies. In the mid-1970s, he turned his

attention to the study of global sustainability, futures research, and strategies for positive cultural change. His ongoing work draws on all the phases of his life as he works toward a humane and sustainable future.

Abstract: This panel composed of experts in cultural analysis invites you to engage with them in a discussion on the timely and critical topic of promoting sustainable cultures. Three speakers will bring profound and innovative insights pertaining to both theoretical grappling with and applied undertaking of the behavioral change initiatives required to build a more sustainable society. With their macro perspectives, breadth, and diversity of expertise, these panelists can identify high leverage strategies for some of the most socially relevant behaviors in the realms of education, therapy, organizational behavior, community interventions, and basic research. Specific discussion points may include the compatibility and complementarity of the speakers' respective theories regarding cultural analysis; the current status of behavior analytic conceptual frameworks of cultural analysis, their relevance in promoting sustainability, and identification of important areas of continued development; and how behavior analysts can promote positive cultural change in various realms of practice where the relevance to sustainability is often overlooked.

#52 Symposium

3:00 pm–3:50 pm

214B (Convention Center)

DDA/PRA; Applied Research

BACB CE Offered. CE Instructor: Nicole M. Neil, MA

Interventions for Obsessive Compulsive Behavior in Children With Developmental Disabilities

Chair: Tricia Corinne Vause (Brock University)

Discussant: Marc J. Lanovaz (Université de Montréal)

Group Function-Based Cognitive Behavior Therapy for Obsessive Compulsive Behavior in Children With Autism

Tricia Corinne Vause and HEATHER YATES (Brock University); Nicole M. Neil (The Graduate Center, City University of New York); and Naomi Johnson, Grayzna Jackiewicz, and Maurice Feldman (Brock University)

Repetitive Behavior in Children With Down Syndrome: Functional Analysis and Treatment

NICOLE M. NEIL and Emily A. Jones (The Graduate Center, City University of New York)

#53 SQAB Tutorial

3:00 pm–3:50 pm

103AB (Convention Center)

EAB; Basic Research

A, B, & L. Revisited: Whither Adaptive Behavior and Learning?

Chair: David C. Palmer (Smith College)

JOHN E. R. STADDON (Duke University)



John Staddon is the James B. Duke Professor of Psychology, and Professor of Biology and Neurobiology, Emeritus at Duke University. He earned his Ph.D. in experimental psychology at Harvard University and also did research at the MIT Systems Lab and taught at the University of Toronto. He has done research at Oxford University, the University of São Paulo at Ribeirão Preto, the University of Mexico, the Ruhr Universität, Universität Konstanz, the University of Western Australia and the University of York. He is a past editor of the journals *Behavioural Processes* and *Behavior and Philosophy* and a fellow of several scientific organizations. His research is on the evolution and mechanisms of learning in humans and animals and the history and

philosophy of psychology and biology. His laboratory has studied interval timing in several animal species, and choice behavior in human beings. Recent theoretical work includes papers on operant conditioning, memory, timing, and psychobiological aspects of ethical and economic philosophy. He has written and lectured on public-policy issues such as education and evolution, traffic control, smoking, and the effects of social and biological processes on financial markets. He is the author of more than 200 research papers and several books, including *The New Behaviorism*, Second Edition (Psychology Press, 2014); *Adaptive Dynamics: The Theoretical Analysis of Behavior*, (MIT/Bradford, 2001); *The Malign Hand of the Markets* (McGraw-Hill, 2012); *Unlucky Strike: The Science, Law and Politics of Smoking* (University of Buckingham Press, 2014); and *Adaptive Behavior and Learning*, Second Edition (Cambridge University Press, 2015) .

Abstract: The talk is a walk through a list of topics that came up as Dr. John Staddon revised a 30-year-old book on adaptive behavior and learning. What has changed and what has not? What endures and what principles can we now rely on?

#54 Symposium

3:00 pm–3:50 pm

201 (Convention Center)

OBM/TBA; Applied Research

Practice What We Preach: A Review of Evidence-Based Staff Training Strategies and Future Research Suggestions

Chair: Joshua Garner (The Ohio State University)

Discussant: Morten Haugland (Haugland Learning Center)

Rule No. 1, Make Your Expectations Clear: A Review of Self-Instructional Packages Used in Staff Training

MARNIE NICOLE SHAPIRO and Ziwei Xu (The Ohio State University) and Meline Pogojana (California State University)

Rule No. 2, Reinforce Good Behavior: A Review of Evidence-Based Practices to Increase Teacher Praise

ZIWEI XU, Marnie Nicole Shapiro, and Nancy A. Neef (The Ohio State University)

#55 Symposium

3:00 pm–3:50 pm

214A (Convention Center)

PRA; Applied Research

Frequency Measurement of Stereotypical Behavior Using Inertial Measurement Unit Sensors

Chair and discussant: W. Joseph Wyatt (Marshall University)

A Case for Frequency as the Preferred Measurement of Behavior

Robert Worsham, NATHAN BLENKUSH, Jason Coderre, and Nick Lowther (Judge Rotenberg Educational Center)

Frequency Measurement of Stereotypical Behavior Using Inertial Measurement Unit Sensors

ROBERT WORSHAM (Judge Rotenberg Educational Center)

#56 Invited Presenter

Don Baer Invited Address

3:00 pm–3:50 pm

Lila Cockrell Theatre (Convention Center)

PRA; Applied Research

PSY/BACB CE Offered. CE Instructor: Karen S. Budd, Ph.D.

Fifty Years of Behavioral Parent Training Research: A Look Back and a Look Forward

Chair: Mark D. Shriver (University of Nebraska Medical Center)

KAREN S. BUDD (DePaul University)



Karen S. Budd, Ph.D., is professor emerita of psychology at DePaul University, where she was on the clinical psychology faculty for 22 years. From 2005–2014, she also directed the Parent-Child Interaction Therapy Program at DePaul's Family and Community Services. Prior to joining DePaul, Dr. Budd held faculty positions at the University of Nebraska Medical Center (1975–1986) and Illinois Institute of Technology (1986–1992). Budd obtained her doctoral degree at the University of Kansas in child and developmental psychology under the mentorship of Donald M. Baer, and she later completed postdoctoral retraining in clinical psychology.

Dr. Budd's research and practice interests focus on prevention and

intervention approaches for young children with disruptive behavior problems, with a primary interest in parenting. She has published more than 75 peer-reviewed research articles and book chapters and authored three books: *Children's Feeding Disorders: Biobehavioral Assessment and Intervention*, *A Small Matter of Proof: The Legacy of Donald M. Baer*, and *Evaluation of Parenting Capacity in Child Protection*. She was awarded two fellowships as a Fulbright Senior Scholar, one in Prague, Czech Republic (2004) and a second in Kathmandu, Nepal (2014). In 2014, Budd received the Via Sapientiae Award, DePaul's highest honor for faculty and staff, for her lifetime of service to the purposes and ideals of DePaul University.

Abstract: The field of behavioral parent training began in the 1960s and has become one of the predominant empirically based clinical approaches for addressing child behavior problems and developmental delays. Three historical trends spurred the initial development of parent training: concerns about the ineffectiveness of traditional child therapy, the burgeoning growth of behavior modification, and the idea that using parents to deliver mental health services could enhance the effectiveness of therapy. Early parent training research focused on small studies examining the effects of various treatment components and training strategies based on learning principles. Subsequent trends involved the development of standardized intervention models and research on their effectiveness; examinations of generalization; and applications of parent training in areas beyond child disruptive behavior or delayed development. Despite the phenomenal growth of behavioral parent training, research has identified challenges related to parent engagement/dropout, differing responsiveness across diverse cultural and demographic groups, and the need for high quality training and supervision of practitioners. These issues constitute important current and future research directions. This presentation will provide an overview of behavioral parent training research across the decades using illustrative examples and will discuss the implications of this research for practitioners working with children and their families.

#57 Invited Presenter

3:00 pm–3:50 pm

207AB (Convention Center)

TBA; Service Delivery

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

Hello, Teacher: Evidence-Based Teaching and Behavior Analysis Today

Chair: Nicole Luke (Surrey Place Centre)

MATTHEW C. BELL (Santa Clara University)



Matthew C. Bell earned his BS in psychology from the University of New Mexico and his MA and Ph.D. in experimental psychology at the University of California, San Diego. Following work as a postdoctoral scientist at the Center for Behavioral Teratology at San Diego State University, he joined the Santa Clara University Psychology Department in 2001, where he is now an associate professor. As an experimental psychologist (really a behavior analyst), he studies conditioned reinforcement, choice behavior, and persistence using pigeons as subjects and also collaborates with Dr. Patti Simone at Santa Clara University studying remembering in older adults. He has been teaching college courses for more than 15 years, including a

course in the experimental analysis of behavior, and has an ongoing interest in evidence-based teaching to improve student learning. He has been working to evaluate a number of approaches to improve classroom pedagogy, including interteaching and publisher-provided online course modules. Some of his professional service activities include serving on the board of editors for the *Journal of the Experimental Analysis of Behavior* and a recently completed term as one of two experimental analysis of behavior area co-coordinators for the Association for Behavior Analysis International.

Abstract: Behavior analysis has a long tradition of excellence in teaching that appears to be largely overlooked by mainstream psychology. As a new teacher, Dr. Matthew C. Bell, too, initially ignored this literature and followed the time-honored method of lecturing. Recently, however, he has been reflecting upon how and what he teaches, particularly when he teaches courses in learning. His own interest comes, not coincidentally, at a time when teaching effectiveness has seen renewed attention, including the development of massive open online courses (MOOCs), a push for more university-led online courses, flipped classrooms, a new American Psychological Association journal on the scholarship of teaching and learning, and a growing literature in cognitive psychology applying the findings from the experimental memory literature to the classroom. What exactly is the best way to teach a college course to maximize student learning? What exactly should students be learning in a course on learning? Serving as a case study, Dr. Bell will address this question and describe teaching his own upper-division learning course, including what and how he teaches, the contingencies affecting his teaching behavior, and the rationale for his approach.

#58 Paper Session

3:00 pm–3:50 pm

007C (Convention Center)

TPC

Selection by Consequences at Three Levels

Chair: Jay Moore (University of Wisconsin-Milwaukee)

Selection by Consequences as a Causal Mode (Theory)

JAY MOORE (University of Wisconsin-Milwaukee)

Advantages of and Challenges to Establishing a Behavior Analytic Alternative to Cognitivist Evolutionary Psychology (Theory)

OYSTEIN VOGT and Per Holth (Oslo and Akershus University College)

BDSM: Aversive Ideas and the Cultural Contingencies That Shape our World (Theory)

DANIEL F. HORAN (The Teaching & Learning Collaboration)

#59 Symposium

3:00 pm–3:50 pm

216AB (Convention Center)

VRB/AUT; Applied Research

BACB CE Offered. CE Instructor: Timothy Michael Yeager, MA

It Is More Than a Name: The Relationship between Naming Theory, Conditioned Reinforcement, Incidental Language Acquisition, and Conditioned Seeing

Chair: Timothy Michael Yeager (California State University, Fresno)

Discussant: R. Douglas Greer (Teachers College, Columbia University)

Naming as a Function of Multiple Exemplar Instruction and 2-D Conditioning for Preferred and Neutral Stimuli

DEREK JACOB SHANMAN, Morgan Strand, and Michelle Cole-Hatchard (Fred S. Keller School)

An Analysis of the Relationship Between the Incidental Acquisition of Language and Conditioned Seeing

TIMOTHY MICHAEL YEAGER (California State University, Fresno) and R. Douglas Greer (Teachers College, Columbia University)

#60 Symposium

3:00 pm–4:50 pm

Grand Ballroom C1 (Convention Center)

AUT/DDA; Applied Research

BACB CE Offered. CE Instructor: Nicole DeRosa, Psy.D.

Considerations for Treatment of Repetitive Behavior

Chair: Nicole DeRosa (SUNY Upstate Medical University)

Discussant: William H. Ahearn (The New England Center for Children)

Evaluating Response Interruption and Redirection Using Empirically Derived Consequences

CATHERINE K. MARTINEZ and Alison M. Betz (Florida Institute of Technology)

Evaluation of Task Preference Assessments to Identify Response Interruption Redirection Tasks for the Treatment of Vocal Stereotypy

KATELYN SELVER and Kimberly Sloman (Douglass Developmental Disabilities Center, Rutgers University), Mariana Torres-Viso (Kennedy Krieger Institute), and Rebecca Schulman and Matthew L. Edelstein (Douglass Developmental Disabilities Center, Rutgers University)

An Evaluation of Treatment Outcomes for the Reduction of Motor Stereotypy

ALLISON J. MORLEY (Syracuse University) and Nicole DeRosa, Matthew Novak, Erica Moolenschot, and Henry S. Roane (SUNY Upstate Medical University)

A Comparison of Multiple Versus Chained Schedules on Rates of Stereotypy and Item Engagement

JESSICA SLATON and Gregory P. Hanley (Western New England University)

#61 Symposium

3:00 pm–4:50 pm

217C (Convention Center)

AUT/DDA; Service Delivery

BACB CE Offered. CE Instructor: Kyong-Mee Chung, Ph.D.

Applications of ABA Principles in Korean Clinical Settings: From Preschoolers to Adults

Chair: Kyong-Mee Chung (Yonsei University)

Discussant: Jinhyeok Choi (The Faison School for Autism)

Use of a Self-Monitoring System to Reduce Problem Behaviors of Two Adults With DD in Subway

NAM HO KIM and Soo Youn Kim (Yonsei University)

Effectiveness of the Manual for Treating Problem Behaviors Among Special Education Teachers
SOYOUNG HEO (Yonsei University) and Yuna Kim (Korea Institute for ABA)

Practical Issues to Run the EIBI services in Korea

HYEONSUK JANG (Korea Institute for ABA); Yumin Seo (Yonsei University); and Bonkyung Koo, Hoon Kang, and Minhee Kim (Korea Institute for ABA)

Impact of a Long-Term Food Exposure Program on Vegetable Consumption and Nutrition Intake
HYUN JUNG KIM and Sujin Lee (Yonsei University)

#62 Symposium

3:00 pm–4:50 pm

217B (Convention Center)

AUT; Applied Research

BACB CE Offered. CE Instructor: Leslie Singer, MA

Skills Training Research for Children and Young Adults With Autism Spectrum Disorder

Chair: Leslie Singer (University of South Florida)

Discussant: Maria G. Valdovinos (Drake University)

An Evaluation of a Parent Implemented In-Situ Pedestrian Safety Skills Intervention for Individuals With Autism

Bethany Harriage, Kwang-Sun Blair, and LINDSEY SLATTERY (University of South Florida)

Using Percentile Schedules of Reinforcement to Increase Interactions in Children With Autism

THERESE GUTBROD (Positive Behavior Supports Corp.) and Kimberly Crosland (University of South Florida)

Using Video Feedback to Increase Eye Contact During Mock Job Interviews for Transition Age Adults With ASD

Alexia Barnes (Trumpet Behavioral Health) and Kimberly Crosland and LESLIE SINGER (University of South Florida)

Effects of a School-Based Functional Behavior Assessment and Behavior Intervention Plan

SARA BARNES and Positive Behavior Support (University of South Florida)

#63 Symposium

3:00 pm–4:50 pm

Texas Ballroom Salon B (Grand Hyatt)

CBM; Applied Research

BACB CE Offered. CE Instructor: Timothy M. Weil, Ph.D.

Embracing and Engaging College Life: Brief Acceptance and Values-Based Interventions With College Students

Chair: Madison Gamble (University of Louisiana at Lafayette)

Discussant: Timothy M. Weil (University of South Florida)

Turning a Mountain Into a Molehill: Acceptance and Commitment Training to Increase GRE Preparation Behavior

RACHAEL JUDICE, Benjamin Ramos, Nolan Williams, Madison Gamble, Emily Squyres, and Emily Kennison Sandoz (University of Louisiana at Lafayette)

Moving Away Versus Moving Toward: The Differential Impact of Experiential Avoidance and Values Instructions on Physical Exercise

RYAN ALBARADO, Emmy LeBleu, Nolan Williams, Alyson Giesemann, and Emily Kennison Sandoz (University of Louisiana at Lafayette)

Bulletproof Vest? Protecting Against the Impact of Social Exclusion With Values Writing

EMMY LEBLEU and Emily Kennison Sandoz (University of Louisiana at Lafayette)

Eyes Wide Shut: The Impact of Flexibility Counseling With College Probation Students

ASHLYNE MULLEN, Emily Kennison Sandoz, and Lisa Landry (University of Louisiana at Lafayette)

#64 Symposium

3:00 pm–4:50 pm

204A (Convention Center)

CSE/AUT; Theory

BACB CE Offered. CE Instructor: Brigid McCormick, MA

Sexual Behavior SIG Symposium: A Behavior Analytic Perspective on Gender and Sexuality

Chair: Brigid McCormick (Instructional ABA Consultants)

Discussant: Sorah Stein (Partnership for Behavior Change)

Gender Through a Behavior Analytic Lens: Who You Are, What You Do, and Why You Do It

CHELSEY BROWN and Fawna Stockwell (The Chicago School of Professional Psychology)

Sexual Behavior and Individuals With Autism and Developmental Disabilities: A Review of the Research and Interventions

SEAN FIELD, Steven Sparks, Christopher Walmsley, and Jessica E. Frieder (Western Michigan University)

Environmental Barriers to Responsible Sexual Behavior and Possible Solutions

NICHOLAS SCHREIBER and Matt Gibson (The Chicago School of Professional Psychology)

Fighting a Hidden Battle: How Behavior Analysis Can Help to Prevent Sexual Assault in the U.S. Military

DERIC E. TONEY (University of Nevada, Reno) and Ann M. Sturtz and Fawna Stockwell (The Chicago School of Professional Psychology)

#65 Symposium

3:00 pm–4:50 pm

214C (Convention Center)

DDA/DEV; Applied Research

BACB CE Offered. CE Instructor: Casey Clay, MS

Preference Assessment Procedures: Methodology, Presentation Mode, and Stimulus Selection

Chair: Casey Clay (Utah State University)

Discussant: Anibal Gutierrez Jr. (Florida International University)

Assessing Preference of Mand Topographies During Functional Communication Training

JESSICA TORELLI, Joseph Michael Lambert, Maria-Alexandra Da Fonte, Nealetta Houchins-Juarez, Katherine Denham, and Thomas Jedzynski (Vanderbilt University)

Preference for Social Interaction in Individuals With Autism

CASEY CLAY (Utah State University), Andrew L. Samaha and Sarah E. Bloom (University of South Florida), Bistra Bogoev (Utah State University), and Megan A. Boyle (Missouri State University)

Predictive Validity of Indirect Versus Direct Preference Assessment Methods in Early Education Classrooms

KELLEY L. HARRISON, Courtney Moore, and Pamela L. Neidert (The University of Kansas)

Order of Selections in the Multiple-Stimulus Without Replacement Preference Assessment

CHRISTOPHER T. ROATH and Jennifer N. Fritz (University of Houston–Clear Lake)

#66 Symposium

3:00 pm–4:50 pm

214D (Convention Center)

DDA/EAB; Applied Research

BACB CE Offered. CE Instructor: Pamela L. Neidert, Ph.D.

Factors Influencing Preference and Reinforcer Assessment Outcomes

Chair: Pamela L. Neidert (The University of Kansas)

Discussant: Jennifer L. Austin (University of South Wales)

Investigating Stochastic Transitivity in Paired-Stimulus Preference Assessment Data

ALLISON JOSEPHINE CASTLE (Western New England University) and Jason C. Bourret (The New England Center for Children)

Stability of Preschooler's Preference for and Reinforcing Efficacy of Edible and Leisure Items

COURTNEY MOORE and Pamela L. Neidert (The University of Kansas), Brian D. Greer (University of Nebraska Medical Center), and Kelley L. Harrison (The University of Kansas)

The Effects of Preference Assessment Type on Problem Behavior

SARA BETH RAWLINGS (Kennedy Krieger Institute), Jeanne M. Donaldson (Texas Tech University), and SungWoo Kahng (University of Missouri)

Reinforcer Assessments: Current Trends and Future Directions

Megan Borlase and Tina Sidener (Caldwell College), DANIELLE L. GUREGHIAN (Garden Academy), and April N. Kisamore (Caldwell College)

#67 Symposium

3:00 pm–4:50 pm

Texas Ballroom Salon E (Grand Hyatt)

DEV/EAB; Basic Research

BACB CE Offered. CE Instructor: Michael Lamport Commons, Ph.D.

Relationships Between Reinforcement Value and Behavioral Stages of Development II

Chair: Michael Lamport Commons (Harvard Medical School)

Discussant: Patrice Miller (Salem State University)

Replacing Maslow Needs Hierarchy With Behavioral Developmental Stage-Reinforcement Value to Make Sense of Moral Ambition

WILLIAM JOSEPH HARRIGAN (Harvard University)

The Behavioral Development Stage as Shown in Forensic Experts' Perceptions of Expert Bias

SHULING JULIE CHEN (Dare Association, Inc.), Michael Lamport Commons (Harvard Medical School), Patrice Miller (Salem State University), Eva Yujia Li (University of Connecticut), and Thomas Gutheil (Harvard Medical School)

The Behavioral Developmental Stage-Reinforcement Value Model: Implications for the Changing Standards of Care

DANIEL GORTZ (University of Lund) and Michael Lamport Commons (Harvard Medical School)

The Societal Attractors Based on Long-Term Contingencies May Produce a Flatter Organization in the 21st Century

SAGUN GIRI (Dare Association, Inc.), Daniel Gortz (University of Lund), and Michael Lamport Commons (Harvard Medical School)

#68 Symposium

3:00 pm–4:50 pm

006C (Convention Center)

EAB/PRA; Applied Research

BACB CE Offered. CE Instructor: Iser Guillermo DeLeon, Ph.D.

Translational Research on Persistence and Relapse

Chair: Christopher A. Podlesnik (Florida Institute of Technology)

Discussant: Iser Guillermo DeLeon (Kennedy Krieger Institute)

Local Patterns of Resurgence Following Repeated Contingency Reversals Between Target and Alternative Responding

JOHN BAI and Sarah J. Cowie (University of Auckland) and Christopher A. Podlesnik (Florida Institute of Technology)

Effects of Separating Target- and Alternative-Reinforcement Contexts on Relapse Following Differential Reinforcement of Alternative Behavior

ANDREW R. CRAIG, Mary Margaret Sweeney, and Timothy A. Shahan (Utah State University) and John A. Nevin (University of New Hampshire)

Convergence of Progressive-Ratio Analyses and Momentum as a Measure of Response Strength

CLARE LIDDON, Michael E. Kelley, and Aurelia Ribeiro (Florida Institute of Technology)

An Evaluation of Behavioral Persistence With Academic Performance

KELLY M. SCHIELTZ, David P. Wacker, and Brooke Natchev (The University of Iowa)

#69 Symposium

3:00 pm–4:50 pm

006D (Convention Center)

EAB; Basic Research

BACB CE Offered. CE Instructor: Kyle Rowsey, MS

Experimental Analysis of Gambling Behavior

Chair: Kyle Rowsey (Southern Illinois University)

Discussant: Jeffrey N. Weatherly (University of North Dakota)

Gambling Persistence: Repeated Choice as an Abolishing Operation

SETH W. WHITING (Yale University) and Karl Gunnarsson and Mark R. Dixon (Southern Illinois University)

Increasing Response Effort Impacts Wager Sizes of Slot Machine Gamblers

KARL GUNNARSSON, Kyle Rowsey, and Mark R. Dixon (Southern Illinois University)

Evaluating the Effects of Losses Disguised as Wins and Auditory Input on Gambling Behavior

KRISTIN ROBINSON and Alyssa N. Wilson (Saint Louis University)

An Evaluation of the Effects of Decreasing Win Rate on Slot Machine Gambling

MATTHEW L. JOHNSON and Mark R. Dixon (Southern Illinois University)

#70 Symposium

3:00 pm–4:50 pm

210AB (Convention Center)

EDC/AUT; Service Delivery

BACB CE Offered. CE Instructor: Kent Johnson, Ph.D.

Learning Skills, Learning to Learn Repertoires, and Generativity

Chair: Kent Johnson (Morningside Academy)

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

TAG Teaching Learning Skills With Primary and Middle School Students

SHEILA HABARAD, Marianne Delgado, Geoffrey H. Martin, and Joanne K. Robbins (Morningside Academy)

The Success of Talk Aloud Problem Solving With Youth With Autism

ANNE BISHOP (Haugland Learning Center) and Joanne K. Robbins (Morningside Academy)

Agility: Conceptual Aspects and Academic Applications

STAHLEI MEYER and Timothy C. Fuller (University of Nevada, Reno) and William D. Newsome and Kendra B. Newsome (Fit Learning)

Generative Procedures for Individuals With Disabilities: A Review of Stimulus Equivalence Procedures and Outcomes

ADAM MICHAEL PEAL (The Pennsylvania State University)

#71 Symposium

3:00 pm–4:50 pm

218 (Convention Center)

EDC; Applied Research

Procedural Variations for Teaching Conditional Discrimination

Chair: Jennifer J. McComas (University of Minnesota)

Discussant: Einar T. Ingvarsson (University of North Texas)

Conditional-Discrimination Through Mand-Training for Participants With Rett Syndrome

JESSICA J. SIMACEK, Jennifer J. McComas, and Joe Reichle (University of Minnesota)

Teaching Manding for Help as a Conditional Discrimination

VICTORIA SMITH, Nicole M. Rodriguez, Megan Ashley Levesque, and Jessica Niemeier (University of Nebraska Medical Center)

The Effect of Array Size on Conditional Discrimination Learning in a Child With an Autism Spectrum Disorder

LAURA L. GROW and Rebecca Van Der Hijde (The University of British Columbia)

Order of Stimulus Presentation Influences Children's Acquisition of Auditory-Visual Conditional Discriminations

ANNA I. PETURSDOTTIR and Gabriella Aguilar (Texas Christian University)

#72 Symposium

3:00 pm–4:50 pm

007D (Convention Center)

TPC/VRB; Applied Research

BACB CE Offered. CE Instructor: Lee L. Mason, Ph.D.

Contemporary Applications of Behavioral Phenomenological Research

Chair: Lee L. Mason (The University of Texas at San Antonio)

Discussant: Alonzo Andrews (The University of Texas at San Antonio)

Psychology Students' Observations of Autism: The Relationship Between Salient Stimulus Control and Mentalisms

ALONZO ANDREWS (The University of Texas at San Antonio)

Glerm: An Investigation of Hermeneutical Strategies for Conditioning Rule-Governed Behavior

LEE L. MASON (The University of Texas at San Antonio)

Examining Parent/Child With Autism Interactions Through Augmentative and Alternative Communication

ALLEGRA MONTEMAYOR (The University of Texas at San Antonio)

A Behavioral Phenomenological Exploration of Maker Identity

DON DAVIS (The University of Texas at San Antonio)

#73 Symposium

3:00 pm–4:50 pm

217A (Convention Center)

VRB/PRA; Applied Research

Emergence of Novel Responses in Teaching Environments: Evaluations of Teaching Efficiency

Chair: Sarah J. Miller (Louisiana State University)

Discussant: Amanda Karsten (Western New England University)

An Evaluation of the Emergence of Equivalence Relations Across Multiple Exemplars

STACY A. CLEVELAND, Sarah Dickman, and Alice Shillingsburg (Marcus Autism Center)

Using Criterion-Level Probes to Evaluate Mastery When Teaching Intraverbal Conditional Discriminations to Children With Autism

JENNIFER HAGGAR, Einar T. Ingvarsson, and Emily Ferris (University of North Texas)

The Effects of Stimulus Control Transfer, Prompting on the Emergence of Pure Mands

MICHELE R. TRAUB, Lindsay Mehrkam, and Timothy R. Vollmer (University of Florida)

Evaluating Teaching Efficiency in Reading and Spelling Instruction

SARAH J. MILLER, George H. Noell, Elise Baker, and Catherine Lark (Louisiana State University)

#74 B. F. Skinner Lecture Series

4:00 pm–4:50 pm

Lila Cockrell Theatre (Convention Center)

AAB; Applied Research

PSY/BACB CE Offered. CE Instructor: Megan E. Maxwell, Ph.D.

Training Sniffer Dogs as Lab and Field Research Assistants: What They Can Teach Us

Chair: Megan E. Maxwell (Pet Behavior Change, LLC)

SIMON GADBOIS (Dalhousie University)



Dr. Simon Gadbois is a canid researcher at Dalhousie University, Halifax, Canada. After studying behavioral endocrinology and behavior patterns in wild canids (foxes, coyotes, and wolves) for 15 years, he began a research program with sniffer dogs. He is particularly interested in the application of sniffer dogs to biomedical diagnostics, and for the detection and search of invasive species and species-at-risk. His approach to canine behavior and sensory processing is influenced by the ethologists (John Fentress, Peter McLeod, and Fred Harrington); experimental psychologists (Werner Honig, Vincent LoLordo, and Marvin Krask); and neuroscientists (Will Moger, Shelley Adamo, and Richard Brown) he has

worked with since 1986. He believes in a strong integration and synthesis of ethology, experimental psychology, and neuroscience. He uses animal learning principles in fundamental and applied olfactory psychophysics and is strongly influenced by Gibsonian psychology (from J. J. Gibson, the “Skinner of Perception”) and zoosemantics. Dr. Gadbois is director of the Canid Behaviour Research Laboratory at Dalhousie University and the Canadian representative of the International Council of Ethologists. His work on wolves, coyotes, and dogs has been featured in documentaries (e.g., PBS Nature, National Film Board of Canada), and he has been a frequent guest speaker in North America and Europe since 2007.

Abstract: Training sniffer dogs for specialty work, especially in the field, requires an unusual set of skills and knowledge: fluid dynamics, analytical chemistry, psychophysics, microclimatology, and micrometeorology. Dogs are complex animals, and even the lab work (during training, or for diagnostic work) can have its challenges with long sessions of repetitive behaviors (e.g., responses in go/no-go tasks) with few stimuli and a sterilized and aseptic environment. Basic questions arise: Should we try to manipulate the dog, the stimuli, or the whole environment? When are interferences too much, or too little? And how can we train our dogs to succeed and keep performance steady over time? Dr. Simon Gadbois will address four main issues: (1) The role of motivation; (2) olfactomotor activation; (3) affordance training; and (4) understanding the where, what, and how much sub-systems of olfactory processing. He will, for example, discuss how modern training and assessment techniques treat olfactory detection and discrimination as a memory task when in fact, it is a fundamental sensory-perceptual task. Testing procedures that are mnemonically challenging should instead focus on perceptually challenging tasks. Dr. Gadbois will discuss how smell is a percept that needs to be processed in context. Much of this talk is derived from, and expands on, Gadbois & Reeve (2014) .

Saturday, May 23

#75 Symposium

4:00 pm–4:50 pm

217D (Convention Center)

AUT/VRB; Applied Research

BACB CE Offered. CE Instructor: Sigmund Eldevik, Ph.D.

Procedures Leading to Emergent Verbal Behavior in Children With Autism

Chair: Sigmund Eldevik (Oslo and Akershus University College)

Discussant: Ellie Kazemi (California State University, Northridge)

Emergent Intraverbal Forms May Occur as a Result of Teaching Receptive Discriminations in Children With Autism

SVEIN EIKESETH (Oslo and Akershus University College) and Dean Smith (UK Young Autism Project)

Teaching Adolescents With Autism to Use Past Tense Verbs Through Sufficient Exemplars

SIGMUND ELDEVIK (Oslo and Akershus University College) and J. Carl Hughes (Bangor University)

#76 Panel Discussion

4:00 pm–4:50 pm

Grand Ballroom C2 (Convention Center)

AUT; Service Delivery

Lessons Learned From Opening an Intensive Residential Treatment Program for Children With Autism

Chair: R. Wayne Fuqua (Western Michigan University)

JEANA L. KOERBER (Great Lakes Center for Autism Treatment and Research)

CALVIN J. GAGE (Great Lakes Center for Autism Treatment and Research)

SCOTT N. SCHRUM (Residential Opportunities, Inc.)

NEIL DEOCHAND (Western Michigan University)

#77 Symposium

4:00 pm–4:50 pm

Texas Ballroom Salon C (Grand Hyatt)

CSE/TPC; Theory

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

Ethical Considerations of Telehealth Behavioral Services

Chair: Thomas L. Zane (Institute for Behavioral Studies, Endicott College)

Utilizing Telehealth Technology to Expand ABA Services to Rural Regions of Virginia—Ethical Issues in the Translation of Research to Practice

YANIZ C. PADILLA DALMAU, Emily Huber Callahan, and Ethan S. Long (Virginia Institute of Autism) and David P. Wacker (The University of Iowa)

Ethical Challenges Encountered in Teleconsultation Services

STEPHANIE M. PETERSON, Marissa Allen, Rebecca Renee Wiskirchen, and Denice Rios (Western Michigan University)

Outcome Data and Ethical Considerations of a Web-Based Interactive Multimedia Treatment for Depression

C. RICHARD SPATES (Western Michigan University)

#78 Symposium

4:00 pm–4:50 pm

214B (Convention Center)

DDA/CSE; Service Delivery

BACB CE Offered. CE Instructor: Kimberly E. Church, Psy.D.

Sexually Harmful Behavior: Data-Based Interventions

Chair: Kimberly E. Church (Human Development Center)

Current Developments in Assessing Appropriateness of Treatment Fade-Out for Adults With Intellectual Disabilities and Sex Offending Behavior

VALERIA PAREJO, Stephani Fauerbach, and Kimberly E. Church (Human Development Center)

Multi-Component Behavioral Intervention Reduces Sexually Harmful Behavior in Adolescents With Sexually Harmful Behavior

DUNCAN PRITCHARD, Nicola Graham, and Heather Penney (Aran Hall School) and F. Charles Mace (Nova Southeastern University)

Case Examples of Successful Transition of Sex Offenders From Intensive Residential Habilitation to Supported Living

KIMBERLY E. CHURCH, Stephani Fauerbach, and Valeria Parejo (Human Development Center)

#79 SQAB Tutorial

4:00 pm–4:50 pm

103AB (Convention Center)

EAB; Basic Research

To Infinity and Beyond: Why Zoos and Other “Nontraditional” Settings Are Important to the Future of Behavior Analysis

Chair: Lindsay Mehrkam (University of Florida)

CHRISTY A. ALLIGOOD (Disney’s Animal Kingdom)



Dr. Christy Alligood received an MA (2003) from the University of North Carolina at Wilmington and a Ph.D. (2007) from West Virginia University. She is a doctoral-level Board Certified Behavior Analyst. Since 2007, she has worked at Disney’s Animal Kingdom in Orlando, Florida. Much of her initial work focused on a multi-faceted conservation program for Key Largo woodrats, which received a Bean Award for Significant Achievement in Captive Breeding from the Association of Zoos and Aquariums (2009) and a Federal Challenge Grant (2010) in collaboration with the Crocodile Lake National Wildlife Refuge for population monitoring work on Key Largo. Dr. Alligood now works with the Science Operations Team, where she focuses

on projects involving training, enrichment, and animal learning. She is an instructor for the AZA Animal Training Applications in Zoo and Aquarium Settings professional development course. She is the coordinator of the ABAI Special Interest Groups Board, co-coordinator of the ABAI Applied Animal Behavior Program Area, and past president of the Southeastern Association for Behavior Analysis. Dr. Alligood also has worked in home, school, and clinic settings with children with challenging behavior and their caregivers and teachers, and has supervised students in these areas of practice.

Abstract: In recent years, several authors have argued that zoos should be interested in behavior analysis (e.g., Maple 2007, Bloomsmith et al. 2007) . But why should behavior analysts be interested in zoos? Modern zoological institutions place a growing emphasis on animal welfare, with goals including encouraging species-typical behavior, introducing novel sensory stimulation, and providing opportunities for choices within animal environments. In pursuit of these goals, zoos have recruited experts in specialized areas such as nutrition, pathology, endocrinology, aquatic medicine, and water chemistry. Although behavioral outcomes are central to animal welfare goals, the roster of experts at a given zoo rarely includes a behavior analyst. In this presentation, Dr. Christy Alligood will discuss the influence of behavior analysis on current practices at zoological institutions, including some examples of training and environmental enrichment at Disney’s Animal Kingdom. She also will suggest some ways in which the zoo setting presents golden opportunities for applications of behavior analysis, and some reasons that “nontraditional” settings in general are important to the future of behavior analysis.

#80 Paper Session

4:00 pm–4:50 pm

202AB (Convention Center)

OBM

Bringing New Concepts to OBM Practice and Research

Chair: Thomas C. Mawhinney (University of Detroit Mercy)

A Taxonomy of Performance-Related Organizational Practices (Applied Research)

THOMAS C. MAWHINNEY (University of Detroit Mercy) and Joshua K. Pritchard (Florida Institute of Technology)

A Behavioral Perspective on Lean Techniques in Service (Non-Manufacturing) Environments

(Service Delivery)

EDWARD BLACKMAN (Western Michigan University)

#82 B. F. Skinner Lecture Series

4:00 pm–4:50 pm

006AB (Convention Center)

SCI; Basic Research

BACB CE Offered. CE Instructor: Suzanne H. Mitchell, Ph.D.

Applying Behavioral Economics to Understand Addictive Behavior: A Translational Approach

Chair: Suzanne H. Mitchell (Oregon Health & Science University)

JAMES MACKILLOP (McMaster University)



James MacKillop is the Peter Boris Chair in Addictions Research and professor of psychiatry and behavioral neurosciences at McMaster University. Dr. MacKillop trained as a clinical psychologist at the State University of New York at Binghamton (BA, MA, Ph.D.) and Brown University (predoctoral internship). He completed a postdoctoral fellowship at Brown's Center for Alcohol and Addiction Studies. Dr. MacKillop's research has generated more than 130 peer-reviewed publications and other works, and he has been principal investigator or co-investigator on grants from the National Institutes of Health, the Robert Wood Johnson Foundation, and the Alcoholic Beverage Medical

Research Foundation. His work has been recognized by a career award from the National Institute on Alcohol Abuse and Alcoholism, the G. Alan Marlatt Award for Distinguished Scientific Early Career Contributions from the Society for Addiction Psychology, and the Young Investigator Award from the Research Society on Alcoholism. In addition to his own research, he is active in peer review, serving as field editor for the journal *Alcoholism: Clinical and Experimental Research*, associate editor for *Nicotine and Tobacco Research*, assistant editor for *Addiction*, and as a standing member of the Clinical and Health Services Review Subcommittee of the National Institute on Alcohol Abuse and Alcoholism.

Abstract: From a behavioral perspective, psychoactive drugs are powerful positive and negative reinforcers and drug addiction reflects an acquired syndrome in which drug reinforcement becomes prepotent in an individual's life. The discipline of behavioral economics integrates concepts and methods from psychology and economics to understand human behavior, including importing microeconomic methods for studying choices among reinforcers. This lecture will review recent work developing the purchase task methodology, which uses microeconomic demand curve analysis to characterize the relative reinforcing efficacy of alcohol, tobacco, and other drugs. In addition to improving the assessment of individual variation in the value of a drug as a reinforcer, this approach has significantly contributed to the measurement of acute motivation in laboratory studies, to the understanding of the neural basis of drug consumption decision making, and to understanding treatment mechanisms. As such, the purchase task approach provides a translational platform for advancing both basic and clinical science.

#83 Paper Session

4:00 pm–4:50 pm

007C (Convention Center)

TPC

Advances in the Analysis of Everyday Behavior

Chair: Michael C. Clayton (Missouri State University)

Distracted Driving: Naturalistically Reconsidered (Theory)

MICHAEL C. CLAYTON (Missouri State University)

Behavioral Contingency Analysis of Motor-Skill Behavior (Theory)

PARSLA VINTERE (Queens College, City University of New York)

#84 Panel Discussion

Student Committee Event

4:00 pm–4:50 pm

216AB (Convention Center)

VRB; Applied Research

Professional Development Series: Verbal Behavior Developmental Theory and Teaching as Applied Behavior Analysis: From Pre-Listeners to Accelerated Independent Learners

Chair: Jennifer Lee (Teachers College, Columbia University)

JEANNE MARIE SPECKMAN (Fred S. Keller School)

LIN DU (Teachers College, Columbia University)

DEREK JACOB SHANMAN (Nicholls State University)

#85 Poster Session

5:00 pm–7:00 pm

Exhibit Hall C (Convention Center)

EAB

Chair: Federico Sanabria (Arizona State University)

Discussant: James S. MacDonall (Fordham University)

1. Developing an Animal Model of the Balloon Analogue Risk Task (AAB; Basic Research) MARISOL LAUFFER, Timothy D. Hackenberg, and Lavinia C. M. Tan (Reed College)

2. Positive Automaintenance in Spontaneously Hypertensive and Normotensive Rats (BPH; Basic Research) CHRISTOPHER MARIO and Carlos F. Aparicio Naranjo (Salem State University)

3. Evidence for Threat Discounting as an Individual Difference Variable in Neuroimaging Research on Anxiety (CBM; Basic Research) ADAM BREWER (Florida Institute of Technology), Sandy Magee (University of North Texas), David M. Richman (Texas Tech University), Simon Dymond (Swansea University), and Michael W. Schlund (University of North Texas)

4. Discounting of Delayed and Probabilistic Rewards in Mono- and Poly-Drug Users (CBM; Applied Research) DIANA MEJÍA CRUZ (National Autonomous University of Mexico), Leonard Green and Joel Myerson (Washington University), and Silvia Morales Chaine and Javier Nieto Gutierrez (National Autonomous University of Mexico)

5. Not So Bad: Avoidance Modulates Anterior Cingulate and Medial Prefrontal Cortex Responses to Threat (CBM; Basic Research) SANDY MAGEE (University of North Texas), Adam Brewer and David M. Richman (Texas Tech University), Simon Dymond (Swansea University), and Michael W. Schlund (University of North Texas)

6. Adult ADHD and Decision-Making: Delay Discounting of Money and Condom-Protected Sex (DDA; Basic Research) MARY MARGARET SWEENEY, Patrick S. Johnson, Steven Pennybaker, and Matthew W. Johnson (Johns Hopkins University School of Medicine)

7. Correlation Between Body Mass Index and Delay Discounting of Different Rewards (DEV; Basic Research) RAUL AVILA, Chyntia Diaz, Aldo Toledo, and Karla Campos (National Autonomous University of Mexico)

- 8. Children's Performance on the Balloon Analogue Task** (DEV; Basic Research) ARACELI MORENO, Amanda Small, Mikayla Gilbreath, Brandon McColley, and Elias Robles (Arizona State University)
- 9. The Effects of a Semester Long Financial Education Course on Delay Discounting** (OBM; Basic Research) WILLIAM DEHART, Jean Lown, and Amy Odum (Utah State University)
- 10. Self-Control, Impulsivity, and Delay Discounting In Elementary School Children** (Basic Research) LORI-ANN B. FORZANO and McKenna O'Keefe (The College at Brockport, State University of New York) and Michiko Sorama (Kobe Gakuin University)

Discussant: Christina M. Peters (University of Nevada, Reno)

- 11. Within Subject Comparisons of Indifference Points Obtained From a Survey and a Visual Analogue Scale** (Basic Research) JONATHAN E. FRIEDEL and Amy Odum (Utah State University)
- 12. Measuring Indifference Points of Ethical Issues Among Future Substance Abuse Counselors** (Basic Research) MATTHEW E. SPRONG (University of Montana-Billings) and Frank D. Buono (Southern Illinois University)
- 13. Comparison of Temporal and Probabilistic Discounting Between Smokers, Ex-Smokers, and Non-Smokers Participants** (Applied Research) ALEJANDRA LOPEZ MONTOYA and Silvia Morales Chaine (National Autonomous University of Mexico)
- 14. Effects of Deprivation Level on Probability Discounting in Pigeons** (Basic Research) DAIKI MISHIMA and Koji Hori (Rikkyo University)
- 15. The Relation Between the Degree of Social Discounting and the Selfishness Measured in Ultimatum Game** (Basic Research) TAKEHARU IGAKI (Ryutsu Keizai University)
- 16. Discounting Delayed Rewards as a Function of Delay Until the Smaller Reward** (Basic Research) BENJAMIN KOWAL and Sarah Lassiter (University of Arkansas at Little Rock)
- 17. Examining Potential Mechanisms of the Effects of Opportunity Costs on Delay Discounting** (Basic Research) JILLIAN RUNG and Gregory J. Madden (Utah State University)
- 18. Delay Discounting of Gains and Losses in Marijuana Users With Anxiety and Depression Symptoms** (Applied Research) SILVIA MORALES CHAINE (Morales) and Danae Ramirez Arriaga (National Autonomous University of Mexico)
- 19. A New Model of Discounting: Choice Between Consequences of Conflicting Valence** (Basic Research) AARON DUMAS, Forrest Toegel, and Michael Perone (West Virginia University)
- 20. Discounting of Delayed Lotteries: Simultaneous and Separate Devaluation by Time and Probability** (TPC; Basic Research) WOJCIECH BIALASZEK (University of Social Sciences and Humanities), Piotr Zielonka (Warsaw University of Life Sciences), and Pawel Ostaszewski (University of Social Sciences and Humanities)
- 21. Descriptive and Arbitrary Verbal Stimuli in an Observing-Response Procedure With Serial Stimuli** (VRB; Basic Research) Katya Quiñones and ROGELIO ESCOBAR (National Autonomous University of Mexico)

#86 Poster Session

5:00 pm–7:00 pm

Exhibit Hall C (Convention Center)

AAB

Chair: Terri M. Bright (Massachusetts Society for the Prevention of Cruelty to Animals)

Discussant: Nathaniel Hall (University of Florida)

- 23. Using Big Rats and Behavior Analysis to Address Pressing Humanitarian Issues** (Applied Research) TIMOTHY EDWARDS, Christophe Cox, and Bart Weetjens (Anti-Personnel Landmines Detection Product Development) and Alan D. Poling (Western Michigan University)
- 24. Use of Preference Assessments and Structured Adopter-Dog Interactions Increases Adoptions** (Applied Research) ALEXANDRA PROTOPOPOVA and Maria Brandifino (University of Florida) and Clive Wynne (Arizona State University)

25. Differential Reinforcement of Other Behavior to Reduce Pawing in Horses (Applied Research)
Devon Belding and ADAM E. FOX (St. Lawrence University)

26. Teaching a Cat to Go to a Safe Place During a Tornado Using Stimulus Control and Shaping Procedures (TBA; Service Delivery) REGAN GARDEN and Jesus Rosales-Ruiz (University of North Texas)

27. Identifying Behavioral Precursors to Play-Induced Aggression in Domestic Dogs (TPC; Applied Research) LINDSAY MEHRKAM, Cassandra Vazquez, Taylor Whitley, and Cashmere Caragan (University of Florida) and Clive Wynne (Arizona State University)

28. Precision Teaching and Applied Animal Behavior: Using Precision Teaching to Train a Service Dog (Applied Research) SHOSHANA STEIN (Ivy Tech Community College) and Sorah Stein (Partnership for Behavior Change)

Discussant: Chris Varnon (Oklahoma State University)

29. Impulsivity and Perseveration in Owned and Shelter Dogs (EAB; Basic Research) LISA GUNTER and Clive Wynne (Arizona State University)

30. What Can a Deaf-Blind Dog Do? Scent Discrimination as Environmental Enrichment (TBA; Applied Research) VALERI FARMER-DOUGAN and Jaime Earl (Illinois State University)

31. Differences in Reward Sensitivity Between Hearing and Visually Impaired and Normal Hearing and Vision Dogs (EAB; Basic Research) VALERI FARMER-DOUGAN and Terry Coughlin (Illinois State University)

32. Generalized Identity Matching With a Dog: A Stimulus Control Approach (Applied Research)
TRACY FRIER (University of North Texas)

33. Punishing an Operant Response in *Betta splendens* Without the Use of Shock (Basic Research)
DIANA SADER and Joseph J. Pear (University of Manitoba)

34. Evaluating the Spatial Learning of the Red Claw Crayfish, *Cherax quadricarinatus* (EAB; Basic Research) ALEXIS WASHA, Kelti Owens, and Jordan Belisle (Southern Illinois University); Caleb Stanley (The University of Mississippi); and Mark R. Dixon (Southern Illinois University)

#87 Poster Session

5:00 pm–7:00 pm

Exhibit Hall C (Convention Center)

CBM

Chair: Steven R. Lawyer (Idaho State University)

Discussant: Daniel W. Maitland (Western Michigan University)

35. An Evaluation of Free-Pour Training Procedures for College Students (Service Delivery) Emily Metz (Franklin County Board of Developmental Disabilities) and Katrina Bettencourt, MOLLY HANKLA, Audrey Campbell, Amir Cruz-Khalili, and Carolyn S. Kohn (University of the Pacific)

36. Demonstrating the Validity of the Video Game Functional Assessment-Revised (Applied Research)
FRANK D. BUONO (Southern Illinois University)

37. Child Raising Practices Associated to Problematic Behavior Reduction: A Public Health Approach (Applied Research) SILVIA MORALES CHAÍNÉ (National Autonomous University of Mexico)

38. Measuring Quality of Life Variables in Older Adults With Dementia in a Special Care Unit (Applied Research) CHRISTOPHER WALMSLEY, Erin E. Watkins, and Alan D. Poling (Western Michigan University)

39. Decreasing Disruptive Behavior During Routine Dental Visits: A Video Modeling Intervention for Young Children (Applied Research) JEFFREY F. HINE, Ryan Hajek, Holly Roberts, and Keith D. Allen (University of Nebraska Medical Center)

40. Effectiveness of Cognitive Behavioral Intervention to Smoking Cessation in College Students (PRA; Applied Research) JENNIFER LIRA MANDUJANO and Sara E. Cruz-Morales ((National Autonomous University of Mexico)

Discussant: Gretchen A. Dittrich (Simmons College)

41. Factors Associated With the Drop-Out of a Cognitive Behavioral Intervention Brief for Smoking Cessation (PRA; Applied Research) JENNIFER LIRA MANDUJANO, Cesar Carrascoza, and Sara E. Cruz-Morales (National Autonomous University of Mexico)

42. Effects of a Personal Exercise Program on the Physical Health and Psychological Adjustment Among Individuals With SCI (PRA; Applied Research) Harim Kim, KYONG-MEE CHUNG, Justin Y. Jeon, and Dong Il Kim (Yonsei University)

43. Functional Analysis of Noncompliance Behaviors of Children and Adolescents in a Medical Treatment Situation (PRA; Applied Research) ROBSON ZAZULA (Universidade Federal da Integração Latino Americana) and Márcia Cristina Gon Caserta Caserta (Universidade Estadual de Londrina)

44. Anxiety in University Academics of Iztacala's Mexican University (PRA; Applied Research) BENITA CEDILLO ILDEFONSO, Susana Meléndez, Norma Cortés, Veronica Monroy, and Alejandra Pérez (National Autonomous University of Mexico)

45. An Examination of Treatment Wording on Treatment and Therapist Acceptability (PRA; Applied Research) MARK D. SHRIVER, Brea Banks, Mindy Chadwell, and Keith D. Allen (University of Nebraska Medical Center)

46. Correspondence Between Direct and Indirect Measures of Tic Severity Varies (CSE; Applied Research) JENNIFER ALEXANDER (Texas A&M University), Douglas W. Woods (University of Wisconsin, Milwaukee), John Piacentini (University of California, Los Angeles), Lawrence Scahill (Emory University), John Walkup (Cornell University), and Sabine Wilhelm (Harvard Medical School)

47. Inappropriate Verbalizations (VRB; Applied Research) TIMOTHY TEMPLIN (HABA)

#88 Poster Session

5:00 pm–7:00 pm

Exhibit Hall C (Convention Center)

DEV

Chair and discussant: Martha Pelaez (Florida International University)

49. Preference for Similar Others: Replication and Extension (TPC; Theory) KATRINA BETTENCOURT, Amir Cruz-Khalili, Audrey Campbell, Molly Hankla, and Carolyn S. Kohn (University of the Pacific)

#89 Poster Session

5:00 pm–7:00 pm

Exhibit Hall C (Convention Center)

EDC

Chair: Sarah R. Jenkins (The University of Kansas)

Discussant: Regina A. Carroll (West Virginia University)

50. Effects of Physical Activity on Academic and Behavioral Performance of Children With Behavior Problems: An Analysis of Single Case Studies (DEV; Applied Research) JEFFERY HART and David L. Lee (The Pennsylvania State University)

51. Challenging Behavior Service: Analyzing New Trainees Behavior Knowledge Across Disciplines (Service Delivery) JAYME MEWS and Brenda J. Bassingthwaite (University of Iowa Children's Hospital) and Sean D. Casey (The Iowa Department of Education)

52. Identifying Academic Demands That Occasion Problem Behaviors for Students With Behavioral Disorders: A Functional Analytic Approach (Applied Research) SHANNA HAGAN-BURKE (Texas A&M University), Maria Gilmour (Wynne Solutions), Stephanie Gerow (Texas A&M University), and William Crowder (Piedmont College)

53. Effects of Accumulated and Distributed Reinforcers on Academic Responding and Problem Behavior (Applied Research) NICOLE ROBINSON and Claire C. St. Peter (West Virginia University)

54. A Functional Behavioral Assessment-Based Intervention of Academic Engagement of Students in the Regular Classroom (Applied Research) CHIHARU BABA, Narumi Yamamura, and Junko Tanaka-Matsumi (Kwansei Gakuin University)

55. The Effects of Self-Management Strategies on the On-Task Behaviors of High School Students With Disabilities in General Education (Applied Research) KATHLEEN COOK, Elias Cilnton, and Sara Snyder (University of Georgia)

Discussant: Einar T. Ingvarsson (University of North Texas)

56. An Evaluation of Preschool Children's Preferences for Types of Attention Across Different Adults (Applied Research) MARY HALBUR, Lindsay M. Knapp, Trista Linn, Marie Erickson, Mackenzie Schroeder, and Julie A. Ackerlund Brandt (St. Cloud State University)

57. An Evaluation of the Efficacy of and Preference for Pre-Session and Within-Session Reinforcer Choice Across Primary and Secondary Reinforcers on Acquisition Skills of Preschool Children (Applied Research) TRISTA LINN, Lindsay M. Knapp, Marie Erickson, and Julie A. Ackerlund Brandt (St. Cloud State University)

58. An Evaluation of the Effectiveness of the Good Behavior Game in a Tier 2 High School Special Education Classroom (PRA; Applied Research) WILLIAM J. SWEENEY (University of South Dakota)

59. Increasing Preschool Teacher Involvement in Functional Behavior Assessments (PRA; Service Delivery) ELLEN VANDELAAR, Carley Rector, and Mandy J. Rispoli (Texas A&M University)

60. Long-Term Evaluation of School-Wide Positive Behavior Interventions in Rurally Located Elementary and Middle Schools (PRA; Applied Research) LEIA D. BLEVINS and James J. Fox (East Tennessee State University)

61. A Small/Efficient Token Economy to Increase Work Completion in a Kindergarten Student (PRA; Applied Research) KIM SAIN and Ryan Sain (Eastern Washington University)

#90 Poster Session

5:00 pm–7:00 pm

Exhibit Hall C (Convention Center)

AUT

Chair: Ivy M. Chong Crane (Florida Institute of Technology)

Discussant: Ivy M. Chong Crane (Florida Institute of Technology)

62. Evaluating the Use of Two Seating Arrangements on Skill Acquisition (Applied Research) MEGAN ASHLEY LEVESQUE, Amber R. Paden, Kari J. Adolf, Ami J. Rourke, and Heather Doll (University of Nebraska Medical Center) and Nitasha Dickes (Eden II Programs)

63. Peer-Mediated Interventions for High School Students With Autism: Predictors of Treatment Response (EDC; Applied Research) REBECCA A. SHALEV (New York University Langone Medical Center), Gregory L. Lyons and Jennifer M. Asmus (University of Wisconsin-Madison), Erik Carter (Vanderbilt University), Daniel Bolt (University of Wisconsin-Madison), and Heartley Huber (Vanderbilt University)

64. Social Skills Instruction for Students With Autism Spectrum Disorders Delivered Through a Peer Network (EDC; Applied Research) TIFFANY BORN, Jennifer M. Asmus, Gregory L. Lyons, Lori Beth Vincent, and Jenna LeQuia (University of Wisconsin- Madison)

65. Comparison of the Efficacy of Parent Generated and Delivered Social Stories and Videomodeling in Teaching Prosocial Skills to Children With AS (EDC; Applied Research) CIMEN ACAR and Elif Tekin-Iftar (Anadolu University) and Ahmet Yikmis (Abant Izzet Baysal University)

66. Video Modeling to Train Staff to Deliver Preferred Qualities of Attention (EDC; Applied Research) TRACI TABER, Nathan Lambright, Amy Szumiez, and Tiffany Born (May Institute)

67. Assessing Adaptive Functioning in Children and Adolescents With Autism: A Comparative Study (EDC; Applied Research) NICOLE PEARSON (NYC Autism Charter School)

68. The Social Validity of Joint Attention Intervention to Children With Autism Spectrum Disorders (EDC; Applied Research) HATICE BILMEZ and Elif Tekin-Iftar (Anadolu University) and Gonul Kircaali-Iftar (European University of Lefke)

70. Using Functional Communication Training to Increase Compliance in Three Children With Autism (EDC; Applied Research) RACHEL MCINTOSH, Amanda M. Sumney, and Christine Wentz (Southwest Autism Research)

71. Teaching Social Skills to Students With Autism to Enhance Integration Into Mainstream Schooling (EDC; Applied Research) JOE MWENDA and Pooja Panesar (Kaizora Consultants)

Discussant: TBD

72. A Qualitative Study Examining the Discrete Trial Teaching Process in the Teaching of Matching Skills (EDC; Applied Research) YESIM GULEC-ASLAN (Sakarya University)

73. The Effects of Response Interruption and Redirection on Vocal Stereotypy (Applied Research) ELIZABETH GENTILE and Stefanie Fillers (APEX Behavioral Consulting)

74. Matrix Training of Language Skills With a Toddler With Autism (Applied Research) EMILY CURIEL and Diane M. Sainato (The Ohio State University) and Howard Goldstein (University of South Florida)

75. Understanding the Effects of a Parent-Implemented Communication Intervention: Case Studies of Two Children With Autism (Applied Research) MOON YOUNG CHUNG, Melinda Snodgrass, Hedda Meadan, Yusuf Akamoglu, and James Halle (University of Illinois at Urbana-Champaign)

76. Teaching Young Children With Autism Spectrum Disorders Skills Using the Television Show *Daniel Tiger's Neighborhood* (Applied Research) WESLEY H. DOTSON and Marisol Alonzo (Texas Tech University) and Adam Brewer (Florida Institute of Technology)

77. An Investigation of Observational Learning as a Method of Conditioning Effective Consequences (Applied Research) ROCIO NUNEZ, Adam M. Schellenberg, and Marianne L. Jackson (California State University, Fresno)

78. Evaluation of Response Allocation or Position Biased in an Adolescent Diagnosed With Autism (Service Delivery) JOHN BORGES, Caitlin Fulton, Amber Godsey, Wayne W. Fisher, and Amanda Zangrillo (University of Nebraska Medical Center)

79. Making Treatment Decisions Using Different Sources of Baseline Data (Applied Research) KELLY AUTRY, Mindy Christine Scheithauer, Joanna Lomas Mevers, and Nathan Call (Marcus Autism Center); George H. Noell (Louisiana State University); and Kerri C. Suiter (Marcus Autism Center)

80. Reducing Rapid Eating in an Adolescent With Autism: Generalization and Maintenance (Applied Research) LOUIS LEIBOWITZ (Garden Academy), Tina Sidener (Caldwell College), and Erin Copeland and Michael DiVito (Garden Academy)

81. The Effects of Parent Training on the Fidelity of Parents' Implemented Procedures and Their Child's Performance (Service Delivery) MARIAH COLE, Sean Field, and Jessica E. Frieder (Western Michigan University)

Discussant: Michelle Ennis Soreth (Rowan University)

82. Teaching Conversational Exchanges to Children With Autism Using Video Modeling and Peer Training (Applied Research) ANA BIBAY (Institut Médico Educatif Maison pour l'Apprentissage et l'Intégration des enfants avec Autisme) and Neal N. Fleisig (Professional Crisis Management, Inc.)

83. Modifications to Intensive Toilet Training Protocols for Children With Autism (Applied Research) NICOLE SULLIVAN, Kelly Dulak, Sonam Dubal, and Lindsay K. Branch (Bancroft)

84. Effects of Lag Schedules and Response Blocking on Variant Food Consumption by a Girl With Autism and Parent-Reported Selective Feeding (Applied Research) BRYANT C. SILBAUGH, Hollie Wingate, and Terry S. Falcomata (The University of Texas at Austin)

85. On the Combination of Lag Schedules of Reinforcement and Vocal Functional Communication Training for a Boy With Autism: A Case Study (Applied Research) BRYANT C. SILBAUGH and Terry S. Falcomata (The University of Texas at Austin)

- 86. When Enough Is Enough: Effects on Free Operant Levels After Contingent Motor Stereotypy Increased Above Baseline Levels** (Applied Research) HANNAH PRADOS and Marianne L. Jackson (California State University, Fresno)
- 87. Functional Analysis Modifications to Evoke Differentiated Patterns of Responding** (Applied Research) NICOLE KEYS, Sean Smith, Patrick Thulen, Sonam G. Dubal, and Tracy L. Kettering (Bancroft)
- 88. Using Peer Training Procedures to Teach Complex Tasks to Children With Autism** (Applied Research) ANA BIBAY (Institut Médico Educatif Maison pour l'Apprentissage et l'Intégration des enfants avec Autisme) and Neal N. Fleisig (Professional Crisis Management, Inc.)
- 89. Teaching Sportsmanship Skills During Tabletop Games to Children With an Autism Spectrum Disorder Using Behavioral Skills Training** (Applied Research) AMI J. ROURKE, Melissa Bowen, and Kevin C. Luczynski (University of Nebraska Medical Center)
- 90. The Study of the Listener's Effect in the Reporting Behavior for the Children With Autism Spectrum Disorder** (Applied Research) SAWAKO KAWAMINAMI and Fumiyuki Noro (University of Tsukuba)
- 91. A Systematic Review of Behavioral Interventions for Improving Communication and Social Interaction of Older Children and Adolescents With ASD** (Applied Research) MADALYN HUNGATE, Andrew W. Gardner, and Trina Spencer (Northern Arizona University)
- Discussant: Kimberly Ann Kroeger (The Kelly O'Leary Center for Autism Spectrum Disorders, Cincinnati Children's Hospital Medical Center)
- 92. Increasing the Social Validity of Function-Based Treatments for Problem Behavior** (Applied Research) FAITH CAWTHON, Jessica Alvarez, Nathan Call, and Joanna Lomas Mevers (Marcus Autism Center)
- 93. Effects of Verbal Reprimands on Targeted and Untargeted Stereotypy** (Applied Research) JENNIFER LYNN COOK (Monarch House), John T. Rapp (Auburn University), Lindsey Anne Gomes (Monarch House), Tammy Frazer (On Solid Ground), and Tracie L. Lindblad (Monarch House)
- 94. Increasing Water Consumption by Blending a Non-Preferred Beverage Into a Preferred Beverage** (Service Delivery) LAUREN EATON (May Institute)
- 95. A Comparison of Indirect and Direct Assessment Data** (Applied Research) STEPHANIE BONFONTE, Kylie Roberts, and Jason C. Bourret (The New England Center for Children)
- 96. Promoting Daily Living Skills for Adolescents With ASD via Parent Delivery of Video Prompting on the iPad** (Applied Research) ELISA M. CRUZ-TORRES (Florida Atlantic University)
- 97. Impact of Titrating Hours of 1:1 Wraparound Services on School Aged Children With Autism** (Basic Research) HOPE TENENBAUM, Lisa LaMela, Megan Riley, and Sharon Heileman (SPIN Inc.)
- 98. Assessment and Treatment of Pica and Destruction of Holiday Decorations** (Applied Research) BRIDGETTE SCHNEIDER, Daniel Mitteer, Patrick Romani, Brian D. Greer, and Wayne W. Fisher (University of Nebraska Medical Center)
- 99. Evaluation of Response Cost During the Treatment of Automatically Maintained Self-Injurious Behavior** (Applied Research) ANNA GERMAN, Scott Miller, Brian D. Greer, and Wayne W. Fisher (University of Nebraska Medical Center)
- 100. Evaluating the Use of Competing Items to Facilitate Schedule Thinning During Functional Communication Training** (Applied Research) APRIL ROBINSON, Katie Lichtblau, Brian D. Greer, Patrick Romani, and Wayne W. Fisher (University of Nebraska Medical Center)
- 101. Allowing Choice Within Schedules Using Behavior Economic Findings to Reduce Challenging Behavior** (Service Delivery) SARA JEGLUM, Ellen Henning, Matthew O'Brien, and Wendy K. Berg (The University of Iowa)
- 102. Increasing In-Seat Behavior of a Child With Autism Who Exhibits Stereotypic Behavior** (Applied Research) MONICA LUGO, Samantha Hardesty, Ashley Carver, and Lynn G. Bowman (Kennedy Krieger Institute)

#91 Poster Session

5:00 pm–7:00 pm

Exhibit Hall C (Convention Center)

DDA

Chair: Andrew W. Gardner (Northern Arizona University)

Discussant: Louis P. Hagopian (Kennedy Krieger Institute)

103. Effects of Shared Active Surface Technology on the Communication and Speech of Two Preschool Children With Disabilities (AUT; Applied Research) JASON TRAVERS (University of Kansas)

104. Conditions and Steady State Responding in the Trial-Based Functional Analysis (AUT; Applied Research) CASSANDRA STANDISH, Cynthia M. Anderson, Marissa Stockstad, Laura Spratt, and Justyn Roark (Appalachian State University)

105. Treatment of Aggression Maintained by Access to Idiosyncratic Vocal Responses From Others Following Perseverative Speech (AUT; Applied Research) AMANDA GOETZEL, Sara Deinlein, Phillip Orchowicz, Rebcca Getachew, and Jonathan Dean Schmidt (Kennedy Krieger Institute)

106. Behavioral Interventions for Adults Who Engage in Self-Injurious Behavior (AUT; Applied Research) EMILY GREGORI and Mandy J. Rispoli (Texas A&M University)

107. Prediction of Treatment Efficacy Through Evaluation of the Functional Analysis Control Condition (AUT; Applied Research) CHLOE J. MCKAY, Griffin Rooker, Shari M. Pincus, Jennifer R. Zarcone, and Louis P. Hagopian (Kennedy Krieger Institute)

108. Some Effects of Different Adults During Functional Analysis and Treatment Evaluation (AUT; Applied Research) CHRISTOPHER TUNG, Natalie Rolider, and Mandy M. Park (Kennedy Krieger Institute)

109. Teaching Non-Verbal Children With Intellectual Disabilities to Wear Headphones for a Hearing Exam (AUT; Applied Research) CAROL CUMMINGS, Kathryn SaUnders, and Dean C. Williams (The University of Kansas)

Discussant: Tara A. Fahmie (California State University, Northridge)

110. Evaluating Procedures to Teach Social Skills to Children With Disabilities (AUT; Applied Research) JOHN FALLIGANT and Sacha T. Pence (Auburn University)

111. The Effectiveness of Using Video Modeling Booster Sessions to Maintain Vocational Skills Following Summer Break (AUT; Applied Research) TONI R. VAN LAARHOVEN (Northern Illinois University), Daina Hunt (Indian Prairie School District #204), Jesse W. Johnson and Ximena Burgin (Northern Illinois University), Wendy Bonneau (DeKalb High School), and Erika Blood (Northern Illinois University)

112. Functional Analysis and Treatment for Chronic Emesis (AUT; Applied Research) CRYSTAL THOMAS, Amanda Goetzel, Alexander Arevalo, Anthony Concepcion, Gabriella Ulloa, and Abby Long (Kennedy Krieger Institute); SungWoo Kahng (University of Missouri); and Jonathan Dean Schmidt (Kennedy Krieger Institute)

113. The Effectiveness of Video Prompting to Teach Transition Age Individuals With Intellectual Disabilities (AUT; Applied Research) IRENE JONES (The University of Texas at Austin)

114. Case Study: Efficacy of a Combined Behavioral Skills Training and Precision Teaching Method (AUT; Service Delivery) CRAIG A. MARRER (St. Cloud State University)

115. Using Stimulus Equivalence Training Procedures to Teach Receptive Emotional Labeling and Self-Emotional Expression to Students With Developmental Disabilities (AUT; Applied Research) KAYO IWAMOTO (University of Tsukuba), Takayuki Tanji (University of Okayama), and Fumiyuki Noro (University of Tsukuba)

#92 Poster Session

5:00 pm–7:00 pm

Exhibit Hall C (Convention Center)

PRA

Chair: John M. Guercio (AWS)

Discussant: Ronnie Detrich (The Wing Institute)

116. An Evaluation of the Relation Between Problem Behavior and Self-Restraint (AUT; Applied Research) KELLY DULAK, Sonam Dubal, and Tracy L. Kettering (Bancroft)

117. The Effects of Behavioral Skills Training and Graphic Feedback on Staff Implementation of Pre-Session Pairing (AUT; Service Delivery) Ashley Lugo, MELISSA L. KING, and Paige McArdle (University of Nebraska Medical Center); Laura L. Needelman (University of Southern Mississippi); and Therese L. Mathews (University of Nebraska Medical Center)

118. The Effects of Acquisition of a Visual Activity Schedule on Functional Toy Play and Problem Behavior (AUT; Applied Research) HEATHER FRUGOLI (Beacon ABA Services), Robert K. Ross (Beacon ABA Services)

119. Token-Earn vs. Token-Loss Contingencies: Effects on Problem Behavior (AUT; Applied Research) LAURYN TOBY, Timothy Edward Gray, and Theodosia R. Paclawskij (Kennedy Krieger Institute)

120. Parent Consultation to Reduce the Frequency of Functional Constipation in a Child With Autism (CBM; Service Delivery) SERAPHIM MORK (Central Michigan University)

121. A Review of the Use of Punishment to Treat Aggression (DDA; Applied Research) EDWARD PAGE (The Ohio State University)

122. Effects of Reinforcement Manipulation on Preference for Work Schedules (DDA; Applied Research) AMY MUEHLBERGER, John Claude Ward-Horner, and Robert K. Ross (Beacon ABA Services)

123. Towards a Functional Analysis of “Prompt Dependency” (DDA; Applied Research) PAULO GUILHARDI, Jennifer Smith, and Robert K. Ross (Beacon ABA Services)

124. The Effects of Staff Preference on Functional Analyses (DDA; Applied Research) LATOYA KINARD, Sean Smith, Nicole Sullivan, Jonathon Metz, Patrick Thulen, and Tracy L. Kettering (Bancroft)

125. Effects of Different High-Probability Request Sequences in Increasing Compliance (DDA; Service Delivery) CHRISTINA KYRIACOU, D. Reed Bechtel, Sue Heatter, and Leasha Barry (University of West Florida)

126. A Failure to Replicate: Response Generalization in Preference Assessment Research (DDA; Applied Research) SUSAN A. RAPOZA-HOULE, Robert K. Ross, and Laura J. Dantona (Beacon ABA Services)

#93 Business Meeting

7:00 pm–7:50 pm

209 (Convention Center)

Neuroscience Special Interest Group

Chair: Suzanne H. Mitchell (Oregon Health & Science University)

The Neuroscience SIG brings together researchers, academics, clinicians, and students interested in the intersection of behavior analysis and neuroscience as it relates to basic research, clinical interventions, or general neurological dysfunction. The Neuroscience SIG has four primary missions: Introduce behavior analytic research to the neurosciences and introduce neuroscience research to behavior analysis; serve as a meeting place and training environment for students and professionals interested in basic and applied neuroscience research; serve as a forum for collaborative relationships, funding applications, and the sharing of best practices; and advocate for and promote high standards in the application of behavior analytic treatments for individuals with neurological dysfunction.

#94 Business Meeting

7:00 pm–7:50 pm

008B (Convention Center)

Kentucky Association for Behavior Analysis

Chair: Stephen Foreman (Lee Specialty Clinic)

The Kentucky Association for Behavior meets each year at the ABAI annual convention to review and update members and potential members on the chapter's recent accomplishments, update on current issues and activities concerning the state and practice of behavior analysis in Kentucky, and the focus for the upcoming year. This year, there will be continued emphasis on increased membership involvement, events with top-notch presenters, and dissemination of behavior analysis across the Commonwealth of Kentucky. If unable to attend, please visit our website kentuckyaba.org.

#95 Business Meeting

7:00 pm–7:50 pm

008A (Convention Center)

Montana Association for Behavior Analysis

Chair: Cheryl A. Young-Pelton (Montana State University in Billings)

Montana Association for Behavior Analysis (MT ABA) became a new chapter in the fall of 2013. This meeting of MT ABA is open to members and prospective members. Members are Montana residents or individuals who are interested in behavior analysis in Montana belonging to one of three categories: (a) Full members, (b) Student members, or (c) Friends of MT ABA. Events discussed at this meeting will represent a culmination of our second year in existence. Together we will make plans to further promote behavior analysis in Montana through education, research, and practice. Join us in this celebration!

#96 Business Meeting

7:00 pm–7:50 pm

006AB (Convention Center)

Theoretical, Philosophical, and Conceptual Issues Special Interest Group

Chair: Sam Leigland (Gonzaga University)

The Theoretical, Philosophical, and Conceptual Issues Special Interest Group (TPC SIG) is open to anyone interested in the scientific foundations of behavior analysis and its relations to other versions of behaviorism, the fields of psychology, and to other fields of science. From methodological issues of basic, applied, and clinical research to explanatory practices involving complex human behavior, the implications of such issues reach every aspect of behavior analysis as a basic and applied science. This first TPC SIG meeting will include a brief presentation by the current chair regarding the functions of TPC issues in the continuing development of behavior analysis, an update regarding recent activities of the SIG, the election of SIG officers, and a general discussion regarding possible activities and development. All behavior analysts are welcome.

#97 Business Meeting

7:00 pm–7:50 pm

214B (Convention Center)

Behavior Analysis and Technology Special Interest Group

Chair: Douglas A. Johnson (Western Michigan University)

The Behavior Analysis and Technology Special Interest Group (BATech SIG) mission is to advance the science of behavior through the development, dissemination, and application of technology in basic and applied settings. Technology can refer to developments in behavioral science, as well as developments in computer science, information technology, and related fields. Technology is defined as “the use and knowledge of tools, techniques, systems, or methods in order to solve a problem or serve some purpose” (Twyman, 2011). The organization will also serve as an outlet for open-source hardware and software technologies relevant to behavioral research and application. Membership is open to

researchers, practitioners, parents, academicians, students, and others who are actively engaged or have a vested interest in the dissemination, development, and application of technology. The BATech SIG will consist of three classes of members: voting, affiliate, and student. The members of all classes are entitled to the rights and privileges as they correspond to their membership category.

#98 Business Meeting

7:00 pm–7:50 pm

214C (Convention Center)

Clinical Special Interest Group

Chair: Thomas J. Waltz (Eastern Michigan University)

This is the special interest group for those who have an interest in clinical applications of behavior analysis. Clinical behavior analysts work in both research and applied settings applying behavior analytic principles to just about any situation that may involve psychological distress. This is our annual meeting to discuss how to promote our work among the ABAI membership and beyond. Members have the opportunity to network and discuss their areas of interest and work, training opportunities, research projects, conceptual struggles and developments, and plan activities for the next year. Everyone is welcome to attend and learn more about this exciting area of behavior analysis.

#99 Business Meeting

7:00 pm–7:50 pm

211 (Convention Center)

Autism Special Interest Group

Chair: John D. Molteni (University of Saint Joseph)

The Autism Special Interest Group, chartered by ABAI, brings together those individuals who specialize in or have an interest in the application of behavior analysis to the education and treatment of autism across the lifespan. During our annual business meeting, we will review the activities of the group, particularly those on social media, discuss the mission, and solicit support and recommendations for future projects. All are welcome and an open discussion will help shape our future as a special interest group.

#100 Business Meeting

7:00 pm–7:50 pm

006C (Convention Center)

Louisiana Behavior Analysis Association

Chair: Grant Gautreaux (Nicholls State University)

The Louisiana Behavior Analysis Association (LaBAA) meets each year during the annual convention to update current and potential members on the past years' accomplishments and upcoming endeavors. LaBAA currently has more than 150 members and is committed to continuing its advocacy and leadership in Louisiana on behalf of consumers, practitioners, and researchers.

#101 Business Meeting

7:00 pm–7:50 pm

214D (Convention Center)

Spanish Special Interest Group

Chair: Mapy Chavez Cueto (Alcanzando)

The purpose of this special interest group is to bring together Spanish speaking ABAI members.

#102 Business Meeting

7:00 pm–7:50 pm

006D (Convention Center)

Chapter Meeting: Wisconsin Association for Behavior Analysis

Chair: Matthew J. Welch (Wisconsin Association for Behavior Analysis)

This is the business and quarterly membership meeting of the Wisconsin Association for Behavior Analysis. All conference attendees with an interest in behavior analysis in Wisconsin are welcome to attend.

#103 Business Meeting

7:00 pm–7:50 pm

007B (Convention Center)

Nevada Association for Behavior Analysis

Chair: Gwen Dwiggins (Accelerated Learning Clinic)

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 of the chapter.

