

# AUTISM

AND RELATED DEVELOPMENTAL DISABILITIES

VOLUME 19, ISSUE 2

SPRING 2003

## CLINICAL CASE STUDY

### A Success Story of an Adult with Autistic Characteristics Submitted by Corrine Donley

**This is an exciting tale of a 30-year-old man who displayed many autistic characteristics such as poor eye contact, lack of facial expression, lack of gestures, few verbal skills, stereotypic behaviors, and aggressive behavior in the past. This young man has developed the ability to make choices in his life through communication without being extremely aggressive. This article recounts a four-year instructional process using applied behavior analysis in his group home and his parents' home to create and maintain his community involvement following years of exclusion and caretaker fear. Let's call him Claude.**

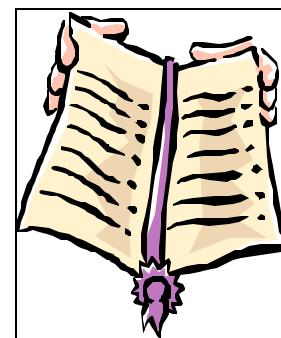
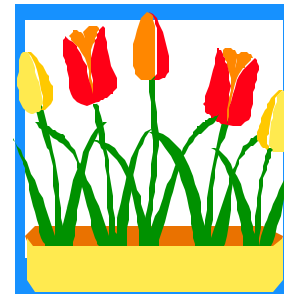
When I came on the scene four years ago, Claude's family, service coordinator, and group home managers were exasperated with his inappropriate behaviors, including hitting others (Graph 1), self-handbiting (Graph 2), spitting on others (Graph 3), kicking others (Graph 4), projectile vomiting, slamming doors, and perseveration that interfered with all of his activities and kept him in his house.

When I was hired, Claude's family and staff were aware that could not remain in the group home unless he could be taught positive social skills.

For me, Claude's aggressive behaviors were a challenge. I decided to target most of them simultaneously, despite suggestions in the literature against more than a few at a time. Because the rate of Claude's aggressive acts was so high, I had to intervene immediately without recording baselines. During the assessment stage, I recorded the staff's ambiguous commands and questions. These included mostly negative threats such as, "If you hit me I'll send you back to (the institution)." I observed non-systematic responses to Claude's behaviors, including reinforcement of inappropriate behaviors and no consequences for aggression. The staff members did not understand the consequences of their reprimands and negative remarks, and there had been some unofficial reports of physical abuse.

I taught the staff to ignore such behaviors as inappropriate laughing, yelling, flailing, repetitive and nonsense speech, and demands. I coached them to give commands and questions that were not ambiguous, to prompt Claude for appropriate answers to questions and compliance to commands, and to wait for him to follow instructions rather than correcting his noncompliance. I taught them to be fair and consistent in correcting Claude's errors and to send him to time out for aggression. Most of all, I taught them to highly reinforce of any of Claude's appropriate behaviors, including his singing, which is a delight! See the Operational Definitions of Behaviors in Appendix A and Training Plan in Appendix B.

Staff has taught Claude to be more independent in his activities of daily living i.e., housework, cooking, choosing clothing, choosing food in restaurants, and to act appropriately in all types of community activities. Whereas he could not go into the community when I began, he now attends activities such as dances and professional ball games. The staff is also teaching Claude to converse and develop his vocabulary every day. Claude and the staff are content and he has just begun to learn how to learn; he has the whole world ahead of him. As you can see from all of the graphs,



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Claude has lessened all aggressive behaviors and in some cases the behaviors have been extinguished.

It was difficult the first month, because there were doubting Thomases all around. Staff remarked that, "We've tried that and it doesn't work. Oh, you don't know Claude! That is too simple to work for Claude! We've never done anything like that before!" However, the staff responded brilliantly to the training, bringing about remarkable behavior change. Presenting the data at staff meetings was the deciding factor, and the data remain the biggest argument for maintaining the Positive Life Plan that has been written into Claude's habilitation plan.

