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.

@ABAIEvents #ABAIJapan



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Program Content

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Video Recording Policy

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

Photo Release Policy

While at the ABAI Eighth International Conference, attendees may be photographed by an ABAI-approved photographer. The Association for Behavior Analysis International reserves the right to use the attendee's photograph(s) in any and all of its printed or electronic publications. Attendees may not make monetary or other claims against ABAI for the use of the photograph(s).

Schedule Overview

Please visit the conference registration desk on the 3rd floor in the Hotel Granvia Kyoto to register and pick up your badge. Badges are required for entry into all conference events. Invited sessions will be held in the Taketori Theatre, on the 5th floor; the poster session will be located in the Kokin Ballroom Foyer on the 5th floor and the Genji Ballroom Foyer on the 3rd floor.

Sunday,	Septem	ber 27,	2015
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Registration desk opén	10:30 am-7:30pm
Pre-Conference Tutorials	1:00 pm-5:30pm
Opening reception	6:30 pm-8:30 pm

Monday, September 28, 2015

Registration desk open	8:00 am-7:30 pm
Invited and breakout sessions	8:00 am-10:00 am
Break	10:00 am-10:30 am
Invited and breakout sessions	10:30 am-1:20 pm
Lunch Provided: Genji Ballroom Foyer	1:30 pm-3:00 pm
Invited and breakout sessions	3:00 pm-5:50 pm
Poster session	6:30 pm-8:30 pm

Tuesday, September 29, 2015

Registration desk open	8:00 am-1:30 pm
Invited and breakout sessions	8:00 am-10:00 am
Break	10:30 am-11:00 am
Invited and breakout sessions	10:30 am-12:30 pm
Closing Event	12:30 pm-1:30 pm

Join the Conversation on Twitter!

We encourage guests of the Eighth International Conference to discuss their favorite speakers, share what they've learned, and interact with other attendees on Twitter using **#ABAIJapan**. Also, be sure to follow **@ABAIevents** for updates during the conference.

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Welcome to the Eighth International Conference

ABAI welcomes you to the Eighth International Conference in Kyoto, Japan. This conference was organized in collaboration with the Japanese ABA. Those interested in the philosophy, science, practice, and teaching of behavior analysis are sure to enjoy this outstanding educational conference!

The purpose of this conference is to pursue the dissemination of behavior analysis and facilitate collaboration among, and networking opportunities for, behavior analysts in Japan and around the world.

About the ABAI

ABAI is the primary membership association for behavior analysts worldwide. The association supports and promotes the field of behavior analysis through the pursuit of its 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."

Founded in May 1974 at the University of Chicago, ABAI's first annual convention was held the following year. The association has about 6,000 members from nearly 50 countries. Members learn from and interact with leaders in the field, are encouraged to share experiences and research with peers, and work to build educational strategies, discover new veins of research, and promote best practices.

ABAI provides a forum for 35 special interest groups, maintains a mutually beneficial relationship with 84 affiliated chapters located across the USA and from around the world, and organizes an annual convention in addition to other conferences and events. ABAI publishes three scholarly journals—The Behavior Analyst, The Analysis of Verbal Behavior, and Behavior Analysis in Practice—distributes a triannual members' publication Inside Behavior Analysis, provides continuing education credits, and accredits behavior analysis undergraduate and graduate training programs.

ABAI members can save more than \$1,000 a year in discounts on conferences, workshops, journals, recordings in our learning center, professional liability insurance, hotels, rental cars, and computers. Through ABAI membership, the international community of behavior analysts supports the growth and vitality of the science of behavioral research, education, and practice.

Apply for membership and learn more about ABAI on the web at www.abainternational.org.

Tours

Various tours are available before and after the conference. Brochures will be available at the ABAI registration desk. Additional information can be found at www.abainternational.org/events/international/kvoto-2015/tours.aspx.

FREE to ABAI members!*

The BEHAVIOR ANALYST

The Behavior Analyst (ISSN # 0738-6729) is the official publication of ABAI. It is published twice annually, and in addition to its articles on theoretical, experimental, and applied topics in behavior analysis, it includes literary reviews, re-interpretations of published data, and articles on behaviorism as a philosophy.

Learn more at www.abainternational.org/journals/the-behavior-analyst.aspx.

*excludes Chapter/Adjunct Members

Program Committee



Ingunn Sandaker (Oslo and Akershus University College of Applied Sciences) 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

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.



Martha Hübner (University of São Paulo) Dr. Hübner is a professor of experimental psychology at the Institute of Psychology, University of São Paulo, and was coordinator of the graduate program in the experimental department from 2004 to 2010. She is also past president of the Brazilian Association of Psychology and of the Brazilian Association of Behavioral Medicine and Psychology. She conducts research at the Laboratory for the Study of Verbal Operants involving managing processes in the acquisition of symbolic behaviors such as reading, writing, and verbal episodes. She is currently immersed in three areas of research: investigating the empirical relations between verbal and nonverbal behavior, analyzing the processes

of control by minimal units in reading, and studying verbal behavior programs for children with autism spectrum disorders.



Satoru Shimamune (Hosei University) Dr. Satoru Shimamune received his Ph.D. from Western Michigan University and currently is a professor of psychology at Hosei University in Tokyo. He has published textbooks for students of behavior analysis as well as general introduction books for public, on applied behavior analysis, performance management, and instructional design, which are widely read in Japan. His prefecture-wide work with special education teachers has produced more than 350 case studies over 10 years and is well recognized nationally. The Japanese Association for Behavior Analysis (J-ABA) awarded the team of teachers supervised by Dr. Shimamune for its practice in 2011. Professor Shimamune has been a member of the

executive council for J-ABA since 1991, making a significant contribution to its development and growth, and served as the editor of the *Japanese Journal of Behavior Analysis* (2009–2011).



Naoko Sugiyama (Seisa University) Naoko Sugiyama is a professor at Seisa University and a board member of Japanese ABA, an active organization in Japan for the past 30 years. Dr. Sugiyama's work in the global dissemination of behavior analysis includes consulting on strategies for the development and diffusion of behavior analysis in China. In addition, she encouraged the formation of a regional association—the Asian Association for Behavior Analysis—so that neighboring countries, such as Japan, China, and South Korea may help each other to establish and strengthen behavior analysis throughout Asia.



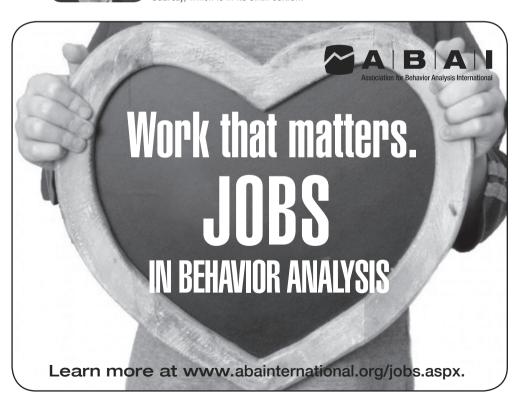
Maria E. Malott (Association for Behavior Analysis International) After completing undergraduate work at Universidad Católica Andrés Bello in Venezuela, Maria E. Malott immediately began what can only be termed a distinguished career in large scale performance management. After 2 years as performance systems analyst for the Central Office of Personnel in Venezuela, she entered the graduate program in applied behavior analysis at Western Michigan University, obtaining her Ph.D. in 1987. In 1989 she was hired as production manager at Ronningen Research & Development and within 2 years was vice-president of manufacturing for that company. In 1993. she began a consulting career, and has consulted in the areas of

advertising, restaurants, retail, manufacturing, hotels, banking, government, and other institutions. Her clients have included General Motors Corporation; Meijer, Inc.; Kellogg's; Pharmacia & Upjohn; the National Highway Traffic Safety Administration; and the Cancer Prevention Research Institute at the University of Arizona. In all of this work, Dr. Malott combines systems analysis with the analysis of individual behavior within systems and, in the process, has taught dozens of corporate executives to appreciate the power of behavioral principles.

Ad Hoc Committee Member



Richard W. Malott (Western Michigan University, ABAI CE coordinator for BACB certificants) has used the principles of behavior to construct teaching models and behavioral systems that have been sustained over several decades. As a result, he has provided the training grounds for many of the field's leaders in behavioral systems design. A prolific, creative, and engaging writer, he has authored some of the field's most important and widely read publications, including *Elementary Principles of Behavior* (first with Donald Whaley and then with Marie E. Malott and Elizabeth Trojan Suarez), which is in its sixth edition.



Partnerships

We are proud to present the program for the Eighth International Conference—the first conference ABAI has held in Japan. We are grateful for our partners who helped make this conference possible.

Japanese ABA

Under the current leadership of XX (president) the Japanese Association for Behavior Analysis has been a national chapter of ABAI since 1986. Established in 1979 as the Society for the Study of Behavior Analysis, the chapter has more than 400 members seeking to promote behavior analysis through newsletters, journal publications, and an annual convention. Together with program committee members Dr. Satoru Shimamune Shimamune and Dr. Naoko Sugiyama, the chapter has provided valued support and conference planning administration during the past year; we are indebted to them for their assistance.



Special Thanks to the Participants

This program contains 292 authors from 21 countries: Australia, Brazil, Canada, China, France, India, Israel, Italy, Japan, Korea, Mexico, New Zealand, Norway, Poland, Saudi Arabia, Taiwan, Turkey, United Arab Emirates, United Kingdom, and United States. On behalf of the individuals and organzations that have made the ABAI Eighth International Conference possible, thank you for your participation.

Volunteers

Thanks are due to ABAI volunteers, who give graciously of their time to help make the conference a success: Hikaru Fukita (Hosei University), Fukuko Hasegawa (Tokiwa University), Kohei Hashimoto (Doshisha University), Masataka Ito (Doshisha University), Ana Kanaoka (University of Tsukuba), Hiromi Kinugasa (University of Tsukuba), Shuto Kohara (Osaka City University), Naoki Mampuku (Doshisha University), and Nobuhiro Watanabe (Mito Nursing & Welfare College).

Interpreters

We are grateful to Toshikazu Kuroda (Aichi Bunkyo University) and Koji Takeshima (Nagoya Autism, Treatment, Education, and Consultation Center) for interpreting our Sunday invited tutorials from Japanese to English.

Conference Planning and Assistance

We are proud to recognize the ABAI team, who has worked tirelessly behind the scenes to make this conference a reality. The ABAI staff includes Annette Arkush, Aaron Barsy, Lydia Cox, William Dolak, Sarah Granlund, Jean Herbrandson, Jack Lingbeek, Hadley Moore, Dale Power, Tamra Puckett, Raiza Robles, Joseph Romeo, Majda Seuss, Paul Shafer, Derrick Small, Eddie Soh, Laura Stephenson, Ted Taylor, and Andrew York.

Graphic Design

Martin Burch













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



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Registration and Continuing Education

General Information

The registration desk is located on the 3rd Floor of the Hotel Granvia Kyoto. Hours are as follows:

 Sunday, September 27
 10:30 am-7: 30 pm

 Monday, September 28
 8:00 am-7: 30 pm

 Tuesday, September 29
 8:00 am-1: 30 pm

Badges are required for entrance to all conference events. Invited presentations will be in the Taketori room on the 5th Floor. A map is available on page 83.

Continuing Education for Certified Behavior Analysts

ABAI is approved by the Behavior Analyst Certification Board (BACB) to offer type 2 continuing education (CE) to certified behavior analysts who have already passed their exam and have been issued a current and valid certification number. ABAI maintains responsibility for its CE program and its content. To receive CE, attendees must:

- Pick up a CE sign-in/sign-out sheet from the registration desk.
- Attend the entire presentation, as scheduled, for each event for which you wish to earn credit.
- Sign in and out of the event with the staff person located near the door of the room. Staff
 members cannot sign sheets for attendees entering more than 5 minutes after the scheduled
 speaker start time or leaving more than 5 minutes before the scheduled speaker end time.
- Return completed sign-in/sign-out sheet to ABAI staff.
- Provide a BACB certificant number.
- Pay the CE credit flat fee of \$50USD.

Continuing education certificates will be posted to participants' portal account by October 31, 2015.

Payment for CE may be made at the conference, through your ABAI portal account (www. abainternational.org/portal), or via fax or mail. You may submit payment via fax or mail to:

Association for Behavior Analysis International

550 W. Centre Ave., Suite 1

Portage, Michigan 49024-5364 USA

Fax: 001-269-492-9316

Please direct questions about CE to mail@abainternational.org.

Participant Survey

Participants are encouraged to complete an event evaluation survey that will be sent via email to registrants immediately following the conference.

About Poster Sessions

Poster Session Schedule

Presenters may set up their posters in the Kokin and Genji foyers beginning at 3:30 pm on Monday afternoon. Posters with odd numbers will be discussed the first hour and even-numbered posters will be discussed the second hour. This schedule allows presenters to view other posters. Posters will remain up for the entire session and must be removed immediately following the session.

Categories of Poster Content

Presenters were asked to categorize their session as experimental analysis, applied behavior analysis, service delivery, or theory.

Experimental Analysis deals with representative response (can include verbal behavior in humans) in 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 Behavior Analysis 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.

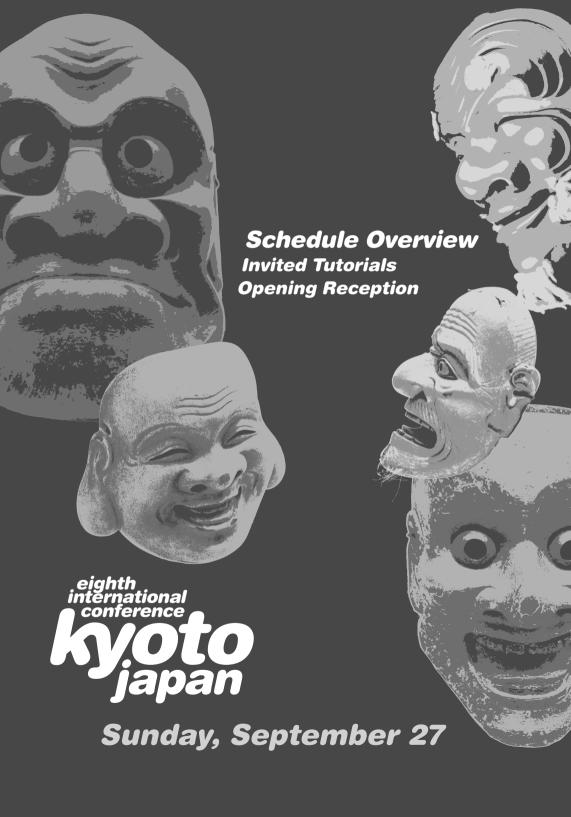
Service Delivery deals with behavior selected on the basis of its social significance, human emphasis, intervention driven with cure orientation, frequently but not necessarily supported through fee for service arrangements and staff positions, extension of existing technology to new settings or populations, 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.

The Analysis of VERBA BEHAVIOR

The Analysis of Verbal Behavior (ISSN # 0738-6729) is published bi-annually by ABAI and is primarily for the original publication of experimental or theoretical papers relevant to a behavioral analysis of verbal behavior. Manuscripts are typically relevant to at least one of the following topics: the elementary verbal operants, autoclitics, multiple control, private events, rule-governed behavior, epistemology, scientific verbal behavior, language acquisition, language assessment and training, second languages, pedagogy, verbal behavior of nonhumans, verbal behavior research methodology, and the history of verbal behavior analysis.

Learn more and subscribe at www.abainternational.org/journals/the-analysis-of-verbal-behavior.aspx.



Hotel Granvia Kyoto; Sunday, September 27

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Hotel Granvia Kyoto; Sunday, September 27

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#1 Invited Tutorial

1:00 pm–3:00 pm Kokin Ballroom; 5th Floor AAB; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Kazuchika Manabe, Ph.D.

Challenges to New Species in the Experimental Analysis of Behavior: How to Conduct Animal Studies Chair: Toshikazu Kuroda (Aichi Bunkyo University)

KAZUCHIKA MANABE (Nihon University)



Kazuchika Manabe received his undergraduate degree from Nihon University and his MA and PhD from Meisei University. His doctoral adviser was Takashi Ogawa, who imported the first Skinner box from B. F. Skinner to Japan. Dr. Manabe had the good fortune to be a post-doc of J. E. R. Staddon at Duke University and of R. J. Dooling at the University of Maryland. After completing post-doctoral research, he returned to Japan. He is a senior professor of the doctoral program at the Graduate School of Social Cultural Studies at Nihon University in Tokyo. His research concerns schedules of reinforcement, discrimination learning, stimulus equivalent, choice and perception in pigeons, monkey, budgerigars, penguins, white-tail sea eagles, and so on. His current particular interest is the development of a behavioral experimental

system for zebrafish, which is a species of special interest for many biological researchers, including behavioral scientists. He served as editor of the *Japanese Journal of Behavior Analysis* and remains on its editorial board. He is on the executive board of the Japanese Association for Behavior Analysis and the board of the Japanese Psychological Association.

Abstract: B. F. Skinner developed his experimental chamber in the early 20th century. After the invention and the innovation of the Skinner box, Skinner and co-workers studied a broad range of schedules of reinforcement using rats and pigeons. In turn, the study of reinforcement schedules in the Skinner box has uncovered general behavioral laws and species-specific phenomena of animals, including rats and pigeons. To explore even more general or species-specific phenomena in organisms, researchers are using other species that have not yet been examined. To conduct experiments using such new species, developments of adequate apparatus and experimental procedures are necessary. Here we will provide several developmental stories of success and failure in animal experiments using budgerigars, penguins, kites, sea eagles, and zebrafish. These stories describe several fundamental procedures that must be specialized for each species: methods of deprivation, choice of response, ways of shaping, development of manipulanda, choice of reinforcer, and the development of a specialized feeder. In summary, this tutorial will present several tips to conduct animal studies and show that problems can be solved by a little ingenuity.

#2 Invited Tutorial

3:30 pm–5:30 pm Kokin Ballroom; 5th Floor DDA; Applied Behavior Analysis BACB CE Offered. CE Instructor; Kenii Okuda, M.Ed.

The Errorless Teaching of Swallowing for a Child Vomiting Meals

Chair: Koji Takeshima (Autism Consultation Room)

KENJI OKUDA (Academy of Behavioral Coaching)



Kenji Okuda, MEd, is a founder, an executive director, and a therapist of ABA SOLUTION. He found remarkable improvements and even "recovery" among children who received early, intensive, home-based ABA treatment. In 1999, he was awarded one of the Clinical Psychology Society of Japan's highest honors: the Kikuo Uchiyama Memorial Award. Also, he has been awarded the Japan Society for Studies on Educational Practices' award of the year in 2003, for his series of successful studies about "theory of mind" teaching program. In 2008, he was awarded the Japanese Association for Behavior Analysis Best Article Award. A highly recognized clinical psychologist in Japan, he is invited by families from all over the world who need his training and consultation. He is a

Certified Behavior Therapist Advanced, a Certified Clinical Psychologist, a Certified School Psychologist, and a Certified Autistic Spectrum Specialist Expert by each association in Japan. He has published articles in the areas of functional language acquisition, cognitive language understanding, theory of mind, social skills, severe behavioral disturbance, parent training, toilet training, play, leisure skills, and has presented papers at numerous national and international conferences. Further, he's using ABA in Nagano at the first established ABA kindergarten in Japan. He has also been featured in news reports and is a consultant for major TV programs for children and parents.