#104 Business Meeting

7:00 pm–7:50 pm

007A (Convention Center)

New Hampshire Applied Behavior Analysis

Chair: Thea H. Davis (Autism Bridges)

Meeting open to all interested in discussing the business of New Hampshire Applied Behavior Analysis.

#105 Business Meeting

7:00 pm–7:50 pm

007D (Convention Center)

Oregon Association for Behavior Analysis

Chair: Melissa J. Gard (Oregon Association for Behavior Analysis)

The Oregon Association for Behavior Analysis (ORABA) is a member organization for professionals, parents, caregivers, educators, researchers, and others who are interested in promoting the field of behavior analysis within Oregon. ORABA is an approved chapter of ABAI, an affiliate of the Association for Professional Behavior Analysts, and an approved continuing education provider by the Behavior Analyst Certification Board.

#106 Business Meeting

7:00 pm–7:50 pm

007C (Convention Center)

Arizona Association for Behavior Analysis

Chair: Diana M. Davis (Chapter)

The annual chapter meeting of the Arizona Association for Behavior Analysis.

#108 ABAI Expo

8:00 pm–10:30 pm

Exhibit Hall C (Convention Center)

1. ABAI Accredited Graduate Programs in Special Education at The Ohio State University SHEILA R. ALBER-MORGAN, Helen I. Cannella-Malone, Ralph Gardner III, Moira Konrad, Nancy A. Neef, and Diane M. Sainato (The Ohio State University); Terri Hessler (The Ohio State University at Newark); and Matthew Brock (The Ohio State University)

2. Applied Behavior Analysis Programs (Doctoral Degree, Master's Degree, and Undergraduate Minor) at the University of South Florida RAYMOND G. MILTENBERGER, Sarah E. Bloom, and Andrew L. Samaha (University of South Florida)

3. Applied Behavior Analysis at California State University, Los Angeles MICHELE D. WALLACE, Randy V. Campbell, and Mitch Fryling (California State University, Los Angeles)

4. Applied Behavior Analysis at McNeese State University JOSEPH HACKER, Alfred Royal Tuminello, Kaycie A. Frey-Stacy, Lettie Alexander, Nelson Dronet, Megan Cross, Cam L. Melville, and Charlotte Lynn Carp (McNeese State University)

5. Applied Behavior Analysis at St. Cloud State University KIMBERLY A. SCHULZE, Eric Rudrud, Benjamin N. Witts, and Julie A. Ackerlund Brandt (St. Cloud State University)

6. Applied Behavior Analysis at the University of Maryland, Baltimore County JOHN C. BORRERO and Jolene R. Sy (University of Maryland, Baltimore County) and Carrie S. W. Borrero and Nicole Lynn Hausman (Kennedy Krieger Institute)

7. Applied Behavior Analysis at University of Houston–Clear Lake TARAH BOWSER, Danielle Dupuis, Lauren Phillips, Lisa Rettig, Dorothea C. Lerman, Jennifer N. Fritz, and Sarah A. Lechago (University of Houston–Clear Lake)

8. Applied Behavioral Science at University of Kansas DEREK D. REED, Florence D. DiGennaro Reed, Claudia L. Dozier, David P. Jarmolowicz, Edward K. Morris, and Pamela L. Neidert (The University of Kansas)

9. Behavior Analysis at the Florida Institute of Technology DAVID A. WILDER, Alison M. Betz, Ada C. Harvey, Mark T. Harvey, Michael E. Kelley, Sigurdur Oli Sigurdsson, Chris Podlesnik, and Jose A. Martinez-Diaz (Florida Institute of Technology)

10. Behavior Analysis Ph.D. Program at West Virginia University ELIZABETH KYONKA, Karen G. Anderson, Regina A. Carroll, James E. Cook, Apral Foreman, Kennon Andy Lattal, Michael Perone, and Claire C. St. Peter (West Virginia University)

11. Behavior Analysis Program at University of Nevada, Reno RAMONA HOUMANFAR, Patrick M. Ghezzi, Linda J. Parrott Hayes, Matthew Locey, and W. Larry Williams (University of Nevada, Reno)

12. Behavior Analysis Queens College, City University of New York MIRELA CENGHER (City University of New York, The Graduate Center) and Mariam Chohan and Bruce L. Brown (Queens College)

13. Doctoral Program in Behavior Analysis at Western New England University GREGORY P. HANLEY (Western New England University)

14. Florida State University Panama City Master's Program in Applied Behavior Analysis H. ALLEN MURPHY (Florida State University Panama City), Jon S. Bailey (Florida State University), and Amy S. Polick (Florida State University Panama City)

15. Graduate Training in the Department of Behavior Analysis at the University of North Texas RICHARD G. SMITH, Jesus Rosales-Ruiz, Shahla Ala'i-Rosales, Manish Vaidya, Traci M. Cihon, Jonathan W. Pinkston, Karen A. Toussaint, and Einar T. Ingvarsson (University of North Texas)

16. MS Program at Jacksonville State University in Alabama PAIGE M. MCKERCHAR, Todd L. Mc Kerchar, Mackenzie Williams Bayles, Jennifer Lynne Bruzek, and William L. Palya (Jacksonville State University)

17. Master of Arts in Applied Behavior Analysis at Caldwell University APRIL N. KISAMORE, Jason C. Vladescu, Ruth M. DeBar, Tina Sidener, Sharon A. Reeve, and Kenneth F. Reeve (Caldwell University)

18. Masters and Ph.D. Training at Southern Illinois University JOEL ERIC RINGDAHL, Mark R. Dixon, Ruth Anne Rehfeldt, and Jonathan C. Baker (Southern Illinois University)

19. Oslo and Akershus University College of Applied Sciences ANNE BAKKE, Britt Andersen, Ingunn Sandaker, and Gunnar Ree (Oslo and Akershus University College)

20. Post Graduate Opportunities in Behavior Analysis in Norway INGUNN SANDAKER, Anne Bakke, Britt Andersen, and Gunnar Ree (Oslo and Akershus University College)

21. The Behavior Analysis Program at Simmons College RUSSELL W. MAGUIRE (Simmons College)

22. The Graduate Programs in Teaching as Applied Behavior Analysis at Teachers College, Columbia University JESSICA SINGER-DUDEK and R. Douglas Greer (Teachers College, Columbia University)

23. University of Cincinnati School Psychology Program RENEE HAWKINS, Tai Collins, Janet L. Graden, and Julie Morrison (University of Cincinnati)

24. University of Nebraska Medical Center's Munroe-Meyer Institute: Doctoral Training in Applied Behavior Analysis CHRISTY WILLIAMS, Wayne W. Fisher, Joseph H. Evans, Valerie M. Volkert, Cathleen C. Piazza, Nicole M. Rodriguez, Kevin C. Luczynski, and Suzanne M. Milnes (University of Nebraska Medical Center)

25. Western Michigan University's Behavior Analysis Program JESSICA E. FRIEDER, Cynthia J. Pietras, R. Wayne Fuqua, Richard W. Malott, Stephanie M. Peterson, Denise Ross, Ron Van Houten, and Lisa E. Baker (Western Michigan University)

#109 ABAI Expo

8:00 pm–10:30 pm

Exhibit Hall C (Convention Center)

26. Western Michigan University: Industrial-Organizational Behavior Management MA and Ph.D. Programs HEATHER M. MCGEE, Douglas A. Johnson, and Alyce M. Dickinson (Western Michigan University)

27. Western Michigan University's Behavior Analysis Training System RICHARD W. MALOTT and Jennifer Petree (Western Michigan University)

28. ABA @ UTSA LEE L. MASON and Soraya Shanun Kunnavatana (The University of Texas at San Antonio)

29. ABA Master's Program at Fresno State MARIANNE L. JACKSON, Criss Wilhite, and Jonpaul D. Moschella (California State University, Fresno); Sharlet D. Rafacz (Savannah State University); and Steven W. Payne (California State University, Fresno)

30. Applied Behavior Analysis and Temple University MATTHEW TINCANI, Donald A. Hantula, Philip N. Hineline, Saul Axelrod, Shana E. Hornstein, and Amanda Guld Fisher (Temple University)

31. Applied Behavior Analysis at Aurora University STEPHEN F. WALKER and Autumn N. McKeel (Aurora University)

32. Applied Behavior Analysis at California State University, Northridge; MS in Applied Behavior Analysis ELLIE KAZEMI (California State University, Northridge)

33. Applied Behavior Analysis at George Mason University: Online, On-Campus, and Around the World THEODORE A. HOCH, Kristy Park, Christine Hoffner Barthold, Sarah Pinkelman, and Dorothy Zhang (George Mason University)

34. Applied Behavior Analysis at Missouri State University Megan A. Boyle, MICHAEL C. CLAYTON, Matthew Fanetti, Linda G. Garrison-Kane, Wayne Mitchell, and Ann Rost (Missouri State University)

35. Applied Behavior Analysis at The Chicago School of Professional Psychology, Chicago Campus ASHLEY WHITTINGTON-BARNISH, John W. Eshleman, Jessica Gamba, Scott A. Herbst, Jennifer Klapatch, Fawna Stockwell, and Diana J. Walker (The Chicago School of Professional Psychology)

36. Applied Behavior Analysis at the University of Washington NANCY ROSENBERG, Ilene S. Schwartz, Scott A. Spaulding, Carol Ann Davis, Kathleen Meeker, and Natalie Badgett (University of Washington)

37. Applied Behavior Analysis Programs at Georgian Court University DAVID M. WILSON (Georgian Court University)

38. Applied Behavior Analysis Specialization in the Disability Disciplines Doctoral Program at Utah State University THOMAS S. HIGBEE, Timothy A. Slocum, Tyra P. Sellers, Robert L. Morgan, and Scott Warren Ross (Utah State University)

39. Ball State University: ABA and Autism Program Evette Simmons-Reed, Susan Wilczynski, and JENNIFER MARIE CULLEN (Ball State University)

40. Behavior Analysis at Auburn University ODESSA LUNA, Dannah Lowell, Sacha T. Pence, and John T. Rapp (Auburn University)

41. Behavior Analysis at the University of Arkansas ELIZABETH R. LORAH, Kristan Elsen, Alison Karnes, Hollie Lawless, Ashley Parnell, and D. Renee Speight (University of Arkansas)

42. Behavior Analysis at University of Wisconsin-Milwaukee TIFFANY KODAK, Jay Moore, Jeffrey H. Tiger, and Hannah Geiger (University of Wisconsin-Milwaukee)

43. Behaviour Analysis Training at the University of South Wales JENNIFER L. AUSTIN, Aimee Giles, and Richard James May (University of South Wales)

- 44. California State University, Sacramento: Applied Behavior Analysis Program** MEGAN R. HEINICKE, Becky Penrod, and Caio F. Miguel (California State University, Sacramento)
- 45. Capilano University Bachelor's of Applied Behavior Analysis—Autism** FARAH RATTANSI, Richard Stock, and Brenda Fossett (Capilano University)
- 46. Clinical Health Psychology Doctoral Program With Specialty in Applied Behavior Analysis at East Carolina University** JEANNIE A. GOLDEN (East Carolina University)
- 47. Elms College Graduate Programs in Autism Spectrum Disorders** KAREN M. LIONELLO-DENOLF (Elms College)
- 48. Graduate and Certificate Programs in Applied Behavior Analysis at Cambridge College** ROBERT F. LITTLETON JR. (Evergreen Center), Robert K. Ross (Beacon ABA Services), and Joseph M. Vedora (Evergreen Center)
- 49. Graduate Training in Behavior Analysis and Behavior Therapy at Eastern Michigan University** JAMES T. TODD, Caitlyn Sorensen, Aimee Moore, Ambreen Shahabuddin, Karla Maschalko, and Leanna Gonzalez (Eastern Michigan University)
- 50. Graduate Training in the Low Incidence Disabilities and Autism Program at Sam Houston State University** AMANDA BOSCH and Kristina Vargo (Sam Houston State University)
- 51. Hybrid Graduate Training From Southern Illinois University in Chicagoland and Online** KARL GUNNARSSON, Mark R. Dixon, Joel Eric Ringdahl, and Seth W. Whiting (Southern Illinois University)
- 52. MSc/Ph.D. Applied Behaviour Analysis, National University of Ireland, Galway** HELENA LYDON, Jennifer Holloway, and Geraldine Leader (National University of Ireland, Galway)
- 53. Masters in Behavior Analysis and ABA Certificate Programs at Long Island University Post** JOHN C. NEILL and Gerald Lachter (Long Island University Post)
- 54. Master's Programme in Applied Behaviour Analysis at the Bangor University, Wales** J. CARL HUGHES, Marguerite L. Hoerger, Alexander Toogood, Emily Tyler, and Rebecca A. Sharp (Bangor University)
- 55. Munroe-Meyer Institute and University of Nebraska Omaha Applied Behavior Analysis Graduate Training Program** ANDREA CLEMENTS, John Lamphere, and Mark D. Shriver (University of Nebraska Medical Center)
- 56. Purdue University Graduate Programs in Special Education** MATTHEW T. BRODHEAD, Teresa A. Doughty, Carly Roberts, Oliver Wendt, and Yan Xin (Purdue University)
- 57. Rowan University Graduate Programs in Applied Behavior Analysis** DENISE KERTH, Mary Louise E. Kerwin, Michelle Ennis Soreth, and Bethany R. Raiff (Rowan University)
- 58. Saint Louis University Applied Behavior Analysis Program** HEATHER LEWIS and Alyssa N. Wilson (Saint Louis University)
- 59. Science, Skinner, and Surf: Master's Program at the University of North Carolina at Wilmington** LEA CRUSEN, Lyndsay Fairchild, Sarah Haney, and Christine E. Hughes (University of North Carolina at Wilmington)
- 60. Spalding University's MS in Applied Behavior Analysis Program** ERICK M. DUBUQUE, David L. Morgan, and Molly L. Dubuque (Spalding University)
- 61. Texas A&M University: Ph.D., Master's, and ABA Certificate Programs in Special Education** JENNIFER GANZ, Mandy J. Rispoli, Kimberly Vannest, Ee Rea Hong, Jennifer Ninci, Margot Boles, Stephanie Gerow, and Corey Peltier (Texas A&M University)
- 62. The Chicago School of Professional Psychology, Los Angeles** LESLIE A. MORRISON, Jennifer L. Beers, Dave Pyles, Eric L. Carlson, L. Fernando Guerrero, Henry D. Schlinger, and Mitch Fryling (The Chicago School, Los Angeles)

63. The Ph.D. Program in Applied Behavior Analysis at Caldwell University JASON C. VLADESCU, April N. Kisamore, Ruth M. DeBar, Tina Sidener, Sharon A. Reeve, and Kenneth F. Reeve (Caldwell University)

64. University of Hawaii at Manoa Department of Special Education and the Center on Disability Studies BCBA/BCaBA Course Sequence CARLA T. SCHMIDT (University of Hawaii at Manoa)

65. University of Massachusetts Lowell Master of Science in Autism Studies and Graduate Certificate Program REBECCA A. MARKOVITS, Richard W. Serna, Rocio Rosales, Doreen Arcus, Alice Frye, Ashleigh Hillier, and Richard Siegel (University of Massachusetts Lowell)

66. University of Saint Joseph Institute for Autism and Behavioral Studies—Programs in Applied Behavior Analysis JOHN D. MOLTENI, Deirdre Lee Fitzgerald, Andrea B. Courtemanche, and Laura B. Turner (University of Saint Joseph)

67. Behavior Analysis at California State University, Stanislaus WILLIAM F. POTTER, Bruce E. Hesse, and Carrie M. Dempsey (California State University Stanislaus)

68. US-EU Atlantis Program: Dual Degree in Behavior Analysis Lukasz Tanas and Wojciech Bialaszek (University of Social Sciences and Humanities), WILLIAM F. POTTER (California State University, Stanislaus), and J. Carl Hughes (Bangor University)

#110 ABAI Expo

8:00 pm–10:30 pm

Exhibit Hall C (Convention Center)

69. ABAI Education Board JENNIFER L. AUSTIN (University of South Wales) and Claudia L. Dozier (The University of Kansas)

70. ABAI Student Committee JONATHAN E. FRIEDEL (Utah State University) and Zachary H. Morford and Kenneth W. Jacobs (University of Nevada, Reno)

71. ABAI Special Interest Groups Board CHRISTY A. ALLIGOOD (Disney's Animal Kingdom), Cynthia M. Anderson (Appalachian State University), Heather M. McGee (Western Michigan University), and Joshua K. Pritchard (Florida Institute of Technology)

72. ABAI Publication Board ANNA I. PETURSDOTTIR (Texas Christian University), James E. Carr (Behavior Analyst Certification Board), Mark R. Dixon (Southern Illinois University), Matthew P. Normand (University of the Pacific), and Ruth Anne Rehfeldt (Southern Illinois University)

73. ABAI Affiliated Chapter Board GORDON BOURLAND (Trinity Behavioral Associates)

#111 ABAI Expo

8:00 pm–10:30 pm

Exhibit Hall C (Convention Center)

74. Arizona Association for Behavior Analysis DIANA M. DAVIS (HOPE Group), Joseph Gentry (Gentry Pediatric Behavioral Services), Kristine Mooney (HOPE Group), Abigail M. Twyman (Trumpet Behavioral Health), Bryan J. Davey (HOPE Group), Donald M. Stenhoff (The BISTA Center), Erica Babino (Positive ABA), and Sarah Gentry (Gentry Pediatric Behavioral Services)

75. ABAI China Chapter and the University of Iowa's BCaBA Course Sequence CHENGAN YUAN (The University of Iowa), Yanqing Guo (Institute of Mental Health, Beijing University), and Youjia Hua (The University of Iowa)

76. Alabama Association for Behavior Analysis PAIGE M. MCKERCHAR (Jacksonville State University)

77. Association for Behavior Analysis India SMITA AWASTHI (Association for Behavior Analysis of India), Sridhar Aravamudhan (Behavior Momentum India), and Geetika Kapoor and Razia Shahzad Ali (Association for Behavior Analysis of India)

- 78. Atlantic Provinces Association of Behaviour Analysis** PAUL M. MCDONNELL and Holly Seniuk (University of New Brunswick)
- 79. Behavior Analysis Association of Michigan** JAMES T. TODD, Aimee Moore, Caitlyn Sorensen, Ambreen Shahabuddin, Leanna Gonzalez, and Karla Maschalko (Eastern Michigan University)
- 80. Behaviour Analysis in Ireland** JULIAN C. LESLIE (University of Ulster), Jennifer Holloway (National University of Ireland, Galway), and Maeve Bracken (Trinity College Dublin)
- 81. British Columbia Association of Behavior Analysis** LAURA L. GROW (The University of British Columbia) and Joan Broto (Semiahmoo Behaviour Analysts, Inc.)
- 82. California Association of Behavior Analysis** MICHELE D. WALLACE (California State University, Los Angeles), Joyce C. Tu (Center for Behavioral Sciences, Inc.), Jill M. Young (Therapeutic Pathways), and Daniel B. Shabani (Shabani Institute Center for Behavior Analysis)
- 83. Connecticut Association for Behavior Analysis: A Year in Review** SOLANDY FORTE, Elizabeth C. Nulty, Mark J. Palmieri, Steven Woolf, Kristine L. Marino, Felicia Morgan, and James W. Diller (Connecticut ABA)
- 84. Delaware Association for Behavior Analysis** KAORI G. NEPO (Chimes Delaware)
- 85. Florida Association for Behavior Analysis** AMY S. POLICK (Hillsborough County Public Schools, Florida), Dawn Allison Bailey (Florida State University), Kevin Murdock (Hillsborough County Public Schools, Florida), Kevin Jackson (State of Florida), and Jon S. Bailey (Florida State University)
- 86. Four Corners Association for Behavior Analysis** ANDREW W. GARDNER (Northern Arizona University), Nicole L. Bank (The PartnerShip, LLC), Michelle Bishop (Center for Autism and Related Disorders), Travis Blevins (Behavior Services of the Rockies), Zach Maple (Altitude Behavioral Services), Trina Spencer (Northern Arizona University), David Matthew Cole (St. Cloud University), and Amy Kenzer (Southwest Autism Research & Resource Center)
- 87. Hawaii Association for Behavior Analysis** CARLA T. SCHMIDT (University of Hawaii at Manoa), Amanda N. Kelly (Keiki Educational Consultants), and Kimberly Henkle (University of Nevada, Reno)
- 88. Heartland Association for Behavior Analysis** AMBER R. PADEN and Kathryn M. Peterson (University of Nebraska Medical Center), Elizabeth Bullington (Childhood Autism Services, Inc.), Steven L. Taylor (Glenwood Resource Center), Daniel R. Mitteer (University of Nebraska Medical Center), Terri Newton (Childhood Autism Services, Inc.), and Jennifer Brock (University of Nebraska Medical Center)
- 89. IABA—The Israeli ABA Chapter** EITAN ELDAR (Kibbutzim College), Elian Aljadeff-Abergel (Haifa University), and Michal Hirschmann (Kibbutzim College)
- 90. Icelandic Association for Behavior Analysis** KRISTÍN GUDMUNDSDOTTIR (University of Akureyri), Z. Gabriela Sigurdardottir (University of Iceland), Hanna Steinunn Steingrimsdottir (Oslo and Akershus University College), Bára Kolbrún Gylfadóttir (University of Iceland), Berglind Sveinbjornsdottir (Western New England University), Anna-Lind Petursdottir (University of Iceland), Gyda Einarsdottir (Reykjavik School Service Center), and Helgi Karlsson (Laekjarskoli)
- 91. Illinois Association for Behavior Analysis** AUTUMN N. MCKEEL (Aurora University)
- 92. Iowa Association for Behavior Analysis** EVELYN JO HORTON and Samantha Cermak (The Homestead), Susan M. S. Smith and John J. Pokrzywinski (Woodward Resource Center), Sean D. Casey (The Iowa Department of Education), and Josh Cobbs (Pier Center for Autism)
- 93. Japanese Association for Behavior Analysis** NAOKO SUGIYAMA (Seisa University) and Kenjiro Aoyama (Doshisha University)
- 94. Kansas Association for Behavior Analysis** EDWARD K. MORRIS, Jessica Foster, Kelley L. Harrison, Linda S. Heitzman-Powell, Jason M. Hirst, and Nanette L. Perrin (The University of Kansas)
- 95. Kentucky Association for Behavior Analysis** STEPHEN FOREMAN (Lee Specialty Clinic)

- 96. Lone Star Association for Behavior Analysis** GERALD E. HARRIS (Texas Young Autism Project)
- 97. Louisiana Behavior Analysis Association** GRANT GAUTREAUX (Nicholls State University)
- 98. Manitoba Association for Behaviour Analysis** GENEVIEVE N. ROY-WSIAKI (Université de Saint Boniface) and Ashley L. Boris and Morena Miljkovic (University of Manitoba)
- 99. Massachusetts Association of Applied Behavior Analysis** ROBERT K. ROSS and Steven Woolf (Massachusetts Association of Applied Behavior Analysis)
- 100. Mid-American Association for Behavior Analysis** CARLA H. LAGORIO (University of Wisconsin-Eau Claire), Jonathan C. Baker (Southern Illinois University), and Derek D. Reed (The University of Kansas)
- 101. Minnesota Northland Association for Behavior Analysis** NATALIE DONALDSON (St. Cloud State University) and Timothy R. Moore (University of Minnesota)
- 102. Montana Association for Behavior Analysis** CHERYL A. YOUNG-PELTON (Montana State University in Billings), Katherine Gillispie (Full Circle MHC), and Traci Burton-Sell (Pediatric Therapy Clinic)
- 103. Nevada Association for Behavior Analysis** GWEN DWIGGINS (Accelerated Learning Clinic), Christina M. Peters (University of Nevada, Reno), Justin N. Kyriannis (Achievable Behavior Strategies, LLC), and Kathryn M. Roose (University of Nevada, Reno)
- 104. New Hampshire Association for Behavior Analysis** THEA H. DAVIS, Cathy J. Booth, Jennifer Odierna, and Rachel Alling (Autism Bridges)
- 105. New York State Association for Behavior Analysis** FRANK CICERO (Eden II Programs)
- 106. North Carolina Association for Behavior Analysis** VICKI HARPER (J. Iverson Riddle Developmental Center), Kristie M. Thompson (OptumHealth Behavioral Services), Calandra Plattner (Creative Consultants), Nancy Poteet (J. Iverson Riddle Developmental Center), Beth Schmitt (Murdoch Developmental Center), Selene Johnson (ABC of North Carolina), Kimberly Bunch Crump (The University of North Carolina at Charlotte), and R. M. Schell (J. Iverson Riddle Developmental Center)
- 107. Norwegian Association for Behavior Analysis** JON LOKKE (University College of Ostfold) and Erik Arntzen (Oslo and Akershus University College)
- 108. Ohio Association for Behavior Analysis** MORTEN HAUGLAND (Haugland Learning Center), Maria K. Baerkircher (The Ohio State University), Tracy D. Guiou (BECA), Jennifer Sweeney (Solutions Behavioral Consulting), Bryan Droesch and Nathan Bishop (Haugland Learning Center), and Whitney Sims and Nicole M. Powell (Nationwide Children's Hospital Center for Autism Spectrum Disorders)
- 109. Ontario Association for Behaviour Analysis** ALBERT MALKIN (Southern Illinois University), Louis Paul Alexander Busch (Centre for Addictions and Mental Health), Jennifer Alice Cunningham (Durham Behaviour Management Services), and David Phillips (Centre for Addiction and Mental Health)
- 110. Oregon Association for Behavior Analysis Poster** JENNY FISCHER (Cascade Behavioral Intervention), Maria Lynn Kessler (Oregon Institute of Technology), Jennifer L. Knipling and Melissa J. Gard (Oregon Association of Behavior Analysis), and Analise A. Herrera-Minteer (St. Cloud State University)
- 111. Polish Society for Behavioral Psychology** WOJCIECH BIALASZEK and Monika M. Suchowierska (University of Social Sciences and Humanities), Lukasz Paw and Ewa Kopecka (Polish Society for Behavioral Psychology), and Bartłomiej Swobodzinski (School of Social Psychology)
- 112. Québec Association for Behaviour Analysis** MARC J. LANOVAZ and Malena Argumedes (Université de Montréal), Myra-Jade Lui and Kirsty Robertson (ASD Montreal), Gisela Regli and Sasha Zalob (Québec Association for Behaviour Analysis), and Sylvie Donais (Clinique ABA)
- 113. RI ABAI: Big Things Are Happening in the Smallest State** JANE I. CARLSON (The Groden Center)

114. Southeastern Association for Behavior Analysis ELIZABETH KYONKA (West Virginia University), Christy A. Alligood (Disney's Animal Kingdom), Wendy Donlin Washington (University of North Carolina at Wilmington), and Karen G. Anderson (West Virginia University)

115. Swedish Association for Behavior Analysis SARA INGVARSSON and Ned Carter (Swedish Association of Local Authorities and Regions) and Ulrika Lång (Stockholm Autism Center and Karolinska Institutet)

116. Texas Association for Behavior Analysis JENNIFER N. FRITZ (Texas Association for Behavior Analysis)

117. The European Association for Behavior Analysis Robert C. Mellon (Panteion University of Social and Political Science); Karola Dillenburg (Queen's University Belfast); Martti Tuomisto (University of Tampere); and Børge Strømngren, TORUNN LIAN, and Erik Arntzen (Oslo and Akershus University College)

118. The Experimental Analysis of Behaviour Group—UK and Europe J. CARL HUGHES, Emily Tyler, Amy Hulson-Jones, and Michael Beverley (Bangor University)

119. The Philadelphia Metropolitan Association for Behavior Analysis AMANDA GULD FISHER (Melmark), Donald A. Hantula (Temple University), and Beth J. Rosenwasser (Philadelphia FIGHT)

120. Utah Association for Behavior Analysis THOMAS S. HIGBEE and Tyra P. Sellers (Utah State University) and Shawnee D. Collins (Chrysalis)

121. Virginia Association for Behavior Analysis COREY SCOTT and Christine Evanko (Virginia Association for Behavior Analysis)

122. Washington Association for Behavior Analysis Christopher Jones (University of Washington), Stacey L. Shook (Washington Association for Behavior Analysis), and RICK SHAW (Behavior Issues)

123. Fostering Behavior Analysis in Wisconsin With the Wisconsin Association for Behavior Analysis MATTHEW J. WELCH (Wisconsin Association for Behavior Analysis)

#112 ABAI Expo

8:00 pm–10:30 pm

Exhibit Hall C (Convention Center)

124. Additional Opportunities to Help Military Service Members and Veterans Using ABA KENT CORSO (NCR Behavioral Health, LLC) and Abigail B. Calkin (Calkin Consulting Center)

125. All Students Can Learn and All Teachers Can Be Successful! Direct Instruction Special Interest Group ANN FILER (Beacon ABA Services) and Wendy Littleton-Kozma (Evergreen Center)

126. All the Cool Kids Are Part of the Neuroscience Special Interest Group: Are You Cool? SUZANNE H. MITCHELL (Oregon Health & Science University)

127. Applied Animal Behavior Special Interest Group ERICA N. FEUERBACHER (University of Florida) and Terri M. Bright (Simmons College and Massachusetts Society for the Prevention of Cruelty to Animals)

128. Behavior and Philosophy ERIK ARNTZEN and Hanna Steinunn Steingrimsdottir (Oslo and Akershus University College)

129. Behavior Analysis and Technology Special Interest Group DOUGLAS A. JOHNSON (Western Michigan University) and Melinda Sota (University of Oregon)

130. Behavior Analysis for Sustainable Societies Special Interest Group JULIA H. FIEBIG (The Chicago School of Professional Psychology)

131. Behavior Analysis Online (Journals) Societies Special Interest Group MICHAEL LAMPORT COMMONS (Harvard Medical School) and Paul Malanga (West Tennessee Regional Office)

132. Behavioral Gerontology Special Interest Group Maranda Trahan (Trahan Behavioral Services), JONATHAN C. BAKER (Southern Illinois University), Allison A. Jay (American Lake Veterans Administration), Hanna Steinunn Steingrimsdottir (Oslo and Akershus University College), and Yash P. Manchanda (private practice)

133. Behavioral Medicine Special Interest Group of ABAI GRETCHEN A. DITTRICH (Simmons College)

- 134. Behaviorists for Social Responsibility Societies Special Interest Group** MOLLI LUKE (University of Nevada, Reno) and Mark A. Mattaini (University of Illinois at Chicago)
- 135. Clinical Societies Special Interest Group** THOMAS J. WALTZ (Eastern Michigan University) and Emily Thomas Johnson (Behavior Attention and Developmental Disabilities Consultants, LLC)
- 136. Dissemination of Behavior Analysis Special Interest Group** MEGAN MILLER (The Ohio State University) and Amanda N. Kelly (Keiki Educational Consultants)
- 137. Ethics and Behavior Analysis Special Interest Group** DAVID J. COX (University of Florida)
- 138. Evidence-Based Practice Special Interest Group** SUSAN WILCZYNSKI (Ball State University), Ronnie Detrich (The Wing Institute), and Timothy A. Slocum (Utah State University)
- 139. Experimental Analysis of Human Behavior Special Interest Group** J. ADAM BENNETT (Eastern University), Yusuke Hayashi (Penn State Hazleton), and Manish Vaidya (University of North Texas)
- 140. Gambling Special Interest Group** BENJAMIN N. WITTS (St. Cloud State University) and Seth W. Whiting (Southern Illinois University)
- 141. Health, Sports, and Fitness Special Interest Group** BETHANY W. NELSON (Endicott College)
- 142. History of Behavior Analysis Special Interest Group** EDWARD K. MORRIS (The University of Kansas), Todd L. McKerchar (Jacksonville State University), and Karen R. Wagner (Behavior Services of Brevard, Inc.)
- 143. Human Development Special Interest Group** MARTHA PELAEZ (Florida International University) and Hayne W. Reese (West Virginia University)
- 144. Multicultural Alliance of Behavior Analyst** ELIZABETH HUGHES FONG and Sakurako Sherry Tanaka (Multicultural Alliance of Behavior Analysts), Kozue Matsuda (Children's Center), Jane Yip (Purdue University), Robyn M. Catagnus (Ball State University), Dana Garner (The Pennsylvania State University), and Lila Ayyad-Alharsha (Multicultural Alliance of Behavior Analysts)
- 145. Organizational Behavior Management Network** HEATHER M. MCGEE, Anna Conard, Daniel B. Sundberg, Marlies Hagge, and Yngvi F. Einarsson (Western Michigan University)
- 146. Positive Behavior Support Special Interest Group** ROSE IOVANNONE (University of South Florida) and Robert F. Putnam (May Institute)
- 147. Practitioner Issues in Behavior Analysis** MICHAEL WEINBERG (Orlando Behavior Health Services, LLC)
- 148. Rehabilitation and Independent Living Special Interest Group** CHRIS PERSEL (Centre for Neuro Skills)
- 149. Sexual Behavior: Research and Practice Special Interest Group** BRIGID MCCORMICK (Instructional ABA Consultants), Fawna Stockwell (The Chicago School of Professional Psychology), and Deric E. Toney (University of Nevada, Reno)
- 150. Spanish Special Interest Group: To Bring Together Spanish Speaking ABAI Members** MAPY CHAVEZ CUETO and Antuanete Chavez (Alcanzando)
- 151. Speech Pathology and Applied Behavior Analysis Special Interest Group** TRACIE L. LINDBLAD (Monarch House), Nikia Dower (Dower and Associates, Inc.), Amanda Karsten (Western New England University), and Barbara E. Esch (Esch Behavior Consultants, Inc.)
- 152. Standard Celeration Society** KELLY J. FERRIS (Organization for Research and Learning), Charles T. Merbitz (Behavior Development Solutions), and Kent Johnson (Morningside Academy)
- 153. Teaching Behavior Analysis Special Interest Group** CHRISTINE HOFFNER BARTHOLD (George Mason University)
- 154. Verbal Behavior Special Interest Group** JUDAH B. AXE (Simmons College), Kerry A. Conde (Trumpet Behavioral Health), April N. Kisamore (Caldwell College), Rocio Rosales (University of Massachusetts Lowell), Alice Shillingsburg (Marcus Autism Center), Laura L. Grow (The University of British Columbia), Sarah Frampton (Marcus Autism Center), and Amber Valentino (Trumpet Behavioral Health)
- 155. Autism Special Interest Group** ROBERT K. ROSS (Beacon ABA Services) and John D. Molteni (University of Saint Joseph)

#113 ABAI Expo

8:00 pm–10:30 pm

Exhibit Hall C (Convention Center)

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

157. Autism Home Support Services JANA M. SARNO, Lisa Dworkin, Johna Sommer, Laura McKee, and Steve Kaufman (Autism Home Support Services)

158. Behavior as the Brohaviorist Views It RYAN LEE O'DONNELL, Amy Lynn Evans, Marc D'Antin, Tara M. Grant, Cameron Green, Lea June, Scott A. Miller, and Dominique Stedham (Brohavior)

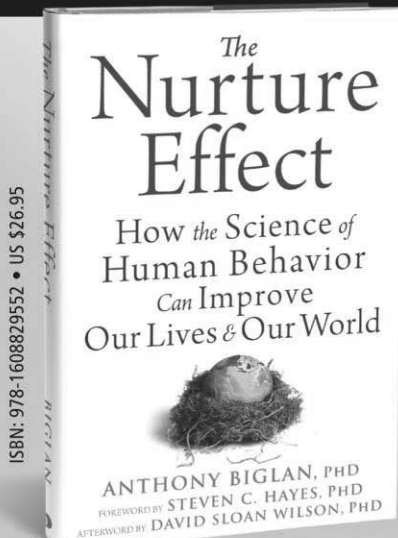
159. Chimes Delaware KAORI G. NEPO and Lois Meszaros (Chimes Delaware)

160. Graduate Internet Coursework and Continuing Education in Behavior Analysis at the University of North Texas BROOK B. WHEETLEY and Todd A. Ward (University of North Texas)

161. The Behavior Station: A Platform for Disseminating Behavior Analysis TIFFANY N. KILBY, Natalie De Paz, and Zachary Stevens (The Behavior Station, LLC)

Saturday, May 23

Meet the Author Sunday at 2pm, ABAI Bookstore



Read an excerpt online at
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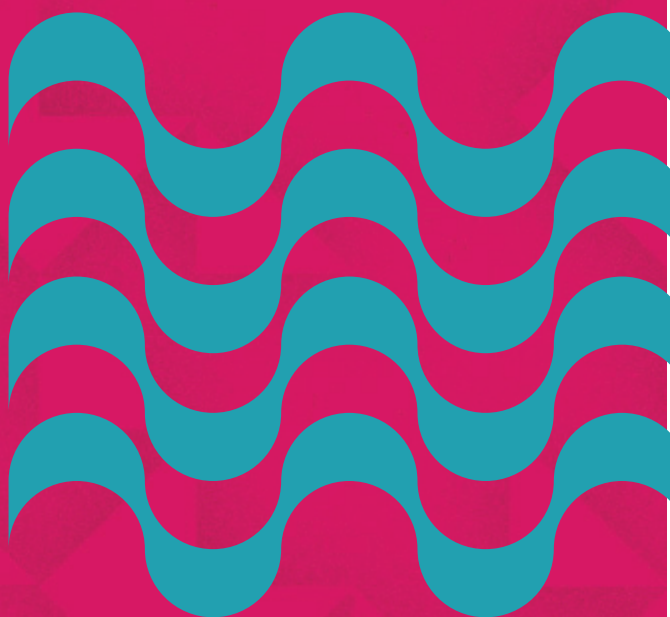
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SAN ANTONIO 2015



Sunday, May 24

Day Schedule
Business Meetings
Sessions
Presidential Scholar Address
Reunions/Receptions





Henry B. Gonzalez Convention Center; Sunday, May 24

	Room	7 am		8 am		9 am		10 am		11 am		12 pm		1 pm		2 pm							
		:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30						
GB	C1					#126 AUT Ch: Roscoe	†	#158 AUT Ch: Fisher									#206 AUT Ch: Harris	†					
	C2					#125 AUT Ch: Wilson-Bishop		#149 AUT Ch: Lesser									#207 AUT Ch: Heal	†					
	C3							#157 VRB Normand		†	#175 DDA Hagopian		†				#196 AUT MacDonald	†‡					
Concourse	201			#118 EAHB SIG		#135 OBM Ch: DeAguilar-Rocha												#200 OBM Ch: McGee					
	202A					#136 OBM Ch: Tosolin		#154 OBM		†													
	202B																						
	203A					#144 OBM Ch: King					#180 OBM Pritchard		†										
	203B																						
	204A					#130 CSE Ch: Bailey	†				#172 CSE Ch: Kincald		†				#210 CSE Ch: Houtmanfar						
	204B					#123 CSE Ch: Pantula																	
	205			#116 JABA				#156 TBA Ch: Groskreutz		†	#184 TBA Ch: Stehnam		†										
	206A			#117 Ethics SIG				#163 TBA Ch: Delfs					†					#204 TBA Ch: de la Cruz					
	206B																						
	207A					#124 OTH Ch: Cox					#181 OTH Ch: Morris		†					#199 EDC Ch: Catania	†				
	207B			#115 BACB Cert.				#162 DDA Ch: Mulqueen															
	208			Speaker Ready Room																			
	209			#118a Prog Comm.					#152a EDC Ch: Panesar		†												
	210A								#160 EDC Ch: Austin					†									
	210B																						
	211								#153 EDC Ch: Speelman														
	212A								#161 EDC Ch: O'Brien					†									
	212B																						
	213A						#137 PRA Ch: Tanaka	†	#155 PRA Ch: Pratt		†	#183 PRA Ch: Sturmey						#202 PRA Ch: Kaplan	†				
	213B																						
	214A						#145 PRA Ch: D'Antin				†	#182 PRA Ch: Carr		†				#201 PRA Ch: Schelthauer	†				
	214B						#141 DDA Ch: Ledford				†	#173 DDA Ch: MacDonald		†									
	214C						#131 DDA Ch: Sy		†	#159 DDA Ch: Boyle			†										
	214D						#142 DDA Ch: Zangrillo				†	#174 DDA Ch: Chok											
	216A																						
	216B																						
	217A						#139 VRB Ch: Frying	†				#164 VRB Ch: Sundberg						#205 VRB Ch: Flora	†				
	217B						#127 AUT Ch: Jackson	†	#148 AUT Ch: Croteau		†	#166 AUT Ch: Lahue		†				#194 AUT Ch: Ward-Horner	†				
	217C											#168 AUT Ch: Haas		†				#193 AUT Ch: Edelstein	†				
	217D						#140 AUT Ch: St. Clair			†		#167 AUT Ch: Smith		†				#195 AUT Ch: Contreras Young	†				
	218																						
Street	102AB			SQAB Posters																			
	103AB			SQAB Plenary																			
	LC Theatre					#134 EDC Burns	†	#151 CSE Gilman	†	#165 AAB Hillard	†‡						#203 SCI Mitchell	†‡					
	Exhibit Hall C												Poster Session 2: #186-#192										
River	002A																						
	006A					#138 TPC Palmer	†	#152 EAB Green	‡	#169 BPH Hart	†‡						#198 EAB Hackenberg	†‡					
	006B																						
	006C																						
	006D																						
	007A					#132 EAB Ch: Bennett					#179 EAB Ch: MacDonald												
	007B					#133 EAB Ch: Dinges					#177 EAB Ch: Ellifsen												
	007C					#146 TPC Ch: Subramaniam					#178 EAB Ch: Subramaniam												
	007D					#146 TPC Ch: Gratz				†	#185 TPC Ch: Penagos						#211 TPC Ch: Robinson	†					
	008A					#128 BPH Ch: Cassidy																	
	008B							#147 AAB Ch: Feuerbacher		†													
	LD																						
Grotto																							

Henry B. Gonzalez Convention Center; Sunday, May 24

3 pm		4 pm		5 pm		6 pm		7 pm		8 pm		9 pm		10 pm		Room	GB	Concourse	Street
:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30				
#206 cont.		#232 AUT Ch: Marchese	†														C1		
#207 cont.		#230 AUT Ch: Stockwell	†														C2		
#216 DDA Peterson	†					#251 AAB SIG											C3		
																	201		
																	202A		
																	202B		
																	203A		
																	203B		
																	204A		
																	204B		
#213 AAB Edwards	†																205		
#210 cont.						#257 SPABA SIG											206A		
		#229 CSE Ch: Richter				#247 PBS SIG											206B		
#212 TBA Zawacki						#265 PI SIG											207A		
						#252 MV SIG											207B		
						#253 Rehab SIG											208		
						#261 Hawaii ABA											209		
Speaker Ready Room																	210A		
		#223a EDC Ch: Warner				#256 HSF SIG											210B		
#218 EDC Ch: Scalzo		#241 EDC Ch: Allen-Williams				#263 Bhvr/ Med. SIG											211		
						#248 Gam. SIG											212A		
#225 EDC Ch: Kodak			†			#262 DI SIG											212B		
#226 PRA Ch: Corso			†			#254 BASS SIG											213A		
#227 PRA Ch: Bassingthwaite			†			#259 Human Dev. SIG											213B		
						#264 TBA SIG											214A		
						#258 Sex. Bhvr. SIG											214B		
						#255 Atlantic ABA											214C		
																	214D		
#220 VRB Ch: Ribeiro	†																216A		
																	216B		
#221 VRB Ch: Stoenier	†	#243 VRB Ch: Aye	†			#246 Multi-SIG											217A		
#215 AUT Ch: Najjar Daou		#231 AUT Ch: Lang	†			#245 OBMN											217B		
#214 AUT Ch: Falcomata	†	#233 AUT Ch: Putnam	†			#249 Stdt. Comm.											217C		
#222 AUT Ch: Vladescu			†														217D		
						#250 PoB Friends											218		
																	102AB		
																	103AB		
#219 TBA Orange	†	#228 TPC Neuringer	†	#244 Pres. Schlr. Hrry	††												LC Theatre		
																	Exhibit Hall C		
		#238 CSE Ch: Bailey	†														002A		
#217 EAB Rankin	†	#234 AUT Klin	††														006A		
																	006B		
																	006C		
																	006D		
		#240 EAB Ch: Maguire	†														007A		
		#239 EAB Ch: Heys															007B		
#211 cont.		#242 TPC Ch: Laving	†														007C		
																	007D		
		#235 BPH Ch: Maguire															008A		
																	008B		
																	LD		
																	Grotto		


LEGEND


-  = Special and Invited Events
-  = B. F. Skinner Lecture Series
-  = ABAI Services
-  = Student Committee Event
- † = Continuing education credit available for behavior analysts
- †† = Continuing education credit available for psychologists
- Ch: = Chairperson

Grand Hyatt San Antonio; Sunday, May 24

	Room	6 am		7 am		8 am		9 am		10 am		11 am		12 pm		1 pm		2 pm	
		:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30
Second Level	Lone Star Ballroom																		
	Salon A																		
	Salon B																		
	Salon C																		
	Salon D																		
	Salon E																		
	Salon F																		
Third Level	Presidio A																		
	Presidio B																		
	Presidio C																		
Fourth Level	TB Salon A	#114 Yoga																#197 DEV Wang †‡	
	TB Salon B											#171 CBM † Ch: Greenwald						#208 CBM † Ch: Bachmeyer	
	TB Salon C							#129 CBM Ch: Knott	#150 CBM Ch: Andrews	#170 CBM † Ch: Blumenthal								#209 CBM † Ch: Drake	
	TB Salon D																		
	TB Salon E							#143 DEV Ch: Seefeldt †		#176 DEV Ch: Brogan									
	TB Salon F																		
	Crockett A																		
	Crockett B																		
	Crockett C																		
	Crockett D																		
	Seguin A																		
	Seguin B																		
	Republic A																		
	Republic B																		
	Republic C																		

LEGEND

 = Special and Invited Events

 = B. F. Skinner Lecture Series

† = Continuing education credit available for behavior analysts

‡ = Continuing education credit available for psychologists

Ch. = Chairperson

Grand Hyatt San Antonio; Sunday, May 24

3 pm		4 pm		5 pm		6 pm		7 pm		8 pm		9 pm		10 pm		11 pm		Room	Second Level
:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30		
																		Lone Star Ballroom	
																		Salon A	
																		Salon B	
																		Salon C	
																		Salon D	
																		Salon E	
																		Salon F	
												#290 University of Wisconsin-Eau Claire						Presidio A	
																		Presidio B	
																		Presidio C	
#223 DEV Greer				†‡								#289 Florida Institute of Technology						TB Salon A	
#208 cont.		#236 CBM † Ch: Isaac								#281 The Chicago School of Professional Psychology							TB Salon B		
#209 cont.		#237 CBM † Ch: Golden								#279 Western Michigan University							TB Salon C		
#224 DEV Baker				†								#276 University North Texas						TB Salon D	
										#278 St. Cloud State University							TB Salon E		
										#284 The Ohio State University							TB Salon F		
										#274 BACB Coordinator Reception							Crockett A		
										#277 Teachers College, Columbia University							Crockett B		
										#282 Speech Pathology SIG							Crockett C		
										#283 University of Kansas							Crockett D		
										#285 Beacon ABA							Seguin A		
										#286 Ball State University							Seguin B		
										#287 Southern Illinois University							Republic A		
										#280 University of Nevada, Reno							Republic B		
										#288 Fresno State							Republic C		

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#114 Special Event

6:00 am–6:50 am

Texas Ballroom Salon A (Grand Hyatt)

Health, Sport, and Fitness Special Interest Group—Yoga Session

Chair: Danah Mulqueen (University of South Florida)

Please join us for this annual HSF SIG event. No experience is necessary. Please bring a towel or mat and water bottle, and dress comfortably. This 1-hour session will strengthen, lengthen, and rejuvenate you. Come early, so we can fill the room. Namaste! (The Health, Sport, and Fitness SIG has supported the inclusion of this and other physical activity sessions.)

#115 Business Meeting

8:00 am–8:50 am

207B (Convention Center)

Introduction to BACB Certification

Chair: Christine L. Ratcliff (BACB)

This meeting will cover important components of the Behavior Analyst Certification Board (BACB), including information on BACB credentials, eligibility requirements, approved course sequences, examination administration, and applying for examination. This meeting is intended for individuals who are planning to become certified.

#116 Business Meeting

8:00 am–8:50 am

205 (Convention Center)

Journal of Applied Behavior Analysis

Chair: Kara L. Wunderlich (University of Florida)

The business meeting will review annual events and initiatives for the *Journal of Applied Behavior Analysis*, presented by the current editor.

#117 Business Meeting

8:00 am–8:50 am

206A (Convention Center)

Ethics and Behavior Analysis Special Interest Group

Chair: Matthew T. Brodhead (Purdue University)

During this meeting we will discuss the activities of the group over the past year and develop action items for the coming year.

#118 Business Meeting

8:00 am–8:50 am

201 (Convention Center)

Experimental Analysis of Human Behavior Special Interest Group

Chair: J. Adam Bennett (Eastern University)

This will be the business meeting for the Experimental Analysis of Human Behavior Special Interest Group (EAHB-SIG). The mission of the EAHB-SIG is to promote the experimental analysis of behavior with human subjects as a means of addressing important fundamental questions about human problems and human nature. In recent years, the energies of EAHB-SIG members have focused on three continuing projects: (1) The EAHB-SIG Distinguished Contributions Award is designed to recognize substantive and sustained contributions to the EAHB literature. The award is presented during the annual convention. (2) The Student Paper Competition is designed to promote and recognize scholarly activity in the experimental analysis of human behavior. Students are encouraged to submit original research that has not been reviewed

elsewhere. Participants will receive high quality reviews from experts in their respective areas of research. (3) The SIG also maintains an online journal (ISSN 1938-7237) for the publication of empirical articles, technical reports, and other types of articles of interest to researchers engaged in the experimental analysis of human behavior called *The Experimental Analysis of Human Behavior Bulletin*.

#118a Special Event

8:00 am–8:50 am

209 (Grand Hyatt)

OTH

ABAI Program Committee Meeting

Chair: Mark A. Mattaini (Jane Addams College of Social Work at the University of Illinois at Chicago)

AAB: Applied Animal Behavior

MEGAN E. MAXWELL (Pet Behavior Change, LLC) and Christy A. Alligood (Disney's Animal Kingdom)

AUT: Autism

JENNIFER N. FRITZ (University of Houston-Clear Lake), Jessica L. Thomason-Sassi (The New England Center for Children), Jennifer Lynn Hammond (Intercare Therapy, Inc.), and Nicole Heal (Melmark New England)

BPH: Behavioral Pharmacology

PAUL L. SOTO (Texas Tech University) and Matthew W. Johnson (Johns Hopkins University School of Medicine)

CBM: Clinical, Family, Behavioral Medicine

SCOTT T. GAYNOR (Western Michigan University) and Steven R. Lawyer (Idaho State University)

CSE: Community Interventions; Social and Ethical Issues

MARK P. ALAVOSIUS (University of Nevada, Reno) and Angela Sanguinetti (University of California, Irvine)

DDA: Developmental Disabilities

ANJALI BARRETTO (Gonzaga University) and Andrew W. Gardner (Northern Arizona University)

DEV: Human Development

MARTHA PELAEZ (Florida International University) and Per Holth (Oslo and Akershus University College)

EAB: Experimental Analysis of Behavior

FEDERICO SANABRIA (Arizona State University) and Eric S. Murphy (University of Alaska Anchorage)

EDC: Education

CYNTHIA M. ANDERSON (Appalachian State University) and Florence D. DiGennaro Reed (University of Kansas)

OBM: Organizational Behavior Management

SIGURDUR OLI SIGURDSSON (Florida Institute of Technology) and Julie M. Slowiak (University of Minnesota Duluth)

PRA: Practice

MARK D. SHRIVER (Munroe-Meyer Institute, University of Nebraska Medical Center) and John M. Guercio (AWS)

SCI: Science

M. CHRISTOPHER NEWLAND (Auburn University)

TBA: Teaching Behavior Analysis

NICOLE LUKE (Surrey Place Centre) and Amoy Kito Hugh-Pennie (Western University)

TPC: Theoretical, Philosophical, and Conceptual Issues

MARLEEN T. ADEMA (private practice) and Edward K. Morris (The University of Kansas)

VRB: Verbal Behavior

BARBARA E. ESCH (Esch Behavior Consultants, Inc.) and Judah B. Axe (Simmons College)

#123 Paper Session

9:00 am–9:20 am
204B (Convention Center)
CSE

Applying ABA to Improve Pedestrian and Cyclist Safety in Urban Areas

Chair: Donald A. Hantula (Temple University)

Playing in Traffic: Behavioral Analyses of Pedestrian and Cyclist Safety in Urban Environments

(Applied Research)

DONALD A. HANTULA, Emma Lockwood, and Elizabeth Decina (Temple University)

#124 Paper Session

9:00 am–9:20 am
207A (Convention Center)
OTH

Application of Matching Law to Pitch Selection in Professional Baseball

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

Application of Matching Law to Pitch Selection in Professional Baseball (Basic Research)

DAVID J. COX (University of Florida)

#125 Symposium

9:00 am–9:50 am
Grand Ballroom C2 (Convention Center)
AUT/PRA; Applied Research

Generalization Assessment and Tactics to Promote New Repertoires: An Examination of Peer Mediated Differential Reinforcement and Peer Tutors in the Classroom

Chair: Ginette Wilson-Bishop (Advances Learning Center)

The Effects of Peer-Mediated Momentary Differential Reinforcement of Other Behavior on the On-Task Behavior of Elementary Students With Autism

ERIN MCLOUGHLIN (Advances Learning Center), Ronald F. Allen and Judah B. Axe (Simmons College), and Robert Volpe (Northeastern University)

Manding for Play With Peer Tutors and Planning for Generalization

JAMIE REED and Ginette Wilson-Bishop (Advances Learning Center)

The Role of Assessment: Generalization Beyond the Training Environment

ASHLEY RODMAN, Katherine Frances Corey, and Katherine A. Johnson (Advances Learning Center)

#126 Symposium

9:00 am–9:50 am
Grand Ballroom C1 (Convention Center)
AUT/DDA; Applied Research
BACB CE Offered. CE Instructor: Eileen M. Roscoe, Ph.D.

Empirically Identifying Consequences for Clinical Application

Chair: Eileen M. Roscoe (The New England Center for Children)

Assessment of the Preference and Reinforcing Efficacy of Attention Relative to Edible and Leisure Items

NICOLE GOLDBERG (Western New England University) and Eileen M. Roscoe, Hailee Stuesser, and Maureen Kelly (The New England Center for Children)

A Comparison of the Efficiency of Stimulus Avoidance Assessments

KERRI C. SUITER, Joanna Lomas Mevers, Seth B. Clark, Nathan Call, and Faith Cawthon (Marcus Autism Center) and Christina Simmons (University of Georgia)

Demand Assessment for Quantifying the Value of Negative Reinforcers Using a Progressive Ratio Schedule With a Fixed Positive Reinforcer

MEGAN KLIEBERT, Nathan Call, Joanna Lomas Mevers, Seth B. Clark, Ally Coleman, Yoshiko Smith, and Kerri C. Suiter (Marcus Autism Center)

#127 Symposium

9:00 am–9:50 am

217B (Convention Center)

AUT/CSE; Applied Research

BACB CE Offered. CE Instructor: Marianne L. Jackson, Ph.D.

Getting What You Want and Wanting What You Need: Some Extensions of Functional Analysis

Chair: Marianne L. Jackson (California State University, Fresno)

Discussant: Julie A. Ackerlund Brandt (St. Cloud State University)

Getting What You Want: Using an Abolishing Operation to Improve the Efficiency of Functional Analysis Methodology

MARIANNE L. JACKSON, Jonpaul D. Moschella, Tiffany Gonzales, and Erin Paulsen (California State University Fresno)

The Effects of Peers on Children's Physical Activity: A Functional Analysis

TIFFANY GONZALES and Marianne L. Jackson (California State University, Fresno) and Amanda N. Adams (California Autism Center & Learning Group)

#128 Symposium

9:00 am–9:50 am

008A (Convention Center)

BPH/CBM; Applied Research

Contingency Management for Smoking in Vulnerable Populations

Chair: Rachel Cassidy (Brown University)

Contingency Management for College Student Smokers: Predictors of Abstinence During Treatment

RACHEL CASSIDY, Suzanne Colby, Damaris Rohsenow, Jennifer Tidey, Peter Monti, Nancy Barnett, and Mollie Patrick (Brown University)

Using Financial Incentives to Sustain Smoking Abstinence in Opioid-Maintained Patients

ANDREW MEYER and Stacey C. Sigmon (University of Vermont)

Contingency Management for Pregnant Smokers: Tailoring the Incentive Value to Smoking Rate

RYAN REDNER and Stephen T. Higgins (University of Vermont)

#129 Symposium

9:00 am–9:50 am

Texas Ballroom Salon C (Grand Hyatt)

CBM; Applied Research

Expanding the Reach of Functional Analytic Psychotherapy: A Grab at FAP Measurement Utility, Therapist Training, and an Untapped Treatment Population.

Chair: Lindsey Knott (Western Michigan University)

The FIAT-Q's and Functional Assessment of Depression's Predictive Ability in a Simulated Social Interaction Task

DANIEL W. MAITLAND, Rebecca Rausch, Kellie Reynolds, and Scott T. Gaynor (Western Michigan University)

The Impact of Training in Functional Analytic Psychotherapy on Therapists' Target Behaviors
LINDSEY KNOTT (Western Michigan University), William Norwood (University of Houston–Clear Lake), and Chad Wetterneck (Rogers Memorial Hospital)

Functional Analytic Psychotherapy for Nursing Home Residents: A Single-Subject Design
SONIA SINGH and William J. O'Brien (Bowling Green State University)

#130 Symposium

9:00 am–9:50 am

204A (Convention Center)

CSE/PRA; Service Delivery

BACB CE Offered. CE Instructor: Adam Ventura, MS

Diagnosing and Treating Ethical Problems in ABA: What They Are and How We Can Address Them Organizationally

Chair: Jon S. Bailey (Florida State University)

Discussant: Devon Sundberg (Behavior Analysis Center for Autism)

The Malaise of ABA

JON S. BAILEY (Florida State University)

Prognosis... Hopeful: A Code of Ethics for Behavioral Organizations

ADAM VENTURA (World Evolve, Inc.)

#131 Symposium

9:00 am–9:50 am

214C (Convention Center)

DDA/EDC; Basic Research

BACB CE Offered. CE Instructor: Jolene R. Sy, Ph.D.

Translational Evaluations of Common Classroom Contingencies

Chair: Jolene R. Sy (University of Maryland, Baltimore County)

The Effects of a Mild Delayed Verbal Punisher on Choice of an Immediate Reinforcer by Children With Autism

Jolene R. Sy (University of Maryland, Baltimore County), Leonard Green (Washington University), and OLIVIA GRATZ, Thea Ervin, and Kathleen Mack (Saint Louis University)

An Evaluation of the "O" in DRO

JESSICA BECRAFT (University of Maryland, Baltimore County), Joshua Jessel (Western New England University), and John C. Borrero (University of Maryland, Baltimore County)

Effects of the Good Behavior Game With Students Diagnosed With Emotional and Behavioral Disorders Under Varying Levels of Treatment Integrity

Olivia Gratz (Saint Louis University), Jolene R. Sy (University of Maryland, Baltimore County), Jeanne M. Donaldson (Texas Tech University), and THEA ERVIN (Saint Louis University)

#132 Symposium

9:00 am–9:50 am

007A (Convention Center)

EAB/VRB; Basic Research

Experimental Analysis of Human Behavior Special Interest Group Distinguished Contributions Award: Celebrating the Contributions of Dr. Deisy de Souza

Chair: J. Adam Bennett (Eastern University)

Discussant: Deisy das Graças De Souza (Federal University of São Carlos)

Dr. Deisy de Souza: Honoring a Lifetime of Achievement in Behavior Analysis

JOANNE KLEDARAS (Praxis, Inc.)

Deisy de Souza: Researcher and Teacher

JOÃO CLAUDIO TODOROV (University of Brasília)

#133 Symposium

9:00 am–9:50 am

007B (Convention Center)

EAB/OTH; Basic Research

Operant Conditioning in Invertebrates

Chair: Christopher Dinges (Oklahoma State University)

Recent Developments in Invertebrate Operant Learning Using Cockroaches and Crayfish

KELTI OWENS, Ashley Shayter, Brian Morgan, Jordan Belisle, and Mark R. Dixon (Southern Illinois University)

Conditioned Place Preference in Invertebrates

BRADY J. PHELPS, Linda Muckey, Nick Thompson, and Shafiqur Rahman (South Dakota State University)

Aversive Conditioning in Honey Bees: Influence of Master/Yoked Role Reversal in Place Preference Conditioning

CHRISTOPHER DINGES, Chris Varmon, David Craig, and Charles I. Abramson (Oklahoma State University) and Arian Avalos and Tugrul Giray (University of Puerto Rico)

#134 B. F. Skinner Lecture Series

9:00 am–9:50 am

Lila Cockrell Theatre (Convention Center)

EDC; Applied Research

BACB CE Offered. CE Instructor: Florence D. DiGennaro Reed, Ph.D.

Using Data to Identify the Function of Academic Behavior

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

MATTHEW K. BURNS (University of Missouri)



Matthew K. Burns is the associate dean for research for the College of Education and a professor of school psychology at the University of Missouri. He has published more than 150 articles and book chapters in national publications, and has co-authored or co-edited 12 books. He is also the editor of *School Psychology Review* and past editor of *Assessment for Effective Intervention*. Dr. Burns is one of the leading researchers regarding the use of assessment data to determine individual or small-group interventions and has published extensively on response to intervention, academic interventions, and facilitating problem-solving teams. In addition, Dr. Burns also was a practicing school psychologist

and special education administrator before becoming an academic, and served on the faculty of the University of Minnesota for 10 years and Central Michigan University for 5 years.

Abstract: Behavior analysts are frequently involved when a student's behavior becomes so severe that in-depth analysis and understanding are needed. However, there is considerably more research to guide the analysis for behavior problems than for academic problems. This presentation will provide a framework to analyze difficulties in reading at the small-group (tier 2) and individual (tier 3) levels. Data will be presented from three studies ($n \sim 200\text{--}600$) to demonstrate that targeting the academic intervention based on the function of the behavior was more effective at tier 2 than using a general evidence-based intervention. Moreover, data from 15 students with the most severe reading problems will be provided to support the framework at tier 3.

#135 Panel Discussion

9:00 am–9:50 am

201 (Convention Center)

OBM; Service Delivery

21 and Over... What Now? Challenges and Opportunities in Adult Treatment Settings

Chair: Liliane DeAguiar-Rocha (Kings County Hospital Center)

RISHI CHELMINSKI (Services for the UnderServed)

JENNIFER MORRISON-DIALLO (Kings County Hospital Center)

TERENCE G. BLACKWELL (Services for the UnderServed)

#136 Paper Session

9:00 am–9:50 am

202AB (Convention Center)

OBM

Behavior-Based Safety Applications in Northern Italy

Chair: Fabio Tosolin (Association for the Advancement of Radical Behavior Analysis)

The Hanging Fruit of Behavioral Safety Applications: Improving the Precision of Outputs Through a Behavior-Based Quality Process (Applied Research)

Maria Gatti, Alessandro Valdina, FABIO TOSOLIN, Paola Silva, and Morgan Aleotti (Association for the Advancement of Radical Behavior Analysis)

The First Italian Research on the Efficacy of a B-BS Process in Healthcare Sector (Applied Research)

FABIO TOSOLIN, Maria Gatti, Paola Silva, and Alessandro Valdina (Association for the Advancement of Radical Behavior Analysis)

#137 Panel Discussion

9:00 am–9:50 am

213AB (Convention Center)

PRA; Service Delivery

BACB CE Offered. CE Instructor: Sakurako Sherry Tanaka, Ph.D.

Translating, Interpreting, Authoring, and Behavior Analysis

Chair: Sakurako Sherry Tanaka (Multicultural Alliance of Behavior Analysts)

MARI URAMOTO (Children Center Inc.)

SHARON CHIEN (SEEK Education, Inc.)

KOJI TAKESHIMA (Autism Consultation Room)

#138 Invited Presenter

9:00 am–9:50 am

006AB (Convention Center)

TPC; Theory

PSY/BACB CE Offered. CE Instructor: David C. Palmer, Ph.D.

The Role of Atomic Repertoires in Generalized Operants and Observational Learning

Chair: Marleen T. Adema (private practice)

DAVID C. PALMER (Smith College)



With bachelor's degrees in geology and English, Dr. David C. Palmer was devoting his post-graduate years to avoiding the draft when he chanced to pick up a copy of *Walden Two* from a friend's bookshelf. It changed the direction of his life. He promptly read the rest of the Skinner canon and spent the next decade trying to start an experimental community and preaching radical behaviorism to anyone who would listen. Eventually, he took some classes with Beth Sulzer-Azaroff, who persuaded him to apply to graduate school. Despite the predictions of bookies, he was admitted and began working with John Donahoe. He was happy in grad school and

would be there still if the University of Massachusetts had not threatened to change the locks. He has spent the past 26 years as the token behaviorist at Smith College. During that time, he co-authored, with Donahoe, *Learning and Complex Behavior*, a book that attempts to integrate adaptive network simulation with experimental analysis and verbal interpretation of complex cases. He continues to puzzle about the interpretation of memory, problem-solving, and verbal behavior and the behavior of the listener. He still thinks Skinner was right about nearly everything.

Abstract: When the explicit training of a class of responses of one topography leads to the emission of one or more response classes of different topography, we speak of generalized operants. The empirical demonstration of such generalized classes is taken as evidence that the concept can be included in the conceptual toolkit of the behavior analyst without further analysis and that it can be used to explain other examples of emergent behavior. Dr. Palmer will argue that this conclusion is unjustified. He will suggest that atomic repertoires can explain the relevant behavior economically, with no need to invent new explanatory terms. Furthermore, they offer a possible interpretation of the phenomenon of delayed observational learning.

#139 Symposium

9:00 am–9:50 am

217A (Convention Center)

VRB/TPC; Theory

BACB CE Offered. CE Instructor: Genevieve M. DeBernardis, MA

Conceptual, Applied, and Investigative Considerations in Verbal Behavior

Chair: Mitch Fryling (California State University, Los Angeles)

On the Formal Versus Functional Categorization of Verbal Operants: Examining Skinner's Conceptualization of Verbal Behavior

JAMES NICHOLSON MEINDL and Neal Miller (University of Memphis) and Jonathan W. Ivy (Mercyhurst University)

Constructs, Events and Skinner's Verbal Operants

MITCH FRYLING (California State University, Los Angeles)

Investigative Considerations in Verbal Behavior

GENEVIEVE M. DEBERNARDIS and Linda J. Parrott Hayes (University of Nevada, Reno)

#140 Symposium

9:00 am–10:50 am

217D (Convention Center)

AUT/VRB; Applied Research

BACB CE Offered. CE Instructor: Richard James May, Ph.D.

Recent Research on Skill Acquisition and Derived Relational Responding in Children With Autism

Chair: Megan St. Clair (Center for Autism and Related Disorders)

Discussant: Richard James May (Swansea University)

Teaching Children With Autism How to Play Friendly Tricks on Others

MEGAN ST. CLAIR, Jonathan J. Tarbox, Adel C. Najdowski, and Angela M. Persicke (Center for Autism and Related Disorders)

Using Video Modeling to Teach First and Second Person Pronouns to Children With Autism

JENNY FISCHER (Cascade Behavioral Intervention) and Jonathan J. Tarbox (Center for Autism and Related Disorders)

The Role of Fluency in the Acquisition of Deictic Relations and Theory of Mind

ERIN PAULSEN, Marianne L. Jackson, and Amanda Mortimer (California State University Fresno) and Dena Mendoza (BEST Consulting, Inc.)

Assessing the Effects of Derived Relational Responding on Intraverbal Use of Same-Opposite and More-Than/Less-Than Relations in Children With Autism

JANE WHITE and Timothy M. Weil (University of South Florida)

#141 Symposium

9:00 am–10:50 am

214B (Convention Center)

DDA/PRA; Applied Research

BACB CE Offered. CE Instructor: Jennifer Ledford, Ph.D.

Characterizing and Improving Physical Activity Behaviors of Individuals With Autism and Other Developmental Disabilities

Chair: Jennifer Ledford (Vanderbilt University)

Discussant: Justin Lane (University of Kentucky)

Employing Behavior Analytic Procedures to Teach an Adolescent With Autism to Play Basketball

BAILEY COPELAND, Joseph Michael Lambert, Erica Karp, Crystal Finley, Nealetta Houchins-Juarez, and Jennifer Ledford (Vanderbilt University)

Using Teacher Implemented Playground Interventions to Increase Engagement, Social Behaviors, and Physical Activity for Young Children With Autism

COLLIN SHEPLEY (Oconee County Schools), Justin Lane (University of Kentucky), Sarah Kroll (University of Georgia), and Jennifer Ledford (Vanderbilt University)

Differences in Engagement, Physical Activity, and Teacher Play for Young Children With and Without Autism

Jennifer Ledford and KATHLEEN ZIMMERMAN (Vanderbilt University)

Increasing Physical Activity for Children With Down Syndrome During Typical Recess Activities

JENNY WU (May Institute) and Erin E. Barton, Jennifer Ledford, and Mark Wolery (Vanderbilt University)

#142 Symposium

9:00 am–10:50 am

214D (Convention Center)

DDA/AUT; Applied Research

BACB CE Offered. CE Instructor: Amanda Zangrillo, Psy.D.

A Further Evaluation of Caregiver Training Models to Teach Implementation of Behavioral Assessment and Treatment

Chair: Amanda Zangrillo (University of Nebraska Medical Center)

Discussant: David P. Wacker (The University of Iowa)

Using Response Restriction During Functional Communication Training to Promote Rapid Transfer of Treatment Effects

BRIAN D. GREER, Wayne W. Fisher, Katie Lichtblau, and John Lamphere (University of Nebraska Medical Center)

Preliminary Results of a Randomized Clinical Trial of a Web-Based Program for Training Parents With a Child With an Autism Spectrum Disorder

Wayne W. Fisher, Kevin C. Luczynski, MYCHAL MACHADO, Aaron D. Lesser (University of Nebraska Medical Center); Stephanie A. Hood (Briar Cliff University); and Andrew Blowers, Maegan Pisman, and Megan E. Vosters (University of Nebraska Medical Center)

Training Across the Continuum of Parent-Child Interaction: Functional Analysis, Behavioral Treatment, and Positive Parenting Skills

Patricia F. Kurtz, Roy Justin Boyd, JENNIFER R. ZARCONI, Julia T. O'Connor, John M. Huete, and Louis P. Hagopian (Kennedy Krieger Institute)

Parent Training in Children With Autism Spectrum Disorder and Disruptive Behavior: A Randomized Trial

TRISTRAM SMITH (University of Rochester Medical Center), Karen Bearss (Emory University), Luc Lecavalier (The Ohio State University), Cynthia R. Johnson (University of Pittsburgh), Naomi Swiezy (Indiana University School of Medicine), Denis Sukhodolsky (Yale University), and Lawrence Scahill (Emory University)

Sunday, May 24

#143 Symposium

9:00 am–10:50 am

Texas Ballroom Salon E (Grand Hyatt)

DEV/EAB; Applied Research

BACB CE Offered. CE Instructor: Jonathan C. Baker, Ph.D.

Stimulus Control and Older Adults: Basic and Applied Research on the Impact of Stimuli

Chair: Dawn Seefeldt (Southern Illinois University)

Discussant: Paige Raetz (Trumpet Behavioral Health)

The Effects of Different Step Sizes in a Titrating Delayed Matching-to-Sample Procedure in a Patient With Neurocognitive Disorder

HANNA STEINUNN STEINGRIMSDOTTIR and Erik Arntzen (Oslo and Akershus University College)

Using Stimulus Equivalence to Teach Face and Relationship Recognition to Older Adults With Dementia

JELISA SCOTT, Sarah A. Lechago, Taylor Sweatt, and Tarah Bowser (University of Houston–Clear Lake)

Effects of Programmed Discriminative Stimuli Used in a Functional Analysis on Language Disruptions of Elderly Adults With Neurocognitive Disorder

DANIEL LARRABEE, Dawn Seefeldt, and Jonathan C. Baker (Southern Illinois University)

Evaluating Transfer of Stimulus Control Methods for Verbal Behavior Interventions With Older Adults

BRIDGET MUNOZ, Jonathan C. Baker, Allison Chamberlain, Dawn Seefeldt, and Kathleen Fairchild (Southern Illinois University)

#144 Symposium

9:00 am–10:50 am

203AB (Convention Center)

OBM; Applied Research

Recent Advances in Behavioral Safety

Chair: Allison King (Florida Institute of Technology)

Discussant: Sigurdur Oli Sigurdsson (Florida Institute of Technology)

Identifying the Variables Contributing to At-Risk Performance: Initial Evaluation of the Performance Diagnostic Checklist-Safety

BRANDON MARTINEZ-ONSTOTT, David A. Wilder, and Sigurdur Oli Sigurdsson (Florida Institute of Technology)

The Observer Effect and Its Impact on Glove Use Compliance in a Human Service Setting

ALLISON KING, David A. Wilder, and Sigurdur Oli Sigurdsson (Florida Institute of Technology)

Assessing the Efficacy of Training Targeting Contextual Comments in Behavioral Safety Observations

DANIELLE KRETSCHMER and Timothy D. Ludwig (Appalachian State University)

A Model of Driving Factors of Safety Observations in BBS Processes

MARLIES HAGGE and Ron Van Houten (Western Michigan University)

#145 Symposium

9:00 am–10:50 am

214A (Convention Center)

PRA/CSE; Service Delivery

BACB CE Offered. CE Instructor: Lea June, MA

Certification, Licensure, and Autism Insurance Law

Chair: Marc D'Antin (Brohavior)

Discussant: Gina Green (Association of Professional Behavior Analysts)

What Is Professional Certification?

MELISSA NOSIK (University of Nevada, Reno)

Public Policies on the Practice of ABA: Status and Implications

CHARNA MINTZ (Imagine)

Public Policies on the Coverage of ABA: Status and Implications

LORRI SHEALY UNUMB (Autism Speaks)

An Introduction to Certification, Licensure, and Autism Insurance Law for Graduate Students and New Professionals

LEA JUNE and Ryan Lee O'Donnell (Brohavior)

#146 Symposium

9:00 am–10:50 am

007C (Convention Center)

TPC/CSE; Theory

BACB CE Offered. CE Instructor: Lea June, MS

Bring Out the Big Guns: Influencing Large-Scale Change With Behavior Science

Chair: Olivia Gratz (Saint Louis University)

Discussant: Anthony Biglan (Oregon Research Institute)

A Brief History of Large-Scale Behavior Analysis

LEA JUNE and Ryan Lee O'Donnell (Brohavior)

Break It Down, Splice It, Dice It, and Then Zoom Out

TARA M. GRANT (Brohavior) and Dominique Stedham (University of Nevada, Reno) and Linda J.

Parrott Hayes (University of Nevada, Reno)

A Cultural Behavior Analysis of Social Policy Change

ROBERTA LEMOS and João Claudio Todorov (University of Brasília)

Experimental Analyses of Behavioral Strategies to Influence the Adoption of Effective Social Policies

ANTHONY BIGLAN (Oregon Research Institute)

#147 Symposium

10:00 am–10:50 am

008B (Convention Center)

AAB; Applied Research

BACB CE Offered. CE Instructor: Terri M. Bright, Ph.D.

Preferences Across Species: Who Knew?

Chair: Erica N. Feuerbacher (University of Florida)

Operant Conditioning in Snakes: Temperature Change as a Reinforcer

CHRIS VARNON and David Craig (Oklahoma State University), Aaron Place (Northwestern Oklahoma State University), and Christopher Dinges (Oklahoma State University)

Preference Assessments in the Zoo: Enrichment Efficacy, Keeper Validity, and Species Generality

LINDSAY MEHRKAM and Nicole R. Dorey (University of Florida)

When Cats Aren't Lions or Tigers: Enrichment of Cats Quarantined in an Animal Shelter

TERRI M. BRIGHT and Allison Thibeault (Massachusetts Society for the Prevention of Cruelty to Animals)

Sunday, May 24

#148 Symposium

10:00 am–10:50 am

217B (Convention Center)

AUT/PRA; Applied Research

BACB CE Offered. CE Instructor: Natalie P. P. Croteau, MA

Strategies to Teaching Children Diagnosed With Autism to Learn Various Skills and Reducing Competing Behaviours

Chair: Natalie P. P. Croteau (Community & Child Resources)

Discussant: Francisco J. J. Barrera (Private Consultant Practice)

Multicomponent Procedure to Reduce Stereotypic Behaviours

NATALIE P. P. CROTEAU (Community & Child Resources)

Teaching Shoe Tying To Child With Autism

ERICA F. FRANCO (Adventure Place)

#149 Symposium

10:00 am–10:50 am

Grand Ballroom C2 (Convention Center)

AUT; Applied Research

Treating Problematic Characteristics of Autism Spectrum Disorder

Chair: Aaron D. Lesser (University of Nebraska Medical Center)

The Independent and Combined Effects of Faded Bedtime With Response Cost and Melatonin on Sleep Onset Latency for Children With Autism: A Preliminary Analysis

AARON D. LESSER and Kevin C. Luczynski (University of Nebraska Medical Center), Tara Olivia Loughrey (The Victory Center for Autism and Related Disabilities), and Nicole M. Rodriguez and Wayne W. Fisher (University of Nebraska Medical Center)

Establishing Response Diversity in Leisure and Daily Routines in Individuals With Autism

AIMEE KIDDER and Jessica L. Thomason-Sassi (The New England Center for Children)

Functional Analysis of Problem Behavior Maintained by Access to Routines

Jonathan K. Fernand, KARLA ZABALA, and Timothy R. Vollmer (University of Florida)

#150 Symposium

10:00 am–10:50 am

Texas Ballroom Salon C (Grand Hyatt)

CBM/CSE; Applied Research

Evaluating the Use of Auditory Feedback to Enhance Athletic Performance

Chair: Jessica Andrews (University of South Florida)

Evaluating the Use of Auditory Feedback to Enhance Dance Movements

MALLORY J. QUINN, Raymond G. Miltenberger, Takema James, and Aracely Abreu (University of South Florida)

Evaluating Auditory Feedback for Teaching Yoga Postures to Novice Yoga Practitioners

JESSICA ANDREWS and Raymond G. Miltenberger (University of South Florida)

Using Auditory Feedback to Improve the Performance of Judo Moves

TAYLOR FERGUSON, Kimberly Crosland, and Raymond G. Miltenberger (University of South Florida)

#151 B. F. Skinner Lecture Series

10:00 am–10:50 am

Lila Cockrell Theatre (Convention Center)

CSE; Theory

BACB CE Offered. CE Instructor: Angela Sanguinetti, Ph.D.