After I taught the manager to use a videotape describing all the principles of applied behavior analysis to instruct new staff, the group home manager trains new staff and monitor the staff about once every three months. The staff turnover rate has decreased as a result of this training.

The data over the four years are proof that adults with autism can have rewarding experiences as a result of the life skills they are taught! I am now working with several other adults who are experiencing a degree of self-determination they have never known. They are beginning to talk more, say what they want and don't want instead of using aggression to satisfy their needs. It is a fact that not much has been written about adults with autism, but I am hopeful that will change soon. I am sure there are many success stories out there.

#### **Appendix A:** Operational Definitions of Claude's Decrease Behaviors

- 1 Self Hand-biting (Graph 1) – each contact of the teeth to his own hand resulting in none to any degree of breaks in the skin
- 2 Spitting on Others (Graph 2) – each expiration of saliva that gets another wet
- 3 Kicking Others (Graph 3) – each contact of a foot to another resulting in no severity of pain to any severity of pain
- 4 Hitting Others (Graph 4) – each contact of a hand to another so that it makes a noise

#### **Appendix B:** Training Plan Objective for Claude

Given the staff trained by the manager and behavior analyst, Claude will decrease all of his aggressive behaviors and extinguish them in time.

#### **Procedure**

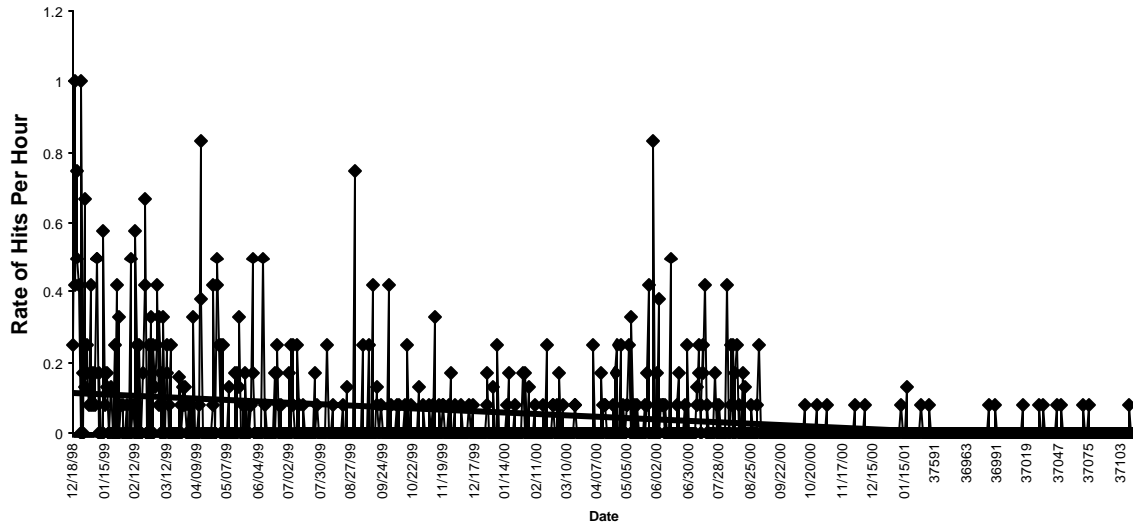
Staff will be given hands-on instruction by the fully trained group home manager. It will include a two-hour workshop, viewing and discussing a video by the behavior analyst concerning the plan, a minimum of seven hours of instruction including modeling and role playing with the instructor, and training by the trainer with Claude using faded prompting and reinforcement. Each new staff member must complete a checklist of the following skills to the trainer's satisfaction on two consecutive observations