Abstract: A case of eating disorder (the psychogenic inability to swallow food in the context of phobia) was treated by a combination of exposure using the errorless teaching approach. A 4-year-old girl, who began to have difficulty in swallowing since having an accident during mealtime at home, was trained by a behavior therapist. Changes were assessed on the basis of video recordings of daily frequency of spitting the food out and her monthly weight within a multiple baseline design across settings. The therapist demonstrated the procedures on her behavior in front of her mother just one time. After this session, the girl's food spitting behavior no longer occurred immediately. By contrast, a normal swallowing behavior occurred, which was valid for eating tough meat. This outcome has been maintained through five months of follow-up, and the girl recovered her body weight. These procedures—exposure, the errorless teaching approach, and some techniques of respondent conditioning—will be shown by video.

#3 Special Event

6:00 pm-8:30 pm Genji Ballroom Foyer; 3rd Floor

Welcome Reception

Chair: Martha Hübner (University of São Paulo)>k, GZkmaZ BÐ[g^k*;<;(Jk^lb]^gm*Zg] >k, Cg`ngg MZg]Zd^k*;<;(Cgm^kgZmbhgZe Jkh`kZ f =aZbk* plee p^e\h f^Zmm^g]^^l mh Erhmh*DZiZg Zg] ma^?b ana Cgm^kgZmbhgZe =hg ^k^g\^, Na^bk [kh^ k^fZkdl plee [^ heehp^] [r Z \^e^[kZmbhg h DZiZg^l^\nemnk^^Zmnkbg` mkZ]bmbhgZe GZbdh ŠZ A^bdh pah bl bg mkZbgbg`'Zg] A^bdh ŠA^blaZ' i^k hk f Zg\^l bg \eZllb\Ze f nlb*]Zg\^* `Z f^l Zg] \hgo^klZmbhg* bg\en]\g` Z IZd^ l^kobg` Zg] ahkl] th^nok^n , ?gchr Z \Zla [Zk Zg] iZkmZd^ bg ma^ hi i hkmngbmr mh f bg`e^ puma _^eehp Zmm^g]^^l _kh f Zkhng] ma^ phke],

The Psychological Record (ISSN # 0738-6729) was founded in 1937 by renowned interbehaviorist J. R. Kantor, and B. F. Skinner served as the first experimental department editor. This quarterly journal includes empirical and conceptual articles related to the field of behavior analysis, behavior science, and behavior theory and welcomes investigations of basic behavioral processes, as well as translational studies that bridge experimental and applied analyses of behavior. Conceptual articles pertinent to the theory and philosophy of behaviorism are also welcome.

The Psychological Record

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Featuring topics developed for practitioners, scientists, and parents of children with autism. Additionally, poster sessions will offer conference attendees the opportunity to review the most current autism research being conducted around the world. Attendees will also be able to visit the ABAI bookstore and exhibitors will be on site throughout the event.

invited presentations featuring

AUTISW

Jennifer Zarcone, Robert K. Ross, Laura McKee, Steve Woolf, and Tim Courtney Ethical Issues in Assessment and Treatment in ABA Clinical Services

Henry Roane
Integrating Behavioral
Economics Principles
With Assessments and
WOFKSHOPS Treatments for ASD

10th annual autism conference 2016 new orleans louisiana

monday, **january 18**-wednesday, **january 20** hyatt regency new orleans

ss for ASD www.abainternational.org/events/autism-2016

Schedule Overview
Invited and Breakout Sessions
Poster Session

eighth international conference (Conference) (Conference)

Monday, September 28

Hotel Granvia Kyoto; Monday, September 28

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Hotel Granvia Kyoto; Monday, September 28

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#4 Symposium

8:00 am-8:50 am Genii Ballroom East: 3rd Floor AUT/PRA; Service Delivery

Developing Local ABA Expertise in Brunei: From Parent Initiative to Five Years of Service Chair: Douglas S. Lee (Behavioral Solutions Inc.)

ABA Service Delivery Models: Issues and Challenges

SHARINA YUNUS and Siti Nornasibah Samad (Learning Ladders Society)

Developing an ABA Programme at Learning Ladders

HUI MIN LIM (Learning Ladders Society)

Retrospective Study of Treatment Data for the First 5 Years

VALERIE CHONG QING LIAN (Learning Ladders Society)

#5 Symposium

8:00 am-8:50 am Genii Ballroom North: 3rd Floor CBM/PRA: Applied Behavior Analysis

Enhancing Quality of Life When Living With Chronic Pain: The Experimental Case Studies of Acceptance and Commitment Therapy in Japan

Chair: Takashi Muto (Doshisha University) Discussant: Niklas Torneke (Medical Doctor)

Acceptance and Commitment Therapy for a Depressive Japanese Woman With an Unidentified Complaint

TAKASHI MITAMURA (Kansai University of Welfare Sciences)

Acceptance and Commitment Therapy for Chronic Pain in an Outpatient Setting: A Case Study MIE SAKAI (Doshisha University Center for Clinical Psychology)

#6 Paper Session

8:00 am-8:50 am Genii Ballroom South: 3rd Floor DDÁ

Topics in DDA: Treatment Selection

Chair: Dianna Hiu Yan Yip (PLAI Behavior Consulting)

Assessing Treatment Acceptability and Preference for Behavioral Interventions With Japanese Parents of Children With Developmental Disabilities (Applied Behavior Analysis)

SAYAKA KAWARAI, Jennifer Symon, Anthony Hernandez, and Mitch Fryling (California State University, Los Angeles)

The Use of Behavioural Strategies to Support Students With Special Needs in Mainstream Classrooms in Hong Kong (Service Delivery) DIANNA HIU YAN YIP and Joanna Huang (PLAI Behaviour Consulting)

#7 Symposium

8:00 am-8:50 am Kokin Ballroom Center; 5th Floor EAB/TPC; Experimental Analysis

Using Experimental Analysis to Examine Applied Issues

Chair: Per Holth (Oslo and Akershus University College of Applied Sciences)

Conditioned Reinforcers, Overshadowing, and Blocking

MONICA VANDBAKK and Per Holth (Oslo and Akershus University College of Applied Sciences)

Response Variability in Acquisition of Complex Operants in Rats

IVER H. IVERSEN (University of North Florida)

Effect of Instructional and Reinforcement Histories on Response Variability of Participants **Having Few Mental Health Problems**

KEIKO MURAI (Nihon University)

#8 Invited Presenter

8:00 am-8:50 am

Taketori

EAB; Experimental Analysis

BACB CE Offered. CE Instructor: Richard W. Malott, Ph.D.

The Evolution of the Human Mind Can Be Understood Through the Study of Chimpanzees in the Wild and the Laboratory

Chair: Richard W. Malott (Western Michigan University)

TETSURO MATSUZAWA (Primate Research Institute, Kvoto University)



Dr. Matsuzawa has been studying chimpanzee intelligence both in the laboratory and in the wild since 1976. His laboratory work is known as the "Ai-project." He has also been studying tool use in wild chimpanzees in Bossou-Nimba, Guinea, West Africa, since 1986. Ongoing studies are published at http://langint.pri.kyoto-u.ac.jp/ai. Matsuzawa tries to synthesize field and lab work to understand the nature of chimpanzees. He has published journal articles, as well as books such as *Primate Origins of Human Cognition and Behavior, Cognitive Development in Chimpanzees*, and *The Chimpanzees of Bossou and Nimba*, all published by Springer. He has received several prizes, including the Prince Chichibu Memorial Award for Science in 1991, the Jane Goodall Award in 2001, and The Medal with Purple Ribbon in 2004.

Abstract: Humans and chimpanzees are largely similar at early developmental stages, but there are several crucial differences. Chimpanzees have rarely been observed engaging in general imitation and active teaching. Young chimpanzees possess exceptional working memory capacities, often superior to those of human adults. In contrast, their ability to learn the meaning of symbols is relatively poor. Chimpanzees show collaboration and altruistic behavior to some extent, but not as much as humans do. Human infants are typically raised by more than one adult; not only the mother, but also the father, siblings, grandparents, and other members of the community. The human infant is characterized by the stable supine posture of the neonate that enables face-to-face communication via facial expressions, vocal exchange, manual gestures, and object manipulation because both hands are free. The stable supine posture helps to make us human. The development of social cognition in humans may be integrally linked to this mother-infant relationship and the species-specific way of rearing the children. Based on the parallel effort of fieldwork and laboratory study of chimpanzees, Dr. Matsuzawa presents possible evolutionary and ontogenetic explanations for aspects of cognition and behavior that are uniquely human.

#9 Symposium

8:00 am-8:50 am

Genji Ballroom West; 3rd Floor OBM/EDC: Applied Behavior Analysis

BACB CE Offered. CE Instructor: Élian Aljadeff-Abergel, Ph.D.

Feedback: Clarifying an Evidence-Based Practice

Chair: Elian Aljadeff-Abergel (University of Haifa) Discussant: Lloyd D. Peterson (COMPASS LLC)

Immediate Feedback: A Misconception of a Recommended Practice

ELIAN ALJADEFF-ABERGEL (University of Haifa)

Using a Robotic Client Simulator in Training and Feedback Research

ELLIE KAZEMI (California State University, Northridge)

#10 Panel Discussion

8:00 am-8:50 am

Kokin Ballroom South: 5th Floor

TBA; Service Delivery

BACB CE Offered. CE Instructor: Maria Wynne Gilmour, Ph.D.

The Use of Tele-Health Methods to Deliver ABA Education to Regional, National, and International Patients

Chair: Heather O'Shea (ACES)

STEVEN TROYER (Ontario-Montclair School District)

CARMEN RUIZ (STAR of CA Behavioral and Psychological Services)

MARIA WYNNE GILMOUR (Portland State University)

#11 Symposium

8:00 am-8:50 am

Kokin Ballroom North; 5th Floor

TPC/CSE; Theory

BACB CE Offered. CE Instructor: Mitch Fryling, Ph.D.

Conceptual Analysis of Social Issues

Chair: Kimberley L. M. Zonneveld (Brock University)

A Behavioral Analysis of Caring

MITCH FRYLING (California State University, Los Angeles)

Child-Rearing and the Role of Parental Supervision: What Does Behavior Analysis Have to Say? GENEVIEVE M. DEBERNARDIS (University of Nevada, Reno)

Family Values

LINDA J. PARROTT HAYES (University of Nevada, Reno)

#12 Paper Session

9:00 am-9:50 am

Genji Ballroom East; 3rd Floor

AUT

Topics in Autism: Adult Services

Chair: Ann N. Garfinkle (University of Montana)

Responding to the Need: Designing, Implementing, and Evaluating a State-Wide ABA Model for Adults With ASD (Applied Behavior Analysis)

ANN N. GARFINKLE (University of Montana)

A Comparison of In Vivo and Video Modeling in Teaching Vocational Skills to Three Adults With ASD (Applied Behavior Analysis)

ANGELIKA ANDERSON, Dennis W. Moore, Simon Finkelstein, Shaun Pearl, and Mitchell Stevenson (Monash University)

#13 Invited Symposium

9:00 am–9:50 am Taketori CSE

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

Selection of Social Environments and Selection of Cultures Chair: Linda J. Parrott Hayes (University of Nevada, Reno)

Cultural Behavior at the Level of the Individual LINDA J. PARROTT HAYES (University of Nevada, Reno)



Linda J. Parrott Hayes, Ph.D., is a Distinguished International Professor at the University of Nevada, Reno (UNR). She received her undergraduate degree from the University of Manitoba and her graduate degrees from Western Michigan University. She was a member of the Behavior Analysis faculty at West Virginia University while completing her doctorate, after which she returned to Canada, taking a position at St. Mary's University. Dr. Hayes co-founded the Behavior Analysis Program at UNR on a self-capitalization model and served as its director for more than a decade. She has received numerous awards for her contributions to the training of behavior analysts including the Fred S. Keller Award for Teaching of Behavior Analysis from the American Psychological Association's Division 25.

an Outstanding Teacher Award from the College of Arts and Ściences at West Virginia University, an Outstanding Faculty Award from the Board of Regents of the Nevada System of Colleges and Universities, an Outstanding Alumna Award from Western Michigan University, and for the program she founded a Society for the Advancement of Behavior Analysis (SABA) Award for Enduring Contributions to Behavior Analysis. Dr. Hayes also founded and directs UNR's Satellite Programs in Behavior Analysis, aimed at meeting the ever-growing demand for qualified practitioners in regions where appropriate training has been unavailable or inaccessible. Her efforts in this regard have earned her an International Development Award from the Latin Association for Behavior Analysis and Modification, a Global Engagement Award from UNR, and a SABA International Development Award. She is a Fellow of ABAI and has served the association in many capacities including coordination of its Practice and Education Boards and serving multiple terms on its Executive Council. Dr. Hayes' scholarly interests range from the experimental analysis of animal behavior to the logic of science. She is best known for her contributions to behavior theory and philosophy.

Abstract: Much of the discussion of cultural matters in the behavioral tradition is pitched at the level of groups of persons as they are engaged in societal or organizational circumstances. The aim of this contribution to the program is to consider the nature and value of a conceptualization of cultural behavior at the level of the individual person, as is characteristic of analyses in the psychological domain. The characteristics of this type of behavior, the conditions under which it is established, developed and changed will be discussed. Relations between cultural behaviors of individuals and those of groups will be explored.

Selection of Cultures Through Selection of Cultural Contingencies JOÃO CLAUDIO TODOROV (Universidade de Brasilía)



João Claudio Todorov, Ph.D., is professor emeritus of psychology and research associate at the Universidade de Brasília. His research interests are temporal control of behavior, choice, aversive control, and cultural practices. His publications include two book of readings, 10 book chapters, and over 100 articles. He was editor of *Psicologia: Ciência e Profissão* and of the *Brazilian Journal of Behavior Analysis* and served on the editorial board of the *Journal of the Experimental Analysis of Behavior, Mexican Journal of Behavior Analysis, Behavior and Philosophy*, and *Psicologia: Teoria e Pesquisa*.

Abstract: Groups don't behave, neither do cultures. People behave. Interest in the behavior of persons in groups was present in Skinner's writings, but its systematic study is recent. As the

science of conditional relations, behavior analysis now is showing progress in understanding how cultural practices are shaped, maintained, and/or changed. Cultural practices are maintained by social contingencies that prevail in a given society, group or organization. The metacontingency concept has generated a large amount of empirical research, much of it experimental. So far, metacontingencies are classified as ceremonial, technological, conservative, and transformative. Our present task is to understand how the controlling agencies, like government, religion, family, etc., establish and maintain such conditional relations.

Selection of Cultures or Cultural Selection?

INGUNN SANDAKER (Oslo and Akershus University College of Applied Sciences)



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 PhD program in behavior analysis in Norway. She has been the program director since it was established in 2010. She received her PhD 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 aining 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.

Abstract: Studying the cultural unit of interest, we will argue for a methodological distinction between the concept of cultural selection and the concept of the selection of cultures. While Skinner (1981) describes the third level of selection as evolution of social environments or cultures, some experimental works refer to cultural selection as a unique process responsible for the behaviors defined as cultural. The two concepts might be seen as two sides of the same phenomena, but we will argue that at least for methodological reasons the two concepts call for different research strategies that might challenge traditional behavior analytical approaches.

#14 Symposium

9:00 am–9:50 am Genji Ballroom North; 3rd Floor DEV/EDC; Applied Behavior Analysis BACB CE Offered. CE Instructor: Kimberly Rehak, Ed.D.

Examining the Effects of Video Modeling and Prompts to Teach Activity Daily Living Skills to Young Adults

Chair and discussant: Kimberly Rehak (The International Institute for Behavioral Development)

Examining the Effects of Video Modeling and Prompts to Teach Activity Daily Living Skills to Young Adults

KIMBERLY REHAK (The International Institute for Behavioral Development)

Teaching-Self Regulation to Adults Through Technology
KIMBERLY REHAK (The International Institute for Behavioral Development)

#15 Paper Session

9:00 am-9:50 am Kokin Ballroom Center: 5th Floor FAB

Tonics in FAR: Stimulus Studies

Chair: Nagi Hanna Salm Costa (Universidade de Brasília)

Extension of Trained Musical Stimuli and Learning to Read Music (Experimental Analysis) NAGI HANNA SALM COSTA and Elenice Seixas Hanna (Universidade de Brasília)

Verbal and Non-Verbal Behavior Interactions During a Computerized Adaptation of the Task

Designed by Catania et al. (1982) (Experimental Analysis)
CAMILO HURTADO-PARRADO, Mónica Andrea Arias Higuera, Camilo Gonzalez, María Carolina Bohórquez, Erika García, Karen Henao, Andrés Múnera, and Aleiandra Hurtado (Konrad Lorenz Fundación Universitaria)

#16 Paper Session

9:00 am-9:50 am Kokin Ballroom South; 5th Floor FDC

Tonics in EDC: Special Education Intervention

Chair: Natasha Elliott (University of Birmingham)

ABA-Based Physical Exercise Intervention for School Pupils With Autism or Other Special Education Needs (Applied Behavior Analysis)

NATASHA ELLIOTT (University of Birmingham), Joseph P. McCleery (Pyramid Educational Consultants), Martin Gore (University of Birmingham), and Lynn Kern Koegel (University of California, Santa Barbara)

Visual Impairment and Applied Behavior Analysis (Applied Behavior Analysis) SARAH IVY (Florida State University)

#17 Panel Discussion

9.00 am-9.50 am Genji Ballroom West; 3rd Floor OBM: Service Delivery

A Conversation About OBM Research and Practice in Japan and Korea

Chair: Danielle Geissler (CLG, Inc.)

SATORU SHIMAMUNE (Hosei University) SHEZEEN OAH (Chung Ang University) KYEHOON LEE (CLG, Inc.)

#18 Panel Discussion

9:00 am-9:50 am Genji Ballroom South; 3rd Floor PRA; Applied Behavior Analysis BACB CE Offered. CE Instructor: Koji Takeshima, Ph.D.

Challenges for Current ABA Practitioners in Japan

Chair: Koji Takeshima (Nagoya Autism Treatment, Education, and Consultation)

KANA KITSUKAWA YOSHIMOTO (Tokyo ABA Support) YUKA KOREMURA (Keio University) KOHEI TOGASHI (Dokkyo Medical University/Koshigaya Hospital)

#19 Paper Session

9:00 am-9:50 am Kokin Ballroom North: 5th Floor TPC

Tonics in TPC #1

Chair: Karola Dillenburger (Queen's University Belfast)

The Millennium Cohort Study: Children With Autism and Why Behavior Analysts May Want to Forav Into the Research Methodology Jungle (Theory)

KARÓLA DILLENBURGER (Queen's University Belfast)

Show Me the Money! Four Years of Applied Behavior Analysis and Relative Cost in Hong Kong (Service Delivery)

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

#20 Symposium

10:30 am-11:20 am Kokin Ballroom North: 5th Floor BPH/EAB; Experimental Analysis

Behavioral Pharmacology of Complex Behavior

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

Drug Effects on Remembering Lists of Odor Stimuli in Rats

MARK GALIZIO (University of North Carolina Wilmington)

Effects of Cannabinoids on Discriminative Behavior in Monkeys: Increased Potency Observed Under Increased Procedural Complexity

BRIAN D. KANGAS (Harvard Medical School)

#21 Paper Session

10:30 am-11:20 am Genji Ballroom West; 3rd Floor CSF

Topics in CSE: Service Delivery

Chair: Rebecca Kate Dogan (OT&P Medical Practice)

An International Perspective on Behavior Analysts and Cultural Competency (Service Delivery) REBECCA KATE DOGAN (OT&P Medical Practice), Susan Jarmuz-Smith (University of New England), Elizabeth Fong (Multicultural Alliance of Behavior Analysts), Kimberly D. Woolery (Behavior Change Institute), and Richard W. Serna (University of Massachusetts Lowell)

#22 Paper Session

10:30 am-11:20 am Kokin Ballroom Center: 5th Floor **EAB**

Topics in EAB: Complexity and Motivation

Chair: Jack J. McDowell (Emory University)

Complexity Theory and the Selection of Behavior (Experimental Analysis) JACK J. MCDOWELL (Emory University)

Out of the Organism and Into the Lab: The Experimental Analysis of Motivation (Experimental

MATTHEW LEWON and Linda J. Parrott Hayes (University of Nevada, Reno)

#23 Paper Session

10:30 am-11:20 am Kokin Ballroom South; 5th Floor FDC

Topics in EDC: Objectives in Service Delivery

Chair: Laurilyn Dianne Jones (The Mechner Foundation)

A Different Approach to School Configuration and Teacher Roles (Applied Behavior Analysis)
LAURILYN DIANNE JONES and Francis Mechner (The Mechner Foundation)

Barriers in Meeting the Needs of Special Education Students: A Qualitative Case Study (Service Delivery)
ZOEE BARTHOLOMEW (ZMB Consulting)

#24 Symposium

10:30 am–11:20 am Genji Ballroom South; 3rd Floor VRB/EDC; Applied Behavior Analysis BACB CE Offered. CE Instructor: Joanne Hill-Powell, Ph.D.