The Dynamic Planetary Context for Behavior Analysis

Chair: Angela Sanguinetti (University of California, Irvine)

ROBERT GILMAN (Context Institute)



Robert C. Gilman, Ph.D., is a renowned theoretician on the topic of sustainability. His early career was devoted to the physical sciences. He received his bachelor's degree in astronomy from the University of California at Berkeley in 1967 and his Ph.D. in astrophysics from Princeton University in 1969. He taught and did research at the University of Minnesota, the Harvard Smithsonian Astrophysical Observatory, and served as a research associate at NASA's Institute for Space Studies. In the 1970s, Dr. Gilman changed his focus when he decided that "the stars could wait, but the planet couldn't." His on-the-ground sustainability efforts have included co-

founding the Global Ecovillage Network; developing the Context Institute; serving as a city council member in Langley, WA; and working with the American Institute of Architects on issues regarding sustainability and the built environment. Dr. Gilman is currently immersed in applying the breadth of his knowledge to creating a core curriculum for 21st Century change agents.

Abstract: Where is the momentum of history taking us? What can demographic, economic, technological, environmental, and cultural trends tell us about our possible futures? What role might the science and practice of behavior analysis play in shaping that future? In this talk, Dr. Robert Gilman will address these questions from his perspective as a former astrophysicist who has spent the past 36 years exploring the possibilities for 21st century sustainable cultures. Central to this perspective is the idea that humanity is now involved in a cultural transformation as profound as the shift out of hunting and gathering and into agriculture and cities that happened roughly 5,000–10,000 years ago. The gracefulness of this transition depends on human behavior. Behavior analysts are uniquely equipped to steer global culture toward a future that is necessarily characterized by sustainability if they situate their science and practice in the context of a whole-systems understanding of our rapidly changing societal and natural environment. This talk is designed to provide that broad context, outlining important characteristics of a more sustainable future that can be promoted by all behavior analysts, regardless of whether their work explicitly focuses on issues of sustainability.

Sunday, May 24

#152 Invited Tutorial

10:00 am–10:50 am

006AB (Convention Center)

EAB; Basic Research

PSY CE Offered. CE Instructor: Leonard Green, Ph.D.

Discounting of Delayed and Probabilistic Gains and Losses: Carving Discounting at Its Joints

Chair: Federico Sanabria (Arizona State University)

LEONARD GREEN and Joel Myerson (Washington University)



Leonard Green received his undergraduate degree from the City College of New York and his Ph.D. from the State University of New York at Stony Brook. After completing postdoctoral research, he ventured west of the Mississippi (despite thinking he still was east of the river) where he is a professor of psychology at Washington University in St. Louis and director of undergraduate studies. His research concerns choice and decision-making in rats, pigeons, and people, with a particular interest in models of self-control, impulsivity, choice, and decision-making. He is one of the developers of “behavioral economics,” a transdisciplinary field that combines the experimental methodology of psychology with the

theoretical constructs of economics. He is co-author of the book *Economic Choice Theory: An Experimental Analysis of Animal Behavior*, served as editor of the *Journal of the Experimental Analysis of Behavior*, is on the advisory board of *The Psychological Record*, and on the editorial board of the *Journal of Experimental Psychology: Animal Learning & Cognition*. He served on the executive board of Society for the Quantitative Analyses of Behavior and was president and chairperson of the board for the Society for the Experimental Analysis of Behavior. Dr. Green is a Fellow of ABAL and the Association for Psychological Science, and president-elect of Division 25 (behavior analysis) of APA.

Abstract: People discount the value of delayed or uncertain outcomes, and the same hyperbolic mathematical function describes both delay and probability discounting. Partly for this reason, discounting of delayed outcomes and probabilistic outcomes often is assumed to reflect similar decision-making processes. However, we will show that several manipulations differentially affect how steeply people discount delayed and probabilistic outcomes, as well as the parameters of the discounting function. In addition, we will show that with respect to discounting, losses are not simply the opposite of gains. Finally, we will present data from individuals with medial temporal lobe damage to argue that mental time travel is not required for discounting delayed and probabilistic outcomes. In summary, this tutorial will highlight the similarities and differences between the discounting of delayed and probabilistic gains and losses, as well as the implications of our recent neuropsychological findings for understanding the mechanisms involved (and not involved) in discounting.

#152a Panel Discussion

10:00 am–10:50 am

209 (Convention Center)

EDC; Service Delivery

BACB CE Offered. CE Instructor: Pooja Panesar, M.Ed.

Successes and Challenges in Providing Applied Behavior Analytical Services in Kenya as the First Board Certified Behavior Analyst

Chair: Pooja Panesar (Kaizora Consultants)

JACQUELINE WANDIA KINYUA (Kaizora Consultants)

MOLLY OLA PINNEY (Global Autism Project)

MARY E. BRADY (University of Massachusetts Boston)

#153 Panel Discussion

Student Committee Event

10:00 am–10:50 am
211 (Convention Center)
EDC; Service Delivery

Professional Development Series: Advice From the Recently Hired in Academia

Chair: Ryan C. Speelman (Southern Illinois University)

AMY K. LOUKUS (Oregon Institute of Technology)
ALBERT MALKIN (McMaster University)
JEN PORTER (George Brown College)

#154 Symposium

10:00 am–10:50 am
202AB (Convention Center)
OBM/DDA; Applied Research
BACB CE Offered. CE Instructor: Allison Serra Tetreault, Ph.D.

Experimental Analysis of Organizational Strategies to Improve Service Delivery

Chair: Allison Serra Tetreault (Community Living Opportunities)

Comparison of Discontinuous Time Sampling Methods in Residential Services for Students With Autism

WILLIAM H. AHEARN, Ashleigh Gilman, Megan Lindsey, and Leslie Quiroz (The New England Center for Children)

The Effects of Electronic Data Collection on Accuracy and Completeness of Clinician Graphs and Organizational Return on Investment

JOSHUA SLEEPER, Linda A. LeBlanc, Jonathan Mueller, Amber Valentino, Daniela Fazzio, and Paige Raetz (Trumpet Behavioral Health)

A Performance-Based Bonus System for Increasing Completion of Essential Job Duties

Florence D. DiGennaro Reed (The University of Kansas) and ALLISON SERRA TETREULT, Michael Strouse, Yolanda Hargett, Kristen Carrigan, and Jamie Price (Community Living Opportunities)

#155 Symposium

10:00 am–10:50 am
213AB (Convention Center)
PRA; Applied Research
BACB CE Offered. CE Instructor: Henry S. Roane, Ph.D.

Functional Behavior Assessment for Behavior Analysts in Practice: From Current Practices to Best Practices

Chair: Leigh Pratt (University of the Pacific)

A Survey of Functional Behavior Assessment Methods Used by Behavior Analysts in Practice

ANTHONY OLIVER, Leigh Pratt, and Matthew P. Normand (University of the Pacific)

Examination of Assessment and Treatment Practices Among Behavior Analysts in Residential Placements

HENRY S. ROANE (State University of New York Upstate Medical University), Michael Patrick Mullane (Syracuse University), and Nicole DeRosa (State University of New York Upstate Medical University)

Defining and Improving the Efficiency of and Control in a Functional Analysis of Problem Behavior

JOSHUA JESSEL, Gregory P. Hanley, and Mahshid Ghaemmaghami (Western New England University)

Sunday, May 24

#156 Panel Discussion

10:00 am–10:50 am

205 (Convention Center)

TBA; Service Delivery

BACB CE Offered. CE Instructor: John D. Molteni, Ph.D.

Training Registered Behavior Technicians: Considerations for Curriculum, Competence, and Collaboration

Chair: Nicole C. Groskreutz (University of Saint Joseph)

JOHN D. MOLTENI (University of Saint Joseph)

LAURA B. TURNER (University of Saint Joseph)

ANDREA B. COURTEMANCHE (University of Saint Joseph)

#157 Invited Tutorial

10:00 am–10:50 am

Grand Ballroom C3 (Convention Center)

VRB; Theory

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

B. F. Skinner's Analysis of Language: Misconceptions and Misunderstandings

Chair: Barbara E. Esch (Esch Behavior Consultants, Inc.)

MATTHEW P. NORMAND (University of the Pacific)



Dr. Matthew Normand received his BA in psychology from Western New England College, his MA in behavior analysis from Western Michigan University, and his MS and Ph.D. in cognitive and behavioral sciences from Florida State University. He is an associate professor of psychology at the University of the Pacific and a board certified behavior analyst. At Pacific, his primary responsibilities are teaching courses in the experimental analysis of behavior, basic and applied, and supervising behavior analysis research and practicum work. Dr. Normand's primary scientific interests, broadly defined, are the application of basic behavioral principles to problems of social significance (including obesity and community health issues), verbal

behavior, and the philosophy of science. He has authored more than three-dozen scientific papers and book chapters and more than 100 conference presentations. He is the current editor of *The Behavior Analyst*; an associate editor for the *Journal of Applied Behavior Analysis*; a former associate editor for the journals *The Behavior Analyst*, *The Analysis of Verbal Behavior*, and *Behavior Analysis in Practice*; and he serves on the editorial board of *Behavioral Interventions*. Dr. Normand is the 2011 recipient of the B. F. Skinner New Researcher Award from the American Psychological Association (Division 25).

Abstract: Some have suggested that the definition of verbal behavior offered by B. F. Skinner (1957) fails to capture the essence of language insofar as it is too broad and not functional. In this tutorial, Dr. Matthew Normand will explain how the ambiguities of Skinner's definition are not an indictment of it, and show that suggestions to the contrary are problematic because they suffer a critical error of scientific reasoning. Specifically, he will explain that (a) no clear definition of verbal behavior is possible because there is no natural distinction between verbal and nonverbal behavior; (b) attempts at an immutable definition are essentialistic; and (c) Skinner's functional taxonomy of language is in no way affected by the particulars of any definition of verbal behavior. Moreover, Dr. Normand will explain how categorical definitions, and the vagaries that sometimes arise from them, are not unique to Skinner's analysis of verbal behavior.

#158 Symposium

10:00 am–11:50 am

Grand Ballroom C1 (Convention Center)

AUT/DDA; Applied Research

Recent Advances in the Assessment and Treatment of Problem Behavior Maintained by Automatic Reinforcement

Chair: Wayne W. Fisher (University of Nebraska Medical Center)

Discussant: Brian A. Iwata (University of Florida)

Functional Analysis Response Patterns as a Predictor of Treatment Effects for Stereotypy

JENNIFER N. HADDOCK and Brian A. Iwata (University of Florida)

Treatment of Automatically Maintained Pica Using a Combined Intervention Approach

KARIE LICHTBLAU, Brian D. Greer, Wayne W. Fisher, Amanda Zangrillo, Valdeep Saini, and Ashley Niebauer (University of Nebraska Medical Center)

Stability of Function of Automatically Reinforced Behavior Over Time

KARA L. WUNDERLICH, Timothy R. Vollmer, Lindsay Mehrkam, Erica N. Feuerbacher, and Catherine B. Simms (University of Florida)

An Evaluation of Treatments for Automatically Maintained Emesis and Rumination

ELIANA PIZARRO, Nicole Lynn Hausman, and Molly Bednar (Kennedy Krieger Institute); Bailey Scherbak (University of Maryland Baltimore County); and Crystal Thomas, Jonathan Dean Schmidt, and Louis P. Hagopian (Kennedy Krieger Institute)

#159 Symposium

10:00 am–11:50 am

214C (Convention Center)

DDA/EAB; Basic Research

BACB CE Offered. CE Instructor: Megan A. Boyle, MS

Translational Investigations With Individuals With Intellectual and Developmental Disabilities

Chair: Megan A. Boyle (Missouri State University)

Discussant: Terry S. Falcomata (The University of Texas at Austin)

A Human-Operant Investigation of Behavioral Contrast

MEGAN A. BOYLE (Missouri State University), Andrew L. Samaha (University of South Florida), Timothy A. Slocum and Audrey N. Hoffmann (Utah State University), and Sarah E. Bloom (University of South Florida)

The Effects of Item Type and Duration of Access on Preference and Reinforcer Efficacy

AUDREY N. HOFFMANN (Utah State University), Andrew L. Samaha (University of South Florida), Megan A. Boyle (Missouri State University), and Sarah E. Bloom (University of South Florida)

Manipulating Parameters of Reinforcement to Reduce Problem Behavior Without Extinction

S. SHANUN KUNNAVATANA (The University of Texas at San Antonio), Sarah E. Bloom and Andrew L. Samaha (University of South Florida), and Timothy A. Slocum and Casey Clay (Utah State University)

Using Serial Functional Communication Training to Teach Appropriate Responses to Bullying:

A Preliminary Investigation

SYLVIA BARROWS, Joseph Michael Lambert, Anne Doyle, and Nealetta Houchins-Juarez (Vanderbilt University)

Sunday, May 24

#160 Symposium

10:00 am–11:50 am

210AB (Convention Center)

EDC; Applied Research

BACB CE Offered. CE Instructor: Jennifer L. Austin, Ph.D.

Academic and Behavioral Issues in the Classroom: Developing Effective Practices and Addressing Educator Concerns

Chair: Jennifer L. Austin (University of South Wales)

Discussant: Cynthia M. Anderson (Appalachian State University)

Programming a Randomized Dependent Group Contingency and Common Stimuli to Produce Durable Behavior Change

TOM CARIVEAU (University of Oregon) and Tiffany Kodak (University of Wisconsin-Milwaukee)

Training Teachers to Implement the Good Behavior Game With Children With Behavior Disorders

P. RAYMOND JOSLYN and Timothy R. Vollmer (University of Florida)

Adapting the Good Behavior Game to Meet Teacher Preferences: Effects on Student Behavior and Teacher Acceptance

EMILY GROVES and Jennifer L. Austin (University of South Wales)

Examining a Brief Classwide Intervention as a Multiple Schedule

Jeanne M. Donaldson, KATIE WISKOW, and Paul L. Soto (Texas Tech University)

#161 Symposium

10:00 am–11:50 am

212AB (Convention Center)

EDC/PRA; Applied Research

BACB CE Offered. CE Instructor: Matthew O'Brien, Ph.D.

Novel Applications of Functional Analyses and Choice Assessments to Address Problem Behavior Impeding School Success

Chair: Matthew O'Brien (The University of Iowa)

Discussant: Eric Boelter (Seattle Children's Hospital)

Training the Use of Choice-Making Assessments to School-Based Challenging Behavior Teams

JOHN F. LEE, Brenda J. Bassingthwaite, and David P. Wacker (The University of Iowa) and Sean D. Casey (The Iowa Department of Education)

Systematic Examination of the Match Between Contingency Space Analysis and Intervention Effects for Problem Behavior

Meredith Peterson and JENNIFER J. MCCOMAS (University of Minnesota)

Functional Analysis and Choice Assessment of Problem Behavior for an Adolescent With Asperger's Disorder

MARISSA ALLEN, Rebecca Kolb, and Stephanie M. Peterson (Western Michigan University)

The Effects of High- and Low-Preferred Qualities of Attention on Academic Demands

SARAH WEDDLE, Trina Spencer, Andrew W. Gardner, Alicia Garner, Alex Davidson, and Heather Ramsden (Northern Arizona University)

#162 Symposium

10:00 am–11:50 am

207B (Convention Center)

OTH/CBM; Applied Research

ABA Applications in Health, Sports and Fitness

Chair: Danah Mulqueen (University of South Florida)

Evaluating the Effectiveness of a Wearable Technology for Increasing Physical Activity

CHRIS NIEVES, Kimberly Crosland, and Raymond G. Miltenberger (University of South Florida)

Using Video Modeling and Video Feedback to Improve Olympic Weight Lifting Technique

DANAH MULQUEEN, Kimberly Crosland, and Raymond G. Miltenberger (University of South Florida)

A Review of Current Tai Chi Research and Proposed Research Project

JILL L. BASSO (private practice)

#163 Symposium

10:00 am–11:50 am

206AB (Convention Center)

TBA/CSE; Applied Research

BACB CE Offered. CE Instructor: Caitlin H. Delfs, Ph.D.

Variables That Influence Caregiver and Staff Training

Chair: Caitlin H. Delfs (Marcus Autism Center)

Discussant: Jeffrey H. Tiger (University of Wisconsin-Milwaukee)

Predictors of Rural Parents' Adherence to a Distance-Learning Training Package

Shrinidhi Subramaniam, LASHANNA BRUNSON, Claire C. St. Peter, James E. Cook, Nicholas Larson, and Susannah Poe (West Virginia University)

Parental Stress and Perceptions of Problem Behavior Following a Behavioral Parent Training Model for Children With Autism Spectrum Disorder

SARAH CONNOLLY (Ball State University), Ashley Baker (Marcus Autism Center), Hannah Robinson (Children's Healthcare of Atlanta), and Caitlin H. Delfs (Marcus Autism Center)

Teaching Parents to Implement Least-to-Most Procedures for Self-Care Skills

CHRISTOPHER RUBOW and Timothy R. Vollmer (University of Florida)

Teaching Braille Letters, Numbers, Punctuation, and Contractions to Sighted Individuals

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

#164 Paper Session

11:00 am–11:50 am

217A (Convention Center)

VRB

Equivalence, RFT, Naming, or Joint Control? The Qualification of Private Events Can Move Us Forward

Chair: Mark L. Sundberg (Sundberg and Associates)

Equivalence, RFT, Naming, or Joint Control? The Quantification of Private Events Can Move Us Forward (Theory)

MARK L. SUNDBERG (Sundberg and Associates)

Sunday, May 24

#165 B. F. Skinner Lecture Series

11:00 am–11:50 am

Lila Cockrell Theatre (Convention Center)

AAB; Service Delivery

PSY/BACB CE Offered. CE Instructor: Megan E. Maxwell, Ph.D.

Military and Police Working Dog Training: Evolution in Response to Broader Changes in Applied Animal Behavior

Chair: Megan E. Maxwell (Pet Behavior Change, LLC)

STEWART J. HILLIARD (United States Air Force)



Dr. Stewart Hilliard began training sport and police dogs as a youth in 1980, and remains deeply immersed in this field. He received his Ph.D. in animal learning from the University of Texas at Austin in 1998, and was appointed to a postdoctoral position with the United States Army Military Working Dog Veterinary Service at Lackland Air Force Base in Texas. In 2005, he became a civil servant working in the 341st Training Squadron at Lackland, and has served in multiple leadership capacities in this organization, tasked with providing the thousands of patrol and substance detector dogs required by U.S. Air Force, Army, Marine Corps, and Navy security forces around the world. Thus, for more than 30 years he has

been a practitioner and leader in a field of applied animal behavior that remains central to civil and national security issues for the global community; and he has been both an observer of, and a participant in, a rapid evolution of methods and principles of sport, police, and military working dog training. As a longtime journeyman dog trainer, and also an academically trained specialist in animal learning, Dr. Hilliard has a unique and penetrating perspective on the seismic changes taking place in this compelling field of applied animal behavior.

Abstract: The training of police and military working dogs is rooted in 19th Century Europe. Dog breeds that originated as pastoral herding animals in the Old World, and in an old century, have become instruments of civil policing and military power in a global 21st Century community stitched together by satellites, airliners, and computers. The methods by which working dogs were trained 100 years ago reflected traditional coercive notions of education and behavioral management. It was taken as a given that a dog should be physically forced to perform, and that much of its performance could and should be motivated by discomfort- and stress-avoidance. In this form, working dog training developed for perhaps 75 years, influenced chiefly by European ethology, and relatively isolated from American psychology and behaviorism. In the late 20th Century, powerful methodologies founded in the obscure field of exotic animal training began to penetrate, first into dog obedience training and companion dog behavioral management, then into the methods used by participants in international working dog competitions such as International Prüfungsordnung (IPO). However, until recently, police and military working dog training has not reflected this influence. It is only in the past 15 years that “operant methodologies” have been integrated into the field, with consequences that are still unfolding today.

#166 Symposium

11:00 am–11:50 am

217B (Convention Center)

AUT/DDA; Applied Research

BACB CE Offered. CE Instructor: Robert LaRue, Ph.D.

Clinical Applications of Delay Discounting

Chair: Robert LaRue (Douglass Developmental Disabilities Center, Rutgers University)

An Evaluation of the Effects of Rules and Verbal Instruction on Delay Discounting in Individuals With Autism Spectrum Disorders

ERICA DASHOW, Robert LaRue, Robert W. Isenhower, Mikala Hanson, Rachel Mislavsky, Jennifer Krych, Kimberly Sloman, and Ethan Eisdorfer (Douglass Developmental Disabilities Center, Rutgers University)

Discounting of Treatment Outcomes Based on Effort
ALLY COLEMAN and Nathan Call (Marcus Autism Center)

Examining Social Discounting by College Students With Autism Spectrum Disorder
CHRISTINA SIMMONS (University of Georgia) and Nathan Call (Marcus Autism Center)

#167 Symposium

11:00 am–11:50 am

217D (Convention Center)

AUT; Applied Research

BACB CE Offered. CE Instructor: Victoria Smith, MA

Applications of Procedures to Increase Skill Acquisition

Chair: Victoria Smith (University of Nebraska Medical Center Munroe-Meyer Institute)

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

A Comparison of the Effects of Errorless Versus Error Correction Procedures on Skill Acquisition
JESSICA NIEMEIER, Wayne W. Fisher, and Amber R. Paden (University of Nebraska Medical Center)

The Use of Behavioral Skills Training and In-Situ Feedback to Protect Children With Autism From Abduction Lures

KRISTIN V. GUNBY and John T. Rapp (St. Cloud State University)

#168 Symposium

11:00 am–11:50 am

217C (Convention Center)

AUT/EDC; Service Delivery

BACB CE Offered. CE Instructor: Rebecca S. Raas, MA

Bridging Gaps Through Successful Collaboration: Developing Evidence-Based Programs in Public Education Settings

Chair: Rebecca S. Raas (The ABRITE Organization)

A Description and Evaluation of Intensive Behavior Programs Employed in Public School Classrooms
JANICE DONEY FREDERICK, Ginger R. Wilson, Valerie Rogers, and Rebecca S. Raas (The ABRITE Organization)

Behavior Analytic Public Classroom Outcomes: Results of Collaboration on Behavioral Repertoires of Children With Developmental Disabilities

VALERIE ROGERS, Janice Doney Frederick, Ginger R. Wilson, and Rebecca S. Raas (The ABRITE Organization)

Important Considerations in the Creation of Classrooms Based on Behavior Analysis

GINGER R. WILSON, Janice Doney Frederick, Valerie Rogers, and Rebecca S. Raas (The ABRITE Organization)

Sunday, May 24

#169 B. F. Skinner Lecture Series

11:00 am–11:50 am

006AB (Convention Center)

BPH; Applied Research

PSY/BACB CE Offered. CE Instructor: Matthew W. Johnson, Ph.D.

High Price: Putting Behavior and Social Consciousness in Psychology

Chair: Matthew W. Johnson (Johns Hopkins University School of Medicine)

CARL HART (Columbia University)



Dr. Carl Hart is an associate professor at Columbia University. He is also a research scientist in the Division of Substance Abuse at the New York State Psychiatric Institute. Dr. Hart also has published nearly 100 scientific articles in the area of neuropsychopharmacology. His recent book, *High Price: A Neuroscientist's Journey of Self-Discovery That Challenges Everything You Know About Drugs and Society*, was the 2014 winner of the PEN/E. O. Wilson Literary Science Writing Award. Dr. Hart is a member of the U.S. National Advisory Council on Drug Abuse; he is also on the board of directors of the Drug Policy Alliance and the College on Problems of Drug Dependence. He is the co-author of *Drugs, Society, and*

Human Behavior, a leading college-level textbook on drugs and society.

Abstract: This presentation will focus on how one can use data collected under carefully controlled conditions to inform drug abuse treatment and drug policy. Some consideration will also be given to the negative social and policy implications of using limited biologically based evidence collected by psychologists, especially so-called drug experts.

#170 Panel Discussion

11:00 am–11:50 am

Texas Ballroom Salon C (Grand Hyatt)

CBM; Service Delivery

BACB CE Offered. CE Instructor: W. Joseph Wyatt, Ph.D.

In Memoriam of Donald Keith Pumroy: His Pioneering Works

Chair: Judy G. Blumenthal (Association for Behavior Change)

W. JOSEPH WYATT (Marshall University)

ROGER W. MCINTIRE (University of Maryland, Summit Crossroads Press)

JUDY G. BLUMENTHAL (Association for Behavior Change)



#171 Symposium

11:00 am–11:50 am

Texas Ballroom Salon B (Grand Hyatt)

CBM; Applied Research

BACB CE Offered. CE Instructor: Ashley Eden Greenwald, MA

Advances in the Application of Behavioral Medicine

Chair: Ashley Eden Greenwald (University of Nevada, Reno)

Adherence to Medical Regimens: Science, Technology, and the Future

JONATHAN R. MILLER (Kennedy Krieger Institute)

Momentary Prompting and Modeling of Behavior-Based Labor Strategies

ASHLEY EDEN GREENWALD (University of Nevada, Reno)

The Importance of Addressing Motivating Operations in Programming for the Client With Brain Injury

CHRIS M. SCHAUB (ReMed) and Christina M. Peters (University of Nevada, Reno)

#172 Panel Discussion

Student Committee Event

11:00 am–11:50 am

204A (Convention Center)

CSE; Theory

BACB CE Offered. CE Instructor: Patrick C. Friman, Ph.D.

Professional Development Series: Translating “Behaviorese:” Talking and Collaborating With Non-Behavior Analysts

Chair: Stephanie L. Kincaid (West Virginia University)

AMANDA N. KELLY (Keiki Educational Consultants)

PATRICK C. FRIMAN (Boys Town)

BENJAMIN N. WITTS (St. Cloud State University)

#173 Symposium

11:00 am–11:50 am

214B (Convention Center)

DDA/BPH; Applied Research

BACB CE Offered. CE Instructor: Alison Cox, MA

Extending the Clinical Utility of Functional Analyses

Chair: Melissa MacDonald (Child & Community Resources)

Discussant: Maria G. Valdovinos (Drake University)

Validity of Latency-Based Functional Analysis on the Motivation of Problem Behavior in Individuals With Intellectual Developmental Disabilities: A Retrospective Analysis

AMY BROWN, Alison Cox, and C. T. Yu (University of Manitoba)

Variations in Behavior Function in Individuals With Intellectual Developmental Disabilities Exposed to Psychotropic Drugs

ALISON COX and Javier Virues Ortega (University of Manitoba)

#174 Symposium

11:00 am–11:50 am

214D (Convention Center)

DDA/BPH; Applied Research

Collaboration of Psychiatry and Applied Behavior Analysis: Systematic Evaluation of Treatment Packages, Medication Packages, and Emotional States

Chair: Jim Chok (Melmark)

Integrating Behavior Analysis and Psychiatry: Effecting Behavioral Level Changes Through Collaboration

JENNIFER HANSON and Anna DiPietro (Melmark), Lauren Davison (Hogan Learning Academy), and Elizabeth Dayton (Melmark)

Psychotropic Medications and Neurocognitive Disorder: The Impact of Medication on Behavioral Assessment and Treatment Among Older Adults

Jonathan C. Baker and DAWN SEEFELDT (Southern Illinois University)

Varying Results of Functional Analyses Across Mood States of an Individual With Autism and Intellectual Disability

ELIZABETH DAYTON and Anna DiPietro (Melmark), Lauren Davison (Hogan Learning Academy), and Jennifer Hanson and Jennie England (Melmark)

Sunday, May 24

#175 Invited Presenter

11:00 am–11:50 am

Grand Ballroom C3 (Convention Center)

DDA; Applied Research

BACB CE Offered. CE Instructor: Louis P. Hagopian, Ph.D.

Delineating Subtypes of Automatic Self-Injurious Behavior

Chair: Andrew W. Gardner (Northern Arizona University)

LOUIS P. HAGOPIAN (Kennedy Krieger Institute)



Dr. Louis Hagopian received his Ph.D. in clinical psychology from Virginia Tech, and completed his predoctoral internship in applied behavior analysis at the Kennedy Krieger Institute. He is a board certified behavior analyst and licensed psychologist. He is an associate professor of psychiatry and behavioral sciences at the Johns Hopkins University School of Medicine and program director of the Neurobehavioral Programs at the Kennedy Krieger Institute. This includes the Neurobehavioral Unit, which provides intensive inpatient treatment for individuals with intellectual disabilities, who exhibit self-injury, aggression, and other problem behavior, as well as the neurobehavioral

outpatient programs. He has mentored dozens of predoctoral interns and postdoctoral fellows, and has been involved in numerous efforts to promote applied behavior analysis to the broader scientific and clinical community. Dr. Hagopian's clinical research focused on understanding and treating problems related to intellectual and developmental disabilities. The National Institutes of Health has funded his research continuously since 2004 and continues through 2018. This research crosses disciplines and seeks to understand the interaction of biological and environmental factors in individuals with intellectual and developmental disabilities. Dr. Hagopian has published his research in 21 different peer-reviewed behavioral, medical, and psychiatric journals.

Abstract: Self-injurious Behavior (SIB) is one of the most serious problems experienced by individuals with autism and intellectual disabilities. In most cases, functional analysis indicates that SIB is reinforced by caregiver reactions (e.g., attention). In roughly 25% of cases, however, SIB levels are unaffected by social consequences. In such cases, the term “automatic” reinforcement is used because the behavior is assumed to produce its own reinforcement. In contrast to the numerous categories of social functions, automatic SIB remains a single but poorly understood category—one in great need of further explication. Although the body of research on the biological bases of SIB and pharmacological treatment has produced some meaningful findings, it informs us little about automatic SIB in particular because the majority of studies neither report on the function or have any exclusion criteria listed that would allow us to form a hypothesis. The current discussion will summarize our initial efforts to classify automatic SIB into subtypes according to patterns of responding during the functional analysis and the presence of self-restraint—based on the premise that these observable features reflect distinct functional properties of SIB unique to each subtype.

#176 Paper Session

11:00 am–11:50 am

Texas Ballroom Salon E (Grand Hyatt)

DEV

Risk-Resiliency Evaluation, Identification, and Reversal of Developmental Delays

Chair: Ray Brogan (Kaplan University)

Risk-Resiliency Trans-Disciplinary Evaluation: Integration of Developmental and Applied Behavioral Methods for Children 0–5 (Applied Research)

KATHRYN LELAURIN (Applied Developmental Science Consultant)

Identifying and Reversing Developmental Delay Represented by Developmental Measures in Early Childhood (Basic Research)

RAY BROGAN (Kaplan University)

#177 Symposium

11:00 am–11:50 am

007A (Convention Center)

EAB; Basic Research

Test Procedures and Equivalence Class Formation

Chair: Christoffer K. Eilifsen (Oslo and Akershus University College)

Discussant: Carol Pilgrim (University of North Carolina at Wilmington)

The Effects of Extended Testing on Equivalence Class Formation

TORUNN LIAN and Erik Arntzen (Oslo and Akershus University College)

The Effects of Immediate Testing on the Long-Term Maintenance of Stimulus Equivalence Classes

CHRISTOFFER K. EILIFSEN and Erik Arntzen (Oslo and Akershus University College)

#178 Symposium

11:00 am–11:50 am

007B (Convention Center)

EAB; Basic Research

On the Generality of Interval Timing Processes

Chair: Shrinidhi Subramaniam (West Virginia University)

Behavioral Microscopes: Isolating the Stochastic Process of Interval Timing

CARTER DANIELS and Federico Sanabria (Arizona State University)

Human and Pigeon Timing in a Fixed-Interval Free-Operant Psychophysical Choice Procedure

ADAM E. FOX and Katelyn Prue (St. Lawrence University) and Elizabeth Kyonka (West Virginia University)

Human and Pigeon Timing in Multiple and Mixed Peak Procedures

SHRINIDHI SUBRAMANIAM and Elizabeth Kyonka (West Virginia University)

#179 Paper Session

11:00 am–11:50 am

006D (Convention Center)

EAB

Choice

Chair: James S. MacDonall (Fordham University)

A Microanalysis of the Effect of Bodyweight on Operant Behaviour With Hens (Basic Research)

SURREY JACKSON, Lewis A. Bizo, Therese Mary Foster, and James McEwan (University of Waikato)

Analyzing Unbiased Three Alternative Choice and the Stay/Switch Model Using Compositional Analyses (Basic Research)

JAMES S. MACDONALL (Fordham University)

Sunday, May 24

#180 Invited Tutorial

11:00 am–11:50 am

203AB (Convention Center)

OBM; Applied Research

BACB CE Offered. CE Instructor: Sigurdur Oli Sigurdsson, Ph.D.

Ten Things Every Behavior Analyst Should Know About Behavior Analysis and Entrepreneurship

Chair: Sigurdur Oli Sigurdsson (Florida Institute of Technology)

JOSHUA K. PRITCHARD (Florida Institute of Technology)



Dr. Joshua K. Pritchard earned his doctorate in psychology from the University of Nevada, Reno. He is a BCBA-D and a full-time assistant professor at the Florida Institute of Technology, as well as a program manager of the hybrid master's program. Currently, he serves as the president of Association for Science in Autism Treatment and on several editorial boards of scientific behavioral journals. He has provided behavioral services, assessments, and consultation for school settings and in-home, and in-center residential settings for more than a decade. He also has experience consulting with a variety of agencies across the country and internationally using his experience in applied behavior

analysis and organizational behavior management. He owns two companies: JKP Analysts, LLC, and Lodestone Academy, founded in 2006 and 2013, respectively. His research in organizational behavior management (OBM) has examined nurse and doctor behavior in hospitals in Jordan and the ethical implications of work in a Nevada brothel.

Abstract: While each entrepreneur's experience differs from the next, there are some broad strokes that can be used to paint a successful venture. Just as with clinical endeavors, data are king. This tutorial will provide the audience with an example of how behavior analytic principles (OBM) were used to found and grow Lodestone Academy, a private school in Florida that serves consumers who exhibit severe behavioral issues. In addition to an examination of organizational data, a discussion of the trials and tribulations of Lodestone will provide "life lessons" to audience members with suggestions on how to facilitate a smooth entrepreneurial journey. In addition to the example of Lodestone Academy, Dr. Pritchard will describe other entrepreneurial ventures and the lessons learned from each. This tutorial will conclude with a few recommended directions that a new entrepreneur could explore that would allow for both personal success and a broadened impact of behavior analysis on society.

#181 Panel Discussion

Student Committee Event

11:00 am–11:50 am

207A (Convention Center)

OTH; Applied Research

BACB CE Offered. CE Instructor: Florence D. DiGennaro Reed, Ph.D.

Professional Development Series: Uses of Technology in Behavior Analysis

Chair: Cody Morris (Western Michigan University)

FLORENCE D. DIGENNARO REED (The University of Kansas)

ELLIE KAZEMI (California State University, Northridge)

RON VAN HOUTEN (Western Michigan University)

#182 Panel Discussion

11:00 am–11:50 am
214A (Convention Center)
PRA; Service Delivery
BACB CE Offered. CE Instructor: James E. Carr, Ph.D.

An Update on the Behavior Analyst Certification Board

Chair: James E. Carr (Behavior Analyst Certification Board)

JAMES E. CARR (Behavior Analyst Certification Board)
JANE S. HOWARD (Therapeutic Pathways & The Kendall Centers)
NEIL T. MARTIN (Behavior Analyst Certification Board)

#183 Symposium

11:00 am–11:50 am
213AB (Convention Center)
PRA/AUT; Applied Research

Evidence-Based Practice and Applied Behavior Analysis: Current Issues and Future Directions

Chair: Peter Sturmey (The Graduate Center and Queens College, City University of New York)

Evidence-Based Practice and Resource Needs in Behavior Analysis: A Survey of BACB Credentialed Practitioners

R. WAYNE FUQUA and Sela Ann Sanberg (Western Michigan University)

Evidence Base Update for Autism Spectrum Disorder: Case Study in Applying American Psychological Association Review Criteria

SUZANNAH J. IADAROLA and Tristram Smith (University of Rochester Medical Center)

Designing Effective Protocols for Training Caregivers to Implement Behavior Analytic Techniques: Results of Several Meta-Analyses

PETER STURMEY, Maya Madharova, and Lindsay Maffei-Almadovar (The Graduate Center, City University of New York)

#184 Panel Discussion

Student Committee Event

11:00 am–11:50 am
205 (Convention Center)
TBA; Service Delivery
BACB CE Offered. CE Instructor: Ryan Lee O'Donnell, MS

Professional Development Series: A Home for the Academic-Homeless—Alternative Learning Approaches to Continuing Education and Teaching Behavior Analysis

Chair: Dominique Stedham (University of Nevada, Reno)

T. V. (JOE) LAYNG (Generategy, LLC)
JANET S. TWYMAN (University of Massachusetts Medical School)
RYAN LEE O'DONNELL (Brohavior)

#185 Paper Session

11:00 am–11:50 am
007C (Convention Center)
TPC

Cognition: Private and Public

Chair: Andres H. Garcia-Penagos (University of Tennessee)

Dichotomous Discourse and the Multiscaled View (Theory)

KENNETH W. JACOBS (University of Nevada, Reno), Robert W. Isenhower (Douglass Developmental Disabilities Center, Rutgers University), and Linda J. Parrott Hayes (University of Nevada, Reno)

Dreams and Illusions: Sense and Nonsense in Behavioral Views of Privacy (Theory)
ANDRES H. GARCIA-PENAGOS and John C. Malone (University of Tennessee)

p(R): Volition, Agency, and the Five-Term Operant Contingency (Theory)
SAM LEIGLAND (Gonzaga University)

#186 Poster Session

12:00 pm–2:00 pm

Exhibit Hall C (Convention Center)

EAB

Chair: Benjamin P. Kowal (University of Arkansas at Little Rock)

Discussant: Leonard Green (Washington University)

1. Effects of a Two-Component Chain Schedule of Reinforcement Related to an Imprinted Stimulus and Food on Chicks' Operant Responses Reinforced by the Imprinted Stimulus (AAB; Basic Research)
FUKUKO HASEGAWA and Tetsumi Moriyama (Tokiwa University)

2. A Comparison of Choice and Differential Reinforcement on Students' Computation Fluency (EDC; Applied Research)
MAUREEN O'CONNOR, Edward J. Daly III, Polly Daro, Mallory Johnson, Whitney Strong, Mackenzie Sommerhalder, Natalie Hoff, and Alicia Kruger (University of Nebraska-Lincoln)

3. Resurgence of Operant Variability in Pigeons (Basic Research)
CHARLES FRYE and Jonathan E. Friedel (Utah State University), Ann Galizio (College of Charleston), and Amy Odum (Utah State University)

4. Are Behaviors at One Alternative of Concurrent Schedule Independent of Contingencies at the Other Alternative? (Basic Research)
JAMES S. MACDONALL and Mary Kate Crenny (Fordham University)

5. A Concurrent-Operants Method for Measuring Gain/Loss Asymmetry: IV. Gender Differences in Performance (Basic Research)
FRANK ROBERTSON, Marcia Ventura, Diego Flores, Veronika Tait, Michael Seeley, and Harold L. Miller Jr (Brigham Young University)

6. A Concurrent-Operants Method for Measuring Gain/Loss Asymmetry: V. Loss Aversion and the Sunk Cost Fallacy (Basic Research)
VERONIKA TAIT, Diego Flores, Frank Robertson, Marcia Ventura, Michael Seeley, and Harold L. Miller Jr (Brigham Young University)

7. The Effect of Choice Opportunity and Reinforcement Value of Activities on Self-Control in Children With Typical Development (Basic Research)
FERNANDA CALIXTO, Giovana Escobal, and Celso Goyos (Federal University of São Carlos)

8. Food or Good Company? Choice Between Edible and Social Reinforcement in Rats (Basic Research)
LISA HIURA, Lavinia C. M. Tan, and Timothy D. Hackenberg (Reed College)

9. Comparing Concurrent Choice and Demand Curve Procedures as Assessments of Reinforcer Value (Basic Research)
EVAN DAHL, Molly A. Barlow, and Carla H. Lagorio (University of Wisconsin-Eau Claire)

10. Signaled Extinction Determines Preference in Rats: Implications for Conditional Reinforcement (Basic Research)
TRAVIS RAY SMITH and Eric A. Jacobs (Southern Illinois University)

11. Effects of Reinforcement Magnitude and Magnitude-Specific Stimuli on Preference in Pigeons (Basic Research)
MICHAEL HARMAN and Jay Moore (University of Wisconsin-Milwaukee)

Discussant: Seth W. Whiting (Southern Illinois University)

12. The Choice Behavior of Rats in Multi-Stage Gambles Using the Lights as Discriminative Stimuli (Basic Research)
XIAOTING SHI and Takayuki Sakagami (Keio University)

13. Comparative Analysis of Probabilistic Token Reinforcement in Pigeons and Humans (Basic Research)
JEFF PISKLAK (University of Alberta), Christopher Madan (Boston College), and Marcia Spetch (University of Alberta)

14. White-Crowned Pigeons Are More Sensitive to Immediacy Than Rock Doves (Basic Research)
Elizabeth Kyonka, Shrinidhi Subramaniam, DANIEL BELL-GARRISON, and James Anderson (West Virginia University)

15. Using a Computerized Slot Machine to Evaluate the Effect of Bonus Rounds on Slot Machine Preference (Basic Research) KELTI OWENS and Jordan Belisle (Southern Illinois University), Albert Malkin (ErinoakKids), and Mark R. Dixon (Southern Illinois University)

16. Converting Delay to Probability: Magnitude and Sign Effects (TPC; Basic Research) WOJCIECH BIALASZEK (University of Social Sciences and Humanities), Piotr Zielonka (Warsaw University of Life Sciences), and Maciej Gaik (Kozminski University)

17. An Experimental Analysis of Human Preference for Choice (TPC; Basic Research) ZACHARY H. MORFORD and Linda J. Parrott Hayes (University of Nevada, Reno)

18. Influencing Preferences for Neutral Objects (VRB; Basic Research) ERIK ARNTZEN and Jon Magnus Eilertsen (Oslo and Akershus University College) and Asle Fagerstrøm (The Norwegian School of Information Technology)

19. What's in a Bout? Functional Manipulations of Response Rate Components (Basic Research) RYAN J. BRACKNEY and Federico Sanabria (Arizona State University)

20. Do Electronic Cigarettes Promote Smoking Cessation? (Applied Research) SARAH MARTNER, Brantley Jarvis, and Jesse Dallery (University of Florida)

21. Effects of Malate Supplementation on Food-Reinforced Alternation in a T-Maze (Basic Research) ERIC S. MURPHY, Daniel Quinlan, Katie Royer, Christa Eussen, Alice Bostick, and Colin McGill (University of Alaska Anchorage)

22. The Functions of "Active Listening" (VRB; Basic Research) CARSTA SIMON (Oslo and Akershus University College)

#187 Poster Session

12:00 pm–2:00 pm

Exhibit Hall C (Convention Center)

CSE

Chair: Robert K. Ross (Beacon ABA Services)

Discussant: Amanda N. Kelly (Keiki Educational Consultants)

23. A Crumbling Foundation? The Relationship Between Academic Instruction and Experience to BA's Use of CUTs (AUT; Service Delivery) Heather Wilford and Kimberly A. Schreck (Penn State Harrisburg), Thomas L. Zane (Institute for Behavioral Studies, Endicott College), and YENUSHKA KARUNARATNE (Penn State Harrisburg)

24. A Latency-Based Functional Analysis of Elopement and Clinical Intervention for an Adult With Autism (AUT; Applied Research) MO CHEN, Joe Reichle, and Jonathan A. Bergmann (University of Minnesota, Twin Cities)

25. Participant Diversity in Studies of Parent-Mediated Behavior Interventions for Children With Autism Spectrum Disorder (AUT; Service Delivery) RACHEL E. ROBERTSON, Kaylee Wynkoop, and Emily Sobeck (University of Pittsburgh)

26. Effects of Parent-Implemented Visual Schedule Procedures for African-American Children With ASD in High Poverty Home Settings (AUT; Applied Research) SAMANTHA GOLDMAN, Carrie Glover, Blair Lloyd, Maria Mello, and Erin E. Barton (Vanderbilt University)

27. Review of Studies Evaluating Vocational Preferences on the Behavioral Outcomes of Individuals With Disabilities (DDA; Applied Research) MARGOT BOLES, Jennifer Ninci, Stephanie Gerow, Emily Gregori, and Mandy J. Rispoli (Texas A&M University)

28. Safety Skills Instruction With Cell Phones for Students With an Intellectual Disability in Community-Based Settings (DDA; Applied Research) LAURA BASSETTE (University of Illinois, Urbana-Champaign), Teresa A. Doughty (Purdue University), Roberto Gama and Paul A. Alberto (Georgia State University), Gulnoza Yakubova (Duquesne University), and David F. Cihak (University of Tennessee)

29. Preliminary Assessment of the PedsQL as a Social Validity Scale for Intensive Behavioral Intervention (Applied Research) SEAN SMITH and Christina M. Vorndran (Bancroft)

30. A Preliminary Assessment of a Parent-Mediated ABA Intervention for Families With Limited English Proficiency (Service Delivery) JULIA KINCAID, Ashley Baker, Claire Lea, Alice Shillingsburg, and Caitlin H. Delfs (Marcus Autism Center)

31. Feasibility of Conducting FBA's in the Schools With Web-Based Video Recording Technology (PRA; Service Delivery) PEYTON GROFF and Dana Zavatkay (Marcus Autism Center), Jason T. Cavin (Center for Leadership in Disability), Ronald Oberleitner (Behavior Imaging), Dianna Briggs (Marcus Autism Center), and Carol Crothers (Behavior Imaging)

#188 Poster Session

12:00 pm–2:00 pm

Exhibit Hall C (Convention Center)

EDC

Chair: Cassandra Standish (Appalachian State University)

Discussant: Tiffany Kodak (University of Wisconsin-Milwaukee)

32. Effect of Reread-Adapt and Answer-Comprehend on the Fluency and Comprehension of High School Deaf Readers (Applied Research) BARBARA SCHIRMER (Defiance College), Laura Schaffer (Michigan School for the Deaf), William Therrien (University of Virginia), and Todd Schirmer (Napa State Hospital)

33. Behavioral Momentum and Reading: An Analysis of Reinforcement Density and the Persistence of Reading Errors (Applied Research) JOSHUA GARNER (The Ohio State University), Adam Michael Peal (The Pennsylvania State University), Henry S. Pennypacker (University of Florida), and Gleides Lopes Rizzi (The Ohio State University)

34. An Evaluation of the Overjustification Effect in Preschool Children Based on Task Difficulty (Applied Research) LINDSAY M. KNAPP, Mackenzie Schroeder, and Julie A. Ackerlund Brandt (St. Cloud State University)

35. Using Cover-Copy-Compare to Improve Sight Word Spelling Accuracy in a Seventh Grade Student (PRA; Applied Research) KIM SAIN and Ryan Sain (Eastern Washington University)

36. Effects of Guided Notes on Students' Academic Performance During a Greek History Class (PRA; Service Delivery) LEFKI KOUREA (University of North Carolina at Charlotte)

Discussant: Kent Johnson (Morningside Academy)

37. The Effects of Direct Instruction Flashcards to Increase Sight-Word Reading Ability With a First Grade and Cover, Copy, and Compare for Spelling for a Fifth Grade Student With LD (PRA; Applied Research) Thomas Ford McLaughlin, Tina Rich, KIMBERLY P. WEBER, and K. Mark Derby (Gonzaga University) and Dana Love (Spokane Public Schools)

38. The Effects of a Self-Questioning Strategy on the Comprehension of Expository Passages by Elementary Students Who Struggle With Reading (PRA; Applied Research) CHRISTINA A. ROUSE and Sheila R. Alber-Morgan (The Ohio State University)

39. Using Frames to Establish Sentence Writing in Students With Moderate to Severe Intellectual Disability (VRB; Applied Research) ROBERT C. PENNINGTON (University of Louisville), Allison Flick (Oldham County Schools), and Kendra Smith-Weher (OCBE)

40. Assessing Story Production and Retelling Repertoires (VRB; Applied Research) DANIELA M. RIBEIRO (Universidade Federal de Alagoas) and Thaís Rodrigues Caetano, Carmen Sílvia Motta Bandini, Ana Carolina Sella, and Heloísa Helena Motta Bandini (Universidade Estadual de Ciências da Saúde de Alag)

41. Determining Evidence-Based Practices Using Single-Case Experimental Designs in Special Education (Applied Research) JEREMY MOELLER and John Dattilo (The Pennsylvania State University) and Frank Rusch (University of Illinois)

#189 Poster Session

12:00 pm–2:00 pm

Exhibit Hall C (Convention Center)

TBA

Chair: Richard Cook (The Pennsylvania State University)

Discussant: Nicole Luke (Surrey Place Centre)

42. Impact of Telepractice Preparation of Interventionists in Incidental Teaching for Children With Autism Spectrum Disorder (AUT; Applied Research) LESLIE NEELY, Mandy J. Rispoli, and Stephanie Gerow (Texas A&M University)

43. The Effects of Staff Training for Functional Behavior Support to Severe Behavioral Problem (DDA; Service Delivery) KENICHI OHKUBO (Kio University)

44. Close the Research-to-Practice Gap: Do Practitioner Papers Do Their Job? (EDC; Applied Research) ZIWEI XU and Marnie Nicole Shapiro (The Ohio State University), Sadaf Ameen (STEPS Center for Excellence in Autism), and Nancy A. Neef (The Ohio State University)

45. The Effects of Guided Notes for Reading Assignments on Undergraduate Student Quiz Performance (EDC; Applied Research) KATHRYN ROSE GLODOWSKI and Rachel H. Thompson (Western New England University)

46. The Effects of Multiple Exemplar Instruction Across Letter Names and Letter Sounds on Reading, Typing, and Writing Novel CVC Words for Two Preschool Students (EDC; Applied Research) KIEVA SOFIA HRANCHUK and R. Douglas Greer (Teachers College, Columbia University) and Jennifer Longano (Fred S. Keller School)

47. Evaluation of Changes in the Value of Therapist Attention Following Exposure to Functional Analysis Conditions (EDC; Applied Research) SARAH BERGTHOLD and Jill Andresen (Mississippi Bend AEA); Seth Piro, Billie Jo Clausen, and Amy Hoffman (Green-Hills AEA); John F. Lee and Brenda J. Bassingthwaite (The University of Iowa); and Sean D. Casey (The Iowa Department of Education)

48. Using SAFMEDS to Teach Educational Staff Common Field-Related Terms (OBM; Applied Research) TOBY J. HONSBERGER, Danielle Doherty, and Christine M. Honsberger (Renaissance Learning Academy)

49. Reading Group Attendance by Direct-Care Staff (Applied Research) TAYLOR P. BARKER and William Tim Courtney (Little Star Center)

50. An Evaluation of the Efficacy of Interteaching in an Undergraduate Classroom (Service Delivery) STEVEN ANBRO, Ruth Anne Rehfeldt, and John O'Neill (Southern Illinois University)

51. Conditioning Books as Reinforcers for Three Preschoolers With Disabilities Using an Observational Intervention (Applied Research) SHAHAD ALSHARIF, Jessica Singer-Dudek, and Kieva Sofia Hranichuk (Teachers College, Columbia University)

#190 Poster Session

12:00 pm–2:00 pm

Exhibit Hall C (Convention Center)

EDC

Chair: Russell Lang (Texas State University)

Discussant: Russell Lang (Texas State University)

52. Behavioral Intervention to Treat Phonological Disorders in Children With Autism (PRA; Applied Research) SMITA AWASTHI, Sridhar Aravamudhan, and Karuna Kini (Behavior Momentum India) and Karola Dillenburger (Queens University Belfast)

53. A Hospital-Based Early Behavioral Intervention for Social Engagement in a Toddler With ASD (PRA; Applied Research) SOICHIRO MATSUDA (Keio University), Mika Nakagome and Ryoko Otani (Dokkyo Medical University Koshigaya Hosopital), Jun'ichi Yamamoto (Keio University), and Ryoichi Sakuta (Dokkyo Medical University Koshigaya Hosopital)

54. Assessment of the Reinforcing Efficacy of Tokens During Skill Acquisition (PRA; Applied Research) MARY KATHERINE CAREY (Western New England University) and Jason C. Bourret (The New England Center for Children)

55. The Effects of Delayed Reinforcement of Alternative Behavior on Inappropriate Food Consumption (Applied Research) KELLY ALEXANDRA BENHART and Jason C. Bourret (The New England Center for Children)

56. A Comparison of Prompts for Teaching Long Response Chains to an Adolescent With Autism (Applied Research) MARGARET RILEY, Jaime DeQuinzio, and Bridget A. Taylor (Alpine Learning Group)

57. A Comparison of Response Rate and Preference Hierarchy (Applied Research) AMANDA KWOK (Western New England University)

58. Establishing Looking Behavior in the Interactive Conversation Using an iPad for a Student With Autism Spectrum Disorders (Applied Research) SATORU SEKINE, Soichiro Matsuda, and Jun'ichi Yamamoto (Keio University)

59. The Use of ABA Techniques in Reducing Self-Injurious Behaviors in a 3-Year-Old Girl With Autism (PRA; Applied Research) ANNA BUDZINSKA and Iwona Ruta-Sominka (Institute for Child Development)

Discussant: Ann N. Garfinkle (University of Montana)

60. Assessment and Treatment of Problem Behavior Maintained by Directing and Interaction (PRA; Applied Research) ZINA A. ELURI (The University of Texas-Pan American)

61. Peer Mediated Discrete Trial Training Within a School Setting (PRA; Service Delivery) CHRISTOPHER M. FURLOW, Keith Radley III, Evan Dart, and Emily Ness (The University of Southern Mississippi)

62. The Effects of Response Effort on Preferences of Young Children With ASD (PRA; Applied Research) RYAN BURKE (Elite Behavioral), Gregory R. Mancil (Louisiana Tech University), and Todd Haydon (University of Cincinnati)

63. A Comparison of Prompting Tactics to Teach Intraverbals to Young Adults With Autism (PRA; Applied Research) ERIN CONANT and Joseph M. Vedora (Evergreen Center)

64. Comparing Modeling Procedures Through an Alternating Treatments Design (PRA; Applied Research) JACQUELINE MERY, Madison Oddo, Katerina Monlux, and Debra Berry Malmberg (California State University, Northridge)

65. Examining Next Steps: A Review of Higher-Order Social Communication Interventions for Young Children With ASD (VRB; Theory) SARAH HANSEN and Tracy Raulston (University of Oregon)

66. Assessment of Effects of Word Complexity on Communication Preference Using Two Communication Modalities: Vocal Approximations and a Voice Output Communication Aid (VRB; Applied Research) Sarah Luem, KATELYN SELVER, Sarah Levine, and Kimberly Sloman (Douglass Developmental Disabilities Center, Rutgers University)

67. A Preliminary Investigation of Teaching a Child With Autism to Ask, "What's That?" (VRB; Applied Research) KATIE A. NICHOLSON, Andrea Clements, Claire Turbes, Lanisa Tafoya (University of Nebraska Medical Center)

68. Autism and Self-Monitoring: What Is the Quality of Study Designs? (TPC; Theory) WHITNEY GILLILAND (Texas A&M University)

69. Developing and Validating a Standardized Inventory to Measure Socially Relevant Treatment Outcomes in a Classroom Setting (TBA; Applied Research) CHIARA M. CUNNINGHAM, Dana Zavatkay, Lisa M. Cymbor, and Peyton Groff (Marcus Autism Center)

70. Application of Stimulus Fading and Modified Extinction Procedures to Decrease the Problem Behavior in an Adult With Autism (PRA; Applied Research) JESSE LOGUE (Kennedy Krieger Institute)

Discussant: Maureen Kelly (The New England Center for Children)

71. Clinical Implications of Utilizing Discontinuous Versus Continuous Data Collection (PRA; Applied Research) DENA SHADE-MONUTEAUX and Robert K. Ross (Beacon ABA Services)

72. Differential Negative Reinforcement of Other Behavior to Increase Wearing of a Medical Bracelet (PRA; Applied Research) JENNIFER LYNN COOK (Monarch House), John T. Rapp (Auburn University), and Kimberly A. Schulze (St. Cloud State University)

73. Quickly Attaining Terminal Multiple-Schedule Performance by Providing and Subsequently Fading Competing Items (PRA; Applied Research) SCOTT A. MILLER, Wayne W. Fisher, Brian D. Greer, and Valdeep Saini (University of Nebraska Medical Center)

74. Skills Necessary for Post-Secondary Success for Individuals With ASD: Comparison of Perspectives From Individuals With ASD, Parents, Teachers, and Community Service Providers (PRA; Applied Research) ROSE A. MASON, Debra M. Kamps, Linda S. Heitzman-Powell, Howard P. Wills, Joseph Furman Buzhardt, Ben A. Mason, Stephen Crutchfield, and Sean Swindler (The University of Kansas)

75. Evaluating Learner Preference for Descriptive Versus General Praise During Discrete-Trial Teaching (PRA; Applied Research) John Claude Ward-Horner, SEAN ANGLIN, and Robert K. Ross (Beacon ABA Services)

76. Using Differential Reinforcement Schedules to Reduce Inappropriate Verbalizations in Kindergarteners With Autism in Inclusion Settings (PRA; Applied Research) KATHLEEN MCCABE-ODRI, Nicole M. Rzemysk, Nicole Pease, and Jennifer Cornely (Partners in Learning, Inc.)

77. Assessing Preference Between Massed and Alternating Trials in Teaching Word-Picture Relations to Children With ASD (PRA; Applied Research) PAULO GUILHARDI, Jennifer Smith, Robert K. Ross, and Camille Rivera (Beacon ABA Services)

78. An Evaluation of the Effects of Consequences in a Latency-Based Functional Analysis (PRA; Applied Research) ADAM BRESSLER and Jason C. Bourret (The New England Center for Children)

79. The Interaction of Response Effort and Quality of Reinforcer on Acceptance and Food Refusal (CBM; Applied Research) AMBER PERSONS, Danielle N. Dolezal, and Karen Barnes (Seattle Children's Hospital) and Cassandra Cerros (University of New Mexico)

80. Got Reinforcement? Increasing the Consumption of Non-Preferred Foods Using Preference Assessment, Motivation, and Pairing (DDA; Applied Research) CRISTINA VEGA (SEEK Education, Inc.) and Michele D. Wallace (California State University, Los Angeles)

Discussant: Mark P. Groskreutz (Evergreen Center)

81. The Effect of a Premack Procedure and Token Reinforcement on Acceptance of Previously Refused Foods (CSE; Applied Research) LAURA KING and Robert K. Ross (Beacon ABA Services)

82. Evaluation of Antecedent Interventions for Food Selectivity in Home-Based Settings (CBM; Applied Research) DANIELLE EWRY (The Chicago School of Professional Psychology) and Mitch Fryling (California State University, Los Angeles)

83. Utilizing Self-Initiation Training as a Part of Intensive Toilet Training to Advance Continence (DDA; Applied Research) Mynaria Everett, JOANNA LOMAS MEVERS, Seth B. Clark, and Nathan Call (Marcus Autism Center)

84. An Examination of Intensive Toilet Training Without Positive Practice for the Urinary Incontinence of Students With Autism (CBM; Applied Research) ABIGAIL KENNEDY and Corey Miles Cohrs (University of Nebraska Medical Center), Ray Burke (The Prevention Group), and William J. Warzak (University of Nebraska Medical Center)

85. Applied Behavior Analysis in Kingdom of Saudi Arabia (TBA; Service Delivery) Latifa Al Johar, Sarah M. Richling, and NADIA ASHOUR (University of Nevada, Reno)

86. Teaching Children With Autism to Initiate Joint Attention Using Social Reinforcers (Applied Research) ALESSANDRA RANNAZZISI, Diana Parry-Cruwys, and William H. Ahearn (The New England Center for Children)

87. Effects of Direct Instruction on Acquisition of Early Elementary Mathematical Vocabulary by Students With Autism (EDC; Applied Research) DAWN R. PATTERSON (Edinboro University)

88. Case Studies on the Effective Behavioral Intervention Plan Tailored to Individual's Functioning and Cognitive Levels (Service Delivery) SANGWEON AUM and Tarek Ascar (Eden II Programs)

89. Effects of Motor Response Interruption and Redirection on Vocal Stereotypy in a Child With Autism (PRA; Service Delivery) STEPHANIE MUELLER (Southwest Autism Research and Resource Center)

90. A Multi-Element DRI Intervention to Treat an Emerging Foot Fetish in a Child With Autism in an Outpatient Setting (DDA; Service Delivery) KIMBERLY ANN KROEGER, Emily Boehmler, Laura Swope, and Megan Mitchell (The Kelly O'Leary Center for Autism Spectrum Disorders, Cincinnati Children's Hospital Medical Center)

#191 Poster Session

12:00 pm–2:00 pm

Exhibit Hall C (Convention Center)

DDA

Chair: Anjali Barretto (Gonzaga University)

Discussant: Joel Eric Ringdahl (Southern Illinois University)

91. The Assessment of Challenging Behavior Across Psychotropic Medication Changes in Adults With Bipolar Disorder and Intellectual Disabilities (BPH; Applied Research) MARIA G. VALDOVINOS, Meara Henninger-McMahon, Danielle Mroz, Annika Basham, Elizabeth Schieber, Margaret Olson, Jacob Hunstiger, and Ashley Fee (Drake University)

92. Using Differential Reinforcement and Token Economies to Increase Self-Feeding in Children With Pediatric Feeding Disorders (CBM; Applied Research) LORI BETH VINCENT and Melissa Luke Gonzalez (Kennedy Krieger Institute)

93. Improving Physical Therapeutic Outcomes for a Child With Cerebral Palsy Utilizing Precise Measurement and Reinforcement (CBM; Applied Research) KRISTINA SAMOUR, Sydney Webster, Dahlia Magdy, Juliana Dadalto, Barry Aloudior, Joelle Krantz, Leonette Lee, and Eric Levin (Nova Southeastern University)

94. The Relationship Between the Function of Self-Injurious Behaviors and Resulting Injuries (CBM; Applied Research) ALYSSA FISHER, Louis P. Hagopian, Griffin Rooker, and Jennifer R. Zarcone (Kennedy Krieger Institute)

95. Assessment and Treatment of Problem Behavior Associated With Caregiver Separation (CBM; Applied Research) JILLIAN BENSON, John M. Huete, Matthew L. Edelstein, and Patricia Driscoll (Kennedy Krieger Institute)

96. Object Manipulation Preference and Increased Response Effort to Reduce Self-Injurious Behavior (CSE; Applied Research) DIANE BERTH (University of North Carolina at Wilmington) and Cindy Berry and Martin Thomas Ivancic (J. Iverson Riddle Developmental Center)

97. Consultation in Treatment of Self-Injury in a School for Children With Visual and Auditory Disabilities (DEV; Service Delivery) NICOLE SCHROEER and Yaniz C. Padilla Dalmau (Virginia Institute of Autism) and Anna M. Hoover and Julie Connor (Virginia School for the Deaf and the Blind)

98. Transfer of Stimulus Control of Toileting Behavior With a Somali Male (DEV; Applied Research) ALEXIS WALDIN (St. Cloud State University), Marietta Nel Janecky (Holland Center), and Benjamin N. Witts (St. Cloud State University)

Discussant: Jennifer Ganz (Texas A&M University)

99. Using Picture Exchange Communication System in an Adult With Developmental Disabilities (DEV; Applied Research) ICHA K. ARIEF (St. Cloud State University), Kim Frost (TSE, Inc.), and Eric Rudrud (St. Cloud State University)

100. A Function-Based Approach to the Treatment of Audible Diurnal Bruxism (DEV; Applied Research) ALEXIS WALDIN, Benjamin N. Witts, Kimberly A. Schulze, and Julie A. Ackerlund Brandt (St. Cloud State University) and Marietta Nel Janecky (Holland Center)

101. Development of Family Behavior Observation Assessment Tool for Children With Developmental Disabilities (EAB; Applied Research) Minjoo Lee, Kyong-Mee Chung, and SOYOUNG HEO (Yonsei University)

102. Trial-Based Functional Analysis of Aggression in a Home Setting for a Child With a Rare Genetic Syndrome and Chronic Health Problems (EAB; Applied Research) EMILY WEAVER, Blair Lloyd, and Johanna Staubitz (Vanderbilt University)

103. Teaching Two Students With Severe Developmental Disabilities to Use AAC Devices in Taiwan (EDC; Applied Research) PEI-FANG WU (National Kaohsiung Normal University)

104. Teaching Problem-Solving Skills to Individuals With Intellectual Disabilities Using Matrix Training (EDC; Applied Research) Kellie McKee, GLEN L. MCCULLER, and Ginger Kelso (Stephen F. Austin State University)

105. The Effect of Teacher Greetings on On-Task Behavior (EDC; Applied Research) Callie Berry, GLEN L. MCCULLER, and Ginger Kelso (Stephen F. Austin State University)

#192 Poster Session

12:00 pm–2:00 pm

Exhibit Hall C (Convention Center)

VRB

Chair: Amanda Karsten (Western New England University)

Discussant: Tina Sidener (Caldwell College)

106. The Effects of Intensive Tact Instruction on the Emergence of Vocal Verbal Operants in Non-Instructional Settings for Elementary School Students With ASD (AUT; Applied Research) JINHYEOK CHOI (Pusan National University)

107. Effects of Auditory Matching on Echoics and Listener Literacy for Kindergarteners With Developmental Disabilities (AUT; Applied Research) JINHYEOK CHOI (Pusan National University)

108. Teaching Manding and Tacting Using Errorless Learning to a Child With Autism (AUT; Service Delivery) SERAPHIM MORK (Central Michigan University)

109. Vocabulary Learning by Typical Children and Children With Down Syndrome in a Shared Storybook Reading Procedure (DEV; Basic Research) Camila Bonagamba and ANDREIA SCHMIDT (University of São Paulo)

110. Mands and Disguised Mands in Preschool-Aged Children: A Frequency Count (DEV; Basic Research) Jessica Repasz, Alyssa Schneider, Kaelyn Conley, and RODNEY D. CLARK (Allegheny College)

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

111. Using a Chaining Procedure to Master Complex Echoics (AUT; Applied Research) KIMBERLY TRUONG, Cristina Vega, and Michele D. Wallace (SEEK Education)

112. A Comparison Between Evidence Based Procedures to Elicit Speech Production in Children With ASD (AUT; Theory) NORAH AL-SUBAIE and Nadia Ashour (Center for Autism Research at King Faisal Specialist Hospital) and Molli Luke (University of Nevada, Reno)

113. Instructive Feedback: Increasing the Efficiency of Instruction for Children With Autism Spectrum Disorders (AUT; Applied Research) PATRICIA ZEMANTIC and Shaji Haq (University of Oregon); Tiffany Kodak (University of Wisconsin-Milwaukee); and Traci Elaine Ruppert, Megan Ledoux, and Claudia Suarez (University of Oregon)

114. Frequency of Mand Instruction and Contextual Variables Reported in Behavioral, Special Education, and Speech Journals (DDA; Applied Research) ROBERT C. PENNINGTON (University of Louisville); Melinda Jones Ault (University of Kentucky); and Dominic Schmuck, Jon Burt, and Laura Ferguson (University of Louisville)

Discussant: James Nicholson Meindl (University of Memphis)

115. The Effects of Two Error Correction Procedures on the Rate of Learning (TBA; Applied Research) CLEO SCHMITT (Verbal Behavior Associates)

116. Authorship Trends in *The Analysis of Verbal Behavior*: 1982–2013 (TPC; Theory) RODRIGO DAL BEN and Celso Goyos (Federal University of São Carlos)

117. The Effects of a Peer Tutoring Procedure (AUT; Applied Research) MARIA GARCIA and Sarah Orlans (Teachers College, Columbia University)

118. The Use of *The Verbal Behavior Milestone Assessment* in the Literature Since Its Publication: A Review (DDA; Theory) MARIA MARTONE, Rodrigo Dal Ben, and Celso Goyos (Federal University of São Carlos)

119. An Experimental Model of Obsessive-Compulsive Disorder Based on Verbal and Nonverbal Responses (Applied Research) PAULO ABREU and Martha Hübner (University of São Paulo), Katie E. Treu (La Universidad Veracruzana), and Juliana Silvério (University of São Paulo)

120. An Arabic Verbal Behavior and Functional Skills Assessment for Individuals With Autism and Other Developmental Disabilities (AUT; Applied Research) MOHAMMAD I. AL-ATTRASH and Mahmoud Al Sheyab (Shafallah Center for Children With Special Needs)

#193 Symposium

2:00 pm–2:50 pm

217C (Convention Center)

AUT/DDA; Applied Research

BACB CE Offered. CE Instructor: Matthew L. Edelstein, MS

Assessment and Treatment of Inappropriate Speech in Individuals With Autism Spectrum Disorder

Chair: Matthew L. Edelstein (Kennedy Krieger Institute)

Effects of Demand Complexity on Echolalia in Students With Autism Spectrum Disorder

MATTHEW L. EDELSTEIN (Kennedy Krieger Institute) and Kimberly Sloman and Katelyn Selver (Douglass Developmental Disabilities Center, Rutgers University)

Use of Multiple Schedules and Reinforcement Thinning in the Treatment of Perseverative Speech

DEWEY DELISLE and Jessica L. Thomason-Sassi (The New England Center for Children)

Assessment of Repetitive Vocalizations in Individuals With Autism Spectrum Disorders

ETHAN EISDORFER, Robert LaRue, Robert W. Isenhower, Erica Dashow, and Mikala Hanson (Douglass Developmental Disabilities Center, Rutgers University)

#194 Symposium

2:00 pm–2:50 pm

217B (Convention Center)

AUT/PRA; Applied Research

BACB CE Offered. CE Instructor: John Claude Ward-Horner, Ph.D.

Evaluation of Prompting Procedures for Individuals With Developmental Disabilities and Autism

Chair: John Claude Ward-Horner (Beacon ABA Services)

Discussant: Paulo Guilhaardi (Beacon ABA Services)

A Comparison of Two Prompt-Fading Strategies on Skill Acquisition in Children With Autism Spectrum Disorder

MIRELA CENGHER (City University of New York, The Graduate Center), Kimberly Shamoun (Behavioral Intervention Psychological Services PC), Patricia A. Moss-Lourenco (Westchester Institute for Human Development), David L. Roll (Behavioral Intervention Psychological Services PC), Gina Marie Feliciano (Quality Services for the Autism Community), and Daniel Mark Fienup (Queens College, City University of New York)

The Use of Picture Prompts to Teach Receptive Labeling

TIFFANY WALLER and Joseph M. Vedora (Evergreen Center)

#195 Symposium

2:00 pm–2:50 pm

217D (Convention Center)

AUT; Applied Research

Supporting Social Interactions in Children With Autism

Chair: Bethany P. Contreras Young (Utah State University)

Using Joint Activity Schedules and Script Fading to Promote Social Interactions Between Children With Autism

KATRINA L. BARTELL and Alison M. Betz (Florida Institute of Technology)

The Effects of Minimally Intrusive Prompts on Joint Attention Initiations Maintained by Social Reinforcement in Children With Autism

KIMBERLY FAIRMAN and Einar T. Ingvarsson (University of North Texas) and Tracie B. Mann (Child Study Center)

The Effectiveness of a Video-Based Preference Assessment in Identifying Socially Reinforcing Stimuli

RACHELLE PETERSON (Neurobehavior H.O.M.E. program) and Thomas S. Higbee (Utah State University)

#196 Invited Presenter

2:00 pm–2:50 pm

Grand Ballroom C3 (Convention Center)

AUT; Applied Research

BACB CE Offered. CE Instructor: Rebecca P. F. MacDonald, Ph.D.

Catchin' 'Em Early: Outcomes for Toddlers With Autism

Chair: Jessica L. Thomason-Sassi (The New England Center for Children)

REBECCA P. F. MACDONALD (The New England Center for Children)



Dr. Rebecca MacDonald is a licensed psychologist and a board certified behavior analyst, who specializes in the education and treatment of children with autism through her work at the New England Center for Children. For the past 15 years, she served as the director of the Early Intensive Instructional Program providing early intensive behavioral intervention to the youngest children with an autism spectrum disorder diagnosis at the center. She has faculty appointments at Simmons College and Western New England University. Dr. MacDonald received her doctorate in developmental and child psychology from the University of Kansas. She regularly presents her research at national and international

conferences and has published numerous articles and book chapters focusing on teaching social skills to children with autism. Her work has been supported by both federal (National Institute of Child Health and Human Development) and private (Organization for Autism Research) grant sources. She recently served as a federal Department of Education grant reviewer for the "Race to the Top" birth-to-five competitions. Her current research interests include assessing and teaching joint attention, the use of video modeling as a method of instruction for both children and teachers, and measuring clinical outcomes of early intensive behavioral intervention.

Abstract: It is widely known that early intensive behavioral intervention (EIBI) can produce large gains in social, cognitive, and language development. Changes in performance are typically measured using norm-referenced standardized assessment tools which produce a score of overall functioning level. During the past 15 years, Dr. Rebecca P. F. MacDonald and colleagues have developed an assessment tool for the direct measurement of autism specific symptomatology. The Early Skills Assessment Tool (ESAT) includes measures of imitation, language, joint attention, play, and stereotypic behavior (MacDonald et al., 2014). In their most recent work, 83 children with autism (CWA), ages 1-, 2-, and 3-years old and 58 same-aged typically developing children were assessed using the ESAT. CWA were assessed at entry into an EIBI program and again after 1 year of treatment. While significant gains were

seen in all children across all age groups, the greatest gains were seen in the children who entered treatment before their second birthday. Long-term follow up data suggest long lasting gains in these children. These findings underscore the importance autism screening at 12–18 months, the critical role of pediatricians in early identification of ASD, and the need for high quality EIBI for all identified children.

#197 B. F. Skinner Lecture Series

2:00 pm–2:50 pm

Texas Ballroom Salon A (Grand Hyatt)

DEV; Basic Research

PSY/BACB CE Offered. CE Instructor: R. Douglas Greer, Ph.D.

Utilizing Visual Phonics to Supplement Reading Instruction for Students With Diverse Needs

Chair: R. Douglas Greer (Teachers College, Columbia University)

YE WANG (Teachers College, Columbia University)



Ye Wang, Ph.D., is an associate professor and the coordinator for Education of the D/deaf and Hard of Hearing (EDHH) Program in the Department of Health and Behavior Studies at Teachers College, Columbia University. She earned her MA and Ph.D. in the School of Teaching & Learning from The Ohio State University. Her primary research interest is the language and literacy development of students who are D/deaf or hard of hearing. Her other research and scholarly interests include multiple literacies, technology and literacy instruction, inclusive education, research methodology, and early childhood education. Dr. Wang has worked with her colleagues to provide Visual

Phonics training workshops for teachers in different programs throughout the nation and to investigate the efficacy of utilizing Visual Phonics to supplement reading instruction for a variety of students who may experience difficulties. Dr. Wang has published extensively on the phonological coding of children who are D/deaf or hard of hearing. Her 2006 study, “Implications of Utilizing a Phonics-Based Reading Curriculum With Children Who Are Deaf or Hard of Hearing,” was the first intervention study that directly taught phonemic awareness and phonics skills to children who are D/deaf or hard of hearing using Visual Phonics in the US.

Abstract: Visual Phonics is a tool that uses a combination of visual, tactile, kinesthetic, and auditory feedback to facilitate the development of phonemic awareness, reading, spelling, and speech production skills. The system consists of 45 hand movements and written symbols, which represent each phoneme and relate to how a sound is produced. Visual Phonics helps D/deaf, hard of hearing, hearing, and special needs individuals “see” or conceptualize the English sound system and relate it to print. This presentation summarizes the results from three studies collected in three states with various age groups of children. It demonstrates that given instruction from various phonics-based reading curricula supplemented by Visual Phonics, preschool, kindergarten, and first-grade students who were D/deaf or hard of hearing could demonstrate improvements in beginning reading skills and the acquired skills could be sustained after intervention. Furthermore, the acquisition of beginning reading skills did not appear to be related to degree of hearing loss. Implications for the use of Visual Phonics for other populations of students in reading, spelling, and speech production are provided.

