

AUTISM

AND RELATED DEVELOPMENTAL DISABILITIES

Volume 21, Issue 2
Spring 2005



Letter From the Editor Spring 2005

Dear Autism SIG Members,

The newsletter staff and SIG officers are continuing their attempts to improve the newsletter for the membership. In the current edition of the newsletter, you will notice the addition of a themed Special Section on Family Issues. This special section includes an article on sibling support groups and two article synopses on sibling issues and parent-professional collaborations. Thanks to Diana Antinoro, Kate Fiske, Karen Lenard, & Aurelie Welterlin for their submissions to the first special section in the newsletter.

Each future Autism SIG newsletter will contain a similar special section with a different theme. The themes for the newsletters in the coming year will be Problem Behaviors, Adult Services, Early Intervention, and Family Issues. We hope that the members of the SIG consider contributing to one of these special issues over the next year. Some ideas for contributions and the newsletter timeline are below:

- ✧ Problem Behavior (Summer 2005; submissions due July 15): Description of how an agency uses its Behavior Management Committee or its Human Rights Committee to provide oversight for behavior plan development; Case study that highlights replacement skill training, etc.
- ✧ Adult Services (Fall 2005; submissions due October 15): Program description that highlights the adult services aspect of the agency; Description of staff training for those working with adults at an agency.
- ✧ Early Intervention (Winter 2006; submissions due January 15): Article on goal selection consideration for birth to three or a program description of the EI aspect of an agency, or a case study, etc.
- ✧ Family Issues (Spring 2006; submissions due April 15): Agency description of their model for parent support groups or parent training; Article on parent-professional collaboration, etc.

If you are interested in contributing to a special section during the next year, would like to propose a theme for a future newsletter section, or have other thoughts about strategies to improve the newsletter, please contact me at martinsm@rci.rutgers.edu.

See you at ABA!

Megan Martins
Newsletter Editor

Inclusion of advertisements or announcements in the SIG newsletter does not necessarily indicate endorsement of these items or events by the SIG or SIG newsletter editing staff. The content of this publication has not been reviewed or endorsed by the Association of Cognitive and Behavioral Therapies or the Association for Behavior Analysis.

TABLE OF CONTENTS

Letter from Editor	1
Special Section on Family Issues	2-5
Letter from ABA-SIG President	6-7
Announcements & Ads	8
ABA 2005 Autism	9-19
More Ads	19





SPECIAL SECTION ON FAMILY ISSUES



Support for Siblings of Children with Autism **Kate Fiske & Diana Antinoro**

Raising a child with autism can be a daunting task. Families go to great lengths to ensure that their child on the autism spectrum functions as well as possible. Faced with this sometimes overwhelming task, parents and other family members may experience considerable stress. There has been an increasing professional awareness of the experience of siblings of children with autism, especially in the past few years. At the Douglass Developmental Disabilities Center we have, for many years, offered a sibling group to help the brothers and sisters of children with autism understand and explain their experiences with their sibling. Through the experience of facilitating these groups, we have come to understand some of the many emotions that the children feel, and the thoughts they think, and we have shaped our group to address these feelings and thoughts.

A primary concern for many of the children who attend our group and their parents is the children's sense of being "alone." Many of the children do not know others with autistic siblings and find difficulty in comparing their family experience to others with typical siblings. This may lead to a sense of isolation. By attending a sibling group, the children immediately learn that this is not true; within the first 5 minutes of the group each child meets several other children who share similar experiences. As group leaders, it is wonderful to see how animated the children become as they realize the other children also have siblings with autism. A majority of the first session is spent allowing the children to connect with each other and share stories of similar experiences. Each story is usually met with an enthusiastic "Yeah, me too!"

As the stories evolve, however, the children begin to question why their sibling behaves the way he or she does. The difficulty in understanding their experience is compounded by the complexity of the disorder. For children across the age span, autism is a difficult concept to understand. The younger children focus primarily on the concrete aspects of autism, such as the fact that their sibling appears and acts in typical ways at times, yet may also exhibit problematic behavior, such as aggression, destruction, and self-injury. One of the most popular activities we use is an activity in which children experience what it is like to have various disabilities: we blindfold the children and have them guess the object we place in their hands, we try to have a conversation with a child who cannot hear through headphones, we give a fine motor task to a child who is wearing oven mitts, and we try to teach a child to do a specific skill (e.g., touch an object in the room) without giving her instructions beyond enthusiastic clapping when she approximates the skill. In their mock experiences of visual impairment, hearing loss, motor deficits, and learning difficulties, the children begin to understand the frustration their siblings face and begin to understand how some of this frustration might give rise to maladaptive behaviors. For younger children (and older children, too), this experiential learning has proven effective. The older children often move beyond these concrete symptoms and begin to address more abstract concerns such as their sibling's future. Older siblings may garner much information from active conversations about autism and the effects it will have on their sibling now and in future years.



FAMILY ISSUES CONTINUES



The children also quickly begin to share some of the feelings that accompany their time with their sibling. Some feel frustration about the additional tasks they have to take on around the house to help the family and their sibling, and some may believe that their parents love the other child more, since additional time is given to their brother or sister. Often their brother or sister with autism has therapists or consultants who visit the home. The siblings see this special attention and would like to have the same. These feelings of jealousy and frustration are often combined with sympathy for the troubles the sibling with autism experiences and, of course, love for their sibling. These feelings are often difficult for a child to understand and even harder to communicate, especially in young children. Several sessions in our group focus on ways in which to problem-solve about difficult situations, communicate their own feelings and desires to their parents, and understand that the frustration or jealousy they experience is normal and does not mean that they love their sibling any less. In our group, we put a great deal of emphasis on the child's self-identity and making sure they know that they are just as special and wonderful as their sibling. The group gives the siblings the chance to have the "special attention" they might desire, as well as the invaluable opportunity to connect with and share their experiences with other children who understand what they are feeling.

The following books are useful references regarding children's experiences with and feelings toward siblings with autism:

Feiges, L. S. & Weiss, M. J. (2004). *Sibling Stories: Reflections on Life with a Brother or Sister on the Autism Spectrum*. Shawnee Mission, KS: Autism Asperger Publishing Co.

Seligman, M. (Ed.). (1991). *The Family with a Handicapped Child*. Needham Heights, MA: Allyn and Bacon.

The following books are useful references for designing sibling groups and activities to help siblings of children with autism learn about and cope with their unique experiences:

Lobato, D. J. (1990). *Brothers, Sisters, and Special Needs: Information and Activities for Helping Young Siblings of Children with Chronic Illnesses and Developmental Disabilities*. Baltimore, MD: Paul H. Brookes Publishing Co.

Meyer, D. J., & Vadasy, P. F. (1994). *Sibshops: Workshops for Siblings of Children with Special Needs*. Baltimore, MD: Paul H. Brookes Publishing Co.

Kate Fiske is a graduate student in clinical psychology at Rutgers University, where she currently works as a behavioral consultant at the Douglass Developmental Disabilities Center.

Diana Antinoro is a doctoral student in clinical psychology attending the Graduate School of Applied and Professional Psychology. She works as a behavioral consultant at the Douglass Developmental Disabilities Center and is focusing her studies on family relations with regard to childhood disorders.





FAMILY ISSUES CONTINUES: ARTICLE SYNOPSES



Rivers, J. C., & Stoneman, Z. (2003). Sibling relationships when a child has autism: marital stress and support coping. *Journal of Autism and Developmental Disorders*, 33, 383-394.

Submitted by: Aurelie Welterlin & Karen Lenard

The current study explored sibling relationships in 50 families with a child on the autism spectrum from a family systems theory perspective. Specifically, the effects of marital stress as well as informal and formal family support systems on positive and negative aspects of sibling relationships were investigated. The age range of the children with autism was between 4 and 12 years of age. Sibling ages ranged between 7 and 12 years old. The hypothesis of the current study was two-fold. The authors hypothesized that increases in marital stress would result in fewer reports of positive sibling relationships and in more reports of negative sibling relationships by typical developing children with autistic sibling(s). The second hypothesis was that the detrimental effects of marital stress on sibling relationships could be buffered by accessing external social supports. The authors of the present study expected high degrees of social support to mitigate the effects of high levels of marital stress so that sibling relationships would be similar to families with low levels of marital stress. Sibling relationships were expected to be less positive in families with high levels of marital stress and low levels of social support.

All data collected were based on self-reports, and hierarchical regression analyses were used to investigate effects of marital stress and coping on the quality of sibling relationships. Two instruments were used to evaluate sibling relationships: the Sibling Inventory of Behavior (SIB) and the Satisfaction with the Sibling Relationship Scale. Both instruments were completed independently by normally developing siblings and one of their parents. The marital strains subscale of the Family Inventory of Life Events and Changes (FILE), which measures stressful family events in the last 12 months, and Family Crisis Oriented Personal Evaluation Scale (F-COPES), which assesses ways in which families cope with stress were used to evaluate marital stress. The ability of families to locate personal social resources was evaluated using the Acquiring Social Support Subscale (SS) of F-COPES and the ability of families to locate community resources was evaluated using the Mobilizing Support (MS) subscale of the F-COPES.

The results of the study indicated that typically developing siblings were positive about their relationship to their sibling with autism, however, this positive outlook decreased marginally as their sibling with autism increased in age. It is interesting to note that children reported their relationships with their sibling with autism as providing more satisfaction than did their parents. The authors suggested that this difference in perception might be due to parents' increased awareness of the difficulties between the siblings and also to the fact that siblings were able to give their subjective ratings of the relationship.

With regard to the effectiveness of social supports as a buffer between marital conflict and sibling relationships, the results indicated several interesting findings. As hypothesized, the authors found that when marital stress was low, regardless of social support, satisfaction and positive sibling behaviors were high and negative sibling behaviors were low. On the contrary, as marital stress increased, satisfaction and positive sibling behavior declined, except in families who had accessed formal and informal social supports. Families with access to social support did not report low satisfaction or low amounts of positive behaviors in sibling relationships. As expected, negative sibling behavior increased as marital stress increased. Typically developing siblings reported that they directed more negative behaviors toward their sibling with autism. Unexpectedly, the presence of formal and informal social support did not predict a low presence of negative sibling behavior in typically developing siblings.

The results of the study clearly support the developmental sibling literature suggesting that family conflict compromises sibling relationships, however, the correlational nature of the study cannot rule out the possibility that negative sibling relationships create marital stress. The hypothesis that social support buffers the effects of marital stress was confirmed, except for negative aspects of sibling relationships, which were not shown to be lower when families had access to social supports. The authors raised the possibility that heavy access of social support could have negative effects on sibling relationships by increasing family stress. However, considering that positive aspects of the sibling relationship remained intact, a more plausible explanation posited by the authors was that parents sought social support because of negative sibling behaviors and not the reverse.

A strength of this study is the author's inclusion of sibling reports as the primary source of information about the sibling relationship rather than parent reports, which may be subject to bias. However, the exclusion of data on



ARTICLE SYNOPSES CONTINUED



actual sibling behavior and the reliance on perceptions of behavior limits the findings of the study. In addition, the study's volunteer sample of predominantly middle-class European-American families limits the degree to which the results can be generalized. Future studies include different socio-economic backgrounds. They should also examine differential buffering effects of specific types of social supports.