Language and Learning: A Verbal Behavior Developmental Approach

Chair: Hye-Suk Lee Park (Kongju National University)

The Effects of Multiple Exemplar Instruction on the Transformation of Establishing Operations Across Mands and Tacts

KATHERINE BAKER (Teachers College, Columbia University); Joan Broto (Semiahmoo Behaviour Analysts, Inc.); and Lori Greer, Elizabeth Snell, and Lamis Baowaidan (Teachers College, Columbia University)

The Effects of the Intensive Tact Protocol on the Emergence of Initiated Verbal Behavior in Non-Instructional Settings for Elementary School Students With ASD JINHYEOK CHOI (Pusan National University)

The Power of a Peer: The Effects of a Peer-Yoked Contingency on the Induction of the Observational Learning Capability

JOANNE HILL-POWELL (Teachers College, Columbia University) and Derek Jacob Shanman (Nicholls State University)

#25 Invited Presenter

10:30 am–11:20 am Taketori VRB; Theory BACB CE Offered. CE Instructor: Martha Hübner, Ph.D.

Verbal Behavior of Higher Order: Theoretical-Empirical Analysis of the Effects of Autoclitics Upon Nonverbal Behavior

Chair: Linda J. Parrott Hayes (University of Nevada, Reno)

MARTHA HÜBNER (University of São Paulo)



Martha Hübner is an associate professor of experimental psychology at the Institute of Psychology and a visiting professor at the Medical School, Psychiatry Department, University of São Paulo, Brazil. She is past-president of the Brazilian Association of Psychology, The Brazilian Association of Psychology, The Brazilian Association of Psychotherapy and Behavioral Medicine, and the first member of the Brazilian Association of Behavior Analysis. She conducts research at the Laboratory for Verbal Operants Studies (LEOV) involving complex behavioral 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 non-verbal behavior and analyzing the processes of minimal verbal unit control in reading and autism.

Abstract: The presentation will demonstrate that the verbal operant autoclitic, when presented as an antecedent condition of a response, may have persuasive effects upon it, altering the function of the verbal stimuli that accompanies them. The empirical base is 11 experiments, conducted at the Laboratory of Verbal Operants Studies (LEOV) at University of São Paulo, in Brazil, with A-B-A or pre-post test designs. The participants were typical developed children and young university students. The procedures involved a baseline, where it was observed the frequency of a nonverbal response. In experimental phases, one or more verbal manipulations were conducted on verbal antecedent stimuli with autoclitic topography suggested by Skinner (1957), where one or more verbal responses, previously observed in the baseline, were differentially reinforced. After this, posttest measures, under similar conditions of those in baseline, were taken, verifying the reversion or not of the responses. The results in the majority of the studies indicated that the effects of the autoclitic verbal stimuli upon the non-verbal behavior related were, in general, transient, more easily observed in children than in adults, and with responses of lower cost. Under conditions where the emission of shaped autoclitic verbal stimuli did not show changes in the related nonverbal response, instructions announcing generalized reinforcers contingent upon the emission of planned response were effective. It was interpreted that the autoclitic is one more dimension of stimulus control, coherent with Schingler's analysis (1993) that, under certain conditions, the autoclitic is an altering function stimulus.

#26 Paper Session

10:30 am-11:50 am Genii Ballroom East: 3rd Floor AUT

Topics in Autism: Behavior Intervention

Chair: Marie Laure Joëlle Nuchadee (French ABA)

Intensive Behavior Analytic and Eclectic Interventions for Children With Autism: Findings and Implications for Public Policy (Applied Behavior Analysis) JANE S. HOWARD (Therapeutic Pathways/The Kendall Centers)

A Brief Review of Screening Tools for Autism and Preventative Behavioral Intervention to Treat Autism Symptoms in High-Risk Infants (Applied Behavior Analysis)

AMY E. TANNER (Florida Institute of Technology) and Bianca E. Andreone (Monarch House Autism Centre)

Developmental Trajectory of Children With ASD Receiving Intensive Behavioral Intervention (Applied Behavior Analysis) MARIE LAURE JOËLLE NUCHADEE (French ABA) and Vinca Rivière (University of Lille III)

A Review of Stereotypy Interventions: What Works? (Applied Behavior Analysis) JESSICA ANN KORNEDER (Oakland University) and Kimberley Andrea Enloe (Easter Seals Southern California)

#27 Symposium

10:30 am-11:50 am Genji Ballroom North: 3rd Floor DEV/EAB; Applied Behavior Analysis

The Dynamic Food Dudes to the Rescue: Increasing Children's Consumption of Fruit and Vegetables and Their Levels of Physical Activity

Chair: Pauline Horne (Bangor University) Discussant: Koichi Ono (Komazawa University)

Changing the Choice Architecture of School Dining Environment: Food Dudes Dining Experience MIHELA ERJAVEC and Pauline Horne (Bangor University)

Increasing Preschool Children's Consumption of Fruit and Vegetables: A Modelling and Rewards Intervention

CATHERINE SHARP, Pauline Horne, and Mihela Erjavec (Bangor University)

You Too Can Eat Well: Improving Diets of Children With Moderate and Severe Disabilities in Special Schools

MIHELA ERJAVEC and Amy Roberts-Mitchell (Bangor University), Jasmine French and Ellen Dolan (Food Dudes Health), and Pauline Horne (Bangor University)

Development of a Multi-Component Intervention to Increase Physical Activity in Primary

School Children: Dynamic Dudes Program
SHONA WHITTAKER, Pauline Horne, and Sophie Mitchell (Bangor University); Ellen Dolan, Rebecca Steer, and Christie Culleton (Food Dudes Health); and Kelly Mackintosh (Swansea University)

#28 Panel Discussion

11:30 am-12:20 pm

Genii Ballroom West: 3rd Floor CSE: Applied Behavior Analysis

BACB CE Offered. CE Instructor: Michelle P. Kelly, Ph.D.

Behavior Analysts and Social Media: Becoming Socially Savvy Scientists

Chair: Michelle P. Kelly (Emirates College for Advanced Education)

AMANDA N. KELLY (Keiki Educational Consultants)

ERIN S. LEIF (Lizard Children's Centre) TODD A. WARD (University of North Texas)

#29 Paper Session

11:30 am-12:20 pm

Kokin Ballroom Center: 5th Floor

FAB

Tonics in EAB: Cultural and Social Influences

Chair: Josue Gonzalez Diaz (University of Guadalajara)

Analysis of Transmission and Maintenance of a Cultural Practice (Tokens Donation) Depending of the Type of Rule Exposed (Experimental Analysis)

JOSUE GONZALEZ DIAZ and Maria Antonia Padilla Vargas (University of Guadalajara)

Exploring Social Discounting and Cross-Cultural Differences With Japanese and American **Students** (Experimental Analysis)

PAUL ROMANOWICH (The University of Texas at San Antonio) and Takeharu Igaki (Ryutsu Keizai University)

#30 Invited Symposium

11:30 am-12:20 pm

Taketori

FDC

BACB CE Offered. CE Instructor: Janet S. Twyman, Ph.D.

Improving Education in Every Classroom: Right Here, Right Now

Chair: Janet S. Twyman (University of Massachusetts Medical School)

Using Behaviorally Informed Instruction to Maximize Effectiveness of Digital Technology JANET S. TWYMAN (University of Massachusetts Medical School)



Janet S. Twyman, PhD, BCBA, NYSLBA, is the Director of Innovation & Technology for the U.S. Department of Education's National Center on Innovations in Learning. Dr. Twyman is a noted proponent of effective instruction and using technology to produce individual and system change. A career educator, she has been a preschool and elementary school teacher, a principal and administrator, university professor, and was Vice President of Instructional Development at Headsprout, an award-winning learning sciences technology company. A sought-after speaker nationally and internationally, in 2011 Dr. Twyman presented on leveraging new educational technologies for diverse settings at the United Nations. She has served on the boards of numerous organizations including the Cambridge Center for Behavioral Studies (chairing the

Education Group) and PEER International (assisting township schools in Port Elizabeth, South Africa). In 2007-08 she served as President of the Association for Behavior Analysis International, and currently serves as an Associate Professor of Pediatrics at the University of Massachusetts Medical School/Shriver Center. She has published and presented extensively on evidence-based innovations in education and the systems that support them to produce meaningful difference in learners' lives.

Abstract: Dr. Twyman will present on how teachers can incorporate tenets of behaviorally informed instruction to maximize the effectiveness of digital technology in the classroom.

Using Low-Tech Classroom Tools to Improve Learning in Non-Digital Classrooms WILLIAM L. HEWARD (The Ohio State University)



William L. Heward, EdD, BCBA-D, is professor emeritus in the College of Education and Human Ecology at The Ohio State University. Bill has been a senior Fulbright scholar in Portugal, a visiting scholar at the National Institute of Education in Singapore, a visiting professor of psychology at Keio University in Tokyo and at the University of São Paulo, Brazil, and has given lectures and workshops in 18 other countries. His publications include more than 100 journal articles and book chapters and nine books, including *Applied Behavior Analysis*, 2nd ed. (2007, co-authored with John Cooper and Tim Heron) and Exceptional Children: An Introduction to Special Education, 10th ed. (2013), which have been translated into several foreign languages. Awards recognizing Dr. Heward's contributions to behavior analysis

and education include the Ellen P. Reese Award for Communication of Behavioral Concepts from the Cambridge Center for Behavioral Studies, the Fred S. Keller Behavioral Education Award from the American Psychological Association's Division 25, and the Distinguished Psychology Department Alumnus Award from Western Michigan University. A Fellow and past president of ABAI, Bill's research interests include "low-tech" teaching methods for classroom instruction.

Abstract: Dr. Heward will show how teachers in "unwired" classrooms can use low-tech tools to improve learning.

Some Critical Variables Influencing Technology Adoption in the Classroom SATORU SHIMAMUNE (Hosei University)



Dr. Satoru Shimamune received his Ph.D. from Western Michigan University and currently is a professor of psychology at Hosei University in Tokyo. He has published textbooks for students of behavior analysis as well as general introduction books for public, on applied behavior analysis, performance management, and instructional design, which are widely read in Japan. His prefecture-wide work with special education teachers has produced more than 350 case studies over 10 years and is well recognized nationally. The Japanese Association for Behavior Analysis (J-ABA) awarded the team of teachers supervised by Dr. Shimamune for its practice in 2011. Professor Shimamune has been a member of the executive council for J-ABA since 1991. making a significant contribution to its development

and growth, and served as the editor of the Japanese Journal of Behavior Analysis (2009–2011).

Abstract: Dr. Shimamune will highlight critical variables to increase the adoption and use of these practices.

#31 Panel Discussion

11:30 am-12:20 pm Kokin Ballroom North; 5th Floor OTH; Service Delivery BACB CE Offered. CE Instructor: T. V. Joe Layng, Ph.D.

The Business of Behavior and the Behavior of Business: The Role of a Consequential Contingency Analysis in Launching and Running a Start-Up

Chair: Joanne K. Robbins (Morningside Academy)

T. V. JOE LAYNG (ChangePartner-Healthcare) ZACHARY LAYNG (Scout My Style) RUSSELL LAYNG (Scout My Style)

#32 Paper Session

11:30 am-12:20 pm

Kokin Ballroom South: 5th Floor

TBA

Topics in TBA: BACB

Chair: Richard W. Malott (Western Michigan University)

Saving the World With Behavior Analysis by Teaching Behavior Analysis (Applied Behavior Analysis) RICHARD W. MALOTT (Western Michigan University); Carmen May Jonaitis (WoodsEdge Learning Center); and Kelli Perry, Kelly Kohler, Joseph T. Shane, Sarah Lichtenberger, Jennifer Freeman, and Jennifer Lynn Mrljak (Western Michigan University)

An Update on the Behavior Analyst Certification Board (Applied Behavior Analysis)

SUZÁNNE LETSO (Connecticut Center for Child Development) and Neil T. Martin (Béhavior Analyst Certification Board)

#33 Paper Session

11:30 am-12:20 pm

Genji Ballroom South; 3rd Floor

VRB

Topics in VRB: Conceptual and Experimental Analysis

Chair: Robert Dlouhy (Western Michigan University)

Operant Analysis of Syntactic and Morphological Phenomena (Theory)

ROBERT DLOUHY (Western Michigan University)

#34 Paper Session

12:00 pm-12:50 pm

Genii Ballroom North: 3rd Floor

CBM

Topics in CBM: Functional Treatment Analysis

Chair: W. Joseph Wyatt (Marshall University)

A Behaviorist's Examination of the DSM-5: The Walking Dead of Pseudo-Explanation (Service Delivery)

W. JOSÉPH WYATT (Marshall University)

Contemporary Behavior Therapy and Japanese Morita Therapy: Shared Functional Core

Features (Applied Behavior Analysis) C. RICHARD SPATES and Satoshi Ozeki (Western Michigan University)

#35 Paper Session

12:30 pm-1:20 pm

Kokin Ballroom North; 5th Floor

AAB

Topics in Applied Animal Behavior

Chair: Valerie Segura (University of the Pacific)

The Empirical Zoo and Behavior Analysis: A Working Model (Applied Behavior Analysis)

VALERIE SEGURA (Jacksonville Zoo and Gardens) and Terry L. Maple (Florida Atlantic University)

#36 Paper Session

12:30 pm–1:20 pm Genji Ballroom East; 3rd Floor AUT

Topics in Autism: Technology

Chair: Jennifer Gallup (Idaho State University)

iPod Touch to Increase Functional Communication of Adults With Autism Spectrum Disorder

(Applied Behavior Analysis)

KÁÓRI G. NEPO (Chimés), Matthew Tincani and Saul Axelrod (Temple University), and Lois Meszaros (Chimes)

Developing Friendships and an Awareness of Emotions Using Video Games: Perceptions of Four Young Adults With Autism (Theory)

JENNIFER GALLUP (Idaho State University)

#37 Symposium

12:30 pm–1:20 pm Kokin Ballroom Center; 5th Floor EAB/TPC; Experimental Analysis

Experimental Analysis of Acquisition of Operant Behavior

Chair: Iver H. Iversen (University of North Florida)

Acquisition of Counting Behavior Under Percentile Schedules: An Examination of the Reinforcement History Effects of Behavioral Variation and Repetition NAOKI YAMAGISHI (Ryutu Keizai University)

The Role of Response Induction by Reinforcement on Discrimination Acquisition Under a Concurrent Variable-Ratio Extinction Schedule

YOSUKE HACHIGA (Keio University)

Weak Effects of Delayed Reinforcement

PER HOLTH and Monica Vandbakk (Oslo and Akershus University College)

#38 Paper Session

12:30 pm-1:20 pm Kokin Ballroom South; 5th Floor FDC

Topics in EDC: Instructional Design

Chair: Roger D. Ray (Rollins College)

Video-Based Teaching and Learning: New Issues for Adaptive Programmed Instructional Design (Applied Behavior Analysis)

ROGER D. RAY (Rollins College)

Using Videos to Teach Children and Adolescents With Autism: Footage Elements That Enhance and Impede Learning (Theory)

RAJES HARPER, Dennis W. Moore, and Angelika Anderson (Monash University)

#39 Panel Discussion

12:30 pm–1:20 pm Genji Ballroom West; 3rd Floor OBM; Applied Behavior Analysis

Applications of the Science of Behavior Analysis to Business

Chair: Kennon Andy Lattal (West Virginia University)

TOSHIO ASANO (Aichi University)
INGUNN SANDAKER (Oslo and Akershus University College of Applied Sciences)
JUN ISHIDA (Will PM International)
DARNELL LATTAL (Aubrey Daniels International)

#40 Paper Session

12:30 pm-1:20 pm Genji Ballroom South; 3rd Floor PRA

Topics in PRA: Meta-Analysis

Chair: Ee Rea Hong (Texas A & M University)

A Meta-Analytic Review of Single-Case Studies on Family-Implemented Social-Communication Interventions With Individuals With ASD and Other DD (Service Delivery)

EE REA HONG, Jennifer Ganz, Leslie Neely, Margot Boles, Stephanie Gerow, and Jennifer Ninci (Texas A & M University)

Effects of Function-Based Behavioral Interventions on Students With Disabilities in Taiwan: A Meta-Analysis (Applied Behavior Analysis)

PEI-YU CHÉN and Shin-Ping Tsai (National Taipei University of Education) and Pei-Lin Lin (Tainan Municipal Ancing Elementary School)

#41 Invited Presenter

12:30 pm-1:20 pm Taketori TPC; Theory BACR CF Offered, CF Instructor: F

BACB CE Offered. CE Instructor: Paolo Moderato, Ph.D.

Science of Behavior and Humanity

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

PAOLO MODERATO (University IULM of Milan (Italy))



Paolo Moderato is professor of psychology at the University IULM of Milan (Italy), where he chairs the Department of Behaviour, Consumers and Communication G. Fabris. He is president of IESCUM, the Italian Chapter of ABA International, and EABA, where he directs the BCAB-approved postgraduate program in applied behavior analysis. He is past-president of the European Association for Behaviour and Cognitive Therapies. He has been the Italian editor of Acta Comportamentalia since the time of its foundation, has been associate editor for the Mexican Journal of Behavior Analysis, and editor of the Psychology Series of McGraw-Hill Italia. At present he is the editor of the series Behavior and Cognitive Practice published by Francoangeli Publ. His books include Pensieri, parole e comportamento, which is

the first Italian systematic presentation and discussion of Skinnerian and post-Skinnerian analysis of verbal behaviour (co-edited with Philip N. Chase and G. Presti), *Human Interactions*, a contextualistic behavior analytic handbook of general psychology, and *Roots & Leaves*, an anthology of papers on behavior analysis and therapy. Paolo has served the field of behaviour analysis through his editorial work and as a member of the Board of Trustees for the Cambridge Center for Behavioral Studies. In 2002 he received the SABA award for the international development of behaviour analysis.

Abstract: Modern science developed at the turn of the 16th and 17th century, thanks to F. Bacon, G. Galilei and right afterwards, Isaac Newton. Modern science was born in the physical world: first it dealt with astronomy and physics, and after expanded to chemistry (18th century) and biology (19th century). The 20th century was supposed to be the century of psychology, the science of behavior. Actually it was, at least partially: first John B. Watson, who claimed psychology is a branch of natural sciences, and after him B. F. Skinner. Skinner's book *Science and Human Behavior* (1953) was a milestone for the development of behavior science. His analysis of strengths and problems, opportunities and threats of such a science is still valid. But new problems are challenging humanity and the tendency to search for new pseudo-solutions, instead of looking at the sound principles of the science of behavior, prevails. Behavioral scientists need to define their principles in a new way in new contexts: health policies, environmental strategies, and education. Most importantly they need to show how effective the principles have been in these new contexts. According to one of our sayings, words and deeds are often oceans apart, but there are encouraging signals that we are moving and behaving in the right direction.