#198 Invited Presenter

2:00 pm–2:50 pm

006AB (Convention Center)

EAB; Basic Research

PSY/BACB CE Offered. CE Instructor: Timothy D. Hackenberg, Ph.D.

Working With and for One Another: Toward an Experimental Analysis of Social Behavior

Chair: Eric S. Murphy (University of Alaska Anchorage)

TIMOTHY D. HACKENBERG (Reed College)



Dr. Timothy D. Hackenberg received a BA degree 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 1988–90. He served on the faculty in 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 board of directors of the Society for the Experimental Analysis of Behavior and the Society for the Quantitative Analysis 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 ABAI Council, and as the director of the ABAI Science Board. His major research interests are in the area of behavioral economics and comparative cognition, with a particular emphasis on decision-making and social behavior. In work funded by the National Science Foundation and the National Institutes of Health, he and his students have developed procedures for cross-species comparisons of behavior. He is blessed with a talented cadre of students, and has the good fortune to teach courses he cares about.

Abstract: Social behavior is a topic of enormous scientific importance that spans disciplines from neuroscience to anthropology. While the topic has received a good deal of empirical and theoretical attention outside behavior analysis, it has largely been neglected within the field. This is unfortunate, as behavior analysis has much to contribute to this field, both methodologically and conceptually. In this talk, Dr. Timothy Hackenberg will describe some recent work in the comparative analysis of social behavior and how behavior-analytic methods and concepts can be usefully brought to bear on such work. He will focus on three areas of research and interpretation, using some recent research from his laboratory with rats for illustration. The first is concerned with cooperative behavior, in which rats coordinate their responses in relation to a mutual reinforcement contingency. The second is concerned with reciprocal behavior, in which two rats produce reinforcement for each other, alternating roles of producer and receiver. The third is concerned with the reinforcing value of social interaction, assessed in relation to food reinforcement and under various deprivation conditions. Together, these studies illustrate some ways in which behavior-analytic methods and concepts can contribute to the interdisciplinary science of social behavior.

Sunday, May 24

#199 Invited Tutorial

2:00 pm–2:50 pm

207AB (Convention Center)

EDC; Theory

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

Why Behavior Analysts Should Care About Sensory Psychology

Chair: Cynthia M. Anderson (Appalachian State University)

A. CHARLES CATANIA (University of Maryland, Baltimore County)



When A. Charles Catania encountered psychology as an undergraduate at Columbia University, the curriculum developed by Keller and Schoenfeld included sensory processes along with learning as crucial components of experimental psychology. His subsequent graduate and postdoctoral work at Harvard University also called for familiarity with both operant and sensory processes. After a stint doing psychopharmacology at the SK&F Laboratories in Philadelphia, he moved to the University Heights campus of New York University and then to the University of Maryland, Baltimore County, where he is now professor emeritus. Along the way, operant research involving sensory

systems made up a rich part of his academic environment, comprising such examples as Blough's development of psychophysical procedures with pigeons, Hefferline's work on sensory feedback, Dews' treatment of pharmacological data in terms of drugs as stimuli, and Nevin's application of signal-detection theory to reinforcement schedules. That background in sensory psychology has continued to inform Catania's research, teaching, and writing. He has studied visual acuity in the pigeon, extended psychophysical methods to temporal properties of stimuli, and explored parallels between interactions in sensory systems and those in behavioral systems. The current edition of his text, *Learning*, incorporates many examples drawn from the literature of sensory psychology.

Abstract: Three-term contingencies are relations among stimuli, responses, and consequences as they interact in the context of motivational operations. The stimulus is therefore an integral part of behavior analysis. Experimental psychology courses once routinely included learning and behavior along with sensory psychology and psychophysics as substantive components, but they gradually evolved into methodology courses devoid of specific content. Behavior analysis and sensory psychology then diverged despite their commonalities, not least of which were single-subject research designs. Sensory psychology remains crucially relevant to many things we do. This tutorial explores how it has made and can continue to make significant contributions to both basic research and applications. The examples to be considered include, among others, problem behavior that is sometimes a byproduct of the sensory deficits that often accompany developmental disabilities, the auditory phenomenon of recruitment as it can occur in geriatric populations, and signal-detection analyses of the costs and benefits of false alarms and misses in discrimination tasks such as breast self-examination. Behavior is a biological system, so it should be no surprise that it shares properties with sensory processes, as when contrast effects in behavior are paralleled by similar effects in vision, hearing, and other senses.

#200 Symposium

2:00 pm–2:50 pm

201 (Convention Center)

OBM/TPC; Basic Research

Lessons From the Lab: Experimental Analyses of Goal Setting, Feedback, and Incentive Pay Systems

Chair: Heather M. McGee (Western Michigan University)

Discussant: Timothy D. Ludwig (Appalachian State University)

The Effects of Tiered Goals and Bonus Pay on Performance

JESSICA L. URSCHER and Alyce M. Dickinson (Western Michigan University)

The Effects of Incentive Pay Systems and Tiered Goals on Performance

DANIEL B. SUNDBERG and Alyce M. Dickinson (Western Michigan University)

Impact of Feedback Source and Goal Specificity on Work Performance and Feedback Seeking

JULIE M. SLOWIAK and Areanna Lakowske (University of Minnesota Duluth)

#201 Symposium

2:00 pm–2:50 pm

214A (Convention Center)

PRA/DDA; Applied Research

BACB CE Offered. CE Instructor: Mindy Christine Scheithauer, Ph.D.

Generalization and Social Validity of Function-Based Treatments for Problem Behavior

Chair: Mindy Christine Scheithauer (Marcus Autism Center)

Discussant: Jennifer R. Zarcone (Kennedy Krieger Institute)

Assessment of Social Validity of Function-Based Treatments for Severe Problem Behavior Using Unit Probes

MINDY CHRISTINE SCHEITHAUER, Joanna Lomas Mevers, Nathan Call, and Ally Coleman (Marcus Autism Center), Sarah J. Miller (Louisiana State University), and Jessica Alvarez and Kerri C. Suiter (Marcus Autism Center)

Assessing and Programming for Generalized Treatment Effects of FCT

ADAM M. BRIGGS, Claudia L. Dozier, Joseph D. Dracobly, Jessica Foster, and Bertilde U. Kamana (The University of Kansas)

#202 Panel Discussion

Student Committee Event

2:00 pm–2:50 pm

213AB (Convention Center)

PRA; Applied Research

BACB CE Offered. CE Instructor: Derek D. Reed, Ph.D.

Professional Development Series: Quantitative Analyses in Applied Settings: Whether, Why, and How

Chair: Brent Kaplan (The University of Kansas)

JASON C. BOURRET (The New England Center for Children)

THOMAS J. WALTZ (Eastern Michigan University)

DEREK D. REED (The University of Kansas)

#203 Invited Symposium

2:00 pm–2:50 pm

Lila Cockrell Theatre (Convention Center)

SCI

PSY/BACB CE Offered. CE Instructor: Suzanne H. Mitchell, Ph.D.

Research Funding: Introduction to NIMH's Research Domain Criteria and the Potential Application in Behavioral Studies

Chair: Suzanne H. Mitchell (Oregon Health & Science University)

What Are the Research Domain Criteria and Why Should Behavior Analysts Care?

SUZANNE H. MITCHELL (Oregon Health & Science University)



Suzanne H. Mitchell, Ph.D., is a professor at Oregon Health & Science University (OSHU) in the Behavioral Neuroscience and Psychiatry Departments. She obtained her undergraduate degree at the University of Hull, England, and her Ph.D. at State University of New York, at Stony Brook. Her thesis examined the economics of foraging behavior of rats, examining the role of the energetic costs and benefits in feeding. Her committee was chaired by Howard Rachlin, whose influence made her sensitive to the role of temporal costs as well as energetic costs in determining the value of food rewards. During a postdoctoral fellowship at the University of Chicago, Dr. Mitchell worked with Harriet de Wit

focusing on using behavioral economics as an explanation for use of alcohol, cigarettes, and amphetamine in humans. During that time she also began collaborating with Jerry Richards on delay discounting studies with rats. Dr. Mitchell moved her lab to OHSU in 2001 from the University of New Hampshire to devote more time to research, particularly looking into why drug users tend to be more impulsive than nondrug users using human and animal models. She has received funding from various institutes including the National Heart, Lung, and Blood Institute; National Institute on Alcohol Abuse and Alcoholism; National Institute on Drug Abuse; and National Institutes of Health, has served on several study sections as a member and as an ad hoc participant and has received awards for education and mentoring.

Abstract: While DSM-V provides ways to classify psychopathologies, the National Institute of Mental Health (NIMH) has recognized that understanding the antecedents and progression of disorders, as well as stimulating research on new treatments, may require new ways of classifying mental disorders based on dimensions of observable behavior and neurobiological measures. The implementation of this strategy has been named the Research Domain Criteria Project (RDoC). This talk will describe the background impetus for the RDoC project, the various domains of interest and the constructs included in those domains, and levels of analysis (from circuits to behavior) identified as critical research foci by work groups of scientists. However, domains and constructs of specific interest to behavioral analysis will provide the main focus. A brief overview of the knowledge gaps identified by NIMH and areas of high priority for research will be described, including explicit suggestions from NIMH for how these domains should be used to focus future research efforts by basic and clinician-scientists.

Altered Reinforcement Processes and Attention Deficit Hyperactivity Disorder

SCOTT KOLLINS (Duke University)



Dr. Scott Kollins is a tenured professor and vice chair for Research Strategy and Development in the Department of Psychiatry and Behavioral Sciences at the Duke University School of Medicine. He is also the director of the Duke Attention Deficit Hyperactivity Disorder Program. He received his undergraduate degree in psychology from Duke University in 1992 and earned his master's and doctorate degrees in clinical psychology from Auburn University in 1995 and 1997, respectively. Dr. Kollins completed his clinical internship at the University of Mississippi Medical Center, where he served as chief intern. Following his internship, he joined the faculty of the Department of Psychology at Western Michigan University for 3 years, before joining the

Duke faculty in 2000. He has published more than 120 scientific papers in peer-reviewed journals. During the past 10 years, Dr. Kollins's research has been supported by five different federal agencies, including the National Institute on Drug Abuse (NIDA), the National Institute on Environmental Mental Health, the National Institute on Environmental Health Sciences, the National Institute on Neurological Disorders and Stroke, and the Environmental Protection Agency. He currently holds a mid-career K24 award from the NIDA. He also has served as principal investigator on more than 20 industry-funded clinical trials and is a consultant to a number of pharmaceutical companies in the area of ADHD clinical psychopharmacology. He is an elected member of both the College on Problems of Drug Dependence and the American College of Neuropsychopharmacology and is a Fellow of the American Psychological Association Division 28 (Psychopharmacology and Substance Abuse). He has served as a standing member of the Child Psychopathology and Developmental Disabilities Study Section and served as an ad-hoc reviewer for 10 additional NIH study sections and seven international granting agencies. He is an associate editor for the *Journal of Attention Disorders* and has reviewed for more than 50 different peer-reviewed journals. Dr. Kollins is a licensed clinical psychologist and maintains a practice through the ADHD Program's outpatient clinic. His research interests are in the areas of psychopharmacology and the intersection of ADHD and substance abuse, particularly cigarette smoking.

Abstract: ADHD is a common psychiatric condition that is characterized clinically by developmentally inappropriate levels of inattention, impulsivity, and hyperactivity. There has long been recognition that this disorder is associated with disruptions in responsiveness to reward and reinforcement learning. More recently, the neurobiological and neuropharmacological substrates underlying these disruptions have been increasingly elucidated. It is argued that careful behavior analytic inquiry into the nature of behavior-consequence relations among those with ADHD can help advance knowledge about ADHD and its association with other problem behaviors, like substance abuse, and that such an experimental approach lies squarely within the National Institute of Mental Health RDoC framework for conceptualizing psychopathology. Examples of human operant and behavioral pharmacology studies of patients with a clinical diagnosis of ADHD will be reviewed and discussed.

Toward a New Science of Psychopathology: Trans-Disease Processes

WARREN K. BICKEL (Virginia Tech Carilion Research Institute)



Dr. Warren K. Bickel has been the director for the Addiction Recovery Research Center at the Virginia Tech Carilion Research Institute and a professor in the Department of Psychology at Virginia Tech since 2011. He received his Ph.D. in developmental and child psychology in 1983 from the University of Kansas, completed postdoctoral training at Johns Hopkins University School of Medicine in 1985, and then joined the faculty of the Albert Einstein College of Medicine. In 1987, he relocated to the University of Vermont, where he became a professor in the Departments of Psychiatry and Psychology and interim chair of the Department of Psychiatry for 3 years. He moved to the University of Arkansas for Medical Sciences (UAMS)

in 2004. There, he held the Wilbur D. Mills Chair of Alcoholism and Drug Abuse Prevention and was the director of the Center for Addiction Research. He also served as director of the College of Public Health's

Center for the Study of Tobacco Addiction at UAMS and was the associate director of the Psychiatric Research Institute. Dr. Bickel is the recipient of numerous grants, awards, and honors including a National Institutes of Health Method to Extend Research in Time Award from the National Institute on Drug Abuse and the Don Hake Translational Research Award from the American Psychological Association, and has served as president for a number of large professional societies.

Abstract: The RDoCs approach constitutes a new paradigm for the study of psychopathology and its beginning indicates the utility of the DSM as a research tool has reached its apogee. One component of the RDoC approach is its proposition that “fundamental dimensions cut across traditional disorder categories” (NIMH, 2012). As such, this system explicitly acknowledges the notion of trans-disease processes (Bickel et al., 2012) and legitimizes its study as a goal of research activity. In this presentation, Dr. Warren K. Bickel will use research on the excessive discounting of delayed rewards to illustrate that it functions as a trans-disease process that undergirds multiple disorders and show initial evidence suggesting that it may be among the most robust processes relative to a variety of deficits observed in addiction.

#204 Symposium

2:00 pm–2:50 pm

206AB (Convention Center)

TBA/PRA; Applied Research

Preparing Early Childhood Teachers and Speech-Language Pathologists to Analyze Behavior Change of Young Children

Chair and discussant: Berenice de la Cruz (Autism Community Network)

Going Beyond “Percent Correct”

JESSICA FRANCO (The University of Texas at Austin)

Trends in Teacher Training and Behavioral Needs of Children With Autism

MEGAN G. KUNZE (Autism Community Network)

#205 Symposium

2:00 pm–2:50 pm

217A (Convention Center)

VRB/TPC; Basic Research

BACB CE Offered. CE Instructor: Stephen Ray Flora, Ph.D.

Investigations in Joint Control: Selection, Sequencing, and Delayed Match-to-Sample

Chair: Stephen Ray Flora (Youngstown State University)

Delayed Match-to-Sample in Preschool Children

THOMAS RATKOS and Jessica E. Frieder (Western Michigan University)

The Effect of Joint Control Training on the Acquisition and Durability of a Sequencing Task

ALLISON DEGRAAF (California Unified Service Providers, LLC) and Henry D. Schlinger (California State University, Los Angeles)

The Role of Textual, Tact, and Echoic Behavior in the Acquisition of a Selection Response

AMANDA GROOS (The Chicago School of Professional Psychology) and Henry D. Schlinger (California State University, Los Angeles)

#206 Symposium

2:00 pm–3:50 pm

Grand Ballroom C1 (Convention Center)

AUT; Applied Research

BACB CE Offered. CE Instructor: Justin B. Leaf, Ph.D.

An Evaluation of Social Skills Groups for Individuals Diagnosed With Autism Spectrum Disorder

Chair: Sandra L. Harris (Rutgers University)

Discussant: Robert K. Ross (Beacon ABA Services)

Behaviorally Based Social Skills Groups for Individuals Diagnosed With Autism: A Clinical and Research Review

MITCHELL T. TAUBMAN, Justin B. Leaf, Ronald Leaf, and John James McEachin (Autism Partnership Foundation)

Group Implementation of the Cool Versus not Cool Procedure to Teach Game Play

JEREMY ANDREW LEAF, Christine Milne, Donna Townley-Cochran, Justin B. Leaf, Mitchell T. Taubman, John James McEachin, and Ronald Leaf (Autism Partnership Foundation) and Misty Oppenheim-Leaf (Behavior Therapy and Learning Center)

Teaching Social Behaviors to Individuals With Autism: Within the Context of a Social Skills Group

CHRISTINE MILNE and Jeremy Andrew Leaf (Autism Partnership Foundation), Donna Townley-Cochran (University of North Texas), Justin B. Leaf and Mitchell T. Taubman (Autism Partnership Foundation), and Misty Oppenheim-Leaf (Behavior Therapy and Learning Center)

The Effects of a Social Skills Group for Individuals With Autism: A Randomized Control Trial

JUSTIN B. LEAF and Mitchell T. Taubman (Autism Partnership Foundation), Misty Oppenheim-Leaf (Behavior Therapy and Learning Center), and Jeremy Andrew Leaf, Donna Townley-Cochran, Christine Milne, Ronald Leaf, and John James McEachin (Autism Partnership Foundation)

#207 Symposium

2:00 pm–3:50 pm

Grand Ballroom C2 (Convention Center)

AUT; Applied Research

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

Staff Training to Increase the Quality of Practitioner-Client Interactions

Chair: Nicole Heal (Melmark New England)

Discussant: Dorothea C. Lerman (University of Houston–Clear Lake)

Evaluating the Generalization of Practitioners' Skills to Conduct Functional Analyses

NICOLE M. HANNEY and Sacha T. Pence (Auburn University)

The Measurement and Enhancement of Rapport Between Behavioral Therapists and Children With Autism

KAREN A. TOUSSAINT and Carly Lapin (University of North)

Examining Antecedent Strategies to Decrease Social Avoidance Behaviors in Children With Autism Spectrum Disorders During Discrete Trial Training

BETHANY HANSEN and Alice Shillingsburg (Marcus Autism Center)

Bi-Directional Effects of Staff and Student Interactions

TANYA MOUZAKES and Jill Marie Harper (Melmark New England)

#208 Symposium

2:00 pm–3:50 pm

Texas Ballroom Salon B (Grand Hyatt)

CBM; Applied Research

BACB CE Offered. CE Instructor: Melanie H. Bachmeyer, Ph.D.

Advancements in the Assessment and Treatment of Pediatric Feeding Disorders

Chair: Melanie H. Bachmeyer (University of North Carolina at Wilmington)

Discussant: Meeta R. Patel (Clinic 4 Kidz)

Descriptive and Lag-Sequential Analyses of Emesis Related to Pediatric Feeding Disorders

DENISE DIETER, Carrie S. W. Borrero, and Vivian Ibanez (Kennedy Krieger Institute)

A Comparison of Two Methods of a Functional Analysis of Inappropriate Mealtime Behavior
CAITLIN A. KIRKWOOD, Melanie H. Bachmeyer, Amanda Criscito, Courtney Mauzy, Billie J. Klein, and Diane Berth (University of North Carolina at Wilmington)

Establishing Liquid Intake in Pediatric Feeding Disorders: A Decision Matrix to Guide Treatment Selection and Evaluation
Roseanne S. Lesack, MEGHAN WALL, and William G. Sharp (Marcus Autism Center)

Treating Packing: A Comparison of Nuk Re-Distribution and Nuk Presentation
VIVIAN IBANEZ, Suzanne M. Milnes, Cathleen C. Piazza, and Jennifer M. Kozisek (University of Nebraska Medical Center)

#209 Symposium

2:00 pm–3:50 pm

Texas Ballroom Salon C (Grand Hyatt)

CBM/EAB; Basic Research

BACB CE Offered. CE Instructor: Kate Kellum, Ph.D.

Investigating Relational Repertoires in Respect to Psychological Flexibility: A Collection of IRAP Studies

Chair: Chad Drake (Southern Illinois University)

Discussant: Kate Kellum (The University of Mississippi)

Flexibility, Empathy, and Implicit Mental Health Stigma

SUNNI PRIMEAUX (Southern Illinois University), Emily Kennison Sandoz (University of Louisiana at Lafayette), and Chad Drake (Southern Illinois University)

Exploring Atypical Trial-Type Configurations With a Race IRAP

KAIL H. SEYMOUR, Anke Lehnert, and Chad Drake (Southern Illinois University)

Generating Cognitive Defusion Using a Stimulus Alteration Strategy With the IRAP

TRAVIS SAIN, Anke Lehnert, and Chad Drake (Southern Illinois University)

Implicit Repertoires and Psychological Flexibility: A Fresh Look at Old Data

CHAD DRAKE and Anke Lehnert (Southern Illinois University)

#210 Symposium

2:00 pm–3:50 pm

204A (Convention Center)

CSE/OBM; Theory

Selection by Unintended Consequences: An Examination of Socially Significant Organizational Practices

Chair: Ramona Houmanfar (University of Nevada, Reno)

Discussant: Mark A. Mattaini (Jane Addams College of Social Work at the University of Illinois at Chicago)

Externalities and Internalities: Hidden Consequences of Organizational Practices

DANIEL REIMER and Ramona Houmanfar (University of Nevada, Reno)

Let's Talk Teams: Examining Interprofessional Communication in Medical Settings

AMBER MARIE CANDIDO and Ramona Houmanfar (University of Nevada, Reno)

Analyzing Volunteering Behavior: Setting Conditions for Positive Social Change

CAROLYN BRAYKO and Ramona Houmanfar (University of Nevada, Reno)

Selection of Leadership Decision Making

RAMONA HOUMANFAR (University of Nevada, Reno)

#211 Symposium

2:00 pm–3:50 pm

007C (Convention Center)

TPC/PRA; Service Delivery

BACB CE Offered. CE Instructor: Ryan Lee O'Donnell, MS

Measurement in Behavior Analysis: From the “Mind’s Eye” to the SCC

Chair: Kristin Robinson (Saint Louis University)

Discussant: Henry S. Pennypacker (University of Florida)

The Role of Measurement in Science

SCOTT A. MILLER (University of Nebraska Medical Center)

Hear Ye, Hear Ye! What’s This Thing Called the SCC?

CAMERON GREEN (Brohavior)

Measurement Gripes and Glows: Clinics, Classrooms, and Centers

AMY LYNN EVANS (Fluency Factory)

Mind’s Eye Data: If You Aren’t Taking Data, You May Be Doing Behavior Analysis!

MARK MALADY (Brohavior)

#212 Paper Session

3:00 pm–3:20 pm

205 (Convention Center)

TBA

Using a Looxcie for Staff Training in a Community-Based Setting

Chair: Jessica Zawacki (Preparing Adolescents with Autism for Adult Life)

Using a Looxcie for Staff Training in a Community-Based Setting (Applied Research)

JESSICA ZAWACKI (Preparing Adolescents with Autism for Adult Life)

#213 Invited Tutorial

3:00 pm–3:50 pm

203AB (Convention Center)

AAB; Service Delivery

BACB CE Offered. CE Instructor: Christy A. Alligood, Ph.D.

The Nuts and Bolts of Scent Detection

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

TIMOTHY EDWARDS (Anti-Personnel Landmines Detection Product Development)



Dr. Timothy Edwards has a Ph.D. in psychology from Western Michigan University. He has conducted basic and applied research on stimulus discrimination, conditioned reinforcement, and motivating operations, all of which are relevant to his current work at Anti-Personnel Landmines Detection Product Development (APOPO), a Belgian nonprofit organization headquartered in Tanzania that deploys giant African pouched rats to locate land mines, identify tuberculosis-positive sputum samples, and perform other humanitarian tasks. Dr. Edwards serves as APOPO’s head of training and behavioral research. He investigates the influence of environmental factors, modifications to training protocol, and

the suitability of the rats for new scent-detection applications. Dr. Edwards translates laboratory findings into meaningful improvements in applied scent-detection operations and takes operational puzzles to the laboratory to look for solutions. Much of his research in applied scent detection has been published, and his experience operating in a challenging field in developing countries has afforded him unique insight into the elements of training that are crucial for successful scent-detection operations.

Abstract: In this tutorial, the basic requirements and ideal conditions for successfully training, evaluating, and deploying animals for scent-detection tasks will be outlined. Fundamental chemical and environmental factors that influence scent detection will be described, as will some factors to consider when selecting species and strains for this work. Because operational scent detection often involves detection of a variety of odor combinations, training requirements are similar to those for concept formation, which has important implications for selection of training samples. These and other considerations related to sample presentation will be discussed. Common training methods for both “discrete-trial” and “free-operant” scent-discrimination tasks will be presented and critical components of training highlighted. Evaluation of the scent-detection accuracy of animal detectors is a critical step prior to and during operational deployment. Some key features of precise estimation of performance will be discussed followed by a description of some operational deployment scenarios and features that are more and less conducive to success. Finally, common challenges associated with scent-detection work and some methods of overcoming the challenges will be presented for discussion.

#214 Symposium

3:00 pm–3:50 pm

217C (Convention Center)

AUT/DDA; Applied Research

BACB CE Offered. CE Instructor: Terry S. Falcomata, Ph.D.

Some Current Intervention Approaches for the Treatment of Behavioral Complications in Autism Spectrum Disorders

Chair: Terry S. Falcomata (The University of Texas at Austin)

Lag Schedule of Reinforcement Increases Appropriate Play and Decreases Stereotypy in Children With Autism on a School Playground

KATY DAVENPORT, Russell Lang, Melissa Moore, and Allyson Lee (Texas State University); Mandy J. Rispoli (Texas A&M University); and Katherine Ledbetter-Cho (Texas State University)

A Comparison of Schematic and Taxonomic iPad AAC Systems for Teaching Multi-Step Navigational AAC Requests to Children With ASD

CINDY GEVARTER (The University of Texas) and Mark O'Reilly, Nicolette Sammarco, Raechal Ferguson, Michelle Kuhn, Laci Watkins, Laura Rojeski, and Heather Gonzales (The University of Texas at Austin)

Effects of Activity Schedules in Play to Work Transitions for Children With Autism

REGAN WESTON, Rachel Scalzo, Tonya Nichole Davis, Nander Min, Alex Weber, Sami Ackard, and Lillie Dukes (Baylor University)

#215 Symposium

3:00 pm–3:50 pm

217B (Convention Center)

AUT; Applied Research

Introducing Applied Behavior Analysis in Novel Cultural Contexts

Chair: Nidal K. Najjar Daou (American University of Beirut)

Discussant: Lise Renat Roll-Pettersson (Department of Special Education)

Conducting Behavioral Research With Children Attending Non-Behavioral Intervention Programs for Autism in Lebanon

NIDAL K. NAJJAR DAOU (American University of Beirut)

Rural Behavioral Consultation: An Analysis of the Effects of Telehealth Methods on the Progress of Families of Children With Autism

KRISTÍN GUDMUNDSDOTTIR (University of Akureyri)

#216 Invited Tutorial

3:00 pm–3:50 pm

Grand Ballroom C3 (Convention Center)

DDA; Applied Research

BACB CE Offered. CE Instructor: Anjali Barretto, Ph.D.

Delivering Teleconsultation for Functional Behavior Assessment and Intervention: Things to Consider

Chair: Anjali Barretto (Gonzaga University)

STEPHANIE M. PETERSON (Western Michigan University)



Dr. Stephanie M. Peterson, Ph.D., BCBA-D, is a professor and chair of the Department of Psychology at Western Michigan University. Dr. Peterson earned her doctorate in special education from the University of Iowa in 1994. She has taught courses in behavior analysis and special education at several different universities (Gonzaga University, Utah State University, The Ohio State University, and Idaho State University). She also served as chair of the Department of Special Education, School Psychology, and Literacy at Idaho State University. Dr. Peterson is senior co-editor of *Education and Treatment of Children* and has served on or currently serves on the editorial boards of the *Journal of Applied Behavior Analysis* and *Behavior Analysis in Practice*, to name a few. Dr. Peterson is also an elected member of the Board of Directors for the Behavior Analyst Certification Board. Her research interests include the assessment and treatment of problem behavior in individuals with developmental disabilities, choice making, functional communication training, and behavior analysis in education.

Abstract: Providing consultation from a distance is becoming increasingly more popular, because it allows for expert consultation even if those needing consultation live far from the consultant. This applies to individuals living in rural areas as well as in urban centers, where traffic congestion can make travel to the consultation site just as problematic as driving to rural areas. Teleconsultation is a method of providing consultation using distance technology. In states where behavior analysts are in short supply, but demand for their services is great, teleconsultation can be one solution to the problem. In this tutorial, the ins and outs of setting up a consultation model will be provided. Dr. Peterson will share some of the things she has learned (the good, the bad, and the ugly) during the past year and a half of starting up a new teleconsultation service in Michigan, with a goal of helping participants be prepared for the hurdles that will be encountered.

#217 B. F. Skinner Lecture Series

3:00 pm–3:50 pm

006AB (Convention Center)

EAB; Basic Research

PSY CE Offered. CE Instructor: Catharine Rankin, Ph.D.

Behavioral, Neuronal, and Genetic Analyses in *C. elegans* Lead to Insights Into Mechanisms of Habituation

Chair: Eric S. Murphy (University of Alaska Anchorage)

CATHARINE RANKIN (The University of British Columbia)



Dr. Catharine Rankin earned her Ph.D. in biopsychology and animal behavior at the City University of New York studying electric fish with Dr. Peter Møller. She then joined Dr. Thomas J. Carew at Yale University as a postdoctoral and studied the development of learning and memory in the marine mollusk *Aplysia californica*. In 1987, Dr. Rankin joined the Psychology Department at the University of British Columbia (UBC) and began her research on learning and memory in *C. elegans*. Today, she is a professor of psychology at UBC and is internationally recognized for her work using *C. elegans* as a model system to address fundamental

psychological questions about the effects of experience on the nervous system and behavior. She investigates the effects of experience at behavioral, neural system, and genetic levels. She was the first to show that *C. elegans* is capable of learning and memory, and has uncovered several genes that play important roles in these areas. Her research is beginning to shed light on the cellular mechanisms of habituation, the simplest form of learning.

Abstract: Habituation is a fundamental form of learning highly conserved throughout phylogeny and poorly understood mechanistically. In the years that Dr. Catharine Rankin's lab has studied habituation in *C. elegans*, they have developed an understanding of habituation and two neural circuits underlying behaviors that habituate. They have studied both associative and nonassociative aspects of habituation as well as both short- and long-term memory. They are now focusing on the genes underlying this learning in two different, but overlapping neural circuits using a novel high-throughput behavioral analysis system, the multi-worm tracker. The first response is startle response habituation to a mechanosensory tap to the substrate holding the worm; this response is mediated by five sensory neurons. The second is habituation of a withdrawal response following optogenetic activation of a pair of polymodal nociceptors (the ASH neurons) in the head of the worm. Through analyses of these two response systems, they have found that habituation is not a single phenomenon, but is made up of the integration of different subcomponents that show different patterns/kinetics of habituation and sensitization. The integration of these components leads to behavioral outcomes that are different depending on the nature of stimulation, and are highly adaptive for the worm.

#218 Panel Discussion

3:00 pm–3:50 pm

210AB (Convention Center)

EDC; Service Delivery

BACB CE Offered. CE Instructor: Jeffrey Michael Chan, Ph.D.

The Job Hunt: Finding University-Based Positions in the Field of Applied Behavior Analysis

Chair: Rachel Scalzo (Baylor University)

JEFFREY MICHAEL CHAN (Northern Illinois University)

TONYA NICHOLE DAVIS (Baylor University)

SHAWN PATRICK QUIGLEY (Western Michigan University)

#219 B. F. Skinner Lecture Series

3:00 pm–3:50 pm

Lila Cockrell Theatre (Convention Center)

TBA; Theory

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

Exploring the Possible Causes of the 25 Biggest Mistakes Teachers Make

Chair: Nicole Luke (Surrey Place Centre)

CAROLYN ORANGE (The University of Texas at San Antonio)



Dr. Carolyn Orange is a professor of educational psychology at The University of Texas at San Antonio. She earned a Ph.D. from Washington University. She owns Carolyn Orange Consulting and is a member of the National Speakers Association. She has produced a video on self-regulation and a Self-Regulation Inventory that has been used in the United States, Italy, and Canada and is translated into Turkish. She has published numerous articles in journals and has made more than 50 presentations. She is the author of *25 Biggest Mistakes Teachers Make and How to Avoid Them*, which has been translated into three languages: Thai, Chinese and Slovenian; *Quick Reference Guide to Educational*

Innovations: Practices, Programs, Policies, and Philosophies; and *44 Smart Strategies for Avoiding Classroom Mistakes*. Her third book, *44 Smart Strategies for Avoiding Classroom Mistakes*, also has

been translated into three languages, Simplified Chinese, Arabic and German. Currently, Dr. Orange is writing a new book with Rowan and Littlefield. Some of her honors include induction into the San Antonio Women's Hall of Fame, an entry in *Who's Who in the World*, receipt of the Constance Allen Yellow Rose of Texas Education Award, and selection for the University of Texas's Distinguished Achievement Award—Tenured Teaching Excellence Award.

Abstract: This session is based on the book, *25 Biggest Mistakes Teachers Make and How to Avoid Them*. The premise of the book is that teachers can avoid making mistakes by being made aware of the mistakes of others. In spite of teachers' best intentions and research encouraging best practices, teachers all over the world make mistakes when trying to control student behavior. The need for discipline and control in classrooms is universal. How teachers respond to that need, apparently, also is universal—as evidenced by translation of the book into several languages. Teachers have power—power that can be abused or used constructively. This session will examine what happens when teacher power runs rampant and anger and frustration reigns; also, the consequent effects of the teachers' mistreatment of students and why it happens. Academic trauma, defined as a result of a significant emotional event that is caused by an aversive academic experience usually involving a teacher, will be explored. The motives of teachers who admitted to mistreating students will be discussed to find out why they did what they did as well as possible psychosocial student outcomes and recommendations for avoiding mistakes.

#220 Symposium

3:00 pm–3:50 pm

216AB (Convention Center)

VRB/EDC; Theory

BACB CE Offered. CE Instructor: Trina Spencer, Ph.D.

Analysis and Research on the Acquisition of Complex Verbal Repertoires

Chair: Daniela M. Ribeiro (Universidade Federal de Alagoas)

Discussant: Trina Spencer (Northern Arizona University)

From Words to Stories: How Are Grammar and Syntax-Related Autoclitics Being Addressed?

ANA CAROLINA SELLA and Mara Gomes Barros de Andrade (Universidade de Ciências da Saúde de Alagoas), Daniela M. Ribeiro (Universidade Federal de Alagoas), and Carmen Silvia Motta Bandini and Heloísa Helena Motta Bandini (Universidade Estadual de Ciências da Saúde de Alagoas)

Beyond Reading Comprehension: An Analysis of Reading As Inquiry

MELINDA SOTA (University of Oregon)

#221 Symposium

3:00 pm–3:50 pm

217A (Convention Center)

VRB/DDA; Applied Research

BACB CE Offered. CE Instructor: Tina Sidener, Ph.D.

Recent Research on the Tact Relation in Children With Developmental Disabilities

Chair: Tina Sidener (Caldwell University)

Effects of Differential Observing Responses on Tact Training Involving Simple and Conditional Discriminations

CHARLOTTE LYNN CARP and Lee Allen Leger Jr. (McNeese State University)

The Effects of Successive and Simultaneous Tact Training on Listener Behavior

Curtis Clough, Amanda Chastain, and Caio F. Miguel (California State University, Sacramento) and TAYLOR SWEATT and Sarah A. Lechago (University of Houston–Clear Lake)

Differential Effectiveness of Tact-Before-Receptive and Receptive-Before-Tact Training in Children With Autism

LAUREN GOODWYN, Tina Sidener, April N. Kisamore, and Kenneth F. Reeve (Caldwell University) and Anna I. Petursdottir (Texas Christian University)

#222 Symposium

3:00 pm–4:50 pm

217D (Convention Center)

AUT/TBA; Applied Research

BACB CE Offered. CE Instructor: Jason C. Vladescu, Ph.D.

Recent Advances in Staff Training in Human Service Settings

Chair: Jason C. Vladescu (Caldwell University)

Discussant: Florence D. DiGennaro Reed (The University of Kansas)

An Evaluation of the Observer Effect in a Human Service Setting

ALLISON KING, Alison M. Betz, and Ashley Stapleton (Florida Institute of Technology)

Training Novice Instructors to Implement Discrete Trial Instruction and Enhanced Milieu Teaching Techniques via Video-Models and Self-Instructional Manual

RACHEL HORSCH and Karen A. Toussaint (University of North Texas) and Jason C. Vladescu (Caldwell University)

Using Video Modeling With Voiceover Instruction to Train Staff to Conduct Stimulus Preference Assessments

JOSHUA LIPSCHULTZ, Jason C. Vladescu, Kenneth F. Reeve, Sharon A. Reeve, and Casey Dipsey (Caldwell University)

Evaluation of the Performance Diagnostic Checklist-Human Services to Assess an Employee Performance Problem

KYLE DITZIAN (Western Michigan University) and David A. Wilder, Allison King, and Jeanine R. Tanz (Florida Institute of Technology)

#223 Invited Symposium

3:00 pm–4:50 pm

Texas Ballroom Salon A (Grand Hyatt)

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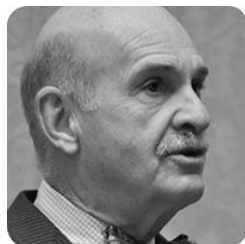
PSY/BACB CE Offered. CE Instructor: R. Douglas Greer, Ph.D.

A Revolution in Our Understanding and Treatment of Verbal and Social Development

Chair and discussant: R. Douglas Greer (Teachers College, Columbia University)

A Brief Overview of the Revolution

R. DOUGLAS GREER (Teachers College, Columbia University)



Dr. R. Douglas Greer is the coordinator of the programs in applied behavior analysis at Teachers College at Columbia University. He has taught at Columbia University Teachers College and the Graduate School of the Arts and Sciences for 42 years, sponsored 170 Ph.D. dissertations, taught more than 2,000 master students, founded the Fred S. Keller School, authored 13 books and 155 research and conceptual papers, served on the editorial board of 10 journals, and developed the CABAS school model for special education and the Accelerated Independent Model for general education (K–5). He has received the American Psychology Association's Fred S. Keller Award for Distinguished Contributions to Education, the SABA Award

for International Dissemination of Behavior Analysis, been honored for his contributions to The Fred S. Keller School, and May 5 has been designated as the R. Douglas Greer Day by the Westchester County Legislature. He is a Fellow of the ABAL and a CABAS board-certified senior behavior analyst and senior research scientist. He has taught courses at the universities of Almeria, Grenada, Cadiz, Madrid, Oviedo, and Salamanca in Spain; Oslo and Akershus College in Norway; University of Ibadan in Nigeria; and University of Wales at Bangor in England. Dr. Greer has served as the keynote speaker at the Experimental Analysis of Behavior Group in England and at national conferences on behavior analysis in Ireland, Israel,

Korea, Norway, and in several states in the US. He contributed to the development of several schools based entirely on scientific procedures and comprehensive curriculum based assessment in the US, Ireland, Sicily, England, and Spain. He is co-author of the book *Verbal Behavior Analysis: Inducing and Expanding Verbal Capabilities in Children With Language Delays*.

Abstract: A large and growing evidence base suggests that in order for language topographies to be verbal learned social reinforcers must be present as a function of incidental experiences or design. Establishing new reinforcers for observing responses and social reinforcers appear key to the advancement of verbal development and social development. Evidence across the range of verbal developmental cusps and social development suggest that if you build social reinforcers, verbal behavior will come. These findings point to the essential role of the establishment of collaborative reinforcement in verbal development.

Vocal and Sign Phonemic Verbal Development in Deaf and Formerly Deaf Children

YE WANG (Teachers College, Columbia University)



Ye Wang, Ph.D., is an associate professor and the coordinator for Education of the D/deaf and Hard of Hearing (EDHH) Program in the Department of Health and Behavior Studies at Teachers College, Columbia University. She earned her MA and Ph.D. in the School of Teaching & Learning from The Ohio State University. Her primary research interest is the language and literacy development of students who are D/deaf or hard of hearing. Her other research and scholarly interests include multiple literacies, technology and literacy instruction, inclusive education, research methodology, and early childhood education. Dr. Wang has worked with her colleagues to provide Visual

Phonics training workshops for teachers in different programs throughout the nation and to investigate the efficacy of utilizing Visual Phonics to supplement reading instruction for a variety of students who may experience difficulties. Dr. Wang has published extensively on the phonological coding of children who are D/deaf or hard of hearing. Her 2006 study, "Implications of Utilizing a Phonics-Based Reading Curriculum With Children Who Are Deaf or Hard of Hearing," was the first intervention study that directly taught phonemic awareness and phonics skills to children who are D/deaf or hard of hearing using Visual Phonics in the US.

Abstract: The identification of verbal developmental cusps and protocols to establish them has utility for children with cochlear implants. The relevant protocols include conditioning voices, listener literacy, various naming interventions, and other protocols that act to join the speaker-as-own-listener within the skin and to establish vocal verbal stimulus control. Using these protocols in conjunction with see and say signs holds promise for advancing the reading achievement of deaf and hard-of-hearing students.

Establishment of Socially Conditioned Reinforcers

JESSICA SINGER-DUDEK (Teachers College, Columbia University)



Jessica Singer-Dudek, Ph.D., is an assistant professor of education and psychology at Teachers College, Columbia University where she lectures in the Teaching as Applied Behavior Analysis Program. She teaches core master's level courses for majors in the Program in Applied Behavior Analysis. She earned her MA and Ph.D. in teaching as applied behavior analysis at Teachers College, Columbia University. She believes that the best teaching practices involve the use of research-based procedures—not the latest fads. Dr. Singer-Dudek hopes to shape the next generation of effective teachers who will investigate and solve problems using the science of behavior, instead of accepting demands to use bad curricula or

conform to practices that are not informed by research and student data. She believes good teachers should view a child's educational struggles in the manner that B. F. Skinner did: "The (student) is always right," and it is up to the teacher to figure out the problem and apply scientific tactics to remedy it.

Abstract: Verbal behavior is fundamentally social. Its development requires the establishment not only of verbal operants, but their reinforcers. Without the proper reinforcers, social behavior and subsequent language will not develop. Evidence exists that new reinforcers can be conditioned through social contingencies, that is, by observation. This paper will present an overview of what research has told us about the observational conditioning of new reinforcers, and how it relates to verbal development.

Procedures for Reinforcing Infant Vocalizations and for Preschoolers Learning New Tacts and Spontaneous Mands

MARTHA PELAEZ, Annela Costa, and Paulette Martinez (Florida International University)



Martha Pelaez is the Frost Professor at Florida International University. Her research is in the areas of mother-infant interactions and infant social learning processes. She has developed intervention protocols for infants at risk of developmental delays published in her book with G. Novak, *Child and Adolescent Development: A Behavioral Systems Approach*, in a chapter in Rehfeldt & Barnes-Holmes (2009), and in Mayville & Mulick (2011, Eds.), on effective autism treatment. Her theoretical and experimental contributions include a recently revised taxonomy of rules and rule-governed behavior (Pelaez, in press *European Journal of Behavior Analysis*); a behavior-analytic approach to moral development (Pelaez & Gewirtz, 1995) and the relation

between derived relational responding and intelligence (with D. O'Hora & D. Barnes-Holmes, 2005). Dr. Pelaez has published more than 80 refereed articles in mainstream journals including the *American Psychologist*, the *Journal of Child Development*, the *Journal of Applied Behavior Analysis*, and *Infant Behavior and Development Journal*. She has served as program chair for the American Psychological Association Division 25 and past program co-chair for ABAI. She is the founding editor (1990) of the *Behavior Development Bulletin* and has served on several editorial boards, including *The Behavior Analyst*. She was awarded fellowship status by the American Psychological Association (APA) and is a trustee of the Cambridge Center for Behavior Studies. Dr. Pelaez also served as a member of the Florida Board of Governors.

Abstract: This presentation will cover several studies on infants' progression from vocalizations to early verbal operants. Experiment 1 showed infants vocalizations were shaped and maintained by adult echoes. Experiment 2 compared two groups of 3–8-month-old infants using a multi-element probe design with a noncontingent reinforcement control condition and two forms of contingent reinforcement. This distinguished between the reinforcing effects of contingent maternal echoes and motherese speech from the eliciting effects of noncontingent vocal stimuli. Experiment 3 tested the effects of an intensive tact protocol on increases in mands and tacts. Collectively, the research shows the importance of social reinforcement on verbal development.

#224 Symposium

3:00 pm–4:50 pm

Texas Ballroom Salon D (Grand Hyatt)

DEV/OTH; Applied Research

BACB CE Offered. CE Instructor: Jonathan C. Baker, Ph.D.

A Multicultural Approach to Behavioral Gerontology: Evaluations of Behavioral Interventions for Aging Related Issues in the United States and Japan

Chair and discussant: Jonathan C. Baker (Southern Illinois University)

The Relation Between Knee Extension Strength and Lower Extremity Behaviors

YOSHITSUGU OMORI (St. Marianna University)

Motor Cortex-Evoked Activity Correlates With Reinforcement of Trial-And-Error Behavioral Learning

MAKOTO SUZUKI (Kitasato University)

Toilet Training in the Gerontological and Neurologically Challenged Populations: Sensory and Behavior Implications

Fengyi Kuo (Indiana University) and JANE YIP (Purdue University)

Predicting Behavioral Independences and Disturbances in Patients With Dementia

AKI WATANABE (Kitasato University)

#225 Symposium

3:00 pm–4:50 pm

212AB (Convention Center)

EDC/DDA; Applied Research

BACB CE Offered. CE Instructor: Tiffany Kodak, Ph.D.

Examinations of Error-Correction Procedures

Chair: Tiffany Kodak (University of Wisconsin-Milwaukee)

Discussant: Linda A. LeBlanc (Trumpet Behavioral Health)

Comparing the Efficiency of Error-Correction Procedures and Assessing Children's Preference for Instruction

SAMANTHA MOBERG and Tiffany Kodak (University of Wisconsin-Milwaukee) and Vincent E. Campbell, Tom Cariveau, Jake Mahon, Traci Elaine Ruppert, Kristin Rush, and Eva Kurtz-Nelson (University of Oregon)

A Comparison of Different Error-Correction Procedures on Skill Acquisition During Discrete Trial Instruction

REGINA A. CARROLL, Brad Joachim, Claire C. St. Peter, and Nicole Robinson (West Virginia University)

Are Active Student Responses During Error Correction Procedures in Discrete Trial Training Necessary?

ROBERT W. ISENHOWER, Lara M. Delmolino Gatley, Kate E. Fiske Massey, and Meredith Bamond (Douglass Developmental Disabilities Center, Rutgers University) and Justin B. Leaf (Autism Partnership Foundation)

Interspersing Mastered Targets During Error Correction When Teaching Skills to Children With Autism

LAUREN PLAISANCE, Dorothea C. Lerman, Courtney Laudont, and Wai-Ling Wu (University of Houston–Clear Lake)

#226 Symposium

3:00 pm–4:50 pm

213AB (Convention Center)

PRA/CBM; Service Delivery

BACB CE Offered. CE Instructor: Kent Corso, Psy.D.

Current Applications of ABA With Military Service Members and Veterans

Chair: Kent Corso (NCR Behavioral Health, LLC)

Discussant: Megan Miller (The Ohio State University)

Standard Celeration and One-Minute Timing: Changing Inner Behaviors of the Service Members and Veterans

ABIGAIL B. CALKIN (Calkin Consulting Center)

Video Simulation Training in Law Enforcement: Veterans' Versus Non-Veterans' Performance

JAMES MEADOR (Grand Canyon University) and Kent Corso (NCR Behavioral Health, LLC)

The Development of an Instrument that Assesses the Verbal Operants of Military Service Members and Veterans With Traumatic Brain Injury: An Update on the VOCAL-MilVet

ALEXANDER BRITT (George Mason University), Kent Corso (NCR Behavioral Health, LLC), Theodore A. Hoch and Rekha Sharma (George Mason University), Adam Dreyfus (Sarah Dooley Center), and Mark R. Clingan (West Virginia University)

Suicide Prevention Program Outcome Evaluation Using the Standard Celeration Chart and Single-Case Research Design

KENT CORSO (NCR Behavioral Health, LLC)

Sunday, May 24

#227 Symposium

3:00 pm–4:50 pm

214A (Convention Center)

PRA/TBA; Service Delivery

BACB CE Offered. CE Instructor: David M. Richman, Ph.D.

Evaluating Methods of Training Behavior Assessment and Intervention Protocols

Chair: Brenda J. Bassingthwaite (The University of Iowa)

Discussant: David M. Richman (Texas Tech University)

Understanding Trainee Skill Development in Behavior Assessment When Participating in Iowa's Challenging Behavior Service

JESSICA EMILY SCHWARTZ, Brenda J. Bassingthwaite, Shaun Wilkinson, and David P. Wacker (The University of Iowa) and Sean D. Casey (The Iowa Department of Education)

Effects of a Computer-Based Training Tutorial on Procedural Modifications to Standard Functional Analyses

LAUREN K. SCHNELL, Tina Sidener, Ruth M. DeBar, and Jason C. Vladescu (Caldwell College) and SungWoo Kahng (University of Missouri)

Training Caregivers to Implement Pediatric Feeding Protocols: Is In-Vivo Feedback Sufficient?

AMANDA L. GIBSON, Melanie H. Bachmeyer, Caitlin A. Kirkwood, Courtney Mauzy, and Billie J. Klein (University of North Carolina at Wilmington)

Training Undergraduates to Implement Components of Early Intensive Behavioral Intervention via Telemedicine and In-Vivo Instruction

LAYLA ABBY, David M. Richman, Anna Marie Schaefer, Laura Melton Grubb, and Adam Brewer (Texas Tech University)

#228 Invited Tutorial

4:00 pm–4:50 am

Lila Cockrell Theatre (Convention Center)

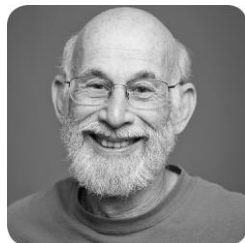
TPC; Theory

BACB CE Offered. CE Instructor: Timothy D. Hackenberg, Ph.D.

Epicurus and B. F. Skinner: Uncommon Resemblances and Springboards to the Future

Chair: Timothy D. Hackenberg (Reed College)

ALLEN NEURINGER (Reed College)



Allen Neuringer obtained a BA from Columbia University in 1962 and Ph.D. from Harvard University in 1967. He has been teaching at Reed College in Portland, OR, since 1970 where he is currently MacArthur Professor of Psychology, emeritus, and teaches one upper-division course, Functional Variability, each year. He has served on National Science Foundation graduate fellowship panels and many National Science Foundation (NSF) and National Institutes of Health (NIH) research study sections. Dr. Neuringer's research, which has been supported by NSF and NIH, is currently directed at operant variability (see Neuringer, A. [2004].

Reinforced Variability in Animals and People. *American Psychologist*, 59, 891–906; Neuringer, A. & Jensen, G. [2012] Operant Variability. In G. J. Madden (Ed.) *APA Handbook of Behavior Analysis, Volume 1: Methods and Principles* [pp 513–546]. Washington, D.C.: APA). His most recent work describes a theory of volition based upon operant variability (see Neuringer, A. & Jensen, G. [2010] Operant Variability and Voluntary Action. *Psychological Review*, 117, 972–993; Neuringer, A. [2014] Operant Variability and the Evolution of Volition. *International Journal of Comparative Psychology*, 27, 62–81). He also has published on self-experimentation, self-control, the "Protestant ethic effect," music discrimination in pigeons, percentage reinforcement, pigeon intelligence (Hick's law), and choice under concurrent reinforcement schedules.

Abstract: This talk identifies aspects of Epicurean philosophy that are related to the ideas promoted by B. F. Skinner. A Greek philosopher who lived at the time of Plato and Aristotle, Epicurus was an empiricist who maintained that lawful interactions among atoms were the bases for all things, including physical, biological, and behavioral. He also posited that atoms swerved randomly, this providing for voluntary actions and the creation of novel things. Epicurus argued against soul (in contemporary terms, mind or cognitions) being independent of body, and against superstitious beliefs, including life-after-death and godly influences on humankind. Animals shared, according to Epicurus, many of the same attributes as humans, and he posited that life existed on many worlds other than our own. Epicurus created and lived in a utopian community, the Garden, that was similar in many ways to Walden II—in its emphasis on work and simple rewards; in avoiding aversives and emphasizing positives; and in its inclusion of all members of society, rich and poor, women and men. This talk will compare Skinner and Epicurus and explore why their common views may be helpful to us as individuals, to our culture, and to our world.

#229 Paper Session

4:00 pm–4:20 pm

204B (Convention Center)

CSE

Contingencies that Support Non-Behavior Analytic Treatments

Chair: Thomas P. Kitchen (Mercyhurst University)

If Not Us, Then Who? The Struggle for Equal Footing in Non-Behavior-Analytic Climates

(Service Delivery)

THOMAS P. KITCHEN (Mercyhurst University)

#229a Paper Session

4:00 pm–4:20 pm

209 (Convention Center)

EDC

Paideia Individualized Education Technology

Chair: Francis Mechner (The Mechner Foundation)

A Teacher Consensus Method for Achieving Reliability in Assessing Non-Academic Competencies (Applied Research)

FRANCIS MECNER (The Mechner Foundation), Tim Fredrick (Queens Paideia School), and Laurilyn Jones (The Mechner Foundation)

#230 Panel Discussion

4:00 pm–4:50 pm

Grand Ballroom C2 (Convention Center)

AUT; Service Delivery

BACB CE Offered. CE Instructor: Fawna Stockwell, Ph.D.

Risky Business! Ethics and Applied Interventions in the Area of Sexuality

Chair: Fawna Stockwell (The Chicago School of Professional Psychology)

PETER F. GERHARDT (JPG Autism Consulting, LLC)

BOBBY NEWMAN (Room to Grow)

SORAH STEIN (Partnership for Behavior Change)

#231 Symposium

4:00 pm–4:50 pm

217B (Convention Center)

AUT/PRA; Applied Research

BACB CE Offered. CE Instructor: Russell Lang, Ph.D.

Interventions to Improve Response Variability in Autism Spectrum Disorders

Chair: Russell Lang (Texas State University)

An Evaluation of Delay to Reinforcement and Variant Responding

COLIN S. MUETHING, Terry S. Falcomata, and Cayenne Shpall (The University of Texas at Austin)

Effects of Script Fading on Scripted and Novel Utterances in Conversations Between Peers With Autism

KATHERINE LEDBETTER-CHO, Russell Lang, Katy Davenport, Melissa Moore, and Allyson Lee (Texas State University) and Mandy J. Rispoli (Texas A&M University)

Control of Operant Variability and Variety of Food Consumed by Children With Autism Using Lag Schedules of Positive Reinforcement

BRYANT C. SILBAUGH, Terry S. Falcomata, and Hollie Wingate (The University of Texas at Austin)

#232 Symposium

4:00 pm–4:50 pm

Grand Ballroom C1 (Convention Center)

AUT/EDC; Applied Research

BACB CE Offered. CE Instructor: Nancy Marchese, MA

Teaching Literacy Skills to Children With Autism Spectrum Disorder

Chair: Nancy Marchese (Breakthrough Autism)

Teaching Children With Autism to Read: Comparing an Intranet-Based Behavioral Intervention (Headsprout) and Direct Instruction

NANCY MARCHESE (Breakthrough Autism), Linda A. LeBlanc (Trumpet Behavioral Health), James E. Carr (Behavior Analyst Certification Board), Jonathan Roland (Kinark Child and Family Services), and Alison M. Betz (Florida Institute of Technology)

Increasing Decoding Skills Using a My Turn–Together–Your Turn Procedure With Children With Autism

JENNIFER FROSCH and Jennifer Ganz (Texas A&M University) and Yvonne L. Goddard (The Ohio State University)

Fading Picture Prompts When Teaching Sight-Word Reading to Children With Autism

KALLY LUCK, Dorothea C. Lerman, Melissa Nissen, and Ashley Neal (University of Houston–Clear Lake)

#233 Symposium

4:00 pm–4:50 pm

217C (Convention Center)

AUT/OBM; Applied Research

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

Improving Behavior Support Practices in a Large Behavioral Organization Serving Individuals With ASD and Developmental Disabilities Using A Data-Based Multi-Tiered Framework

Chair: Robert F. Putnam (May Institute)

Discussant: Rose Iovannone (University of South Florida)

Development and Implementation of a Useable, Efficient and Effective Data Collection and Analysis System Across All PBIS Tiers in a Large Behavior Analytic Organization

ROBERT F. PUTNAM, Deidre Donaldson, Bonnie Souza, Melanie DuBard, Terese Brennan, Erin McDermott, Tom Quattromani, and Eileen Porro (May Institute)

Developing and Implementing a Multi-Tiered System of Behavioral and Instructional Support in a Large Behavior Analytic Organization

GORDON A. DEFALCO, Robert F. Putnam, Margaret Walsh, Rachel Fox, Thomas, Kate Fontana, and Paul Hough (May Institute)

#234 B. F. Skinner Lecture Series

4:00 pm–4:50 pm

006AB (Convention Center)

AUT; Basic Research

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

A Frontier for Applied Behavior Analysis: Altering the Natural Platform of Social Brain Development in Infants and Toddlers With Autism

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

AMI KLIN (Emory University)



Ami Klin, Ph.D., is the Georgia Research Alliance Eminent Scholar Professor and chief of the Division of Autism and Developmental Disabilities at Emory University School of Medicine, and director of the Marcus Autism Center, Children's Healthcare of Atlanta. He obtained his Ph.D. from the University of London, and completed clinical and research postdoctoral fellowships at the Yale Child Study Center. He directed the Autism Program at the Yale Child Study Center, Yale University School of Medicine, until 2010, and moved to Atlanta in 2011. The Marcus Autism Center is one of three research centers in the country designated as a National Institutes of Health Autism Center of Excellence.

Abstract: Highlighting the critical role of early diagnosis and intervention in attenuating the symptoms of autism, data will be presented on early diagnostic indicators obtained through eye-tracking-based behavioral assays that quantify social disabilities. Results generate “growth charts” of normative social engagement, and deviations from the norm are taken as early indicators of risk. The ultimate goal of this effort is to develop objectified and quantified tools for the detection of autism in infancy, tools that might be deployed in primary care and pediatricians' offices. Both the science and the translational efforts described in this presentation set up a new challenge to ABA technologies. The natural platform for social and communication brain development in infants and toddlers is reciprocal interaction between children and their caregivers. In autism, this learning environment represents the instantiation of genetic vulnerabilities into atypical social and communication experiences, likely due to children's attenuated social orienting and engagement behavior. The derailment of reciprocal social engagement appears to lead to the emergence of autism symptoms in the second year of life. How can we alter this process, within the confines of naturalistic mother-child social engagement, defines new challenges to ABA, indeed a new frontier.

#235 Symposium

4:00 pm–4:50 pm

008A (Convention Center)

BPH/EAB; Basic Research

Using Laboratory Models to Identify Therapeutic and Detrimental Effects of Drugs

Chair: David R. Maguire (University of Texas Health Science Center at San Antonio)

Effects of Self-Administered Methamphetamine on Discrimination Learning and Reversal in the Monkey

BRIAN D. KANGAS (Harvard Medical School)

Effects of Benzotropine Analogs on Delay Discounting in Rats

PAUL L. SOTO (Texas Tech University) and Amy Newman and Jonathan L. Katz (National Institute on Drug Abuse)

Interactions Between the Discriminative Stimulus Effects of Mu Opioid Receptor Agonists and Cannabinoid Receptor Agonists

DAVID R. MAGUIRE and Charles Patrick France (University of Texas Health Science Center at San Antonio)

Sunday, May 24

#236 Symposium

4:00 pm–4:50 pm

Texas Ballroom Salon B (Grand Hyatt)

CBM: Applied Research

BACB CE Offered. CE Instructor: Scott A. Herbst, Ph.D.

Tacting Process: Ecological Momentary Assessment for Self-Observation of Interrelated Private Events

Chair: Trinity Isaac (Louisiana Contextual Science Research Group)

Discussant: Scott A. Herbst (The Chicago School of Professional Psychology)

What Matters in the Moment: Relationships Among Anxiety, Experiential Avoidance, and Valuing in Daily Experiences

ALYSON GIESEMANN, Gina Quebedeaux Boullion, and Emily Kennison Sandoz (University of Louisiana at Lafayette)

(Self) Kindness Is Key: Relationships Among Self-Compassion, Psychological Flexibility, Empathic Concern, and Altruism

JESSICA AUZENNE and Emily Kennison Sandoz (University of Louisiana at Lafayette)

#237 Symposium

4:00 pm–4:50 pm

Texas Ballroom Salon C (Grand Hyatt)

CBM/EDC; Service Delivery

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

Functional Behavioral Assessment: Understanding and Treating Psychiatric Disorders in Children

Chair: Jeannie A. Golden (East Carolina University)

The Learning History and Biobehavioral States Behind Callous and Unemotional Behaviors

JEANNIE A. GOLDEN and Emmi Scott (East Carolina University)

Being Part of the Solution: Antecedent Interventions for a Student With Anxiety-Related Behavior

JESSICA MINAHAN (Neuropsychology & Education Services for Children & Adolescents)

Functional Assessment of Non-Suicidal Self-Injury in Adolescents

JEANNIE A. GOLDEN and Ashley Lauren Bouknight Wingard (East Carolina University)

#238 Panel Discussion

4:00 pm–4:50 pm

002A (Convention Center)

CSE; Service Delivery

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

Behavior Analysts Behaving Beautifully (and Others not so Much)

Chair: Jon S. Bailey (Florida State University)

MARY JANE WEISS (Endicott College)

THOMAS L. ZANE (Institute for Behavioral Studies, Endicott College)

JUSTIN B. LEAF (Autism Partnership Foundation)

#239 Symposium

4:00 pm–4:50 pm

007B (Convention Center)

EAB/AAB; Basic Research

Computer Gaming and Behavior Analysis

Chair: James Heys (St. Cloud State University)

Discussant: Zachary H. Morford (University of Nevada, Reno)

Naive Bowlers Produce Similar Bowling Patterns From Training in Natural and Analogue (PlayStation 3) Environments

JAMES HEYS and Benjamin N. Witts (St. Cloud State University)

Using a Kinect to Detect Fine and Gross Behavior in Pigeons

JAMES S. MACDONALL, Damian Lyons, and Kelly Cunningham (Fordham University)

#240 Symposium

4:00 pm–4:50 pm

007A (Convention Center)

EAB; Basic Research

BACB CE Offered. CE Instructor: Russell W. Maguire, Ph.D.

A Basic Analysis of Stimulus Control and Derived Relational Responding

Chair: Russell W. Maguire (Simmons College)

A Stimulus Equivalence Analysis of Emergent Mands, Tacts, and Listener Behavior

CHRISTINA M. BOYD-PICKARD (RCS Learning Center), Russell W. Maguire (Simmons College), and Colleen Yorlets and Jacqueline Adams (RCS Learning Center)

Multiple Exemplar Instruction and Increasing Listener Behavior in Children With Autism

KELLY HURLEY (RCS Learning Center)

The Role of Differential Outcomes in Conditional Discrimination Training for Typically Developing Adults

COLLEEN YORLETS (RCS Learning Center), Russell W. Maguire (Simmons College), and Christina M. Boyd-Pickard (RCS Learning Center)

#241 Symposium

4:00 pm–4:50 pm

210AB (Convention Center)

EDC/PRA; Service Delivery

Engaging the Community Through Adaptive Physical Education: Connecting Pre-Service Teachers With Children With Disabilities and Their Families Through Children's Adaptive Physical Education Society

Chair: Natalie Allen-Williams (Weber State University)

Discussant: William L. Heward (The Ohio State University)

Self-Perception of Pre-Service Teachers Toward Their “Will and Skill” in Working With Students With Disabilities

NATALIE ALLEN-WILLIAMS and James Zagrodnik (Weber State University)

Evaluating Parent Satisfaction for the Parental Education and Support Program of Children's Adaptive Physical Education Society!

PATRICK LEYTHAM (Weber State University) and Summer J. Ferreri (Michigan State University)

#242 Panel Discussion

4:00 pm–4:50 pm

007C (Convention Center)

TPC; Theory

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

Putting Context Into Context

Chair: Zach Layng (Styler LLC)

JESUS ROSALES-RUIZ (University of North Texas)

PAUL THOMAS ANDRONIS (Northern Michigan University)

T. V. (JOE) LAYNG (ChangePartner LLC)

Sunday, May 24

#243 Symposium

4:00 pm–4:50 pm

217A (Convention Center)

VRB/PRA; Applied Research

BACB CE Offered. CE Instructor: Judah B. Axe, Ph.D.

VB SIG Student Event: Recent Advances in Strategies to Establish Verbal Behavior

Chair: Judah B. Axe (Simmons College)

Discussant: April N. Kisamore (Caldwell College)

Comparing Standard Learn Unit Presentations to Model Demonstration Learn Unit Presentations for Preschool Children Who Are Able to Learn Language Incidentally

R. Douglas Greer (Teachers College, Columbia University), Jennifer Longano (Fred S. Keller School), and KIEVA SOFIA HRANCHUK and Madeline Forinash (Teachers College, Columbia University)

An Evaluation of the Effects of Echoic Instruction and Auditory Imagining on the Spelling Performance of Adolescents With Learning Disabilities

Angelica A. Aguirre, Ruth Anne Rehfeldt, and RYAN RICHMOND (Southern Illinois University)

#244 Special Event

5:00 pm–5:50 pm

Lila Cockrell Theatre (Convention Center)

OTH

PSY/BACB CE Offered. CE Instructor: Linda J. Parrott Hayes, Ph.D.

Presidential Scholar Address: The Origin of Emotionally Modern Humans: How Did Humans Become Such “Other-Regarding” Apes?

Chair: Linda J. Parrott Hayes (University of Nevada, Reno)

SARAH BLAFFER HRDY (University of California-Davis)



Sarah Blaffer Hrdy is professor emerita at the University of California-Davis, an associate in the Peabody Museum of Archeology and Ethnology at Harvard, and A. D. White Professor-at-Large at Cornell University. A former Guggenheim fellow, she has been elected to the National Academy of Sciences, the American Academy of Arts and Sciences, the California Academy of Sciences, and the American Philosophical Society. Her books include *The Langurs of Abu: Female and Male Strategies of Reproduction*; *The Woman That Never Evolved*, selected by *The New York Times* as one of the Notable Books of the Year in 1981; *Mother Nature: A History of Mothers, Infants and Natural Selection*, which won the Howells Prize for Outstanding Contribution to

Biological Anthropology and was chosen by both *Publisher's Weekly* and *Library Journal* as one of the “Best Books of 1999”; and *Mothers and Others: The Evolutionary Origins of Mutual Understanding*, an exploration of psychological implications of humankind's long legacy of shared child-rearing, which was awarded the 2012 J. I. Staley Prize from the School of Advanced Research and a second Howells Prize.

Abstract: Humans are remarkably similar to other apes. Like us, chimpanzees and orangutans are extremely clever, use tools and exhibit rudimentary understanding of causality and what others intend. However, other apes are not nearly as good at understanding the intentions of others nor nearly so eager to accommodate or help them. By contrast, right from an early age, humans are eager to help and share. It was this combination of understanding what others intend along with impulses to help and please them that enabled our ancestors to coordinate behavior in pursuit of common goals—with spectacular consequences later on. So how and why did such other-regarding capacities emerge in creatures as self-serving as nonhuman apes are? And why did they emerge in the line leading to the genus *Homo*, but not in other apes? In her lecture, Dr. Sarah Hrdy explains why she became convinced that the psychological and emotional underpinnings for these “other-regarding” impulses emerged very early in hominin evolution, as byproducts of shared parental and alloparental care and provisioning of young. According to widely accepted chronology, large-brained,

anatomically modern humans evolved by 200,000 years ago, while *behaviorally modern humans*, capable of symbolic thought and language, evolved more recently still, in the past 150,000 or so years. But Hrdy hypothesizes that *emotionally modern humans*, interested in the mental and subjective states of others emerged far earlier, perhaps by the beginning of the Pleistocene 1.8 million years ago.

#245 Business Meeting

6:00 pm–6:50 pm

217B (Convention Center)

Organizational Behavior Management Network and *Journal of Organizational Behavior Management*—Joint Meeting

Chair: Heather M. McGee (Western Michigan University)

This is the annual meeting of the Organizational Behavior Management Network and the *Journal of Organizational Behavior Management* (JOBM). All are invited to attend and discuss topics related to organizational behavior management, the Network, JOB, and the JOB editorial process. Additionally, network officers and the JOB editor will present data summarizing the status and development of the organization and journal.

#246 Business Meeting

6:00 pm–6:50 pm

217A (Convention Center)

Multicultural Alliance of Behavior Analysts 2015 Business Meeting

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

This is the annual business meeting of the Multicultural Alliance of Behavior Analysts.

#247 Business Meeting

6:00 pm–6:50 pm

208 (Convention Center)

Positive Behavior Support Special Interest Group

Chair: Rose Iovannone (University of South Florida/Florida Mental Health)

Positive behavior support uses behavioral principles to redesign environmental contexts that enhance quality of life while decreasing problem behavior and increasing socially valid replacement behaviors. Behavior analysts involved in positive behavior support operate in various levels including direct child and/or interventionist level to broad systems level (e.g., schools, organizations). The Positive Behavior Support Special Interest Group provides a forum for behavior analysts to discuss issues relevant to the profession. A business meeting will be held to provide a forum for networking, providing input on the goals and objectives, and to develop plans for disseminating accurate information about positive behavior support and promoting its presence at future conferences. All interested persons are encouraged to attend this meeting chaired by Rose Iovannone.

#248 Business Meeting

6:00 pm–6:50 pm

211 (Convention Center)

Gambling Special Interest Group

Chair: Benjamin N. Witts (St. Cloud State University)

The Gambling Special Interest Group (GSIG) meeting is open to anyone interested in how behavior analysis is involved in gambling and the gaming industry. Those with interests in the experimental analysis of behavior, the experimental analysis of human behavior, clinical interventions, game design and gamification, ethical considerations, or are simply fascinated by the workings of gambling scenarios are encouraged to join. Topics covered will include the future of the SIG, multi-SIG collaborations, the semi-annual GSIG conference, and many other exciting areas for growth and development.

#249 Business Meeting

6:00 pm–6:50 pm

217C (Convention Center)

ABAI Student Committee Business Meeting

Chair: Jonathan E. Friedel (Utah State University)

The mission of the ABAI Student Committee is to provide organizational support for ABAI Student members that will promote their participation in ABAI, enhance professional development, and enable contributions to the science of behavior analysis. This meeting will cover our activities for the previous year as well as plans for the upcoming year.

#250 Business Meeting

6:00 pm–6:50 pm

218 (Convention Center)

Users and Friends of Malott and Shane's *Principles of Behavior*

Chair: Gerald C. Mertens (St. Cloud State University)

Users and friends of Malott and Shane's *Principles of Behavior* (PoB), 7th edition, are invited to join Dick Malott and others for a discussion of issues related to the text, sharing of teaching gems, activities used in teaching text material, test questions and other materials you are willing to share, problems encountered in teaching the text, and suggestions. Surprise us with what you bring, or just come to enjoy the friendship of people who share an interest in the principles of behavior.

#251 Business Meeting

6:00 pm–6:50 pm

201 (Convention Center)

Applied Animal Behavior Special Interest Group

Chair: Terri M. Bright (Massachusetts Society for the Prevention of Cruelty to Animals)

The Applied Animal Behavior Special Interest Group (AAB SIG) brings together individuals who specialize in or who have an interest in the application of behavior analysis to the appreciation, understanding, and management of animal behavior across species. The AAB SIG has three primary purposes to (1) promote behavior analytic research and the exchange of scientific information in the area of animal behavior; (2) advocate for and promote high standards in the application of methods and techniques of behavior change with animals in applied settings; and (3) support in the application of methods and techniques of behavior change of animals in applied settings. Membership of the AAB SIG is diverse and includes academicians, researchers, and practitioners from a variety of disciplines dedicated to, affiliated with, or interested in animal behavior in applied settings. All interested parties are welcome to attend.

#252 Business Meeting

6:00 pm–6:50 pm

206A (Convention Center)

Military and Veterans Special Interest Group

Chair: Kent Corso (NCR Behavioral Health, LLC)

The Military and Veterans Special Interest Group is devoted to the application of behavior analysis to U.S. U.K. military service members and veterans' issues. This is a group whose emphasis concerns U.S./U.K. veterans of all wars. Governments have been concerned about the number of veterans suffering from brain or spinal injuries, mental health problems, lack of access to social services, and addiction problems related to their active duty service. In each of these areas, behavior analysis has developed effective treatments. This group promotes awareness of these issues and facilitates the research and practice of ABA with this population.

#253 Business Meeting

6:00 pm–6:50 pm

206B (Convention Center)

Rehabilitation and Independent Living Special Interest Group

Chair: Chris Persel (Centre for Neuro Skills)

The Rehabilitation and Independent Living Special Interest Group (RAIL SIG) continues to support the expansion of behavior analysis in the field of rehabilitation, neurorehabilitation, and related areas. Meetings at the ABAI conference are a great opportunity for professionals from many states to share ideas. We welcome all those interested for a lively discussion on populations outside of autism, on staff training, program development, and future prospects for change. The RAIL SIG Facebook page has continued to assist with contact and information exchange for its members. Visit the page to check it out and join/like (www.facebook.com/pages/ABA-Rehab-Special-Interest-Group/118243448217580). Individuals can join the SIG anytime by sending a message through the Facebook page to chairman Chris Persel or visit the group at the next conference SIG business meeting.

#254 Business Meeting

6:00 pm–6:50 pm

213AB (Convention Center)

Behavior Analysis for Sustainable Societies Special Interest Group

Chair: Julia H. Fiebig (The Chicago School of Professional Psychology)

The Behavior Analysis for Sustainable Societies Special Interest Group (BASS SIG) was formed to advance applications of behavior analysis to environmental issues that contribute to the development of solutions to climate change, pollution, over-consumption of resources, and imbalances in environmental sustainability. Objectives include to (a) encourage and support research that promotes the application of behavior analysis to green/environmental issues; (b) collaborate with environmental scientists, environmental groups, and other SIGs within ABAI who have an interest in addressing behavior change and sustainability/environmental issues; (c) disseminate research and practices that support solutions to environmental issues through the application of behavioral interventions; (d) develop curriculum, textbooks, and additional educational resources that address sustainability and the application of behavior analysis; (e) compile resources for individuals interested in behavior change and environmental issues; and (f) 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.

#255 Business Meeting

6:00 pm–6:50 pm

214D (Convention Center)

Atlantic Provinces Association for Behaviour Analysis

Chair: Paul M. McDonnell (University of New Brunswick)

This meeting is the second annual meeting of our chapter, an official ABAI affiliate in February 2014. We are still in the process of development, but our membership is growing well and we have had a busy year. The meeting this year will provide our colleagues and any others with an opportunity to meet our executive. Additionally, we will review our activities from the past year and outline goals for the coming months. We also plan to introduce the new chapter executive and discuss ways to improve services to our membership. We look forward to meeting you all.

Sunday, May 24

#256 Business Meeting

6:00 pm–6:50 pm

209 (Convention Center)

Health, Sports & Fitness Special Interest Group

Chair: Bethany W. Nelson (Endicott College)

All conference attendees interested in the application of behavior analytic techniques, procedures in health, sport, and fitness are welcome. During this meeting, the business aspects of the group will be conducted. As we did last year, the Health, Sports & Fitness Special Interest Group will have a discussion on current and future research projects. The aim will be to facilitate collaborations and stimulate conversation on this topic. Anyone interested in these areas should attend. Future events and activities will also be discussed.

#257 Business Meeting

6:00 pm–6:50 pm

204A (Convention Center)

Speech Pathology and Applied Behavior Analysis Special Interest Group

Chair: Tracie L. Lindblad (Monarch House)

Our Speech Pathology and Applied Behavior Analysis Special Interest Group (SPABA SIG) business meeting is open to anyone interested in promoting a behavioral approach to the analysis and treatment of speech and language disorders. Admission is free and membership in the group is not required in order to attend. The meeting will consist of member reports on mission-related activities and invited presentations of professional interest to attendees. The SPABA SIG award winners—the Student Research Grant Award winner and the Dissemination Award winner—will present on their winning submissions. The SPABA SIG business meeting will also include a social/networking component to encourage interaction and discussion among SIG members, new members, and interested attendees. Please feel free to join us and bring your friends. To further support the SPABA SIG, please consider formally joining by registering online at www.behavioralspeech.com.

#258 Business Meeting

6:00 pm–6:50 pm

214C (Convention Center)

Sexual Behavior: Research and Practice Special Interest Group

Chair: Brigid McCormick (Instructional ABA Consultants)

All individuals attending the ABAI convention who have an interest in sex research, sex education, and/or procedures used to change sex-related behaviors are invited to attend the Sexual Behavior: Research and Practice Special Interest Group's annual meeting. Items of business will include a discussion of current activities occurring both at and outside the ABAI convention, the sharing of relevant research findings, and plans for the next year of activities.

#259 Business Meeting

6:00 pm–6:50 pm

214A (Convention Center)

Human Development Special Interest Group

Chair: Martha Pelaez (Florida International University)

This is the annual business meeting of the Human Development Special Interest Group. All members and nonmembers who are interested in human development are invited to attend. The agenda is rather informal, but includes reports about finances, plans, the *Behavioral Development Bulletin*, and election of officers.