Aurelie Welterlin, B.A., is a graduate student in clinical psychology at the Graduate School of Applied and Professional psychology at Rutgers University. She is also a behavioral consultant at the Douglass Developmental Disabilities Center.

Karen Lenard got her Masters degree in education (behavior analysis focus) from Temple University in 1990. She finishing her BACB requirements and works in the Research and Training Division at the Douglass Developmental Disabilities Center.

Brookman-Fraze, L. (2004). Using parent/clinician partnerships in parent education programs for children with autism. *Journal of Positive Behavior Interventions*, 6, 195-213.

Submitted by: Megan Martins

Research has consistently documented the benefits of parent training and parent education programs for families of individuals with autism. Despite this, little research has focused on determining which parent education programs are the most effective for teaching parents skills. Recently, there has been an increasing focus on incorporating procedures derived from literature on parental empowerment and ecocultural theory into behavior analytic procedures for children with autism. These theories suggest that traditional clinician directed models of intervention may not be as effective as those that focus on needs identified by the family, encourage growth in all family members, and emphasize collaboration between parents and clinicians.

The current study examined two models of parent education programs for children with autism: a Parent/Clinician Partnership model and a Clinician-Directed model. The author compared the effects of these two intervention models on observed parent stress, observed parent confidence, observed child affect, and child responding and engagement. Participants were three young children with autism and their mothers. Using a repeated reversals design, the two models of intervention were alternated with each family. Both models of intervention aimed to teach parents of children with autism to implement pivotal response training, an intervention designed to increase a child's motivation to engage in language and social interactions.

During both models of parent education, the parent primarily interacted with the child while the clinician provided feedback to the parent on their implementation. In the Clinician-Directed model, the clinicians chose target behaviors, intervention strategies, and identified opportunities for language instruction during each session. The clinician directed the parent to implement particular procedures without parent input or offering the parent choices between intervention strategies. In contrast, the Partnership model emphasized collaboration of the parent and clinician throughout each session. Both parent and clinician were encouraged to engage the partnership by choosing interventions and target behaviors. The clinician requested input from the parent throughout the session and provided the parent with choices when encouraging opportunities for language instruction and deciding upon intervention strategies.

The results suggest that the Partnership model was superior to the Clinician-Directed model in facilitating effective high-quality teaching interactions between parents and their children. The parents in the study exhibited lower observed stress and higher observed confidence during Parent/Clinician Partnership sessions. Further, the children with autism displayed more positive affect, increased responding, and increased engagement during Parent/Clinician Partnership sessions. These findings provide initial support for the Partnership model of parent education and encourage further research in this area. Further research should replicate these findings and examine the effect of the Partnership model on other important outcomes of parent education including parent skill acquisition, generalization of skills, and maintenance of parent and child behaviors.

Megan Martins, M.S., is a doctoral student in clinical psychology at Rutgers, The State University of New Jersey. She is the research coordinator at the Douglass Developmental Disabilities Center.



Message from David Celiberti, ABA SIG President Spring 2005

Dear ABA SIG Members:

Hello! I hope this column finds you well. Like many of you, I find it hard to believe that a full year has passed since last year's meeting in Boston. Since the conference in Chicago is right around the corner, I am writing to you regarding a number of matters related to our SIG.

Autism SIG Meeting

As you know, we routinely have a brief business meeting followed by a panel discussion or special presentation. I am in the process of planning the agenda for the business meeting, so please let me know if you would like to add an item. Here are the details:

Saturday, May 28, 2005, from 7:00-8:20 p.m.

Autism SIG Meeting

Private Dining Room 2 (3rd floor)

Business Meeting 7:00-7:30 p.m.

Panel Discussion of Revised Consumer Guidelines 7:30-8:20 p.m

SIG Panel and Round Table Discussion

Each year, I have allotted 50 minutes for discussion of issues raised by the panelists. The round table discussion incorporates responses of a few panel members to a series of structured questions followed by an open discussion. As you may recall, last year's panel addressed the application and adequacy of the BCBA Guidelines for Professional Behavior as it specifically pertains to autism treatment and related ethical practices.

This year's panel will discuss the Revised Consumer Guidelines that were adopted by the SIG in September 2004. The panel, comprised of both behavior analysts and parents, will be consisting of Gina Green, Judy Favell, Barbara Wells, and Debra Harris. Members attending the upcoming Autism SIG meeting will help select a presentation/discussion topic for the SIG meeting at ABA 2006. Please invite any colleagues or students who you feel would be interested in our SIG.

SIG Newsletter

I am pleased to report that the Autism SIG has maintained its commitment to 4 newsletter issues per year. The Autism Special Interest Group Newsletter is published on a quarterly basis and distributed by the Douglass Developmental Disabilities Center (DDDC) at Rutgers University. The newsletter is distributed via the Internet to the vast majority of SIG members (although there are approximately 30 members who receive their newsletters through the mail). The DDDC absorbs remaining printing and mailing costs that exceed our voluntary contributions. The newsletter is a joint effort of the Autism SIG's for the Association for Behavior Analysis (ABA) and the Association for the Advancement of Behavior Therapy (AABT). This partnership between the Autism SIGs of ABA and AABT has proven to be successful and mutually beneficial.

Newsletter features include conference previews, program descriptions, clinical intervention write-ups, research synopses, book reviews, citations and/or abstracts of recently published ABA research related to the assessment and treatment of autism. We also include conference previews and job announcements. Recently, it was decided to have four recurring themes per year

(namely early intervention, challenging behaviors, adults with autism, and family issues). Each newsletter issue will represent one of these themes. You will find that Megan Martins has provided you with more details about these themes in this issue of the newsletter.

I want to acknowledge the following individuals who contributed to the newsletter over the course of the last several months. I apologize in advance if I inadvertently omitted anyone.

- ✱ Matthew Goodwin, The Groden Center
- ✱ Mary Jane Weiss, DDDC
- ✱ Rita Gordon, DDDC
- ✱ Jan Handleman, DDDC
- ✱ Russell Kormann, NSTM
- ✱ Nancy Shamow, Ascent
- ✱ Lisa Parles, Quest Autism Foundation
- ✱ Jodi Dooling-Liftin, Minnesota Autism Center
- ✱ Marlene Cohen, NJABA
- ✱ Heidi Wolverton, Minnesota Autism Center
- ✱ James McGimsey, AdvoServ
- ✱ Karen Lenard, DDDC
- ✱ Aurelie Welterlin, GSAPP
- ✱ Kate Fiske, Rutgers University
- ✱ Diana Antinoro, GSAPP

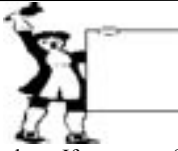
As I am sure you all can appreciate, the success of the SIG newsletter is predicated on the ongoing contributions of a broad membership. I envision the newsletter as a vehicle for showcasing the important work and accomplishments of the SIG membership. I am asking that each of you consider submitting contributions to the newsletter. I welcome any thoughts that you may have on how better to solicit contributions from the Autism SIG. Ideas for contributions can be discussed with either Megan Martins, SIG Newsletter editor or myself. For your convenience and to assist you in your conference planning, Megan has taken the time to list autism related presentations within this issue of the newsletter.

Student Research Poster Competition

Congratulations to Matthew Goodwin, of The Groden Center, who is the first place winner of last year's poster competition! Matthew will receive a certificate and a \$50 gift certificate to the bookstore at the SIG meeting.

We are pleased to announce that the SIG will sponsor the 8th annual Student Research Poster Competition. All autism related research posters with a graduate or undergraduate student as the first author are invited to submit their posters for consideration. You will find a submission form in this issue of the newsletter. Additional copies will be available at the conference (at the SIG meeting and distributed at the poster sessions). The Autism SIG leadership has actively taken additional steps this year to recruit a larger number of student poster submissions. In the last few months, we have tried to increase recruitment for the student poster competition by contacting ABA members who supervise undergraduate and graduate students who work in the area of autism treatment and informing them of the poster contest.

Each year we invite individuals to serve as judges at the business meeting each year. Last year's judges included Corrine Donley, Joanne Gerenser, Gina Green, and Jane Carlson. I want to thank these individuals for taking time from their busy schedules to serve



ABA SIG PRESIDENT LETTER CONTINUED

as judges. If you are a full member of ABA with a record of recent publications and research activity within applied behavior analysis, please consider volunteering as a judge. Judges will be solicited at the Autism SIG meeting. The winner of the 8th Student Research Award will be announced in the upcoming summer 2005 issue of the SIG newsletter.

Revised Consumer Guidelines

I am pleased to remind the membership that the Autism SIG voted to adopt a revision of the Guidelines for Consumers of Applied Behavior Analysis Services for Individuals with Autism and Related Disorders on September 15, 2004. The revised Guidelines reflected changes that were both general and specific. On a general note, the standards set forth by the BACB for BCBA's and BCABA's were incorporated along with a link to help consumers obtain current information (given that the BACB continues to refine and modify standards). On a specific note, we increased the number and type of competency areas, as well as the number of individuals with whom a professional should have worked prior to independently directing programs.

As you may recall, the first set of guidelines was developed by a committee chaired by Gina Green in 1998. At the Autism Special Interest Group meeting in May, 2003, a revised draft of these Guidelines was distributed to attendees. Individuals were asked to review this draft and provide feedback. Feedback from Autism SIG members was considered up until June 30, 2003. The Guidelines subcommittee consisted of John Brown, Suzanne Buchanan, Jane Carlson, Ruth Donlin, Janet Lund, Mary McDonald, Jenna Miller, Sharon Reeve, Bridget Taylor, and Mary Jane Weiss. Gina Green and Jack Scott also provided considerable input. I would like to acknowledge these individuals for all their efforts in improving upon this important document. Since 1999, a number of respected ABA agencies and consumer groups have expressed gratitude to the SIG for putting forth these guidelines.

On August 16, 2004 a final version of the revised Guidelines for Consumers of Applied Behavior Analysis Services was mailed to the Autism SIG membership for their vote. The deadline for voting was September 15th. A reminder email was sent to the SIG membership to reiterate the deadline for voting. The SIG vote was overwhelmingly in favor of adopting the revised guidelines. The Guidelines can be found on the website for the Cambridge Center for Behavioral Studies at: <http://www.behavior.org/autism/index.cfm>.

SIG Officers

I am in my 4th term President of the Autism SIG. Last May, Lara Delmolino completed her third term as SIG Vice President/Treasurer. The SIG approved a modification to the SIG hierarchy in that the Vice President/Treasurer position was deleted and a two-year President Elect position was created in its place. Following two years as President Elect, this individual will serve as Autism SIG President for two years. This will allow for a smooth transition in leadership. Last May, Mary Jane Weiss was elected to this position. She will serve as President elect and ultimately assume the position of SIG President in May 2006. I am serving in my final year as SIG President.