#42 Symposium

3:00 pm-3:50 pm Genii Ballroom North: 3rd Floor

AUT/CSE; Applied Behavior Analysis

Considerations in Cultural Diversity When Providing Applied Behavior Analysis Treatment to Individuals With Autism and Other Developmental Disabilities

Chair: Rany Thommen (ABA Today)

The Role of Culture When Developing Individual Treatment Plans RANY THOMMEN (ABA Today)

Considering Cultural Differences When Selecting Appropriate Treatment Objectives GIA VAZQUEZ (Blossom Center for Children)

Ethical Considerations When Providing Services to Families With Diverse Backgrounds SZU-YIN CHU (National Hsinchu University of Education, Taiwan)

#43 Paper Session

3:00 pm–3:50 pm Genji Ballroom West; 3rd Floor CSE

Topics in CSE: Cultural Change

Chair: Criss Wilhite (California State University, Fresno)

The Institute for Sustainability Education and Engagement at Fresno State (Applied Behavior Analysis)

CRIŚS WILHITE, Robert Boyd, Mara Brady, Rick Finden, Michelle Gaither, Kassandra Hishida, Jacob Ward, and Beth Weinman (Fresno State)

Assessing Factors That Influence Food Choices by Young Children (Applied Behavior Analysis) KIMBERLEY L. M. ZONNEVELD (Brock University) and Pamela L. Neidert (The University of Kansas)

#44 Paper Session

3:00 pm–3:50 pm Kokin Ballroom Center; 5th Floor EAB

Topics in EAB: Aversive Control

Chair: Camilo Hurtado-Parrado (University of Manitoba)

Aversive Control of Betta splendens Behaviour Using Water Disturbances: Effects of Signalled and Unsignalled Free-Operant Avoidance, Escape, and Punishment Contingencies (Experimental Analysis)

CAMILO HURTADO-PARRADO and Joseph J. Pear (University of Manitoba)

How Do Mongolian Gerbils Pass the Time During Aversive Tasks? Behavioral Patterns
Produced by Exposure to Contingent and Non-Contingent Averse Events (Experimental Analysis)
CAMILO HURTADO-PARRADO, Camilo Gonzalez, Mónica Andrea Arias Higuera, Santiago Cardona, and Angelo Cardona (Konrad Lorenz Fundación Universitaria)

#45 Symposium

3:00 pm-3:50 pm Kokin Ballroom South; 5th Floor EDC/TBA; Applied Behavior Analysis BACB CE Offered. CE Instructor: Jeremy Greenberg, Ph.D.

Working with Families of Autism in Center-Based Programs

Chair: Jeremy Greenberg (The Children's Institute of Hong Kong)

Teaching Children With Autism to Understand Emotions of Others and Self WENCHU SUN (ABA Research and Development Center, Taiwan) and Hua Feng (National ChangHua University of Education)

How to Teach Perspective-Taking or "Theory of Mind" to Children With Autism GABRIELLE T. LEE (Michigan State University) and Yuen Tsai and Hua Feng (National ChangHua University of Education)

Using Teacher Performance Rate and Accuracy in Training Parents to Deliver Discrete Trial Training for Children With Autism

HYE-SUK LEE PARK and Jihye Ha (Seoul Metropolitan Children's Hospital) and Seungchul Kwak (Kongju National University)

#46 Invited Symposium

3:00 pm-3:50 pm Taketori

OBM

BACB CE Offered. CE Instructor: Maria E. Malott, Ph.D.

Leadership and Behavior Systems Analysis

Chair: Ramona Houmanfar (University of Nevada, Reno)

Functions of Organizational Leaders in Cultural Change RAMONA HOUMANFAR (University of Nevada, Reno)



Dr. Ramona Houmanfar joined the faculty in the Department of Psychology at University of Nevada, Reno (UNR), in 1998. She is currently an associate professor in the Department of Psychology at UNR and serves as the director of the Behavior Analysis Program at UNR, a trustee of the Cambridge Center for Behavioral Studies, chair of the Organizational Behavior Management Section of Cambridge Center for Behavioral Studies, editor of the Journal of Organizational Behavior Management, and an editorial board member of Behavior and Social Issues. She is also the former senior co-chair of the ABAI Program Comittee, director of the Organizational Behavior Management Network and president of the Nevada Association for Behavior Analysis. Dr. Houmanfar has published dozens of articles and chapters, delivered

more than 100 presentations at regional, national, and international conferences in the areas of rule governance, communication networks, organizational change, cultural psychology, and bilingual repertoire analysis and learning. She has published two co-edited books titled *Organizational Change* (Context Press) and *Understanding Complexity in Organizations* (Taylor & Francis Group).

Abstract: The development and communication of verbal products, such as rules, instructions, leadership statements and strategic plans can not only promote but prevent socially significant impact of organizational practices on cultural change. In their role as guides, leaders create new verbal relations between the current and future state of the organization, between the future organization and its niche in the future environment, and between current employees and the future organization. In many ways a leader's decision making shapes the patterns of interlocking behavioral contingencies, aggregate product, and the behavior topographies of consumers. The overall process can bear positive or negative influences on the health of the organizational members plus the external environment (including the physical and social environment). This presentation will provided an overview of ways by which leadership decision making change the cultural landscape and practices.

Beyond Behavior: Achieving Lasting Change DARNELL LATTAL (Aubrey Daniels International)



Darnell Lattal is executive director of Aubrey Daniels Institute, a non-profit dedicated to advancing research and science-based applications of behavior analysis at work and in educational settings. She is a specialist in the design and implementation of behavioral-based business strategies to achieve core initiatives. She has worked in a variety of settings on organizational redesign and change management, women at work, executive coaching, achieving high performance, performance measurement and systems design, leadership and teamwork within and across organizational structures, succession planning, ethical decision-making, and creating a solid leadership legacy based on self-awareness and self-management. Dr. Lattal is particularly effective in coaching individuals from executives to line

employees to make improvements in personal style and performance execution. She has special expertise in the psychology of learning, designing sustainable and rapid change.

Abstract: Behavior analysis holds the promise of addressing many issues related to society's woes. We promote transfer and sustainability. However, what are we doing wrong in pursuing lasting change? The promise of OBM is rooted in the notion that contextually we hold the secret to sustainability across complex systems. As others on this panel will address, there is still much to do at the level of organizational change. OBM practitioners focus on patterns of behavior of individual performers and groups. Experts at identifying the skills needed to accelerate performance, they address large issues of corporate culture, safety leadership, and financial success, or pinpointed efficiencies and effectiveness, sales behavior, or variability to increase creativity. Systems and processes that surround behavior are redesigned to support a more participatory or orderly process of performance management. OBM practitioners teach mangers to shape the performer toward the outcomes desired. They teach the performers about behavior and building new habits. On the surface, this seems more than adequate to create lasting change. However, OBM interventions too often are not lasting, fading quickly. We imply that we know how to fix the fluid future context in which behavior occurs. This presentation explores the concept of change in relation to current behavior analytic strategies designed to address it—and critical lessons learned long ago by the first practitioners of change inside organizations, long before the term OBM was created to define what we do.

How to Lead Complex Change

MARIA E. MALOTT (Association for Behavior Analysis International)



Maria Malott entered the graduate program in applied behavior analysis at Western Michigan University, obtaining her Ph.D. in 1987. In 1989 she was hired as production manager at Ronningen Research & Development and within two years was vice-president of manufacturing for that company. In 1993, she began a consulting career, and has consulted in advertising, restaurants, retail, manufacturing, hotels, banks, government, and institutions. Her clients have included General Motors Corporation; Meijer, Inc.; Kellogg's; Pharmacia & Upjohn; the National Highway Traffic Safety Administration; and the Cancer Prevention Research Institute at the University of Arizona. In all of this work, Dr. Malott combines systems analysis with the analysis of individual behavior within systems and, in the process, has taught dozens of corporate executives to appreciate the

power of behavioral principles. Dr. Malott has been a visiting scholar at 32 universities in 17 different countries and has served as an affiliated faculty member at five universities. She has served on four editorial boards and is the author of a book on organizational change, published in Spanish and in English, and co-author of 2nd, 3rd, and 4th editions of one of the most widely used and often-translated textbooks in behavior analysis: *Elementary Principles of Behavior*. Dr. Malott was the recipient of the 2003 Award for International Dissemination of Behavior Analysis and the 2004 Award for Outstanding Achievement in Organizational Behavior Management. In 1993, she agreed to serve as part-time Executive Director of ABAI and is now its CEO. Within a few short years, the association rose from near-bankruptcy to a financially stable scientific and professional organization. Her organizational behavior management skills have been applied to every aspect of the operation of ABAI, which serves over 5,200 members and as the parent organization of 68 affiliated chapters.

Abstract: Manipulating behavioral contingencies is not sufficient to lead and manage change in complex systems. Unique configurations of events, interactions between behaviors of individuals, and behavioral repertories "all non-replicable" necessitate different approaches. This presentation explores types of complex phenomena and their implications for leading and implementing change.

#47 Symposium

3:00 pm-4:20 pm Genji Ballroom South; 3rd Floor AUT/TBA; Applied Behavior Analysis

The Development of ABA Education and Certification in China

Chair: Grace C. E. Chang (SEEK Education, Inc.)

Discussant: Neil T. Martin (Behavior Analyst Certification Board)

The Dissemination of Applied Behavior Analysis in Mainland China and Taiwan GRACE C. E. CHANG (SEEK Education, Inc.)

Rapid Development of ABA Education, Course Work, and Practices in China (2012–2014) DE-HUA GUO (China Association of Persons With Psychiatric Disability and Their Relatives)

The Development of Systematic Competency-Based ABA Training for Professionals in China SHU-FEN KUO (SEEK Education Inc., Taiwan)

Learning ABA Through a Systematic, Competency-Based, Remote Training Course Sequence JINGJING HUANG (Beijing Wise Inclusive Education and Rehabilitation Center) and Chaolumen Bao and Xuejiang Tian (Kangnazhou Autism Family Support Center)

#48 Symposium

3:00 pm-4:20 pm Genji Ballroom East; 3rd Floor AUT/PRA; Service Delivery BACB CE Offered. CE Instructor; Andy Bondy, Ph.D.

International Influences Involving The Picture Exchange Communication System Chair and discussant: Joseph P. McCleery (Pyramid Educational Consultants)

Review of Non-American Publications Involving PECS

JOSEPH P. MCCLEERY and Andy Bondy (Pyramid Educational Consultants)

Comparing Japanese and American Publications Regarding PECS

CHIHIRO NEGRON (Pyramid Educational Consultants, Japan)

Cultural and Linguistic Influences on PECS

; HNB | HS = ; MNL | AC | P ; HHC Zg] Andy Bondy (Pyramid Educational Consultants)

Community Support for PECS Use

SHIGERU IMAMOTO (Pyramid Educational Consultants)

#49 Symposium

3:00 pm–4:20 pm Kokin Ballroom North; 5th Floor BPH/EAB; Experimental Analysis

Behavioral Analyses of Stimulus Properties of Drugs

Chair: Jonathan L. Katz (National Institute on Drug Abuse) Discussant: M. Jackson Marr (Georgia Institute of Technology)

Stimulus Functions of Sigma Receptor Agonists In Stimulant Abuse

JONATHAN L. KATZ (National Institute on Drug Abuse)

Non-Pharmacological Factors Affecting the Stimulus Effects of Nicotine KOHJI TAKADA (Teikyo University)

Social Modification of Reinforcing Property of Drugs

SHIGERU WATANABE (Keio University)

Discriminative-Stimulus Effects of THC and Other CB1 Ligands

JACK BERGMAN (Mclean Hospital/Harvard Medical School)

#50 Paper Session

4:00 pm-4:20 pm Kokin Ballroom South; 5th Floor EDC

Topics in EDC: Behavior

Chair: Lloyd D. Peterson (COMPASS LLC)

Teachable Moments: Building Behaviors Versus Suppressing Behaviors (Service Delivery) LLOYD D. PETERSON (COMPASS LLC)

#51 Symposium

4:00 pm-4:50 pm

Genji Ballroom North; 3rd Floor AUT/PRA: Applied Behavior Analysis

The Use of Video Self-Modeling Intervention to Toilet Train Children With Autism

Chair: Angelika Anderson (Monash University)

Discussant: Karola Dillenburger (Queen's University Belfast)

Teaching Toileting Skills Using Video Self-Modeling: Two Research Studies of Children With Autism

BRADLEY DRYSDALE, Clara Lee Yun Qi, Dennis W. Moore, and Angelika Anderson (Monash University)

The Use of a Video Self-Modeling Intervention Package to Toilet Train Two Boys With Autism LAURIE MCLAY (University of Canterbury) and Amarie Carnett and Larah Van der meer (Victoria University Wellington)

#52 Invited Presenter

4:00 pm-4:50 pm

Taketori

EAB; Experimental Analysis

BACB CE Offered. CE Instructor: Per Holth, Ph.D.

Novelty and Variability: Genuine Operants?

Chair: Ingunn Sandaker (Oslo and Akershus University College of Applied Sciences)

PER HOLTH (Oslo and Akershus University College of Applied Sciences)



Professor Per Holth received his license to practice psychology in 1983, and his PhD in 2000, with a dissertation on the generality of stimulus equivalence. His clinical work has been in services for people with autism and developmental disabilities, in psychiatric units, and in the military services. His research activities span basic research on stimulus equivalence and joint attention, as well as applied work and management of large research projects. Per Holth has taught classes in behavior analysis and learning principles at the University of Oslo and Oslo and Akershus University College (OAUC) since 1982, and joined the faculty of OAUC and the Program for Learning in Complex Systems as an associate professor in 2004 and as full professor in 2006. He teaches classes in all behavior-analytic education programs

at OAUC. He has written for peer-reviewed publications on basic research, applied work, and philosophy of science, served on several editorial boards, and he has a member of the editorial troika of the European Journal of Behavior Analysis for 15 years. He has been a program co-coordinator of the TPC area of ABAI, is currently a program co-coordinator for the development area, and he is on the board of directors of the B. F. Skinner Foundation. His current research interests have drifted in the direction of basic experimental work with animals and humans.

Abstract: The sources of novel behavior and behavioral variability are important issues in behavior analysis for theoretical as well as for practical reasons, and many studies have shown that behavioral variability can result from certain reinforcement contingencies. Some well-known experiments have suggested that variability can be directly reinforced and function as an operant class on its own, and that organisms can engage in the strategy of a quasi-random generator. However, the details of the original experiments suggest that the sequences upon which reinforcement is contingent are often too complex to be directly reinforceable, and that alternative interpretations of the conditions that produce behavioral variability are feasible. The alternative proposed here is based on experiments in which lag schedules were arranged for topographically distinct response classes rather than for different sequences of responses on two operanda. These experiments suggest that whenever a new or relatively novel response occurs and is reinforced, the immediate effect is not an increased frequency of more variable behavior, but an increased rate of the specific response that occurred immediately prior to the reinforcer. It is concluded that, at worst, the notion of "variability as an operant" on its own is misleading to the extent that it suggests that the "reinforced variability" transcends the range of specific responses that are followed by reinforcement. At best, the notion of variability as an operant on its own seems superfluous, because the variability seen in the relevant experiments seem properly accounted for in terms of well-established empirical findings. No special random or stochastic generating processes seem necessary, because the complexity of certain reinforcement contingencies in which several responses reciprocally cycle between reinforcement and extinction seem sufficient to explain the resulting quasi-random performances.

#53 Paper Session

4:00 pm–5:20 pm Kokin Ballroom Center; 5th Floor FAB

Topics in EAB: Conditional Reinforcement and Behavior

Chair: Anne C. Macaskill (Victoria University of Wellington)

Slot Machine Near Wins, Losses Disguised as Wins, and Conditioned Reinforcement (Experimental Analysis)

ANNE C. MACASKILL, Maree J. Hunt, and Lorance Taylor (Victoria University of Wellington)

Free Is Not Enough: Preference for Free Spins in Slot Machines is Determined by Additional Features in the Free Spins (Experimental Analysis)

LORANCE TAYLOR, Anne C. Macaskill, and Maree J. Hunt (Victoria University of Wellington)

A Behavior-Analytic Approach to the Measurement of Gain-Loss Asymmetry in Behavioral Choice (Experimental Analysis)

HAROLD L. MILLER, JR., Diego Flores, Amy Stout, Anna Joki, and Colby Kipp (Brigham Young University)

#54 Symposium

4:00 pm-5:20 pm Genji Ballroom West; 3rd Floor OBM/DDA; Applied Behavior Analysis BACB CE Offered. CE Instructor: Rvan Lee O'Donnell. MS

Transforming the Nonprofit: Palinoia, Input, Xesturgy, Analysis, and Realignment

Chair: T. V. Joe Layng (Generategy, LLC)
Discussant: Janet S. Twyman (University of Massachusetts Medical School/Cer

Discussant: Janet S. Twyman (University of Massachusetts Medical School/Center on Innovations in Learning)

Fulfilling the Promise: Data-Based Decision Making, the Spirit of Adventure, and Transformation in a Non-Profit

MELANY DENNY (High Sierra Industries)

Business Screams into Laughter: Getting the Data in the Right Place at the Right Time to Guide Decision Making

MELANY DENNY and Ryan Lee O'Donnell (High Sierra Industries)

Finding Precision Teaching: No More Babysitting! Let's Teach!

RYAN LEE O'DONNELL (High Sierra Industries)

To Infinity and Beyond! Jobs, Aides, and Future Directions

MARK MALADY and Cameron Green (High Sierra Industries)

#55 Symposium

4:30 pm–5:20 pm Kokin Ballroom North; 5th Floor BPH/EAB; Experimental Analysis

A Quantitative Approach to the Effects of Drugs on Complexly Controlled Behavior

Chair and discussant: Jonathan L. Katz (National Institute on Drug Abuse)

Methylphenidate and "Self-Control": Using Quantitative Analyses to Identify Behavioral Mechanisms

RAYMOND C. PITTS, Madeleine Knott, and Christine E. Hughes (University of North Carolina Wilmington)

Quantitative Analyses of the Contribution of Dopamine D2-Like Receptors to Food Reinforcement and Choice

PAUL L. SOTO (Texas Tech University)

#56 Panel Discussion

4:30 pm-5:20 pm

Kokin Ballroom South: 5th Floor TBA: Applied Behavior Analysis

BACB CE Offered. CE Instructor: Sakurako Sherry Tanaka, Ph.D.

BACB-Approved University Curriculum for Japan: Tasks and Promises Ahead

Chair: Sakurako Sherry Tanaka (Mutlicultural Alliance of Behavior Analysts)

NEIL T. MARTIN (Behavior Analyst Certification Board) KOZUE MATSUDA (Children Center)

SHARON CHIEN (SEEK Education, Inc.)