#261 Business Meeting

6:00 pm–6:50 pm
207AB (Convention Center)

Hawaii Association for Behavior Analysis

Chair: Carla T. Schmidt (University of Hawaii at Manoa)

The purpose of the Hawaii Association for Behavior Analysis business meeting will be to inform participants of current events related to behavior analysis in Hawaii, recruit new members, and extend a bit of Aloha. Please join us!

#262 Business Meeting

6:00 pm–6:50 pm
212AB (Convention Center)

Direct Instruction Special Interest Group

Chair: Ann Filer (Beacon ABA Services)

To be effective, the instructional process must be efficient and designed to maximize learner engagement. However, effective instruction further requires that the educator be knowledgeable and skillful in several critical domains. The successful educator is able to identify the essential skills or learning objectives to be taught and utilizes effective procedures for teaching those skills; this includes evaluating, selecting, and modifying instructional programs and materials to meet the unique needs of the learner. The effective instructor utilizes assessment data to appropriately place learners and to regularly monitor their progress. The successful educator utilizes effective lesson presentation techniques including appropriate pacing of instructional tasks, attending to the motivation of learners, and the diagnosis and correction of learner errors. Finally, the effective instructor analyzes assessment data and uses assessment results to guide instructional decision making. The purpose of the Direct Instruction Special Interest Group business meeting is to increase group membership; explore ways to advance the exposure, training and utilization of direct instruction; establish overall goals and future directions for the group; and advance direct instruction research.

#263 Business Meeting

6:00 pm–6:50 pm
210AB (Convention Center)

Behavioral Medicine Special Interest Group

Chair: Gretchen A. Dittich (Simmons College)

The Behavioral Medicine Special Interest Group (BM SIG) annual business meeting is open to all conference attendees interested in behavioral health and medicine. The meeting will be conducted to discuss various administrative matters relevant to the BM SIG, and to provide new or interested members an opportunity to ask questions, and join. The BM SIG focuses on the application of behavior analytic methodology to the prevention and treatment of behaviors associated with chronic illness and disease, and the promotion of behaviors associated with improved health and treatment adherence. The role of behavior analysis is important in the field of behavioral medicine. It is the mission of the SIG to encourage interdisciplinary research in the areas of behavioral health promotion, emphasizing the need for function-based and empirically validated treatments for chronic health disorders. The BM SIG offers students, researchers, practitioners, and consumers opportunities to discuss issues related to public health promotion and disease prevention. All are welcome to join the SIG. We hope that the group will help consumers and practitioners better understand the role of behavior analysis in the field of behavioral medicine, and provide an outlet for discussions of current and developing research within the field.

#264 Business Meeting

6:00 pm–6:50 pm

214B (Convention Center)

Teaching Behavior Analysis Special Interest Group

Chair: Christine Hoffner Barthold (George Mason University)

Looking to get involved in a special interest group? This meeting is for you! You don't have to be a group member or invited to attend. The Teaching Behavior Analysis Special Interest Group (TBA SIG) has a simple purpose—to improve the teaching and learning of the principles and applications of behavior analysis in any setting where those activities occur. Those settings include formal classrooms; agencies and organizations that design behavioral interventions for children, adults, and animals; business concerns that provide performance management training for their personnel or consultees; and homes where the main concerns are caring and effective child-raising, supportive family relationships, and enjoyable, well-mannered pets.

#265 Business Meeting

6:00 pm–6:50 pm

205 (Convention Center)

Practitioner Issues Special Interest Group

Chair: Michael Weinberg (Orlando Behavior Health Services, LLC)

The purpose of this meeting is to discuss the business of the Practitioner Issues Special Interest Group.

#266 Poster Session

7:00 pm–9:00 pm

Exhibit Hall C (Convention Center)

EAB

Chair: Eric S. Murphy (University of Alaska Anchorage)

Discussant: Federico Sanabria (Arizona State University)

1. Olfactory Matching- and Non-Matching-to-Sample in Rats (AAB; Basic Research) ASHLEY PRICHARD, Catharine Nealley, Tiffany Phasukkan, Mark Galizio, and Katherine Ely Bruce (University of North Carolina at Wilmington)

2. Generalized Oddity Relations in Rats With Olfactory Stimuli (AAB; Basic Research) Mirela Louise Alves (Universidade Estadual Paulista), CELSO SOCORRO OLIVEIRA (São Paulo State University), and Fabio Leyser Goncalves (Universidade Estadual Paulista)

3. Procedures to Establish Object-Photo Matching in a Child With Autism: A Case Study (AUT; Basic Research) KAREN M. LIONELLO-DENOLF (Elms College) and William J. McIlvane (University of Massachusetts Medical School)

4. On the Asymptotic Level in a Titrating Delayed Matching-to-Sample Procedure (BPH; Basic Research) FELIX HOGNASON (Icelandic ABA) and Erik Arntzen (Oslo and Akershus University College)

5. Teaching Left-Right Discriminations in ALVARO TORRES CHAVEZ CHAVEZ, Angel Tovar y Romo y Romo, Natalia Escobedo, Arely Hernández, Carla Herná, and Sharon Urbán (National Autonomous University of Mexico)

6. Stimulus Equivalence and Neurocognitive Disorders (DEV; Basic Research) MARIANA DUCATTI and Andreia Schmidt (University of São Paulo)

7. Operant Blocking of Learning Japanese Words and Kanji in Typical College Students (EDC; Basic Research) Rose Danek, STEPHANIE P. DA SILVA, Shannon Pillot, and Emily Murray (Columbus State University)

8. Control of Responding by Aspects of Human-Like Stimuli Uncorrelated With the Consequence (Basic Research) ARTURO CLAVIJO (Universidad Nacional de Colombia) and Gerson Yukio Tomanari (University of São Paulo)

9. Effects of Semantic Related Words as Meaningful Stimuli on the Transfer of Function in Equivalence Classes (Basic Research) MARIELE CORTEZ and Julio de Rose (Federal University of São Carlos)

10. An Evaluation of the Role of the Warning Stimulus in Discriminated Avoidance (Basic Research) NICOLE M. DAVIS, Gretchen A. Dittrich, Ronald F. Allen, and Russell W. Maguire (Simmons College)

11. Joint Control of Responding by Exteroceptive Stimuli and Inter-Reinforcer Intervals in a Multiple Schedule (Basic Research) MICHAEL BROOKS and Mark P. Reilly (Central Michigan University)

Chair: Benjamin N. Witts (St. Cloud State University)

12. Can Stimuli Never Related to Reinforcement Join Equivalence Classes? (Basic Research) CATHERINE ELIZABETH GRAHAM, Brittany Williams, Anna Tillery, Allison Fisher, Ben Longton, Lauren Broadwell, and Carol Pilgrim (University of North Carolina at Wilmington)

13. Error Patterns in Standard Protocols Under Linear-Series Training Structure With and Without Zero-Delay Matching-to-Sample (Basic Research) ABDULRAZAQ A. IMAM (John Carroll University)

14. Distractors and Conditional Discriminations (Basic Research) ALEKSANDER VIE and Erik Arntzen (Oslo and Akershus University College)

15. The Enhancing Effect of Three-Member Equivalence-Class Pre-Training and Testing on Subsequent Five-Member Equivalence-Class Formation Yield (Basic Research) Richard W. Serna and KATERINA THANOPOULOS (University of Massachusetts Lowell) and Lanny Fields (Queens College, City University of New York)

16. What the Stimulus Equivalence Paradigm Has Been Telling Us About Memory (Basic Research) Natalia Aggio and JULIO C. DE ROSE (Federal University of São Carlos)

17. Transfer of Functions Through Merged Equivalence Classes Established via Class-Specific Outcomes (Basic Research) Marcelo Vitor Silveira, MARIELE CORTEZ, and Julio de Rose (Federal University of São Carlos)

18. The Effects of Conditioned Taste Aversion on Sweeteners Intake in Rats (Basic Research) ALMA GABRIELA MARTÍNEZ MORENO, Antonio López Espinoza, and Hugo Miguel (University of Guadalajara)

19. Non-Reciprocal Behavioral Contrast in Multiple VI-DRL Schedules (TPC; Basic Research) Nicole Holder, Brendan Falk, Derrick Bisnett, and MATTHEW E. ANDRZEJEWSKI (University of Wisconsin-Whitewater)

20. Mimic Me Please, but Don't Tell Me About It: The Link Between Mimicry, Awareness, and Liking (VRB; Basic Research) WOJCIECH KULESZA and Dariusz Dolinski (University of Social Sciences and Humanities)

21. Testing the Validity of the Mixed Trial Implicit Relational Assessment Procedure: Determining the Relationship Between Prosocial Attitudes and Behavior (VRB; Basic Research) GENEVIEVE M. DEBERNARDIS and Linda J. Parrott Hayes (University of Nevada, Reno)

22. A Parametric Evaluation of Backup Reinforcer Class Size (PRA; Basic Research) KORTNIE COTTER, Jonathan W. Ivy, and Susan Johnson (Mercyhurst University)

#267 Poster Session

7:00 pm–9:00 pm

Exhibit Hall C (Convention Center)

TPC

Chair: Allen Neuringer (Reed College)

Discussant: Maria R. Ruiz (Rollins College)

23. The Evolution of Superstitious Behavior (EAB; Theory) AMEDEE MARTELLA (University of Colorado Boulder)

24. An Understanding of the Behavior of the Critic With Respect to Creative Behavior (Basic Research) MARIA ISABEL MUNOZ BLANCO and Maria Antonia Padilla Vargas (University of Guadalajara)

25. The Investigative and Interpretive Subsystems of Interbehaviorism: How Does One Conduct Interbehavioral Research? (EAB; Theory) SARAH M. RICHLING, Linda J. Parrott Hayes, and Molli Luke (University of Nevada, Reno)

26. Believability of Experimental Effects: The Problem of Chance Reliability in the *Journal of Applied Behavior Analysis* (Theory) STEPHANIE L. AHOLT, Ali Headley, and Michael C. Clayton (Missouri State University)

27. The Hard Problem of Consciousness: Radical Behaviorism and Qualia (VRB; Theory) DIEGO ZILIO (State University of São Paulo)

#268 Poster Session

7:00 pm–9:00 pm

Exhibit Hall C (Convention Center)

CSE

Chair: Ron Van Houten (Western Michigan University)

Discussant: Richard G. Smith (University of North Texas)

28. Bicycle Safety: A Year of Behavioral Observations (EAB; Basic Research) MICAH ROEDIGER, Angela Suraci, Taylor Jones, Cassandra Wright, and E. Scott Geller (Virginia Tech University)

29. Chronic Fatigue Syndrome: A Cross-Cultural Study (EDC; Applied Research) NORMA COFFIN, Constanza Miralrio Medina, Hector Borja, and Angelica Gonzalez (National Autonomous University of Mexico) and Leonard A. Jason and Madison Sunnquist (De Paul University)

30. The Relative Effects of Negative Versus Positive Prompts on Hand Washing (Basic Research) BOYDOON CHOI and Kwangsu Moon (Chung-Ang University), Kyehoon Lee (CLG), and Shezeen Oah (Chung-Ang University)

31. Shaping Advocacy and Activism for Just and Sustainable Societies (TBA; Theory) MARK A. MATTAINI (Jane Addams College of Social Work at the University of Illinois at Chicago) and Molli Luke (Behavior Analysts for Social Responsibility SIG)

32. Changing Cultural Practices: The Case of Brazil's Bolsa Família (Applied Research) ROBERTA LEMOS and João Claudio Todorov (University of Brasília)

33. Your Mileage May Vary: A Behavioral Assessment of Eco-Driving (Theory) ANGELA SANGUINETTI, Ken Kurani, and Jamie Davies (University of California, Davis)

34. A Behavioral Typology of In-Vehicle Eco-Driving Feedback (Theory) ANGELA SANGUINETTI, Hannah Park, and Ken Kurani (University of California, Davis)

35. Assessment of Contextual Variables on Moderate to Vigorous Physical Activity in Children (PRA; Applied Research) CHERILYNN BLUMENTHAL (Regis College)

36. The Brohavior Point System (TPC; Service Delivery) RYAN LEE O'DONNELL (Brohavior), Dominique Stedham (University of Nevada, Reno), and Mark Malady (Brohavior)

#269 Poster Session

7:00 pm–9:00 pm

Exhibit Hall C (Convention Center)

EDC

Chair: Tyler Erath (Appalachian State University)

Discussant: Scott Beckett (Jacksonville State University)

37. An Evaluation of Bonus Points for Paced Study Habits (OBM; Applied Research) ALLISON BICKELMAN (Autism Behavior Intervention) and Henry D. Schlinger (California State University, Los Angeles)

38. Using Goal-Setting, Public Posting, and Feedback to Improve the Performance of Collegiate Volleyball Players (PRA; Applied Research) WILLIAM J. SWEENEY (University of South Dakota) and Candice Climer (Mount Marty College)

39. A Lab on Line for Writing Project and Research (TBA; Applied Research) DIANA MORENO RODRIGUEZ, Daniel Reyes, Jesus Camacho, Lorie E. Vazquez, Eduardo Velázquez, Osmaldo Coronado (National Autonomous University of Mexico)

40. Exploring Environmental Factors That Increase and Decrease Novel Responding Within College Students (TBA; Applied Research) REGAN GARDEN, Andrew R. Kieta, and Jesus Rosales-Ruiz (University of North Texas)

41. Ex-Post Facto Analysis of Effects of Feedback on Improving Students' Learning in University Class (TBA; Applied Research) MASAKO YOSHIOKA (Aichi University)

42. Examining the Effects of Varying the Availability of Positive Feedback on Performance of a Multiplication Task (EAB; Basic Research) CADE T. CHARLTON and Christian Sabey (Utah State University) and Shawn R. Charlton (University of Central Arkansas)

43. The Effects of a 3:1 Positive to Negative Ratio on Performance During a Pattern Recall Task (EAB; Basic Research) CHRISTIAN SABEY and Cade T. Charlton (Utah State University) and Shawn R. Charlton (University of Central Arkansas)

Discussant: Courtney S. Peppers-Owen (Jacksonville State University)

44. An Evaluation of the Effects of Reinforcer Type on a Preference for Fluent Versus Disfluent Schedules of Reinforcement (Applied Research) TYLER LOY (Immaculata University), Nina Carraghan and Heather Wilford (Penn State Harrisburg), and Julie A. Ackerlund Brandt (St. Cloud State University)

45. An Evaluation of the Effects of Task Difficulty on a Preference for Fluent Versus Disfluent Schedules of Reinforcement (Applied Research) TYLER LOY (Immaculata University), Rocio Cuevas (The Pennsylvania State University), Tempest Kreft (Penn State Harrisburg), and Julie A. Ackerlund Brandt (St. Cloud State University)

46. Improving Middle School Reading Comprehension Using Read to Achieve (Applied Research) Nancy Marchand-Martella, CHARALAMBOS C. CLEANTHOUS, and Ronald C. Martella (Eastern Washington University), and Gregory J. Benner (University of Washington, Tacoma)

47. Use of Computer Software to Teach Fractions (Applied Research) JILL HUNT and Michelle Harrington (Judge Rotenberg Educational Center)

48. Using Constant Time Delay to Teach Braille Word Recognition (Applied Research) SARAH IVY (Florida State University)

49. An Evaluation of the Reinforcing Efficacy of General Praise and Behavior-Specific Praise in Typically Developing Preschool Children (Applied Research) EMILY HUTTER (St. Cloud State University), Nina Carraghan (Penn State Harrisburg), and Julie A. Ackerlund Brandt (St. Cloud State University)

50. A Comparison of the Reinforcing Effectiveness of Different Types of Attention on Skill Acquisition in Typically Developing Preschool Children (Applied Research) NYIMAS K. ARIEF (St. Cloud State University), Valerie LaCerra (Penn State University, Harrisburg), and Julie A. Ackerlund Brandt (St. Cloud State University)

Sunday, May 24

#270 Poster Session

7:00 pm–9:00 pm

Exhibit Hall C (Convention Center)

TBA

Chair: Traci M. Cihon (University of North Texas)

Discussant: Berenice de la Cruz (Autism Community Network)

51. Evaluating School- and Clinic-Based Behavior Evaluations Conducted Through Iowa's Challenging Behavior Training Service (DDA; Service Delivery) DEVA CARRION, Brenda J. Bassingthwaite, Jessica Emily Schwartz, and David P. Wacker (The University of Iowa) and Sean D. Casey (The Iowa Department of Education)

52. Evaluation of the Baseline Assessment in a Single Subject Design Used to Evaluate Discrete-Trials Teaching Performance (DDA; Applied Research) LISA HUNTER, Jade Wightman, Alison Cox, and Joseph J. Pear (University of Manitoba)

53. Improving Observable and Measurable IEP Objectives Using Pyramidal Staff Training (EDC; Applied Research) THOMAS L. ZANE (Institute for Behavioral Studies, Endicott College) and Rachel L. Zetino and Erika Majeskey (Beverly School for the Deaf)

54. A Component Analysis of an In-Class Review Game (EDC; Applied Research) CHRISTOPHER J. PERRIN (Georgian Court University), Amanda Guld Fisher (Temple University), and Amanda Kowalski (Kaufman Children's Center)

55. ABA Concentration at the Emirates College for Advanced Education in Abu Dhabi, United Arab Emirates (EDC; Service Delivery) MICHELLE P. KELLY and Lilly Tennant (Emirates College for Advanced Education)

56. Effectiveness of Incorporating Peer-Review in a Computer-Aided System of Instruction to Teach Discrete Trials Teaching (EDC; Applied Research) CHLOE WANG (Brock University), Jade Wightman (University of Manitoba), Maurice Feldman (Brock University), Toby L. Martin (St. Amant Research Centre), Joseph J. Pear (University of Manitoba), Tricia Corinne Vause (Brock University), and C. T. Yu (University of Manitoba)

57. Enhancing Online Instruction With the Educreations App (Service Delivery) JAMIE M. SEVERTSON (Southeast Missouri State University)

58. Use of Invertebrates in the Classroom to Demonstrate Principals of Learning and Dominance Hierarchies (Service Delivery) CHRISTOPHER DINGES and Charles I. Abramson (Oklahoma State University)

59. Supervision Solutions for Behavior Analysts: Addressing Barriers to Supervising Aspiring BCBAs (Service Delivery) KATIE SUSZEK, Heather M. McGee, Rebecca Renee Wiskirchen, Yannick Schenk, and Erin E. Watkins (Western Michigan University)

60. The Brohavior Mentorship Program (TPC; Service Delivery) RYAN LEE O'DONNELL (Brohavior), Dominique Stedham (University of Nevada, Reno), and Mark Malady (Brohavior)

61. Applying ABA to "See One! Do One! Teach One!" Using ABA Principles to Revise the Ways in Which the Time Honored Mantra of Medical Education Is Applied in Clinical Educational Settings (TPC; Theory) RICHARD COOK (The Pennsylvania State University)

#271 Poster Session

7:00 pm–9:00 pm

Exhibit Hall C (Convention Center)

AUT

Chair: Svein Eikeseth (Oslo and Akershus University College)

Discussant: Svein Eikeseth (Oslo and Akershus University College)

62. Establishing Temporal Relational Frames Using the PEAK Relational Training System (VRB; Applied Research) KYLE ROWSEY, Mark R. Dixon, Jordan Belisle, Ryan C. Speelman, and Jacob H. Daar (Southern Illinois University)

63. Skinner's Verbal Behavior and Autism Severity: Evaluating the Relationship Between PEAK and the GARS-2 (VRB; Basic Research) JORDAN BELISLE, Kyle Rowsey, Caleb Stanley, Jacob H. Daar, and Mark R. Dixon (Southern Illinois University)

64. Competence and Confidence in Instructional Control Reported by Parents of Adolescents With Autism Spectrum Disorder (Applied Research) GILAH HABER, Jennifer Fairfield, and Mary Konstantareas (Kerry's Place Autism Services)

65. The Effect of KINECT Video Games on Naturally Occurring Social Interactions for Children With ASDs and Neurotypical Peers (Basic Research) JOVY QUIOCHO, Christina Whalen, and Michael Casale (West Health Institute)

66. Do You See What I See: Generalization of Gaze Shift Across Contexts (VRB; Applied Research) THERESA FIANI, Ivana Krstovska-Guerrero, and Emily A. Jones (Queens College, City University of New York)

67. Interventions to Treat Echolalia for Individuals With Autism Spectrum Disorder: A Systematic Review (VRB; Service Delivery) LESLIE NEELY, Stephanie Gerow, and Mandy J. Rispoli (Texas A&M University); Russell Lang (Texas State University-San Marcos), and Nathan Pullen (Texas State University)

68. Using a Function-Based Treatment to Increase Fluent Responding (VRB; Applied Research) KATHRYN MANN and Jennifer Lynn Cook (Monarch House)

69. Teaching Discriminated Requests to Individuals With Autism Using Different Augmentative and Alternative Communication Displays (VRB; Applied Research) CINDY GEVARTER (The University of Texas) and Mark O'Reilly, Laci Watkins, Michelle Kuhn, Nicolette Sammarco, Heather Gonzales, and Laura Rojeski (The University of Texas at Austin)

70. Improving Parent-Child Interactions to Increase Vocalizations in Children With Autism (VRB; Service Delivery) BETHANY HANSEN, Kelly D. Schleismann, and Alice Shillingsburg (Marcus Autism Center, Emory University School of Medicine)

71. Establishing Derived Variable Categorical Responding in Children With Disabilities Using the PEAK-E Curriculum (VRB; Applied Research) KYLE ROWSEY (Southern Illinois University), Mark R. Dixon and Jordan Belisle (Southern Illinois University), Caleb Stanley (The University of Mississippi), and Ryan C. Speelman, Dena Kime, and Jacob H. Daar (Southern Illinois University)

Discussant: Robert F. Putnam (May Institute)

72. Using PEAK-E to Teach Auditory "Visual" Gustatory Equivalence Classes to Children With Autism (VRB; Applied Research) CALEB STANLEY, Jordan Belisle, and Mark R. Dixon (Southern Illinois University)

73. Evaluation of a DRO + Blocking Procedure to Decrease Repetitive Finger-Biting (VRB; Applied Research) CLAIRE LEA, Robin Landa, Jordyn Turner, Amy Rosenblum, and Alice Shillingsburg (Marcus Autism Center, Emory University School of Medicine)

74. Improving Treatment Integrity of Extinction Procedures Implemented by Parents (TBA; Service Delivery) ROBERT GULICK and Colleen Quinn (Achievement Center)

75. Acquisition of Discrete Trial Training Skills Through Brief Training Modalities: A Comparison of *In-Vivo* and Video Training With Feedback (TBA; Applied Research) JESSE LOGUE (Illinois State University)

76. The Effects of Differential Reinforcement and Errorless Teaching Procedures on Rates of Learning With Children With Language Delays (TBA; Applied Research) KAITLIN JOHANNSEN and Matthew C. Howarth (Verbal Behavior Associates), Elizabeth Sarto (Columbia University), and Laura J. Hall (San Diego State University)

77. ConnectedKids: Training Parents to Use Developmental and Behavioral Strategies With Their Child With ASD (PRA; Applied Research) JACOB THOMAS SINGER, Rene Daman, Julie Smith, Ginger Wells, and Annie Baghdayan (Oklahoma Autism Network, The University of Oklahoma Health Sciences Center)

78. Attendance and Completion Rates of a Group-Based Parent Training Class (PRA; Service Delivery) PIK WAH LAM and Jason Cohen (Texas Tech University)

79. Managing Severe Behavior by Teaching Waiting (PRA; Applied Research) COLLIN SHEPLEY, Andrea Zawoyski, Jessica Burger, Meg McDuffie, Katie Smith, and Jennifer Lenz Alexander (University of Georgia)

80. Operationalizing the Therapeutic Relationship? Behavioral Measurement of Therapeutic Alliance in an Intervention for Children With Autism Spectrum Disorders (PRA; Service Delivery) PRISCILLA BURNHAM RIOSA (York University), Kendra Thomson (Brock University), and Maria Khan and Jonathan Weiss (York University)

81. ABA Autism Services in Costa Rica: Barriers and Limitations to Availability and Access (PRA; Service Delivery) KYLAN S. TURNER and Samuel DiGangi (Arizona State University) and E. Amanda Amanda Boutot (Texas State University)

Discussant: TBD

82. Survey of Treatments Used by Parents of Children With Autism in Abu Dhabi, United Arab Emirates (PRA; Applied Research) MICHELLE P. KELLY, Lilly Tennant, and Suha Al-Hassan (Emirates College for Advanced Education)

83. An Evaluation of Interventions to Increase Incidental Teaching Trials in Early Intensive Behavioral Intervention (PRA; Applied Research) DAVID M. CORCORAN and Robert K. Ross (Beacon ABA Services)

84. Functional Analysis of Perseverative Commenting in an Individual With Autism Spectrum Disorders (EAB; Applied Research) ERIN BEARDSLEY (The Margaret Murphy Center for Children) and Michael Scheib (University of Southern Maine)

85. A Comparison Between Functional Analyses Conducted in English and in Spanish in a Bilingual Child With Autism (DDA; Applied Research) PAULA YSASI, Lorie Zamarripa, Valeria Yllades, Drake Benson, and Zina A. Eluri (The University of Texas-Pan American)

86. Assessing Challenging Behavior via Telehealth: Standardized Descriptive Assessment and Functional Analysis Procedures for Self-Injury (DDA; Applied Research) JESSICA J. SIMACEK, Jennifer J. McComas, Stephanie Meyer, Stephanie Snidarich, and Adele Dimian (University of Minnesota)

87. The Effects of Mand Modality Assessment to Select Mand Topographies for Functional Communication Training to Address Multiply Maintained Problem Behavior (DDA; Applied Research) CAYENNE SHPALL, Terry S. Falcomata, Raechal Ferguson, and Kasey Mills (The University of Texas at Austin)

88. Identifying Functional Reinforcers Masked by Automatic Reinforcement in a Functional Analysis of Self-Injurious Behavior (DDA; Applied Research) DANA M. BAMFORD, Mindy Christine Scheithauer, Joanna Lomas Mevers, and Nathan Call (Marcus Autism Center)

89. Using an Alternative Response to Identify the Function of Problem Behavior (DDA; Service Delivery) CAITLIN FULTON (University of Nebraska Medical Center), Sean Peterson (The Pier Center for Autism), Wayne W. Fisher and Amanda Zangrillo (Munroe-Meyer Institute, University of Nebraska Medical Center)

90. Aversive Assessment of Objects and Tastes to be Included as Potential Punishers for the Reduction of Vocal Stereotypy (DDA; Applied Research) KATELYN SELVER, Sarah Luem, Laura C. Dolan, Shelley Bertino, Deb Cohen, Jaimie Decker Mulcahy, and Kimberly Sloman (Rutgers University)

91. A Functional Analysis of Dangerous Climbing (DDA; Basic Research) ASHLEY CARVER, Monica Lugo, Samantha Hardesty, and Lynn G. Bowman (Kennedy Krieger Institute)

92. Assessing the Reinforcing Value of Attention for a Learner With Inconclusive Functional Analysis Data (DDA; Applied Research) SAMANTHA R. YOUNG, Mariana Torres-Viso, Ashley Carver, and Jennifer R. Zarcone (Kennedy Krieger Institute)

Discussant: Jonathan W. Ivy (Mercyhurst University)

93. The Use of Concurrent Operant Choice Assessment for Determining Functions of Problem Behavior (DDA; Applied Research) JENNIFER PETRELLI, Patrick Thulen, Sonam G. Dubal, Sean Smith, Tracy L. Kettering (Bancroft)

94. Differential Exposure to the Establishing Operation for Self-Injury During the Initial Stages of Functional Communication Training (DDA; Service Delivery) WENDY STRANG, Wayne W. Fisher, Brian D. Greer, and Todd M. Owen (University of Nebraska Medical Center)

95. Assessment and Treatment of Denied Mands Related to Rearrangement and Body Positioning (DDA; Applied Research) MARIANA TORRES-VISO, Ashley Carver, Brionn Johnson, Craig Strohmeier, and Jennifer R. Zarcone (Kennedy Krieger Institute)

96. Evaluating the Effectiveness of Various Treatments in Reducing Motor Stereotypy in Children With Autism Spectrum Disorders (DDA; Applied Research) ROGAIYAH HAMIDADDIN (The Center for Autism Research) and Sarah M. Richling (University of Nevada, Reno)

97. Using Delayed Auditory Feedback to Reduce Vocal Stereotypy in an Individual With Autism (DDA; Applied Research) ROBERT W. ISENHOWER and Kimberly Sloman (Douglass Developmental Disabilities Center, Rutgers University)

98. A Component Analysis of a Combined Contingency Functional Analysis of Self-Injurious Behavior (DDA; Applied Research) HOLLY WIGGINS, Eileen M. Roscoe, Maureen Kelly, and Michael Heiberger (The New England Center for Children)

99. Impact of Schedule and Quality of Fixed-Time Attention on Noncompliance in a Child With ASD (DDA; Applied Research) TIFFANY BORN, Melanie DuBard, Danielle Iezzi, Kimberly Belanger, Nathalie El-Saieh, Sasha Georges, and Traci Taber (May Institute)

100. Shaping Procedures Used to Treat Problem Behavior in a Hispanic Child With Autism (DDA; Service Delivery) ERIC ESCAMILLA, Stephanie Ramos, Norma Rodriguez, and Zina A. Eluri (The University of Texas-Pan American)

101. Decreasing Drooling in a Teen With Autism and Brain Damage Using Differential Reinforcement, Overcorrection, and Fluency-Based Goal Fading (DDA; Service Delivery) CASEY N. MOORE (Little Star Center), Amanda Satchwill (Ball State University), Vincent LaMarca (Hoosier ABA), and William Tim Courtney (Little Star Center)

#272 Poster Session

7:00 pm–9:00 pm

Exhibit Hall C (Convention Center)

DDA

Chair: Alison Cox (University of Manitoba)

Discussant: Valerie Volkert (University of Nebraska Medical Center)

102. Teaching Strategies and Behavior Interventions for Deaf Students: The Case of Ty (EDC; Service Delivery) HOLLEE ANDERSON and Sadaf Ameen (STEPS Center for Excellence in Autism)

103. An Application of Generalizability Theory to Direct Observation Measures of Problem Behavior and Classroom Contingencies (EDC; Applied Research) JOHANNA STAUBITZ and Blair Lloyd (Vanderbilt University)

104. Reducing Response Latency in a Young Adult With Developmental Disabilities Using Over-Correction (EDC; Applied Research) JACQUELINE KINYUA KINYUA and Pooja Panesar (Kaizora Consultants)

105. iPad, iPhone, and iPod Applications for Special Education Practitioners: Evidence-Based Practice (EDC; Applied Research) SAEED ALQAHTANI (The University of Iowa)

106. An Analysis of the Rate of Acquisition and the Accuracy of Discrimination Across Communication Modalities (Applied Research) Elizabeth Dayton, AMANDA GILL, Claire Lovero, Tracy Chin, and Rebekah Lush (Melmark)

107. An Evaluation of a Competing Items Assessment on Fire Alarm Pulls Maintained by Automatic Reinforcement (Applied Research) Elizabeth Dayton, REBEKAH LUSH, and Amanda Gill (Melmark)

108. Sign Language as an Intervention Strategy for Individuals With Developmental Disabilities: A Literature Review (Applied Research) Jeffrey Michael Chan, Robert Bachar, HANNAH KRAWCZYK, Jacquelyn Messick, Jenna Poppen, and Melissa Steinborn (Northern Illinois University)

Discussant: Tracy L. Kettering (Bancroft)

109. Direct Observation-Based Data Collection on the Prevalence of Problem Behavior Among Individuals With Intellectual Disabilities (Service Delivery) TONY VETS (St. Mary's Residential Training School) and Henry S. Roane and Niamh Doyle (Upstate Medical University)

110. An Evaluation of the Individualized Levels System in 11 Inpatient Cases (Applied Research) KRISTI JEFFERY, Natalie Rolider, and Louis P. Hagopian (Kennedy Krieger Institute)

111. Effects of a Medical Condition on the Outcomes of a Functional Analysis of Disruptive Behaviors (Applied Research) KRISTI CORTEZ, Richard G. Smith, Gloria N. Maillard, Christina DeLapp, Carla M. Smith, and Katy Atcheson (University of North Texas)

112. A Treatment Evaluation of Pervasive Dropping in an Individual With Developmental Disabilities (Applied Research) REBECA TORRES, Katie Donohoe, and Lauren F. Troy (Bancroft)

113. A Comparison of Functional Communication Consequences for Escape-Maintained Problem Behavior (Applied Research) MARCELLA HANGEN, Lena V. Willse, Mandy M. Park, and Natalie Rolider (Kennedy Krieger Institute)

114. Effects of Video Prompting Versus Behavioral Skills Training and Fluency Training on the Acquisition and Maintenance of Vocational Skills of Individuals With Intellectual Disabilities (Applied Research) MICHAEL KRANAK, Eliseo D. Jimenez, Helen I. Cannella-Malone, Mary Sawyer, and Margo Vreeburg Izzo (The Ohio State University)

#273 Poster Session

7:00 pm–9:00 pm

Exhibit Hall C (Convention Center)

PRA

Chair: Mark D. Shriver (University of Nebraska Medical Center)

Discussant: Trina Spencer (Northern Arizona University)

115. The Effects of Lecture About Behavioral Contingency on Welfare College Students' Care-Giving Behaviors (EDC; Applied Research) NOBUHIRO WATANABE (Tokiwa University), Suzuka Sato (Aino Sato Support Facility for Person With Disabilities), and Tetsumi Moriyama (Tokiwa University)

116. A Comparison of Antecedent Strategies Combined With Differential Reinforcement and Escape Extinction to Treat Passive Food Refusal in an Individual With a Pediatric Feeding Disorder (Applied Research) BILLIE J. KLEIN, Melanie H. Bachmeyer, Jessica Keane, Natasha Chamberlain, and Courtney Mauzy (University of North Carolina at Wilmington)

117. The Effects of Conducting a Functional Analysis on Problem Behavior in Other Settings: Evaluating the Possibility of Interaction Effects (Applied Research) JENNIFER M. HODNETT, Nathan Call, and Joanna Lomas Mevers (Marcus Autism Center) and Mindy Christine Scheithauer (Kennedy Krieger Institute)

118. The Changes Over Time in Dressing Ability After Stroke (Applied Research) SHOTARO SASAKI and Yoshitsugu Omori (St. Marianna University, Yokohama City Seibu Hospital) and Makoto Suzuki (Kitasato University)

119. Development of an Upper Extremity Behavior Measures for Patients With Post-Stroke Hemiparesis (Applied Research) KOSHI MATSUOKA (Tamakyuryo Hospital), Makoto Suzuki and Aki Watanabe (Kitasato University), Koji Misawa (Tamakyuryo Hospital), and Michinari Fukuda (Kitasato University)

120. Comparing Two Prompt Types for Individualized Skill Acquisition (Applied Research) LESLIE QUIROZ, Tracey Toran, and Kimberly M. Walter (The New England Center for Children)

121. Fading Tactile Prompts: A Comparative Approach (Applied Research) WHITNEY BOWMAN and Mark T. Harvey (Florida Institute of Technology)

122. A Comparison of Indirect Functional Assessment Measures in an Outpatient Pediatric Sample (Applied Research) CRYSTAL E.R. JANSZ RIEKEN, Rebecca Beights, Jason Cohen, Pik Wah Lam, Nancy I. Salinas, and Wesley H. Dotson (Texas Tech University)

123. Conducting Functional Behavior Assessments via Remote Technology (Applied Research) DENICE RIOS, Stephanie M. Peterson, and Yannick Schenk (Western Michigan University)

124. Visual Analysis of Data by Editorial Board Members and Practicing BCBAs (TBA; Basic Research) ROBERT BARRY, Brett Gelino, and James W. Diller (Eastern Connecticut State University)

#274 Reunion

9:00 pm–11:00 pm

Crockett A (Grand Hyatt)

Behavior Analyst Certification Board Approved Course Sequence Coordinators Reception

Chair: Christine L. Ratcliff (BACB)

Coordinators for BACB approved course sequences are invited to join us for an informal gathering. Come connect with BACB staff and other coordinators in a relaxed, social atmosphere.

#275 Business Meeting

9:00 pm–11:00 pm

217D (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.

#276 Reunion

9:00 pm–11:00 pm

Texas Ballroom Salon D (Grand Hyatt)

University of North Texas Department of Behavior Analysis

Chair: Richard G. Smith (University of North Texas)

Students, faculty, alumni, and friends of the Department of Behavior Analysis at the University of North Texas (UNT) are invited to reunite with old friends and meet new ones as we celebrate more than three decades of excellence and achievement in behavior analysis at UNT.

#277 Reunion

9:00 pm–11:00 pm

Crockett B (Grand Hyatt)

Teachers College, Columbia University, and CABAS

Chair: R. Douglas Greer (Teachers College, Columbia University)

This event is a social gathering for current students and graduates of the programs in teaching as applied behavior analysis of Teachers College and the Columbia University Graduate School of Arts and Sciences, as well as CABAS professionals and friends from around the world.

#278 Reunion

9:00 pm–11:00 pm

Texas Ballroom Salon E (Grand Hyatt)

St. Cloud State University

Chair: Gerald C. Mertens (St. Cloud State University)

This will be an educational, fun time for alumni, students, faculty, and friends of St. Cloud State University celebrating 50 years of behavior analysis at St. Cloud State.

#279 Reunion

9:00 pm–11:00 pm

Texas Ballroom Salon C (Grand Hyatt)

Western Michigan University: Reunion for Alumni, Students, Faculty, and Friends

Chair: Stephanie M. Peterson (Western Michigan University)

This is a social reunion for Western Michigan University alumni, current students, current and past faculty, and friends of the program. Please come by for a visit! We would love to see you!

#280 Reunion

9:00 pm–11:00 pm

Republic B (Grand Hyatt)

Behavior Analysis Program at the University of Nevada, Reno

Chair: Ramona Houmanfar (University of Nevada, Reno)

This year marks the 24th Anniversary of the Behavior Analysis Program at the University of Nevada, Reno. We look forward to celebrating the following accomplishments with our colleagues and students at the convention: We were awarded the “Organizational Enduring Contribution to Behavior Analysis” by SABA in May 2010. The program has conferred over 40 Ph.D. degrees, the on-campus master’s program has conferred over 80 master’s degrees, and the satellite master’s program has conferred over 100 off-campus master’s degrees in multiple national and international locations.

#281 Reunion

9:00 pm–11:00 pm

Texas Ballroom Salon B (Grand Hyatt)

The Chicago School, B. F. Skinner Foundation, and Cambridge Center for Behavioral Studies

Chair: Mary Caruso-Anderson (University of Manitoba)

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 departments of The Chicago School of Professional Psychology (Chicago, Los Angeles, Washington DC, and online 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. Leslie Morrison, Mary Caruso-Anderson, and Marlene Cohen are the Department Chairs of the ABA departments in LA, DC, and online, 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!

#282 Reunion

9:00 pm–11:00 pm

Crockett C (Grand Hyatt)

Speech Pathology and Applied Behavior Analysis Special Interest Group—Social and Networking Reception

Chair: Tracie L. Lindblad (Monarch House)

The Speech Pathology and Applied Behavior Analysis Special Interest Group (SPABA SIG) 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 to meet and talk about areas of common professional interest and to further interprofessional collaboration. This social reception will provide our members and other interested professionals with ample opportunity to connect and converse. All current, previous, and future SPABA members welcome. Bring your friends!

#283 Reunion

9:00 pm–11:00 pm

Crockett D (Grand Hyatt)

University of Kansas

Chair: Edward K. Morris (The University of Kansas)

At the University of Kansas, 2014 marked the 50th anniversary of the founding of its behavior analysis programs in the Department of Human Development and Family Life (1964–2004). They are sustained and evolve today in the Department of Applied Behavioral Science (2004–2014), which celebrated its 10th anniversary in 2014. The ABAI reunion offers anyone associated with the programs an opportunity to meet again and meet anew, whether they are current and past faculty members, undergraduate and graduate students, alumni and friends of the departments, or their families.

#284 Reunion

9:00 pm–11:00 pm

Texas Ballroom Salon F (Grand Hyatt)

The Ohio State University

Chair: Sheila R. Alber-Morgan (The Ohio State University)

The Ohio State University Special Education Program will be hosting its annual reunion. All alumni, faculty, students, and friends are invited.

#285 Reunion

9:00 pm–11:00 pm

Sequin A (Grand Hyatt)

Beacon ABA Services and Friends

Chair: Steven Woolf (Beacon ABA Services)

Please attend Beacon's sixth annual ABAI reunion event. Beacon's reunion is open to all professional acquaintances, Massachusetts ABA members, staff, and friends. Please join us for food, music, drinks, door prizes, and stimulating conversation. A good time to be had by all!

#286 Reunion

9:00 pm–11:00 pm

Sequin B (Grand Hyatt)

Ball State University Social

Chair: Susan Wilczynski (Ball State University)

This is a celebration of Ball State University's students, alumni, and faculty. Our goal is to socialize and congratulate each other on our continued hard work!

#287 Reunion

9:00 pm–11:00 pm

Republic A (Grand Hyatt)

Southern Illinois University

Chair: Karl Gunnarsson (Southern Illinois University)

Come hear all about the latest developments at Southern Illinois University and reunite with old friends. We will have representatives on hand to inform potential students about training in Chicago, online, and in Carbondale. We will also have the chance to socialize and reflect back upon fond memories of the world's first behavior analysis degree program.

#288 Reunion

9:00 pm–11:00 pm

Republic C (Grand Hyatt)

Fresno State ABA

Chair: Timothy Yeager (California State University, Fresno)

Fresno State welcomes faculty, students, alumni, and friends of the ABA program.

#289 Reunion

9:00 pm–11:00 pm

Texas Ballroom Salon A (Grand Hyatt)

Florida Institute of Technology ABA Online

Chair: Jose A. Martinez-Diaz (Florida Institute of Technology)

Students, alumni, staff, and instructors from the ABA Online Program at Florida Institute of Technology are welcome to come meet, socialize, network, and gather.

#290 Reunion

9:00 pm–11:00 pm

Presidio A (Grand Hyatt)

University of Wisconsin-Eau Claire

Chair: Carla H. Lagorio (University of Wisconsin-Eau Claire)

All current students, faculty, alumni, and friends are invited to join us and socialize at this year's University of Wisconsin-Eau Claire reunion.

Career Opportunities

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- Opportunity for career advancement



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SAN ANTONIO 2015



Monday, May 25

Day Schedule
ABAI Business Meeting
Sessions
Presidential Address
Business Meetings
ABAI Social

Henry B. Gonzalez Convention Center; Monday, May 25

	Room	7 am		8 am		9 am		10 am		11 am		12 pm		1 pm		2 pm		
		:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	
GB	C1					#295 AUT Ch: Powell	#329 AUT Ch: Greer		†							#380 AUT Ch: White	†	
	C2					#294 AUT Ch: Finney	†	#319 AUT Ch: Lyon		#338 AUT Ch: Weiss	†					#364 AUT Ch: Davis	†	
	C3					#304 VRB Espinosa	†	#321 AUT DeLeon	†									
Concourse	201							#325a OBM Ch: Roumanfar									#371 OBM Ch: Candido	
	202A					#316 OBM Ch: Sigurdsson												
	202B																	
	203A																	
	203B																#372 OBM Wahlstrom	
	204A					#296 CSE Ch: Fong	#330 CSE Ch: Smith		†								#385 CSE Ch: Van Houton	
	204B					#297 CSE Ch: Wine	†	#320 CSE Agbola									#365 CSE Ch: Calangus	
	205									#353 TBA Ch: da Silva	†						#386 TBA Ch: Tarbox	
	206A							#327 TBA Ch: Wilson-Bishop	†	#349 OTH Crane-Todd	†						#376 TBA Ch: McCulloch	
	206B																	
	207A																	
	207B																	
	208					Speaker Ready Room												
	209				#292 ABAI Bus. mtg			#334 EDC Ch: Du		†								
	210A					#301 EDC Ch: Wade		#332 EDC Ch: Spooner		†								#368 EDC Ch: Noel
	210B																	
	211					#302 EDC Ch: Lambert		#325 EDC Ch: Felko	†									#370 EDC Ch: Kavanaugh
	212A					#300 EDC Ch: Gerhardt	†	#333 EDC Ch: Alber-Morgan										#369 EDC Ch: Cullen
	212B																	
	213A					#302a PRA Ch: Olive	†	#326 PRA Ch: Reeve	†	#351 PRA Ch: Spencer	†							#373 PRA Ch: Fitzgerald
	213B																	
	214A					#317 PRA Ch: Wallace		†	#352 PRA Ch: Dieter									#374 PRA Ch: Miller
	214B					#310 DDA Ch: Ganz		†	#342 DDA Ch: Phillips									
	214C					#298 DDA Ch: Lit		#331 DDA Ch: Lloyd		†								
	214D					#311 DDA Ch: Roane		†	#343 DDA Ch: Tullis									
	216A										#355 VRB Ch: Dlouhy							
	216B																	
	217A					#307 AUT Ch: DiGennaro Reed		†										#378 VRB Ch: Barnes-Holmes
217B					#293 AUT Ch: de la Cruz	†	#322 AUT Ch: Soreth	†	#337 AUT Ch: Conant	†							#379 AUT Ch: Carroll	
217C					#306 AUT Ch: Dickson		†	#336 AUT Ch: Delmau	†								#381 AUT Ch: Garcia	
217D					#305 AUT Ch: Chong		†	#336 AUT Ch: Isenhower	†								#382 AUT Ch: Sloman	
218																		
Street	102AB																	
	103AB																	
	LC Theatre					#299 OTH Ch: Hayes	††	#328 VRB Kross	†	#350 OTH Biglan							#366 CSE Thompson	
	Exhibit Hall C																	
River	002A																	
	006A					#303 TPC Adcock	††	#323 BPH Johnson	††	#339 BPH Lamb	††						#375 SCI Ch: Johnson	
	006B																	
	006C					#315 EAB Ch: Lattal		†	#348 EAB Ch: Foreman									
	006D					#312 EAB Ch: Lemly		†	#346 EAB Ch: Witts	†							#363 EAB Ch: Gunderson	
	007A					#314 EAB Ch: Vaidya			#345 EAB Ch: Sheehan								#367 EAB Ch: Arntzen	
	007B					#313 EAB Ch: Domjan			#347 EAB Ch: Fields									
	007C					#318 TPC Ch: Herbst		†	#354 TPC Ch: Friedel								#377 TPC Ch: Zilio	
	007D																	
	008A																	
	008B																	
	LD																	
	Grotto																	

Henry B. Gonzalez Convention Center; Monday, May 25

3 pm		4 pm		5 pm		6 pm		7 pm		8 pm		9 pm		10 pm		Room	
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#380 cont.		#404 AUT Ch: DeQuinzio	†													C1	GB
#387 AUT Ch: Hacker																C2	
																C3	
#391 OBM Ch: Johnson																201	Concourse
																202A	
																202B	
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																203B	
																204A	
																204B	
#385 cont.		#410 CSE Ch: Cox	†													205	
#396 CSE Ch: Holsambeck																206A	
#386 cont.		#417 TBA Ch: Mudge	†													206B	
#393 TBA Ch: Rispoli	†	#416 TBA Ch: Cihon	†													207A	
		#414 OTH Ch: Laudont														207B	
Speaker Ready Room																	208
						#421 HoBA SIG										209	
#401 EDC Ch: Quigley			†													210A	
#390 EDC Ch: Cengher	†	#412 EDC Ch: Delgado	†			#427 BAARTs SIG										210B	
#400 EDC Ch: Johnson			†													211	
#392 PRA Ch: Hood	†	#415 PRA Ch: Slocum	†													212A	
#402 PRA Ch: Lambert			†													212B	
						#419 Bhrv. & SI										213A	
						#422 BA Online										213B	
						#424 DBA SIG										214A	
						#423 EBP SIG										214B	
						#420 Verbal Behavior SIG										214C	
																214D	
#395 VRB Ch: Yorlerts						#425 NSY ABA										216A	
																216B	
#379 cont.		#407 AUT Ch: Pellegrino														217A	
#381 cont.		#406 AUT Ch: Nicholson	†													217B	
#382 cont.		#405 AUT Ch: Fiske Massey	†													217C	
																217D	
																218	
																102AB	
																103AB	
#389 OBM Residual	†	#413 OBM Van Houton	†	#244 Pres. Address Hubner												LC Theatre	
																Exhibit Hall C	
#403 BPH Ch: Reed			†													002A	
#398 EAB Ch: St. Peter			†													006A	
#397 EAB Ch: Kaplan																006B	
#399 EAB Ch: Arntzen																006C	
#389 EAB Ch: Harper		#411 EAB Ch: Blanco	†													006D	
#394 TPC Ch: Kolu			†													007A	
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																Grotto	

LEGEND

= Special and Invited Events

= B. F. Skinner Lecture Series

= ABAI Services

= Student Committee Event

†

= Continuing education credit available for behavior analysts

‡

= Continuing education credit available for psychologists

Ch:

= Chairperson

Grand Hyatt San Antonio; Monday, May 25

[illegible]

Grand Hyatt San Antonio; Monday, May 25

3 pm		4 pm		5 pm		6 pm		7 pm		8 pm		9 pm		10 pm		11 pm		Room	Second Level
:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30		
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																		Salon D	
																		Salon E	
																		Salon F	Third Level
																		Presidio A	
																		Presidio B	
																		Presidio C	Fourth Level
						#426 Tai Chi												TB Salon A	
#383 cont.		#408 CBM †																TB Salon B	
#384 cont.		#409 CBM																TB Salon C	
		Ch: Cantu																TB Salon D	
																		TB Salon E	
																		TB Salon F	
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																		Crockett C	
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LEGEND

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Special and Invited Events

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Continuing education credit available for behavior analysts

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Continuing education credit available for psychologists

Ch.

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Chairperson

Pavlov Skinner & Kantor

walk into a bar...



Monday
May 25th
@
ABAI Social

WHAT DO THEY SAY?

WHAT DO YOU ASK THEM?

Please submit questions you would like to ask our esteemed panelists!

Submit questions to the following address:

studentevents@gmail.com

Panelists: Michael Domjan as Pavlov
Philip N. Hine as Skinner
Linda J. Hayes as Kantor
Moderator: Michael Perone

#291 Special Event

6:00 am–6:50 am

Texas Ballroom Salon A (Grand Hyatt)

Morning: Health, Sport, and Fitness Special Interest Group—Tai Chi Session

Chair: Jill L. Basso (private practice)

Join us for this fluid-movement Tai Chi session. No experience is necessary. Please dress comfortably. Bring a water bottle and an open mind. Get there early, so we can fill the room! (The Health, Sport, and Fitness SIG has supported the inclusion of this and other physical activity sessions.)

#292 Special Event

8:00 am–8:50 am

209 (Convention Center)

OTH; Theory

ABAI Business Meeting

Chair: Martha Hübner (University of São Paulo)

CHRISTY A. ALLIGOOD (Special Interest Groups Board Coordinator)

JENNIFER L. AUSTIN (Education Board Coordinator)

GORDON BOURLAND (Affiliated Chapters Board Coordinator)

MARIA E. MALOTT (ABAI CEO)

M. JACKSON MARR (Membership Board Coordinator)

MARK A. MATTAINI (Program Committee Senior Co-Chair)

M. CHRISTOPHER NEWLAND (Science Board Coordinator)

ANNA I. PETURSDOTTIR (Publications Board Coordinator)

JENNIFER R. ZARCONE (Practice Board Coordinator)

Abstract: This is the annual ABAI business meeting where the leadership of the association will provide an update on ongoing activities and major developments. Attendees will learn from ABAI's president the direction of the ABAI council and from ABAI's CEO the status of finances and administration. Attendees will also hear from board coordinators.

#293 Symposium

9:00 am–9:50 am

217B (Convention Center)

AUT/PRA; Service Delivery

BACB CE Offered. CE Instructor: Berenice de la Cruz, Ph.D.

Diagnostic, Language, and Barriers Assessments for Children With Autism Spectrum Disorders

Chair: Berenice de la Cruz (Autism Community Network)

Autism Diagnosis in Children Ages 2–5: DSM IV-TR, DSM V, and ADOS-2 Agreement

BERENICE DE LA CRUZ, Lupe Castaneda, Adriana I. Sanchez, and Megan G. Kunze (Autism Community Network)

Learning Barriers in Young Children With Autism Spectrum Disorders

LUPE CASTANEDA, Berenice de la Cruz, Adriana I. Sanchez, and Megan G. Kunze (Autism Community Network)

Functional Analyses of Verbal Behavior as an Efficient Alternative to Language Assessment

STEPHANIE CURTIS and Lee L. Mason (The University of Texas at San Antonio)

#294 Panel Discussion

9:00 am–9:50 am

Grand Ballroom C2 (Convention Center)

AUT; Service Delivery

BACB CE Offered. CE Instructor: Kaitlin Maguire, MEd

From the Ground up: Developing an Ethical ABA Center in the Dominican Republic

Chair: Molly Ola Pinney (Global Autism Project)

STEPHANIA PATIN (APRENDO Center for Autism and Other Developmental Disabilities)

KARLA DEWINDT (APRENDO Center for Autism and Other Developmental Disabilities)

KAITLIN MAGUIRE (Global Autism Project)

#295 Panel Discussion

9:00 am–9:50 am

Grand Ballroom C1 (Convention Center)

AUT; Service Delivery

Toward Developing ABA Soft Skills: Opening the Gate to More Effective Parent Collaboration

Chair: Linda S. Heitzman-Powell (The University of Kansas Medical Center)

LISA K. DWORKIN (Autism Home Support Services)

LAURA MCKEE (Autism Home Support Services)

MARYANNE NUGENT (Autism Home Support Services)

#296 Panel Discussion

9:00 am–9:50 am

204A (Convention Center)

CSE; Service Delivery

The Behavior Analyst and Cultural Competency

Chair: Elizabeth Hughes Fong (Fielding Graduate University)

SUSAN JARMUZ-SMITH (University of New England)

RICHARD W. SERNA (University of Massachusetts Lowell)

KIMBERLY D. WOOLERY

#297 Symposium

9:00 am–9:50 am

204B (Convention Center)

CSE; Applied Research

BACB CE Offered. CE Instructor: Byron J. Wine, Ph.D.

For the Greater Good: Community Applications of ABA

Chair: Byron J. Wine (Florida Institute of Technology)

Evaluation of Video Modeling to Teach Children Diagnosed With Autism to Avoid Poison Hazards

SHANNON KING and Raymond G. Miltenberger (University of South Florida)

Increasing Green Driving in Adults Using Prompts and Goal Setting

ANITA LI and Joshua K. Pritchard (Florida Institute of Technology)

A Comparison of First-Person Video Modeling and Third-Person Video Modeling to Teach Car Seat Installation

BYRON J. WINE and Nicholas Green (Florida Institute of Technology)

#298 Symposium

9:00 am–9:50 am

214C (Convention Center)

DDA; Applied Research

Translational Research: Behavioral Economics and Conditioned Suppression

Chair: Keith Lit (Nova Southeastern University)

Discussant: Duncan Pritchard (Aran Hall School)

Are Open or Closed Behavioral Economics Models Better Predictors of Favorable Responses to Treatment of Automatically Reinforced Problem Behavior?

STEPHANIE TRAUSCHKE and Joelle Krantz (Nova Southeastern University), Tara M. Sheehan (Mailman Segal Institute), Danielle Tarver (Nova Southeastern University), Iser Guillermo DeLeon (Kennedy Krieger Institute), and F. Charles Mace (Nova Southeastern University)

Conditioned Suppression of Compulsive Behavior in an Adolescent Diagnosed With Obsessive-Compulsive Disorder

HEATHER PENNEY and Duncan Pritchard (Aran Hall School), Marguerite L. Hoerger (Bangor University), and F. Charles Mace (Nova Southeastern University)

#299 Invited Panel

9:00 am–9:50 am

Lila Cockrell Theatre (Convention Center)

OTH; Basic Research

PSY/BACB CE Offered. CE Instructor: Linda J. Parrott Hayes, Ph.D.

A Discussion With the 2015 Presidential Scholar, Dr. Sarah Blaffer Hrdy

Chair: Linda J. Parrott Hayes (University of Nevada, Reno)

Discussant: Sarah Hrdy (University of California-Davis)

SIGRID S. GLENN (University of North Texas)

INGUNN SANDAKER (Oslo and Akershus University College)

FRANCES K. MCSWEENEY (Washington State University)



Dr. Sigrid Glenn's passionate commitment to the future of behavior analysis has resulted in numerous contributions to her chosen field. She has co-authored four books and more than 45 articles and book chapters. Although her early research was mainly in applied areas, she is widely recognized for her later conceptual work on selection at behavioral and cultural levels. As founding chair of the Department of Behavior Analysis at the University of North Texas, Dr. Glenn established master's and bachelor's degree programs in behavior analysis, leading the faculty in the first accreditation of a graduate program by ABAI. With characteristic prescience about important developments in the field, Dr. Glenn, a charter certificent of the Behavior Analysis Certification Board (BACB), also led the faculty in developing the first Internet sequence of behavior analysis courses approved by the BACB. Dr. Glenn has served as editor of *The Behavior Analyst* and on the editorial boards of several other journals. She is a former president of ABAI (1993-1994), a fellow of Division 25 of the American Psychological Association, and Regents Professor of Behavior Analysis at the University of North Texas.

Monday, May 25



Dr. Ingunn Sandaker is a professor and program director of the Master and Research Program Learning in Complex Systems at Oslo and Akershus University College. She also initiated the development of the first Ph.D. program in behavior analysis in Norway. She has been the program director since it was established in 2010. She received her Ph.D. in 1997 at the University of Oslo with a grant from the Foundation for Research in Business and Society at the Norwegian School of Economics and Business Administration. Her thesis was a study on the systemic approach to major changes in two large companies; one pharmaceutical company and one gas and petroleum company. During preparations for the Olympic games in Sydney, Australia, and Nagano, Japan, she was head of evaluation of a program aiming at extending female participation in management and coaching and assisting the Norwegian Olympic Committee's preparations for the games. For a number of years, Dr. Sandaker worked as an adviser on management training and performance in STATOIL and Phillips Petroleum Co. in Norway. She also was project manager for Railo International who in cooperation with the Norwegian School of Economics and Business Administration ran a project preparing the electricity supply system in Norway for marked deregulations. Serving as a consultant on top level management programs in Norwegian energy companies, her interest has been focused on performance management within a systems framework. Trying to combine the approaches from micro-level behavior analysis with the perspective of learning in complex systems, and cultural phenomena, she is interested in integrating complementary scientific positions with the behavior analytic conceptual framework.



Dr. McSweeney has made significant empirical and theoretical contributions in the experimental analysis of short term changes in reinforcer effectiveness and has demonstrated the generality of her findings across species and conditions. Her work exemplifies the power of programmatic behavior analytic research on basic behavioral processes, and the value to the larger scientific community of such research, as evidenced by support she has received from the National Institutes of Health and the National Science Foundation. Dr. McSweeney has published more than 100 articles in a broad range of very high quality journals. She has also served multiple appointments on several editorial boards and as president of ABAL. Her

scholarly achievements have been recognized both within her university and within her discipline by many honors and awards including Washington State University's Eminent Faculty Award.

Abstract: The aim of this panel is provide an opportunity for commentary on and discussion of the works of Dr. Sarah Blaffer Hrdy as a follow-up to her address as the 2015 Presidential Scholar. Dr. Hrdy's scholarly works pertain to intellectual domains of considerable relevance to the behavior analytic community, including anthropology, primatology, and evolutionary theory. Of particular interest to our members are her views on the nature of motherhood and its role in the evolution of the human species, including the evolutionary origins of empathy and mutual understanding. The panelists will offer behavior analytic commentary on various features of Dr. Hrdy's views as presented in her address and other works, with opportunity for discussion with the author.

#300 Symposium

9:00 am–9:50 am

212AB (Convention Center)

EDC; Applied Research

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

The Impact of the Science of Applied Behavior Analysis on Adult Education Outcomes

Chair: Peter F. Gerhardt (JPG Autism Consulting, LLC)

Higher Education Outcomes: How Do the Outcomes of Online Delivery Compare With on-Ground and Blended Formats?

MARLENE J. COHEN (The Chicago School of Professional Psychology), David Bicard (Behavior Analysts of Central Alabama), Robyn M. Catagnus (Ball State University), and Lacey Weber (The Chicago School of Professional Psychology)

Re-Assessing Adult Learning: A Behavior Analytic Account of Reflection and Its Effect on Performance

KEVIN ROESSGER (Seattle University)

Teaching Exercise as a Recreational and Leisure Skill to Adults With Intellectual Disabilities in an Inclusive Setting

SARA C. BICARD and Erin Blanton (Auburn University of Montgomery) and Angela Russel and Michael Esco (University of Alabama)

#301 Paper Session

9:00 am–9:50 am

210AB (Convention Center)

EDC

Using Technology and ABA to Foster Professional Development in Education

Chair: Wanda Wade (University of West Florida)

Using Technology and ABA Practices for Effective Professional Development for Paraprofessionals Supporting Students With Autism (Service Delivery)

ROZ PRESCOTT and Patricia I. Wright (Rethink)

Web-Based Professional Development for Novice Teachers in Urban Settings: Wireless, Internet, Induction, and Skype for Education Strategy in 21st Century Induction and Professional Development (Service Delivery)

WANDA WADE and Trudi Gaines (University of West Florida)

Training Board Certified Behavior Analyst Supervisors to Teach College Developmental Algebra: A Treatment Package Incorporating a Flipped Classroom, Teacher Training, and Applied Behavior Analysis (Applied Research)

SCOTT BECKETT and Courtney S. Peppers-Owen (Jacksonville State University)

#302 Paper Session

9:00 am–9:50 am

211 (Convention Center)

EDC

Education Implementation

Chair: Tonya Lambert (Syracuse University)

Identifying Effective Ways to Increase Teachers' Implementation Integrity Through Brief Experimental Analysis (Applied Research)

TONYA LAMBERT and Brian K. Martens (Syracuse University) and Matthew Halstad (Towson University)

#302a Symposium

9:00 am–9:50 am

213AB (Convention Center)

PRA/CSE; Service Delivery

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

Special and Ethical Considerations in Behavioral Feeding Programs

Chair: Melissa L. Olive (Applied Behavioral Strategies)

Addressing Maintenance and Generalization Within Behavioral Feeding Programs

ABIGAIL HOLT (Applied Behavioral Strategies)

#303 B. F. Skinner Lecture Series

9:00 am–9:50 am

006AB (Convention Center)

TPC; Theory

PSY/BACB CE Offered. CE Instructor: Edward K. Morris, Ph.D.

Changing Neurobiology With Behavior: How Expectations of Reward and Punishment Influence Learning and Remembering via Distinct Brain Systems

Chair: Edward K. Morris (The University of Kansas)

R. ALISON ADCOCK (Duke University)



Dr. R. Alison Adcock is an assistant professor of psychiatry, neurobiology, psychology, and neuroscience at Duke University, and core faculty in the Center for Cognitive Neuroscience. Dr. Adcock received a BA in psychology from Emory University, with one year of training at St. Hilda's College Oxford, and an M.D./Ph.D. in neurobiology from Yale University. She was trained in general psychiatry at the University of California San Francisco (UCSF). Her research fellowship integrated clinical work at UCSF and the San Francisco Veterans Affairs Medical Center with human neuroimaging research at Stanford. Work in her laboratory aims to understand how the neural circuit implementation

of motivation—in particular, motivation to learn—influences the explanatory models of the world we construct, and in turn, behavior. Her laboratory uses conventional and real-time fMRI, pharmacological challenges, physiology, and behavior to understand how the neuromodulatory systems involved in motivated behavior shape long-term memory. The work extends from learning in the laboratory to real-world exploration of space, to collaborations funded in Singapore to examine these functional systems in youth at risk for severe mental illness. A recent National Institutes of Health Biobehavioral Research Award for Innovative New Scientists (BRAINS) funds efforts to translate her basic findings about memory enhancement into “behavioral neurostimulation” strategies for better mental health and educational practice.

Abstract: Although researchers often discuss how the brain produces behavior, it is also true that behavior and experience influence the brain. Dr. Adcock's research has shown that distinct motivational states can be elicited by expectation of reward or punishment, and influence learning and memory via distinct brain systems. These different motivational states correspond to differential activity and connectivity in brain circuits implicated not only in motivation but also in learning and memory. This selectivity in memory mechanisms, in turn, determines whether the information in memory is detailed versus general or flexible versus rigid. Dr. Adcock's recent work has shown that people can self-induce activation of neuromodulatory systems capable of broadly influencing brain function and thus shaping learning during therapy—a finding with implications for the treatment of mental illness.

#304 Invited Presenter

9:00 am–9:50 am

Grand Ballroom C3 (Convention Center)

VRB; Service Delivery

BACB CE Offered. CE Instructor: Judah B. Axe, Ph.D.

From Analysis to Application: Using Multiply Controlled Verbal Behavior to Teach Generalized Question Discrimination to Children With Autism

Chair: Judah B. Axe (Simmons College)

FRANCESCA DEGLI ESPINOSA (private practice)



Francesca degli Espinosa has worked with children with autism for nearly 20 years. Her clinical and research interests focus on advanced applications of contemporary analyses of verbal behavior (Horne & Lowe, 1996; Lowenkron, 1998, 2008; Michael, Palmer, & Sundberg, 2011) not only as a basis for teaching generalized verbal repertoires, but, thereby, as a means of minimizing the need to teach specific individual verbal responses. During her time as the University of Southampton's lead clinician for the first United Kingdom-based early intensive behavioral intervention outcome study (Remington et al., 2007), Dr. degli Espinosa developed the Early Behavioral Intervention Curriculum (EBIC) as a framework for intervention derived from

functional analyses of language—work that subsequently formed a principal focus for her doctoral thesis (degli Espinosa, 2011). She currently teaches verbal behavior across a range of BACB-approved European postgraduate courses and remains committed to broadening international knowledge and understanding of just how meaningfully ABA can improve people's lives. She provides applied behavioral interventions for families and educational institutions both in the UK and in Italy, where she has mentored many of her home country's currently certified BCBAs and continues to supervise Italian behavior analysts of the future. Dr. degli Espinosa lives in Southampton, UK, with her partner and three children.

Abstract: Although in recent years an increasing number of single-case studies have focused on teaching language skills to children with autism using Skinner's (1957) analysis of verbal behavior, the majority have concentrated on establishing primary operants at the single-word level. Nevertheless, from 2 to 3 years of age, typically developing children naturally demonstrate generalized and multiply controlled verbal behavior, including autoclitics; they are, for example, able to provide full-sentence answers to novel questions about ongoing and past events, to describe their own experiences, and to respond to a diversity of novel instructions. One of the greatest challenges currently facing applied behavior analysts remains, therefore, how to teach such complex verbal behavior to children with autism. This presentation will propose that contemporary analyses of multiple control (Lowenkron, 1998; Michael, Palmer, & Sundberg, 2011) offer a conceptually coherent practical basis for the development and curricular organization of procedures to meet this challenge. A program of instruction will be presented in which language objectives are organized along a continuum of increasingly complex stimulus control, and discussion thereby provided of how best to move from establishment of basic vocabulary in primary operants to mastery of complex verbal conditional discriminations across both primary and secondary operants. Special emphasis will be placed on the role of autoclitic frames and intraverbal control in teaching generalized question answering at the tact and intraverbal level and as means of avoiding the discrimination errors that commonly result from teaching specific individual responses to specific individual questions.

Monday, May 25

#305 Symposium

9:00 am–10:50 am

217D (Convention Center)

AUT/PRA; Applied Research

BACB CE Offered. CE Instructor: Ivy M. Chong Crane, Ph.D.

Best Practices in Intensive Behavioral Intervention: Increasing the Efficiency of Teaching Procedures

Chair: Ivy M. Chong Crane (Florida Institute of Technology)

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

Evaluation of Stimulus Equivalence Training to Produce Class Mergers

Ivy M. Chong Crane, JEANINE R. TANZ, and Michael E. Kelley (Florida Institute of Technology)

Teaching Children With Autism to Derive Rules

MELISSA NISSEN and Sarah A. Lechago (University of Houston–Clear Lake)

A Comparison of Two Variations of a Stimulus-Stimulus Pairing Procedure on Novel and Infrequent Vocalizations of Children With Autism

ANDREW BULLA and Jessica E. Frieder (Western Michigan University)

Effects of Generalized Imitation Training on Functional Speech Acquisition During Picture Exchange Communication System Training

MINDY NEWHOUSE and Jessica E. Frieder (Western Michigan University)

#306 Symposium

9:00 am–10:50 am

217C (Convention Center)

AUT/DDA; Applied Research

BACB CE Offered. CE Instructor: Chata A. Dickson, Ph.D.

Recent Innovations in Procedures for Teaching Children With Autism

Chair: Chata A. Dickson (The New England Center for Children)

Discussant: Rebecca P. F. MacDonald (The New England Center for Children)

Teaching Compound Matching With a Sorting-to-Matching Procedure

RACHEL FARBER and William V. Dube (E. K. Shriver Center, University of Massachusetts) and Chata A. Dickson (The New England Center for Children)

Development of a Video Game Using Video Modeling and Embedded Discrete Trials to Teach Social Understanding to Children With ASDs

Christina Whalen and MICHAEL CASALE (West Health Institute); Aubyn C. Stahmer (Rady Children Hospital); and Asim Mittal, Matthew Small, and Jovy Quicho (West Health Institute)

Teaching Cooking Skills Using Matrix Training and Video Prompting

LAUREN-ASHLEIGH NIEMAND and Rebecca P. F. MacDonald (The New England Center for Children)

A Comparison of Prompting Hierarchies in the Acquisition of Play Skills

JULIE S. WEISS (The New England Center for Children), Julie McKay (Cambridge Public Schools), and Chata A. Dickson and William H. Ahearn (The New England Center for Children)

#307 Symposium

9:00 am–10:50 am

217A (Convention Center)

AUT/VRB; Applied Research

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

Empirical Evidence of Treatment Outcomes From All Four Modules of the PEAK Relational Training System

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

Discussant: Seth W. Whiting (Yale University)

Direct Training Module: Evaluating the Efficacy of the PEAK Relational Training System Using a Randomized Treatment/Control Design of Children With Autism

AUTUMN N. MCKEEL (Aurora University) and Mark R. Dixon, Jacob H. Daar, and Kyle Rowsey (Southern Illinois University)

Generalization Module: How PEAK Assesses and Promotes the Emergence of Untrained Verbal Behavior

JORDAN BELISLE and Kyle Rowsey (Southern Illinois University), Caleb Stanley (The University of Mississippi), and Jacob H. Daar and Mark R. Dixon (Southern Illinois University)

Equivalence Module: Using the PEAK to Promote Equivalence Responding

KYLE ROWSEY, Jacob H. Daar, Jordan Belisle, Stephanie Negrelli, and Mark R. Dixon (Southern Illinois University)

Transformation Module: Incorporating Relational Frame Theory Into Skills Training Using the PEAK Relational Training System

JACOB H. DAAR, Kyle Rowsey, Jordan Belisle, and Mark R. Dixon (Southern Illinois University)

#308 Symposium

9:00 am–10:50 am

Texas Ballroom Salon C (Grand Hyatt)

CBM/DDA; Applied Research

BACB CE Offered. CE Instructor: Danielle N. Dolezal, Ph.D.

Advancements in the Treatment of Pediatric Feeding Disorders

Chair: Danielle N. Dolezal (Seattle Children's Hospital and The Autism Center)

Discussant: Sean D. Casey (The Iowa Department of Education)

The Effects of Skills Training on Consumption and Preference in Children With Pediatric Feeding Disorders

ASHLEE MATRIGALI and Meeta R. Patel (Clinic 4 Kidz)

Outpatient Evaluation of the Effects of Response Effort and Quality of Reinforcement on Increasing Bite Acceptance of Food

BROOKE M. HOLLAND, David P. Wacker, Linda J. Cooper-Brown, Ashley Willms, and Kelly M. Schieltz (The University of Iowa)

Examining the Utility of Telehealth in Training Parents to Implement Interventions to Treat Food Selectivity

Abby Greif and ALISON M. BETZ (Florida Institute of Technology)

On the Effects of Differential and Noncontingent Reinforcement in the Treatment of Feeding Disorders

AARON D. LESSER, Suzanne M. Milnes, Jennifer M. Kozisek, and Cathleen C. Piazza (University of Nebraska Medical Center)

#309 Symposium

9:00 am–10:50 am

Texas Ballroom Salon B (Grand Hyatt)

CBM/EAB; Applied Research

BACB CE Offered. CE Instructor: Derek D. Reed, Ph.D.

Behavioral Economics of Chronic Disease: The Role of Discounting Process in Health Decisions

Chair: Derek D. Reed (The University of Kansas)

Discussant: Suzanne H. Mitchell (Oregon Health & Science University)

The Effects of Modified Episodic Future Thinking on Risky Long-Term Health Decisions

BRENT KAPLAN, Derek D. Reed, and David P. Jarmolowicz (The University of Kansas)

Monday, May 25

Measurement and Validation of a Novel Delay Discounting Measure for Hypothetical Food: The Food Kirby

ERIN B. RASMUSSEN, Kelsie Hendrickson, and Steven R. Lawyer (Idaho State University)

Costs, Benefits, and the Propensity to Take Pills: On the Behavioral Economics of Medication Adherence in Multiple Sclerosis Patients

DAVID P. JARMOLOWICZ (The University of Kansas), Jared M. Bruce and Amanda S. Bruce (University of Missouri-Kansas City), and Derek D. Reed (The University of Kansas)

Mindful Eating Training Reduces Food Discounting Rates in Adolescents and Adults

KELSIE HENDRICKSON and Erin B. Rasmussen (Idaho State University)

#310 Symposium

9:00 am–10:50 am

214B (Convention Center)

DDA/AUT; Applied Research

BACB CE Offered. CE Instructor: Jennifer Ganz, Ph.D.

Issues in and Application of Meta-Analyses and Syntheses of Single-Case Experimental Research in Autism and Developmental Disabilities

Chair: Jennifer Ganz (Texas A&M University)

Discussant: Kimberly Vannest (Texas A&M University)

Current Issues in Research Synthesis and Meta-Analysis of Single-Case Experiments on Autism Treatment

OLIVER WENDT (Purdue University)

The Effects of Interval-Based Measurement on the Estimation of Effect Sizes

JENNIFER LEDFORD (Vanderbilt University)

A Meta-Analytic Review of Single-Case Studies on Primary Caregiver-Implemented Communication Interventions With Individuals With ASD

EE REA HONG, Jennifer Ganz, Leslie Neely, Margot Boles, Stephanie Gerow, and Jennifer Ninci (Texas A&M University)

Parent-Implemented Interventions: Evaluation of Utility of Three Effect-Size Estimates and Visual Analysis

WENDY A. MACHALICEK, Sarah Hansen, and Tracy Raulston (University of Oregon)

#311 Symposium

9:00 am–10:50 am

214D (Convention Center)

DDA/CBM; Applied Research

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

Examinations of Outcome Data From Clinical Programs That Address Behavior Disorders

Chair: Henry S. Roane (Upstate Medical University)

Discussant: Joel Eric Ringdahl (Southern Illinois University)

Outcome Data From a Pediatric Outpatient Clinic Specializing in the Treatment of Severe Problem Behavior

NICOLE DEROSA, Leah Phaneuf, and Henry S. Roane (Upstate Medical University)

Noncontingent Reinforcement for the Treatment of Severe Problem Behavior: A Consecutive Case Analysis of 28 Applications

Cara Phillips, Griffin Rooker, JULIA IANNACONE, and Louis P. Hagopian (Kennedy Krieger Institute)

Refinements and Outcomes From a Toileting Program Targeting the Treatment of Enuresis and Encopresis for Individuals With Developmental Delays

JOANNA LOMAS MEYERS, Nathan Call, and Mynaria Everett (Marcus Autism Center)

A Presentation of Outcome Data From an Intensive Pediatric Feeding Program

AARON BOYCE, Jennifer M. Kozisek, Valerie M. Volkert, Suzanne M. Milnes, and Cathleen C. Piazza (University of Nebraska Medical Center)

#312 Symposium

9:00 am–10:50 am

006D (Convention Center)

EAB; Basic Research

BACB CE Offered. CE Instructor: Shea M. Lemley, MA

First-World Problems: Behavioral Economic Analyses of Running, Tanning, Borrowing, and Exotic Dancing

Chair: Shea M. Lemley (The University of Kansas)

Discussant: Jeffrey N. Weatherly (University of North Dakota)

Delay and Probability Discounting Among Payday and Title Loan Recipients

COLIN MAHONEY and Steven R. Lawyer (Idaho State University)

Monetary Discounting Across Exotic Dancers and Waitresses of Varying Establishments

RYAN C. SPEELMAN, Kyle Rowsey, Jacob H. Daar, and Mark R. Dixon (Southern Illinois University)

Two Steps Forward, One Step Back? A Behavioral Economic Analysis of Long-Distance Runners' Valuation of Running

MICHAEL SOFIS, J. Simmons, and David P. Jarmolowicz (The University of Kansas)

The Essential Value of Ultraviolet Indoor Tanning: A Behavioral Economic Analysis of an At-Risk Population

AMEL BECIREVIC, Brent Kaplan, and Derek D. Reed (The University of Kansas)

#313 Symposium

9:00 am–10:50 am

007B (Convention Center)

EAB/TPC; Basic Research

The Behavior Analysis of Music: Experimental and Theoretical Perspectives

Chair: Michael Domjan (The University of Texas at Austin)

Discussant: Jose A. Martinez-Diaz (Florida Institute of Technology)

A Relational Frame Theory Approach to Learning Music

JASON LEWIS and Joshua K. Pritchard (Florida Institute of Technology)

The Shaping of Absolute Pitch as a Higher-Order Relative Pitch and Verbal Repertoire

BENJAMIN REYNOLDS and Linda J. Parrott Hayes (University of Nevada, Reno)

Musical Instrument Manipulation as Verbal Behavior

THOMAS LARUM and Benjamin N. Witts (St. Cloud State University)

Training Intonation Using Shaping and Response Cards

Conny M. Raaymakers (Evidence Based Consultants) and DON RAAYMAKERS (Caledonia Community Schools)

#314 Symposium

9:00 am–10:50 am

007A (Convention Center)

EAB/TPC; Basic Research

Investigations of Derived Relational Responding With Nonhuman Subjects

Chair: Manish Vaidya (University of North Texas)

Discussant: Mark Galizio (University of North Carolina at Wilmington)

Successive Matching and Associative Symmetry: A Review

STEFANIE S. STANCATO and Manish Vaidya (University of North Texas)

Emergent Same-Different but not Symmetry Relations in Rats

MARK GALIZIO, Ashley Prichard, and Katherine Ely Bruce (University of North Carolina at Wilmington)

Reflexivity, not Generalized Identity

MELISSA J. SWISHER and Peter Urcuioli (Purdue University)

Equivalence Relations in Pigeons Following Training With Temporal Samples

Saulo Missiaggia Velasco and GERSON YUKIO TOMANARI (University of São Paulo)

#315 Symposium

9:00 am–10:50 am

006C (Convention Center)

EAB/PRA; Basic Research

BACB CE Offered. CE Instructor: Kennon Andy Lattal, Ph.D.