The Autism SIG voted to approve the creation an appointed position of Secretary/Treasurer. This position will be held

by the Autism SIG Newsletter editor. This is typically the senior, clinical psychology graduate student of Dr. Sandra Harris at Rutgers University. He or she is responsible for coordinating the Autism SIG newsletter. The length of this appointed term is 2-3 years. Megan Martins, a doctoral student in clinical psychology at Rutgers University, will be serving as the Newsletter editor for one more year. There is typically 1-2 years in which the current Newsletter editor can groom the upcoming Newsletter editor.

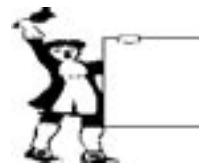
Parent Professional Partnership SIG

Please consider attending the Business Meeting of the Parent Professional Partnership SIG which is scheduled for May 29th from 8:00 AM - 8:50 AM in Boulevard A (2nd floor). Each year, the business meeting is held to provide a forum for networking and for exploring ways in which the Behavior Analysts can assist families of newly diagnosed children and families seeking ABA services. I am pleased to report that the New Jersey Association for Outreach and Services for the Autism Community (COSAC) will provide a continental Breakfast. All interested parents and professionals are encouraged to attend.

Current objectives of the Parent Professional Partnership SIG include:

1. Provide some orientation to parent attendees and help them make the most of the conference experiences and opportunities (the SIG accomplishes this largely through a pre-conference e-alert);
2. Sponsor formal conference events that target issues of significance to parents which varies from year to year (e.g., how to make important treatment decisions, how to enhance parent-professional collaboration);
3. Sponsor a table at the Program Exposition to promote networking and help parents assimilate the information presented at the conference (we have replacing the smaller events of years past with our participation in the Program Expo);
4. Hold an annual business meeting at the conference to discuss objectives;
5. Support initiatives to help parents access accurate information from existing resources and web links (e.g., Autism SIG's Consumer Guidelines);
6. Work towards creating new resources to help parents become more familiar with ABA services, how to better access such services, and how to better advocate for such services, and how to promote accountability.

I think that is it for now! Please feel free to contact me if I could be of any assistance or if you have any questions. I can be reached at dacnys@aol.com. See you in Chicago!





Advertisements & Announcements



EMPLOYMENT OPPORTUNITY!! *Behavior Specialist*

ABA APPLIED BEHAVIORAL ASSOCIATES, LLC
Barbara S. Natoli, M.A., LMHC, Director
661 Franklin Street, Framingham, MA 01702
(508) 879-4161

Behavior Specialist position available in private clinical group practice serving children with developmental disabilities and behavioral disorders. Responsible for functional behavioral assessments, case consultation/training, individual, family therapy, and home-based interventions. Licensure, & MA, plus 2 years post graduate experience required, BCBA preferred. Training and experience in ABA, early childhood and special education preferred. Flexible PT/FT. Fax 508-879-7228, or mail resume: Applied Behavioral Associates, LLC, 661 Franklin Street, Framingham, MA 01702. For more information go to: www.aba4kids.org

ATTENTION STUDENTS AND MENTORS!! *A Student Poster Contest at ABA 2005*

If you are a graduate or undergraduate student and the first author on an autism related poster accepted by ABA, you are eligible to enter the ABA Autism SIG's student research contest. If you are mentoring a student who may not receive the newsletter, please pass this notice along to them. The winner of the student research contest receives a framed award and gift certificate to the ABA bookstore. Further, the winner's poster will be printed in a later edition of the newsletter (which is received by hundreds of professionals in the field).

Submitting a poster is easy. All you need to do is complete an entry form, attach a copy of the poster, and submit the poster to Megan Martins, Autism SIG Secretary/Treasurer. If you have any further questions or would like to request a form, please contact Megan at martinsm@rci.rutgers.edu. Deadline: June 15, 2005, (two weeks after ABA).

ATTENTION ABCT MEMBERS AND ATTENDEES!! *ABCT Autism SIG Poster Session*

At each annual conference, the Autism SIG at ABCT (formally AABT) participates in the SIG Poster Exposition and Meet the Leaders Cocktail Party. At the SIG Poster EXPO each SIG is given the opportunity to showcase the work of Autism SIG members with a certain number of poster slots. Keep your eye out for information about the SIG poster EXPO in future editions of the newsletter; submissions for the poster session will be due to the SIG August 31, 2005.



The Douglass Developmental Disabilities Center currently has positions for teachers, speech therapists, program consultants, home-school consultants, trainers and assistant teachers.

Please send resumes to: Norine Haines
Business Manager
Douglass Developmental Disabilities Center
25 Gibbons Circle
New Brunswick, NJ 08901

732-932-9137

Fax: 732-932-8011

Association for Behavior Analysis 2005: Autism Related Events

The events listed below include the content areas of autism, with selected events from the areas of developmental disabilities and verbal behavior.

Topic	Event Numbers	Topic	Event Numbers
Assessment	27; 41; 52; 132; 241; 246; 320	Preference Assessments/ Use of Reinforcement	150; 316; 451
ABA Outcome	27; 41; 52; 162; 241; 330; 449	Relational Frame Theory/ ACT	26; 305
Decreasing Problem Behaviors	45; 210; 324; 326; 327	Restricted Interests/ Repetitive Behaviors	75; 237; 327
Families/Parent Training	13; 177; 330; 392; 419; 421; 466	Service Delivery	24; 73; 176; 300; 394; 420; 459; 437; 464
Fluency/Precision Teaching	46; 150; 167; 451	Social Behavior	25; 75; 135; 149; 159; 162; 240; 335; 446
Functional Analysis/ Functional Assessment	45; 140; 159; 210; 320; 420	Technology	78; 215; 219; 387
Teaching Strategies	42; 52; 215; 229; 238; 308; 362; 366; 387; 393; 415; 421; 468; 469	Theories of Autism	307
Invited/Special Events	191; 286; 333	Training Professionals	133; 246; 367; 454
Play	178; 392	Verbal Behavior/Language	14; 51; 77; 132; 146; 151; 213; 300; 312; 333; 359; 450; 463

Saturday, May 28, 2005

1:00 PM - 2:20 PM

#13 Symposium; Continental A (1st floor) **BACB CE**

Applying Behavior Analysis to Parent Training: Some Recent Findings Chair: Atli F. Magnusson (The New England Center for Children) Discussant: Patrick C. Friman (Father Flanagan's Girls and Boys Town)

- **Videotaped Assessment and Feedback in a Parent Education Group.** SUSAN N. LANGER, William L. Holcomb, June M. Sanchez, and Ellyn M. South
- **Effects of Parents as Therapists During Functional Analyses.** ADEL C. NAJDOWSKI, Kara A. Reagon Becky Penrod, and Thomas S. Higbee
- **A Systematic Method for Assessing Parental Non-Adherence Following an Intensive Feeding Program: The Parent Adherence Checklist.** CHARLES S. GULOTTA, Tina Sidener, Peter Girolami, Kellie A. Hilker, and Ping Wang

#14 International Symposium; Stevens #3 (Lower Level) **BACB CE**
Basic and Applied Research on Verbal Behavior and Emergent Relations Chair: Caio Miguel (The New England Center for Children) Discussant: Carol Pilgrim (University of North Carolina, Wilmington)

- **The Role of Verbal Behavior in Stimulus Categorization by Preschool Children.** CAIO MIGUEL, Anna I. Petursdottir, James E. Carr, and Jack Michael
- **Teaching and Emergence of Antonyms in One Child Diagnosed with Autism.** LUIS A. PEREZ-GONZALEZ and Lorena Garcia-Asenjo, and Gladys Williams
- **Contriving Transitive Conditioned Establishing Operations to Establish Derived Manding Skills in Adults with Severe Developmental Disabilities.** ROCIO ROSALES and Ruth Anne Rehfeldt

#24 Symposium; Stevens #5 (Lower Level)

Service Delivery Models for Children with Autism Spectrum Disorder and their Families: Providing Services Across Home,

Community and School Settings Chair and Discussant: Linda S. Meyer (Alpine Learning Group, Inc.)

- **ABA Outreach Services for Children with Autism: A Presentation of a Comprehensive and Effective Service Model.** JUDITH L. PALAZZO and Erik Mayville
- **Some Unique Challenges Providing Services Across Home and School Settings.** ESTRELLA WELLS and Rebecca L Null
- **Home Consultation Services for Families of the Ivymount Autism Program: An Extension of the Center-Based Program Addressing Behavior, Skill Acquisition and Generalization.** LISA MARIE ANGELLO, Carrie Clark, Tamara Marder, and Susan Holt

#25 Symposium; Continental C (1st floor)

Teaching Social Behavior: Historical Setbacks and Current Progress Chair: Jonathan Tarbox (University of Nevada, Reno)

- **Why Behavior Analysis Has Ignored Complex Human Behavior.** JONATHAN TARBOX
- **Teaching Complex Social Behavior: The CARD Social Curriculum.** LISA BROWNFIELD, Jonathan Tarbox, Rachel Tarbox and Doreen Granpeesheh
- **Teaching Social Interaction/Play Skills to Children with Autism.** MARY ANN POWERS
- **We All Know It When We See It, but what is Appropriate Child Social Behavior?** KENNETH MACALEESE and Patrick M. Ghezzi

#26 Symposium; Stevens #4 (Lower Level)

Theoretical Perspectives on ACT with Asperger's Syndrome and Mental Retardation Populations Chair: Catherine Adams (University of Mississippi) Discussant: John Pokrzywinski (Arlington Development Center)

- **Asperger's Disorder: An ACT Perspective.** CHRIS McCURRY

- **Acceptance and Commitment Therapy and Asperger's Syndrome: A Case Conceptualization.** JONATHAN WEINSTEIN and Kelly G. Wilson
- **Using ACT with Mentally Retarded Individuals.** CATHERINE ADAMS, Laura Ely, and Kelly G. Wilson

#27 Symposium; Continental B (1st floor) **BACB CE**
Treatment Outcome for Children with Autism: Longitudinal Treatment Comparisons, Cost-Benefit Analyses, and Measurement Issues Chair and Discussant: Gerald E. Harris (University of Houston, Texas Young Autism Project)

- **A Comparative Longitudinal Study of Treatments in Relation to Specific Outcomes for Children with Autism.** GERALD E. HARRIS, Wendy J. Neely, and Gregory
- **Costs and Benefits of ABA Intervention for Children with Autism in Texas.** GREORY CHASSON, Gerald E. Harris, and Wendy J. Neely
- **The Measurement of Intelligence of Children with Autism: Issues Related to Instrumentation and Normative Samples.** WENDY J. NEELY, Gregory Chasson, and Gerald E. Harris

2:30 PM - 3:50 PM

#41 International Paper Session; Continental C (1st floor)
Defining and Measuring Behavioral Treatment Intensity in Autism Chair: Erik Jahr

- **Early Detection of Differential Responsiveness to Intensive and Long-Term Behavior Treatment in Children with Autism.** ERIK JAHR, Francesca Degli-Espinosa, Hanna Kovshoff, Bob Remington, and Richard Hastings
- **Operationally Defining "Intensity" of Services for Children with Autism.** DANIEL COHEN-ALMEIDA, Katherine Johnson, and Brian Liu-Constant
- **Start Out Strong: Early Treatment Intensity Predicts Outcome.** JENNIFER HARRIS

#42 Symposium; Stevens #4 (Lower Level)
Effective Intervention Practices for Students with Autism and Developmental Disabilities Chair: Diane M. Sainato (The Ohio State University)

- **Teaching Imitation Skills to Preschool Children with Severe Disabilities Using Embedded Constant Time Delay in a Small Group Activity.** JENNIE VALK and Diane M. Sainato
- **Using Single Subject Design to Evaluate Alternative Treatments: Therapy Balls as a Case Example.** ILENE S. SCHWARTZ and Denise Schilling
- **Teaching Pre-Service Teachers to Use Responsive Interactions with Young Children with Disabilities.** ANN N. GARFINKLE
- **Noncontingent Reinforcement Versus High-Probability Requests: Increasing Responding to Requests of Students with Severe Disabilities.** CAROL ANN DAVIS and Joe Reichle

#45 Symposium; Continental A (1st floor) **BACB CE**
Functional Analysis and Treatment of Complex Interresponse Relations between Severe Behavior and Stereotypy Chair: Louis P. Hagopian (Kennedy Krieger Institute) Discussant: Wayne Fisher (Marcus Institute)

- **Analysis and Intervention of Stereotypy-Severe Behavior Relations.** ERIC BOELTER, David Kuhn, Stephanie A.