#57 Symposium

4:30 pm-5:50 pm

Genii Ballroom East: 3rd Floor

AUT/DDA; Applied Behavior Analysis

Developing a Comprehensive Behavioral Intervention for Children With Autism in Japan: Evaluation of Tokyo Intervention Programs

Chair: Jun'ichi Yamamoto (Keio University) Discussant: Joseph P. McCleery (Pyramid Educational Consultants)

Examining the Effectiveness of a Parent Training as a Part of a Newly Developed University-**Based Comprehensive Intervention Program**

ATSUKO MATSUZAKI (CREST, Japan Science and Technology Agency), Takuya Enomoto (Meisei University), Soichiro Matsuda (University of Tsukuba), Yuka Ishizuka (Japan Society for the Promotion of Science), Nozomi Naoi (CREST, Japan Science and Technology Agency). and Yasuvo Minagawa and Jun'ichi Yamamoto (Kejo University)

Comprehensive Imitation Skills Assessment in Children With Autism Spectrum Disorders YUKA ISHIZUKA (Japan Society for the Promotion of Science), Nozomi Naoi (CREST, Japan Science and Technology Agency), Soichiro Matsuda (University of Tsukuba), Atsuko Matsuzaki (CREST, Japan Science and Technology Agency), Takuya Enomoto (Meisei Úniversity), and Yasuyo Minagawa and Jun'ichi Yamamoto (Keio University)

Effects of Early Behavioral Intervention on the Gaze of Children With Autism Spectrum Disorders in Live Face-to-Face Interaction: A Study Using an Eve-Tracking System NOZOMI NAOI (CREST, Japan Science and Technology Agency), Yuka Ishizuka (Japan Society for the Promotion of Science), Soichiro Matsuda (University of Tsukuba), Yoko Hakuno (Keio University), Takuya Enomoto (Meisei University), Atsuko Matsuzaki (CREST, Japan Science and Technology Agency), and Jun'ichi Yamamoto and Yasuyo Minagawa (Keio University)

Facial Expression as the Antecedents and Consequences for Gaze Behavior: Eve-Tracking Study in Children With ASD

SOICHIRO MATSUDA (University of Tsukuba), Takahide Omori (Keio University), Joseph P. McCleery (Pyramid Educational Consultants), Atsuko Matsuzaki (CREST, Japan Science and Technology Agency), Yuka Ishizuka (Japan Society for the Promotion of Science), Nozomi Naoi (CREST, Japan Science and Technology Agency), and Yasuyo Minagawa and Jun'ichi Yamamoto (Keio University)

#58 Paper Session

4:30 pm-5:50 pm

Genji Ballroom South; 3rd Floor

AUT

Topics in Autism: Curriculum/Teaching

Chair: Frank C. Renew, Jr. (Autism Academy of Jordan)

Creating Intrinsic Motivation in an ABA Program Through Exposure to Culturally Enriched Environment of the Montessori Setting for Students on the Autism Spectrum (Theory) DENISE HUBBLE (Autism Parent Care) and Jane Yip (Purdue University)

Considerations in Designing a Culturally Based Curriculum for Students Diagnosed With ASD (Applied Behavior Analysis) FRANK C. RENEW, JR. (Autism Academy of Jordan)

How Can Families Best Prepare Their Autistic Child for the Transition Into School? (Service Delivery) JONATHAN SAILER and James Rechs (Rochester Center for Autism) Zg] <h[[h^ JZII^ \$Ogho^klbmr h ma^ = abe]'

#59 Symposium

5:00 pm–5:50 pm Genji Ballroom North; 3rd Floor AUT/AAB; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Jason C. Vladescu, Ph.D.

Recent Advances in Video-Based Staff and Parent Training Approaches

Chair: Jason C. Vladescu (Caldwell University)

Discussant: Ellie Kazemi (California State University, Northridge)

The Effects of Video Modeling with Voiceover Instruction on Parent Implementation of Guided Compliance

Heidi Spiegel, APRIL N. KISAMORE, and Jason C. Vladescu (Caldwell University) and Amanda Karsten (Western New England University)

Using Video Modeling With Voiceover Instruction Plus Feedback to Train Staff to Implement a Most-to-Least Direct Teaching Procedure

Antonia Giannakakos, JASON Č. VLADESCU, Sharon A. Reeve, and April N. Kisamore (Caldwell University)

#60 Invited Symposium

5:00 pm–5:50 pm Taketori AUT

BACB CE Offered, CE Instructor: Wavne W. Fisher, Ph.D.

Conceptual and Empirical Methods for Broadening the Relevance and Impact of Applied Behavior Analysis

Chair: Wayne W. Fisher (Munroe-Meyer Institute, University of Nebraska Medical Center)

An Empirical Approach to the Assessment and Treatment of Multiple Forms of Elopement WAYNE W. FISHER (Munroe-Meyer Institute, University of Nebraska Medical Center)



Wayne W. Fisher, Ph.D., is the H. B. Munroe professor of behavioral research in the Munroe-Meyer Institute and the Department of Pediatrics at the University of Nebraska Medical Center. He is also the director of the Center for Autism Spectrum Disorders at the Munroe-Meyer Institute, a board certified behavior analyst at the doctoral level (BCBA-D), and a licensed psychologist. He was previously a professor of psychiatry at Johns Hopkins University School of Medicine and served as executive director of the Neurobehavioral Programs at the Kennedy Krieger Institute and the Marcus Behavior Center at the Marcus Institute, where he built clinical-research programs in autism and developmental disabilities with national reputations for excellence. Fisher's methodologically sophisticated research has focused on several intersecting lines, including

preference, choice, and the assessment and treatment of autism and severe behavior disorders, that have been notable for the creative use of concurrent schedules of reinforcement, which have become more commonplace in clinical research primarily as a result of his influence. He has published over 150 peer-reviewed research studies in over 30 different behavioral and/or medical journals, including Journal of Applied Behavior Analysis; Psychological Reports; American Journal on Intellectual and Developmental Disabilities; Pediatrics; Journal of Developmental and Behavioral Pediatrics; and The Lancet. Fisher is a past editor of the Journal of Applied Behavior Analysis, a past president of the Society for the Experimental Analysis of Behavior, a Fellow of the Association for Behavior Analysis International, and recipient of the Bush Leadership Award, the APA (Division 25) Award for Outstanding Contributions to Applied Behavioral Research, the UNMC Distinguished Scientist Award, and the University of Nebraska Outstanding Research and Creativity Award.

Abstract: Results of multiple within-subject studies have shown that individuals with autism elope for three main reasons: to gain access to preferred items, to escape undesirable settings or activities, or to gain attention from others (e.g., Piazza et al., 1997; Rapp, Vollmer, & Hovanetz, 2005). In contrast to this goal-directed bolting, some children with autism wander without a clear course due to skill deficits and/or a lack of recognition of potential dangers (e.g., oncoming car, swimming pools). These children have not been successfully taught to discriminate between safe and unsafe environments or to monitor and maintain safe proximity to caregivers. Despite the clear impact elopement has on the health, safety, and well-being of these individuals and their families,

no comprehensive treatment approaches to the assessment and treatment of goal-directed bolting and wandering have been empirically validated. In this presentation, I will discuss a comprehensive model aimed at (a) distinguishing elopement from wandering and (b) developing treatments for problems of elopement and wandering that are uniquely tailored to assessment outcomes. Our preliminary results suggest that this comprehensive model can lead to more effective treatments.

The Relationship Between Behavioral Theory and Applied Behavior Analysis MITCH FRYLING (California State University, Los Angeles)



Mitch Fryling received his BS and MA in Psychology (Behavior Analysis) from Western Michigan University in Kalamazoo, MI, and his PhD in Psychology (Behavior Analysis) from the University of Nevada, Reno. His primary scholarly interests are in the area of behavioral theory and philosophy, especially interbehaviorism and interbehavioral psychology, and the relationship between theory and application. In addition to this, Dr. Fryling conducts applied research with his graduate students, most often with children with autism spectrum disorder and related developmental disabilities. Dr. Fryling has published his work in a variety of journals, and serves on the editorial board, as an ad-hoc reviewer, and associate editor for several behavioral journals. Dr. Fryling is currently an assistant professor in

the Applied Behavior Analysis Graduate Program at California State University, Los Angeles.

Abstract: Theory and philosophy are often assumed to be distant from, and irrelevant to, practical affairs. Indeed, this may often seem to be the case in many traditional helping professions, where techniques used by clinicians require little if any orientation or subscription to a particular theory. However, applied behavior analysis is different from traditional approaches to improve socially important behavior. This presentation highlights some of the ways that applied behavior analysis is distinct from other helping professions and ways of conceptualizing behavior more generally. After distinguishing applied behavior analysis from other approaches, specific consideration to the theoretical and philosophical foundation of applied behavior analysis is emphasized. Common examples of applied situations where theory explicitly influences practice are provided. The implications for the training, supervision, and continuing education of applied behavior analysts are reviewed. Ultimately, it is argued that the continued development and effective practice of applied behavior analysis requires an ongoing, intimate relationship with behavioral theory and philosophy.

A Comparison of the Sequential Oral Sensory Approach to an Applied Behavior-Analytic Approach in the Treatment of Food Selectivity in Children With Autism Spectrum Disorders CATHLEEN C. PIAZZA (Munroe-Meyer Institute, University of Nebraska Medical Center)



Cathleen C. Piazza, Ph.D., is a professor of pediatrics and director of the Pediatric Feeding Disorders Program at the University of Nebraska Medical Center in Omaha. She previously directed similar programs at the Marcus Institute in Atlanta and at the Johns Hopkins University School of Medicine in Baltimore. Dr. Piazza and her colleagues have examined various aspects of feeding behavior and have developed a series of interventions to address one of the most common health problems in children. Her research in this area has been among the most systematic in the field and has firmly established behavioral approaches as preferred methods for assessment and treatment. In her roles as clinical, research, and training director, Dr. Piazza has mentored a large number of interns and fellows who have gone on

to make significant contributions to the field. Highly regarded for her general expertise in research methodology, Dr. Piazza is a former editor of the *Journal of Applied Behavior Analysis*.

Abstract: Treatments of pediatric feeding disorders based on applied behavior analysis (ABA) have the most empirical support in the research literature (Volkert & Piazza, 2012); however, professionals often recommend and caregivers often use treatments that lack empirical support. In the current investigation, we compared the Sequential Oral Sensory approach (SOS; Toomey, 2010) to an ABA approach for the treatment of the food selectivity of 6 children with autism. We randomly assigned 3 children to ABA and 3 children to SOS and compared the effects of treatment in a multiple baseline design across novel, healthy target foods. We used a multielement design to assess treatment generalization. Acceptance of target foods increased for children who received ABA, but not for children who received SOS. We subsequently implemented ABA with the children for whom SOS was not effective and observed a potential treatment generalization effect during ABA when SOS preceded ABA.

#61 Paper Session

5:30 pm–5:50 pm Genji Ballroom West; 3rd Floor CSF

Topics in CSE: Cultural Diversity

Chair: Kimberly Mills (The Virgin Island University Center for Excellence in Developmental Disabilities)

Theory Into Practice: Cultural Considerations When Delivering Applied Behavior Analytic Services to Culturally and Linguistically Diverse Populations of Students With ASD and Other Disabilities (Applied Behavior Analysis)

KIMBERLY MILLS (The Virgin Island University Center for Excellence in Developmental Disabilities)

#63 Poster Session

6:30 pm–8:30 pm Genji Ballroom Foyer; 3rd Floor EAB

- 1. Stimulus Class Formation Involving Olfactory Stimuli and "Olfactory Hallucination" Among Undergraduate Students (Experimental Analysis) HIKARU FUKITA, Kohei Hamaji, and Satoru Shimamune (Hosei University)
- 2. Effect of Teaching Single and Sequences of Taekwondo Strikes on Simulated Sparring Performance (Applied Behavior Analysis) RENATA CAMBRAIA and Elenice Seixas Hanna (Universidade de Brasília)
- 3. Instruction-Following and Recombinative Generalization: Effects of the Formation of Equivalence Classes and of the Kind of Training Stimuli Composition (VRB; Experimental Analysis) FABIO LAPORTE and Raguel de Melo (Universidade de Brasília)
- 4. The Effects of Fixed-Interval Schedules on the Spatial Dimensions of Pecking Responses in Pigeons (Experimental Analysis) MASANORI KONO (Meisei University)
- 5. The Effect of Difficulty as Effort on the Implicit Attitude and Choices of Stimuli That Follow (Experimental Analysis) MASASHI TSUKAMOTO, Ken-ichiro Kohara, and Koji Takeuchi (Meisei University)
- 6. "Pick One" or "Pick Three" From 10 Face-Down Cards: A Street Survey on the Position Bias in a Ten-Choice Task (VRB; Experimental Analysis) SADAHIKO NAKAJIMA (Kwansei Gakuin University)
- 7. Gambling and Delay Discounting in Japanese College Students (CBM; Applied Behavior Analysis) KYOICHI HIRAOKA (Hirosaki University)
- 8. Effects of Descriptions and Sequence-of-Transfer Tests on Learning a Conditional Discrimination (VRB; Experimental Analysis) MARIA ELENA RODRIGUEZ PEREZ and Jorge Contreras (University of Guadalajara)
- 9. Incubation of Sugar Consumption and Within-Session Changes in Responding for Sugar Pellets (Experimental Analysis) KENJIRO AOYAMA (Doshisha University)
- 10. On Responses for an Extinction Alternative Immediately After Reinforcement Delivery: Juxtaposition Induction With Strength Account of Reinforcement (Experimental Analysis) YOSUKE HACHIGA and Takayuki Sakagami (Keio University)
- 11. Non-Alcoholic Beer Impairs Inhibitory Response (BPH; Experimental Analysis) MINA FUKUDA and Kenjiro Aoyama (Doshisha University)
- 12. Effects of Giving Instructions to Another Person on Reactivity and Rule-Following (VRB; Experimental Analysis) SATOSHI NAKAMURA and Hiroto Okouchi (Osaka Kyoiku University)
- 13. The Sensitivity of Emerged Behavior for the Change of Contingency Which Was Acquired Without Error: Some Differences in University Students and Children (VRB; Experimental Analysis) KANAME MOCHIZUKI and Kumiko Kihara (Teikyo University)
- 14. Effects of a Two-Component Chain Schedule of Reinforcement Involving an Imprinted Stimulus and Food on Chicks' Operant Responses Reinforced by the Imprinted Stimulus (AAB; Experimental Analysis) FUKUKO HASEGAWA and Tetsumi Moriyama (Tokiwa University)
- 15. Discrimination of Two Different Artificial Grammatical Stimulus Sequences in Humans (VRB; Experimental Analysis) YURIE INABA and Kaname Mochizuki (Teikyo University)

- **16. Imitation and Generalized Imitation in Ringneck Pigeons (Streptopelia risoria)** (Experimental Analysis) TOMOTAKA ORIHARA and Kaname Mochizuki (Teikyo University)
- 17. Differential Reinforcement of Relative Discriminative Behaviors in Pigeons Using Conditional Discrimination Procedures (Experimental Analysis) NAOYA KUBO (Komazawa University)
- **18. Analyzing the Continuous Repertoire of Behavioral Variability in Pigeons** (Experimental Analysis) KEN-ICHIRO KOHARA (Meisei University)
- 19. Post-Reinforcement Cost Does Not Affect Choice Behavior (TPC; Experimental Analysis) TAKAYUKI SAKAGAMI, Chutaro Kato, and Xiaoting Shi (Keio University)
- 20. The Relationship Between Delay Discounting and Actualy Study Behavior in the University (Experimental Analysis) M. ENDO and Kenjiro Aoyama (Doshisha University)
- 21. Social Dilemma and Social Discounting in Elementary School Children (Experimental Analysis) MICHIKO SORAMA (Kobe Gakuin University), Masato Ito (Osaka City University), Hiroyuki Shimizu (Kobe Gakuin University), and Howard Rachlin (State University of New York Stony Brook)
- 22. Conditioned Reinforcers and Blocking in Children With Autism (AUT; Applied Behavior Analysis) HEIDI SKORGE OLAFF and Per Holth (Oslo and Akershus University College of Applied Sciences)
- 23. Comparison of Two Procedures of Self-Control: Delay of Gratification and Delay Discounting (DEV; Experimental Analysis) MARIA ANTONIA PADILLA VARGAS, Edwin Emeth Delgado Perez, and Cristiano Dos Santos (University of Guadalajara)
- 24. Variability, Stereotypy, and Systematic Operant Preferences: Analyzing Non-Critical Aspects of Behavior (TPC; Experimental Analysis) LAURILYN DIANNE JONES and Francis Mechner (The Mechner Foundation)
- 25. Arduino-Visual Basic Interface for Continuous Response Dimensions Study (Experimental Analysis) NADIA SANTILLÁN (National Autonomus University of Mexico), Rodrigo Benavides (Marist University of Merida), and Rogelio Escobar (National Autonomous University of Mexico)
- **26. Stimulus Equivalence and Ocular Observing Response** (VRB; Experimental Analysis) Pedram Sadeghi and ERIK ARNTZEN (Oslo and Akershus University College)
- **26a. Behavioral Training Oriented to Parents at a University Hospital in Brazil** (Applied Behavior Analysis) ANDREA CALLONERE DE FREITAS and Martha Hübner (University of São Paulo)

#64 Poster Session

6:30 pm–8:30 pm Genji Ballroom Foyer; 3rd Floor TPC

27. A Renovation of Traditional Urban House (Machiya) of Kyoto and a Lifestyle of the City-Dweller from a Standpoint of Behavioral Architecture: Toward an Integration of Behavior Analysis and Architecture (Theory) MASATO ITO (Osaka City University)

#65 Poster Session

6:30 pm–8:30 pm Genji Ballroom Foyer; 3rd Floor EDC

- 28. Family-Centered Positive Behavior Support Training for Students Majoring in Early Childhood Education (PRA; Service Delivery) SZU-YIN CHU (National Hsinchu University of Education)
- 29. Effects of the Function of Disruptive Behaviors in Students With Developmental Disabilities Through Interdependent Group-Oriented Contingency Intervention in a Regular Classroom (DDA; Applied Behavior Analysis) KAYO IWAMOTO and Fumiyuki Noro (University of Tsukuba)
- **30. Capturing Bullying Issues Through the Use of Behavior Analysis** (Theory) TACHIBANA MIKI and Shunsuke Koseki (J. F. Oberlin University) and Tetsuhiro Ohtani (The General Education Center of Iwate)
- 31. Effectiveness of Preparation to Adulthood Family Training Program for Adults With Special Needs on Family Quality of Life (DDA: Experimental Analysis) GIZEM YILDIZ (Anadolu University)