Practice, Principles, and Progressive Contingencies

Chair: Kennon Andy Lattal (West Virginia University)

Discussant: Peter R. Killeen (Arizona State University)

Beyond the Break Point: Recurrence of Responding Under Progressive-Ratio Schedules

STEPHANIE L. KINCAID and Kennon Andy Lattal (West Virginia University)

On the Efficacy of Delayed and Probabilistic Reinforcers: A Concurrent Progressive-Ratio Analysis

ALEXANDRIA DARDEN, David P. Jarmolowicz, and Jennifer L. Hudnall (The University of Kansas)

A Crowd-Sourced Experiential Procedure for Generating Break Points of Worker Responding

AMY J. HENLEY, Florence D. DiGennaro Reed, Brent Kaplan, and Derek D. Reed (The University of Kansas)

Use of Progressive-Ratio Schedules for the Assessment of Reinforcer Efficacy in Clinical Settings With Children With Autism and Related Disorders

NATHAN CALL, Joanna Lomas Mevers, and Ally Coleman (Marcus Autism Center)

#316 Symposium

9:00 am–10:50 am

202AB (Convention Center)

OBM; Applied Research

Marketer-Consumer Contingencies in an Online Environment

Chair and discussant: Valdimar Sigurdsson (Reykjavik University)

The Marketing Firm: Bilateral Contingency and Organizational Behavior

GORDON R. FOXALL (Cardiff University)

Consumers and Marketers—Interdependent Behaviors in the Digital World

VISHNU MENON and Valdimar Sigurdsson (Reykjavik University) and Gordon R. Foxall (Cardiff University)

Marketing a Behavior Analysis Program With Facebook: An Extension of the Behavioral Perspective Model

TODD A. WARD and Sandy Magee (University of North Texas)

Understanding the Impacts of Advertisements in Social Networking Sites

ASLE FAGERSTROM (Westerdals Oslo School of Arts, Communication and Technology), Valdimar Sigurdsson (Reykjavik University), and Maria Lillemoen (Oslo and Akershus University College)

#317 Symposium

9:00 am–10:50 am

214A (Convention Center)

PRA/EDC; Applied Research

BACB CE Offered. CE Instructor: Michele D. Wallace, Ph.D.

The State of Functional Behavioral Assessment

Chair and discussant: Michele D. Wallace (California State University, Los Angeles)

Agreement Between the Insights to Behavior FBA Tool and Comprehensive Functional Behavioral Assessments Conducted by Clinicians

CATHERINE MILTENBERGER, Linda A. LeBlanc, Kerry A. Conde, and Tyra Sellers (Trumpet Behavioral Health); Hal Houseworth (BCBA); and Jennifer Lynn Hammond (Intercare Therapy, Inc.)

Conducting Transitions Functional Analyses in the Real World

SARA GONZALEZ (SEEK Education, Inc.) and Michele D. Wallace (California State University, Los Angeles)

Application of a Pyramidal Training Model on the Implementation of Trial-Based Functional Analysis

Faisal Alnemary (University of California, Los Angeles), LUSINEH GHARAPETIAN (Special Education for Exceptional Kids), Michele D. Wallace (California State University, Los Angeles), Jordan Yassine (Louisiana State University), and Fahad Alnemary (University of California, Los Angeles)

Reaching the Unreachable: Providing Intentional Staff Training on Trial-Based Functional Analysis

FAISAL ALNEMARY, Jennifer B. G. Symon, Fahad Alnemary, and Michele D. Wallace (California State University, Los Angeles)

#318 Symposium

9:00 am–10:50 am

007C (Convention Center)

TPC/CBM; Theory

BACB CE Offered. CE Instructor: Thomas G. Szabo, Ph.D.

Putting Our Minds to Mindfulness: An Interactive Experiment for Experimentation

Chair: Scott A. Herbst (The Chicago School of Professional Psychology)

Discussant: Emily Kennison Sandoz (University of Louisiana at Lafayette)

Experimental Control: The Rules of the Game

SCOTT A. HERBST (The Chicago School of Professional Psychology), Kate Kellum and Michael Bordieri (The University of Mississippi), Emily Kennison Sandoz (University of Louisiana at Lafayette), and Thomas G. Szabo (Easter Seals Southern California)

Let's Talk: Defining Mindfulness

KATE KELLUM and Michael Bordieri (The University of Mississippi), Scott A. Herbst (The Chicago School of Professional Psychology), Emily Kennison Sandoz (University of Louisiana at Lafayette), Thomas G. Szabo (Easter Seals Southern California), and Timothy M. Weil (University of South Florida)

Minding the Behavior Analysis Shop: Mindfulness as a Topic for Behavior Analytic Research

THOMAS G. SZABO (Easter Seals Southern California), Kate Kellum and Michael Bordieri (The University of Mississippi), Scott A. Herbst (The Chicago School of Professional Psychology), Emily Kennison Sandoz (University of Louisiana at Lafayette), and Timothy M. Weil (University of South Florida)

Paying Attention to the Present Moment: Inspiring Increased Behavior Analytic Inquiry Into Mindfulness

MICHAEL BORDIERI (The University of Mississippi), Scott A. Herbst (The Chicago School of Professional Psychology), Kate Kellum (The University of Mississippi), Emily Kennison Sandoz (University of Louisiana at Lafayette), and Thomas G. Szabo (Easter Seals Southern California)

Monday, May 25

#319 Paper Session

10:00 am–10:20 am

Grand Ballroom C2 (Convention Center)

AUT

A Comparison of the Effects of Sensory-Integration Therapy and Behavioral Intervention on Challenging Behavior

Chair: Helena Lydon (National University of Ireland, Galway)

A Comparison of the Effects of Sensory-Integration Therapy and Behavioral Intervention on Challenging Behavior (Applied Research)

HELENA LYDON (National University of Ireland, Galway) and Olive Healy (Trinity College Dublin)

#320 Paper Session

10:00 am–10:20 am

204B (Convention Center)

CSE

Verbal Operants of Corruption

Chair: Tete Kobla Agbota (Oslo and Akershus University College)

Corruption Language: A Study of Avoidance in Corruption Behavior (Basic Research)

TETE KOBLA AGBOTA, Ingunn Sandaker, and Gunnar Ree (Oslo and Akershus University College)

#321 Invited Tutorial

10:00 am–10:50 am

Grand Ballroom C3 (Convention Center)

AUT; Applied Research

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

Behavioral Economics: Fundamentals and Implications for Intervention in ASD

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

ISER GUILLERMO DELEON (University of Florida)



Dr. Iser Guillermo DeLeon received his Ph.D. in psychology from the University of Florida in 1997 and previously held appointments at the Kennedy Krieger Institute, Johns Hopkins University School of Medicine, and the University of Maryland, Baltimore County. Currently, he is an associate professor at the University of Florida and serves on the Board of Directors of the Behavior Analysis Certification Board. Prior commitments include associate editor for the *Journal of Applied Behavior Analysis*, president of the Maryland Association for Behavior Analysis, and member of the Science Board of ABAI. Dr. DeLeon's research has focused on the variables that give rise to severe behavior problems in individuals with

developmental disabilities and the hypothesis-driven development of interventions for behavior disorders. Separate, often related, lines of research examine choice and determinants of stimulus value in individuals with developmental disabilities. Dr. DeLeon has been the principal investigator or co-investigator for several National Institutes of Health-funded grants, largely translational in nature, that explore the applied implications of basic behavioral processes and related theories (e.g., behavioral economics, behavioral momentum).

Abstract: Behavioral economics is a productive blend of behavioral principles and micro-economic theory. Behavioral economic research has revealed that the concepts, principles, and methods that economists conventionally apply to decision-making at the population level have important parallels at the individual level. Armed with this understanding, behavior analysts gain a variety of useful analytic tools with potential for enhancing instructional and therapeutic arrangements. In this tutorial, Dr. Iser Guillermo DeLeon will describe some basic tenets of behavioral economics: what one needs minimally to grasp its relevance for practice. He will then review and discuss studies, some from the behavior analytic literature and some from his own work, that show how these tools have been used to enhance our understanding of functional relations and improve our outcomes in work with people with autism spectrum disorders.

#322 Symposium

10:00 am–10:50 am

217B (Convention Center)

AUT/VRB; Applied Research

BACB CE Offered. CE Instructor: Mary Louise E. Kerwin, Ph.D.

Dissemination and Evaluation of Early Intervention for Autism Based on Skinner's Analysis of Verbal Behavior

Chair: Michelle Ennis Soreth (Rowan University)

Discussant: Vincent Joseph Carbone (Carbone Clinic)

Competency-Based Procedures for Training Staff, Training Parents, and "Training the Trainer" in a Center-Based Program

KRISTIN M. ALBERT (Carbone Clinic)

Development and Evaluation of a Parent-Implemented ASD Intervention Based on Skinner's Analysis of Verbal Behavior

MARY LOUISE E. KERWIN, Michelle Ennis Soreth, and Moran Amit Dahan (Rowan University)

#323 Invited Tutorial

10:00 am–10:50 am

006AB (Convention Center)

BPH; Basic Research

PSY/BACB CE Offered. CE Instructor: Matthew W. Johnson, Ph.D.

Psychedelics as Adjunct Medications in Behavioral Treatments of Addiction

Chair: Paul L. Soto (Texas Tech University)

MATTHEW W. JOHNSON (Johns Hopkins University School of Medicine)



The underlying theme of Dr. Matthew Johnson's career has been to understand and facilitate human behavioral change, particularly behavioral change in addiction recovery. Toward that end, much of Dr. Johnson's research has applied behavioral economic concepts such as delay discounting and demand elasticity to decision making underlying addiction. His recent research has applied these models to understanding the high rates of sexual HIV risk behavior associated with certain abused drugs (e.g., cocaine, methamphetamine, alcohol). This line of research has suggested that delay discounting is a critical but under-appreciated variable influencing sexual risk behavior. Another focus of Dr. Johnson's

research involves laboratory studies determining the behavioral effects of psychoactive drugs in humans, including novel or atypical drugs. This work has examined psychedelics including psilocybin, dextromethorphan, and salvinorin A (from the plant *Salvia divinorum*); stimulants including cocaine, methamphetamine, nicotine, and caffeine; and various sedatives including GHB and alcohol. Current research with the psychedelic drug psilocybin examines its potential for facilitating behavior change. These studies include a trial determining the ability of psilocybin to increase engagement in a meditation program, a trial testing whether psilocybin can decrease anxiety and depression in cancer patients, and a study examining psilocybin as an anti-addiction medication for tobacco smoking cessation.

Abstract: Converging evidence suggests that 5-HT_{2A}R agonist psychedelics (classic hallucinogens) may have a future in addiction treatment. Observational studies have reported addiction recovery associated with the ceremonial use of 5-HT_{2A}R agonists (mescaline, dimethyltryptamine) by indigenous cultures. A meta-analysis of randomized studies from several decades ago showed that administration of 5-HT_{2A}R agonist lysergic acid diethylamide (LSD) in alcoholism treatment resulted in significantly less alcohol misuse than randomized control conditions, with a large effect size (odds ratio ~2). Research with 5-HT_{2A}R agonist psilocybin in nonaddicted individuals shows effects suggestive of anti-addiction efficacy, including positive behavior change as assessed by experimentally blinded community observers,

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increased personality openness, and high ratings of personal meaning at long-term follow-ups. In a recent open-label pilot study of psilocybin as an adjunct to cognitive behavioral smoking cessation therapy in 15 treatment-refractory participants, 80% showed biologically verified smoking abstinence at 6-month follow-up. Although not definitive, these results are substantially greater than typical treatments. Another recent pilot study suggested safety and efficacy of psilocybin as an adjunct to Motivational Enhancement Therapy for alcoholism. This presentation will review this research, describe ongoing randomized trials, and discuss potential behavioral mechanisms.

#324 Invited Tutorial

10:00 am–10:50 am

Texas Ballroom Salon A (Grand Hyatt)

CBM; Service Delivery

PSY/BACB CE Offered. CE Instructor: Steven R. Lawyer, Ph.D.

Behavioral Activation as a Treatment for Adolescent Depression

Chair: Steven R. Lawyer (Idaho State University)

SCOTT T. GAYNOR (Western Michigan University)



Scott Gaynor received his Ph.D. in clinical psychology from the University of North Carolina at Greensboro, where he had the good fortune to be mentored in behavior analysis by Rick Shull and in clinical behavior analysis by Scott Lawrence and Rosemary Nelson-Gray. He completed his clinical internship and a postdoctoral at the University of Pittsburgh Medical Center's Western Psychiatric Institute and Clinic. The next stop was Western Michigan University, where he has been on the faculty for 13 years, serving as the co-director of clinical training for the past six years. His research and clinical interests focus on evaluating the efficacy and mechanisms of action of contemporary behavior therapies.

Abstract: From a behavioral perspective, depression is a summary label for a set of responses emitted in a context, not an internal (neurobiological or psychological) defect within a person. As such, depressive symptoms should be treatable by changing environment-behavior interactions and the context in which they occur. Behavioral activation (BA) is a well-developed approach to treating depressive symptoms in adults with an emerging literature for adolescents. The goal of BA is to promote contact with positive reinforcement by engaging clients in focused activation strategies to counter passive avoidance/withdrawal and to increase goal-directed and values-guided behavior. The tutorial will briefly review major components of BA, including (1) the rationale and model of depression; (2) mood and activity monitoring; (3) conducting a values assessment; and (4) scheduling pleasurable, mastery-related, and values-based activities.

#325 Symposium

10:00 am–10:50 am

211 (Convention Center)

EDC/DDA; Applied Research

BACB CE Offered. CE Instructor: David L. Lee, Ph.D.

Effective Academic Interventions for Young Adults With Intellectual Disabilities in Postsecondary Educational Settings

Chair: Doreen J. Ferko (California Baptist University)

Discussant: David L. Lee (The Pennsylvania State University)

Effects of the Repeated Reading and Comprehension Monitoring on Narrative Comprehension of Young Adults With Intellectual Disabilities

SAEED ALQAHTANI, Amanda Kern, Kevin Preckel, Abdullah Alwahbi, and Youjia Hua (The University of Iowa)

Effects of Guided Notes and Strategy on Learning Outcomes of Young Adults With Intellectual Disabilities

KRISTIN MONROE-PEI, Chengan Yuan, Derek Rodgers, and Youjia Hua (The University of Iowa)

#325a Special Event

10:00 am–10:50 am

201 (Convention Center)

OBM; Applied Research

In Honor of William Abernathy's Contributions to the Field of Behavior Analysis

Chair: Ramona Houmanfar (University of Nevada, Reno)

Friends and colleagues of William Abernathy will gather to celebrate his life and his many contributions to the field. Dr. William Abernathy received his doctorate in I/O psychology from The Ohio State University and taught at Ohio University. He was an associate professor of psychology at Southeastern Louisiana University and vice president of performance systems at Aubrey Daniels, International. Dr. Abernathy developed and coordinated a new master's degree in I/O psychology at Southeastern Louisiana University. Prior to joining Southeastern, he was the president of Abernathy and Associates in Memphis, TN. Dr. Abernathy authored three books: *The Sin of Wages*, *Managing Without Supervisors*, and *The Liberated Workplace—Transitioning to Walden III*. He also published numerous articles in academic and trade publications, was an associate editor of the *Journal of Organizational Behavior Management*, a board member of The Cambridge Center, and recipient of the International Association for Applied Behavior Analysis Outstanding Contributor Award plus Outstanding Contributor Award by the Organizational Behavior Management Network. Dr. Abernathy passed away in early March 2015. Behavior analysis has been enriched by Dr. Abernathy's lasting contributions, which shine as an exemplary model of rigorous and socially important behavior science.



#326 Symposium

10:00 am–10:50 am

213AB (Convention Center)

PRA/AUT; Applied Research

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

Training Staff to Effectively Implement Behavior Analytic Procedures When Teaching Children With Autism Spectrum Disorders

Chair: Sharon A. Reeve (Caldwell University)

Effects of Self-Monitoring on Discrete Trial Training by Adults With Autism Spectrum Disorders
CONRAD HILLMAN, Dorothea C. Lerman, and Molly Shireman (University of Houston–Clear Lake)

Using Video Modeling With Voice-Over Instruction to Train Staff to Implement an MSWO Preference Assessment

Gina Delli, Jason C. Vladescu, and Ruth DeBar (Caldwell University); Regina A. Carroll (West Virginia University); Randi A. Sarokoff (Bernards Township Comprehensive Behavior Analytic Program); and KAITLYN DONOVAN (Caldwell University)

Combining Behavior Skills Training and Generalization Strategies to Train Staff

JESSICA L. ROTHSCCHILD, Sharon A. Reeve, Kenneth F. Reeve, Jason C. Vladescu, and Peter Sturmey (The Graduate Center and Queens College, City University of New York)

#327 Symposium

10:00 am–10:50 am

206AB (Convention Center)

TBA/EDC; Applied Research

BACB CE Offered. CE Instructor: Ginette Wilson-Bishop, Ph.D.

Training Future Behavior Analysts: Methods for Aligning Experiential and Classroom Applications of Foundational Knowledge Content

Chair: Ginette Wilson-Bishop (Bay Path University)

Supervision in ABA: Preparing Future Behavior Analysts in Practice

GINETTE WILSON-BISHOP and Susan Ainsleigh (Bay Path University)

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Training in Interpersonal Communication Skills: A Supplement to an Experiential Learning Course
NOELLE NEAULT (Bay Path University)

Generalizing Foundational Knowledge Content Across Response Topographies for Graduate Students
MELISSA HUNSINGER, Ginette Wilson-Bishop, and Susan Ainsleigh (Bay Path University)

#328 B. F. Skinner Lecture Series

10:00 am–10:50 am

Lila Cockrell Theatre (Convention Center)

VRB; Theory

BACB CE Offered. CE Instructor: Judah B. Axe, Ph.D.

Self-Talk as a Regulatory Mechanism: How You Do It Matters

Chair: Judah B. Axe (Simmons College)

ETHAN KROSS (University of Michigan)



Dr. Ethan Kross received his BA from the University of Pennsylvania and his Ph.D. from Columbia University. He is currently an associate professor in the psychology department at the University of Michigan and director of the University of Michigan Emotion and Self-Control Laboratory. He is also a faculty associate at the University of Michigan's Research Center for Group Dynamics, Center for Cultural Neuroscience, and Depression Research Center. Dr. Kross's research explores how people can control their emotions to improve our understanding of how self-control works, and to discover ways of enhancing self-control in daily life. He adopts an integrative approach to address these issues that draws on multiple disciplines within

psychology including social, personality, clinical, developmental, and neuroscience. He integrates across these areas in terms of the types of questions he asks, the methods he uses to address them, and the populations that he focuses on. He is the recipient of early career awards from the Association for Psychological Science, the Society of Experimental Social Psychology, and the Foundation for Personality and Social Psychology, as well as multiple teaching awards from the University of Michigan.

Abstract: Self-talk is a ubiquitous human phenomenon. We all have an internal monologue that we engage in. Yet, surprisingly little research has examined the role that self-talk plays as a regulatory mechanism in adults. In this talk, Dr. Kross will review findings from an interdisciplinary program of research, which suggests that the language people use to refer to the self during introspection—i.e., whether people use non-first-person pronouns and their own names or first-person pronouns—consequently influences how they think, feel, and behave under stress. Discussion will focus on the potential practical implications of this research and important future research directions.

#329 Symposium

10:00 am–11:50 am

Grand Ballroom C1 (Convention Center)

AUT/DDA; Applied Research

BACB CE Offered. CE Instructor: Brian D. Greer, Ph.D.

Recent Advancements in Functional Communication Training

Chair: Brian D. Greer (University of Nebraska Medical Center)

Discussant: Linda A. LeBlanc (Trumpet Behavioral Health)

Response-Independent Reinforcer Delivery Competes With Response Acquisition and Maintenance

MICHAEL E. KELLEY (Florida Institute of Technology), Cy Nadler (Division of Developmental and Behavioral Sciences), Catalina Rey (Florida Institute of Technology), Sarah J. Cowie (University of Auckland), and Christopher A. Podlesnik (Florida Institute of Technology)

An Assessment to Inform Selection of Multiple-Schedule or Response-Restriction Treatments During Functional Communication Training

DANIEL R. MITTEER, Brian D. Greer, and Wayne W. Fisher (University of Nebraska Medical Center)

Efficacy of Contingency-Based Delay Tolerance Training and Preference for Predictable Versus Unpredictable Delays

MAHSHID GHAEMMAGHAMI, Gregory P. Hanley, and Joshua Jessel (Western New England University)

Improving Functional Communication Training by Mitigating the Resurgence of Problem Behavior

ASHLEY NIEBAUER, Wayne W. Fisher, and Brian D. Greer (University of Nebraska Medical Center)

#330 Symposium

10:00 am–11:50 am

204A (Convention Center)

CSE; Applied Research

BACB CE Offered. CE Instructor: Richard G. Smith, Ph.D.

Creating Caring and Sustainable Communities: Large-Scale Applications of an Active Caring Approach

Chair: Richard G. Smith (University of North Texas)

Discussant: E. Scott Geller (Virginia Tech University)

A Community-Wide Program of Actively Caring for People: Spreading Prosocial Behavior One Bracelet at a Time

KELLY HO, Benjamin Libman, Stephanie Holder, and Richard G. Smith (University of North Texas)

The Road to Bicycle Safety: From Baseline Observations to an AC4P Intervention

MICAH ROEDIGER, Taylor Jones, Angela Suraci, and E. Scott Geller (Virginia Tech University)

Exploring the Impact of a Website to Promote Prosocial Behavior: A Case Study of AC4P

SARA E. VALENTINO, Lindsey Futrell, Tara Fialkow, and Samuel Robinson (Virginia Tech University)

Developing a Sustainability Institute With an Interdisciplinary Team

CRISS WILHITE, Mara Brady, and Beth Weinman (California State University, Fresno) and Steven W. Payne (Melmark)

#331 Symposium

10:00 am–11:50 am

214C (Convention Center)

DDA; Applied Research

BACB CE Offered. CE Instructor: Blair Lloyd, Ph.D.

New Approaches to the Experimental Assessment and Treatment of Noncompliance for Children With Developmental Disabilities

Chair: Blair Lloyd (Vanderbilt University)

Discussant: David A. Wilder (Florida Institute of Technology)

Embedding Brief Structural Analyses of Noncompliance Into Reading Instruction in a Public Elementary School

EMILY WEAVER and Blair Lloyd (Vanderbilt University)

An Evaluation of a Model to Assess and Treat Noncompliance

JESSE ALLGOOD, Lina Majdalany, David A. Wilder, Latasha Sturkie, and Lindsay Smeltz (Florida Institute of Technology)

Correspondence Between Trial-Based and Traditional FAs of Noncompliance With Treatment Evaluation

Joseph Michael Lambert, ANNE DOYLE, and S. Blair Barrows (Vanderbilt University) and Nealetta Houchins-Juarez (Vanderbilt Kennedy Center Behavior Analysis Consulting Services)

Evaluating the Relative Effect of—and Client Preference for—Three Function-Based Interventions for Noncompliance

Anne Doyle, Joseph Michael Lambert, and MARIA MELLO (Vanderbilt University); Nealetta Houchins-Juarez (Vanderbilt Kennedy Center Behavior Analysis Consulting Services); and Corinne Jones (Vanderbilt University)

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#332 Symposium

10:00 am–11:50 am

210AB (Convention Center)

EDC/AUT; Applied Research

BACB CE Offered. CE Instructor: Julie L. Thompson, Ph.D.

Current Status and Future Directions of Technology to Teach Academics to Students With Autism

Chair: Fred Spooner (The University of North Carolina at Charlotte)

Discussant: Robert C. Pennington (University of Louisville)

Technology Interventions for Culturally and Linguistically Diverse Individuals With Autism Spectrum Disorders

JULIE L. THOMPSON (Michigan State University) and Jenny Root (The University of North Carolina at Charlotte)

Computer-Assisted Instruction to Teach Academics to Students With Autism: Analysis of the Evidence Base

Jenny Root, BRADLEY STEVENSON, and David W. Test (The University of North Carolina at Charlotte)

Phonics Instruction for Students Who Are Nonverbal With Moderate/Severe Intellectual Disability and Autism

Lynn Ahlgrim-Dezell and Diane Browder (The University of North Carolina at Charlotte), LEAH WOOD (California Polytechnic State University at San Luis Obispo), and Angela Preston and Amy Kemp-Inman (The University of North Carolina at Charlotte)

Electronic Story Mapping to Teach Comprehension of Narrative Texts by Students With Autism Spectrum Disorders

JENNY ROOT and Diane Browder (The University of North Carolina at Charlotte), Leah Wood (California Polytechnic State University at San Luis Obispo), and Caryn Allison (The University of North Carolina at Charlotte)

#333 Symposium

10:00 am–11:50 am

212AB (Convention Center)

EDC/PRA; Applied Research

Training Novice Teachers to Use Evidence-Based Practices in Special Education Classrooms

Chair: Sheila R. Alber-Morgan (The Ohio State University)

Discussant: Ronnie Detrich (The Wing Institute)

Coaching New Special Educators to Engage in Evidence-Based Education

MARY SAWYER, Sheila R. Alber-Morgan, Carolyn Page Willke, Carrie Davenport, Lauren Hensley, and Michael Kranak (The Ohio State University)

ACCOMPLISH: The Effects of SRSD on Student Teachers' Lesson-Objective Writing Skills

KRISTALL J. DAY, John Schaefer, and Gleides Lopes Rizzi (The Ohio State University)

The Effects of a Graphic Organizer Training Package on the Persuasive Writing of Middle School Students With Autism

SHEILA R. ALBER-MORGAN (The Ohio State University), Anne Bishop (Haugland Learning Center), and Melissa Boggs and Mary Sawyer (The Ohio State University)

The Effects of Word Box Instruction on First Graders' Reading and Spelling Outcomes

Brittany Kanotz (The Ohio State University), CHRISTINA ROUSE (Haugland Learning Center), and Mary Sawyer and Sheila R. Alber-Morgan (The Ohio State University)

#334 Symposium

10:00 am–11:50 am

209 (Convention Center)

EDC/VRB; Applied Research

BACB CE Offered. CE Instructor: Lin Du, Ph.D.

Designing Successful Elementary Students: Establishing Early Literacy, Observational Learning, and Curiosity

Chair: Lin Du (Teachers College, Columbia University)

Discussant: Jennifer Longano (Fred S. Keller School)

The Effects of the Establishment of Conditioned Reinforcement for Observing Books on Rate of Acquisition of Novel Textual Responses With 2–5-Year-Old Participants

SUSAN BUTTIGIEG (Teachers College, Columbia University)

The Effects of a Yoked Contingency Game Board and Choral Responding Intervention on the Observational Learning Capability

LAURA E. LYONS (Columbia University)

... And Satisfaction Brought Him Back: What Do We Know About Curiosity and What We Choose to Learn?

R. Douglas Greer, JEANNE MARIE SPECKMAN, and Lin Du (Teachers College, Columbia University)

The Effects of a Reading Intervention to Teach Silent Reading With Comprehension on the Speaker-As-Own-Listener Capability Among Third-Grade Students and Comparisons With Fluent Readers

JOANNE HILL-POWELL (Teachers College, Columbia University)

#335 Symposium

11:00 am–11:50 am

217C (Convention Center)

AUT/DDA; Applied Research

BACB CE Offered. CE Instructor: Jonathan Dean Schmidt, Ph.D.

Tackling Practicality Issues in the Assessment and Treatment of Problem Behavior

Chair: Yaniz C. Padilla Dalmau (Virginia Institute of Autism)

A Comparison of Methods for Thinning Schedules of Reinforcement in a Demand Context

MOLLY BEDNAR and Jennifer R. Zarcone (Kennedy Krieger Institute)

Teaching Children With Autism and Language Delays to Reject Non-Preferred Foods Using Multiple Communication Forms

LAURA C. CHEZAN (Old Dominion University), Erik Drasgow (University of South Carolina), Christian Atlas Martin (Atlas Supports, LLC), and James Halle (University of Illinois at Urbana-Champaign)

Convergent Validity Between the Questions About Behavior Function Scale and Functional Analyses

JONATHAN DEAN SCHMIDT (Kennedy Krieger Institute), Jill Fodstad (Indiana University School of Medicine), and Amanda Goetzel and Theodosia R. Paclawskyj (Kennedy Krieger Institute)

#336 Symposium

11:00 am–11:50 am

217D (Convention Center)

AUT/DDA; Applied Research

BACB CE Offered. CE Instructor: Robert W. Isenhower, Ph.D.

What Do We Do About Errors? Empirically Evaluating Error Correction Techniques in Discrete Trial Training and Discrimination Training

Chair: Robert W. Isenhower (Douglass Developmental Disabilities Center, Rutgers University)

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Comparing Variations of Discrete Trial Teaching for Children Diagnosed With Autism

DONNA TOWNLEY-COCHRAN, Justin B. Leaf, Ronald Leaf, Mitchell T. Taubman, and John James McEachin (Autism Partnership Foundation)

A Comparison of Error Correction Procedures for Teaching Receptive Identification Items in Discrete Trial Training

LARA M. DELMOLINO GATLEY, Robert W. Isenhower, Kate E. Fiske Massey, and Meredith Bamond (Douglass Developmental Disabilities Center, Rutgers University) and Justin B. Leaf (Autism Partnership Foundation)

Using Stimulus Re-Presentation to Facilitate Discrimination Training in an Individual With Autism

KATE E. FISKE MASSEY and Robert W. Isenhower (Douglass Developmental Disabilities Center, Rutgers University)

#337 Symposium

11:00 am–11:50 am

217B (Convention Center)

AUT/EAB; Applied Research

BACB CE Offered. CE Instructor: Mark P. Groskreutz, Ph.D.

Is Choosing Reinforcing? Examining Choice Responding Under Varied Assessment Conditions

Chair: Erin Conant (Evergreen Center)

A Review of Research on Reinforcement Effects of Choice and Choosing With Individuals With Disabilities

NICOLE C. GROSKREUTZ (University of Saint Joseph) and Mark P. Groskreutz (Evergreen Center)

Using Single and Concurrent Operants Assessments to Examine Choice as a Reinforcer

WENDY WELLER and Mark P. Groskreutz (Evergreen Center)

Evaluating Choice as a Reinforcer Under Progressive-Ratio and Progressive-Magnitude Reinforcement Conditions

MARK P. GROSKREUTZ and Wendy Weller (Evergreen Center)

#338 Panel Discussion

11:00 am–11:50 am

Grand Ballroom C2 (Convention Center)

AUT; Service Delivery

BACB CE Offered. CE Instructor: Jill E. McGrath Maher, MA

Are We Meeting Our Obligation to Learners With Autism Spectrum Disorders?

Chair: Mary Jane Weiss (Endicott College)

JILL E. MCGRATH MAHER (Central Massachusetts Preparatory School)

PETER F. GERHARDT (JPG Autism Consulting, LLC)

MARY JANE WEISS (Endicott College)

#339 B. F. Skinner Lecture Series

11:00 am–11:50 am

006AB (Convention Center)

BPH; Basic Research

PSY/BACB CE Offered. CE Instructor: Paul L. Soto, Ph.D.

Questioning Some Assumptions About the Processes Involved in Addiction

Chair: Paul L. Soto (Texas Tech University)

RICHARD LAMB (University of Texas Health Science Center at San Antonio)



Dr. Richard Lamb received his undergraduate degree from the University of Chicago in biology. He did his doctoral work with Don McMillan at the University of Arkansas for Medical Sciences in pharmacology. Dr. Lamb then moved to Baltimore, where he did a postdoctoral fellowship with Roland Griffiths at Johns Hopkins University in the Division of Behavioral Biology. He went on to be a staff fellow working with Jack Henningfield in the clinical pharmacology branch of the National Institute on Drug Abuse intramural research program and with Steve Goldberg in the preclinical pharmacology branch. From there he went to the Philadelphia area, first as an assistant professor at the University of Medicine and

Dentistry of New Jersey and then as an associate professor at Hahnemann University. While at these institutions, Dr. Lamb worked with Martin Iguchi, Kim Kirby, Toby Jarbe, and Andrew Morral doing both treatment studies and preclinical studies related to drug addiction. Dr. Lamb is currently a professor of psychiatry and pharmacology at the University of Texas Health Science Center at San Antonio, conducting preclinical studies examining the effects of potential medications on alcohol self-administration and animal models of alcoholism.

Abstract: Addiction is characterized by continued drug use despite its adverse consequences, and by its chronic relapsing nature. Frequently, this continued use is assumed to result from drugs being over-valued, i.e., drug use being less elastic. In other words, in those who are addicted, increases in price decrease drug use less compared to those who are not addicted. Similarly, relapse is frequently assumed to be precipitated by drug-paired stimuli that, through Pavlovian conditioning, elicit increases in motivation to take drugs. While these assumptions may be true, other equally viable alternatives exist. For instance, excessive drug use may result from the unconstrained demand for drugs being relatively high, i.e., greater amounts of drugs being consumed when they are available at no cost, in those who are addicted. Similarly, drug-paired stimuli may precipitate relapse not because they elicit increased motivation for drug taking, but because they elicit other behaviors that make drug taking more likely or set the occasion for behaviors that result in drug taking. Surprisingly, the empirical base for deciding among these assumptions is extremely limited, especially given how these assumptions shape our investigations into and our treatment of addiction.

#340 Symposium

11:00 am–11:50 am

Texas Ballroom Salon C (Grand Hyatt)

CBM; Applied Research

BACB CE Offered. CE Instructor: Katie Wiskow, MA

Advances in Behavioral Process Research for Pediatric Tic Disorders

Chair: Katie Wiskow (Texas Tech University)

Discussant: Thomas J. Waltz (Eastern Michigan University)

Comparing Fixed-Amount and Progressive-Amount DRO Schedules for Tic Suppression in Youth With Chronic Tic Disorders

MATTHEW CAPRIOTTI, Jennifer Turkel, Rachel Johnson, and Flint Espil (University of Wisconsin-Milwaukee) and Doug Woods (Texas A&M University)

Monday, May 25

Inhibitory Learning as a Potential Mechanism of Change in Behavior Therapy for Tourette Syndrome

DAVID HOUGHTON (Texas A&M University), Matthew Capriotti (University of Wisconsin-Milwaukee), Lawrence Scahill (Emory University), Sabine Wilhelm (Massachusetts General Hospital), Alan Peterson (University of Texas Health Science Center at San Antonio), John Walkup (Weill Cornell Medical College), John Piacentini (University of California, Los Angeles School of Medicine), and Doug Woods (Texas A&M University)

#341 Symposium

11:00 am–11:50 am

Texas Ballroom Salon B (Grand Hyatt)

CBM/EAB; Applied Research

BACB CE Offered. CE Instructor: Alyssa N. Wilson, Ph.D.

Clinical Behavior Analysis and Disordered Gambling

Chair: Alyssa N. Wilson (Saint Louis University)

Preference and Reinforcer Assessments of Disordered Gamblers' Slot Machine Play

AMY K. LOUKUS (Oregon Institute of Technology) and Mark R. Dixon (Southern Illinois University)

Behavior Analytic Treatment for Disordered Gambling: A Review of the Literature

DANIEL TOURIGNY and Alyssa N. Wilson (Saint Louis University)

Brief Automated Acceptance and Commitment Therapy for Disordered Gamblers

Julie Smailys, SOPHIA HOWARD, and Alyssa N. Wilson (Saint Louis University)

#342 Symposium

11:00 am–11:50 am

214B (Convention Center)

DDA; Applied Research

Determining Effective Treatment: Function-Based Treatment in the Context of Both Positively and Negatively Reinforced Problem Behavior

Chair: Cara L. Phillips (Kennedy Krieger Institute)

Assessment of Response Blocking as a Positive Reinforcer in Children With Intellectual Disabilities

CARA L. PHILLIPS, Jessica Garcia, Jennifer R. Zarcone, Aila K. Dommestrup, and Meghan Deshais (Kennedy Krieger Institute)

Comparison of Differential Reinforcement for Other Behavior and Noncontingent Reinforcement—Which Is More Effective?

AILA K. DOMMESTRUP, Jennifer R. Zarcone, Louis P. Hagopian, Crystal Thomas, and Jessica Garcia (Kennedy Krieger Institute)

Negative Reinforcer Value Manipulations Without Extinction for Treating Escape-Maintained Problem Behavior

JACQUELINE MARRA, Eileen M. Roscoe, and Daniel Fredericks (Western New England University)

#343 Symposium

11:00 am–11:50 am

214D (Convention Center)

DDA/EDC; Applied Research

Teaching Vocational and Leisure Skills to Students With Autism and Other Developmental Disabilities Using iTechnology

Chair: Christopher A. Tullis (Georgia State University)

Comparing Skill Acquisition Using in Vivo Instruction Versus Video Prompting With Young Adults With Intellectual Disabilities

Helen I. Cannella-Malone, ELISEO D. JIMENEZ, and Jeffrey Michael Chan (Northern Illinois University)

Using Self-Directed Video Prompting for Skill Acquisition With Post-Secondary Students With Intellectual and Developmental Disabilities

ELISEO D. JIMENEZ and Helen I. Cannella-Malone (The Ohio State University)

Using Video Prompting to Teach Leisure Skills to Students With Severe and Profound Disabilities

Helen I. Cannella-Malone, OLIVIA MILLER, John Schaefer, Eliseo D. Jimenez, and Edward Page (The Ohio State University) and Linsey M. Sabielny (DePaul University)

#344 Invited Tutorial

11:00 am–11:50 am

Texas Ballroom Salon A (Grand Hyatt)

DEV; Theory

PSY/BACB CE Offered. CE Instructor: Susan M. Schneider, Ph.D.

It's a System! The Essential Role of Behavior Analysis in Developmental Systems Theory

Chair: Martha Pelaez (Florida International 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 throughout her master's degree in mechanical engineering at Brown University, her engineering career, and her stint in the Peace Corps. At that point, Schneider bowed to the inevitable and switched careers, obtaining her Ph.D. in developmental psychology in 1989 from the University of Kansas. A research pioneer, she was the first to apply the generalized matching law to sequences and to demonstrate operant generalization and matching in neonates. Her publications also cover the history and philosophy of behavior

analysis and the neglected method of sequential analysis. Schneider has championed the inclusive "developmental systems" approach to nature-nurture relations, culminating in reviews in the *Journal of the Experimental Analysis of Behavior* and *The Behavior Analyst*, and she has served on the editorial boards of both of those journals. Her book, *The Science of Consequences: How They Affect Genes, Change the Brain, and Impact Our World*, summarizes the field of operant behavior, its larger nature-nurture context, and its full range of applications. It earned a mention in the journal *Nature* and was a selection of the Scientific American Book Club, and Schneider won the 2015 Society for the Advancement of Behavior Analysis Award for Effective Presentation of Behavior Analysis in the Mass Media.

Abstract: Try to picture all that's known about biology and behavior: genes, epigenetics, neurophysiology, operant and respondent principles, hormones, history... and much more. Like other sciences, ours has always been part of a grand interdisciplinary effort, and the biobehavioral system is large and complex indeed. Developmental systems theory attempts to encompass everything, including the many complex, nonlinear interactions across all levels. The operant principles in which behavior analysts specialize have proved to be an important part of the empowering flexibility in the larger system. Our work on the benefits of enriched environments, the causes of and treatments for autism spectrum disorders, the surprising flexibility of "instincts," and rehabilitation for victims of stroke and traumatic brain injury, to name a few examples, are all part of much larger efforts. In turn, system interactions are critical influences on our own work. Scientists always knew a better understanding of the full nature-and-nurture system would bring surprises, and this tutorial will show how the reality has exceeded expectations.

Monday, May 25

#345 Symposium

11:00 am–11:50 am

007A (Convention Center)

EAB; Basic Research

Response Class Hierarchies: Laboratory Models and Clinical Applications

Chair: Tara M. Sheehan (Mailman Segal Institute)

Elimination of High-Effort Responses From A Response Class Hierarchy

JOELLE KRANTZ (Nova Southeastern University), Tara M. Sheehan (Mailman Segal Institute), F. Charles Mace (Nova Southeastern University)

A Computer Simulation: History Effects Following Extinction of a Novel Alternative Response Within a Response Class

ADAM BREWER, David M. Richman, and Layla Abby (Texas Tech University)

Combined Functional Assessments in Assessment and Treatment of Behavior Disorders in Children With Autistic Disorders

DANIELLE TARVER, Joelle Krantz, and Kristina Samour (Nova Southeastern University); Tara M. Sheehan (Mailman Segal Institute); and Stephanie Trauschke and F. Charles Mace (Nova Southeastern University)

#346 Symposium

11:00 am–11:50 am

006D (Convention Center)

EAB/OTH; Basic Research

BACB CE Offered. CE Instructor: Benjamin N. Witts, Ph.D.

Multi-SIG Symposium: Toward a Cohesive Understanding of Gambling

Chair: Benjamin N. Witts (St. Cloud State University)

Disordered Gambling Hierarchies

DARREN R. CHRISTENSEN (University of Lethbridge), Alun Jackson (University of Melbourne), Nicki Dowling (Deakin University), Shane Thomas (Monash University), and Robert Williams (University of Lethbridge)

Understanding Gambling in Humans: The Role of the Experimental Analysis of Human Behavior

BENJAMIN N. WITTS (St. Cloud State University) and Manish Vaidya (University of North Texas)

Ethics and Gambling Research

MACK S. COSTELLO and R. Wayne Fuqua (Western Michigan University)

#347 Symposium

11:00 am–11:50 am

007B (Convention Center)

EAB/TPC; Theory

Artistic Communication and Expression: A Behavior Analysis

Chair: Lanny Fields (Queens College, City University of New York)

The Formation of Artistic Categories: A Generalized Equivalence Class Analysis

ANTONIOS VARELAS (Hostos Community College, City University of New York) and Lanny Fields (Queens College, City University of New York)

Derived Relations and Meaning in Responding to Art

JULIO C. DE ROSE (Federal University of São Carlos)

Artistic Expression and Appreciation: A Contingency Coherence Analysis

WILLIAM J. MCILVANE (University of Massachusetts Medical School) and Joanne Kledaras (Praxis, Inc.)

#348 Symposium

11:00 am–11:50 am

006C (Convention Center)

EAB; Basic Research

Experimental Arrangements and Reinforcer Variables Affecting Resurgence

Chair: Apral Foreman (West Virginia University)

The Effects of Reinforcement Schedule Density for Alternative Behavior on Resurgence

KATHRYN M. KESTNER, Stephanie M. Peterson, and Claire C. St. Peter (West Virginia University)

Relations Between Resurgence and Reinforcer Parameters

LUCIE ROMANO and Claire C. St. Peter (West Virginia University)

Repeated Within-Session Resurgence

JAMES E. COOK and Kennon Andy Lattal (West Virginia University)

#349 Symposium

11:00 am–11:50 am

206AB (Convention Center)

OTH/TBA; Applied Research

BACB CE Offered. CE Instructor: Darlene E. Crone-Todd, Ph.D.

Exploring Student Engagement Through a Behavior Analytic Framework

Chair: Sarah Wilson (The University of Mississippi)

Early Bird Gets the A: Is GPA Related to When in the Semester Students Participate in Research Studies, and Does It Matter?

EMILY JACOBSON, Solomon Kurz, Emmie Hebert, Kate Kellum, and Kelly G. Wilson (The University of Mississippi)

Applying Behavior Analysis: Student Engagement Behavior

DARLENE E. CRONE-TODD (Salem State University)

Giving Students What They Came For: Applying a Contextual Behavioral Analysis to the Challenge of University Student Engagement

EMILY KENNISON SANDOZ and Ashlyne Mullen (University of Louisiana at Lafayette)

#350 Invited Presenter

11:00 am–11:50 am

Lila Cockrell Theatre (Convention Center)

OTH; Theory

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

The Nurture Effect

Chair: Ramona Houmanfar (University of Nevada, Reno)

ANTHONY BIGLAN (Oregon Research Institute)



Anthony Biglan, Ph.D., is a senior scientist at the Oregon Research Institute and a leading figure in the development of prevention science. His research over the past 30 years has helped to identify effective family, school, and community interventions to prevent the most common and costly problems of childhood and adolescence. He is a leader in efforts to use prevention science to build more nurturing families, schools, and communities throughout the world. Dr. Biglan is a former president of the Society for Prevention Research. In recent years, his work has shifted to comprehensive interventions with the potential to prevent the entire range of child and adolescent problems. He was a member of the Institute of

Medicine Committee on Prevention, which released its report in 2009 documenting numerous evidence-based preventive interventions that can prevent multiple problems. His recent review of preventive interventions concluded that diverse psychological, behavioral, and health problems can be prevented through the promotion of nurturing families, schools, and communities. Dr. Biglan's book, *The Nurture Effect: How the Science of Human Behavior Can Improve Our Lives and Our World* (New Harbinger Publications), is a union of his experience and knowledge and experimental evidence stressing the importance of nurturing in raising happy children who become thriving and successful as adults. The book will be available in spring 2015.

Abstract: Ensuring that the behavioral sciences produce the improvements in human well-being that we all hope for requires that many more people understand and appreciate the knowledge about human behavior and society that have accumulated in the past 50 years. In *The Nurture Effect*, Dr. Anthony Biglan has tried to communicate to a broad audience of scientists and nonscientists how the behavioral sciences have accumulated programs, policies, and practices that can have great benefit in improving well-being. Taking an evolutionary approach, he will describe the development over the past 50 or so years of our understanding of operant learning and symbolic processes, as well as the principles involved in the recent evolution of capitalism. In the first section of the book, he describes the contextual principles that are, in his view, the foundation for the progress that has been made. In the second section, he describes family, school, peer, and clinical interventions that have solid evidence of benefit in the prevention and treatment of virtually all of the most common and costly problems of human behavior. But our progress in improving well-being will be limited if we fail to change the trajectory of modern capitalism so that its practices benefit everyone. In the third section, he describes the current problems with our system in terms of the contexts that have selected harmful business practices and economic policies. In the fourth section, he describes what can be done to ignite a movement that influences our societies to adopt the programs, policies, and practices that make all of our environments more nurturing.

#351 Symposium

11:00 am–11:50 am

213AB (Convention Center)

PRA/TPC; Theory

BACB CE Offered. CE Instructor: Trina Spencer, Ph.D.

Evidence-Based Practice: How Applied Behavior Analysis Found Its Heart and Ethics

Chair: Trina Spencer (Northern Arizona University)

Discussant: Keith D. Allen (University of Nebraska Medical Center)

Client Values, Preferences, and Context: More Than Just a Question on the BCBA Exam

SUSAN WILCZYNSKI (Ball State University)

Social Validity, Cultural Reciprocity, and Ethics: Collaboration With Clients and Professionals

TRINA SPENCER (Northern Arizona University)

#352 Panel Discussion

Student Committee Event

11:00 am–11:50 am

214A (Convention Center)

PRA; Applied Research

Professional Development Series: Sampling Career Paths in ABA? A Few Perspectives

Chair: Denise Dieter (Kennedy Krieger Institute)

VIVIAN IBANEZ (Kennedy Krieger Institute)

ALISON KOZLOWSKI (Kennedy Krieger Institute)

THERESE MALONEY (Bridgewater-Raynham Regional School District)

#353 Symposium

11:00 am–11:50 am

205 (Convention Center)

TBA/EDC; Theory

BACB CE Offered. CE Instructor: Henry D. Schlinger, Ph.D.

21st Century Perspectives on Teaching Behavior Analysis in Introductory Psychology

Chair: Stephanie P. da Silva (Columbus State University)

Discussant: Philip N. Hineline (Temple University)

Operant Psychology for Introductory Psychology: Teaching Behavior Analysis in the Post-Skinner Era
EDWARD K. MORRIS and Derek D. Reed (The University of Kansas)

Teaching a Behavioral Approach in an Introductory Psychology Class Without Explicitly Doing So
HENRY D. SCHLINGER (California State University, Los Angeles)

#354 Panel Discussion

Student Committee Event

11:00 am–11:50 am

007C (Convention Center)

TPC; Theory

Professional Development Series: An Introduction to Mathematical Principles of Reinforcement

Chair: Jonathan E. Friedel (Utah State University)

PETER R. KILLEEN (Arizona State University)

MARK P. REILLY (Central Michigan University)

BLAKE A. HUTSELL (Auburn University)

#355 Symposium

11:00 am–11:50 am

216AB (Convention Center)

VRB/TPC; Theory

Trends in Linguistics and Some Behavior Analytic Answers

Chair: Robert Dlouhy (Western Michigan University)

Discussant: Ted Schoneberger (Kohala Educational Services)

Natural Languages—After Chomsky

JOHN H. MABRY

Recursion in Autoclitics of Order

ROBERT DLOUHY (Western Michigan University)

#356 Poster Session

12:00 pm–2:00 pm

Exhibit Hall C (Convention Center)

EAB

Chair: Ryan Sain (Eastern Washington University)

Discussant: Joel Myerson (Washington University)

1. Metacontingencies in the Prisoner's Dilemma Game: A Factorial Design (CSE; Basic Research)

CLARISSA NOGUEIRA (Faculdade Leao Sampaio), Dyego De Carvalh Costa and Laercia Abreu Vasconcelos (University of Brasília)

2. The Effect of Instruction Format Over Pattern in a Laboratory Microculture (CSE; Basic Research)

ANDRÉ SACONATTO, Henrique Angelo, Thomas Anatol Da Rocha Woelz, Artur Nogueira, and Jade Araújo (Pontifícia Universidade Católica de São Paulo); Candido Pessoa (Nucleo Paradigma); and Maria Amalia Andery (Pontifícia Universidade Católica de São Paulo)

Monday, May 25

3. Variables and Social Mechanisms of Superstitious Behavior (DEV; Basic Research) MARCELO FROTA BENVENUTI (University of São Paulo), Thais F. N. de Toledo (Federal University of Mato Grosso), and Saulo Missiaggia Velasco (University of São Paulo)

4. Using Emailed Prompts and Feedback to Reduce Electricity Consumption (OBM; Basic Research) JAMES W. DILLER, Niti Pandey, Brett Gelino, and Robert Barry (Eastern Connecticut State University)

5. The Marriage Game: Do Financial Constraints Affect Married Couples (Basic Research) FRANK D. BUONO and Sydney Perate (Southern Illinois University) and Matthew E. Sprong (University of Montana-Billings)

6. The Effects of Rules Describing Contingencies of University Students' Behaviors in the Insolvable Task on Their Prediction About Their Behaviors in the Subsequent Solvable One (Basic Research) TATSUHIRO NAKAMURA and Tetsumi Moriyama (Tokiwa University)

7. Personality as Behavior: An Exploration of a Behavioral Measure of Implicit Self-Perception (Basic Research) ANDREA DAVIDSON, Sam Kramer, Kaleb Kinder, and Chad Drake (Southern Illinois University)

8. Implicit Personality: A Pilot Study on the Stability of Cognitive Repertoires (Basic Research) DARMEZ NELSON, Chelsea Vanderwoude, and Chad Drake (Southern Illinois University)

9. Assessing the Stability of Social Cognition: An Ideographic IRAP Study (Basic Research) KATHERINE COOPER, Anke Lehnert, and Chad Drake (Southern Illinois University)

10. Varying Near-Miss, Loss, and Win Presentations Alter Participants' Predictive Patterns of Upcoming Wins (Basic Research) KAITLEN DAHLBERG and Benjamin N. Witts (St. Cloud State University)

11. The Sharing Game: Statistical Relation Between Gains, Losses, and Gender Distributor (Basic Research) FANNY SILVA, Giovana Escobal, and Celso Goyos (Federal University of São Carlos)

Discussant: Abdulrazaq A. Imam (John Carroll University)

12. A Metacontingency Experiment: Effects of Presence and Absence of Cultural Consequences Upon Culturants (Basic Research) FÁBIO HENRIQUE BAIA, Rafael Macedo, and Saulo Segantini (Universidade de Rio Verde); Lesley Sousa (University of Brasília); and Isabela Lemes (Universidade de Rio Verde)

13. How Valuable Is Social Reinforcement? An Economic Analysis of Demand for Social Interaction (Basic Research) LAUREN VANDERHOOF, Lavinia C. M. Tan, Jasmine Huang, Marisol Lauffer, Lisa Hiura, and Timothy D. Hackenberg (Reed College)

14. The Effects of Eye Gaze Technology on Social Initiation Between Peers (Applied Research) MEGAN STOLLMEYER (University of West Florida)

15. The Phantom Rat: Separating Social and Nonsocial Behavior in a Reciprocity Task With Rats (Basic Research) JASMINE HUANG, Lavinia C. M. Tan, Lauren Vanderhooft, Marisol Lauffer, Lisa Hiura, and Timothy D. Hackenberg (Reed College)

16. An Assessment of Treatment Options Used to Decrease Expels During Mealtimes (Applied Research) Fiorella Ferrando, HANNAH BUCKMAN, Melissa Luke Gonzalez, and Tessa Christine Taylor (Kennedy Krieger Institute)

17. Selection of Aggregate Product: A Replication of a Metacontingency Experiment (Basic Research) LUCAS COUTO DE CARVALHO, Kalliu Couto, and Ingunn Sandaker (Oslo and Akershus University College), João Claudio Todorov (University of Brasília)

18. Rule-Following Histories Increased Schedule Sensitivity (Basic Research) NAOKI YAMAGISHI (Ryutsu Keizai University)

19. The Contextual Nature of Altruism: How Relative Risk of Harm Affects Social Discounting (Basic Research) JORDAN BELISLE and Mark R. Dixon (Southern Illinois University)

20. Impulsive Behaviors in Relation to Studying (TPC; Basic Research) DEBRA J. SPEAR and Amber Houser (South Dakota State University)

21. Analysis of Protocol and Tower London as a Strategy for Studying Human Behavior: A Comparison Between Adults and Children (VRB; Basic Research) ROSALINDA ARROYO, Diana Moreno Rodriguez, Maria Luisa Cepeda Islas, Hortensia Hickman, and Maria Bautista (National Autonomous University of Mexico)

22. Habilitation Effects on Active Modes of Language From Reactive Observing Mode (VRB; Basic Research) AGUSTIN DANIEL GOMEZ FUENTES, Enrique Zepeta, Zaira Garcia Perez, Elvia Peralta, and Jose Muños (Universidad Veracruzana)

#357 Poster Session

12:00 pm–2:00 pm

Exhibit Hall C (Convention Center)

CBM

Chair: Steven R. Lawyer (Idaho State University)

Discussant: Jeannie A. Golden (East Carolina University)

23. Evaluation of a Multi-Element Assessment and Behavioral Training for Pill-Swallowing Difficulties (AUT; Applied Research) VALORI N. BERENDS, Danielle N. Dolezal, and Amber Persons (Seattle Children's Hospital—Autism Center)

24. Discounting of Delayed Rewards in Humans With Neurological Diseases (TPC; Applied Research) BARTLOMIEJ SWEBODZINSKI (University of Social Science and Humanities)

25. The Therapist's Behavior and Its Relationship With Users' Treatment Attendance (CSE; Applied Research) JUDITH ELISA FERRER ALARCÓN and Silvia Morales Chaine (National Autonomous University of Mexico)

26. Behavioral Skills Training for Teaching Assertiveness in Condom Insistence for College Students (CSE; Applied Research) SADIE L. LOVETT (Central Washington University) and Megan McCulley (University of Washington)

27. A Fading Procedure Reduces the Number of Impulsive Choices in Adolescent Witnesses of Family Violence (DDA; Applied Research) AGUSTIN JAIME NEGRETE CORTES (Autonomous University of Baja California) and Ariel Vite Sierra (National Autonomous University of Mexico)

28. An Evaluation of the Variables Associated With Weight Loss in Parent-Supported Weight Reduction Programs for Adolescents and Young Adults With Intellectual Disabilities (DDA; Applied Research) GRETCHEN A. DITTRICH (Simmons College), Richard K. Fleming and Carlos Salas (University of Massachusetts Boston), and Barbara Fagnoli (University of Massachusetts Medical School)

29. Conceptualizing Food Preferences as Rich-to-Lean and Lean-to-Rich Choices With Children Who Self-Feed (DEV; Applied Research) GRACE CALVIN and Julia N. Woods (Kennedy Krieger Institute), John C. Borrero (University of Maryland, Baltimore County), and Carrie S. W. Borrero (Kennedy Krieger Institute)

30. An Evaluation of Different Magnitudes of Differential Negative Reinforcement in the Treatment of a Pediatric Feeding Disorder (DEV; Applied Research) COURTNEY MAUZY, Melanie H. Bachmeyer, Billie J. Klein, Jessica Keane, Natasha Chamberlain, and Caitlin A. Kirkwood (University of North Carolina at Wilmington)

31. Parent-Led Shaping for Adipsia and Plate A/Plate B for Food Selectivity in a Young Child (DEV; Service Delivery) WHITNEY HARCLERODE (Penn State Hershey Medical Center), Shannan Lamparski (Penn State Harrisburg), and Keith E. Williams (Penn State Hershey Medical Center)

32. Profile of a Sample of Obese and Overweight Children (EAB; Applied Research) ARIEL VITE SIERRA, Tania Romero, Geraldine Zúñiga, and Michelle Mora (National Autonomous University of Mexico)

33. Escape Baseline: An Efficient and Sufficient Means to Assess the Function of Food Refusal Behavior (Applied Research) GABRIEL SCHNERCH (Marcus Autism Center), Roseanne S. Lesack (Emory University School of Medicine), Camila Salvador (Marcus Autism Center), and William G. Sharp (Emory University School of Medicine)

34. Treating Food Refusal for a Client With Food Allergies and Eosinophilic Esophagitis (PRA; Service Delivery) LINDA-MAI NGUYEN (Marcus Autism Center) and Roseanne S. Lesack and William G. Sharp (Emory University School of Medicine)

Monday, May 25

#358 Poster Session

12:00 pm–2:00 pm

Exhibit Hall C (Convention Center)

DDA

Chair: David A. Wilder (Florida Institute of Technology)

Discussant: Thomas C. Mawhinney (University of Detroit Mercy)

35. The Relative Effects of Different Incentive Types and Task Structures on Group Performance (AUT; Applied Research) HANGSOO CHO and Jaehee Lee (Chung-Ang University)

36. A Comparison of the Effectiveness of Person Feedback vs. Email Feedback on Work Performance (EAB; Applied Research) SONGHWA CHAE and Kwangsu Moon (Chung-Ang University), Kyehoon Lee (CLG), and Shezeen Oah (Chung-Ang University)

37. Frequency of Texting While Driving Is Related to Delay Discounting in College Students (EAB; Applied Research) YUSUKE HAYASHI and Christopher T. Russo (Penn State Hazleton) and Oliver Wirth (The National Institute for Occupational Safety and Health, Centers for Disease Control and Prevention)

38. A Feedback Tool to Assess the Travel Experiences of Passengers With Disabilities: Pilot Results (Applied Research) JASON M. HIRST, Amy J. Henley, and Florence D. DiGennaro Reed (The University of Kansas); Skyler Rueb (University of North Texas); and David Martin (Delta Air Lines)

39. Hypothetical Discounting in Probabilistic Workplace Incentive Arrangements: A Preliminary Investigation (Applied Research) JASON M. HIRST and Florence D. DiGennaro Reed (The University of Kansas)

40. A Group Contingency to Increase Cleanliness in a Center Setting Using a Multiple Baseline Design (Applied Research) LINDSAY K. BRANCH, Margaret M. Moore, Kaitlyn Peitz, Brooke Raderstorf, Vincent LaMarca, and William Tim Courtney (Little Star Center)

41. The Effects of a Combined Group Reinforcement Contingency and Corrective Feedback on Treatment Integrity and Daily Note Accuracy of Behavior Line Technicians (PRA; Applied Research) GREGORY R. MANCIL (Louisiana Tech University)

42. The Relative Effects of Incentive Distribution Methods and Social Comparison Feedback on Work Performance (PRA; Applied Research) KWANGSU MOON, Dongyeon Lee, and Shezeen Oah (Chung-Ang University)

#359 Poster Session

12:00 pm–2:00 pm

Exhibit Hall C (Convention Center)

EAB

Chair: Jason M. Hirst (The University of Kansas)

Discussant: Jennifer L. Austin (University of South Wales)

43. iCoaching Preservice Teachers: A Pilot Project (OBM; Basic Research) KATHLEEN RANDOLPH (Florida Atlantic University)

44. Enhanced Goal Setting to Increase Teacher Adherence to Positive Behavior Management Strategies (Applied Research) COREY MILES COHRS, Keith D. Allen, and Mark D. Shriver (University of Nebraska Medical Center) and Ray Burke (The Prevention Group)

45. Writing Behavioral Learning Objectives Aligned With Reading Foundations and Math Common Core State Standards (Service Delivery) ELIZABETH A. LANG and Sonia M. Lewis (Michigan's Integrated Behavior and Learning Support Initiative)

46. The Differential Effects of Textual Prompts and Behavior Skills Training on Teacher Skill Acquisition (Applied Research) JESSICA RYDBERG, Donald M. Stenhoff, and Tisha L. Denton (Arizona Centers for Comprehensive Education and Life Skills)

47. Effects of Teachers' Self-Recording of Behavior-Specific Praise on Children's On-Task Behavior in the Classroom (PRA; Applied Research) KAZUKI NIWAYAMA and Junko Tanaka-Matsumi (Kwansei Gakuin University)

48. Tackling the Evidence-Based Practice Issue: Do the IES/NSF Guidelines Provide a Line-of-Research Protocol? (PRA; Theory) BARBARA SCHIRMER (Defiance College), Todd Schirmer (Napa State Hospital), and Alison Schirmer Lockman (Western Governors University)

49. Bridging University Preparation and Direct Services Practice: Lessons Learned and Recommendations From a Former BACB Program Director and Current Direct Services Provider (PRA; Service Delivery) THOMAS L. SHARPE, JR. (Educational Consulting, Inc.)

50. Teaching 4–5-Year-Old Children to Create Cartoons With Computers (PRA; Service Delivery) CELSO SOCORRO OLIVEIRA (São Paulo State University) and Maria Fernanda Cazo Alvarez and Fabio Leyser Goncalves (Universidade Estadual Paulista)

51. Just Do It! Reducing Academic Procrastination of Secondary Students (Service Delivery) ZIWEI XU and Marnie Nicole Shapiro (The Ohio State University)

#360 Poster Session

12:00 pm–2:00 pm

Exhibit Hall C (Convention Center)

AUT

Chair: Nicole Heal (Melmark New England)

Discussant: Nicole Heal (Melmark New England)

52. Inducing First Instances of Speech in Non-Vocal Children With Autism: A Replication of Sign Mand Training With Delayed Vocal Prompt Procedure (PRA; Applied Research) SMITA AWASTHI and Sridhar Aravamudhan (Behavior Momentum India) and Karola Dillenburger (Queens University Belfast)

53. Effect of Instructional Control on Parental Confidence in Delivering Instructions to Adolescents With Autism (Applied Research) GILAH HABER, Jennifer Fairfield, and Mary Konstantareas (Kerry's Place Autism Services)

54. Effects of Using an Activity Schedule for Children With Autism Spectrum Disorders (Applied Research) SUNGHA CHO and Shigeki Sonoyama (University of Tsukuba)

55. The Emergence of Oral Labeling Following Equivalence-Based Instruction (Applied Research) KELLY DELLA ROSA, Jaime DeQuinzio, and Bridget A. Taylor (Alpine Learning Group)

56. An Evidence-Based Practice Review: Animal-Assisted Therapies for Children With Autism Spectrum Disorders (Basic Research) KRISTINA BROOKSHIRE, Madalyn Hungate, Alex Davidson, Heather Ramsden, Maisie Wilson, Keanaloha Covington, and Andrew W. Gardner (Northern Arizona University)

57. "Get Outta My Way": The Assessment and Treatment of Dangerous Repetitive Behavior (Applied Research) REBECCA HOLDEN and Jessica A. Fedezko (Bancroft)

Discussant: Jason C. Vladescu (Caldwell University)

58. Sustained and Selective Attention in Comorbid Autism Spectrum Disorder and Attention-Deficit/Hyperactivity Disorder (Applied Research) AMBREEN SHAHABUDDIN and James T. Todd (Eastern Michigan University)

59. Video Self-Modeling Math Engagement Intervention for Children With Autism (Applied Research) ROCHELLE SCHATZ and Rachel Peterson (Indiana University Bloomington)

60. Decreasing Overselective Stimulus Control Through Differential Observing Response Training (Applied Research) MEGAN CIOLELLO (The New England Center for Children), Rachel Farber and William Dube (E. K. Shriver Center, University of Massachusetts), and Chata A. Dickson (The New England Center for Children)

Monday, May 25

61. Treatment of Food Refusal Using the Teaching Interaction Procedure for Individuals With Autism Spectrum Disorders (Applied Research) Julide Saltuklaroglu (Autism Partnership Foundation), Eric Rudrud (St. Cloud State University), and JOHN JAMES MCEACHIN and Justin B. Leaf (Autism Partnership Foundation)

62. Treatment of Anxiety and Severe Problem Behavior in an Individual With Autism (Applied Research) FRANCES NIEVES SERRET and Keira M. Moore (Crossroads School for Children) and William H. Ahearn (Western New England University)

63. Building Bridges: Outcomes of a Social Skills Group for Children With Autism Spectrum Disorders and Their Typical Peers Using Parent Education (Basic Research) JASMINE TEJWANI, John Garlock, and Elise Landgraf (In Steps)

64. Using an Abbreviated Assessment to Compare the Effectiveness of Different Error-Correction Procedures on Skill Acquisition for Children With Autism Spectrum Disorders (Applied Research) Regina A. Carroll, Brad Joachim, Jennifer Owsiany, Jessica Morgan, and JESSICA CHEATHAM (West Virginia University)

65. Improving the Conversation Skills of a College Student With High-Functioning Autism (Applied Research) CHARLOTTE MANN and Amanda Karsten (Western New England University)

66. A Methodology for Conducting Functional Analyses to Confirm Hypothesized Tangible Function of Food Stealing (Applied Research) CORMAC MACMANUS and William H. Ahearn (The New England Center for Children) and Sean Heaney (University of Ulster)

Discussant: Marianne L. Jackson (California State University, Fresno)

67. Functional Analysis of Problem Behavior Occurring During Transitions From Activity to Activity (Applied Research) STACY COHEN, Clelia Deltour, and William H. Ahearn (The New England Center for Children)

68. When Imitation Is Unsuccessful: Identifying and Teaching Prerequisites for Imitation Skills in Learners With Autism (Basic Research) MICHELLE FUHR and Nicole Gannon (University Pediatricians Autism Center)

69. Comparing Treatment Options for Decreasing Inappropriate Vocal Behavior (Applied Research) JENNIFER CRONER, Matthew Tincani, and Amanda Guld Fisher (Temple University)

70. Teaching Facial Expressions to Children With Autism in Naturalistic Settings Using Video Modeling (Applied Research) ANA BIBAY (Institut Medico-Éducatif Maison pour l'Apprentissage et l'Intégration des enfants avec Autisme) and Neal N. Fleisig (Professional Crisis Management, Inc.)

71. A Review of the Various Models of Home-Based Interventions in Behavior Analysis (Service Delivery) AARTI HARESH THAKORE and Ashley Whittington (The Chicago School of Professional Psychology)

72. Decreasing Self-Stimulating Behaviors Using Differential Reinforcement of Low Rates and Differential Reinforcement of Diminishing Rates in Individuals With Autism (Applied Research) ASHLEY N. FIORILLI, Casey Dudley, and Andrew R. Weiher (Applied Behavior Consultants, Inc.)

73. Assessment of Outcomes of Children With Autism Spectrum Disorders Receiving EIBI Services in a Bilingual, Center-Based Environment (Service Delivery) HAYLEY VININSKY, Ali Dussault, and Nathalie Garcin (Gold Centre)

74. Matrix Training of Verbal and Nonverbal Greetings With Primary School Students With Autism (EDC; Applied Research) Malarie Thompson, GINGER KELSO, and Glen L. McCuller (Stephen F. Austin State University)

75. The Effects of Auditory Matching Protocol on Echoics in Students Diagnosed With Autism Spectrum Disorders and Speech/Language Delays (DEV; Applied Research) Suzzanna Javed, LEANNA MELLON, and Georgina Kemp (Teachers College, Columbia University) and Nelcy Garcia (Rockland BOCES)

76. Contingent Adult Vocal Imitation Promotes Reciprocal Vocal Imitation for Children With Autism (DDA; Applied Research) YUKA ISHIZUKA and Jun'ichi Yamamoto (Keio University)

Discussant: Gladys Williams (Centro de Investigacion y Ensenanza del Lenguaje)

77. Generative Language Learning in Severe Autism: Matrix Training Through a Mobile Application (DDA; Applied Research) OLIVER WENDT, Ning Hsu, Amber Torelli, and Katelyn Warner (Purdue University)

78. Analyzing the Relationship Between Social Skills and Success With a Video-Modeling Intervention Technique (DDA; Applied Research) LOGAN MCDOWELL and Anibal Gutierrez Jr. (Florida International University)

79. Effects of Instructional Video-Modeling on Teaching Behavioral Skills to Individuals With Autism Spectrum Disorders Through Caregivers (EDC; Applied Research) ADRIANO ALVES BARBOZA and Romariz Barros (Federal University of Pará)

80. Video-Modeling Intervention for Elementary Students Diagnosed With Autism Spectrum Disorders (DDA; Applied Research) LINA GILIC (St. John's University)

81. Visual Scene Displays Versus Exchange-Based Communication for Children With ASD (Applied Research) KRISTI MORIN, Jennifer Ganz, Ee Rea Hong, Whitney Gilliland, and Nicole Svenkerud (Texas A&M University)

82. Treatment Comparison Between the Picture Exchange Communication System and Proloquo2Go for Manding Behavior in a Young Boy With Autism Spectrum Disorder: What Does the Data Tell Us? (VRB; Applied Research) KATHRYN MANN and Tracie L. Lindblad (Monarch House)

83. Using Demand Fading Sets to Decrease Multiple Problem Behaviors for Adolescents With Autism: Group Study (EDC; Applied Research) DAVID BARTON and Kenneth G. Winn (Firefly Autism)

84. Reinforcing Short Latency to Task Completion to Treat Noncompliance (Service Delivery) SARA JEGNUM, Deva Carrion, Matthew O'Brien, James Green, Gunsung Lee, and Wendy K. Berg (The University of Iowa)

85. Assessment and Treatment of Inappropriate Sexual Behavior in a Hispanic Child With Autism (DDA; Service Delivery) NORMA ROJAS, Daniel Gonzalez, Noemi Trevino, and Zina A. Eluri (The University of Texas–Pan American)

86. Dissemination of Evidence-Based Intervention Strategies: Examining the Effectiveness of Performance Feedback (DDA; Service Delivery) ATSUKO MATSUZAKI and Jun'ichi Yamamoto (Keio University)

#361 Poster Session

12:00 pm–2:00 pm

Exhibit Hall C (Convention Center)

OBM

Chair: Pei-Fang Wu (National Kaohsiung Normal University)

Discussant: Nathan Call (Marcus Autism Center)

87. A Competition Assessment to Identify Relative Preference Between Positive and Negative Reinforcement for Multiply Controlled Problem Behavior (Applied Research) CAITLIN PARKER and Katie Donohoe (Bancroft); Susan Field (Georgian Court University); and Nicole Sullivan, Tracy L. Kettering, Sean Smith, and Patrick Thulen (Bancroft)

88. Increasing Duration on Vocational Tasks Using Visual Prompt and Self-Monitoring by an Adult With Developmental Disabilities (Applied Research) ICHA K. ARIEF (St. Cloud State University), Kim Frost (TSE, Inc.), and Benjamin N. Witts (St. Cloud State University)

89. Sexual Abuse Prevention: A Program for Adults With Intellectual Disabilities (Applied Research) REBECCA PINGS (California State University, Sacramento) and Marianne L. Jackson (California State University, Fresno)

90. Using Problem Behavior as an Indicator of Preference in Individuals With Profound Multiple Disabilities (Applied Research) BRENNAN HENRIKSON, Alison Cox, Jade Wightman, and C. T. Yu (University of Manitoba)

Monday, May 25

91. Conditional Discrimination Abilities and Differentiation of Functional Analysis Data (Applied Research) JANIE FUNK, Billy Rom, and W. Larry Williams (University of Nevada, Reno)

92. Using Redistribution to Decrease Packing and Meal Duration in a Child With Feeding Problems (Applied Research) STEPHANIE MILLER and Meeta R. Patel (Clinic 4 Kidz)

93. Implementing Bolus Fading and Escape Extinction to Decrease Gagging and Expulsion in a Child Who Is Liquid Dependent (Applied Research) STEPHANIE MILLER and Meeta R. Patel (Clinic 4 Kidz)

Discussant: Nicole DeRosa (SUNY Upstate Medical University)

94. Tantalizing or Tedious Tokens: The Effect of Pictures of Preferred Versus Neutral Stimuli as Tokens on Behavior and Task Completion (Service Delivery) JOSEPH BAIRD and John Haggard (Indiana University South Bend) and Sorah Stein (Partnership for Behavior Change)

95. A Comparison of Prompting Tactics to Teach Intraverbals to an Adolescent With Down Syndrome (Service Delivery) ABIGAIL WALLACE, D. Reed Bechtel, Sue Heatter, and Leasha Barry (University of West Florida)

96. Prerequisites to Video Modeling in Adults With Intellectual Disabilities (Applied Research) KAREN BECKER, D. Reed Bechtel, Sue Heatter, and Leasha Barry (University of West Florida)

97. Improving Medication Administration: Applied Behavior Analysis Training for Medical Professionals (Applied Research) MEGHAN BRENNAN, Rebeca Torres, and Lauren F. Troy (Bancroft)

98. Token Reinforcement and Treatment Durability in the Treatment of Escape-Maintained Problem Behavior (Applied Research) JESSICA GARCIA (Kennedy Krieger Institute); Iser Guillermo DeLeon (University of Florida); Michelle A. Frank-Crawford, Mariana I. Castillo, and Daniel Clark (Kennedy Krieger Institute)

99. On the Relation Between Adaptive Functioning and Behavior Disorders (Applied Research) PHILLIP ORCHOWITZ, Jonathan Dean Schmidt, Griffin Rooker, Patricia F. Kurtz, and Louis P. Hagopian (Kennedy Krieger Institute)

100. Checking the Retention of Skills Taught in a One-to-One Setting (EDC; Applied Research) Michelle Harrington and JILL HUNT (Judge Rotenberg Educational Center)

#362 Poster Session

12:00 pm–2:00 pm

Exhibit Hall C (Convention Center)

VRB

Chair: Judah B. Axe (Simmons College)

Discussant: Mitch Fryling (California State University, Los Angeles)

101. Teaching Functional Questions to an Individual With Autism Spectrum Disorder: Environmental Engineering to Promote Independent Responding (AUT; Applied Research) MICHAEL SCHEIB (University of Southern Maine) and Erin Beardsley (Margret Murphy Center for Children)

102. Tact-Mand Transfer as a Higher-Order Verbal Operant: Assessing and/or Establishing This Relation in Early Learners With Autism (AUT; Applied Research) GENAE HALL, Jennifer Elia, Meghan Miles, and Kelli Luck (Behavior Analysis Center for Autism) and Mark L. Sundberg (Sundberg and Associates)

103. Use of Textual Prompts to Teach Mand for Information Using “Who?” (Applied Research) WILLIAM WALTON, Cassandra M. Gayman, Brittany Bartlett, Sarah Wymer, Sarah Frampton, and Alice Shillingsburg (Marcus Autism Center)

104. The Effects of Topography-Specific Distractors on Joint-Controlled Sequencing: A Preliminary Investigation (EAB; Basic Research) Curtis Clough, CAREEN SUZANNE MEYER, Timothy Fechter, Stephanie Cran, and Caio F. Miguel (California State University, Sacramento)

105. Teaching Mand for Information Using “When?” (AUT; Applied Research) ROBIN LANDA, Chelsea Kremer, Olivia Sadler, and Alice Shillingsburg (Marcus Autism Center)

106. A Preliminary Investigation on Intraverbal Naming and the Emergence of Generalized Equivalence Classes (EAB; Basic Research) ADRIENNE JENNINGS, Charisse Ann Lantaya, Devin Galdieri, Amanda Chastain, Margaret Alvarez, Careen Suzanne Meyer, and Caio F. Miguel (California State University, Sacramento)

Discussant: Einar T. Ingvarsson (University of North Texas)

107. Comparison of Picture Exchange and Modified Sign Language Training to Establish Discriminated Mands (AUT; Applied Research) CASSONDRA M. GAYMAN, Sarah Frampton, Dianna Shippee, Emily Napier, Ashley Neitzer, and Alice Shillingsburg (Marcus Autism Center)

108. The Effects of Multiple Exemplar Instruction Across Listener and Speaker Responses on the Acquisition of Naming in Three Children With Disabilities (DDA; Applied Research) GABRIELLE SWEENEY (Teachers College, Columbia University)

109. Teaching Recalling Past Events Using Tact and Echoic Prompts (AUT; Applied Research) SARAH WYMER, Sarah Frampton, Robin K. Landa, Jordyn Turner, and Alice Shillingsburg (Marcus Autism Center)

110. Referent-Based Verbal Behavior Instruction for Children With Autism (AUT; Service Delivery) ANASTASIA SAWCHAK, Stephanie Curtis, Lee L. Mason, and Alonzo Andrews (The University of Texas at San Antonio)

111. An Evaluation of Extinction on Increasing Functional Vocal Language (AUT; Applied Research) DIANNA M. SHIPPEE, William Walton, and Alice Shillingsburg (Marcus Autism Center)

Discussant: Timothy Michael Yeager (California State University, Fresno)

112. Establishing Derived Textual Control in an Activity Schedule With an Adult With Down Syndrome (DDA; Applied Research) Daniel Ortega (Trellis Center) and SADIE L. LOVETT and Paige Thornton (Central Washington University)

113. Stimulus-Stimulus Pairing (AUT; Applied Research) BRITTANY BARTLETT, Taylor Thompson, and Alice Shillingsburg (Marcus Autism Center)

114. Examination of the Explicit-Zero Effect via Behavior-Behavior Relations (EAB; Basic Research) PHILIP ERB and Jesse Dallery (University of Florida)

115. Language Outcomes of Nonvocal Children Following Intensive ABA Intervention (AUT; Applied Research) RACHEL YOSICK, Hannah Robinson, Tylor Thompson, Caitlin H. Delfs, and Alice Shillingsburg (Marcus Autism Center)

#363 Symposium

1:00 pm–1:50 pm

006D (Convention Center)

EAB/TPC; Basic Research

Investigating Gambling Problems Through the Behavior Analytic Lens

Chair: Karl Gunnarsson (Southern Illinois University)

Direct Observation of Gambling Behavior in Gambling Settings

MAUREEN O'CONNOR, Emily Durako, Karl Gunnarsson, and Mark R. Dixon (Southern Illinois University)

Experimental and Natural Observation of the Game of Craps

ALLISON RIBLEY, Karl Gunnarsson, Jomi Hirata, Brian Morgan, Jacob H. Daar, and Mark R. Dixon (Southern Illinois University)

The Use of Behavioral Economics in Behavior Analytic Gambling Research: A Conceptual Discussion

SARAH STERNQUIST, Karl Gunnarsson, and Mark R. Dixon (Southern Illinois University)

#364 Symposium

2:00 pm–2:50 pm

Grand Ballroom C2 (Convention Center)

AUT; Applied Research

BACB CE Offered. CE Instructor: Tonya Nichole Davis, Ph.D.