Contrucci Kuhn, and Louis P. Hagopian

- **An Examination of the Relation Between Core and Associated Symptoms of Autism.** ROBERT R. PABICO, Wayne Fisher, Henry S. Roane, Terry Falcomata, and Alyson N. Hovanetz
- **Functional Analysis and Treatment of Problem Behavior Maintained by Access to Rituals-Permitted Situations Through the Use of Functional Communication and Discriminative Stimuli.** STEPHANIE A. CONTRUCCI KUHN, Lynn G. Bowman, Dawn E. Resau, and Lisa M. Toole

#46 Symposium; Continental B (1st floor) **BACB CE**
Future Directions in Incorporating Fluency-Based Instruction into ABA Intervention for Older Learners with Autism Chair: Sandra L. Harris (Rutgers University) Discussant: Robert LaRue (Rutgers University)

- **Establishing the Effect of Fluency-Based Instruction in Adolescents and Adults with Autism: A Review of Three Single-Subject Studies.** MARLENE COHEN and Donna L. Sloan
- **Quality of Life Indicators Associated with Fluency-Based Instruction for Older Learners with Autism: Some Possible Collateral Effects.** DONNA L. SLOAN and Marlene Cohen
- **Guidelines for Future Research in Fluency-Based Instruction with Older Learners: Conclusions Drawn from Preliminary Research.** MARLENE COHEN and Donna Sloan

#51 International Symposium; Stevens #3 (Lower Level) **BACB CE**
Stimulus-Stimulus Pairings: Effects on Vocal/Verbal Behavior in Children Chair and Discussant: Caio Miguel (The New England Center for Children)

- **Evaluating Stimulus-Stimulus Pairing and Direct Reinforcement in the Establishment of an Echoic Repertoire of Children Diagnosed with Autism.** BARBARA ESCH, Jack Michael, and James Carr
- **Effects of Stimulus-Stimulus Pairing on Vocalizations of a Child Diagnosed with Autism.** MATTHEW NORMAND and Melissa Knoll
- **Symmetry, Equivalence, and Emergent Verbal Behavior in Young Children Following Unreinforced Exposure to Stimulus-Stimulus Pairings.** NEIL DUGDALE

#52 International Symposium; Stevens #5 (Lower Level)
UK Young Autism Project: Progress in Treatment and Development of Program Interventions Chair: Diane Hayward (UK Young Autism Project)

- **Clinic Based and Parent Managed Early Intensive Behavioral Treatment: A One Year Follow-Up.** DIANE W. HAYWARD, Svein Eikeseth, and Catherine Merry
- **Assessing Progress Early in Treatment for Young Children with Autism Receiving Intensive Behavioral Intervention.** DIANE W HAYWARD, Sally Morgan, Leonie Brassey, and Svein Eikeseth
- **Direct Observation Functional Assessment and Behavioral Treatment for Eating Difficulties in Children with Autism.** CATHERINE MERRY
- **Teaching a Child with Autism to Answer WH Questions Using Discrete Trial Teaching.** ESTHER DONTOH

4:00 PM - 5:20 PM

#75 Paper Session; Continental C (1st floor)
Restricted Interests, Eye Gaze, and Stress in Autism Chair: Grace Baron

- **Stress & Coping in Autism Spectrum Disorders.** GRACE BARON, Matthew S. Goodwin, June Groden, Gerald Groden, and Lewis P. Lipsitt
- **Teaching Autistic Children to Understand the Role that Eye Gaze Plays in Revealing Another's Desired Goal.** GARY UNSER, Douglas Lee, and Melissa Peebles
- **Expanding the Interests and Activities of Young Children with Autism.** TANYA BAYNHAM, Shahla Ala'i Rosales, and Jesús Rosales-Ruiz

#77 Symposium; Continental A (1st floor) **BACB CE**
Teaching Children with Pervasive Developmental Disorders in Inclusive Settings Chair: Mariela Vargas-Irwin (CEC-Behavioral Services)

- **How Do Kids Talk? Using Skinner's Classification of Verbal Behavior to Analyze Natural Language Samples.** MARIELA VARGAS-IRWIN, Christine Florentino, Madhuri Vangala, Emily McCort, Steffanie Richards Koue, and Rafael Castro
- **Teaching Critical Social Skills in Inclusive Settings.** MADHURI VANGALA, Mariela Vargas-Irwin, Christine Florentino, Emily McCort, Steffanie Richards Koue, and Rafael Castro
- **LATE Intervention for Children with Pervasive Developmental Disorders.** Leila Meehan, EMILY MCCORT, Mariela Vargas-Irwin, Steffanie Richards Koue, and Rafael Castro
- **Teaching Sports Skills and Sports General Knowledge to children with Pervasive Developmental Disorders.** CHRISTINE FLORENTINO, Mariela Vargas-Irwin, Emily McCort, Steffanie Richards Koue, and Rafael Castro

#78 Symposium; Continental B (1st floor) **BACB CE**
The Role of Technology and the Development of Play in Young Children with Autism Chair: Rebecca P. F. MacDonald (The New England Center for Children) Discussant: Mary Jane Weiss (Rutgers University)

- **Strategies for Expanding Pretend Play in Children with Autism using Video Modeling.** REBECCA P. F. MACDONALD, Sally N. Roberts, Shelly R. Cota, and Kristine Wiltz
- **The Effects of Choice-Making on Appropriate Play Behavior in an Integrated Preschool Classroom.** ILENE S. SCHWARTZ, Bonnie McBride, and Mark Larson
- **Use of Technology in Interventions for Children with Autism.** TINA R. GOLDSMITH and Linda A. LeBlanc

5:30 PM - 7:00 PM

#83 Poster Session; Southwest Exhibit Hall (Lower Level)
AUTISM

Sunday May 29, 2005

9:00 AM - 10:20 AM

#132 Symposium; Stevens #2 (Lower Level) **BACB CE**
Alterative Communication Systems for Individual with Developmental Disabilities: Comparisons of Acquisition, Generalization, and Response Strength Chair: Iser Guillermo DeLeon (Johns Hopkins University) Discussant: David P. Wacker (University of Iowa)

- **Structured Assessment to Predict Ease of Acquisition for Manual Sign and Picture Exchange Communication Systems.** MEAGAN GREGORY, Iser G. DeLeon, and David M. Richman

- **An Evaluation of Communication Modality.** TERRY FALCOMATA, Joel E. Ringdahl, Eric Boelter, and Tory J. Christensen
- **Comparing the Acquisition, Generalization, and Emergence of Untrained Verbal Operants for Two Mand Forms in Adults with Severe Developmental Disabilities.** MEGAN M. ZIOMEK and Ruth Anne Rehfeldt

#133 Symposium; Stevens #4 (Lower Level)

Aspects of Training in Behavior Analysis Chair: Kelly Kates-McElrath (Bucks County Schools Intermediate Unit #22) Discussant: Saul Axelrod (Temple University)

- **Teaching College Students to Use Functional Assessment Methodology.** MARIA AGNEW
- **Effective Staff Training in Verbal Behavior Classrooms.** KIM STUNKARD and Rebekah Barnes
- **Providing Training in Behavior Analysis to Parents of Children with Autism.** NINA WILDE and Pamela Culin

#135 Symposium; Continental A (1st floor) **BACB CE**

Broadening Perspectives on Social Skills for Children with Autism: School, Family and Community. Chair and Discussant: Stephanie Lockshin (Institute for Child Development)

- **Targeting Family- and Community-Friendly Social Skills: Social Skills at the Movies.** ROSE EAGLE, Emily Huber, Sara White, and Stephanie Lockshin
- **Programming for Social Behaviors in the Home Environment for Children with Autism and Other Developmental Disabilities.** STEPHANIE LOCKSHIN
- **Incorporating the Instruction of Social and Communication Skills into an Everyday Classroom Activity.** EMILY HUBER, Rose Eagle, Tammy Hammond Natof, and Stephanie Lockshin

#140 Symposium; Williford C (3rd floor)

Function-Based Assessment and Behavior Intervention in School Programs Chair: Mary Taylor (The Institute for Effective Education) Discussant: Kenneth Traupmann (The Institute for Effective Education)

- **Function-Based Intervention to Treat Problem Behaviors Maintained by Access to Preferred Items and Activities.** HILLARY WHITESIDE and Carol Nielsen
- **Reducing Severe Assaultive Tantrum Behavior in an Eleven-Year Old Boy with Autism.** JENNY MAYS, Mary Taylor, and Jennifer Walk
- **Using Preference Assessments to Assist in Functionally Analyzing a New Antecedent to Assaultive Behavior.** SHARON HODGES, Mary Taylor, and Jenny Mays

#146 International Symposium; Stevens #3 (Lower Level)

The Echoic Repertoire as a Tool to Teach Other Verbal Operants in Children with Autism Chair: Gladys Williams (CIEL, S.L.) Discussant: Joseph E. Spradlin (University of Kansas)

- **Intraverbal Behavior and Echoic Control: Analysis of this Relation and Possible Interferences.** GLADYS WILLIAMS, José Julio Carnerero, Ana Pastor, and Anna Beatriz Müller
- **The Use of Echoic Behavior as an Intervention to Decrease Palilalia.** Gladys Williams, ANA PASTOR,