- 32. Effects of Mirror Instruction on the Improvement of Perspective-Taking During Generalized Imitation for Kindergarteners With ASD (EAB; Applied Behavior Analysis) JINHYEOK CHOI and Jaekook Park (Pusan National University)
- 33. The Effects of Rapid Toilet Training on Independent Voids and Mands for Preschool Students With Developmental Disabilities (AUT; Applied Behavior Analysis) JINHYEOK CHOI (Pusan National University) and Sungbong Lee (Baekseok University)
- **34.** A Review of Individual Positive Behavior Support Studies: Based on Contingencies of Desired Behavior (DDA; Applied Behavior Analysis) SUBARU SUENAGA and Kei Ogasahara (Tokyo Gakugei University)
- 35. Supporting a Child with ASD to Perform Morning Activites of Daily Living Independently and Examining the Effect of the Support on Irrelevant Behaviors (AUT; Applied Behavior Analysis) NAGATOMI DAISUKE (University of Tsukuba)
- 36. Training Number Families to Improve Fluency of Math Facts in a Student With Autism Spectrum Disorder (DDA; Applied Behavior Analysis) WATARU NODA (Osaka Kyoiku University)
- 37. Utility of Behavioral Consultation Based on Functional Analysis for a Junior High School Student (Applied Behavior Analysis) SHUNSUKE KOSEKI, Kiyoshi Kusumi, Tachibana Miki, Yusuke Sogabe, and Haruka Ono (J. F. Oberlin University) and Mami Koseki (Special Support Education Division, Saitama Prefecture)
- **38. Verification of the Education Method for the Safe Transfer Assistance Technique Acquisition** (TBA; Applied Behavior Analysis) ATSUSHI KISHIMURA (Jikei Institute), Itoko Tobita (Jikei Institute), Kazuo Yonenobu (Jikei Institute), Masato Ito (Osaka City University)
- 39. Efficacy of Multiple-Stimulus Preference Assessment for Students at Risk for Emotional Disturbance (Applied Behavior Analysis) SETH KING (Tennessee Technological University)
- 41. Applying Recent Innovations in the Changing Criteria Design to the Sports of Running and Tennis (DEV; Applied Behavior Analysis) BRETT EDWARD FURLONGER and Jessey Dong (Monash University), Nina Stevanovic (The University of Melbourne), and Margherita Busacca (Monash University)
- 42. Trigger Analysis of Problem Behavior of Children With Special Educational Needs in a Japanese Regular Classroom (DDA; Applied Behavior Analysis) YUKI DOJO (Kobe Gakuin University)
- **43. Effects of Attendance Points on Punctuality of College Students** (PRA; Applied Behavior Analysis) MIYUKI SATO (Kyoto University of Education) and Hiroshi Sato and Shiori Sato (Kansai University)
- 44. Effectiveness of Assistant Cook Training Program for Adults With Developmental Disabilities on Identifying Kitchen Utensils (DDA; Experimental Analysis) FIDAN GUNES GURGOR (Anadolu University)
- 46. Training Consultant in Behavioral Consultation: Acquisition of Behavior Consultation Skills and Clinical Skills (CSE; Applied Behavior Analysis) WAKI TAKANORI (Yamaguchi University), Koji Oishi (Rikkyo University), and Kunihiko Sudou (Yamaguchi University)
- **47. Telling the Difficulty of Problems Helps to Maintain On-Task Behavior During Engagement in Academic Tasks** (PRA; Applied Behavior Analysis) RYOJI NISHIYAMA and Junko Tanaka-Matsumi (Kwansei Gakuin University)
- 48. Individualized Positive Behavior Support Intervention for Play Behaviors of Children With Developmental Delays in Inclusive Preschool (DDA; Experimental Analysis) EUNHEE PAIK and Mijum Choi (Kongju National University); Hyouja Lee (Korea National University of Transportation); and Eunkyung Lim, Daeyong Kim, June Jang, Miseong Kim, and Yourim Jeon (Kongju National University)
- 49. The Effects of Classroom-Wide Positive Behavior Support on the Out-of-Seat Behavior of Students With Developmental Disabilities in Special School (DDA; Applied Behavior Analysis) EUNHEE PAIK and Eunsook Lim (Kongju National University); Duckja Kwon and Kyongok Shin (Hankuk Yukyoung School); and Kyuhyi Kim, Jihyun Kim, and Jihae Han (Kongju National University)
- 50. Effects of an Intervention Package as Positive Behavior Support on Decreasing Escaping Task and Increasing On-Task Behaviors in Children With Disabilities (PRA; Applied Behavior Analysis) EUNHEE PAIK, Heejung Bang, Seunghack Choi, Myunghee Lee, Ki Soon Hong, and Seonyi Park (Kongju National University)

- **51. Behavioral Consultation to a Special Support School Using Video Feedback** (DDA; Applied Behavior Analysis) TAKUYA ENOMOTO and Koji Takeuchi (Meisei University)
- **53.** Effects of Exposure to Two Experimental Articles in the Preparation of Abstracts (TBA; Applied Behavior Analysis) MARIA ANTONIA PADILLA VARGAS, Cristiano Dos Santos, and Elsy Cárdenas (University of Guadalajara)
- **54.** The Effectiveness of School-Wide Positive Behavior Support When Applied in Japanese Educational Settings (Applied Behavior Analysis) YASUO ISHIGURO (Zushi City Board of Education) and Mami Mitachi (Seisa University)
- 55. A Comparison of Social Stories With and Without Video Modeling for Teaching Self-Protection Skills to Children With Autism (AUT; Applied Behavior Analysis) METEHAN KUTLU and Onur Kurt (Anadolu University)

#66 Poster Session

6:30 pm–8:30 pm Genji Ballroom Foyer; 3rd Floor

- **56.** The Effectiveness of an ABA Training Workshop for Teachers and Healthcare Professionals in China (AUT; Applied Behavior Analysis) DIANNA HIU YAN YIP (PLAI Behaviour Consulting), Noreen Dunn (inStride Behaviour Consulting), Chongying Wang (Nankai University), and Parbinder Bains (private practice)
- **57. Teaching ABA Effectively in Vocational Schools for Early-Childhood Education** (EDC; Applied Behavior Analysis) MAORI GONDO (Kobe Shinwa Women's University)
- **58. Implementation of Pivotal-Response Treatment as a Service Delivery Method** (AUT; Service Delivery) KENNETH LARSEN (Oslo University Hospital)
- **59. Difficulties Special Education Teachers Faced in the Implementation of Intervention-Based Functional Assessment** (DDA; Applied Behavior Analysis) SHINGO KATO and Kei Ogasahara (Tokyo Gakugei University)

#66a Poster Session

6:30 pm–8:30 pm Genji Ballroom Foyer; 3rd Floor OTH

- **60a. MSc in Applied Behaviour Analysis, Queen's University Belfast** (Applied Behavior Analysis) EZn^kbgZ >hngZob and E; LIF; >CFF?H<OLA?L (Queen's University Belfast)
- **60b. Master of Arts in Applied Behavior Analysis at Caldwell University** (Applied Behavior Analysis) RUTH M. DEBAR, April N. Kisamore, Jason C. Vladescu, Tina Sidener, Sharon A. Reeve, and Kenneth F. Reeve (Caldwell College)
- **60c. Ph.D. in Applied Behavior Analysis at Caldwell University** (Service Delivery) RUTH M. DEBAR, Sharon A. Reeve, Kenneth F. Reeve, Tina Sidener, Jason C. Vladescu, and April N. Kisamore (Caldwell College)

#67 Poster Session

6:30 pm–8:30 pm Kokin Ballroom Foyer; 5th Floor CSE

61. Use of Contingency Management to Maintain Physical Activity After Continuous Feedback Plateaus in Healthy Adults (PRA; Applied Behavior Analysis) MICHELLE NELSON, Dayna Beddick, and Leasha Barry (University of West Florida)

#68 Poster Session

6:30 pm–8:30 pm Kokin Ballroom Foyer; 5th Floor OBM

- **62. Visual Management: Level Specific Contingency Management at a Canadian Mine** (Applied Behavior Analysis) FZnkZ;, G^mahm, Gerta Dume, Jennifer Rodriguez, and >; HC?FF? A?CMMF?L (Continuous Learning Group, Inc.)
- 63. Relative Effects of Objective and Social Comparison Feedback on Work Performance Across Performance Level (High-Low Performer) (PRA; Applied Behavior Analysis) KWANGSU MOON (Chung-Ang University), Kyehoon Lee (CLG), and Hangsoo Cho and Shezeen Oah (Chung-Ang University)
- **64.** Effects of Positive and Negative Feedback Sequence on Work Performance and Emotional Response (Experimental Analysis) EUNJU CHOI, Hangsoo Cho, Kwangsu Moon, Shezeen Oah* Zg] Mng`mg Fb f (Chung-Ang University)
- 65. Group-Based Acceptance and Commitment Therapy for Chronic Low Back Pain: A Trial Study (CBM; Service Delivery) ASAKO SAKANO and Takashi Muto (Doshisha University) and Sei Fukui, Kzuhito Nitta, Narihito Iwashita, and Taku Kawasaki (Shiga University of Medical Science Hospital)

#69 Poster Session

6:30 pm–8:30 pm Kokin Ballroom Foyer; 5th Floor CBM

- **66.** Intervention Through Behavioral Assessment of Obsessive Compulsive Disorder: Evaluation of Self-Exposure at Home (Applied Behavior Analysis) JIRO NITO (Takai Psychiatric Clinic) and Kenji Okuda (Academy of Behavioral Coaching)
- **67.** Behavioral Activation for Depression: Examining Change Comparing Visual Inspection, Categorical, and Quantitative Models (PRA; Applied Behavior Analysis) C. RICHARD SPATES, Andrew Hale, Satoshi Ozeki, and Chelsea Sage (Western Michigan University) and Rachel Padalino (University of Colorado)
- **68.** A Case Study of Liquid Fading to Establish Milk Consumption in a Child With Autism Spectrum Disorders in a Home Setting (AUT; Applied Behavior Analysis) SUNGHA CHO and Shigeki Sonoyama (University of Tsukuba)
- **69.** The Application of Behavioral Principles for Chronic Pain: Interventions Illustrated With a Piece of Paper (VRB; Applied Behavior Analysis) SATOSHI KASAHARA (The University of Tokyo Hospital) and Naoko Sugiyama (Seisa University)
- 70. Improving Inpatient Hospitalilzations for Children and Adolescents With Autism and Decreasing Institutional Cost of Complex Cases Through ABA (AUT; Service Delivery) ADAM PABLO JUAREZ, Kevin Sanders, Zachary Warren, John E. Staubitz, Joseph Michael Lambert, Nealetta Houchins-Juarez, Lauren A. Weaver, and Jordan Klein (Vanderbilt University)
- 71. Consultation on Eating Problems With the Mother of a Child With Autism (AUT; Applied Behavior Analysis) YUSAKU ENDOH and Yumiko Sasada (Hamamatsu City Welfare and Medical Center for Development)
- **72. The Defiling Sister: A Source of Contamination in Comorbid ASD and OCD** (AUT; Applied Behavior Analysis) WILLIAM J. WARZAK (University of Nebraska Medical Center), Gail Robertson (Idaho State University), and Brandon Rennie (University of Montana)

#70 Poster Session

6:30 pm–8:30 pm Kokin Ballroom Foyer; 5th Floor DEV

73. The Effect of Forming Implementation Intention and Prior Experience on the Delay of Gratification (EAB; Experimental Analysis) MASAKO ZANKA and Kenjiro Aoyama (Doshisha University)

- 74. Shall I Have an Apple, or Cake, or Both? Measuring the Changes in the Nutritional Composition of Children's Meals After Food Dudes (EAB; Applied Behavior Analysis) MARIEL MARCANO-OLIVIER, Mihela Erjavec, Pauline Horne, and Simon Viktor (Bangor University)
- **75.** Let's Have Some Adventures! Increasing Preschool Children's Physical Activity Levels With a Role-Modeling Intervention (EAB; Applied Behavior Analysis) CATHERINE SHARP, Pauline Horne, and Mihela Erjavec (Bangor University) and Kelly Mackintosh (Swansea University)

#71 Poster Session

6:30 pm–8:30 pm Kokin Ballroom Foyer; 5th Floor PRA

- 76. The Effectiveness of Using a Parent as a Therapist During Feeding Therapy for Child With Food Refusal (DDA; Applied Behavior Analysis) KATARZYNA M. BABIK (University of Social Sciences and Humanities)
- 77. Does Reinforcement of Differential Responses to Vegetable Items Increase the Variety of Vegetable Intake? (EAB: Applied Behavior Analysis) AIKO OYA and Takashi Muto (Doshisha University)
- **78.** Predicting Changes in Cognitive and Behavioral Functions in Patients With Dementia (Applied Behavior Analysis) AKI WATANABE and Makoto Suzuki (Kitasato University); Harumi Kotaki and Hironori Sasaki (Hatsutomi Hoken Hospital); and Hideki Tanaka, Takayuki Kawaguchi, and Michinari Fukuda (Kitasato University)
- 79. Relation Between Reward and Behavior Probabilities During Trial-and-Error Decision-Making (Applied Behavior Analysis) MAKOTO SUZUKI, Takayuki Kawaguchi, Makoto Watanabe, Shinobu Shimizu, Aki Watanabe, Atsuhiko Matsunaga, and Michinari Fukuda (Kitasato University School of Allied Health Sciences)
- **80. Predicting Model for Behavioral Recovery in Patients With Mental Disease** (Applied Behavior Analysis) TAKAYUKI KAWAGUCHI, Makoto Suzuki, Akemi Yamamoto, Etsuko Sato, Yoko Shirakihara, Sachiko Kimura, Aki Watanabe, and Michinari Fukuda (Kitasato University)
- 81. Effect of Lecture About Behavioral Contingency on Welfare College Students' Care-Support Behaviors in Care Settings (TBA; Applied Behavior Analysis) NOBUHIRO WATANABE and Tetsumi Moriyama (Tokiwa University)
- 82. A Protocol to Teach Behavioral Control in Soccer Setting (TBA; Applied Behavior Analysis) ABRAÃO ROBERTO-FONSECA (Faculdades Integradas de Cacoal)
- 83. Auditory Stimuli and Change in Pace of Street Runner: Preliminary Study (EAB; Applied Behavior Analysis) ABRAÃO ROBERTO-FONSECA (Faculdades Integradas de Cacoal)

#72 Poster Session

6:30 pm–8:30 pm Kokin Ballroom Foyer; 5th Floor VRB

- 84. Effects of the Echoic-to-Tact Procedure on the Acquisition of Tact Operants (EDC; Applied Behavior Analysis) YOON SEON HAN and Jinhyeok Choi (Pusan National University)
- **85. Effects of Speaker Immersion Procedure on Mand and Tantrum for Elementary Schoolers With ASD** (AUT; Applied Behavior Analysis) Jinhyeok Choi and YOON SEON HAN (Pusan National University)
- 86. Combinations of Prompt and Target Response Modalities and Their Impact on Emergent Relations and Teaching Efficiency (Applied Behavior Analysis) EZkheZ >techg [nk`^k (Queen's University Belfast), Michael Keenan (Ulster University), and E; N?LCH; > I OH; PC (Queen's University Belfast)
- 87. Comparing the Effects of Two-Listener Responses at Tact-Training of a Child With Autism (AUT; Experimental Analysis) AMAGAI TARO and Shigeki Sonoyama (Tsukuba University)
- 89. Effects of Vocal Model in Passive Voice Versus Consequences Contingent to Active Voice Descriptions by Young Children (Experimental Analysis) Rodrigo Dal Ben, Celso Goyos, and FERNANDA CALIXTO (Universidade Federal de São Carlos)

- **90. Verbal Operant Analyses (**AUT; Applied Behavior Analysis) ANASTASIA SAWCHAK (University of Texas at San Antonio), Lee L. Mason (University of Texas at San Antonio) and Alonzo Andrews (Walden University)
- 91. Inappropriate Verbalizations (DDA; Applied Behavior Analysis) TIMOTHY TEMPLIN (HABA)

#73 Poster Session

6:30 pm–8:30 pm Kokin Ballroom Foyer; 5th Floor DDA

- **92.** Behavioral Assessment of the Effect of Social Skills Training for Students With Developmental Disabilities (EDC; Applied Behavior Analysis) KANAKO OTSUI (Kinki University), Hana Kato (Me-rise), and Yukiko Tsujimoto (Social Welfare Organization Kibou no ie Takarazuka)
- 93. The Effectiveness of Incidental Teaching Program to a Child With Autism About Asking Help Program Area (AUT; Applied Behavior Analysis) GÜLEFSAN ÖZGE AKBEY (Anadolu University)
- 94. Paediatric Feeding Disorders: Review of Evidence-Based Practice and Recent Research Advances (PRA; Applied Behavior Analysis) TESSA CHRISTINE TAYLOR (private practice)
- **95. Effects of Teacher Attention on the On-Task Behavior of a Child With PDD-NOS** (EDC; Applied Behavior Analysis) KAZUKI NIWAYAMA and Junko Tanaka-Matsumi (Kwansei Gakuin University)
- 96. Effect of Group-Wide Social Skills Training on Greeting Skills of Children With Developmental Disabilities (CSE; Applied Behavior Analysis) YUKIKO TSUJIMOTO (Social Welfare Organization Kibou no ie Takarazuka) and Kanako Otsui (Kinki University)
- 97. Comparing the Effects of Simultaneous and Sequential Stimulus Pairing Training in Acquiring Kanji Writing Skills (EDC; Applied Behavior Analysis) MIKIMASA OMORI (The National Center of Neurology and Psychiatry) and Jun'ichi Yamamoto (Keio University)
- **98.** Effect of a Community-Based Volunteer Activities Program on Volunteering Skills of Students With Intellectual Disabilities (EDC; Applied Behavior Analysis) KYUNGSOOK KANG (Wonkwang University), Sunwon Park (Yonsei University), Seyoung Jang (Seoul University), Hyun Ok Park (Baekseok University), and Jangsoon Yoo and Eunsuk Hong (Nazarene University)
- 99. The Effect of an Applied Behavior Analysis Workshop Given to Nursery School Teachers (EDC; Applied Behavior Analysis) KEIICHIRO MAEKAWA (Adachi Ward Disability Welfare Center) and Kei Ogasahara (Tokyo Gakugei University)
- 100. Teaching Eye Contact Through an Eye Tracking System Game (PRA; Applied Behavior Analysis) JOSE VIRGILIO BRAGHETTO (Fundação PANDA), Maria Martone (UFSCAR), and Christiana Almeida Goncalves Meira (Fundação PANDA)

#74 Poster Session

6:30 pm–8:30 pm Kokin Ballroom Foyer; 5th Floor AUT

- 101. Theory of Mind Validation Study (Theory) CHANTI FRITZSCHING WATERS, Mieke San Julian, and Mila A. Amerine Dickens (Central Valley Autism Project); Cor Meesters (Maastricht University); and Pim Steerneman (Sevagram)
- 102. Effect of Preference to Establish Praise as a Reinforcer (DDA; Applied Behavior Analysis) GINGA SASAKI and Fumiyuki Noro (University of Tsukuba)
- 103. Using Play as a Conduit for Learning: Teaching Very Young Children With Autism to and Through Play (EDC; Service Delivery) SAMUEL DIGANGI (Arizona State University) and E. Amanda Boutot (Texas State University)
- 104. Effects of Three Feedback Conditions on Picture Matching and Natural Speech Production in a Child With Autism and Severe Communication Impairment (VRB; Applied Behavior Analysis) LAURA ROCHE, Larah Van Der Meer, and Jeffrey S. Sigafoos (Victoria University of Wellington)