Advances in the Application of Motivating Operations With Children With Autism Spectrum Disorders

Chair: Tonya Nichole Davis (Baylor University)

Examination of Pre-Session Systematic Durations of Reinforcer Access

ALLEN MOM, Rachel Scalzo, Tonya Nichole Davis, Dana Leeper, Alicia Kobylecky, and Jayden Conte (Baylor University)

A Trial-Based Approach to Isolating Establishing Operations for Negatively Reinforced Challenging Behavior

JENNIFER NINCI, Mandy J. Rispoli, and Stephanie Gerow (Texas A&M University)

Analysis of Behavioral Indicators as a Measure of Satiation

RACHEL SCALZO, Tonya Nichole Davis, Kelsey Henry, and Allen Mom (Baylor University)

#365 Panel Discussion

2:00 pm–2:50 pm

204B (Convention Center)

CSE; Service Delivery

BACB CE Offered. CE Instructor: Robyn M. Catagnus, Ed.D.

Activities and Activism for Cross-Cultural Dissemination of Behavior Analysis

Chair: Robyn M. Catagnus (Ball State University)

SAKURAKO SHERRY TANAKA (Multicultural Alliance of Behavior Analysts)

KOZUE MATSUDA (Children's Center)

ELIZABETH HUGHES FONG (Fielding Graduate University)

#366 Invited Tutorial

2:00 pm–2:50 pm

Lila Cockrell Theatre (Convention Center)

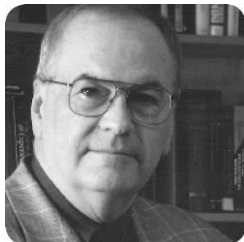
CSE; Theory

PSY/BACB CE Offered. CE Instructor: Travis Thompson, Ph.D.

Science Is Not All Mathematics, nor All Logic, but It Is Somewhat Beauty and Poetry

Chair: Mark P. Alavosius (Prxis2LLC)

TRAVIS THOMPSON (University of Minnesota)



Travis Thompson is professor of educational psychology and emeritus professor of psychology at the University of Minnesota, Fellow of ABAI, and recipient of the Society for the Advancement of Behavior Analysis Award for Impact of Science on Application. He has been a member of the ABAI Executive Council, distinguished scientist, clinical practitioner, author, and, lesser known, visual artist and poet. He previously designed and constructed stained glass, has written essays on art glass, does watercolor paintings, and writes engaging poetry. Among behavior analytic scientists he is one of the more effective in expressing the humanity of our science. He is the author or editor of 238 articles and

chapters and 34 books, several written for practitioners and parents of children with autism. He is known to be especially effective in communicating with nonscientists about the importance of our work. He is the coordinator of the Behavior Analysis and the Arts Special Interest Group.

Abstract: Throughout the Renaissance, the arts and sciences were both often practiced by women and men of scholarship of all sorts. The very notion of a “Renaissance Man or Woman” speaks to the idea that today we have somehow lost our way, and expect divergence, not integration. It was more common than not that scientists were also practitioners of some form of painting or artistic writing, and the converse. From Leonardo da Vinci to B. F. Skinner, the two have more often than not been interwoven. The notion that the two are separate endeavors emerged after the Renaissance when science and the humanities diverged, reaching its culmination during and after World War II when C. P. Snow presented his famous Rede Lecture, “Two Cultures.” The arts are integral features that create the context within which our practices as research and applied behavior analysts are conducted. Artistic factors are also behavioral variables in our analysis of behavior. They are also uniquely effective in creating the context for socio-cultural conditional learning and discriminations. As we look about us, we are compelled to ask, “Why do artists create art?” “Why can people with severe disabilities often create stunning artistic products while being unable to speak an intelligible sentence?” “Why do so many of us feel artistic activities are uplifting and add a dimension to our lives that exceeds those of our science, alone?” “How can the concepts of the arts and sciences be integrated to mutual benefit?” In today’s discussion, Dr. Travis Thompson will explore the interplay of artistic activities and behavior analytic endeavors, where they intertwine and separate. *The title is from a comment by the first American woman astronomer, Maria Mitchell, in the 19th century.

#367 Symposium

2:00 pm–2:50 pm

007A (Convention Center)

EAB/OTH; Basic Research

Meaning, Scanning, Induction of Writing, and Equivalence

Chair: Erik Arntzen (Oslo and Akershus University College)

Pattern, Variability, and Speed in Eye Movements and their Functional Relations to Learning and Motivation

STEFFEN HANSEN and Erik Arntzen (Oslo and Akershus University College)

The Effects of Three-Member Equivalence-Class Pre-Training on Subsequent Five-Member Equivalence-Class Formation Yield

RICHARD W. SERNA and Katerina Thanopoulos (University of Massachusetts Lowell) and Lanny Fields (Queens College, City University of New York)

Statistical Interaction, Interpreting, and Writing Descriptions of Complex Graphs

JACK SPEAR and Lanny Fields (Queens College, City University of New York)

#368 Symposium

2:00 pm–2:50 pm

210AB (Convention Center)

EDC/AUT; Applied Research

BACB CE Offered. CE Instructor: Christina F. Noel, Ph.D.

Nonbehavioral Providers Using Time-Based Reinforcement to Decrease Problem Behaviors in School Settings

Chair: Christina F. Noel (Western Kentucky University)

Discussant: Johanna Staubitz (Vanderbilt University)

Using Noncontingent Reinforcement to Decrease Problem Behavior and Increase Appropriate Behavior in an Alternative Setting

CHRISTOPHER RUBOW (University of Florida)

Using Time-Based Reinforcement to Increase On-Task Behaviors in an After-School Setting for Students With Autism Spectrum Diagnoses

CHRISTINA F. NOEL (Western Kentucky University)

#369 Symposium

2:00 pm–2:50 pm

212AB (Convention Center)

EDC/DDA; Applied Research

BACB CE Offered. CE Instructor: Jennifer Marie Cullen, Ph.D.

The Implementation of Interventions for Self-Directed Interventions to Promote Generalization for Postsecondary Students With Intellectual and Developmental Disabilities

Chair: Jennifer Marie Cullen (Ball State University)

Discussant: Christopher A. Tullis (Georgia State University)

The Effects of a Self-Determination Intervention on the Performance of Academic and Social Behaviors of College-Age Youth With Intellectual Disabilities in Postsecondary Settings

EVETTE SIMMONS-REED (Ball State University), Ralph Gardner III (The Ohio State University), and Jennifer Marie Cullen (Ball State University)

The Effects of Self-Directed Video Prompting on Generalization of Independent Living Tasks in Postsecondary Settings for Young Adults With Autism and Intellectual Disabilities

JENNIFER MARIE CULLEN and Evette Simmons-Reed (Ball State University) and Lindy Weaver (The Ohio State University)

#370 Paper Session

2:00 pm–2:50 pm

211 (Convention Center)

EDC

Adopting Behavior Analysis to Improve Learning Outcomes

Chair: Katherine Kavanaugh (Florida Institute of Technology)

Evaluating Fluency-Based Instruction With Mathematics Skills and Associated Generalized Outcomes: A Randomized-Controlled Trial (Applied Research)

AOIFE MCTIERNAN and Jennifer Holloway (National University of Ireland, Galway), Olive Healy (Trinity College Dublin), and Michael Hogan (National University of Ireland)

Increasing School Readiness in Early Education Programs With a Behavior Analytic Approach (Service Delivery)

KATHERINE KAVANAUGH and Joshua K. Pritchard (Florida Institute of Technology)

Teaching Generalized Action Verb-Referent Relations: An Application of Instructional Design to Equivalence-Based Instruction (Applied Research)

ANUSHA SUBRAMANYAM and John W. Eshleman (The Chicago School of Professional Psychology)

#371 Panel Discussion

Student Committee Event

2:00 pm–2:50 pm

201 (Convention Center)

OBM; Service Delivery

Professional Development Series: Conversation Hour With Prominent Women in OBM

Chair: Amber Marie Candido (University of Nevada, Reno)

MARIA E. MALOTT (ABAI)

RAMONA HOUMANFAR (University of Nevada, Reno)

LAURA L. METHOT (CLG, Inc.)

#372 B. F. Skinner Lecture Series

2:00 pm–2:50 pm

203AB (Convention Center)

OBM; Service Delivery

BACB CE Offered. CE Instructor: Julie M. Slowiak, Ph.D.

Channel Your Inner Entrepreneur: There's More to Consulting Than "Hanging up a Shingle"

Chair: Julie M. Slowiak (University of Minnesota Duluth)

DARRYL WAHLSTROM (D.A.W. Organization Consulting Solutions)



Darryl A. Wahlstrom, Ph.D., is an expert and leader in organizational performance. Over the past 20 years, he has partnered with a wide variety of workplace teams and leaders to help them identify and overcome critical roadblocks to improved performance. S&P and Fortune companies such as DENSO Manufacturing; Pfizer, Inc.; and Zoetis have partnered with Dr. Wahlstrom to help achieve organizational goals. He believes coaching is a powerful, dynamic, and creative process. He provides direct, confidential assistance for executives, leaders, and managers to help them identify their strengths and what may be presently holding them back. Honest feedback and valuable guidance combine to

help them craft a workable pathway for personal growth that is both goal-oriented and focused on specific outcomes. He is a certified provider of the pioneering organizational and leadership technologies from Bartell & Bartell, Ltd. He holds the Associate Coach Certification (ACC) credential recognized by the International Coaching Federation and advanced certification in organizational development human resource management from Columbia University. Dr. Wahlstrom earned his Ph.D. in education at the University of Michigan, with a multi-disciplinary focus on organizational psychology. He frequently speaks and contributes content on leadership and coaching. He is active in several professional organizations including Michigan Manufacturers Association, Society for Human Resource Management, and Society for Industrial and Organizational Psychology.

Abstract: The Era of Big Work, in which corporations recruited and retained qualified workers, metered productivity over a 40-hour week, and provided incentives in the form of total compensation packages, is the historic norm for the U.S. economy. After the Great Recession (2007–2009) and massive layoffs, predictably, many professionals did not return to positions comparable to the ones they previously held because of the slow, protracted economic recovery. Many workers, instead, re-appraised their personal direction and took stock of market factors and emerging trends. They intentionally chose not to return to traditional corporate jobs and have pursued careers as freelancers, independent consultants, and contract workers. In fact, estimates suggest that about 42 million, or one-third of all U.S. workers, fall into this category and that by the end of the decade, the numbers will rise by 40% to 60 million people. These independents are often seen as entrepreneurs, as if the label were all-encompassing, one-size-fits-all, and their success were determined by the presence—or absence—of some elusive quality or trait. There is an opportunity to view entrepreneurship more broadly and, in doing so, support the journeys of a growing number of individuals in their personal and professional growth.

#373 Symposium

2:00 pm–2:50 pm

213AB (Convention Center)

PRA/TBA; Applied Research

BACB CE Offered. CE Instructor: Deirdre Lee Fitzgerald, Ph.D.

An Analysis of Practice Changes Following the Professional and Ethical Compliance Code for Behavior Analysts

Chair: Deirdre Lee Fitzgerald (University of Saint Joseph)

Components of the New Professional and Ethical Compliance Code That May Change Your Practice

DEIRDRE LEE FITZGERALD (University of Saint Joseph)

Monday, May 25

Embedding the New Ethics in the Graduate Curriculum Effectively

Michael F. Dorsey (Endicott College) and MICHAEL WEINBERG (Orlando Behavior Health Services, LLC)

Current Issues and Approaches to Certification Exam Preparation for the Revised BACB Ethical Standards

MICHAEL WEINBERG (Orlando Behavior Health Services, LLC)

#374 Panel Discussion

Student Committee Event

2:00 pm–2:50 pm

214A (Convention Center)

PRA; Service Delivery

BACB CE Offered. CE Instructor: Megan Miller, MS

Professional Development Series: Standard Celeration Chart, Equal Interval Graphs, or Both? You Decide

Chair: Megan Miller (The Ohio State University)

RICHARD M. KUBINA JR. (The Pennsylvania State University)

MICHAEL M. MUELLER (Southern Behavioral Group)

CLAIRE ELLIS (Navigation Behavioral Consulting)

#375 Invited Presenter

2:00 pm–2:50 pm

006AB (Convention Center)

SCI; Basic Research

PSY/BACB CE Offered. CE Instructor: Matthew W. Johnson, Ph.D.

Behavioral Economics of Sexual HIV Risk Behavior in Humans: Sexual Discounting

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

MATTHEW W. JOHNSON (Johns Hopkins University School of Medicine)



Matthew W. Johnson, Ph.D., is an associate professor of psychiatry at Johns Hopkins University School of Medicine. His behavioral economics research has applied delay discounting and demand analyses to addiction. Highly cited early contributions include validation of human delay discounting methods and approaches for evaluating discounting data. His research has indicated delay discounting of condom use to be a critical variable influencing sexual HIV risk. Dr. Johnson also has conducted human studies determining the acute effects of numerous drugs including cocaine, methamphetamine, nicotine, caffeine, GHB, alcohol, triazolam, ramelteon, psilocybin, dextromethorphan, and salvinorin A. His recent research has

combined his areas of expertise by determining the effects of acute drug administration on the discounting of sexual outcomes. Dr. Johnson has published more than 50 manuscripts and chapters. He has been awarded more than \$5 million as principal investigator from the National Institutes of Health. Dr. Johnson received the 2011 Young Psychopharmacologist Award from the Psychopharmacology and Substance Abuse Division of the American Psychological Association, and the 2014 Federation of Associations in Behavioral & Brain Sciences Early Career Impact Award. Dr. Johnson has been interviewed about the behavioral effects of drugs on CNN's *The Situation Room with Wolf Blitzer* and NPR's *Morning Edition* and *Kojo Nnamdi Show*, and in *The New York Times* and *The Washington Post*.

Abstract: Many studies have shown that greater delay discounting of money is associated with drug-use disorders. The Sexual Discounting Task was developed to determine the effect of delay on decisions to use condoms in casual sex contexts. Findings show that sexual discounting is typically hyperbolic, consistent with discounting results across species and outcomes. Data show sexual discounting to be sensitivity to sexual partner desirability and likelihood of having a sexually transmitted infection (STI); related to self-reported recent sexual risk (contrasting with money discounting); greater in drug-dependent vs. nondependent individuals; and reliable at a one-week interval. Recently examined were the acute effects of drugs associated with sexual risk on the Sexual Discounting Task, including a novel probability discounting

variation assessing the effects of uncertainty of STI contraction on condom use. Results suggest that cocaine, methamphetamine, and alcohol increase both delay and probability discounting of condom use. For methamphetamine, this increase was observed only for those individuals for whom methamphetamine increased sexual arousal ratings. These drugs showed no effect in changing money discounting. Collectively, these data suggest that delay and probability discounting are processes contributing to HIV risk behavior. The results also highlight the limitations of assessing discounting with only monetary outcomes.

#376 Symposium

2:00 pm–2:50 pm

206AB (Convention Center)

TBA; Service Delivery

BACB CE Offered. CE Instructor: Dana R. Reinecke, Ph.D.

Technological Innovations for the Teaching of Behavior Analysis in Colleges

Chair: Emaley Bladh McCulloch (Relias Learning)

Assessment of the Effectiveness of Virtual Functional Behavior Assessment Training on the Understanding of Functions of Behavior in Graduate Students

DANA R. REINECKE and Cheryl Ostryn (The Sage Colleges)

Inexpensive Setup Based on Arduino and Visual Basic for Laboratory Courses on Operant Conditioning

ROGELIO ESCOBAR and Carlos Alexis Perez Herrera (National Autonomous University of Mexico)

A Comparison of Two Reading Assignments on Quiz Performance by Online Students

CHERYL J. DAVIS and Thomas L. Zane (Institute for Behavioral Studies, Endicott College)

#377 Paper Session

2:00 pm–2:50 pm

007C (Convention Center)

TPC

Contingencies and Metacontingencies

Chair: Diego Zilio (State University of São Paulo)

The Biggest Matching Law Study You Never Heard Of: A Behavior Analytic Appreciation of Barker and Wright's Lost Classic, *Midwest and Its Children* (Theory)

JAMES T. TODD (Eastern Michigan University)

Homogenous and/or Pragmatic Reductionism: Comments on the Relation Between Contingency and Metacontingency (Theory)

DIEGO ZILIO and Kester Carrara (State University of São Paulo)

Bridging the Gap Between a Science of Individual Behavior and a Science of Cultural Practices: From Social Behavior to Metacontingency (Theory)

KALLIU COUTO and Ingunn Sandaker (Oslo and Akershus University College)

#378 Panel Discussion

2:00 pm–2:50 pm

217A (Convention Center)

VRB; Applied Research

BACB CE Offered. CE Instructor: Mark R. Dixon, Ph.D.

The Future of ABA Interventions for Children With Autism

Chair: Dermot Barnes-Holmes (National University of Ireland, Maynooth)

MARK R. DIXON (Southern Illinois University)

RUTH ANNE REHFELDT (Southern Illinois University)

ANDY BONDY (Pyramid Educational Consultants)

Monday, May 25

#379 Symposium

2:00 pm–3:50 pm

217B (Convention Center)

AUT/EDC; Applied Research

BACB CE Offered. CE Instructor: Regina A. Carroll, Ph.D.

Enhancing the Effectiveness and Efficiency of Instructional Procedures

Chair: Regina A. Carroll (West Virginia University)

Discussant: Alison M. Betz (Florida Institute of Technology)

A Comparison of Differential Reinforcement Procedures on the Acquisition of Tacts in Children With Autism

CASEY NOTTINGHAM, Brittany English, and Jason C. Vladescu (Caldwell College); Tiffany Kodak (University of Oregon); Paul Argott (EPIC School); and April N. Kisamore (Caldwell College)

A Comparison of Different Consequences for Correct Responses During Discrete Trial Instruction

BRAD JOACHIM and Regina A. Carroll (West Virginia University)

Comparing the Effects of Errors of Commission and Omission on Skill Acquisition

BRITTANY LEBLANC, Tiffany Kodak, Samantha Moberg, Jacqueline Kammer, Shaji Haq, and Patricia Zemantic (University of Oregon)

A Comparison of Serial and Concurrent Training on the Generalization of Receptive Labeling

MARC J. LANOAZ and Marie-Michèle Dufour (Université de Montréal)

#380 Symposium

2:00 pm–3:50 pm

Grand Ballroom C1 (Convention Center)

AUT/DDA; Applied Research

BACB CE Offered. CE Instructor: Erin Richard White, MA

Recent Research on Skill Acquisition in Children With Autism

Chair: Erin Richard White (Alpine Learning Group)

Discussant: Amanda Karsten (Western New England University)

Use of a Pause Procedure to Teach Appropriate Echoic Responding Following the Instruction “Say”

ANDRESA A. DE SOUZA, Nicole M. Rodriguez, Megan Ashley Levesque, and Jessica Niemeier (University of Nebraska Medical Center) and Michelle Ocen (Center for Autism and Neuro-Developmental Disabilities of Southern California)

A Systematic Comparison of Commonly Used Echoic Teaching Procedures

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

A Systematic Replication of the Horner and Keilitz Prompting Sequence

CATHERINE B SIMMS, Jonathan K. Fernand, Sarah K. Slocum, Christopher Rubow, and Timothy R. Vollmer (University of Florida)

Teaching Children With Autism to Differentially Imitate Observed Behaviors

PAULA GAGLIOTI, Tina Sidener, and Kenneth F. Reeve (Caldwell College) and Bridget A. Taylor (Alpine Learning Group)

#381 Symposium

2:00 pm–3:50 pm

217C (Convention Center)

AUT/DDA; Applied Research

BACB CE Offered. CE Instructor: David Garcia, Ed.D.

Teaching Children With Autism and Developmental Disabilities Critical Safety Skills

Chair: David Garcia (Behavior Analysis Inc.)

Discussant: Jack Scott (Florida Atlantic University)

Using Modeling and Rehearsal to Teach Fire Safety to Children With Autism

DAVID GARCIA (Behavior Analysis Inc.) and Charles Dukes, Michael Brady, Jack Scott, and Cynthia L. Wilson (Florida Atlantic University)

Are Modeling and Rehearsal Both Necessary? Teaching Fire Safety Skills Without Modeling

JIMENA VAILLANT-MEKRAS (Florida Autism Treatment Centers) and David Garcia (Behavior Analysis Inc.)

Using Video Modeling With In-Situ Video Feedback to Teach Parking Lot Safety to Individuals With Autism

TOBY J. HONSBERGER (Renaissance Learning Academy)

School-Based Social Safety Skills Program: A Community Application

JENNIFER AGGANIS (Positive Behavior Supports Corp.)

#382 Symposium

2:00 pm–3:50 pm

217D (Convention Center)

AUT/PRA; Applied Research

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

Advancements in Skill Acquisition Research for Individuals With Autism Spectrum Disorders

Chair: Kimberly Sloman (Douglass Developmental Disabilities Center, Rutgers University)

Discussant: Thomas S. Higbee (Utah State University)

An Analysis of the Simple-Conditional and Conditional-Only Methods

REBECCA WERLE and Alison M. Betz (Florida Institute of Technology)

The Effects of Speech Output Technology on Skill Acquisition in Children With Autism Spectrum Disorders

MARIANA TORRES-VISO (Kennedy Krieger Institute) and Kimberly Sloman and Katelyn Selver (Douglass Developmental Disabilities Center, Rutgers University)

The Effects of Receptive and Expressive Sequencing on the Acquisition of Feature, Function, and Class

SHIMIN BAO, Taylor Sweatt, Sarah Antal, and Sarah A. Lechago (University of Houston–Clear Lake)

Comparing the Effects of Massed and Distributed Practice for Children With Autism

SHAJI HAQ (University of Oregon); Tiffany Kodak (University of Wisconsin-Milwaukee); and Eva Kurtz-Nelson, Marilynn Porritt, Kristin Rush, Tom Cariveau, Vincent E. Campbell, and Traci Elaine Ruppert (University of Oregon)

#383 Symposium

2:00 pm–3:50 pm

Texas Ballroom Salon B (Grand Hyatt)

CBM; Applied Research

BACB CE Offered. CE Instructor: Matthew P. Normand, Ph.D.

Get Moving: Behavior Analysis of Physical Activity for Health and Fitness

Chair: Matthew P. Normand (University of the Pacific)

Discussant: Raymond G. Miltenberger (University of South Florida)

Increasing Physical Activity Deficiencies With Deposit Contracts in Healthy Adults

WENDY DONLIN WASHINGTON (University of North Carolina at Wilmington), Derek McMullen (University of Central Florida), Amanda Devoto and Lilian Hatcher (University of North Carolina at Wilmington), and Bryan Acton (Virginia Tech University)

A Comparative Analysis of Physical Activity Interventions for Young Children

HEATHER ZERGER and Matthew P. Normand (University of the Pacific)

The Effect of Activity Context on Physical Activity and Activity Preference Displayed by Children With Developmental Disabilities

SHARI M. PINCUS (University of Maryland, Baltimore County), Nicole Lynn Hausman (Kennedy Krieger Institute), John C. Borrero (University of Maryland, Baltimore County), and SungWoo Kahng (University of Missouri)

Evaluating Methods for Enhancing Data Display and Analysis in Physical Activity Research

DIEGO VALBUENA, Bryon Miller, Andrew L. Samaha, and Raymond G. Miltenberger (University of South Florida)

#384 Symposium

2:00 pm–3:50 pm

Texas Ballroom Salon C (Grand Hyatt)

CBM; Theory

BACB CE Offered. CE Instructor: Michael Bordieri, Ph.D.

What the Flex: Exploring Behavioral Conceptualizations of Psychological Flexibility and Implications for Assessment

Chair: Skylar Fusilier (University of Louisiana at Lafayette)

Discussant: Michael Bordieri (University of Mississippi Medical Center)

Bringing Back the Basics: Relating Basic Behavioral Processes to the Psychological Flexibility Model

GRAYSON BUTCHER and Emily Kennison Sandoz (University of Louisiana at Lafayette)

Modeling Body Image Flexibility Using the Concepts of Transfer of Function and Competing Sources of Control

NOLAN WILLIAMS, Gina Quebedeaux Boullion, and Jessica Auzenne (University of Louisiana at Lafayette); Emmie Hebert (The University of Mississippi); Shelley Greene (University of Louisiana at Lafayette); Michael Bordieri (University of Mississippi Medical Center); and Emily Kennison Sandoz (University of Louisiana at Lafayette)

Use Your Words: An Examination of Student Writing in Response to Experiential Learning Exercises Targeting Psychological Flexibility

EMILY ALLEN, Emmy LeBleu, Ryan Albarado (University of Louisiana Lafayette), Bronwyn Frederick, Jada Horton, Alaina Kiefner, Lauren Griffin, and Emily Kennison Sandoz (University of Louisiana at Lafayette)

This Is How We Do: Use of Word-Level IRAP Analyses to Identify Relative Flexibility and Inflexibility With Specific Verbal Stimuli

EMMIE HEBERT, Kate Kellum, Kerry C. Whiteman, and Kelly G. Wilson (The University of Mississippi)

#385 Symposium

2:00 pm–3:50 pm

204A (Convention Center)

CSE/OBM; Applied Research

Increasing the Safety of Pedestrians With Behavioral Interventions

Chair: Ron Van Houten (Western Michigan University)

Discussant: Miles Bennett (Western Michigan University)

The Effects of the Symbol Sign and the Use of City Posts on the Efficacy of a Gateway Configuration of the In-Street Sign

MILES BENNETT (Western Michigan University)

A Comparison of the Efficacy of a Wide and Narrow Configuration of the In-Street Sign on Driver Yielding to Pedestrians

JONATHAN HOCHMUTH (Western Michigan University)

A Comparison of Edge Signs Alone, Lane Lines Alone, and a Full Gateway Treatment on Driver Yielding Right-Of-Way to Pedestrians

JONATHAN HOCHMUTH (Western Michigan University)

Countdown Pedestrian Signals Legibility and Comprehension Without Flashing Hand

GREGORY DELAERE (Western Michigan University)

#386 Symposium

2:00 pm–3:50 pm

205 (Convention Center)

TBA/PRA; Applied Research

BACB CE Offered. CE Instructor: Jonathan J. Tarbox, Ph.D.

Training the Next Generation of Behavior Analysts: Striving for Excellence in Graduate Instruction and Pre-Professional Training

Chair: Jonathan J. Tarbox (Center for Autism and Related Disorders)

Discussant: Darlene E. Crone-Todd (Salem State University)

Behavioral? Great! Arrogant? Not So Great

JONATHAN J. TARBOX (Center for Autism and Related Disorders)

Making Students Make You Better: Self-Control in the Learning Environment

GRACE CASONE, Jamine Dettmering, Megan Durocher, Danika Stone, and Scott A. Herbst (The Chicago School of Professional Psychology)

Everybody Gets an “A”: Using Teams and Teamwork in the Classroom

TAYLOR HILL, Nathaniel Lachica, Allison Bihler, Ashley Anderson, and Scott A. Herbst (The Chicago School of Professional Psychology)

Pre-Professional Behavior Analyst Competencies Demonstrated by Graduate Students Enrolled in a University-Supervised Intensive Practicum

CHERYL A. YOUNG-PELTON (Montana State University in Billings)

#387 Panel Discussion

Student Committee Event

3:00 pm–3:50 pm

Grand Ballroom C2 (Convention Center)

AUT; Service Delivery

Professional Development Series: A Select Guide to Parent Training

Chair: Joseph Hacker (McNeese State University)

ROBERT K. ROSS (Beacon ABA Services)

MARY JANE WEISS (Endicott College)

PATRICK E. MCGREEVY (Patrick McGreevy, Ph.D., P.A. and Associates)

#388 B. F. Skinner Lecture Series

3:00 pm–3:50 pm

Lila Cockrell Theatre (Convention Center)

CBM; Applied Research

PSY/BACB CE Offered. CE Instructor: Steven R. Lawyer, Ph.D.

Emotional Agility: The Science and Applications

Chair: Steven R. Lawyer (Idaho State University)

TODD B. KASHDAN (George Mason University)



Dr. Todd B. Kashdan is a world-recognized authority on the science of well-being, strengths, relationships, stress, and anxiety. He uses cutting-edge science to help people function optimally in life and business. He is professor of psychology and senior scientist at the Center for the Advancement of Well-Being at George Mason University. He has published more than 150 scholarly articles and authored *Curious? Discover the Missing Ingredient to a Fulfilling Life*; *Designing Positive Psychology*; *Mindfulness, Acceptance, and Positive Psychology*; and his new book, *The Upside of Your Dark Side: Why Being Your Whole Self—Not Just Your “Good” Self—Drives Success and Fulfillment*. His research

has been featured in several media outlets, including *The New York Times* and *The Washington Post*, and he blogs for *The Huffington Post* and *Psychology Today*.

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Abstract: Being able to understand, verbalize, and distinguish felt experiences is a key component of psychological interventions. Until recently, there has been an absence of empirical research on the particular value of emotion differentiation on healthy and unhealthy outcomes. Dr. Kashdan will review research in clinical, social, and health psychology that offers insights into the transdiagnostic adaptive value of putting feelings into words. The ability to precisely describe and differentiate emotions has been recently shown to alter the association between negative emotions and emotion-regulation difficulties as varied as binge drinking, aggression, neural reactivity to rejection, self-injurious behavior, and the severity of anxiety and depressive disorders. These findings shed light on how negative emotions and stressful experiences can be transformed by how people label and distinguish what they are feeling. Implications for the study of emotions and emotion regulation, and psychological treatment will be discussed.

#389 Symposium

3:00 pm–3:50 pm

007B (Convention Center)

EAB/CBM; Applied Research

BACB CE Offered. CE Instructor: Jill Marie Harper, Ph.D.

Antecedent Interventions to Increase Tolerance of Aversive Situations

Chair: Jill Marie Harper (Melmark New England)

Effects of Preference and Choice on Completion of an Oral Hygiene Task

KIMBERLY L. DUHANYAN, Jill Marie Harper, and Nicole Heal (Melmark New England)

Do Distracting Activities Increase Tolerance of an Infant Cry?

KATHRYN ROSE GLODOWSKI, Rachel H. Thompson, Erica Clayton, and Cassandra Hilpert (Western New England University)

Pausing and Preference in Transitions Between Relatively Rich and Lean Reinforcement Contexts

BERGLIND SVEINBJORNSDOTTIR and Chata A. Dickson (The New England Center for Children)

#390 Panel Discussion

Student Committee Event

3:00 pm–3:50 pm

211 (Convention Center)

EDC; Service Delivery

BACB CE Offered. CE Instructor: Mirela Cengher, MA

Professional Development Series: Life After Graduation: Academic and Clinical Careers

Chairs: Mirela Cengher and Mariam Chohan (City University of New York, The Graduate Center)

TERRY S. FALCOMATA (The University of Texas at Austin)

HENRY S. ROANE (Upstate Medical University)

JOHN CLAUDE WARD-HORNER (Beacon ABA Services)

LAUREN KRYZAK (Queens College, City University of New York)

#391 Symposium

3:00 pm–3:50 pm

201 (Convention Center)

OBM; Applied Research

Recent Research on Performance Feedback in OBM: From Telemedicine to Laboratory Studies

Chair: Carl Merle Johnson (Central Michigan University)

Differentiated and Combined Effects of Corrective Feedback via Telemedicine and a Group Contingency on Treatment Integrity and Behavior Note Accuracy

GREGORY R. MANCIL (Louisiana Tech University)

The Role of Accuracy and Type of Evaluation in Feedback Delivery

RACHAEL TILKA, Jessica Rocheleau, and Douglas A. Johnson (Western Michigan University)

A Comparison of Accurate and Inaccurate Performance Feedback on College Students Doing Data Entry Tasks

MICHAEL PALMER and Carl Merle Johnson (Central Michigan University)

#392 Symposium

3:00 pm–3:50 pm

213AB (Convention Center)

PRA/AUT; Applied Research

BACB CE Offered. CE Instructor: Stephanie A. Hood, MS

Efforts Toward More Practically Sensitive Functional Analyses and Efficient Treatments for Problem Behavior

Chair: Stephanie A. Hood (Briar Cliff University)

Concurrent-Operant Functional Analysis of Aggressive Behavior Maintained by Attention

STEPHANIE A. HOOD (Briar Cliff University) and Nicole M. Rodriguez, Wayne W. Fisher, Kevin C. Luczynski, and Todd M. Owen (University of Nebraska Medical Center)

Effects of Protective Equipment in Functional Analysis of Aggression

MANUELLA OROPEZA, Jennifer N. Fritz, Melissa Nissen, Lauren Phillips, and Amy Terrell (University of Houston–Clear Lake)

An Evaluation of Delays to Reinforcement in the Treatment of Problem Behavior Maintained by Access to Routines

JONATHAN K. FERNAND and Timothy R. Vollmer (University of Florida)

#393 Symposium

3:00 pm–3:50 pm

206AB (Convention Center)

TBA/DDA; Applied Research

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

Teaching Parents and Interventionists to Increase Communication and Decrease Challenging Behavior in Children With Autism

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

Discussant: Wendy A. Machalicek (University of Oregon)

Implementation of Pyramidal Training via Telepractice to Prepare Interventionists in Incidental Teaching

LESLIE NEELY and Mandy J. Rispoli (Texas A&M University)

Assessing Maintenance and Generalization of Parent Treatment Fidelity Following Parent Training

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

#394 Symposium

3:00 pm–3:50 pm

007C (Convention Center)

TPC/EAB; Theory

BACB CE Offered. CE Instructor: Teresa C. Kolu, Ph.D.

A Neuroplasticity-Centered Approach to the Intersection of Neuroscience and Behavior Analysis

Chair: Teresa C. Kolu (Cusp Emergence)

Essentialism and Selectionism in the Neurosciences

DANIELE ORTU (University of North Texas)

Neuromodulation, Brain Plasticity, and Behavior Analysis

APRIL M. BECKER (The University of Texas Southwestern Medical Center)

The Role of Behavioral Interpretations in the Investigation of Brain Function

CALEB D. HUDGINS (Rutgers University)

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#395 Panel Discussion

Student Committee Event

3:00 pm–3:50 pm

217A (Convention Center)

VRB; Theory

Professional Development Series: The Intersection of Verbal Behavior and Derived Relational Responding

Chair: Colleen Yorlets (RCS Learning Center)

JUDAH B. AXE (Simmons College)

GRETCHEN A. DITTRICH (Simmons College)

KENNETH F. REEVE (Caldwell College)

#396 Paper Session

3:00 pm–4:50 pm

204B (Convention Center)

CSE

Ethics in ABA: Longstanding and Contemporary Concerns

Chair: Robert D. Holdsambeck (CalABA)

Ethics and Autism: Seven Deadly Sins and Fifty Shades of Grey (Service Delivery)

ROBERT D. HOLDSAMBECK (CalABA)

Using Mobile Applications to Support Student Success (Theory)

MICHAEL SCHEIB (University of Southern Maine) and Susan Jarmuz-Smith (University of New England)

Multicultural Considerations in Applied Behavior Analysis Services (Service Delivery)

TERRENCE BRYANT (Kaplan University)

The Application of the Ethical Guidelines for Behavior Analysts to Dog Training (Theory)

ADRIA KARLSSON (Dog Willing)

#397 Symposium

3:00 pm–4:50 pm

006D (Convention Center)

EAB; Basic Research

Delay Discounting of Different Commodities: Opportunity Costs, Fungibility, and Alcohol

Chair: Brent Kaplan (The University of Kansas)

Discussant: David P. Jarmolowicz (The University of Kansas)

Opportunity Costs of Reward Delays and the Discounting of Hypothetical Money and Cigarettes

PATRICK S. JOHNSON, Evan Herrmann, and Matthew W. Johnson (Johns Hopkins University School of Medicine)

A Test of the Economic Concept of Fungibility: Temporal Discounting of Money and Gift Certificates

TODD L. MCKERCHAR (Jacksonville State University); James E. Mazur (Southern Connecticut State University); and Timothy Marshall, Freeman Cumming, and Cassidy McDougale (Jacksonville State University)

Delay Discounting for Money and Personalized Non-Money Rewards

Allison Stuppy and Kayla Tormohlana (Center for Addictions, Personality, and Emotion Research) and RICHARD YI (University of Maryland)

On the Relation Between a Novel Measure of Beer Discounting, Demand for Alcohol, and Alcohol-Related Problems in College Students

SHEA M. LEMLEY, David P. Jarmolowicz, Brent Kaplan, Alexandria Darden, and Derek D. Reed (The University of Kansas)

#398 Symposium

3:00 pm–4:50 pm

006C (Convention Center)

EAB; Basic Research

BACB CE Offered. CE Instructor: Claire C. St. Peter, Ph.D.

Factors Affecting Response Relapse and Resurgence

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

Discussant: Timothy A. Shahan (Utah State University)

Teaching Multiple Response Alternatives to Mitigate Resurgence: A Human-Operant Demonstration

Travis Carrasquillo and JOEL ERIC RINGDAHL (Southern Illinois University)

Effects of Initial Reinforcement Schedule and Type of Response-Reinforcer Disruption on Resurgence

DWIGHT LASTINGER and Claire C. St. Peter (West Virginia University)

Do Shifts in the Magnitude or Quality of Alternative Reinforcement Produce Resurgence?

RUSTY NALL, Andrew R. Craig, Ciara Marshall, and Timothy A. Shahan (Utah State University)

Relations Between Reinforcer Potency and the Resurgence of Problem Behavior

PATRICK ROMANI (Munroe-Meyer Institute) and David P. Wacker, Nicole H. Lustig, and Deva Carrion (The University of Iowa)

#399 Symposium

3:00 pm–4:50 pm

007A (Convention Center)

EAB/OTH; Basic Research

Equivalence Classes: Determinants, Neural Correlates, Meaning, and Language

Chair: Erik Arntzen (Oslo and Akershus University College)

Variables Influencing Expansion of Equivalence Classes

ERIK ARNTZEN and Richard Nartey (Oslo and Akershus University College)

Behavioral Functions of Meaningful Stimuli That Enhance Equivalence Class Formation

LANNY FIELDS (Queens College, City University of New York) and Erik Arntzen (Oslo and Akershus University College)

Do Equivalence Relations Have Linguistic Properties? Behavioral and Neurophysiological Correlates of Emergent Symmetry

MANISH VAIDYA and Daniele Ortu (University of North Texas)

#400 Symposium

3:00 pm–4:50 pm

212AB (Convention Center)

EDC/AUT; Service Delivery

BACB CE Offered. CE Instructor: Kent Johnson, Ph.D.

Assessing and Teaching Academics With the Morningside Model of Generative Instruction

Chair: Kent Johnson (Morningside Academy)

Discussant: Charles T. Merbitz (Behavior Development Solutions)

Growth in Writing Performance in Children With Autism With the Morningside Model of Generative Instruction

ANDREW R. KIETA (Haugland Learning Center)

Meta-Level Assessment: Progress Monitoring of Written Expression

JULIAN GIRE (Morningside Academy)

Vocabulary Acquisition With Both Corrective Decoding Students and Middle School Students Performing Independent Research

MARIANNE DELGADO and Nicole Erickson (Morningside Academy)

The Effects of Teacher Coaching on Both Teacher and Student Performance

KATHY FOX (Haugland Learning Center)

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#401 Symposium

3:00 pm–4:50 pm

210AB (Convention Center)

EDC/TBA; Applied Research

BACB CE Offered. CE Instructor: Shawn Patrick Quigley, Ph.D.

Current State of SAFMEDS: Summary Data, Procedural Evaluations, Multiple Exemplars, and Formatting Effects

Chair: Shawn Patrick Quigley (University of New Mexico Medical Group)

Discussant: John W. Eshleman (The Chicago School of Professional Psychology)

Learning From 5 Years of SAFMEDS Data

CLAY M. STARLIN (Tending Loving Communities Project)

Using SAFMEDS Within an Undergraduate Research Course: Student Contingencies, Instructor Training, and Effects of Formatting on Fluency

KIMBERLY PECK and Jessica E. Frieder (Western Michigan University), Shawn Patrick Quigley (University of New Mexico Medical Group), and Anthony Kennedy-Walker (Western Michigan University)

A Comparison of Single and Multiple SAFMEDS Definitions on Generalization to Novel Examples for Graduate Students

DAVID BERGMARK, John W. Eshleman, and Fawna Stockwell (The Chicago School of Professional Psychology)

An Evaluation of Various SAFMEDS Procedures

SHAWN PATRICK QUIGLEY (University of New Mexico Medical Group) and Stephanie M. Peterson, Jessica E. Frieder, and Anthony Kennedy-Walker (Western Michigan University)

#402 Symposium

3:00 pm–4:50 pm

214A (Convention Center)

PRA/AUT; Applied Research

BACB CE Offered. CE Instructor: Joseph Michael Lambert, Ph.D.

Extending the Practical Utility of the Trial-Based Functional Analysis: Assessment and Intervention Considerations and Applications

Chair: Joseph Michael Lambert (Vanderbilt University)

Discussant: Sarah E. Bloom (University of South Florida)

Effect of an Automated Training Presentation on Pre-Service Behavior Analysts' Implementation of Trial-Based Functional Analysis

Joseph Michael Lambert, Blair Lloyd, Johanna Staubitz, Emily Weaver, and CHELSEA JENNINGS (Vanderbilt University)

Trial-Based Functional Analysis: Procedural Variations and Data Interpretation

BLAIR LLOYD, Emily Weaver, and Crystal Finley (Vanderbilt University)

Correspondence Between Latency-Based and Trial-Based Functional Analysis of Elopement and Accompanying Intervention

CRYSTAL FINLEY, Joseph Michael Lambert, and Carmen Caruthers (Vanderbilt University)

Trial-Based Assessment and Treatment of Elopement and Flopping When Walking Near or Leaving a Playground

MELISSA BOWEN and Wayne W. Fisher (University of Nebraska Medical Center)

#403 Invited Symposium

3:00 pm–4:50 pm

006AB (Convention Center)

SCI

BACB CE Offered. CE Instructor: Derek D. Reed, Ph.D.

Is There a Home for EAB in Applied Training Programs?

Chair: Derek D. Reed (The University of Kansas)

Discussant: Claudia L. Dozier (The University of Kansas)

The Role of Basic Behavior Analytic Concepts and Principles in BACB-Approved Course Sequences

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 (BACB). His professional interests include behavior analyst credentialing, behavioral assessment and treatment of developmental disabilities, verbal behavior, and practitioner training. Dr. Carr has published more than 120 scientific articles on these and other topics. Dr. Carr is a Fellow of ABAI and editor-in-chief of the journal *The Analysis of Verbal Behavior* and has served on the editorial boards of 10 other behavior analysis journals, including four appointments as associate editor. Dr. Carr is past president of the Mid-American and Alabama Associations for Behavior Analysis. He received

his doctorate in 1996 from Florida State University under the mentorship of Dr. Jon Bailey and previously served on the behavior analysis faculties at the University of Nevada, Reno (1996–1999), Western Michigan University (1999–2008), and Auburn University (2008–2011).

Abstract: For more than a decade, the BACB has operated an Approved Course Sequence (ACS) system through which a university's defined behavior analytic coursework can be formally identified as meeting course-content requirements for BACB certification. There are currently more than 500 ACSs at over 500 institutions around the world. Dr. James E. Carr will present data on the growth of ACSs over time, as well as the core coursework and instructor requirements. Chief among these requirements is course content (currently 45 hours) in basic behavior analytic concepts and principles, which all applicants for BACB certification must successfully complete. Questions on BACB certification examinations are all based on the BACB Fourth Edition Task List, which is a content-validated list of job competencies of behavior analytic practitioners. A portion of the task list document (Foundational Knowledge) is devoted to basic concepts and principles. Dr. Carr will describe the roles these basic underpinnings play in BACB coursework requirements and examinations and how they might be expanded or further highlighted in the BACB Fifth Edition Task List.

Being Basic in an Applied World

CHRISTOPHER A. PODLESNIK (Florida Institute of Technology)



Christopher A. Podlesnik was born and raised in Latrobe, PA. He received his BA in psychology from West Virginia University and his master's degree and Ph.D. in psychology from Utah State University, and gained postdoctoral research experience in behavioral pharmacology at the University of Michigan. He was a faculty member at the University of Auckland in New Zealand and still holds a position of honorary academic there. In 2014, Dr. Podlesnik moved to Florida with his wife, Corina; two kids, Porter and Vera; and his dog, Frankie; and accepted a position as associate professor at the Florida Institute of Technology. His research and teaching interests mainly involve the importance of understanding

basic learning processes when developing behavioral treatments. His initiation in the implementation of applied behavior analysis involves training currently under way for Behavior Analyst Certification Board

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certification at the Scott Center for Autism Treatment at the Florida Institute of Technology. He is currently an associate editor and was formerly on the board of editors of the *Journal of the Experimental Analysis of Behavior*. He also is a board member of the Society for the Experimental Analysis of Behavior and the Society for the Quantitative Analyses of Behavior, and received the B. F. Skinner Early Career Award from Division 25 of the American Psychological Association. Dr. Podlesnik plays the guitar poorly and used to mountain bike a lot before moving to Florida.

Abstract: Dr. Christopher A. Podlesnik is a basic researcher with interests in understanding how fundamental learning and behavioral processes influence the effectiveness of behavioral treatments. Although interested in translational research for some time, he is currently receiving his first real clinical training in applied behavior analysis in severe-behavior and early-intervention clinics. This experience has taught him the value of understanding fundamental learning and behavioral processes, theoretical frameworks, and conceptual systems of behavior for guiding treatment decisions. Assessments, analyses, and treatments in applied behavior analysis are powerful tools for addressing behavioral deficits and excesses. However, these methods are applied in so many different circumstances that their particulars must always change. Understanding fundamental processes provides behavioral clinicians with yet another, more general, tool for better aligning features of clinical tools with a given case and to anticipate avenues to exploit for improving those tools. His ongoing struggle is with how to convey the importance and usefulness of investing the extensive time it takes to understand complex literatures and theoretical frameworks to the point they can be applied by busy students primarily interested in practical issues of behavior change.

Strategies for Integrating EAB Into an Applied Master's Program

DOROTHEA C. LERMAN (University of Houston–Clear Lake)



Dorothea Lerman is currently a professor of psychology at the University of Houston–Clear Lake (UH–CL), where she coordinates a master's program in behavior analysis and serves as director of the UH–CL Center for Autism and Developmental Disabilities. She received her doctoral degree in psychology from the University of Florida in 1995, specializing in the experimental analysis of behavior. Her areas of expertise include autism, developmental disabilities, early intervention, functional analysis, teacher and parent training, and treatment of severe behavior disorders (e.g., aggression, self-injury). Dr. Lerman's graduate students serve as behavioral consultants for school districts in the Houston area and

provide services to children and families through an on-campus clinic. Dr. Lerman has published more than 60 research articles and chapters, served as associate editor for the *Journal of Applied Behavior Analysis* and *Research in Developmental Disabilities*, was the founding editor of *Behavior Analysis in Practice*, and recently completed a term as editor-in-chief of the *Journal of Applied Behavior Analysis*. She has secured more than \$1.5 million in grants and contracts to support her work. She was the recipient of the 2007 Distinguished Contribution to Applied Behavioral Research Award and the 2001 B. F. Skinner Award for New Researchers, awarded by Division 25 of the American Psychological Association. She also was named a Fellow of ABAI in 2008. Dr. Lerman is a licensed psychologist and a Board Certified Behavior Analyst-Doctoral.

Abstract: University of Houston–Clear Lake's (UH–CL's) current master's program in behavior analysis is the result of evolving changes and improvements to the curriculum since 2004. Many of these improvements were possible because of changes in the requirements for accreditation and certification. In this presentation, Dr. Dorothea C. Lerman will describe strategies used to meet changes in these requirements and to integrate more basic behavior analysis into the UH–CL curriculum. Suggestions will be given for faculty and program directors who are training practitioners and have a limited number of faculty lines.

Building a Behavior Analytic Foundation

CHRISTINE E. HUGHES (University of North Carolina at Wilmington)



Christine Hughes received her MS and Ph.D. in behavior analysis from the University of Florida and completed a postdoctoral fellowship at the University of North Carolina at Chapel Hill. She currently is an associate professor and graduate coordinator in psychology at the University of North Carolina at Wilmington, where there is a master's program in applied behavior analysis. Dr. Hughes conducts translational research in the areas of punishment, schedules of reinforcement, and behavioral pharmacology, specifically the effects of prescription drugs on impulsive choices and on punished behavior. Dr. Hughes has been program chair for behavioral pharmacology and toxicology for ABAL; program chair, secretary, and president of the

Southeastern Association for Behavior Analysis; and president of Division 25 (Behavior Analysis) of the American Psychological Association. She also was an associate editor of the *Journal of the Experimental Analysis of Behavior* and is a member of the Society for the Experimental Analysis of Behavior board.

Abstract: Is there a home for the experimental analysis of behavior (EAB) in applied training programs? There has to be because EAB is the foundation of the behavior analytic home. What has made behavior analysis such a strong discipline is that our practice is never really separated from our science and philosophy. Without training in and knowledge of the basic principles of behavior, an applied behavior analyst is at a severe disadvantage as a practitioner. Dr. Christine E. Hughes will discuss the program at the University of North Carolina at Wilmington as an example of a successful and strong program in both basic and applied behavior analysis, while having to meet separate state requirements for practicing psychology.

#404 Symposium

4:00 pm–4:50 pm

Grand Ballroom C1 (Convention Center)

AUT; Applied Research

BACB CE Offered. CE Instructor: Jaime DeQuinzio, Ph.D.

Assessing and Addressing Practical and Vocational Repertoires of Adults and Adolescents With Autism

Chair: Jaime DeQuinzio (Alpine Learning Group)

Discussant: Peter Sturmey (The Graduate Center and Queens College, City University of New York)

Teaching Adults With Autism to Independently Respond to Fire Alarms

ERIN RICHARD WHITE (Alpine Learning Group), Helene Cierzo (Caldwell College), and Bridget A. Taylor (Alpine Learning Group)

Assessing Vocational Task Preferences of Adolescents With Autism Prior to Beginning Supported Employment

KELLY DELLA ROSA (Alpine Learning Group), Tina Sidener and Ruth DeBar (Caldwell University), and Bridget A. Taylor and Jaime DeQuinzio (Alpine Learning Group)

#405 Symposium

4:00 pm–4:50 pm

217D (Convention Center)

AUT; Applied Research

BACB CE Offered. CE Instructor: Justin B. Leaf, Ph.D.

An Analysis of Discrete Trial Teaching: Corrective Feedback, Informative Feedback, and Observational Learning

Chair: Kate E. Fiske Massey (Douglass Developmental Disabilities Center, Rutgers University)

Discussant: Mitchell T. Taubman (Autism Partnership Foundation)

Monday, May 25

An Analysis and Evaluation of Corrective Feedback Provided to Individuals Diagnosed With Autism Spectrum Disorders

ERIN MITCHELL and Justin B. Leaf (Autism Partnership Foundation); Donna Townley-Cochran (University of North Texas); and Ronald Leaf, John James McEachin, and Mitchell T. Taubman (Autism Partnership Foundation)

An Evaluation of Group Discrete Trial Teaching and Informative Feedback on Tacting and Observational Learning

ADITT ALCALAY (Autism Partnership Foundation); Donna Townley-Cochran (University of North Texas); and Justin B. Leaf, John James McEachin, Mitchell T. Taubman, and Ronald Leaf (Autism Partnership Foundation)

#406 Symposium

4:00 pm–4:50 pm

217C (Convention Center)

AUT/PRA; Applied Research

BACB CE Offered. CE Instructor: Tara Olivia Loughrey, Ph.D.

Pairing and Response Interruption and Redirection: Experimental Refinements of Commonly Implemented Procedures in Clinical Practice

Chair: Katie A. Nicholson (Munroe-Meyer Institute)

Child Preference for Pre-Session Pairing and Alternative Therapeutic Conditions

Ashley Lugo, PAIGE MCARDLE, Melissa L. King, John Lamphere, and Andrew Petty (University of Nebraska Medical Center)

Establishing Praise as a Reinforcer Using the Operant Discrimination Training Procedure

ASHLEY LUGO, Therese L. Mathews, Ana M. Cathcart, Melissa L. King, and John Lamphere (University of Nebraska Medical Center)

Discriminative Stimuli With Response Interruption and Redirection to Decrease Stereotypy

TARA OLIVIA LOUGHREY, Maria Soto, JoAnna Lynn Rojas, and Jocelyn Rodriguez (The Victory Center for Autism and Related Disabilities)

#407 Symposium

4:00 pm–4:50 pm

217B (Convention Center)

AUT; Applied Research

Further Development in the Use of Activity Schedules and Script Fading With Children With Autism

Chair: Azure Pellegrino (Utah State University)

Sibling-Implemented Script Fading to Promote Play-Based Statements in Children With Autism

JESSICA AKERS, Thomas S. Higbee, and Cassidy Reinert (Utah State University) and Joy Pollard (Behavior Change Institute)

An Evaluation of Photographic Activity Schedules to Increase Independent Playground Skills in Young Children With Autism

AZURE PELLEGRINO, Jessica Akers, and Thomas S. Higbee (Utah State University); Joy Pollard (Behavior Change Institute); and Kristina Gerencser (Utah State University)

Comparing Book- and Tablet-Based Picture Activity Schedules: Acquisition and Preference

VICTORIA MARKHAM, Aimee Giles, and Asha Kanoujiya (University of South Wales)

#408 Symposium

4:00 pm–4:50 pm

Texas Ballroom Salon B (Grand Hyatt)

CBM/BPH; Applied Research

BACB CE Offered. CE Instructor: Kenneth Silverman, Ph.D.

Incentives and Health: The Application of Reinforcement in Health Promotion

Chair: Kenneth Silverman (Johns Hopkins University)

The Application of Reinforcement in the Treatment of Heroin and Cocaine Addiction

KENNETH SILVERMAN and August F. Holtyn (Johns Hopkins University)

A New Frontier: Integrating Information and Behavioral Technology to Promote Health Behavior

JESSE DALLERY (University of Florida)

Using Game-Based Non-Tangible Rewards to Improve Dietary Decision Making

GREGORY J. MADDEN, Brooke Ashley Jones, Heidi Wengreen, and Sheryl Aguilar (Utah State University)

#409 Symposium

4:00 pm–4:50 pm

Texas Ballroom Salon C (Grand Hyatt)

CBM; Applied Research

Music and Psychological Flexibility: Data From Empirical Studies and Directions for Future Research

Chair: Garret M. Cantu (University of Louisiana at Lafayette)

Discussant: Maureen Flynn (The University of Texas-Pan American)

Looking for Musical Connections: Exploratory Data on Music Preferences and Psychological Flexibility

ERIC BAQUET and David R. Perkins (University of Louisiana at Lafayette)

The Effects of Emotional Avoidance on the Behavior of the Listener of Evocative Music

BRENTON ABADIE (Eastern Michigan University) and David R. Perkins, Eric Baquet, Garret M. Cantu, and Gino Vallecillo (University of Louisiana at Lafayette)

#410 Symposium

4:00 pm–4:50 pm

204A (Convention Center)

CSE/TPC; Service Delivery

BACB CE Offered. CE Instructor: Joshua K. Pritchard, Ph.D.

Behaviorally Approaching and Solving Ethical Challenges

Chair: David J. Cox (University of Florida)

Discussant: Joshua K. Pritchard (Florida Institute of Technology)

Behaviorally Approaching Ethical Challenges

TIFFANY N. KILBY (The Behavior Station)

Behavioral Solutions to Ethical Challenges

KELSEY BALLEW (Progressive Behavioral Science)

#411 Symposium

4:00 pm–4:50 pm

007B (Convention Center)

EAB/OTH; Basic Research

BACB CE Offered. CE Instructor: Christina M. Peters, M.Ed.

Behavior Analysis Meets Biomedical Research: Advances in Interdisciplinary Research

Chair: Maria Isabel Munoz Blanco (University of Guadalajara)

The Effects of Inflammation on the Neuropathology of Autism

MARIA ISABEL MUNOZ BLANCO (University of Guadalajara), Kenneth Hunter (University of Nevada School of Medicine), and Linda J. Parrott Hayes (University of Nevada, Reno)

A Behavior Analytic Assessment of “Cognitive” Deficits in a Mouse Model of Duchenne Muscular Dystrophy

CHRISTINA M. PETERS, Matthew Lewon, and Linda J. Parrott Hayes (University of Nevada, Reno)

Executive Function Deficits in a Progressive MPTP Mouse Model of Parkinson’s Disease

SUZANNE H. MITCHELL, Katherine Stang, and Vanessa B. Wilson (Oregon Health & Science University); Lacy Pflibsen and Michelle Sconce (Portland VA Medical Center); and Charles Meshul (Oregon Health & Science University)

#412 Symposium

4:00 pm–4:50 pm

211 (Convention Center)

EDC; Applied Research

BACB CE Offered. CE Instructor: JoAnn Pereira Delgado, Ph.D.

Advancing Academic, Self-Management, and Social Repertoires in a General Education Inclusive Setting—The Accelerated Independent Learner Model

Chair: JoAnn Pereira Delgado (Teachers College, Columbia University)

Setting Up for Success: Self-Management and Social Repertoires in Accelerated Independent Learner Classrooms

JENNIFER LEE, JoAnn Pereira Delgado, and R. Douglas Greer (Teachers College, Columbia University)

The Advancement of Reader and Writer Repertoires in Accelerated Independent Learner Classrooms

JENNIFER WEBER, JoAnn Pereira Delgado, and R. Douglas Greer (Teachers College, Columbia University)

Mastering Math: Elementary Mathematics Instruction in Accelerated Independent Learner Classrooms

KELLY MERCORELLA (Morris School District) and JOANN PEREIRA DELGADO and R. Douglas Greer (Teachers College, Columbia University)

#413 Invited Presenter

4:00 pm–4:50 pm

Lila Cockrell Theatre (Convention Center)

OBM; Applied Research

BACB CE Offered. CE Instructor: Ron Van Houten, Ph.D.

How Can We Increase the Impact of Behavior Analysis in Solving Problems in New Areas?

Chair: Sigurdur Oli Sigurdsson (Florida Institute of Technology)

RON VAN HOUTEN (Western Michigan University)



Ron Van Houten received his BA from the State University of New York at Stony Brook and his MA and Ph.D. from Dalhousie University, where he received training in the experimental analysis of behavior. He is currently a professor of psychology at Western Michigan University. Dr. Van Houten has published extensively in the *Journal of Applied Behavior Analysis* on a wide variety of problems, including the education of inner city youth and children with “learning disabilities,” the treatment of children and adults with developmental delays, the treatment of clinical problems in children, traffic safety, energy conservation, and aviation safety. Currently, Dr. Van Houten is a member of the Transportation

Research Board and a member of the National Committee for Uniform Traffic Control Devices. He is a past assistant editor of the *Journal of Applied Behavior Analysis* and a Fellow of ABAI. Dr Van Houten is also an avid pilot of power aircraft and gliders and a flight instructor.

Abstract: Behavior analysis is a powerful tool that could ameliorate many of society's problems. One of the first problems that was seriously addressed with a behavior analytic approach was the treatment of autism. Although a behavioral approach yielded promising results from the start, it took many years before it was accepted as the treatment of choice for autism. Although promising data also have been obtained from applications of behavioral technology to many other social problems, these applications have not yet been widely accepted or disseminated. Skinner envisioned behavior analysis as a technology that would address a wide variety of societal challenges. Initially behavior analysts were highly enthusiastic about society adopting our approach in areas such as education, but many people already working in these fields were resistant to a behavioral approach. This paper will examine a number of areas where behavior analysis could make a difference, and explore ways to overcome obstacles and accelerate the acceptance of our approach.

#414 Symposium

4:00 pm–4:50 pm

207A (Convention Center)

OTH; Applied Research

The Effects of Different Variables on Preference for Choice-Making Opportunities

Chair: Courtney Laudont (University of Houston–Clear Lake)

Discussant: Lindsay M. Knapp (St. Cloud State University)

An Evaluation of the Effects of Task Preference on the Value of Choice in Typically Developing Preschool Children

ROCIO CUEVAS (The Pennsylvania State University) and Julie A. Ackerlund Brandt (St. Cloud State University)

An Evaluation of the Effects of Reinforcer Preference on the Value of Choice in Typically Developing Preschool Children

MEGAN RHETT (Penn State Harrisburg) and Julie A. Ackerlund Brandt (St. Cloud State University)

#415 Symposium

4:00 pm–4:50 pm

213AB (Convention Center)

PRA/TPC; Service Delivery

BACB CE Offered. CE Instructor: Katie Wolfe, Ph.D.

Clinical Expertise: An Essential Component of the Ethical Practice of Applied Behavior Analysis

Chair: Timothy A. Slocum (Utah State University)

Discussant: Patrick C. Friman (Boys Town)

Clinical Expertise: Inevitable and Necessary for Clinical Decisions

RONNIE DETRICH (The Wing Institute)

A Functional Assessment of Clinical Expertise in Applied Behavior Analysis

KATIE WOLFE (University of South Carolina)

#416 Symposium

4:00 pm–4:50 pm

206AB (Convention Center)

TBA/EDC; Applied Research

BACB CE Offered. CE Instructor: Traci M. Cihon, Ph.D.

Arranging Contingencies to Promote University Student Success: Decreasing Procrastination and Increasing Homework Completion

Chair: Traci M. Cihon (University of North Texas)

The Effects of Homework Sessions on Undergraduate Students' Homework Performance

Elissa Forand and TRACI M. CIHON (University of North Texas)

Would You Do Your Homework for a Chance to Earn More Points on Your Quiz?

KARL ZIMMERMAN and Traci M. Cihon (University of North Texas)

Effects of Contingent and Noncontingent Access to Study Materials on Graduate Students' Procrastination

JENNIFER CASALE, Jessica Gamba, Diana J. Walker, and Jennifer Klapatch (The Chicago School of Professional Psychology)

#417 Panel Discussion

4:00 pm–4:50 pm

205 (Convention Center)

TBA; Service Delivery

BACB CE Offered. CE Instructor: Dipti Mudgal, Ph.D.

The New Face of Education: Exploring Various Facets of Online Education Within the Field of Applied Behavior Analysis

Chair: Dipti Mudgal (Ball State University)

VERONICA J. HOWARD (University of Alaska Anchorage)

KIM MARTELL (Ball State University)

JULIA T. O'CONNOR (Kennedy Krieger Institute)

#418 Special Event

5:00 pm–5:50 pm

Lila Cockrell Theatre (Convention Center)

OTH

BACB CE Offered. CE Instructor: Martha Hübner, Ph.D.

Presidential Address: Behavior Analysis Without Borders (Theory)

Chair: Linda J. Parrott Hayes (University of Nevada, Reno)

MARTHA HÜBNER (University of São Paulo)



Dr. Hübner is a professor of experimental psychology at the Institute of Psychology, University of São Paulo; coordinator of after graduation–PSE-IPUSP; and past president and a member of the Brazilian Society of Psychology. She conducts research at the Laboratory for the Study of Verbal Operants involving complex mannerings processes in the acquisition of symbolic behaviors such as reading, writing, human dialogue, and verbal episodes. She is currently immersed in two areas of research: investigating the empirical relationship between verbal and nonverbal behavior, and analyzing the processes of control for minimum units in reading through the paradigm of relations equivalence.

Abstract: Under the leadership of its Executive Council, ABAI has been crossing geographical borders for the past four decades, disseminating behavior analysis around the world through grants and awards, support of chapters on five continents, and conferences that welcome participation from behavior analysts across the globe. The consistent and unique epistemology of behavior analysis means that geographical borders need not be impediments to the advancement of our field. Paradoxically, however, the domains within behavior analysis (basic research, applied research, service delivery, and theory and philosophy) have created borders that have not been easy to cross or navigate, although many authors have pointed out that such navigation is critical. The ABAI Program Committee has been suggesting to presenters who primarily do basic research to discuss the applied implications of their work, and vice versa. Nevertheless, many behavior analysts still see our field as fragmented. What are the contingencies that make interaction among the different domains of behavior analysis so difficult? What are the contingencies that control the wrong assumption that some domains are more important than others? These contingencies will be analyzed, and recent data and data from the literature will be presented.

#419 Business Meeting

6:00 pm–6:50 pm

214A (Convention Center)

Behaviorists for Social Responsibility and Editorial Board, *Behavior and Social Issues*, Joint Meeting

Chair: Mark A. Mattaini (University of Illinois at Chicago)

The Behaviorists for Social Responsibility Special Interest Group and the editorial board of *Behavior and Social Issues* will meet to review our current status and identify objectives and plans for the coming year for supporting global political liberation and human rights; social, environmental, and restorative justice; and sustainable and aesthetically rich lifestyles through contributions from behavior analytic and behavioral systems analytic science for practice, advocacy, activism, media outreach, and publications. We will also review our efforts over the past year to advance our digital presence and next steps to extend those efforts. Extended conversation following the meeting will be encouraged, as will regular social media contacts over the coming year. Students are particularly encouraged to attend.

#420 Business Meeting

6:00 pm–6:50 pm

216AB (Convention Center)

Verbal Behavior Special Interest Group

Chair: Judah B. Axe (Simmons College)

The purpose of the Verbal Behavior Special Interest Group (VB SIG) business meeting is to update members on current SIG activities, including updates from the treasurer, website coordinator, and other officers. We will present awards to the winners of the VB SIG Student Research Competition, the VB SIG Student Grant Competition, and the Jack Michael Award. Attendees may become members prior to the meeting or at the door. We will provide all attendees with a new issue of the SIG newsletter, *VB News*.

#421 Business Meeting

6:00 pm–6:50 pm

209 (Convention Center)

History of Behavior Analysis Special Interest Group

Chair: Edward K. Morris (The University of Kansas)

The purpose of the business meeting is to (a) review the SIG's current status, that is, how well it is addressing its purpose, mission, and objectives (e.g., its listserv) and (b) consider new activities that may further advance them (e.g., a website, convention symposia, and an awards program).

#422 Business Meeting

6:00 pm–6:50 pm

214B (Convention Center)

Behavior Analysis Online (Journals) Special Interest Group

Chair: Michael Lampert Commons (Harvard Medical School)

This ABAI special interest group (SIG) supports the Behavior Analyst Online journals. This is the annual meeting. The new editors of *Behavior Analysis: Research and Practice* (BARP; www.apa.org/pubs/journals/barp) will be introduced. We will discuss our new relationship with the American Psychological Association (APA) and its Division 25. As of January 1, 2015, APA became owner and publisher of the two Behavior Analysis Online journals. As these two journals get up and running under APA, they will be in all the databases and will have impact ratings. Google Scholar has data now on how often articles from the journals have been cited. We will discuss how to submit papers, videos, charts, programs, etc. for publication, and we hope to see our reviewers and prospective reviewers.

Behavioral Development Bulletin (BDB); www.apa.org/pubs/journals/bdb; co-editors: Michael Lampert Commons (commons@tiac.net) and Martha Pelaez (pelaeznm@gmail.com, pelaeznm@fiu.edu). BDB is interested in articles that are intersections of behavioral methods and development.

#423 Business Meeting

6:00 pm–6:50 pm

214D (Convention Center)

Evidence-Based Practice Special Interest Group

Chair: Susan Wilczynski (Ball State University)

The business meeting of the Evidence-Based Practice Special Interest Group (EBP-SIG) will serve as our annual meeting. We will discuss committees' progress at this meeting and set our agenda for the coming year. Our current goals involve increasing membership. Members agreed that developing a website should be priority one, as it would serve to both increase membership and streamline administrative tasks inherent in an expanding organization. We will review our existing website and discuss the value of altering our format. In addition, we will discuss the use of social media (e.g., Facebook, Twitter) as a means of reaching a larger membership. Members will review our efforts to increase involvement in committee activities. We will also review conference events, symposia that are evidence based, current and past issues of the EBP-SIG quarterly newsletter, a portal for joining the SIG, and highlights of research activities of members. The business meeting will also serve as an opportunity to discuss changes in officer membership for the organization. Students are strongly encouraged to become members of the EBP-SIG because the intersection of these fields involves important professional and financial implications for future academicians and practitioners. Students may also be interested in the student representative role, a position that has been developed in the last year that may serve to enhance students' connections with leaders in EBP and ABAI.

#424 Business Meeting

6:00 pm–6:50 pm

214C (Convention Center)

Dissemination of Behavior Analysis Special Interest Group

Chair: Amanda N. Kelly (Keiki Educational Consultants)

The mission of the Dissemination of Behavior Analysis Special Interest Group (DBA SIG) is to disseminate the science of human behavior to the public at large, through the use of easy-to-understand explanations. Our goal is to promote behavior analysis in a positive and accurate light, to help society realize the potential of our science. Current activities of the DBA-SIG include disseminating information about behavior analysis on social media, publication of *Behavior Analysis Digest International*, presentation of the Skinner Journalism Award, and webinars where members can earn CEUs for free or at reduced rates. The purpose of this meeting is for officers to update members regarding SIG activities during the previous year, answer questions about the DBA-SIG, discuss plans for future activities, and gather new ideas about how to effectively disseminate behavior analysis. ABAI members interested in the dissemination of the science of behavior analysis are encouraged to attend this meeting to learn more about the DBA-SIG.

#425 Business Meeting

6:00 pm–6:50 pm

217A (Convention Center)

New York State Association for Behavior Analysis

Chair: Frank Cicero (Eden II Programs)

At the New York State Association for Behavior Analysis (NYSABA) business meeting, board representatives will update attendees on activities over the past year and goals and activities for the future. Topics include committee reports, legislative issues, NYSABA activities at the ABAI convention, NYSABA activities throughout the state, ongoing CEU opportunities, and other topics affecting behavior analysts in the state of New York. Audience questions will be encouraged.

#426 Special Event

6:00 pm–6:50 pm

Texas Ballroom Salon A (Grand Hyatt)

Evening: Health, Sport, and Fitness Special Interest Group—Tai Chi Session

Chair: Jill L. Basso (private practice)

Join us for this fluid-movement Tai Chi session. No experience is necessary. Please dress comfortably. Bring a water bottle and an open mind. Get there early, so we can fill the room! (The Health, Sport, and Fitness SIG has supported the inclusion of this and other physical activity sessions.)

#427 Business Meeting

6:00 pm–6:50 pm

211 (Convention Center)

Behavior Analysis and the Arts Special Interest Group

Chair: Travis Thompson (University of Minnesota)

During this meeting, leaders will review the group's progress and plan for 2015–2016.