- José Julio Carnerero, and Jennie Williams Keller
- **How to Teach a Child with Autism to Narrate Stories Utilizing an Echoic Repertoire as a Prompt System.** JOSÉ JULIO CARNERERO, Jesús López, Ana Pastor, Gladys Williams, and Laura Montenegro
- #149 Symposium; Continental B (1st floor) **BACB CE**
Towards a Behavioral Analysis of Joint Attention in Young Children with Autism Chair: Rebecca P. F. MacDonald (The New England Center for Children)
- **An Analysis of Responsiveness to Joint Attention Bids in Children with Autism.** REBECCA P. F. MACDONALD, Gretchen O'Sullivan, William V. Dube, Jaime Cohen, René C. Mansfield, and Jenny Klein
 - **Joint Attention and Socially Mediated Reinforcers in Children with Autism.** WILLIAM V. DUBE and Rebecca P. F. MacDonald and René C. Mansfield
 - **Teaching Children with Autism to Respond to Bids for Joint Attention.** BRIDGET A. TAYLOR and Hannah E. Hoch
 - **The Etiology of Infant Social Referencing: A Learning Paradigm.** MARTHA PELAEZ
- #150 Symposium; Continental C (1st floor)
Using Precision Teaching to Assess Acquisition, Application and Retention of Skills in Children with Autism Chair: Gwen A. Dwiggin (The Ohio State University) Discussant: Paul Malanga (University of South Dakota)
- **Assessing the Effects of Single and Multiple Learning Channels on the Acquisition and Generalization of Sight Words.** GWEN A. DWIGGINS, Timothy E. Heron, and Pamela G. Osnes
 - **Teaching Ben for Good: Implementing Fluency-Based Instruction and Precision Teaching to Assess Retention of Receptive Commands.** LIBBY A SPRINGMEYER and Gwen A. Dwiggin
 - **Beyond Sight Reading: Assessing Reading Skills as a Measure of Application of Fluent Decoding Skills.** Gwen A. Dwiggin and NICHOL M. MOREY
- #151 Paper Session; Stevens #5 (Lower Level)
Verbal Behavior and Children with Autism Chair: Teresa Grimes
- **Combining a Verbal Behavior Approach with Other Methodologies Based upon Individual Needs and Team Preferences.** TERESA GRIMES and Steven Ward
 - **Verbal behavior without Vocal Speech: Writing as Expressive Verbal Behavior.** MARK A. ADAMS, Patricia Massoth, and Sergio Pinto
 - **Establishing an Autoclitic Repertoire in Children with Autism.** ALLYSON MOORE and Jane Howard
- 10:30 AM - 11:50 AM
- #159 Symposium; Continental C (1st floor)
Application of Descriptive and Experimental Assessment Procedures to Social Skill Interventions for Children with Autism Chair: Brian A. Boyd (University of Florida)
- **Review of Evidence-Based Practices for Social Skills Interventions for Preschoolers with Autism.** KIMBERLY CRAWFORD and Howard Goldstein
 - **Increasing Functional Communication Skills of Elementary Students with ASD: Written-Text Cueing within Peer-Mediated Interventions.** KATHY THIEMANN
- **Evocative Effects of the Repetitive Behavior of Children with Autism on their Social Behavior with Peers.** BRIAN A. BOYD, Maureen A. Conroy, and Peter J. Alter
 - **Functional Analysis of Socially Withdrawn Behavior in Children with Autism.** JENNIFER ANNE SELLERS, Jennifer M. Asmus, Maureen A. Conroy, Elizabeth Weeks, and Glenn Sloman
- #162 Symposium; Continental B (1st floor) **BACB CE**
Assessing Social Behavior of Preschoolers with Autism in Natural Settings Chair: Sandra L. Harris (Rutgers, The State University of NJ) Discussant: Gail G. McGee (Emory University)
- **Establishing Reliable Systems of Measurement for Social Behavior: Issues and Key Variables.** MARY JANE WEISS
 - **Assessing Improvement in Social Competence of Preschoolers with Autism: Changes in Structured Versus Unstructured Contexts.** MEGAN P. MARTINS, Lara M. Delmolino, and Mary Jane Weiss
 - **Direct Measurement of Social Behavior: Sensitivity and Relationship to Other Measures.** LARA M. DELMOLINO
- #167 Symposium; Stevens #2 (Lower Level) **BACB CE**
Current Topics in Precision Teaching with Autism/ Developmental Disabilities Chair: Alison L. Moors
- **Teaching Peers to Conduct Functional Assessments for Inappropriate Behavior in a Classroom Setting.** HOLLY C. ALMON-MORRIS, Michael Fabrizio, and Kristin N. Schirmer
 - **Teaching and Measuring "Pre-Attending" Skills in a Preschool Child with Autism.** ALISON L. MOORS and Holly C. Almon-Morris
 - **Establishing Frequency Aims.** Sara Pahl, KRISTIN N. SCHIRMER, Michael Fabrizio, and Alison L. Moors
 - **Teaching Children with Autism Independent Play Skills Using Precision Teaching.** KRISTA ZAMBOLIN, Heidi Calverly, and Kelly J. Ferris
- #172 Symposium; Continental A (1st floor) **BACB CE**
Increasing the Range of Reinforcers for Students with Autistic-Spectrum Disorders Chair and Discussant: Dana R. Reinecke
- **Increasing the Number of Play Activities Chosen by Children with Autism: Effects of Exposure and Response-Independent Reinforcers.** DANA R. REINECKE and Nancy S. Hemmes
 - **Generalization of the Exposure Effect within Categories of Activities.** ERIC H. SHYMAN and Dana R. Reinecke
 - **Simple Exposure in the Development of New Reinforcers for Preschoolers with Autism.** AMY GEWIRTZ and Dana R. Reinecke
- #176 Paper Session; Stevens #4 (Lower Level)
Optimal Learning Environments for Children with Autism Chair: Patricia Oliver (Florida Atlantic University)
- **A Comparison of Program Quality Indicators for Self-Contained Structured Environments and Naturalistic Inclusive Environments for Students with Autism.** PATRICIA OLIVER and Charles Dukes
 - **Translating Research into Practice for Learners with Autism Spectrum Disorders.** KIRSTEN K. YURICH and Kendra Lauren Peacock, Peter F. Gerhardt, and Richard M. Kubina, Jr.
 - **A Comprehensive Examination of the Benefits of a Teacher/Prompter Model in an ABA Classroom for**

Children with Autism. TRAVIS HAYCOOK, Francine Dimitriou, and Leslie Sinclair

#177 Paper Session; Stevens #5 (Lower Level)

Parents' Roles in Behavioral Intervention Chair: Jack Scott (Florida Atlantic University)

- **Early Intensive Behavioral Intervention: 2004-2005 International Survey of Parents Conducting Home Programs.** JACK SCOTT and Jessica Wassung
- **Understanding How Families Manage Their ABA Programmes: The Parent Interview Project.** CORINNA F. GRINDLE, Hanna Kovshoff, Bob Remington and Richard P. Hastings
- **A Theoretical Examination of the Motivation and Buy-In for Parents Seeking ABA Services.** CRISTIN HARRISON and Ginger Wilson

12:00 PM - 1:30 PM

#183 Poster Session; Southwest Exhibit Hall (Lower Level)
AUTISM

1:30 PM - 2:20 PM

#191 Invited Event; Continental B (1st floor) **BACB CE**
ABA and Autism: An Unfinished Agenda Chair: Jack Scott (Florida Atlantic University)
WILLIAM H. AHEARN and Rebecca P. F. MacDonald (The New England Center for Children)

1:30 PM - 2:50 PM

#210 Symposium; Continental C (1st floor)
Recent Developments in the Assessment and Treatment of Severe Challenging Behavior Chair: Chaturi Edrisinha (University of Texas at Austin)

- **A Comparison of Contingent and Noncontingent Positive Reinforcement in the Treatment of Escape-Maintained Inappropriate Behavior.** NICHOL MOREY, Stephanie M. Peterson, Laura Rismiller, Renee K. Van Norman, and Jamie Hughes
- **Examination of the Influence of the Establishing Operation on the Evocative Effectiveness of the Discriminative Stimulus.** Mark F. O'Reilly, Jeffrey S. Sigafos, CHATURI EDRISINHA, and Helen Cannella and Anjali Barretto
- **The Effects of Directive and Nondirective Prompts on Noncompliant Vocal Behavior Exhibited by a Child with Autism.** ROBERT T. PEYTON, Steve Lindauer and David M. Richman
- **Comparison of Treatments to Reduce Hand Mouthing: Advantages of Functionally Derived Interventions over Arbitrary Interventions.** HELEN CANNELLA and Mark F. O'Reilly

#213 Symposium; Stevens #5 (Lower Level)

The Pennsylvania Verbal Behavior Project: Infusing ABA into Public School Autism Programs

Chair: William Galbraith (PA Training and Technical Assistance Network) Discussant: Michael Miklos (PA Training and Technical Assistance Network)

- **The PA Verbal Behavior Project Overview.** WILLIAM GALBRAITH
- **Talking the Talk/Walking the Walk.** MICHAEL MIKLOS
- **Case Study Presentation.** MARY BARBERA

#214 International Paper Session; Stevens #4 (Lower Level)

Treatment Effects for Children Who Receive Early Behavioral Treatment Chair: Sigmund Eldevik

- **Effects of Low-Intensity Behavioral Treatment for Children with Autism and Mental Retardation.** SIGMUND ELDEVIK, Svein Eikeseth, Erik Jahr, and Tristram Smith
- **First-Year Outcomes of the St. Amant ABA Preschool Program.** Angela Cornick and DANIELA FAZZIO
- **Targeting Social Communication Skills in Infants Showing Early Signs of Autism or Communication/ Expressive Language Delays.** SHELLEY MITCHELL and Jessica Brian, Lonnie Zwaigenbaum, Susan Bryson, and Wendy Roberts

#215 Symposium; Continental A (1st floor) **BACB CE**

Treatment Interventions for Children with Autism: Expanding the Toolbox Chair: Robert Ross (BEACON Services) Discussant: David Corcoran (BEACON Services)

- **Using Video Modeling to Teach Play Skills and Language to a Five-Year-Old with Autism.** JOE VEDORA and BethAnne Miles
- **Expanding Food Preferences with a Photographic Activity Schedule.** KELLY KELM, Joe Vedora, and Robert Ross
- **Acquisition of Intraverbal Behavior for Two Young Children with Autism: A Systematic Replication.** LAURA MEUNIER and Robert Ross

2:30 PM - 3:20 PM

#219 Paper Session; Continental B (1st floor)

Behavioral Research and Training Enhanced by Digital Media Chair: Jack Scott (Florida Atlantic University)

- **Rate of Presentation and Listening Comprehension for Children with Autism and for Typically Developing Children.** JACK SCOTT, Debra Leach, and Vanessa Garcia
- **Recipe for Success: The Application of Principles of Behavior Analysis in Parent Management Training.** MARK CLAYTON

3:00 PM - 4:20 PM

#237 International Paper Session; Continental C (1st floor)

Ritualistic and Stereotypic Behavior in Persons with Autism Chair: Svein Eikeseth

- **Reinforcer Induced Stereotypes and Reinforcer Induced Self-Injury in Participants with Autism.** SVEIN EIKESETH
- **Ritualistic Behavior in Children with Autism: Part I.** BLAKE LANCASTER, Linda A. LeBlanc, and Dawn Detweiler
- **Ritualistic Behavior in Children with Autism: Part II.** DAWN DETWEILER and Linda A. LeBlanc