- 105. Theatre-Play as a Social Skills Intervention for Children With Autism Spectrum Disorder (DDA; Applied Behavior Analysis) Melisa Rojas (Pomona College); NATALY LIM, Stephanie Haft, and Marjorie H. Charlop (Claremont McKenna College); and Vicki Spector, Catelyn Gumaer, Gerin Gaskin, and Benjamin R. Thomas (Claremont Graduate University)
- **106. Conducting Initial Idiosyncratic Functional Analysis via Remote Supervision** (TBA; Applied Behavior Analysis) GRACE C. E. CHANG (SEEK Education, Inc.) and QinFang Xu (KNZ Autism Family Support Center)
- 107. Adoption of ABA Tutoring System to Parents of Children With ASD (EDC; Applied Behavior Analysis) DOYEONG LEE, Kim Soo Jung, Hyun Ok Park, and Yumi Young (Hanmaum Welfare Center) and Bo-In Chung (Yonsei University)
- 108. Examining the Effects of Video Modeling and Prompts to Teach Activity Daily Living Skills to Young Adults With Autism Spectrum Disorder (EDC; Applied Behavior Analysis) KIMBERLY REHAK (International Institute For Behavioral Development)
- **109.** Effect of Choice-Making on the Social Behavior of Student With Autism (DDA; Applied Behavior Analysis) SHINGO HARADA and Kei Ogasahara (Tokyo Gakugei University)
- 110. Examining Social Interactions of Young Adults and Autism Spectrum Disorder in Virtual Environments (EDC; Theory) JENNIFER GALLUP (Idaho State University)
- 111. Teaching Children With Autism to Understand "If I Were You" Sentences (VRB; Applied Behavior Analysis) SHINJI TANI (University of Ritsumeikan) and Yayoi Daio (LLC. Angel College)
- 112. A Systematic Review of Handheld Electronic Devices as Speech-Generating Devices for Preschool Children With ASD (EDC; Applied Behavior Analysis) DERYA GENC TOSUN and Onur Kurt (Anadolu University)
- 113. Effects of Conditioning Procedure on Increasing Play With Blocks, Puzzles, and Books and Decreasing Stereotypy in a Child With Autism (EDC; Applied Behavior Analysis) HYE-SUK LEE PARK (Seoul Metropolitan Children's Hospitall); Minyoung Kim (Kongju National University); DongSoo Suh, Heejung Byun, and Jihye Ha (Seoul Metropolitan Children's Hospital); and Seungchul Kwak, Seunghack Choi, and Myunghee Lee (Kongju National University)
- 114. Intervention to Contingency Among Family Members for Generalization of Cooking Skills of Participant With ASD (DDA; Applied Behavior Analysis) KENICHI OHKUBO (Kio University), Yuta Yamada (Furano-Higashi Elementary School), and Eishi Tsutamori (Hokkaido University of Education)
- 115. Comparison of the Effects of Activity Time-Out and Non-Exclusionary Time-Out on the Reduction of Destructive Behaviors of a Toddler With Autism Spectrum Disorder (VRB; Applied Behavior Analysis) MUNBONG YANG (BaekSeok University), Jung Yeon Cho (Daegu Cyber University), and Seung Hun Lee and Sunhee Kim (BaekSeok University)
- 116. Establishment of Reporting Behaviors Depending on the Listener's Interest in Children With Autism Spectrum Disorder: Transfer of Stimulus Control from Question Answering (VRB; Applied Behavior Analysis) SAWAKO KAWAMINAMI and Fumiyuki Noro (University of Tsukuba)
- 117. The Research of Studies of The Social Story in Japan: Comparison of Study Quality (Applied Behavior Analysis) CHIHARU NAGAI (Shinji Tani)
- 118. Robots in Teaching Children With Autism Spectrum Disorder: A Review (EDC; Applied Behavior Analysis) OZLEM DALGIN EYIIP and Sezgin Vuran (Anadolu University)
- 119. The Effects of Staff Training Program Using "Strategy Sheet" for Persons With Behavioral Disorders (DDA; Applied Behavior Analysis) MASAHIKO INOUE (Tottori University)
- 120. The Effects of a Script-Fading Procedure to Promote Reply Behaviors and Novel Behaviors in Social Interaction Among Children With Autism (PRA; Applied Behavior Analysis) SHINYA YAMAMOTO and Shinzo Isawa (Hyogo University of Teacher Education)
- 121. Effects of Positive Practice Procedures on the Acquisition of Compliant Skills by Non-Verbal Children With Autism Spectrum Disorders (EDC; Applied Behavior Analysis) SUNGBONG LEE, Munbong Yang, Sangku Han, and Sooyoung Kim (BaekSeok University)

- 122. Teaching Social Plays for the Emergence of Social Skills in a Child With Autism (PRA; Service Delivery) ADSSON MAGALHAES, Luiza Hübner Oliveira, and Martha Hübner (University of São Paulo)
- 123. Implementation of a Functional Behavioral Assessment via Real-Time Video Conferencing in a Time-Limited Setting (TBA; Applied Behavior Analysis) CHAOLUMEN BAO (Kuailexing Childhood Autism Training Center) and Grace C. E. Chang (SEEK Education, Inc.)
- 124. Reinforcer Evaluation of Most- and Least-Preferred Items From a Multiple-Stimulus Without Replacement Preference Assessment (TBA; Applied Behavior Analysis) JINGJING HUANG (Wise Inclusive Education and Rehabilitation Center), Mei Ling Joey Chen (SEEK Education, Inc.)
- 125. The Effects of DRO and Contingent Exercise via Real-Time Video Conferencing to Reduce Hand-Mouthing Behavior (TBA; Applied Behavior Analysis) XUEJIANG TIAN (Beijing KNZ Autism Family Support Center) and Shu-Hwei Ke (SEEK Education, Inc.)
- 126. The Effects of Conducting Functional Communication Training via Real Time Video Conferencing to Reduce Repetitive Speech (TBA; Applied Behavior Analysis) LIQIONG WANG (Beijing Wise Inclusive Education and Rehabilitation Center) and Shu-Hwei Ke (SEEK Education, Inc.)
- 127. Parent-Implemented Intervention for a Child With Autism Spectrum Disorder and Behavior Problems (CBM; Applied Behavior Analysis) SHOJI OKAMURA (Hyogo University for Teacher Education)
- 128. An Evaluation of Response Competition Identified via a Competing Stimulus Assessment in the Treatment of Self-Injurious Behavior (TBA; Applied Behavior Analysis) TING-CHIA HSIAO, Shu-Hwei Ke, and Shao-An Wang (SEEK Education, Inc., Taiwan)
- **129.** The Effects of Differential Reinforcement of Appropriate Intraverbal Responding (VRB; Applied Behavior Analysis) YU-HSUAN CHEN, Ya-Lun Chang, Chiao-Yun Yen, Shu-Fen Kuo, and Shu-Hwei Ke (SEEK Education, Inc., Taiwan)
- 130. Assessment and Treatment of Problem Behavior Evoked by Denied Access (PRA; Applied Behavior Analysis) ELIZABETH SUSAN MORRISON and Kaitlin Hendrickx (New England Center for Children, Abu Dhabi)
- **132.** Current Situation of Early Behavioral Intervention Services Providers in Japan (CSE; Service Delivery) HIDEYUKI HARAGUCHI (National Center of Neurology and Psychiatry), Masahiko Inoue and Keita Nakatani (Tottori University), Honami Yamaguchi (National Center of Neurology and Psychiatry), Mikio Hiraiwa (Rabbit Developmental Research), and Yoko Kamio (National Center of Neurology and Psychiatry)
- 133. The Effectiveness of Simultaneous Prompting Procedure in Teaching the Basic Music Skills to Children With Autism (EDC; Experimental Analysis) AYTEN UYSAL (Anadolu University)
- 135. Parents' Training to Implement Components of an Intensive Behavioral Intervention With Their Child With Autistic Disorder (PRA; Applied Behavior Analysis) MARIE LAURE JOËLLE NUCHADEE (French ABA), Vinca Riviere (University of Lille III), and Melissa Becquet and Julie Bosseau (French ABA)
- 136. Self-Management Interventions on Students With Autistic Disorders (PRA; Applied Behavior Analysis) MARIE LAURE JOËLLE NUCHADEE (French ABA), Vinca Riviere (University of Lille III), and Julie Bosseau and Melissa Becquet (French ABA)
- 137. Improving Social Skills in a Child With Autism Spectrum Disorder Through Self-Management Training (DEV; Applied Behavior Analysis) YADAN LIU, Dennis W. Moore, and Angelika Anderson (Monash University)

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Schedule Overview
Invited and Breakout Sessions
Closing Celebration

eighth international conference (Conference Conference Conference

Tuesday, September 29

Hotel Granvia Kyoto; Tuesday, September 29

	Room	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
3rd Floor	Genji Ballroom East	#79 AUT Ch. Piazza BACB CE		#84 AUT Ch. Pektas		#87 AUT Ch. Wallace								
	Genji Ballroom South	#78 AUT Ch. Charlop BACB CE		#84a AUT Ch. Tchint- charauli		#90 DDA Ch. Peterson BACB CE								
	Genji Ballroom North	#75 AUT Ch. Matsuda BACB CE				#88 Al Ch. Mc	JT Cleery							
	Genji Ballroom West	Ch. Gould	#85 OBM Ch. Rodri- guez			#89 Al Ch. Mu								
	Genji Ballroom Foyer				Break									
5th Floor	Taketori	#76 EAB Ch. Lattal	#83 TPC Ono BACB CE		Coffee	#92 OTH Ch. Sugiyama			В СЕ	#95 Cl Celebr	losing ration			
	Kokin Ballroom North		#82 EAB Ch. Okouchi			#91 EAB Ch. Arntzen								
	Kokin Ballroom Center	#81 EAB Ch. Abreu-Rodi	igues			#86 TF Ch. Vog		#93 E/ Ch. Mc						
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#75 Panel Discussion

8:00 am-8:50 am

Genii Ballroom North: 3rd Floor

AUT: Service Delivery

BACB CE Offered. CE Instructor: Kozue Matsuda. MS

Expanding Social Validity for Children in Japan: When Parents Choose to Treat a Diagnosis at Face Value and Not Problematic Behaviors

Chair: Kozue Matsuda (Children Center)

SAYAKA MOTAI (Children Center) TOSHIKI TANI (Children Center) REN MURATA (Children Center)

#76 Invited Symposium

8:00 am–8:50 am Taketori FAB

BACB CE Offered. CE Instructor: Kennon Andy Lattal, Ph.D.

The Experimental Analysis of Change

Chair: Kennon Andy Lattal (West Virginia University)

Stability: Criterion, Operant, or Transient State?

TAKAYÚKI SAKAGÁMÍ (Keio Úniversity)



Dr. Takayuki Sakagami is Professor of Psychology at Keio University and a researcher in the experimental analysis of behavior, interested in reinforement schedule, choice behavior, and behavioral economics. He has published more than 50 scientific articles and co-edited several books and dictionaries related behavior analysis and behavioral decision making. He has served on the editorial boards of two Japanese journals, and on the Executive Council of Japanese Association of Behavior Analysis. He started his tenure as president of the Japanese Psychonomic Society in 2011.

Abstract: When we think about stability of behavior in the context of the experimental analysis of behavior, it has, at least, two meanings. The first is an antonym of instability. Using stable behavior as the criterion for changing experimental conditions is the standard practice of behavior analysts. Thus far, several stability criteria have been proposed and we have seen them in many behavior-analytic references. In our own work, we have experienced sometimes, however, circumstances in which it is difficult to meet a stability criterion. These circumstances raise the question of whether we ever achieve steady or stable behavioral states when experiments extend over a long period. The second meaning of stability is an antonym of variability. We use the terms discrimination and generalization to call a researcher's attention to a specific aspect of the same behavioral phenomenon. We use the terms sensitization and habituation to focus on different effects of the same stimulus. We use the terms stability and variability to emphasize the observer's perspective on the same behavioral stream. For example, some indexes of variability such as the U-value have been used in the context of "variability as an operant" studies. Researchers have determined the final stable value of the variability-index by consulting the standard stability criterion, and then compared it with other values produced by other contingencies. But are there any contingency-operations that control stability like variability? Is maintaining an ongoing contingency the only way to achieve this? This point may be related to the issue of a behavioral unit for manipulating by contingencies. Do these two meanings, antonyms of instability and variability, reflect different levels of behavioral status or states? In this presentation, I first will summarize how behavior analysts have defined "stability" and proposed its criteria in their experimental situations. Following this, I will provide some examples from which we can consider the next step in addressing the issues of behavioral stability and its change.

Fleeting Behavioral Phenomena KENNON ANDY LATTAL (West Virginia University)



Dr. Kennon Andy Lattal is Centennial Professor of Psychology at West Virginia University and an internationally recognized leader in the experimental analysis of behavior. He has published more than 100 scientific articles and co-edited three major books. He has served on the editorial boards of seven journals, including the *Journal of Applied Behavior Analysis* and *The Behavior Analyst*, and was both associate editor (1982–1986) and editor (1999–2003) of the *Journal of the Experimental Analysis of Behavior*. He has twice served on the Executive Council of ABÁI and was president in 1994. He has also served twice on the board of the Society for the Experimental Analysis of Behavior, of which he was president from 2001 to 2003. Professor Lattal is a Fellow of the American Psychological Association (Divisions

2, 3, 6, and 25) and a charter Fellow of the Association for Psychological Science, formerly known as the American Psychological Society. West Virginia University recognized him in 1986 with a University Outstanding Teacher Award, in 1989 with the Benedum Distinguished Scholar Award, and again in 1995 with his appointment as Centennial Professor. Division 25 of APA recognized his scholarship in 2001 with its Award for Distinguished Contributions to Basic Research.

Abstract: The Heike monogatari reminds us that, "The knell of the bells at the Gion temple/Echoes the impermanence of all things." So it also is that behavior is fleeting and impermanent. Most of what we study in the experimental analysis of behavior, we do by comparing steady states, ignoring or dismissing what interferes with or occurs between those periods of relatively invariant responding. In this presentation, I will consider what happens as the behavioral versions of the sounds of the Gion temple bells change with the passage of time. Although behavior analysis predominantly has been very usefully concerned with longer-term stable behavior, there is much of interest in the transitions and transient changes that are interspersed within more stable and enduring behavioral phenomena. This presentation reviews some experimental investigations of these more fleeting behavioral phenomena, things like transitions between schedules of reinforcement, extinction, momentary adjustments to dynamic environments, and changes in reinforcement over time.

Behavior Dynamics: Themes and VariationsM. JACKSON MARR (Georgia Institute of Technology)



M. Jackson (Jack) Marr received a BS degree in 1961 from Georgia Institute of Technology, where he studied mathematics, physics, and psychology. He received a Ph.D. in experimental psychology with a minor in physiology from the University of North Carolina at Chapel Hill in 1966. He is professor emeritus of psychology at Georgia Institute of Technology, where he has taught courses in the experimental analysis of behavior, physiology and behavior, behavioral pharmacology, and probability and statistics. He is one of five founding Fellows of ABAI, a Fellow of Division 25 of APA, and past president of both ABAI and Division 25. He has been editor of Behavior and Philosophy, review editor of the Journal of the Experimental Analysis of Behavior. co-editor of Revista Mexicana

de Analisis de la Conducta, and associate editor of the Journal of the Experimental Analysis of Behavior and The Behavior Analyst. He was experimental representative to the Executive Council of ABAI, served on the board of directors of the Society for the Quantitative Analyses of Behavior (SQAB), and served on the board of trustees of the Cambridge Center for Behavioral Studies. He has been active in the international support and development of behavior analysis in Europe, Mexico, China, and the Middle East. He was a research fellow in pharmacology at Harvard Medical School, a visiting professor at the Universidad Nacional Autonoma de Mexico, and an Eminent Scholar at Jacksonville State University. He was a Navy contractor for Project Sanguine in a study of possible behavioral effects of extremely low frequency electromagnetic fields. As an AIEE Senior Fellow at the Naval Aerospace Medical Research Laboratory, he conducted research on the effects of microwaves as reinforcers of operant behavior and the effects of stimulant drugs on sustained military flight performance. His primary current research interests include the development of instructional systems for teaching engineering physics, dynamical systems theory, the quantitative analysis of behavior, comparative behavior analysis at Zoo Atlanta, assessment methods for engineering and science education, and theoretical/conceptual issues in behavioral analysis.

Abstract: Behavior dynamics is a field devoted to the fundamental question of what forces drive changes in behavior. Exemplars of different problems and approaches will be briefly reviewed. For example, the phenomenon of shaping is foundational to all of behavior analysis, yet this has received surprisingly little systematic analysis. Part of the difficulty here is the need for careful specification of the initial behaviors which are then subject to transformation into new behaviors through differential reinforcement. Typically, to address this problem, some steady-state "baseline" is established under some simple contingency and then a new contingency is introduced and the transition to a new steady-state performance is investigated. This, too, has received remarkably little attention, so that we understand relatively little about how the typical patterns of responding under commonly studied schedules of reinforcement actually emerge. A more common approach, exemplified by a fair number of studies, is to investigate transitions within sessions by repeated changes in the behavior-consequence relations to see how, for example, response rates track changes in available reinforcement rates. These studies have been subject to the most detailed mathematical modeling. Other approaches include explorations of feedback functions and, in general, complex contingencies wherein ongoing behavior-consequence relations modify how the contingencies control subsequent behavior

#77 Paper Session

8:00 am–8:50 am Kokin Ballroom North; 5th Floor TPC

Topics in TPC #2

Chair: Kristian Gudmundsson (Revkiavik University)

Variability: How to Define and Operationalize It? (Experimental Analysis)

MIKE PERFILLON and Vinca Rivière (University of Lille III)

#78 Symposium

8:00 am–9:20 am Genji Ballroom South; 3rd Floor AUT/DDA; Applied Behavior Analysis BACB CE Offered. CE Instructor: Benjamin R. Thomas, MA

Approaches to Social and Communication Behaviors for Children with Autism Spectrum Disorder: Assessment and Treatment

Chair: Marjorie H. Charlop (Claremont McKenna College)
Discussant: Dennis W. Moore (Monash University)

An Anti-Bullving Intervention for Children With Autism Spectrum Disorder

Catherine Rex. Mariorie H. Charlop, and CATELYN GUMAER (Claremont McKenna College)

Increasing Appropriate Play Skills and Joint Attention in Children With Autism Spectrum Disorder Taylor Basso, MARJORIE H. CHARLOP, and Gerin Gaskin (Claremont McKenna College)

A Sibling-Mediated Intervention for Children With Autism Spectrum Disorder: Using the Natural Language Paradigm

VICKI SPECTOR and Marjorie H. Charlop (Claremont McKenna College)

Including Measures of Happiness Behavior in a Functional Analysis of Problem Behavior BENJAMIN R. THOMAS, Marjorie H. Charlop, and Nataly Lim (Claremont McKenna College)

#79 Symposium

8:00 am–9:20 am Genji Ballroom East; 3rd Floor AUT/DDA; Applied Behavior Analysis BACB CE Offered. CE Instructor: Wayne W. Fisher, Ph.D.

Recent Advances in Function-Based Assessments and Treatments Using Behavioral Momentum Theory

Chair and discussant: Cathleen C. Piazza (Munroe-Meyer Institute, University of Nebraska Medical Center)

Evaluation of Renewal and Resurgence of Problem Behavior During Functional Communication Training Conducted via Telehealth

DAVID P. WACKER and Alyssa N. Suess (The University of Iowa)

Convergence of Behavior Economics and Behavioral Momentum Theory

MICHAEL E. KELLEY, Clare Liddon, Aurelia Ribeiro, and Jeanine R. Tanz (Florida Institute of Technology)

Refinements of Functional Communication Training for Treating Problem Behavior Using Behavioral Momentum Theory

WAYNE W. FISHER, Ashley Niebauer, Brian D. Greer, and Daniel R. Mitteer (Munroe-Meyer Institute, University of Nebraska Medical Center)

Translational Research in Behavioral Momentum Theory: Basic Research Predicts Treatment Relapse Following Successful Clinical Treatment

F. CHARLES MACE (Nova Southeastern University)

#80 Symposium

8:00 am–9:20 am Genji Ballroom West; 3rd Floor CSE/TBA; Service Delivery

BACB CE Offered. CE Instructor: Daniel Gould, Ph.D.

Global Dissemination of ABA: Creating Sustainable Systems

Chair: Daniel Gould (New England Center for Children, Abu Dhabi) Discussant: Vincent Strully (New England Center for Children)

Dissemination of ABA in the Middle East: Advances and Challenges

MICHELLE P. KELLY (Emirates College for Advanced Education)

The Development of Applied Behavior Analysis in Taiwan and China

GRACE C. E. CHANG and Kae Yabuki (SEEK Education, Inc.)

Development, Design, and Evaluation of a Web-Based Solution for Autism Education Worldwide: The Autism Curriculum Encyclopedia

KATHERINE E. FOSTER (The New England Center for Children, Abu Dhabi)

Considerations for Establishing Sustainable Global ABA Systems

DANIEL GOULD and Pamela Olsen (The New England Center for Children, Abu Dhabi)

#81 Paper Session

8:00 am-9:20 am

Kokin Ballroom Center: 5th Floor

EAB

Topics in EAB: Self Control and Response

Chair: Josele Abreu-Rodrigues (Universidade de Brasília)

May Temporal Discrimination Affect Choice Between Impulsivity and Self-Control? (Experimental Analysis)

JOSELE ABREU-RODRÍGUES and Lesley Sousa (Universidade de Brasília)

Do Activities During Consequence Delay Necessarily Increase Self-Control Responding? (Experimental Analysis)

FERNANDA CALIXTO, Giovana Escobal, and Celso Goyos (Universidade Federal de São Carlos)

Effects of Rules on Delayed Punishers: Altering Contingent and Contiguous Responses (Experimental Analysis)

JAMES NICHOLSON MEINDL, Neal Miller, and Laura Baylot Casey (University of Memphis)

Timing in Infants and Children With Autism: Variability and Persistence of Responding in the Development (Experimental Analysis)

VINCA RIVIÈRÈ (University of Lille)

#82 Symposium

9:00 am-9:50 am Kokin Ballroom North: 5th Floor

EAB; Experimental Analysis

The Experimental Analysis of Punishment Effects

Chair: Hiroto Okouchi (Ósaka Kyoiku University)

Relative Effects of Reinforcement and Punishment in Human Choice

TOSHIKAZU KURODA (Aichi Bunkyo University), Carlos Cancado (Universidade de Brasília), and Christopher A. Podlesnik (Florida Institute of Technology)

Resurgence of Punished Responses

HIROTO OKOUCHI (Osaka Kyoiku University)

Punishment Effects on Unpunished Responding

KENNON ANDY LATTAL (West Virginia University)

#83 Invited Presenter

9:00 am–9:50 am Taketori TPC; Experimental Analysis BACB CE Offered. CE Instructor: Koichi Ono, Ph.D.