1. delivering 80% consistent clear commands (positive, imperative verb with object/adverb or both, at least 10 seconds response time, no discussion)
2. delivering 80% consistent clear questions (know answer before you ask, ask a question he knows, positive, simple, full sentence at least 10 seconds response time)
3. contingently reinforcing Claude for his appropriate behaviors at a high rate of four per minute
4. contingently reinforcing Claude for 80% of his appropriate behaviors (very small bits of food, praise, touch, rewards, time spent with a person)
5. contingently ignoring 100% of Claude's ignorable behaviors (**no eye contact**, going about your business, turning back, no talking)
6. carrying out the exclusion with restraint **positively** and **consistently** (time out **from** reinforcement, increase the amount of reinforcement in the hall and living room, use planned ignoring and avoid contact, stay behind him)
7. contingently and positively correcting 50% of Claude's errors (telling him what he should have said or done in a positive way; **have him do it or say it again with no reinforcement**; give him an opportunity to do it himself and be reinforced very soon after)
8. modeling and prompting often for Claude's success when following orders (giving any assistance, physical, gestural, verbal so that he can be successful).
9. modeling and prompting often for Claude's success when answering questions (giving any assistance, verbal cues, gestural cues, visual cues so that he can be successful)
10. delivering no more than eight commands or questions a minute
11. following the general planned routine for any time of the day
12. using a variety of expressions, less food and more rewards as reinforcers
13. consistently modeling appropriate language for Claude

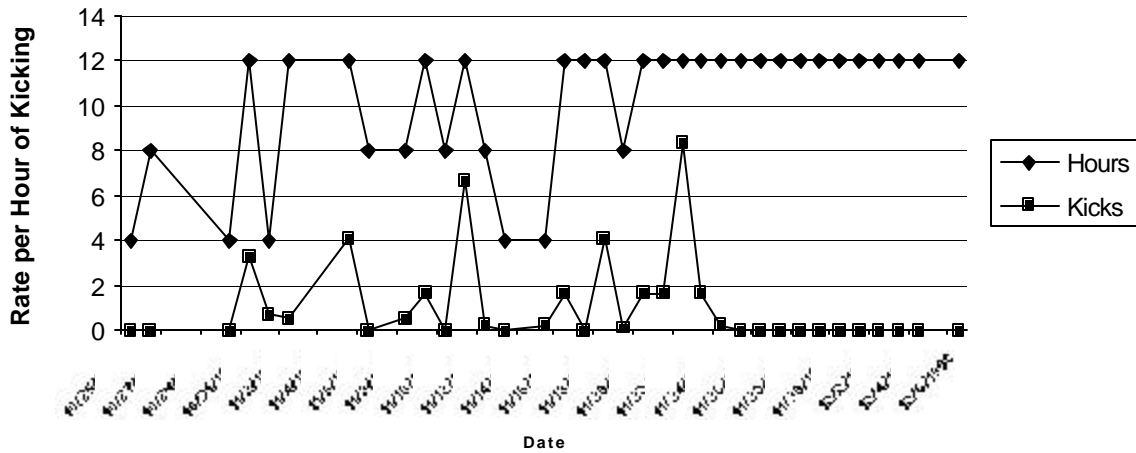
Trainers will observe staff, using the above checklist for teaching skills once every month. Trainers will retrain staff who are not maintaining the skills. Video taping the staff periodically and requiring them to critique their own tapes is very effective.