#428 Poster Session

7:00 pm–9:00 pm

Exhibit Hall C (Convention Center)

BPH

Chair: Paul L. Soto (Texas Tech University)

Discussant: Rachel Cassidy (Brown University)

1. The Differential Effects of Ability on Escape and Automatically Maintained Problem Behavior

(CBM; Applied Research) CHELSEA R. FLECK, Jason C. Bourret, Christine Gates, Jonathan Seaver, and Cormac MacManus (The New England Center for Children)

2. The Utility of Saliva Cotinine as a Measure of Abstinence in Contingency Management for Smoking Cessation

(CBM; Applied Research) CATHERINE M. GAYMAN and Cynthia J. Pietras (Western Michigan University)

3. The Alcohol Purchase Task and Academic Demands: The Effects of Gender, Age, Major, and Hometown

(CSE; Basic Research) Callie Horton, Kayla Fleck, Amanda Terrinoni, Jennifer Schwantz, Elizabeth Osborn, and MATTHEW E. ANDRZEJEWSKI (University of Wisconsin–Whitewater)

4. The Alcohol Purchasing Task and Binge-Drinking Behavior

(CSE; Basic Research) Kayla Fleck, Callie Horton, Amanda Terrinoni, Jennifer Schwantz, Elizabeth Osborn, and MATTHEW E. ANDRZEJEWSKI (University of Wisconsin–Whitewater)

5. Serial Position Effects in Social Learning: Does a Cholinergic Antagonist Produce State-Dependent Learning?

(EAB; Basic Research) Jonathan Castillo-Alfonso (Universidad del Bosque), Angela Maria Hermosillo-Garcia, Jose Eduardo Perez-Reyes, Veronica Viviana Romero-Luna, Guadalupe Ortega-Saavedra, Sara E. Cruz-Morales, and J. C. PEDRO ARRIAGA-RAMIREZ (National Autonomous University of Mexico)

6. Examination of the Sex Differences in the Acute Response to Haloperidol

(EAB; Basic Research) DANTON SHOEMAKER and Jonathan W. Pinkston (University of North Texas)

7. Reinforcement Schedule Effects on Impulsivity During a Contingency Management Smoking Cessation Trial

(EAB; Basic Research) SAMANTHA SALDANA, Paul Romanowich, and Richard Lamb (The University of Texas at San Antonio)

Discussant: Jennifer Laude (University of Kentucky)

8. Reinforcement Schedule Effects on Craving During a Contingency Management Smoking Cessation Trial

(EAB; Basic Research) BRYAN DIMLER, Paul Romanowich, and Richard Lamb (The University of Texas at San Antonio)

Monday, May 25

9. Unpredictable Availability as a Determinant of Cocaine Choice in Rhesus Monkeys (EAB; Basic Research) SALLY L. HUSKINSON and James Rowlett (The University of Mississippi Medical Center), Nancy M. Petry (University of Connecticut School of Medicine), and Kevin B. Freeman (The University of Mississippi Medical Center)

10. Neurobehavioral Screening of n-Hexane Chronically Exposed Workers in Soybean Mills (OTH; Basic Research) ANDRÉ A. BRAVIN (Federal University of Goiás at Jataí), Rodrigo de Oliveira (University of Brasília), Vanessa Menezes and Katrine Silva (Federal University of Goiás at Jataí), Raphael Cardoso (Pontifical Catholic University of Goiás), Diane Rohlman (The University of Iowa), David A. Eckerman (University of North Carolina at Chapel Hill), and Lincoln S. Gimenes (University of Brasília)

11. Gestational Exposure to a High-Fat Diet and Polyinosinic: Effects on Spatial and Visual Discrimination of Polycytidylic Acid in Mice (Basic Research) STEVEN R. BOOMHOWER, Megan Arnold, and M. Christopher Newland (Auburn University)

12. Methoxetamine's Behavioral Effects on a Multiple FR 30 FI 240s Schedule (Basic Research) MICHAEL MATHEWS and Wendy Donlin Washington (University of North Carolina at Wilmington)

13. The Sequential Administration of Drug Abstinence Contingencies: A Method to Promote Polydrug Abstinence (Applied Research) AUGUST F. HOLTYN, Anthony DeFulio, and Kenneth Silverman (Johns Hopkins University)

14. Naltrexone but not Baclofen Treatment During Abstinence Attenuates Reinstatement of Alcohol Self-Administration in Baboons (Applied Research) AUGUST F. HOLTYN, Barbara J. Kaminski, and Elise Weerts (Johns Hopkins University)

#429 Poster Session

7:00 pm–9:00 pm

Exhibit Hall C (Convention Center)

EAB

Chair: Eric S. Murphy (University of Alaska Anchorage)

Discussant: Suzanne H. Mitchell (Oregon Health & Science University)

15. Interval Timing in Zebrafish (*Danio rerio*) (AAB; Basic Research) KAZUCHIKA MANABE (Nihon University), Robert Dooling and Matthew Roesch (University of Maryland), and Shinichi Takaku (Nihon University)

16. Using a Microprocessor Controller for Measures of Foraging Behavior by Free-Roaming Eastern Fox Squirrels (*Sciurus niger*) (AAB; Basic Research) BRADY J. PHELPS (South Dakota State University) and Chris Varnon (Oklahoma State University)

17. Tracking the Relation Between Fear and Avoidance Over Time in Humans (CBM; Basic Research) SCOTT SOLOMON and Madonna L. Ludlum (University of North Texas), Adam Brewer (Texas Tech University), Sandy Magee (University of North Texas), David M. Richman (Texas Tech University), Simon Dymond (Swansea University), and Michael W. Schlund (University of North Texas)

18. Avoidance Helps to Preserve Renewal of Fear and Threat in Humans (CBM; Basic Research) MADONNA L. LUDLUM, KayKay McElwraith, Scott Solomon, Sandy Magee, and Michael W. Schlund (University of North Texas)

19. Is Avoidance Behavior Reinforced by the Stimuli It Produces? An Experimental Comparison Between Individuals With Low and High Obsessive-Compulsive Behavior (CSE; Basic Research) IOANNIS ANGELAKIS (University of South Wales) and Charlotte Slater (Swansea University)

20. Effects of Feedback Intervention on Smartphone Usage (CSE; Applied Research) Hyunji Choi and KYONG-MEE CHUNG (Yonsei University) and Uichin Lee and Junehwa Song (Korea Advanced Institute of Science and Technology)

- 21. Reinforced Behavioral Variability Is Resistant to Change Under Extinction and Reinstatement** (Basic Research) ANN GALIZIO, Jonathan E. Friedel, Brooke Smith, Charles Frye, Sarah McIntyre, and Amy Odum (Utah State University)
- 22. Exploring Methods to Study Sensitization and Habituation in the Madagascar Hissing Cockroach (*Gromphadorhina portentosa*)** (Basic Research) JACOB APLAND, Mary Halbur, Lisa Weyer, and Benjamin N. Witts (St. Cloud State University)
- 23. An Evaluation of Characteristic Responses to Putative Aversive Stimuli in Madagascar Hissing Cockroaches (*Gromphadorhina portentosa*)** (Basic Research) MARY HALBUR, Jacob Apland, Lisa Weyer, James Heys, and Benjamin N. Witts (St. Cloud State University)
- 24. Conditioning an Orienting Response in Madagascar Hissing Cockroaches (*Gromphadorhina portentosa*) to Aid in Visual Stimulus Discrimination Tasks** (Basic Research) JAMES HEYS, Elizabeth Harri-Dennis, Marie Erickson, and Benjamin N. Witts (St. Cloud State University)
- 25. Extinction and Reinstatement of Side Preference in the Madagascar Hissing Cockroach (*Gromphadorhina portentosa*)** (Basic Research) TRISTA LINN, Mary Halbur, and James Heys (St. Cloud State University)
- Discussant: Maria Isabel Munoz Blanco (University of Guadalajara)*
- 26. Affordable Custom Research Equipment Using 3D Printers and the Propeller Experiment Controller** (Basic Research) CHRIS VARNON, Christopher Dinges, and Charles I. Abramson (Oklahoma State University)
- 27. Conditioned Approach Response to Scent in Madagascar Hissing Cockroaches (*Gromphadorhina portentosa*)** (Basic Research) ELIZABETH HARRI-DENNIS, Benjamin N. Witts, and James Heys (St. Cloud State University)
- 28. Super-Resurgence: ABA Renewal Increases Resurgence** (Basic Research) TYLER NIGHBOR, Stephanie L. Kincaid, Jacob Spence, and Kennon Andy Lattal (West Virginia University)
- 29. Headbanging by Pigeons III: Extension of an Animal Model of Psychopathology** (Basic Research) Darin Casler, Alex Schlee, and PAUL THOMAS ANDRONIS (Northern Michigan University)
- 30. Effects of Varied Reinforcement on Responding and Resistance to Change: Comparing Complementary and Substitute Reinforcers** (Basic Research) Alma López, ALEJANDRA LERDO DE TEJADA, and ALICIA ROCA (National Autonomous University of Mexico)
- 31. Resurgence of Chicks' Key-Peck Responses Reinforced by Either an Imprinted Stimulus or Food** (Basic Research) SATOSHI OBATA, Lisa Kazama, and Tetsumi Moriyama (Tokiwa University)
- 32. Water Deprivation as a Motivating Operation for the Osmoregulatory Behavior of the Red Claw Crayfish (*Cherax quadricarinatus*)** (Basic Research) CALEB STANLEY, Jordan Belisle, Kelti Owens, Alexis Washa, and Mark R. Dixon (Southern Illinois University)
- 33. Percentile Schedule Select for Long Inter-Response Times at the Expense of Rate Reinforcement** (TPC; Basic Research) ERIC JAMES FRENCH and Mark P. Reilly (Central Michigan University)
- 34. Time Effects on the Recovery of Learning the Response of Pressure Bar in Old Rats (DDA; Basic Research)** LUANA ANGELICA JANOTA DE CARVALHO, Adriana Rubio, and Thalma Ariane Freitas (Universidade Metodista de São Paulo)
- 35. Task Engagement of Children in an Individualized Teaching Program for Reading With and Without Additional Consequences** (Applied Research) DHAYANA VEIGA and Deisy das Graças De Souza (Federal University of São Carlos)

#430 Poster Session

7:00 pm–9:00 pm

Exhibit Hall C (Convention Center)

CBM

Chair: Scott T. Gaynor (Western Michigan University)

Discussant: Chad Drake (Southern Illinois University)

36. Development and Validation of a Measure of Religious and Spiritual Flexibility (DEV; Basic Research) Taylor Lincoln, Daniel Steinberg, ETHAN LESTER, and Amy Murrell (University of North Texas)

37. The Role of Experiential Avoidance and Aspects of Trauma (Applied Research) ERIN HOGAN (University of North Texas), Sarah Pepper (Veterans Affairs, North Texas Healthcare System), and Daniel Steinberg and Amy Murrell (University of North Texas)

38. Stretching our Understanding: The Relationships Among Two Types of Flexibility and Psychological Symptoms (Applied Research) Rawya Al-Jabari, TERESA HULSEY, Melissa L. Connally, Erin Hogan, and Amy Murrell (University of North Texas)

39. An Examination of Cognitive Fusion in Hispanic Individuals (Applied Research) LOUELYNN ONATO and Maureen Flynn (The University of Texas-Pan American)

40. The Role of Weight-Related Psychological Flexibility in Disordered Eating Among Hispanic Individuals (Applied Research) MARINA IBARRA and Maureen Flynn (The University of Texas-Pan American)

41. Cultural Applicability of Psychological Flexibility: An Examination of the Construct Among Hispanic College Students (Applied Research) TRISHA MALDONADO and Maureen Flynn (The University of Texas-Pan American)

42. The Role of Psychological Flexibility in Disordered Eating Among Hispanic Individuals (Applied Research) ANA RAMIREZ and Maureen Flynn (The University of Texas-Pan American)

Discussant: Silvia Morales Chaine (National Autonomous University of Mexico)

43. Living Well: An Examination of a Values Writing Intervention for Promoting Healthy Living in a Hispanic Sample (Applied Research) VALERIA HERRERA and Maureen Flynn (The University of Texas-Pan American)

44. An Examination of Physical Activity-Related Acceptance as a Predictor of Exercise in Hispanic College Students (Applied Research) KARINA TREVINO and Maureen Flynn (The University of Texas-Pan American)

45. Correlation Between Self-Esteem and Psychological Flexibility (Basic Research) ELIINA NOVAMO, Taylor Lincoln, Nina Laurenzo, Rawya Al-Jabari, and Amy Murrell (University of North Texas)

46. Evaluating Efficacy of Behavior Analytic Therapy in Adults (PRA; Applied Research) ADSSON MAGALHAES (University of São Paulo), Katie E. Treu (Universidad Veracruzana), and Martha Hübner (University of São Paulo)

47. Individual Differences in Behavior Excesses as a Function of Parent and Older Adolescent Experiential Avoidance (TPC; Theory) MEAGHAN LEWIS (Western Michigan University) and Tamara Loverich (Eastern Michigan University)

48. Taking ABA to “Mainstream” Users: Robustly Harnessing the “Gifts” of ADD/ADHD by Systematically Using the Antecedent/Behavior/Consequence Paradigm Within an Applied Behavioral Medicine Framework (TPC; Service Delivery) RICHARD COOK (The Pennsylvania State University)

#431 Poster Session

7:00 pm–9:00 pm

Exhibit Hall C (Convention Center)

OBM

Chair: Heather M. McGee (Western Michigan University)

Discussant: Donnie M. Staff (OPTIMAL)

49. Precision Teaching via eLearning: A Comparison of the Efficacy of Two Evidence-Based Teaching Methods Against Traditional Training in a Classroom of 20 Blue-Collar Workers (EDC; Applied Research) Alessandro Valdina, FABIO TOSOLIN, Gaia Arrigotti, Maria Gatti, and Paola Silva (AARBA)

50. Research Assistants: Curse or Blessing? (EDC; Applied Research) MARLIES HAGGE, Joshua Turske, Mark Daly, and Ron Van Houten (Western Michigan University)

51. Data Collection and Management Solutions: Incorporating Technology and Templates Into the Data Process (EDC; Applied Research) MARLIES HAGGE, Kellie Skiba, Kelsey Haverkamp, and Ron Van Houten (Western Michigan University)

52. The Beginning Phases of a Program in Organizational Behavioral Management (Theory) NADIA ASHOUR, Norah Al-Subaie, and Molli Luke (University of Nevada, Reno)

53. Promotion of Accurate Narrative A-B-C Recording by Staff in a Japanese Children's Home (PRA; Applied Research) GINGA SASAKI and Fumiyuki Noro (University of Tsukuba)

54. A Survey of Staff Training and Performance Management Practices: The Good, the Bad, and the Ugly (PRA; Applied Research) AMY J. HENLEY and Florence D. DiGennaro Reed (The University of Kansas)

55. An Evaluation of Pyramidal Training to Teach Implementation of the Picture Exchange Communication System (PRA; Applied Research) NICOLE MARTOCCHIO and Rocio Rosales (University of Massachusetts Lowell)

56. Training and Event-Related Factors Affect Observer Error When Using an Interval Sampling Method (PRA; Applied Research) MATTHEW A. TAYLOR and Oliver Wirth (The National Institute for Occupational Safety and Health, Centers for Disease Control and Prevention)

#432 Poster Session

7:00 pm–9:00 pm

Exhibit Hall C (Convention Center)

EDC

Chair: Erica Jowett Hirst (Trumpet Behavioral Health)

Discussant: TBD

57. Comparison of Two Modes of Handwriting to Decrease Self-Injurious Behavior Maintained by Negative Reinforcement (AUT; Applied Research) RYAN FARMER, Patrick Romani, and Amanda Zangrillo (Munroe-Meyer Institute)

58. The Effectiveness of Direct Instruction in Teaching Students With ASD to Answer "Wh-" Questions (AUT; Applied Research) JESSICA CADETTE (Florida Atlantic University)

59. Preference for and Behavior During Computer-Based Versus Paper/Pencil-Based Activities in Children With Autism Spectrum Disorders (AUT; Applied Research) REBECCA BEIGHTS and Jennifer K. Gilbert (Texas Tech University), Adam Brewer (Florida Institute of Technology), and Wesley H. Dotson (Texas Tech University)

60. An Adapted Shared Reading Program Implemented in Inclusive Preschool Classrooms (DDA; Service Delivery) ANDREA GOLLOHER (University of California, Berkeley)

61. Comparison of Video-Modeling Intensity in Multi-Disability Classrooms (DDA; Applied Research) MARIA GILMOUR (Wynne Solutions)

Discussant: Jeffrey Michael Chan (Northern Illinois University)

62. Autism Spectrum Disorder and Transition to Full Inclusion: Josh's Case Study (DDA; Service Delivery) MELINDA GRIFFIN, Jacqueline Sura, and Sadaf Ameen (STEPS Center for Excellence in Autism)

63. Implementing Direct Instruction Curricula in a Special Education Setting: Practical Considerations and Data Trends (DDA; Service Delivery) SHAWN BRYANT and Mark P. Groskreutz (Evergreen Center)

64. Effect of Stimulus Pairing Procedure on Kanji Reading for Students With Intellectual Disabilities (DDA; Applied Research) WATARU NODA (Osaka Kyoiku University)

65. Effects of Student Instruction When Using Video Modeling Compared to Video Prompting for Adolescents With an Intellectual Disability (PRA; Applied Research) SALLY B. SHEPLEY, Liliana Wagner, and Kevin Ayres (University of Georgia)

66. Establishing Instructional Control Using a Stimulus-Stimulus Pairing Conditioning Procedure (VRB; Applied Research) Matthew C. Howarth (Verbal Behavior Associates), Elizabeth Sarto (Columbia University), and KERRY UDO and Catherine E. Pope (Verbal Behavior Associates)

#433 Poster Session

7:00 pm–9:00 pm

Exhibit Hall C (Convention Center)

AUT

Chair: Brian D. Greer (University of Nebraska Medical Center)

Discussant: Brian D. Greer (University of Nebraska Medical Center)

67. Using Structural Analysis to Inform Peer-Support Arrangements for Students With ASD (EDC; Applied Research) HEARTLEY B. HUBER (Vanderbilt University)

68. Getting to Group Instruction: Evaluating the Ability of Learners With Autism to Work in Small Groups (EDC; Applied Research) HELENA L. MAGUIRE, Catherine Judkins, and Katrina Grandelski (Melmark New England)

69. Guidance for Autistic Children With Intellectual Disabilities to Play Musical Chairs (EDC; Applied Research) AYAKO OKA (Kwansei Gakuin University Graduate School of Humanities)

70. The Effects of a Self-Management Intervention on Academic Engagement for High School Students With ASD (EDC; Applied Research) GARRETT ROBERTS (The University Texas at Austin), Min Kim (East Tennessee State University), Briana Steelman (Bastrop High School), and Colleen Reutebuch and Gavin Watts (The University of Texas at Austin)

71. Views on Discrete Trial Teaching From a Mother Who Has a Child With Autism (EDC; Service Delivery) YESIM GULEC-ASLAN and Hande Cihan (Sakarya University)

72. Prompting Procedure Comparison: Most-to-Least, Least-to-Most, or Both? (EAB; Applied Research) CAILIN M. OCKERT (The BISTA Center)

73. Do Students With Autism Spectrum Disorders Really Need to Spell Repeatedly to Learn New Words? (EAB; Applied Research) MIKIMASA OMORI and Masumi Inagaki (The National Center of Neurology and Psychiatry)

74. Teaching Young Children With Autism Spectrum Disorders to Engage in Variations to Rigid Routines (DDA; Applied Research) JACKIE MOHLER (Family Outreach) and Ann N. Garfinkle (University of Montana)

75. Teaching a 10-Year-Old Boy With High-Functioning Autism to Plan Afterschool Activities (DDA; Service Delivery) Kristin Wilkinson Smith, Angela Engbrecht, MEAGHAN KEMP, and Kelly J. Ferris (Organization for Research and Learning)

Discussant: Robert LaRue (Douglass Developmental Disabilities Center, Rutgers University)

76. Evaluating Learner Preference for Discrete Trial Teaching Versus Incidental Teaching (DDA; Applied Research) DESDALIN BLACK, John Claude Ward-Horner, and Robert K. Ross (Beacon ABA Services)

77. A Comparison of Two Assessments for Evaluating the Reinforcing Value of Tokens (DDA; Applied Research) ROBERT W. ISENHOWER, Kate E. Fiske Massey, Meredith Bamond, and Lauren Alison Pepa (Douglas Developmental Disabilities Center, Rutgers University)

78. Validity of the Dyadic Parent-Child Interaction Coding System for Children With Autism Spectrum Disorders (CBM; Applied Research) Kimberly Zlomke, GARET EDWARDS, and Sarah Bauman (University of South Alabama)

79. The Effects of an Eye-Detected and Intention Inference Training Program for Children With Autism Spectrum Disorders (EDC; Applied Research) HUA FENG, Shih-ya Liao, and Wenchu Sun (National Changhua University of Education)

80. Developing Eye Contact in a Child With Autism Using a Graduated Prompting Procedure (DDA; Applied Research) MELISSA KRABBE and Jeffrey H. Tiger (University of Wisconsin-Milwaukee)

81. Shaping Visual Regard in Children With Autism (DDA; Applied Research) Gladys Williams, KAREN J. CIHLAR, Maria DeMauro, and Maridsa Reyes (David Gregory School) and Richard Laitinen (Educational and Developmental Therapies, Inc.)

82. Teaching Young Children With Autism to Respond to a “You Go There” Gesture (DDA; Applied Research) KARLYN GIBBS, Jamie Eff, and Jenny Vickhammer (The Child Development Center) and Ann N. Garfinkle (University of Montana)

83. Training Peer Models to Teach Social Skills to Children With Autism Spectrum Disorders (CBM; Applied Research) Therese L. Mathews (University of Nebraska Medical Center), Christopher Vatland (University of South Florida), Ashley Lugo and Elizabeth Koenig (Munroe-Meyer Institute), and SHAWN PATRICK GILROY (Rowan University)

84. Mentoring for Children and Youth With Autism: Is Behavioral Mentoring a More Accurate Description? (CSE; Service Delivery) JACK SCOTT, Melissa Stikma, and Darius Murray (Florida Atlantic University)

85. Post-Secondary Occupations Attained by Individuals With Autism Spectrum Disorders (CSE; Service Delivery) GLEIDES LOPES RIZZI (The Ohio State University) and Bryan Droesch, Christina A. Rouse, and Amanda Fishley (Haugland Learning Center)

86. The Use of Tablet Applications to Teach Individuals With Autism: A Systematic Review (CSE; Applied Research) LUIZA GUIMARÃES, Vanessa Pereira-Ayres, Marlon Oliveira, and João S. Carmo (Federal University of São Carlos)

Discussant: Elizabeth R. Lorah (University of Arkansas)

87. Incorporating Specialized Interests Into Educational Interventions (DDA; Applied Research) ALICIA KOBYLECKY (Baylor University)

88. Visual Supports for Improving Transitions of Individuals With Autism Spectrum Disorders: A Review of Recent Literature (DDA; Basic Research) Jeffrey Michael Chan, Jessica Biller, and KAITLIN BROWN (Northern Illinois University)

89. A Review of the Use of Functional Communication Training in Public Classroom Settings (DDA; Applied Research) SAMANTHA GUZ, Mandy J. Rispoli, Emily Gregori, and Samantha Templeton (Texas A&M University)

90. Autism Propaganda or Professional Conformity: Why Do BCBA's Use Contemporary Unsupported Treatments? (CSE; Applied Research) YENUSHKA KARUNARATNE and Kimberly A. Schreck (Penn State Harrisburg), Thomas L. Zane (Institute for Behavioral Studies, Endicott College), and Heather Wilford (Penn State Harrisburg)

91. Teaching, Identifying, Recording, and Reporting the Occurrence of Novel Events With Adults With Autism (DDA; Applied Research) MICHELLE MCDERMOTT (Temple University), Gregory S. MacDuff (Princeton Child Development Institute), and Saul Axelrod (Temple University)

92. Direct Observation Versus Acquired Knowledge Scores as Implementation Measures in the HANDS in Autism Model (Applied Research) ROCHELLE SCHATZ (Indiana University Bloomington) and Tiffany Neal, Anne Fletcher, and Naomi Swiezy (HANDS in Autism, Indiana University School of Medicine)

93. Perceptions of Training and Acquired Knowledge Scores for Participants in the HANDS in Autism Model (Applied Research) TIFFANY NEAL (HANDS in Autism, Indiana University School of Medicine), Rochelle Schatz (Indiana University Bloomington), and Anne Fletcher and Naomi Swiezy (HANDS in Autism, Indiana University School of Medicine)

94. Does the Tau Non-Overlap Effect Size Measure up to Visually Analyzed Indicators? (TPC; Theory) JENNIFER NINCI, Leslie Neely, Ee Rea Hong, Margot Boles, Whitney Gilliland, Jennifer Ganz, John Davis, and Kimberly Vannest (Texas A&M University)

95. Is Autism Caused by Innate or Early Acquired Difference in the Effectiveness of Social and Sensory Reinforcers? (TPC; Theory) SVEIN EIKESETH and Lars Klintwall (Oslo and Akershus University College)

96. Increasing Implementation of Effective Teaching: A Professional Development Model of Least-to-Most Supports for Special Educators (PRA; Applied Research) MEAGHAN MCCOLLOW (Central Michigan University) and Carol Ann Davis (University of Washington)

Discussant: Helena Lydon (National University of Ireland, Galway)

97. Assessment and Treatment of Elopement in Young Children With Autism (PRA; Applied Research) IVETTE ANDRADE and Zina A. Eluri (The University of Texas-Pan American)

98. An Evaluation of Video Modeling to Teach Greeting Others by Name in an Echolalic Child (VRB; Applied Research) HEATHER DOLL, Katie A. Nicholson, and Kari J. Adolf (Munroe-Meyer Institute)

99. Newspaper Coverage of Applied Behavior Analysis and Alternative Treatments for Autism in Canada (TPC; Theory) MARIE-MICHÈLE DUFOUR and Marc J. Lanovaz (Université de Montréal) and Shalaka Shah (McGill University)

100. Comparison of Matched Stimuli and Matched Stimuli Plus Response Interruption on Perseverative Speech (EDC; Service Delivery) CASEY BETHAY and Stacey M. McIntyre (Ivymount School)

101. Using a Clicker Counter as a Generalized Reinforcer to Decrease Palilalia in an Integrated Classroom (EDC; Service Delivery) TRACY YIP (The Children's Institute of Hong Kong)

102. Development of a Circumscribed Special Interest Classifying System of Korean Students With Autism Spectrum Disorders (EDC; Basic Research) HYUN OK PARK (Baekseok University) and Jeungeun Lee (Daegjeon University)

103. The Effects of Combining Fixed-Time Schedules of Escape and Attention With Differential Reinforcement as Reductive Treatment for Multiply Controlled Severe Maladaptive Behaviors (Applied Research) JENNIFER M. LONSDORF-HARTMAN (Therapy and Beyond of Denver)

104. Prompt Dependency in a 9-Year Old on the Autism Spectrum Using Differential Reinforcement (Service Delivery) ERICA VALKO (Carolina Center for ABA and Autism Treatment)

105. The Effect of Matrix Training on Tacts With Two-Word Utterances in a Child With Autism Spectrum Disorder (DDA; Service Delivery) SAORI MAEDA (Keio University), Hiroshi Sugawara (Tokiwa University), and Takahide Omori and Jun'ichi Yamamoto (Keio University)

106. Comparing Strengths of Teaching Strategies and Retention Rates of Math Skills to Children With Autism in a Clinical Setting (AUT; Basic Research) TAMLA LEE (University of Louisiana at Lafayette), Rachael Judice (private practice), and Ashley Schaff (University of Louisiana at Lafayette)

#434 Poster Session

7:00 pm–9:00 pm

Exhibit Hall C (Convention Center)

DDA

Chair: Sarah K. Slocum (University of Florida)

Discussant: TBD

107. The Sensitivity to Aversive Stimulation Survey: An Individualized Anecdotal Assessment to Identify Potentially Aversive Stimuli (Applied Research) CHRISTINA DELAPP, Richard G. Smith, Katy Atcheson, and Kathleen Dignan (University of North Texas)

108. Evaluation of Behavioral Treatments for the Reduction of Problem Behavior During Routine Bathroom Visits (Applied Research) JESSICA GARCIA, Cara L. Phillips, Jennifer R. Zarcone, and Aila K. Dommestrup (Kennedy Krieger Institute)

109. Functional Analysis Screening for Multiple Topographies of Problem Behaviors (Applied Research) MARLESHA BELL and Tara A. Fahmie (California State University, Northridge) and Sandy Smith (Taking Steps Together Collaboration)

110. Reducing Pica by Differentially Reinforcing the Exchange of the Inedible Item (Applied Research) TIMOTHY NIPE (Melmark)

111. Half the Work, All the Glory: Empirically Derived Observation Durations for Single Stimulus Engagement Assessments (PRA; Applied Research) JONATHAN R. MILLER and Gregory Young (Kennedy Krieger Institute), Kelly Rootes-Murdy (Loyola University), and John M. Huete and Patricia F. Kurtz (Kennedy Krieger Institute)

112. Assessing Increases in Problem Behavior During Competing Stimulus Assessments (PRA; Applied Research) CARLOS SANCHEZ (Kennedy Krieger Institute); Griffin Rooker (Johns Hopkins University School of Medicine); Pamela L. Neidert (The University of Kansas); Brian D. Greer (University of Nebraska Medical Center); and Andrew Bonner, Monica Lugo, and Louis P. Hagopian (Kennedy Krieger Institute)

113. Effects of Monitoring Procedures on Parent-Child Interactions Involving a Mother of a Child With Externalizing Behavior Problems and Suspected to Have Developmental Disabilities (PRA; Applied Research) HIROSHI ASAKA and Fumiyuki Noro (University of Tsukuba)

Discussant: Valdeep Saini (University of Nebraska Medical Center)

114. Increasing Self-Drinking for Children With Feeding Disorders (PRA; Applied Research) BRENNNA CAVANAUGH, Kathryn M. Peterson, Valerie M. Volkert, and Jason R. Zeleny (University of Nebraska Medical Center)

115. Manipulating Response Effort for the Treatment of Pica Maintained by Automatic Reinforcement (PRA; Applied Research) GREGORY R. MANCIL (Louisiana Tech University) and Todd Haydon (University of Cincinnati)

116. A Protocol for Expanding Spontaneity of a Tablet-Based Augmentative Communication System (PRA; Applied Research) CHRISTIAN BENAVIDES, Jeff Schram, and John Claude Ward-Horner (Beacon ABA Services)

117. Collaboration Between Applied Behavior Analysts and Physical Therapists May Improve Physical Therapy Treatment Outcomes for Children With Cerebral Palsy and Comorbid Intellectual Disability (PRA; Service Delivery) TARA M. SHEEHAN, Dahlia Magdy, Eric Levin, Stephanie Trauschke, Danielle Tarver, and Sydney Webster (Nova Southeastern University)

118. Training and Generalized Effects Using Multiple Schedules With Natural and Contrived Stimuli Following FCT (PRA; Applied Research) KENNETH SHAMLIAN and Wayne W. Fisher (Munroe-Meyer Institute), Mark W. Steege (University of Southern Maine), and Brenna Cavanaugh and Kristina Samour (Nova Southeastern University)

Monday, May 25

119. A Generalization Assessment of Functional Communication Across Stimuli (PRA; Applied Research) JULIA IANNACCONE, Monica Urich, Samantha Hardesty, and Lynn G. Bowman (Kennedy Krieger Institute)

120. The Clinical Application of the Verbal Behavior Approach in a Child With Partial Fetal Alcohol Syndrome: A Case Study (VRB; Service Delivery) SARAH CONNOLLY and Alice Shillingsburg (Marcus Autism Center), Molly Millions (Emory University School of Medicine), and Richard Peterman (Kennestone Hospital)

#435 Special Event

9:00 pm–1:00 am

Grotto

ABAI Social

Chair: Martha Hübner (University of São Paulo)

Please join us for music and dancing, and from 9:30–10:30, the ABAI Student Committee welcomes all members to a panel discussion, “Pavlov, Skinner, and Kantor Walk Into a Bar...” between three great luminaries. Panel members will respond to questions by impersonating prominent figures in psychology. This year’s line-up includes Michael Domjan as Ivan Pavlov, Philip N. Hine as B. F. Skinner, Linda J. Parrott Hayes as J. R. Kantor, and Michael Perone as the moderator. Discussion will be both enlightening and entertaining.



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SAN ANTONIO 2015



Tuesday, May 26

Day Schedule
Business Meetings
Sessions

Henry B. Gonzalez Convention Center; Tuesday, May 26

	Room	7 am		8 am		9 am		10 am		11 am		12 pm		1 pm		2 pm		
		:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	
GB	C1																	
	C2																	
	C3																	
Concourse	201					#445 OBM Ch: Robinson												
	202A							#460 OBM Ch: Staff	†	#465 OBM Ch: Linder								
	202B																	
	203A																	
	203B																	
	204A					#442 CSE Ch: Holder				#470 CSE Ch: Woolf		†						
	204B					#441 CSE Ch: Waldin	#457 CSE Ch: Miller	†	#464 CSE Ch: Dozier	†								
	205																	
	206A																	
	206B																	
	207A					#446 OTH Ch: Crastain												
	207B									#466 OTH Ch: Fontaine								
	208			Speaker Ready Room														
	209																	
	210A					#444 EDC Ch: Longano	#459 EDC Ch: Rispoli		†									
	210B																	
	211																	
	212A					#443 EDC Ch: Lee												
	212B																	
	213A					#453 PRA Ch: Ivy				#473 PRA Ch: Herscovitch		†						
	213B																	
	214A					#447 PRA Ch: TBD	†	#461 PRA Ch: Lovett	†	#467 PRA Ch: Roos	†	#477 PRA Ch: Najdowski	†					
	214B																	
	214C																	
	214D																	
	216A					#455 VRB Ch: Hill			†									
	216B																	
	217A																	
	217B					#448 AUT Ch: Weinkauff			†	#463 AUT Ch: Vitale		#475 AUT Ch: Voltaire						
	217C					#439 AUT Ch: Cueto	†	#462 AUT Ch: Al-Nasser			†	#476 AUT Ch: Cotter						
217D																		
218																		
Street	102AB																	
	103AB																	
	LC Theatre																	
	Exhibit Hall C																	
River	002A																	
	006A			#436 Edu. & Trtmnt. of Children mtg.														
	006B																	
	006C			#437 BG SIG		#451 EAB Ch: Cancado			#471 EAB Ch: Berg									
	006D					#450 EAB Ch: Smith			#472 EAB Ch: Aparicio Naranjo									
	007A					#452 EAB Ch: Miguel												
	007B																	
	007C					#454 TPC Ch: Marr		†	#474 TPC Ch: Green		†							
	007D			#438 ABAI Ed. Board														
	008A																	
	008B																	
	LD																	
Grotto																		

Grand Hyatt San Antonio; Tuesday, May 26

	Room	6 am		7 am		8 am		9 am		10 am		11 am		12 pm		1 pm		2 pm	
		:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30
Second Level	Lone Star Ballroom																		
	Salon A																		
	Salon B																		
	Salon C																		
	Salon D																		
	Salon E																		
	Salon F																		
Third Level	Presidio A																		
	Presidio B																		
	Presidio C																		
Fourth Level	TB Salon A																		
	TB Salon B							#449 CBM Ch: Moyer †		#469 CBM Ch: Williams †									
	TB Salon C							#440 CBM † Ch: Primeaux		#456 CBM † Ch: Hofschneider		#468 CBM Ch: Novamo †							
	TB Salon D																		
	TB Salon E																		
	TB Salon F																		
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	Crockett D																		
	Seguin A																		
	Seguin B																		
	Republic A																		
	Republic B																		
	Republic C																		

LEGEND

= ABAI Services

†

= Continuing education credit available for behavior analysts

Ch:

= Chairperson

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September 27–29, 2015

***Hotel Granvia
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#436 Business Meeting

8:00 am–8:50 am

006A (Convention Center)

***Education and Treatment of Children* Editorial Review Board**

Chair: Stephanie M. Peterson (Western Michigan University)

We invite all those on the *Education and Treatment of Children* Editorial Review Board, as well as 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.

#437 Business Meeting

8:00 am–8:50 am

006C (Convention Center)

Behavioral Gerontology Special Interest Group

Chair: Jonathan C. Baker (Southern Illinois University)

The Behavioral Gerontology Special Interest Group provides intellectual, clinical, and organizational support to other professionals interested in aging and fosters behavior analytic research in aging. The goal of this year's meeting is to discuss issues in the field as well as issues of professional development. In addition, members will provide student presentations on aging feedback, which will be used to award The Student Researcher Award. Finally, new officers will be chosen for any vacated positions.

#438 Business Meeting

8:00 am–8:50 am

007D (Convention Center)

ABAI Education Board

Chair: Jennifer L. Austin (University of South Wales)

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.

#439 Symposium

9:00 am–9:50 am

217C (Convention Center)

AUT/DDA; Service Delivery

BACB CE Offered. CE Instructor: Mapy Chavez Cueto Cueto, Ph.D.

Applied Behavior Analysis and Autism: A Latin America Case

Chair and discussant: Mapy Chavez Cueto (Alcanzando)

Applied Behavior Analysis and Autism Services in Latin America

ANTUANETE CHAVEZ, Silvia Escobar, and Mapy Chavez Cueto (Alcanzando)

Strategies to Promote Appropriate Play Skills in Children Within the Autism Spectrum

Jarume Angulo, Elizabeth Rojas, Patricia Rojas, and SILVIA ESCOBAR (Alcanzando)

Tuesday, May 26

#440 Panel Discussion

9:00 am–9:50 am

Texas Ballroom Salon C (Grand Hyatt)

CBM; Theory

BACB CE Offered. CE Instructor: John O'Neill, Ph.D.

Treating Private Events as Behaviors: Does Acceptance and Commitment Therapy Have a Place in Traditional Behavior Analysis?

Chair: Sunni Primeaux (Southern Illinois University)

STEVEN GORDON (Behavior Therapy Associates)

JUSTIN JAMES DAIGLE (Therapy Center of Acadiana)

JOHN O'NEILL (Southern Illinois University)

#441 Panel Discussion

Student Committee Event

9:00 am–9:50 am

204B (Convention Center)

CSE; Applied Research

Professional Development Series: Let's Get Fit With Behavior Analysis—An Introduction to Health Research in Behavior Analysis

Chair: Alexis Waldin (St. Cloud State University)

GREGORY J. MADDEN (Utah State University)

MATTHEW P. NORMAND (University of the Pacific)

ALLISON KURTI (University of Vermont)

#442 Panel Discussion

Student Committee Event

9:00 am–9:50 am

204A (Convention Center)

CSE; Applied Research

Professional Development Series: Creating a Culture of Caring and Sustainable Behavior at Your University

Chair: Stephanie Holder (University of North Texas)

RICHARD G. SMITH (University of North Texas)

E. SCOTT GELLER (Virginia Tech University)

CRISS WILHITE (California State University, Fresno)

#443 Symposium

9:00 am–9:50 am

212AB (Convention Center)

EDC/AUT; Applied Research

School-Based interventions: Embedding and Evaluating Evidence-Based Approaches in U.K. Schools

Chair: Katy Lee (Ambitious about Autism)

Translating Evidence-Based Practice Into a Comprehensive Educational Model Within a UK-Based Autism Specific School: Achieving and Sustaining Progress

KATY LEE (Ambitious About Autism), Richard P. Hastings (University of Warwick), Emma F. Douglas-Cobane (Treehouse Trust), Andrew Swartfigure (Ambitious About Autism), Esther Thomas (TreeHouse School), and Gemma Griffith (Bangor University)

Using Headsprout Early Reading With Children Autism

ANDREW SWARTFIGURE (Ambitious About Autism) and J. Carl Hughes (Bangor University)

Evaluating and Disseminating Effective Reading Instruction in Mainstream and Special School Contexts

EMILY TYLER and J. Carl Hughes (Bangor University); Richard P. Hastings (University of Warwick); and Amy Hulson-Jones, Michael Beverley, and Bethan Williams (Bangor University)

#444 Symposium

9:00 am–9:50 am

210AB (Convention Center)

EDC/VRB; Applied Research

An Examination of Potential Outcomes Across Verbal/Social Exchanges and Observational Learning and the Corresponding Conditioned Reinforcers

Chair: Jennifer Longano (Fred S. Keller School)

The Effects of the Social Listener Reinforcement Protocol on the Emergence of Vocal Verbal Operants in Three Non-Instructional Settings

MADELINE FORINASH, R. Douglas Greer, and Kieva Hrachuk (Teachers College, Columbia University)

The Effects of Peer-Yoked Contingency Games on Conditioned Reinforcement for Listening to Peers

JINHYEOK CHOI (The Faison School for Autism)

The Effects of a Peer-Yoked Contingency on the Emergence of Conditioned Reinforcement Through Observation and Observational Performance

Lisa Gold (Fred S. Keller School), Jessica Singer-Dudek (Teachers College, Columbia University), and CELESTINA RIVERA-VALDES (Fred S. Keller School)

#445 Paper Session

9:00 am–9:50 am

201 (Convention Center)

OBM

Using OBM to Increase Student Retention in Higher Education

Chair: Douglas Robertson (Florida International University)

Shaping Organizational Systems and Individual Behavior at a Large Metropolitan Research University (Service Delivery)

DOUGLAS ROBERTSON and Martha Pelaez (Florida International University)

Complex Systems in Higher Education (Theory)

LARS INGE HALVORSEN and Ingunn Sandaker (Oslo and Akershus University College)

#446 Panel Discussion

Student Committee Event

9:00 am–9:50 am

207A (Convention Center)

OTH; Applied Research

Professional Development Series: Behavioral Economics Research and Applications

Chair: James Allen Chastain (Florida Institute of Technology)

LEONARD GREEN (Washington University)

OLIVER WIRTH (The National Institute for Occupational Safety and Health)

WARREN K. BICKEL (Virginia Tech University)

#447 Symposium

9:00 am–9:50 am

214A (Convention Center)

PRA/DDA; Service Delivery

BACB CE Offered. CE Instructor: Megan Miller, MS

The Seven Steps to Earning Instructional Control: An Ethical Alternative to Traditional Escape Extinction

Chair: TBD

Discussant: Amanda N. Kelly (Keiki Educational Consultants)

Tuesday, May 26

Developing Learner Cooperation Through the Seven Steps to Earning Instructional Control
TBD

Ethical Considerations and Exploration of Alternatives to Forced Prompting
MEGAN MILLER (The Ohio State University)

#448 Symposium

9:00 am–10:50 am

217B (Convention Center)

AUT; Applied Research

BACB CE Offered. CE Instructor: Tyla M. Frewing, MA

Food Selectivity: Four Unique Applications for Increasing Food Repertoire in Children With Autism

Chair: Sara Weinkauff (Easter Seals)

Discussant: Shahla Susan Ala'i-Rosales (University of North Texas)

Food Selectivity in Children With Autism Spectrum Disorder: A Non-Aversive Treatment Package
AMY E. TANNER and Bianca E. Andreone (Monarch House Autism Centre)

Yummy Starts: A Guide for Clinicians and Supporting Data for a Constructional Approach to Food Selectivity

JOSEPH H. CIHON (University of North Texas); Sara M. Weinkauff (Easter Seals North Texas); Blanca Mendoza (University of North Texas); Nicole Zeug (Positive Behavioral Connections, Inc.); and Julia Ferguson, Shahla Susan Ala'i-Rosales, and Jesus Rosales-Ruiz (University of North Texas)

Increasing Food Acceptance Using Hierarchical Exposure

CLAIRE E. EGAN (Semiahmoo Behaviour Analysts Inc.) and Leanne Schiedel (St. Cloud University)

The Effects of the Premack Principle and Non-Removal of the Spoon on Consumption of Previously Refused Foods

TYLA M. FREWING (The University of British Columbia), Leanne Schiedel (St. Cloud University), and Claire E. Egan (Semiahmoo Behaviour Analysts Inc.)

#449 Symposium

9:00 am–10:50 am

Texas Ballroom Salon B (Grand Hyatt)

CBM; Applied Research

BACB CE Offered. CE Instructor: Thomas G. Szabo, Ph.D.

Inside Stories: Building a Flexible Sense of Self in the Face of Trauma and Discrimination

Chair: Danielle Moyer (University of North Texas)

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

The Ultimate Selfie: Flexible Perspectives of the Self Following Betrayal Trauma Exposure

MELISSA L. CONNALLY, Teresa Hulsey, Daniel Steinberg, and Danielle Moyer (University of North Texas), Aditi Sinha (New York University School of Medicine), and Amy Murrell (University of North Texas)

An Exploration of Sexual Orientation and Gender Identity-Related Self-Stigma Through the Lens of Acceptance and Commitment Therapy

MAUREEN FLYNN (University of Texas–Pan American)

Obesity Stigma, Disordered Eating and Psychological Flexibility Amongst the Obese

EMILY SQUYRES and Emily Kennison Sandoz (University of Louisiana at Lafayette)

Discussing Discrimination: Cognitive Fusion and Perceived Discrimination in the U.S. Hispanic Population

STEPHANIE CALDAS (Johns Hopkins Bloomberg School of Public Health) and Matthieu Villatte (Practice Ground Evidence-Based Practice Institute)

#450 Symposium

9:00 am–10:50 am

006D (Convention Center)

EAB/TPC; Basic Research

Conditioned Reinforcement: Gambling, Information, and Token Economics

Chair: Travis Ray Smith (Southern Illinois University)

Discussant: Edmund J. Fantino (University of California, San Diego)

Evidence for Conditional Reinforcement in Rats Using Dynamic Concurrent Chained Schedules

TRAVIS RAY SMITH and Eric A. Jacobs (Southern Illinois University)

Conditioned Reinforcement Effects of Discriminative Stimuli in Concurrent-Chains Procedures

NATHAN RICE and Elizabeth Kyonka (West Virginia University)

The Role of Temporal Informativeness in Observing: Conditioned Reinforcement and Information-Theory Revisited

PAUL CUNNINGHAM and Andrew R. Craig (Utah State University), Paulo Sérgio Dillon Soares Filho (University of São Paulo), and Timothy A. Shahan (Utah State University)

Token Economies and Demand Elasticity Analysis: A Challenge for Behavioral Economic Explanations?

ANA CAROLINA TROUSDELL FRANCESCHINI (University of São Paulo)

#451 Symposium

9:00 am–10:50 am

006C (Convention Center)

EAB; Basic Research

Response-Reinforcer Relations, Stimulus-Reinforcer Relations, and Resistance to Change

Chair: Carlos Cancado (University of Brasília)

Discussant: John A. Nevin (University of New Hampshire)

Response-Reinforcer Dependency and Resistance to Change

Carlos Cancado, Josele Abreu-Rodrigues, and Raquel Alo (University of Brasília) and Adam H. Dougherty (College of Charleston)

Analyzing Factors Related to Gambling in Rats: Response Persistence and Preference Under Random-Ratio Schedules Differing in Reinforcer Magnitude Variability

CHAD M. GALUSKA and Crane A. Havens (College of Charleston)

Resistance to Extinction of Timeout Punished Responding

EZRA HALL, James E. Cook, and Kennon Andy Lattal (West Virginia University)

Response Rate and Resistance to Extinction

Toshikazu Kuroda (Aichi Bunkyo University) and James E. Cook and KENNON ANDY LATTAL (West Virginia University)

#452 Symposium

9:00 am–10:50 am

007A (Convention Center)

EAB/TPC; Basic Research

Innovative Methods in the Study of Conditional Discrimination and the Development of Equivalence Relations

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

Discussant: Richard W. Serna (University of Massachusetts Lowell)

Tuesday, May 26

An Evaluation of Successive Matching in the Development of Emergent Stimulus Relations
CHARISSE ANN LANTAYA and Caio F. Miguel (California State University, Sacramento), Timothy G. Howland (University of Nevada, Reno), Danielle LaFrance (H.O.P.E. Consulting, LLC), Adrienne Jennings (California State University, Sacramento), Danielle Hernandez (HOPE Consulting, LLC), and Scott Page (California State University, Sacramento)

Investigating the Conditions Under Which Consequences Become a Part of the Equivalence Class
RUSSELL SILGUERO and Manish Vaidya (University of North Texas)

The Effects of Common Vocal Responses on the Emergence of Equivalence-Equivalence Relations
CAREEN SUZANNE MEYER and Adrienne Jennings (California State University, Sacramento); Timothy G. Howland (University of Nevada, Reno); and Danielle LaFrance, Charisse Ann Lantaya, and Caio F. Miguel (California State University, Sacramento)

Can Patterns of Sample and Comparison-Stimulus Observing Predict Performance on Conditional Discrimination Probes?
KEVIN MARCHINI and Manish Vaidya (University of North Texas)

#453 Paper Session

9:00 am–10:50 am
213AB (Convention Center)
PRA

Review of Token Economy, Contingency Contracts, and DRO

Chair: Jonathan W. Ivy (Mercyhurst University)

Token Economy: An Empirical Review of Applied Practice (Applied Research)
JONATHAN W. IVY (Mercyhurst University), James Nicholson Meindl and Eric Overley (University of Memphis), and Kristen Robson (Mercyhurst University)

Contingency Contracts: An Empirical Review of Practice and Extensions (Applied Research)
KRISTEN ROBSON, Jonathan W. Ivy, and Sara Kitchen (Mercyhurst University)

DRO: A Review of the Literature (Applied Research)
CATALINA REY and Alison M. Betz (Florida Institute of Technology)

#454 Symposium

9:00 am–10:50 am
007C (Convention Center)
TPC/VRB; Theory
BACB CE Offered. CE Instructor: Travis Thompson, Ph.D.

Integrating Functional Units Into Naturally Occurring Behavior

Chair: M. Jackson Marr (Georgia Tech)
Discussant: Travis Thompson (University of Minnesota)

Narrative: A Challenge for Behavior Theory
PHILIP N. HINELINE (Temple University)

***E Pluribus Unum*—or a Tangled Tale of the Behavioral Unit**
M. JACKSON MARR (Georgia Tech)

Units, Atoms, and Actions
PETER R. KILLEEN (Arizona State University)

Integrated Functional Units of Behavioral Analysis
TRAVIS THOMPSON (University of Minnesota)

#455 Symposium

9:00 am–10:50 am

216AB (Convention Center)

VRB/EDC; Applied Research

BACB CE Offered. CE Instructor: Joan Broto, Ph.D.

Verbal Behavior Developmental Theory and Implications for Social Language

Chair: Joanne Marie Hill (Teachers College, Columbia University)

Discussant: Joan Broto (Semiahmoo Behaviour Analysts, Inc.)

The Functional Relation Between the Onset of Naming and the Joining of Listener to Untaught Speaker Responses

LISA TULLO and R. Douglas Greer (Teachers College, Columbia University)

Effects of the Elimination of Stereotypy on the Emission of Socially Appropriate Verbal Interactions for Students With Autism Who Have Audience Control

HELENA SONG-A HAN and R. Douglas Greer (Teachers College, Columbia University)

The Effects of Social Listener Reinforcement and Video Modeling Protocols on the Emergence of Social Verbal Operants in Preschoolers Diagnosed With Autism and Language Delays

KATHERINE BAKER and R. Douglas Greer (Teachers College, Columbia University)

Establishment of Social Listener Reinforcement in Elementary Age Students

JESSICA HORTON, R. Douglas Greer, Jo Ann Pereira, Jennifer Lee, and Kelly Mercorella (Teachers College, Columbia University)

#456 Symposium

10:00 am–10:50 am

Texas Ballroom Salon C (Grand Hyatt)

CBM/TBA; Service Delivery

BACB CE Offered. CE Instructor: Anneka Hofschneider, MS

Behavior Analysis Applied: Brain Injury Staff Edition

Chair: Anneka Hofschneider (Centre for Neuro Skills)

Discussant: Megan R. Heinicke (California State University, Sacramento)

Staff Training Curriculum Evaluation: BehaviorTools in Brain Injury

CHRIS PERSEL (Centre for Neuro Skills) and Jessica A. Thompson Scibilia (consultant)

Just Teach It: Are Rehabilitation Therapists Prepared to Handle Difficult Behavior?

CHRIS PERSEL (Centre for Neuro Skills) and Jessica A. Thompson Scibilia (consultant)

#457 Symposium

10:00 am–10:50 am

204B (Convention Center)

CSE/TPC; Theory

BACB CE Offered. CE Instructor: Neal Miller, Ph.D.

Ethical Dissemination of Behavior Analysis: Exploring the Challenges and Opportunities of Social Media

Chair: Neal Miller (University of Memphis)

Discussant: Richard W. Malott (Western Michigan University)

Behavior Analysis and Social Media: Applying Scientific Tools to Assess the Impact of Online Dissemination

NEAL MILLER (University of Memphis) and Jonathan W. Ivy (Mercyhurst University)

Behavior Analysts and Social Media: Becoming Socially Savvy Scientists

AMANDA N. KELLY (Keiki Educational Consultants)

Tuesday, May 26

#459 Symposium

10:00 am–10:50 am

210AB (Convention Center)

EDC/OTH; Applied Research

BACB CE Offered. CE Instructor: Mack D. Burke, Ph.D.

Applications of Meta-Analysis in Single Case Research

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

Discussant: Mack D. Burke (Texas A&M University)

Quantitative Synthesis Examining the Effects of Teacher Training on Classwide Teacher Praise and Student Behavior

HEATHER HATTON and Mack D. Burke (Texas A&M University)

Self-Regulation Interventions for Students With ADHD: A Meta-Analysis of Single-Case Research

SAMAR ZAINI and Mack D. Burke (Texas A&M University)

#460 Panel Discussion

10:00 am–10:50 am

202AB (Convention Center)

OBM; Service Delivery

BACB CE Offered. CE Instructor: Marc Weeden, Ph.D.

Designing a High Performing Organization

Chair: Donnie M. Staff (OPTIMAL)

MARC WEEDEN (Easter Seals Bay Area)

MICHELLE BEFI (Easter Seals Bay Area)

SUSAN ARMIGER (Easter Seals Bay Area)

#461 Panel Discussion

10:00 am–10:50 am

214A (Convention Center)

PRA; Service Delivery

BACB CE Offered. CE Instructor: Sadie L. Lovett, Ph.D.

Keeping the Peace and Experiencing Success When Working With Non-Behavior Analysts

Chair: Sadie L. Lovett (Central Washington University)

CLARISSA S. BARNES (Defiance College)

LAURA BARNES (Thompson Center)

ALYSSA N. WILSON (Saint Louis University)

#462 Symposium

10:00 am–11:50 am

217C (Convention Center)

AUT/OBM; Applied Research

BACB CE Offered. CE Instructor: Christina M. Peters, MS

Staff Training Methods for Increasing Performance, Accuracy and Treatment Integrity

Chair: Houraya Al-Nasser (University of Nevada, Reno)

Discussant: Christina M. Peters (University of Nevada, Reno)

Service Review: Measuring Performance for Human Services Provider Organizations

W. LARRY WILLIAMS (University of Nevada, Reno)

Effects of Unattainable Goals on Persistence on a Work Task

KATHRYN M. ROOSE and W. Larry Williams (University of Nevada, Reno)

A Self-Instructional Package to Train New Staff to Conduct Discrete Trial Teaching

THOURAYA AL-NASSER and W. Larry Williams (University of Nevada, Reno)

The Effects of Job Aids and Performance Based Feedback on Staff Implementation of Discrete Trial Instruction

ASHLEY PARNELL, Alison Karnes, and Elizabeth R. Lorah (University of Arkansas)

#463 Paper Session

11:00 am–11:50 am

217B (Convention Center)

AUT

Technology Applications in Interventions for ASD

Chair: Fran Vitale (Michigan State University)

Best Evidence Synthesis of Mobile Technology for Individuals With Autism Spectrum Disorders

(Applied Research)

FRAN VITALE, Mari MacFarland, and Josh Plavnick (Michigan State University)

The Use and Effectiveness of Technological Aids for Toilet Training (Service Delivery)

KAREN BRZEZINSKI and Janine Shapiro (The Applied Behavior Center for Autism)

#464 Symposium

11:00 am–11:50 am

204B (Convention Center)

CSE; Applied Research

BACB CE Offered. CE Instructor: Claudia L. Dozier, Ph.D.

Examining the Influence of Public Policy and Legislation on Important Public Health Behavior

Chair: Claudia L. Dozier (The University of Kansas)

Discussant: Ron Van Houten (Western Michigan University)

Examining the Effects of Indoor Tanning Bans via a Natural Multiple Baseline in the UK

BRYAN YANAGITA, Derek D. Reed, Amel Becirevic, and Brent Kaplan (The University of Kansas)

An Evaluation of the Effects of State Seat Belt and Cell Phone Legislation on Motor Vehicle Collisions

JESSICA FOSTER and Claudia L. Dozier (The University of Kansas), Aubrie Bauer (Florida State University, Panama City), Paige Ryan (Louisiana State University), and Jacob Schooler (The University of Kansas)

#465 Paper Session

11:00 am–11:50 am

202AB (Convention Center)

OBM

OBM and Human Service Delivery

Chair: Bruce Linder (Pryor, Linder & Associates)

Improving Quality and Implementation of Activity Schedules by Staff for Adults With ABI and DD

(Service Delivery)

BRUCE LINDER (Safe Management Group Inc.)

The Effect of a Multi-Component Staff Training Model on Staff Performance in Intensive Behavior Intervention (Applied Research)

RACHEL LAM, Eric Rudrud, and Kimberly A. Schulze (St. Cloud State University) and James C. K. Porter (Aspiration and Discoveries)

Tuesday, May 26

#466 Symposium

11:00 am–11:50 am

207B (Convention Center)

OTH; Service Delivery

Bringing the Dissemination of Behavior Analysis Into the 21st Century

Chair: Elizabeth Fontaine (The Chicago School)

Disseminating Behavior Analysis Through the Use of Facebook and Twitter

ELIZABETH FONTAINE (The Chicago School of Professional Psychology)

Using YouTube to Disseminate Behavior Analysis

CAMERON MITTELMAN (The Chicago School of Professional Psychology)

The Effect of Different Presentations on Participants' Evaluations and Knowledge about Applied Behavior Analysis

EMILY SCHECHTER (The Chicago School of Professional Psychology)

#467 Panel Discussion

Student Committee Event

11:00 am–11:50 am

214A (Convention Center)

PRA; Applied Research

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

Professional Development Series: Strategies and Considerations for Effective Supervision via Remote Technologies

Chair: Denice Rios (Western Michigan University)

WENDY A. MACHALICEK (University of Oregon)

BRYAN DROESCH (Haugland Learning Center)

DENISE ROSS (Western Michigan University)

#468 Symposium

11:00 am–12:50 pm

Texas Ballroom Salon C (Grand Hyatt)

CBM/PRA; Applied Research

BACB CE Offered. CE Instructor: Jonathan J. Tarbox, Ph.D.

How Behavior Analysis Can Shape our Understanding of Mindfulness

Chair: Eliina Novamo (University of North Texas)

Discussant: Jonathan J. Tarbox (Autism Research Group, Center for Autism and Related Disorders)

Full-Lotus and an Empty Mind: Exploring the Prevalence and Impact of Common Misconceptions About Meditation

ETHAN LESTER, Danielle Moyer, and Amy Murrell (University of North Texas)

Seeing and Being Present: Discriminating Present Moment Awareness in the Self and Other

REBECCA COPELL, Grayson Butcher, and Emily Kennison Sandoz (University of Louisiana at Lafayette); Stephanie Caldas (Johns Hopkins Bloomberg School of Public Health); and Ashlyne Mullen (University of Louisiana at Lafayette)

Mindfulness Meditation: Using Statistics to Ensure the Behaviors of Single Subjects Remain Our Primary Analytic Units

SOLOMON KURZ, Kate Kellum, and Kelly G. Wilson (The University of Mississippi)

Immediate and Delayed Effects of Mindfulness on Productivity: Results From Laboratory and Applied Settings

JESSICA DWYER (The Chicago School of Professional Psychology), Alison Beauvais Carris (Elim Christian School), and Scott Herbst and Fawna Stockwell (The Chicago School of Professional Psychology)

#469 Symposium

11:00 am–12:50 pm

Texas Ballroom Salon B (Grand Hyatt)

CBM/VRB; Service Delivery

BACB CE Offered. CE Instructor: Amy Murrell, Ph.D.

Words, Bodies, Drinks, and Drugs: New Applications of Third Wave Behavior Therapies

Chair: Nolan Williams (University of Louisiana at Lafayette)

Discussant: Amy Murrell (University of North Texas)

ACT-ing Fluently: The Impacts of Acceptance and Commitment Therapy on the Subjective Quality of Life of a Person Who Stutters

ALAINA KIEFNER, Emmy LeBleu, Emily Kennison Sandoz, Emily Allen, John Tetnowski, Thales De Nardo, and Michael Azios (University of Louisiana at Lafayette)

Living With Your Body: An Examination of Flexibility-Based Biotherapy for Body Image

BENJAMIN RAMOS, Grayson Butcher, Lauren Burns, Emily Kennison, and Lauren Griffin (University of Louisiana at Lafayette)

Eastern Meditation in Drug Treatment Facilities

DEBESH MALLIK, David R. Perkins, and Emily Kennison Sandoz (University of Louisiana at Lafayette)

Using Protocolized Acceptance and Commitment Training to Decrease Drug Use

ALEXANDER MCLEAN and Timothy M. Weil (University of South Florida)

#470 Symposium

11:00 am–12:50 pm

204A (Convention Center)

CSE/AUT; Applied Research

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

Investigations of Video Modeling: Procedural Variations and Effects

Chair: Steven Woolf (Beacon ABA Services)

Discussant: Robert K. Ross (Beacon ABA Services)

Effects of Point of View and Scene Video Modeling on Imitation of Vocal and Motor Responses

KIMBERLY FLINT and Robert K. Ross (Beacon ABA Services)

A Comparison of Video Modeling Procedures That Do and Do Not Depict Reinforcement Delivery

MARISSA MURPHY and Robert K. Ross (Beacon ABA Services)

Comparing the Effects of Video Model Content on Vocal and Motor Imitation

VICTORIA SADLER and Robert K. Ross (Beacon ABA Services)

The Effects of Stimulus Presentation Mode on Rates of Acquisition of Receptive Identification by Function

KRISTIN LAMOTHE and Robert K. Ross (Beacon ABA Services)

#471 Symposium

11:00 am–12:50 pm

006C (Convention Center)

EAB/AUT; Basic Research

Translational Research: Setting, Prompt and Reinforcement Schedule Effects on Response Persistence for Children With Autism

Chair: Wendy K. Berg (The University of Iowa)

Discussant: Christopher A. Podlesnik (Florida Institute of Technology)

Evaluation of Renewal and Resurgence of Problem Behavior During Functional Communication Training Conducted via Telehealth

ALYSSA N. SUESS, David P. Wacker, and Jessica Detrick (The University of Iowa)

Further Evaluation of Response Persistence Following FCT: The Role of Response Prompting

KRISTINA VARGO (Sam Houston State University); Joel Eric Ringdahl (Southern Illinois University); and Wendy K. Berg, David P. Wacker, Patrick Romani, Stephen E. Ryan, and Anna Ing (The University of Iowa)

Examining Behavioral Persistence Following High-Rate and Low-Rate Differential Reinforcement of Alternative Behavior

F. CHARLES MACE and Kristina Samour (Nova Southeastern University), Tara M. Sheehan (Mailman Segal Institute), and John A. Nevin (University of New Hampshire)

Using Behavioral Momentum Theory to Evaluate the Effects of Discriminability and Alternative Reinforcement on Noncontingent Reinforcement and Persistence During Extinction

VALDEEP SAINI and Wayne W. Fisher (University of Nebraska Medical Center)

#472 Paper Session

11:00 am–12:50 pm

006D (Convention Center)

EAB

Behavioral Economics

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

Delay Discounting in Spontaneously Hypertensive and Wistar Kyoto Rats (Basic Research)

CARLOS F. APARICIO NARANJO (Salem State University)

Sexual Delay and Probability Discounting: Devaluation of Protected Sex Due to Delay or Uncertainty (Basic Research)

SINEENUCH WONGSOMBOON, Muchen Zhu, Amanda Small, Robert Ross, Araceli Moreno, and Brandon McColley (Arizona State University)

The Sign Effect and Competing Contingencies (Basic Research)

ELISE FURREBOE (Oslo and Akershus University College)

Understanding the Relationship Between Response Effort and Food Demand (Basic Research)

JONATHAN W. PINKSTON and Christina Nord (University of North Texas)

#473 Symposium

11:00 am–12:50 pm

213AB (Convention Center)

PRA/AUT; Applied Research

BACB CE Offered. CE Instructor: Brandon Herscovitch, Ph.D.

Home-Based ABA Services: Maintaining High Standards and Best Practices in Function-Based Treatments

Chair: Brandon Herscovitch (ABACS, LLC)

Discussant: Sandy Jin (Eastern Connecticut State University)

Conducting Functional Analyses in Home-Based Settings: Preliminary Data on Resources Needed

STEPHANIE PHELAN, Ashley Williams, Meghan Clausen, and Brandon Herscovitch (ABACS, LLC)

Using Functional Communication Training and Reinforcer Delay Fading to Treat Multiply Maintained Aggressive Behavior

ASHLEY WILLIAMS (ABACS, LLC) and Gretchen A. Dittrich (Simmons College)

Applications of Clinic-Based Research Into Home Settings

KIMBERLY DIGGS, Kevin Schlichenmeyer, and Kara LaCroix (TACT)

Assessment and Treatment of Problem Behavior Exhibited in Community Settings

KARA LACROIX, Kevin Schlichenmeyer, and Kimberly Diggs (TACT)

#474 Symposium

11:00 am–12:50 pm

007C (Convention Center)

TPC/PRA; Theory

BACB CE Offered. CE Instructor: Ryan Lee O'Donnell, MS

Non-Linear Approaches to Behavior: Israel Goldiamond's Blue Books

Chair: Cameron Green (Florida State University, Brohavior)

Discussant: T. V. (Joe) Layng (Generategy, LLC)

Goldiamond's Blue Books: Why the System Matters

MARC D'ANTIN (Brohavior)

Goldiamond's Blue Books: Stimulus Control Part 1

JOHN LAMPHERE (University of Nebraska Medical Center)

Goldiamond's Blue Books: Stimulus Control Part 2

DOMINIQUE STEDHAM (University of Nevada, Reno)

All Those "Others": A System That Allows Conceptualization of Other Research

RYAN LEE O'DONNELL (Brohavior)

#475 Paper Session

12:00 pm–12:50 pm

217B (Convention Center)

AUT

Teaching Tacts to Individuals With ASD

Chair: Michael Voltaire (Nova Southeastern University)

The Effects of Words, Paired With Corresponding Visual Stimuli, on Tact Acquisition in Persons

Exhibiting Echolalia (Applied Research)

MICHAEL VOLTAIRE (Nova Southeastern University)

Teaching Spontaneous Tacting to Learners With Autism (Basic Research)

MICHELLE FUHR and Victoria Beckmann (University Pediatricians Autism Center) and Ashley Nowak (Children's Hospital of Michigan Autism Center)

#476 Paper Session

12:00 pm–12:50 pm

217C (Convention Center)

AUT

Issues in Clinical Practice: Mastery Criteria and Behavior Technicians

Chair: Kortnie Cotter (Mercyhurst University)

Determining Mastery Criteria: An Empirical Review (Applied Research)

KORTNIE COTTER, Jonathan W. Ivy, and Thomas P. Kitchen (Mercyhurst University)

Recognizing the Behavior Technician as a Profession: A Job Analysis (Service Delivery)

Thomas McCool (National Association for Private Schools), Michael Weinberg (Orlando Behavior Health Services, LLC), and MICHAEL REID and Vicki Moeller (Innovative Learning LLC)

Tuesday, May 26

#477 Symposium

12:00 pm–12:50 pm

214A (Convention Center)

PRA/AUT; Applied Research

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

Touchy Feely Fluffy Feelings: Current Research and Future Directions in Empathy and Perspective Taking

Chair: Adel C. Najdowski (Center for Autism and Related Disorders)

Discussant: Marianne L. Jackson (California State University, Fresno)

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Investigating the science of behavior

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 ASSOCIATE PROFESSOR
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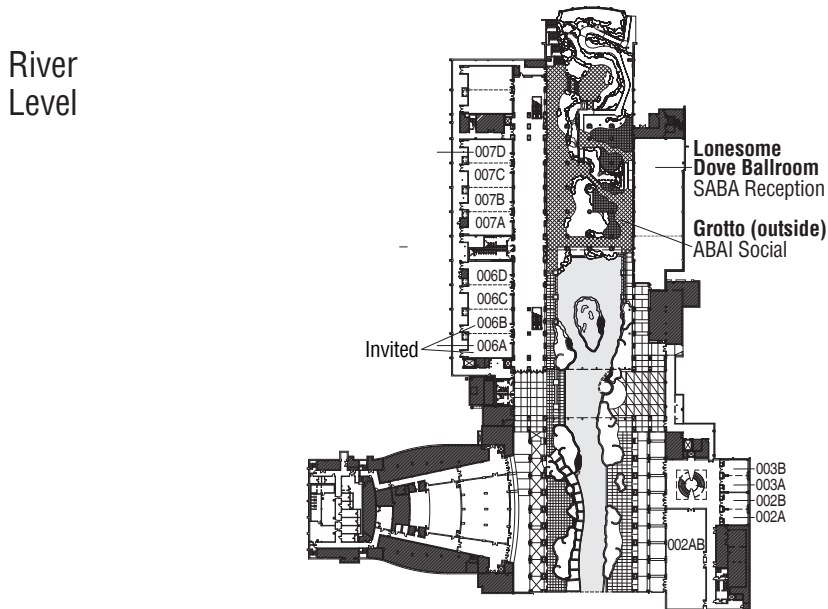
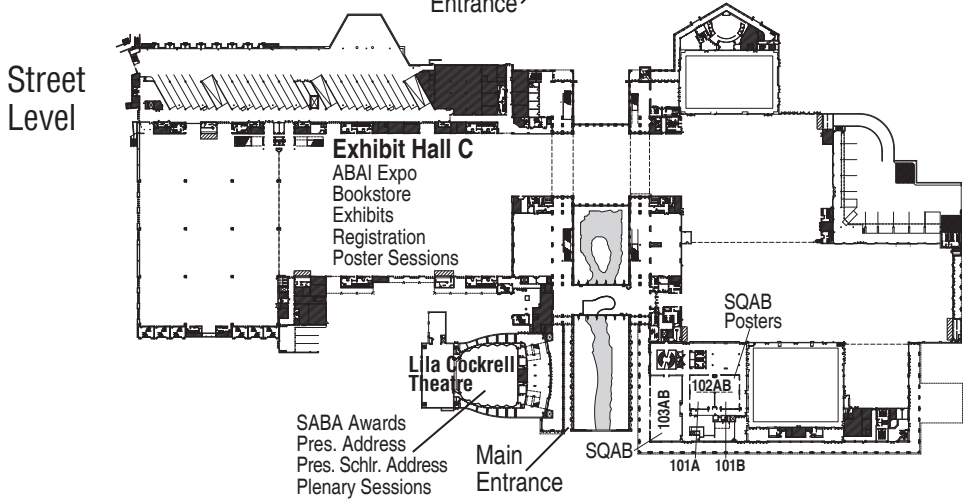
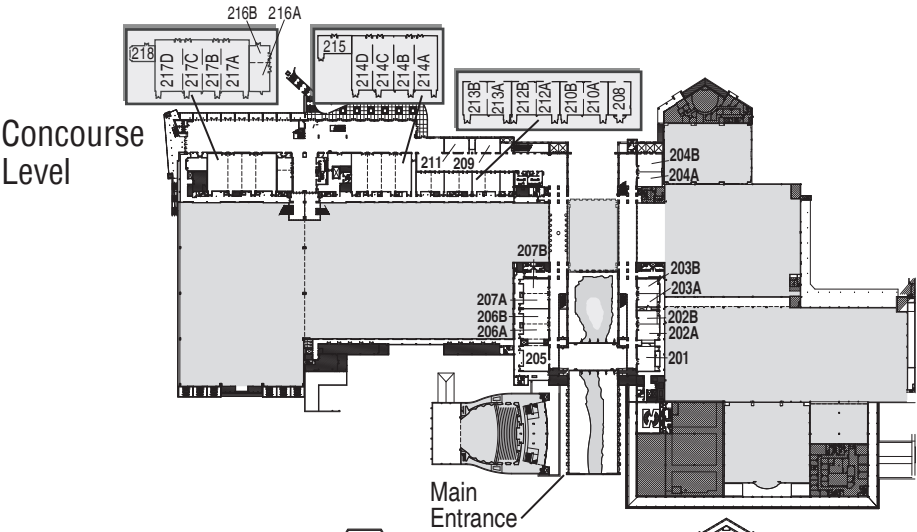
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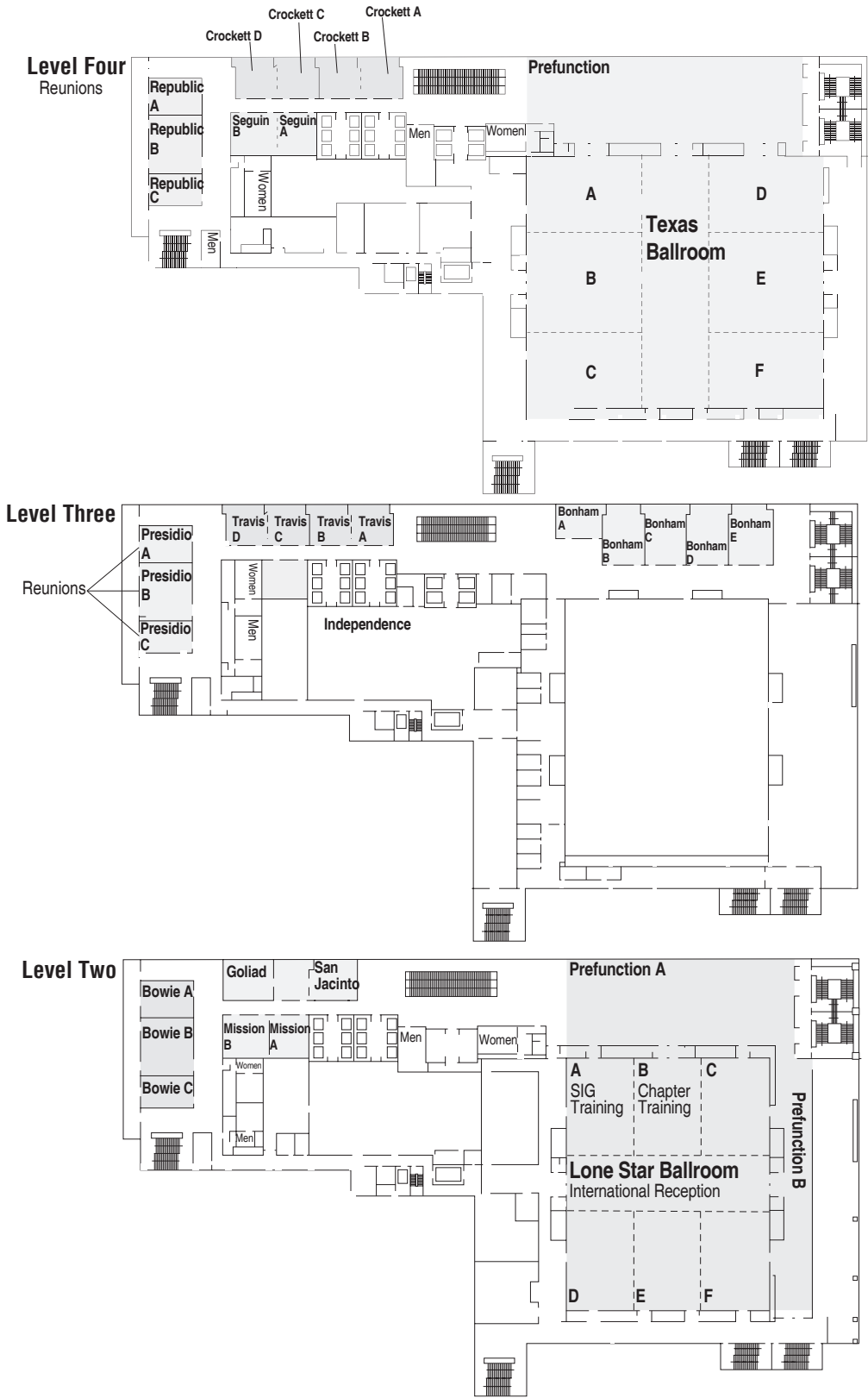
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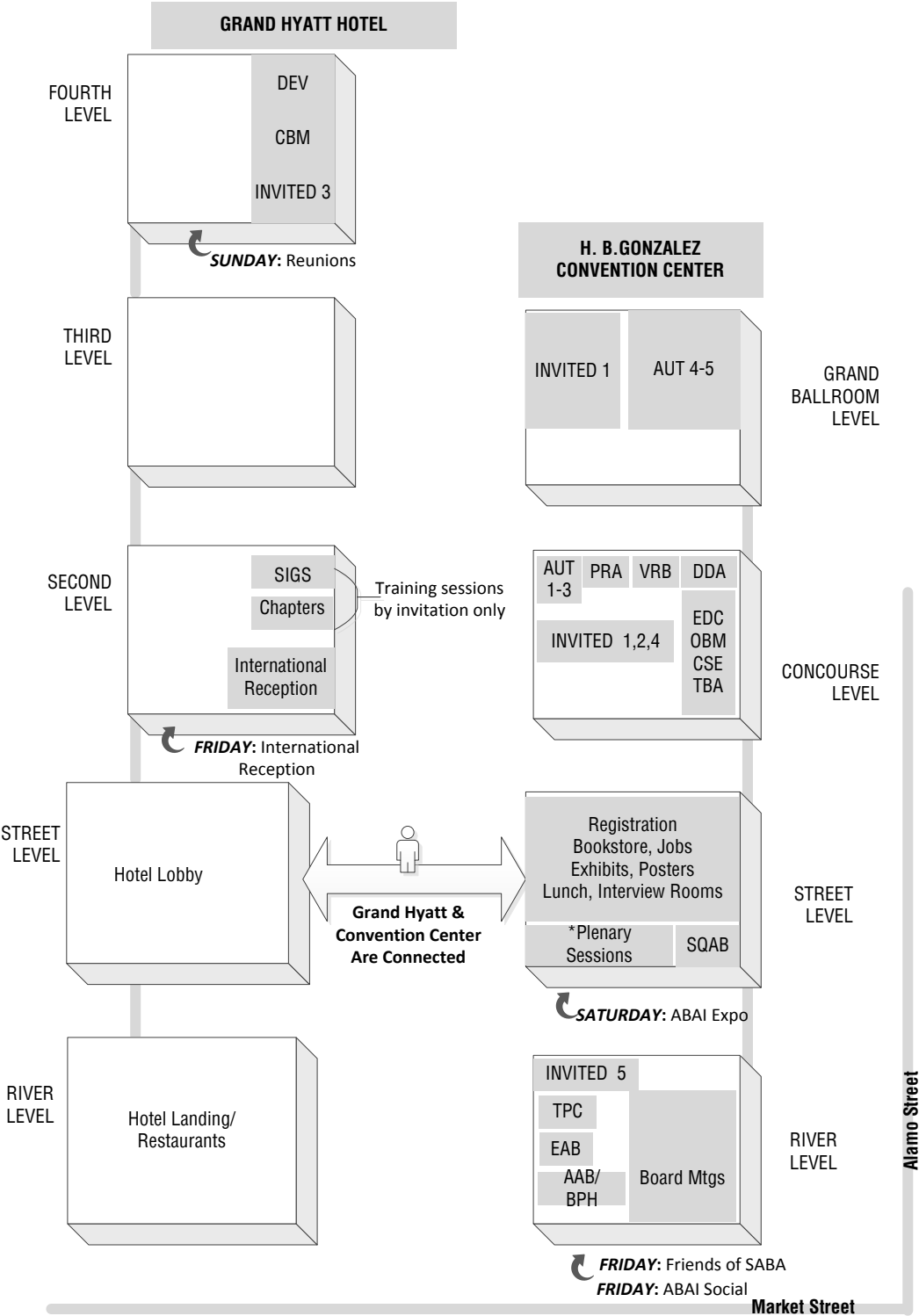
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