#238 Symposium; Stevens #5 (Lower Level)

Strategies Used to Promote Discrimination Skills in Preschool Children Diagnosed Within the Pervasive Development Disorders Spectrum Chair: Young Kelly (Crossroads Center for Children) Discussant: Stephen Anderson (Summit Educational Resources)

- **Impulse Control Used As Instructional Support to Promote Discrimination Skills.** JOANNE EMERLE

- **Discrimination Skills Facilitated By the Use of "3+" Program.** VANESSA RUSSELL
- **Use of a Multiple Modality Approach to Promote Discrimination Performance.** SHANNON SOWLE

#240 Symposium; Continental A (1st floor) **BACB CE**
Teaching Social Skills to Children with Autism with Empirically Validated Procedures Chair: Marjorie Charlop-Christy (Claremont McKenna College) Discussant: Chris LaBelle (University of Florida)

- **The Generalization and Maintenance of Affective Perspective-Taking Skills of Children with Autism.** DEBRA BERRY and Marjorie Charlop-Christy
- **Increasing Coordinated Joint Attention in Children with Autism Using Naturalistic Teaching Strategies (NaTS).** H. Michael Carpenter, KATHERINE K. BYRD and Marjorie H. Charlop-Christy
- **The Effects of Naturalistic Teaching Strategies (NaTS) on Acquisition of Gestures and Subsequent Increases in Speech in Children with Autism.** H. Michael Carpenter, KARI L. BERQUIST and Marjorie H. Charlop-Christy

#241 Symposium; Stevens #4 (Lower Level)
Toward Outcome-Level Analyses of Early Intensive Intervention Programs for Young Children with Autism Chair: Rachel S. F. Tarbox (The Center for Autism & Related Disorders, Inc.) Discussant: Glen O. Sallows (Wisconsin Early Autism Project)

- **The Need for Empirical Evaluation of Behavioral Intervention and the Difficulty of Establishing It.** PATRICK M. GHEZZI
- **Early Intensive Behavioral Intervention: Evaluation of a Direct Observation Assessment Protocol for Children with Autism and PDD.** RENÉE C. MANSFIELD and Rebecca P. F. MacDonald
- **A Preliminary Outcome Analysis of a Large-Scale Early Intervention Program for Children with Autism.** RACHEL S. F. TARBOX and Doreen Granpeesheh, Jonathan Tarbox, and Marla Saltzman and Lisa Brownfield

3:30 PM - 4:20 PM

#254 Invited Event Stevens #3 (Lower Level) **BACB CE**
How Does Stimulus Control Develop with Automatic Reinforcement?

Chair: Robert G. Vreeland (Behavior Analysis & Intervention Services)
 MARK L. SUNDBERG (Behavior Analysts, Inc.)

#246 International Symposium; Continental B (1st floor)
BACB CE
Implementing Quality Assurance In An Organization Providing Home-Based Early Intensive Behavior Intervention Chair: Joel P. Hundert (Behaviour Institute)

- **A System of Evaluation and Feedback on Therapist's Skills in Implementing EIBI.** NICOLE WALTON-ALLEN
- **System To Assess Skill Level of Children With Autism And Select Instructional Targets.** MIRANDA SIM
- **System To Assess Skill Level Of Children With Autism And Select Instructional Targets.** DONNA CHANEY

5:30 PM - 7:00 PM

#249 Poster Session; Southwest Exhibit Hall (Lower Level)
AUTISM

Monday, May 30, 2005

9:00 AM - 9:50 AM

#286 Invited Event; Continental B (1st floor) **BACB CE**
Is Autism on the Rise? Issues of Prevalence and Early Risk Factors Chair: Jack Scott (Florida Atlantic University) MARYGRACE KAISER and Keith Scott (University of Miami)

9:00 AM - 10:20 AM

#300 Symposium; Stevens #5 (Lower Level)
Models of Teaching Verbal Behavior Across Settings: Home, School, and Clinic Chair: Kelly Kates-McElrath (Bucks County Schools Intermediate Unit #22 and Temple University) Discussant: Phillip Hineline (Temple University)

- **Teaching Verbal Behavior in School-Based Settings.** KIM STUNKARD
- **Teaching Verbal Behavior in Home-Based Settings.** KATRINA MELLOTT
- **Teaching Verbal Behavior in Clinical Settings.** LEIGH MARIANO

#305 Symposium; Waldorf (3rd floor)

The Formation of Generalized Response Classes in Children with Autism: Discussion, Analysis and Implications Chair: John Barnard (Educational Services Unit, Burlington County Special Services School District) Discussant: Nicholas Berens (Center for Advanced Learning)

- **Relational Frame Theory and Early Intensive Behavioral Intervention for Autistic Spectrum Disorder.** JOHN MCELWEE
- **A Proposition Towards Improved Curriculum Design: Emphasizing Multiple Bi-Directional Relations Within Hierarchical Skill Acquisition.** JOHN BARNARD and Thomas Waltz
- **Developing a Research Program for Tracking the Acquisition of Relational and Other Large Operants.** THOMAS WALTZ and Claudia Cardinal, John Barnard, and Philip Concors

#307 Paper Session; Continental C (1st floor)

Theories of Autism Chair: Philip W. Drash

- **Exploratory Studies in the Prevention of Autism: An Analysis of Four Successful Cases.** PHILIP W. DRASH and Roger M. Tudor
- **An Operant/Respondent Theory of Autism.** SVEIN EIKESETH
- **A Rationale for Addressing Core Strengths in Autism Intervention.** MARY D. SALMON and Diane M. Sainato

#308 Symposium; Continental A (1st floor) **BACB CE**

Translational Research Relevant to Discrete-Trial Training Among Children with Autism

Chair: Wayne Fisher (Marcus Institute) Discussant: Dortha Lerman (University of Houston-Clear Lake)

- **An Investigation of Treatment Integrity Failures During Discrimination Training.** ELIZABETH ATHENS and Timothy Vollmer
- **Effects of Reinforcer Rate on Observing in Restricted**

Stimulus Control. CHATA DICKSON, Sharon Wang, and William Dube

- **The Effects of Interspersal Versus Non-Interspersal Training on Acquisition During Discrete Trial Instruction.** DANIEL SHABANI and Wayne Fisher

10:00 AM - 10:50 AM

#309 Panel Discussion; Continental B (1st floor)

Applied Behavior Analysis: Treatment Prospectives Across the Lifespan of Individuals with Autism

Chair: Anne S. Holmes (Eden Family of Services)

- ANNE S. HOLMES
- DIANE VAN DRIESEN
- NINA FINKLER

#312 Symposium; Stevens #3 (Lower Level)

From Primary Verbal Operants to Rules: A Conceptual Analysis of the Functional Variables at Work Chair: David

Bicard (The Hawthorne Country Day School) Discussant: William Heward (The Ohio State University)

- **A Stimulus-Stimulus Pairing Procedure and Vocal Behavior of Children with Autism and Developmental Disabilities.** SOYOUNG YOON and David Bicard
- **A Conceptual Analysis of the Functional Characteristics of Rules.** DAVID BICARD

10:30 AM - 11:50 AM

#320 Paper Session; Continental C (1st floor)

Assessment and Differential Diagnosis in Autism Chair:

Michelle Rone-Depolo

- **Diagnostic and Medication Issues in the Differential Diagnosis of Autistic Disorders and Attention Deficit/Hyperactivity Disorder.** Aleksandra Rachitskaya and MICHELLE RONE-DEPOLO
- **Evaluating a Multiple Stimulus Without Replacement Preference Assessment in Identifying Effective Reinforcers on a Free Operant Posting Task.** LEANNE LEMMINGS
- **The Use of Assessment and Systematic Desensitization to Reduce the Fear Responses of Children with Autism.** NADIA RAED and Mae Barker

#324 Symposium; Continental A (1st floor) **BACB CE**
Descriptive Analysis and Treatment of Challenging Behavior in the Classroom Chair: Helena Maguire (Melmark New England)

- **Functional Analysis and treatment of Tantrum Behavior for an Eleven-Year-Old Boy with Autism.** STACY WILLIAMS, John Demanche, and John Stokes
- **Evaluation and Treatment of an Eighteen-Year-Old with Childhood-Onset Schizophrenia.** ADRIAN OBLACK, Rodney Clark, and Frank Bird and John Stokes
- **Reducing Challenging Behavior in a Young Girl with Autism.** MARIJKE CALLAHAN and Mike Conard
- **Decreasing Challenging Behavior in a Thirteen-Year-Old Teenager While Increasing Alternative Adaptive Behaviors.** SILVA ORCHANIAN and Mike Conard

#327 Symposium; Stevens #2 (Lower Level)

Recent Advances in the Treatment of Severe Behavior Disorders Maintained by Automatic Reinforcement

Chair: Joel E. Ringdahl (University of Iowa)

- **Altering Automatically-Reinforced Stereotypy: The Effects**

of Direct and Indirect Intervention. KATHLEEN M. CLARK, Mary K. Kubala, and William H. Ahearn

- **Use of a Differential Reinforcement Procedure to Reduce Problem Behavior Maintained by Automatic Reinforcement.** JASON M. STRICKER, Wendy K. Berg, Joel E. Ringdahl, David P. Wacker, and Kelly M. Vinquist
- **Examination of Treatment Procedures for Increasing Appropriate Item Engagement and Decreasing Stereotypy During Preference Assessments.** HEATHER MORRISON, Eileen M. Roscoe, and Carly A. Moher
- **Restraint Fading as a Treatment for SIB: Determination of the Least Restrictive Starting Point.** JOHN M. HUETE, SungWoo Kahng, Stephanie A. Contrucci Kuhn, Patricia F. Kurtz, Heather M. Teichman, Geri Ruffin, Thompson Davis, and Lindsay S. Hauer

#330 International Symposium; Stevens #5 (Lower Level)

SCAMP: A UK-Based Evaluation of Early Intensive

Behavioural Intervention for Autism Chair: Bob Remington (BRAIDD)

- **The Southampton Childhood Autism Program (SCAMP): The Research Context.** BOB REMINGTON, Richard P. Hastings, Francesca Degli Espinosa, Hanna Kovshoff, Erik Jahr, and Tony Brown
- **Development and Validation of a Standardized Curriculum for Early Behavioral Intervention.** FRANCESCA DEGLI ESPINOSA, Bob Remington, Erik Jahr, Richard P. Hastings, and Monika Lemaic, Paula Filby, and Hanna Kovshoff
- **Clinical Significance of Outcome After 24 Months in Early Intensive Behavioural Intervention.** HANNA KOVSHOFF and Bob Remington, Richard P. Hastings, Francesca Degli Espinosa, Erik Jahr, Tony Brown, Paula Filby, and Monika Lemaic
- **Outcomes for Families of Children with Autism in Early Intensive Behavioural Intervention.** RICHARD P. HASTINGS, Hanna Kovshoff, Corinna F. Grindle, Bob Remington, Francesca Degli Espinosa, Erik Jahr, Tony Brown and Nicholas Ward