Considering the Temporal Properties of Reinforcement: Past, Present, and Future Chair: Ingunn Sandaker (Oslo and Akershus University College of Applied Sciences)

Ghair. Ingulin Sandaker (Osio and Akershus University Gonege of Applied Scien

KOICHI ONO (Komazawa University)



Dr. Koichi Ono is professor of psychology at Komazawa University in Tokyo, where he has conducted research and taught behavior analysis for 33 years. His scholarly publications, authored in Japanese and English, have appeared in journals from four different continents. Professor Ono was among the first to demonstrate the effects of a "superstitious behavior" in humans (*Journal of the Experimental Analysis of Behavior*, 1987). He subsequently developed a conceptual analysis of superstitions as false rules. Three other major themes in Dr. Ono's research have been (1) the effects of the history of contingency-controlled behavior on subsequent performance, (2) an analysis of conditions under which "free choice" is preferred over "forced choice," and (3) complex stimulus control. His work has also involved

careful cross-species comparisons. For example, in an important paper in *Behavioural Processes*, Dr. Ono and colleagues used an ingeniously simple matching-to-sample task to reveal different controlling relations in humans and pigeons. Dr. Ono has provided significant leadership and service to the large and active Japanese Association for Behavior Analysis (J-ABA). He was editor of the *Japanese Journal of Behavior Analysis* (1994–1997), and for 6 years served as president of J-ABA (1997–2003). As a visiting research fellow in Wales and the United States, Dr. Ono has also brought knowledge from Japanese behavior analysis to the international community.

Abstract: When we consider the interaction of behavior and reinforcers, the temporal relations between the two events are an essential element. To show how reinforcers come to control behavior, much research has been conducted on such topics as response-dependent versus response-independent reinforcement contingencies, immediate versus delayed reinforcement, and so on. These topics are closely related to controversies about the roles of molar versus molecular contingencies and of contiguities versus contingencies. This talk will review various behavior-reinforcer relations over a continuum ranging from the past through the present and into the future. In the long run, each response-reinforcer contiguity constitutes a contingency, and no contingency can exist in the absence of any contiguities. Thus, the question is about the conditions under which contiguities and contingencies work consistently. To address this question, we will compare animal and human behavior as well as positive and negative reinforcement.

#84 Paper Session

9:30 am–9:50 am Genji Ballroom East; 3rd Floor AUT

Topics in Autism: Video Modeling

Chair: Esin Pektas (Anadolu University)

Using Video Prompting via iPad to Teach Drawing a Six-Part Person to Children With Autism

(Applied Behavior Analysis)

ÈSIN PEKTAS and Nurgul Ákmanoglu (Anadolu University)

#84a Paper Session

9:30 am to 9:50 am Genji Ballroom South; 3rd Floor AUT

Topics in Autism: ABA Services

Chair: Tinatin Tchintcharauli (Ilia State University)

ABA-Based Services for Children With Autism Spectrum Disorders in Georgia (Service Delivery) TINATIN TCHINTCHARAULI (Ilia State University)

#85 Paper Session

9:30 am–9:50 am Genji Ballroom West; 3rd Floor OBM

Topics in OBM: The Future of BA in the Workplace

Chair: Jennifer Rodriguez (Continuous Learning Group)

Motivation for Millennials (Applied Behavior Analysis)

JENNIFER RODRIGUEZ (Bloom Behavioral Consulting)

#86 Paper Session

10:30 am–11:20 am Kokin Ballroom Center; 5th Floor TPC

Topics in TPC #3

Chair: Øystein Vogt (Oslo and Akershus University College of Applied Sciences)

A Modular Perspective on the Relationship Between Biological Evolution and Learning (Theory) ØYSTEIN VOGT and Per Holth (Oslo and Akershus University College of Applied Sciences)

Behavioral Analysis of Human Movement (Theory)

PARSLA VINTERE (Queens College, City University of New York)

#87 Symposium

10:30 am–11:50 am Genji Ballroom East; 3rd Floor AUT/EDC; Applied Behavior Analysis

Functional Behavior Assessment: From Clinical Research to Practice

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

Overview of the Functional Behavior Assessment Process and the Translated Indirect Functional Assessment Interview—Japanese

SARAH KAGAWA (SEEK Education Inc.); Michele D. Wallace (California State University, Los Angeles); and Kae Yabuki, Yuki Ikezaki, and Cristina Vega (SEEK Education, Inc.)

Functional Analysis Variations and Application of the Transition Functional Analysis in the Real World

BENJAMIN THOMAS (Claremont Graduate University), Sara Gonzalez (SEEK Education, Inc.), and Michele D. Wallace (California State University, Los Angeles)

Utilizing Pyramidal Training Model to Teach Staff How to Conduct Trial-Based Functional Analyses YUKI IKEZAKI (SEEK Education Inc.), Faisal Alnemary (University of California, Los Angeles), Lusineh Gharapetian (SEEK Education Inc.), Michele D. Wallace (California State University, Los Angeles), Jordan Yassine (Louisiana State University), and Fahad Alnemary (University of California, Los Angeles)

Applying Process Consultation to FBA Procedure

MARGARET GARCIA (California State University Los Angeles)

#88 Symposium

10:30 am-11:50 am Genji Ballroom North; 3rd Floor AUT: Applied Behavior Analysis

Stimulus Control and Its Relationship To Prompting, Teaching Strategies, and Error Correction Chair and discussant: Joseph P. McCleery (Pyramid Educational Consultants)

What Is Stimulus Control and How Is It Established?

JOSEPH P. MCCLEERY and Andy Bondy (Pyramid Educational Consultants)

Distinguishing Between Prompt and Cue

CHIHIRO NEGRON and Andy Bondy (Pyramid Educational Consultants)

Teaching Strategies Aimed at Prompt Removal

ANTHONY CASTROGIOVANNI and Andy Bondy (Pyramid Educational Consultants)

Stimulus Control and Error-Correction

SHIGERU IMAMOTO and Andy Bondy (Pyramid Educational Consultants)

#89 Paper Session

10:30 am–11:50 am Genji Ballroom West; 3rd Floor AUT

Topics in Autism: Treatment

Chair: Amy E. Tanner (Monarch House Autism Centre)

Identifying Efficient Reinforcers for Individuals With Autism Spectrum Disorders (Applied Behavior Analysis)

Soyeon Kang (New Mexico State University), Mark O'Reilly (The University of Texas at Austin), and SATHIYAPRAKASH RAMDOSS (New Mexico State University)

Food Selectivity in Children With Autism: Using Systematic Desensitization to Increase Food Repertoire (Applied Behavior Analysis)

AMY E. TANNER and Bianca E. Andreone (Monarch House Autism Centre)

#90 Symposium

10:30 am-11:50 am

Genji Ballroom South; 3rd Floor DDA/TBA: Applied Behavior Analysis

BACB CE Offered, CE Instructor: Stephanie M. Peterson, Ph.D.

Novel Training Programs for Training "Nontraditional" Learners in Behavior Analytic Assessments and Interventions

Chair: Stephanie M. Peterson (Western Michigan University) Discussant: David P. Wacker (The University of Iowa)

Using Teleconsultation to Train Community Mental Health Staff to Collaborate on Functional Behavior Assessments

STEPHANIE M. PETERSON, Denice Rios, Marissa Allen, and Rebecca Renee Wiskirchen (Western Michigan University)

Preliminary Results of Two Randomized Clinical Trials of Web-Based Programs for Training ABA Technicians and Parents to Implement Early Intensive Behavior Intervention

WAYNE W. FISHER, Kevin C. Luczyński, Mychal Machado, and Aaron D. Lesser (Munroe-Meyer Institute, University of Nebraska Medical Center); Stephanie A. Hood (Briar Cliff University); Andrew Blowers (Munroe-Meyer Institute, University of Nebraska Medical Center); Maegan Pisman (Kennedy Krieger Institute); and Megan E. Vosters (Munroe-Meyer Institute, University of Nebraska Medical Center)

Treatment of Challenging Behavior by Parents of Children With Developmental Disabilities via Telehealth

WENDY A. MACHALICEK. Traci Elaine Ruppert, and Tracy Raulston (University of Oregon)

How the Department of Education in Iowa Systematically Addressed the Expertise Gap of School-Based Consultants Who Develop Behavior Intervention Plans Designed to Address Challenging Behavior

SEAN D. CASEY (The lowa Department of Education); Brenda J. Bassingthwaite, David P. Wacker, and John F. Lee (The University of Iowa); Tory J. Christensen (Briar Cliff University); Kelly M. Schieltz (University of Missouri); and Todd G. Kopelman and Jessica Emily Schwartz (The University of Iowa)

#91 Symposium

10:30 am–11:50 am Kokin Ballroom North; 5th Floor EAB/VRB: Experimental Analysis

Some New Findings Within Research on Equivalence Class Formation

Chair and discussant: Erik Arntzen (Oslo and Akershus University College)

Class Membership in Equivalence Class Formation

ERIK ARNTZEN and Richard Nartey (Oslo and Akershus University College) and Lanny Fields (Queens College, City University of New York)

On the Pursuit of an Asymptotic Level

Felix Hognason and ERIK ARNTZEN (Oslo and Akershus University College)

Equivalence Class Formation and Extended Testing: Analysis of Test Performance TORUNN LIAN and Erik Arntzen (Oslo and Akershus University College)

Reading "Hiragana" by Equivalence Classes: An Experimental Model

Priscila Crespilho Grisante and GERSON YUKIO TOMANARI (Universidade de São Paulo)

#92 Invited Panel

10:30 am-12:20 pm

Taketori

OTH; Applied Behavior Analysis

BACB CE Offered. CE Instructor: Naoko Sugiyama, MA

International Dissemination of Behavior Analysis

Chair: Naoko Sugiyama (Seisa University)

EITAN ELDAR (Kibbutzim College)



Dr. Eitan Eldar is the head of the BACB-approved Applied Behavior Analysis program at Kibbutzim College in Israel, offering 16 courses and a practicum. He serves as the chairman of the Israeli Applied Behavior Analysis Association (IABA). He has published books and papers in the area of teacher education and ABA. His book *Applied Behavior Analysis-Principles and Procedures* is the major ABA textbook in Hebrew. Dr. Eldar also developed the model, "Educating through the Physical," integrating physical activity and games as a context for value education and behavioral rehabilitation. He received the award for International Dissemination of Behavior Analysis from SABA in 2007. He has studied the individual inclusion of autistic children in the regular education system and formulated an inclusion

model that was adopted by the Israeli Ministry of Education. He developed a comprehensive clinical program for Wucailu—an organization for supporting children with ASD—based in Beijing, China.

During the last seven years, three centers have been established in Beijing and all provide services to families arriving from all over China. Dr. Eldar translated the BACB task list to Hebrew and took part in translating the code of ethics and a comprehensive glossary of ABA terms. Recently, he submitted the first proposal for MA-ABA studies in Israel to the ministry of higher education. The proposal has been approved by the Kibbutzim College Academic Council and will be offered within a year or two.

GENEVIEVE M. DEBERNARDIS (University of Nevada, Reno)



Dr. Genevieve DeBernardis is the assistant director of the University of Nevada, Reno Satellite Program sponsored by the King Faisal Specialist Hospital and Research Center of Saudi Arabia. She has also served as a practice supervisor for students in the Applied Behavior Health Analysis Program at the Jordan University of Science and Technology. The Satellite Program at the University of Nevada, Reno delivers programs of study in behavior analysis at off-campus locations around the world under the sponsorship of human service agencies, businesses, and other organizations. The aim of these programs is to provide opportunities for training in behavior analysis in regions where such is unavailable or inaccessible to fully employed persons seeking career advancement. Training is delivered face-to-

face at sponsor's worksites, online, or by a combination of these modes of delivery as suited to sponsors' interests and students' needs.

NAOKO SUGIYAMA (Seisa University)



Naoko Sugiyama is a professor at Seisa University and a board member of Japanese ABA, an active organization in Japan for the past 30 years. Dr. Sugiyama's work in the global dissemination of behavior analysis includes consulting on strategies for the development and diffusion of behavior analysis in China. In addition, she encouraged the formation of a regional association—the Asian Association for Behavior Analysis—so that neighboring countries, such as Japan, China, and South Korea may help each other to establish and strendthen behavior analysis throughout Asia.

VINCA RIVIÈRE (University of Lille III)



Vinca Rivière, Ph. D, BCBA-D, is a professor of developmental psychology and behavior analysis at the University of Lille. Since 1990, she is trying with her colleague Pr. Jean Claude Darcheville, to develop behavior analysis in France. Her Ph. D. dissertation was about learning in infants and children with fixed-interval schedules and self-control paradigm: "Ontogeny of temporal regulation and impulsiveness." She began her career in 1992 as assistant professor at the University of Lille. Her research focuses on the development and learning in infants and in young children with and without developmental disorders both in the field of experimental and applied behavior analysis. Her areas of research in the field of experimental analysis address resistance to change, temporal regulation and variability. With regards to applied

behavior analysis she has primarily investigated autistic disorders. In 2000, she launched the first master program and a doctoral program in the field of Behavior Analysis in France, at the University of Lille. Actually, the master program obtains the accreditation of BACB®. She has contributed to the development of behavioral sciences within the university programs but also to the recognition of behavioral sciences among the general public and professionals in France. She created "Association Pas à Pas" (Step by Step in French) in 2000 to link the research in behavior analysis and the general public (to make evidence based practise issued from the field of behavior analysis available to the general public). Many conferences were organised by "Association Pas à Pas." In 2008, the first experimental center for Children with autism using behavior analysis opened and 20 children are currently benefiting from intensive behavioral intervention (totally free of charge for parents). In 2009, the Chapter « French ABA » was developed to promote dissemination and training in behavior analysis in France. She has authored books to disseminate ABA in French and papers in international journals like *Journal of Experimental Analysis of Behavior* and *Journal of Applied Behavior Analysis*.

INGUNN SANDAKER (Oslo and Akershus University College of Applied Sciences)



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 Naoano. 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.

MARTHA HÜBNER (University of São Paulo)



Dr. Hübner is a professor of experimental psychology at the Institute of Psychology, University of São Paulo, and was coordinator of the graduate program in the experimental department from 2004 to 2010. She is also past president of the Brazilian Association of Psychology and of the Brazilian Association of Behavioral Medicine and Psychology. She conducts research at the Laboratory for the Study of Verbal Operants involving managing processes in the acquisition of symbolic behaviors such as reading, writing, and verbal episodes. She is currently immersed in three areas of research: investigating the empirical relations between verbal and nonverbal behavior, analyzing the processes of control by minimal units in reading, and studying verbal behavior programs for children with autism spectrum disorders.

MARÍA ANTONIA PADILLA VARGAS (University of Guadalaiara)



Dr. María Antonia Padilla Vargas has been a researcher at the Center for Studies and Research on Behavior, at the University of Guadalajara since 1994. She is member of the Mexican National Researchers Association (SNI), a member of the editorial board of the Mexican Journal of Behavior Analysis, of the Mexican Journal of Research in Psychology and of the International PEI Journal. In 2006, she founded the Mexican Association for Psychological Research (SMIP), over which she has presided ever since. She has authored or coauthored eight books, 12 book chapters, and 30 articles in national and international indexed journals; she has participated in more than 180 papers presented in national and international specialized academic meetings. She has directed more than a dozen graduate and

academic meetings. She has directed more than a dozen graduate and undergraduate theses. She earned a Bachelor of Science degree in Psychology in 1994, a Master degree in Behavioral Science in 2000, and a Ph. D. in Behavioral Sciences in 2003. She currently serves as professor in the Master's and Doctoral Program in Behavioral Science: Option Behavior Analysis of the University of Guadalajara and the Ph. D. Program in Behavioral Science at the Veracruzana University, both belonging to CONACYT Excellence Register, as well as the Masters in Teaching of the Virtual University System of the University of Guadalajara. She is a member of the Academic Board of the Master in Psychology of the University of Guadalajara. From 2008 to present she has been a member of the Disciplinary Committee of Research of the University of Guadalajara, since 2010 she has been a member of the Editorial Committee, and a member of the Board of the Center for Instrumentation and Transdisciplinary Services (CITRANS), and since 2014 she has

been a member of the Network for Public Policy, both from the University of Guadalajara. In 2013 she co-organized the Seventh International Conference for ABAI. Dr. Vargas works in the following areas: (1) analysis of behavioral competencies involved in the exercise of scientific practice, (2) analysis of the variables that affect the interactions of groups of researchers, (3) analysis of the variables involved in the phenomenon of extrasituational substitution, (4) analysis of the variables involved in reading and writing technical texts, (5) analysis of the training of new researchers, and (6) experimental analysis of the phenomenon of procrastination.

Abstract: Experts from around the world will present and discuss the current status of behavior analysis in their respective regions.

#93 Paper Session

11:30 am–12:20 pm Kokin Ballroom Center; 5th Floor FAB

Topics in EAB: Reinforcement

Chair: Stuart McGill (University of Auckland)

Investigating the Psychophysiology of Reinforcement in Humans by Combining EAB With EEG (Experimental Analysis)

STUART MCGILL, Douglas Elliffe, and Paul Corballis (University of Auckland)

Effects of Different Response-Reinforcer Dependencies on Resistance to Change (Experimental Analysis)

JOSELE ABREU-RÓDRÍGUES, Carlos Cancado, and Raquel Alo (Universidade de Brasília) and Adam H. Doughty (College of Charleston)

#95 Special Event

12:30 pm-1:30 pm Taketori

Closing Celebration

Chair: Martha Hübner (University of São Paulo)

Join us in celebration as we say good-bye and thank you to our Japanese hosts for an incredible program location and conference. Dr. Martha Hübner, ABAI president, will lead an event discussing the future of behavior analysis around the world that will include distinguished leaders in behavioral education, research, and practice.

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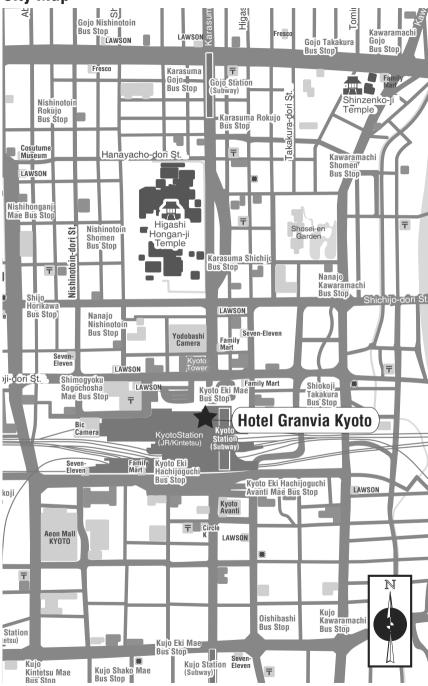




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