11:00 AM - 11:50 AM

#333 Special Event; International North (2nd floor) **BACB CE**
2005 ABA Tutorial: "Verbal Behavior" and Autism: A Review and Call for Research

Chair: Pamela Gorski (Reaching Potentials)

- GINA GREEN (San Diego State University)

#335 Paper Session; Continental B (1st floor)

Increasing Social Skills of Children with Autism Chair: Michael T. Taubman

- **Establishing Humor Related Skills in Children with Autism.** Sasha Papovich, Kanon Riecks, Juliana Luna-Hernandez, Ronald Leaf, John McEachin, and MITCHELL T. TAUBMAN
- **Increasing Peer Interaction in Preschoolers with Pervasive Developmental Disorder During Play Using Video Modeling and Typical Peers.** GRETCHEN DITTRICH

12:00 PM - 1:30 PM

#338 Poster Session; Southwest Exhibit Hall (Lower Level)

AUTISM

1:30 PM - 2:50 PM

#359 International Paper Session; Stevens #5 (Lower Level)
Language and Children with Autism Chair: Julian Leslie

- **Equivalence Classes in Children with Autistic Spectrum Disorder and Language Limitations.** William Mowlds and JULIAN LESLIE
- **Receptive Vocabulary Levels Compared to Rate of Echolalic Responses in Three Youngsters with Autism Spectrum Disorder.** JOCELYN MILLS and Leslie Sinclair
- **Acquisition Rate of Expressive Language Targets Comparing Verbal Behavior Teaching Versus Traditional Discrete Trial Instruction.** LESLIE SINCLAIR and Jill Little

#362 International Symposium; Continental B (1st floor)

Overcoming Core Deficits in Autism Spectrum Disorders: Stimulus Overselectivity and Perspective-Taking. Chair: Yors A. Garcia (Southern Illinois University)

- **An Empirical Analog of Over-Selectivity Using Normal Participants.** LAURA BROOMFIELD, Phil Reed, and Louise McHugh
- **Overselectivity and Implications of the Matching-to-Sample Training Procedure.** TIMOTHY M. WEIL
- **Assessing Relational Learning Deficits in Children with High-Functioning Autism.** Ruth Anne Rehfeldt, JEFFREY E. DILLEN, and Megan M. Ziomek
- **An Event Related Potentials Measure of False Belief Understanding as Generalised Operant Behavior.** LOUISE A. MCHUGH, Yvonne Barnes-Holmes, Dermot Barnes-Holmes, Simon Dymond, Robert Whelan, and Ian T. Stewart

#366 Symposium; Continental A (1st floor) **BACB CE**

The Use of Prompting and Fading in Intensive Treatment Programs for Children with Autism Chair: John James McEachin (Autism Partnership) Discussant: Mitchell T. Taubman (Autism Partnership)

- **A Comparison of Constant Time Delay Versus a Lovaas-Ttype Flexible Prompt Fading Procedure.** DORIS SOLUAGA, Justin B. Leaf, Mitchell T. Taubman, and John James McEachin
- **Prompting, Shaping, Science and Practice: Toward a Better Understanding of the “No-No-Prompt Error Correction Procedure.** STEIN LUND, Robert F. Kidd, and Kristy C. Hallam
- **Looking Beyond Controlling Prompts: The Quest For Teaching Procedures That Actually Teach.** JOHN JAMES MCEACHIN

#367 Panel Discussion; Continental C (1st floor)

University Based Autism Treatment and Professional Training Programs

Chair: Linda A. LeBlanc (Western Michigan University)

- JAMES E. CARR (Western Michigan University)
- ANTHONY J. CUVO (Southern Illinois University)
- PATRICK M. GHEZZI (University of Nevada, Reno)
- DENISE ROSS (Teachers College, Columbia University)

3:00 PM - 4:20 PM

#387 Paper Session; Continental C (1st floor)

Innovative Instructional Techniques for Children with Autism Chair: Christina Whalen

- **TeachTown Software-Based Early Intervention Program for Children with Autism.** CHRISTINA WHALEN, Lars Liden, Eric Dallaire, and Sven Liden
- **Teaching Touchable Perception Skills to Autistic Infants by the Direct Teaching Method.** S. SUNAY YILDIRIM DOGRU, Arzu Ozen and Bunyamin Birkan
- **Teaching Sociodramatic Play Skills to Children with Autism in Small Group Instructional Arrangements.** ARZU OZEN, Bunyamin Birkan, and Sema Batu

#392 Paper Session; Stevens #5 (Lower Level)

Teaching Play, Recreational, and Leisure Skills to Persons with Autism Chair: Stephanie Merker

- **The Effects of Play Materials on Social Interactions Between Children with Autism and Their Siblings.** STEPHANIE MERKER and Shahla Ala'i-Rosales
- **The Effects of Progressive Time Delay Method on Teaching Swimming Skills for Children with Autism.** ILKER YILMAZ and Bunyamin Birkan, Ferman Konukman, and Bulent Agbuga
- **Use of Graduated Guidance to Teach Yoga Skills to Young Children with Developmental Delays.** DEBORAH J. GRUBER, Claire Poulson, and Ronald Lee

#393 Symposium; Continental B (1st floor) **BACB CE**

Treatment Integrity in Early Intensive Behavioral Services Chair and Discussant: Peter C. Patch (Simmons College)

- **Assuring the Generalization of Teaching Skills for Home-Based Instructors.** JANICE R. BOLTON and Michele D. Mayer
- **Investigating Treatment Integrity Differences Across Time Segments Within an Instructional Session.** STACEY CONSIDINE, Michele D. Mayer, and Sandra Beaton
- **Does Improved Treatment Integrity Effect Child Outcomes in Discrete Trial Programming?** SANDRA BEATON, Michele D. Mayer, and Stacey Considine

#394 Panel Discussion; Continental A (1st floor) **BACB CE**

Trials and Tribulations: Directing an ABA School for Children with Autism

Chair: Nicole Weidenbaum (NSSA)

- MARY MCDONALD (The Genesis School)
- RANDY HOROWITZ (Eden II)
- HELEN BLOOMER (Crossroads)
- JUDY PALAZZO (CCCD)

5:30 PM - 7:00 PM

#399 Poster Session; Southwest Exhibit Hall (Lower Level)
AUTISM

Tuesday, May 31, 2005

9:00 AM - 10:20 AM

#415 International Paper Session; Stevens #5 (Lower Level)

Compliance Problems in Autism and Early Intervention Chair: Tammy Hammond (Effective Interventions Inc.)

- **Addressing Compliance Problems in Children with Autistic-Spectrum Disorders.** TAMMY HAMMOND, Nicole Dibra, Debora Harris and Bobby Newman

- **Public School Commitment in Western Australia to Intensive Early Intervention for Children with ASD.** John Brigg and PATRICIA GRAY
 - **An Exploration of a Suitable Way to Deliver Behavior Analysis Programs to Children with Autism in China.** YANQING GUO, Menglin Sun, Yingchun Yang, Xiaoling Yang, and Meixiang Jia
- #419 Panel Discussion; Stevens #4 (Lower Level)
Escaping the Blame Game: Making the Most of Parent/Professional Collaborations
 Chair: Ruth Donlin (Private Practice)
- RUTH M. DONLIN (Private Practice)
 - DAVID A. CELIBERTI (Private Practice)
 - ROBERT LARUE (Douglass Developmental Disabilities Center, Rutgers University)
 - SUSAN BUCHANAN (COSAC)
- #420 Symposium; Continental A (1st floor) **BACB CE**
Functional Analysis and Assessment of Behavior in the Natural Setting Chair: Frank Bird (Melmark New England)
- **Reduction of Challenging Behavior and Intrusiveness of Treatment Thought Descriptive Analysis and Treatment: A Case Study.** LISA DUNN
 - **A Comparison of Functional Analysis in Experimental Versus Applied Setting for a Child with Autism.** JOHN STOKES and Frank Bird
 - **Expanded Functional Analysis of Aggression Maintained by Positive Reinforcement.** John Stokes and FRANK BIRD
 - **Analysis of the Effect on Service Environment on Function of Behavior.** LISA DUNN and John Stokes
- #421 Symposium; Continental B (1st floor) **BACB CE**
How Do We Get There from Here: Empirically Supported Interventions for Children with Autism Chair: Nanette L. Perrin (Early Childhood Autism Program - CLO)
- **The Effects of Enthusiasm on Responding During Skill Acquisition for Children with Autism.** KIMBERLY A. CLAUSEN, Elizabeth Alden-Anderson, Angela M. Mueller, Kasey Stephenson, and Kevin P. Klatt
 - **Stimulus Fading to Improve Eating and Language Skills.** SHANNON KAY
 - **Parental Implementation of Function-Based Behavioral Support to Decrease Challenging Behaviors in Children with Autism.** AMANDA L. TYRRELL, Nanette L. Perrin, Katie L. Zerr and James A. Sherman and Jan B. Sheldon
 - **Teaching Caregivers to Shape Vocal Language.** KATHRYNE BALCH SCHOOLEY, Shahla S. Ala'i-Rosales, Jesus Rosales-Ruiz, and Kate Laino
- #430 International Symposium; Continental C (1st floor)
Teaching Strategies for Children with Autism Chair: Geraldine Leader (National University of Ireland, Galway)
- **Pairing Mand and Tact Operants to Increase Pure Tacts and Autoclitics.** OLIVE HEALY, Claire Egan, Eva Sheehy-Perera, Geraldine Leader, and Sharon Baxter
 - **Assessing the Effects of a DRO and Self-Management.** CLAIRE EGAN, Olive Healy, Geraldine Leader, and Sharon Baxter
- **Teaching Money Skills Using the Matching-to-Sample Training Procedure.** Siobhan Dowling and GERALDINE LEADER, Olive Healy, Harry MacKay, and Claire Egan
 - **Assessing the Effects of a Relaxation Procedure on Assaults.** SHARON BAXTER, Claire Egan, and Olive Healy
- 10:30 AM - 11:50 AM
- #437 Symposium; Stevens #5 (Lower Level)
185 Days of Applied Behavior Analysis: Applying the Principles of Behavior Analysis in a Public School Setting
 Chair: Leslie Ruhe Lesko (Sussex Consortium - Delaware Autism Program)
- **Shaping for Success: Teaching Tolerance of Basic Medical Procedures in a Student with Autism.** EDEL BLAKE
 - **Self-Monitoring for Quality Control: A Community-Based Vocational Program for a Student with Autism.** Leslie Ruhe lesko, SHANNON PALMER, and Marissa Krisak
 - **Promoting Compliance Through Reinforcer Selection: A Treatment to Decrease Maladaptive Behavior and Promote Peer Acceptance.** Hope Stoeckel and LESLIE RUHE LESKO
 - **Utilizing Functionally Equivalent Alternative Responses to Decrease Aberrant Behaviors.** LINDA ROMANOWSKI, Jo Carol Hawthorne, Edel Blake, and Leslie Ruhe Lesko
- #446 Symposium; Continental B (1st floor) **BACB CE**
Social Responsiveness in Children with Autism: Joint Attention, Over-Generalization of Compliance, and Self-Stimulatory Behavior Chair and Discussant: Gerald E. Harris (University of Houston, Texas Young Autism Project)
- **The Role of Behavior Modification in the Development of Joint Attention in Children with Autism.** TREA DRAKE, Gregory Chasson, Jamie Alleyne, and Gerald Harris
 - **Over-Generalization of Compliance to Strangers in Young Children with Autism.** FRANK B. CARLE, Sanjuanita Pedraza, Latrelle Rogers, and Gerald E. Harris
 - **The Relationship Between Adaptive Behavior and Intelligence in Predicting Self-Stimulatory Behavior in Children with Autism.** Lauren Harrington, ALLISON TETREAULT, Gregory Chasson, and Gerald Harris
- #449 Symposium; Continental A (1st floor)
The Aspen Center for Autism: A Program Description and Report of Outcome Data Chair: Karen Miracolo (The Aspen Center for Autism)
- **The Aspen Center for Autism Treatment Model.** DIANE OSAKI (The Aspen Center for Autism)
 - **Early Intervention: Our Toddler Program and Preschool Program Descriptions.** Diane Osaki, AMANDA BENSON, Karen Miracolo, Rachael Rudeen, and Mindy Cordova
 - **Kindergarten Preparation and School Aged Program Description and Progress Report.** Karen Miracolo, Diane Osaki, JENNIFER HIRNER, Cora Nash, Jennifer Dobson, and Katie Cooper
 - **The Transition Program: Helping Children Get Back into Their Home Schools.** KAREN MIRACOLO, Diane Osaki, Chris Hansen, Jennifer Dobson, Cora Nash, and Jennifer Hirner

#450 International Symposium; Stevens #3 (Lower Level)
The Effects of Applied Behaviour Analysis on Increasing the Level of Verbal Behaviour of Children with Autistic Spectrum Disorders Chair: Emma Hawkins

- **The Effects of Auditory Matching on the Echoic Behaviour of Children with an Autistic Spectrum Disorder.** ELIZABETH THEO, R. Douglas Greer, Mapy Chavez Brown, and Emma Hawkins
- **Reinforcer Monitors: Using Establishing Operations to Increase Peer Interaction.** EMMA L. HAWKINS, Katherine Meincke, Sharon E. Baxter, Racheal Eade, and Elizabeth Theo
- **The effects of Multiple Exemplar Training on Emerging Repertoires Using a Science Curriculum.** EMMA L. HAWKINS, R. Douglas Greer, Katherine Meincke, and Elizabeth Theo
- **Training Perspective-Taking Skills: How to Teach a Theory of Mind.** Pedro P. Ochoa, M. CARMEN LUCIANO SORIANO, and Francisco J. Molina-Cobos

#451 International Paper Session; Stevens #4 (Lower Level)
The Standard Celeration Chart and Fluency in Autism Intervention Chair: Elizabeth Benedetto-Nasho

- **Integration: Charting Our Way Through the Mainstream.** ELIZABETH BENEDETTO-NASHO, Emily Ditner, and Kevin Cauley
- **A Multi-level Procedure to Increase Oral Reading Fluency for a Child with Autism.** KEVIN CAULEY, Kerry-Anne Robinson, and Elizabeth Benedetto-Nasho
- **Teaching the Bossy Me: A Fluency-Based Approach to Using Transational Analysis in Autism.** KERRY-ANNE ROBINSON, Kevin Cauley, and Elizabeth Benedetto-Nasho

11:30 AM - 12:50 PM

#454 Symposium; Private Dining Room 2 (3rd floor) **BACB CE**

Evaluating Behavior Analytic Services: Examining Systems for Program, Teacher, and Consultant Evaluation
 Chair: Michael F. Dorsey (Simmons College)

- **Independent Educational Evaluations and the Behavior Analyst: Objective Measures of Best Practice in Special Education.** MICHAEL F. DORSEY
- **Evaluating the Behavioral Educator: Objective Measures of Exemplary Teaching.** SUSAN AINSLEIGH
- **Marketing Behavioral Consultative Services.** PETER C. PATCH (Northeast Behavioral Associates)
- **Selecting a Behavioral Consultant: A Parent's Experience Navigating the Marketing Maze.** HOPE COLEN, Susan Ainsleigh, and Michael Cameron

12:00 PM - 1:20 PM

#459 Symposium; Stevens #5 (Lower Level)
Center Based Intervention for Children with Autism Ages 0-12 Chair: Phyllis N. Williamson (Applied Behavior Consultants)

- **Center-Based Intervention for Infants and Toddlers.** MARIDITH RESENDEZ and Jessica Ann Korneder
- **Positive Behavior Intervention Plans in a Classroom Environment.** JESSICA ANN KORNEDER and Maridith Resendez

- **Parent Involvement and Training in a Non-Public School Environment.** MARIDITH RESENDEZ and Jessica Ann Korneder
- **Transitioning Students From a Non-Public School to a Less Restrictive Environment.** JESSICA ANN KORNEDER and Maridith Resendez

#463 Symposium; Continental C (1st floor)
Early Identification and Speech Acquisition in Young Children with Autism Spectrum Disorders

Chair and Discussant: Karen M. Sze (University of California, Santa Barbara)

- **First S.T.E.P.: A Program Description of a Screening, Training, and Education Project for Young Children at Risk for Autism or Developmental Delays.** NICOLETTE NEFDT, Robert Koegel, Yvonne Bruinsma, Rosy Fredeen, and Lynn Kern Koegel
- **Facilitating Speech in Nonverbal Children with Autism using Predictable Routines.** AMANDA MOSSMAN, Robert Koegel, Yvonne Bruinsma, Karen Sze, and Lynn Kern Koegel
- **Using Pre-Treatment Vocalizations to Increase Functional Vocabulary in Nonverbal Children with Autism.** KAREN SZE, Robert L. Koegel, Amanda P. Mossman, and Lynn Kern Koegel

#464 Symposium; Stevens #4 (Lower Level)

Incorporating Applied Behavior Analysis Techniques Into Disciplines Including Special Education, Speech, Physical, and Occupational Therapy Chair: Laura L. Krosky (Crossroads Center for Children)

- **Dissemination of Speech Language Therapy Services Utilizing Techniques of Applied Behavior Analysis.** MEGAN L. DAIGLE
- **Providing Occupational Therapy Services Utilizing Methods Of Applied Behavior Analysis.** JENNIFER WINTERS
- **Utilizing Applied Behavior Analysis Strategies Through the Provision of Physical Therapy Services.** BILLIE JO MCCANN
- **The Provision of Special Education Services Through the Use of Applied Behavior Analysis.** KEVIN HARDY

#466 Symposium; Stevens #1 (Lower Level) **BACB CE**
Preference Assessments in Differing Populations Chair: Jason Bourret (The New England Center for Children)
 Discussant: Richard B. Graff (The New England Center for Children)

- **An Evaluation of a Brief Multiple-Stimulus Preference Assessment with Adolescents with Emotional/Behavioral Disorders (E/BD) in an Educational Setting.** THOMAS S. HIGBEE and Nancy W. Paramore
- **Assessment of preference for olfactory stimuli in individuals with Prader-Willi Syndrome.** SARAH E. BLOOM and Brian A. Iwata
- **Using Free-Operant Preference Assessments to Select Toys for Free Play Between Children with Autism and Their Siblings.** RACHAEL A. SAUTTER, Linda A. LeBlanc, and Jill Gillett

#468 Symposium; Continental B (1st floor) **BACB CE**
Using Choice to Improve Treatment Outcomes with

Activity Schedules Chair: Harry MacKay (Shriver UMMC)
Discussant: Robert Ross (BEACON Services)

- **Reducing the Frequency of Rectal Prolapse: Effects of Initiating Activity Schedule Choices.** Harry Mackay, Judy Hurlburt and Robert Littleton
- **Teaching Independent Choice Making Using Activity Schedules.** BRIAN JOERGENS and Joe Vedora and Robert Stromer
- **Increasing Compliance to Task in Children with Autism Through Choice.** ALLISON GAUTHIER and Robert Ross

#469 Symposium; Continental A (1st floor)

Using Pivotal Responses to Change Symptoms of Autism
 Chair and Discussant: Daniel Openden (University of California, Santa Barbara)

- **Applying Pivotal Response Training to School Assigned Homework for Children with Autism to Improve Performance.** QUY TRAN, Robert Koegel, Amanda Mossman, and Lynn Kern Koegel
- **Training Paraprofessionals to Facilitate Social Interactions Between Children with Autism and Their Peers in an Inclusive Summer Camp Setting.** EILEEN KLEIN, Robert L. Koegel, Lynn Kern Koegel, Mendy Boettcher, Lauren Brookman-Frazee, and Daniel Openden
- **A Systematic Desensitization Paradigm to Treat Hypersensitivity to Auditory Stimuli in Children with Autism in Family Contexts.** DANIEL OPENDEN, Robert L. Koegel, and Lynn Kern Koegel

For more information about the 2005 ABA Conference, check out the convention website at:

www.abainternational.org/convention

**ASSOCIATION OF BEHAVIORAL AND
 COGNITIVE THERAPIES
 39TH ANNUAL CONVENTION**

November 17-20, 2005
 Washington DC, Hilton

For more information about the convention, check out the ABCT (formally AABT) website at www.aabt.org! Autism related convention events to come in a future issue of the newsletter. Stay tuned!

SAVE THE DATES:

Douglass Developmental Disabilities
 Center Presents:

***JULY 19 & 20, 2005
 SUMMER TRAINING INSTITUTE***

Best Practices in Functional Assessment
 and Intervention Development for
 Learners on the Autism Spectrum

Visit our web for more information:
www.gsappweb.rutgers.edu/dddc

LOOK FOR:

NJABA's 1st ANNUAL CONFERENCE

AUGUST 5, 2005

NJABA is a BACB and NJ Department of Education CE provider
 Applying to become an APA CE Provider
 Many Topics to choose from



BUSCH CAMPUS CENTER
 PISCATAWAY, NJ



Please send your suggestions of topic ideas for possible inclusion in an upcoming issue of the SIG newsletter to:

*Megan Martins, M.S.
SIG Newsletter Editor
Douglass Developmental Disabilities Center
Rutgers University
151 Ryders Lane
New Brunswick, NJ 08901
Phone: (732)-932-3017
Fax: (732)-932-3095
Email: martinsm@rci.rutgers.edu*



THE STATE UNIVERSITY OF NEW JERSEY
RUTGERS

Douglass Developmental Disabilities Center
Rutgers, The State University of New Jersey
151 Ryders Lane
New Brunswick, NJ 08901

Phone: 732-932-3017
Fax: 732-932-3095

SPECIAL INTEREST GROUP

NEWSLETTER STAFF

*Megan Martins, Editor
Nadine Byczkowski, Editorial Assistant*

ABCT SIG

*Jan S. Handleman, Ed.D., SIG Chair
Megan Martins, M.S., SIG Co-Chair*

ABA SIG

*David Celiberti, Ph.D., BCBA, SIG President
Mary Jane Weiss, Ph.D., BCBA, SIG President-Elect*