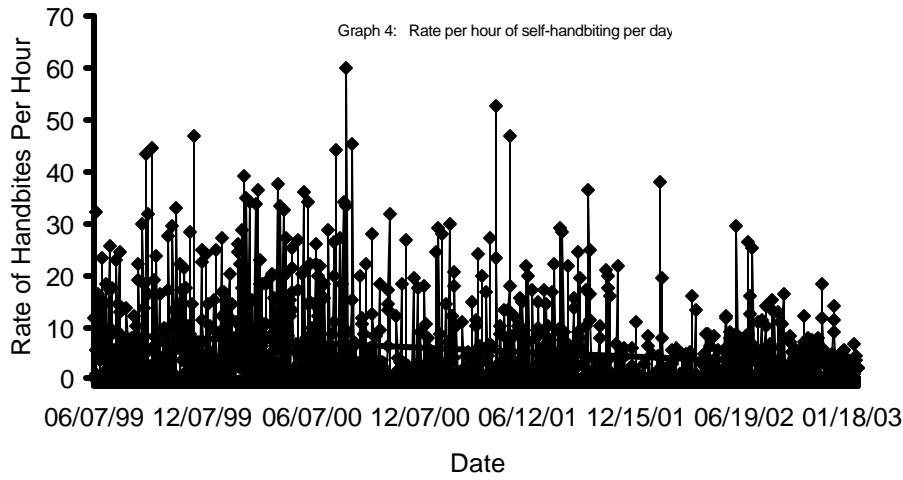
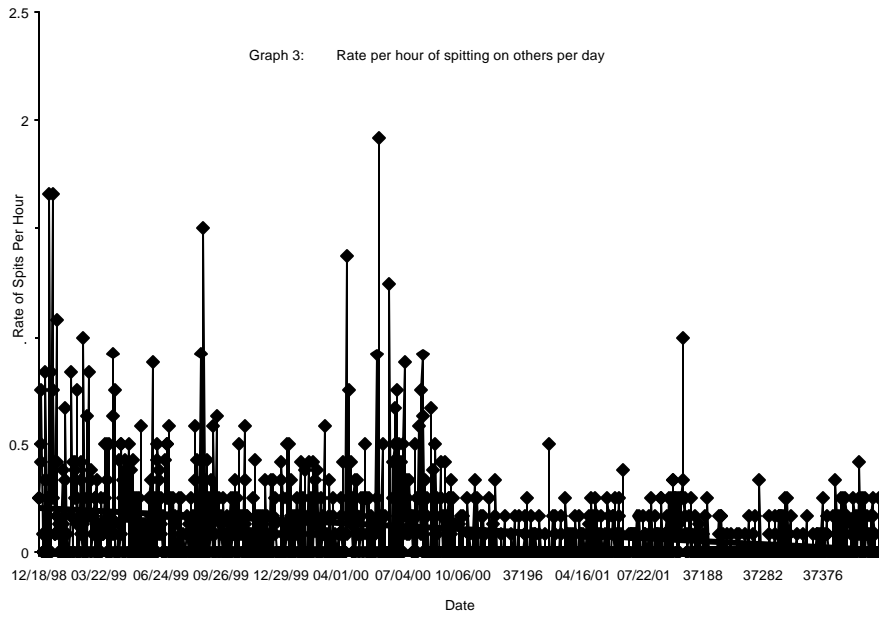
*Inclusion of advertisements or announcements in the SIG newsletter does not necessarily indicate endorsement of these items or events by the SIG or SIG newsletter editing staff. The content of this publication has not been reviewed or endorsed by the Association for the Advancement of Behavior Therapy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

Graph 1: Rate per Hour of Hitting Others per Day



GRAPH 2: Rate per hour of kicking others per day





## CONFERENCE CORNER



# ABA 29TH ANNUAL CONVENTION, SAN FRANCISCO, CA. MAY 23-27, 2003

## 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.

\*= available for CE for behavior analyst.

**Saturday, May 24<sup>th</sup>**

1:00 – 2:20PM

### # 13 Panel Discussion\*

Salon 11

#### Building Better Learners: Non-aversive Curriculum Design for Early Intervention Programs

Chair: Richard Laitinen

Panel Members: Vicci Tucci, Aaron Wood, Colleen Davis & Elizabeth Scott

### # 16 Paper Session\*

Salon 14/15

#### Early and Effective Intensive Behavioral Intervention for Children with Autism

Chair: Kimberly Wood

The Risk of Limiting Access to Early Intensive Behavior Treatment Programs Based on Pre-selected Criteria. Kimberly Wood, Phyllis N. Williamson, Susan Riggs-Wright, Donovan Chapa, Amy Dodsworth and Michelle Hall

Interventions for Infants with Early Signs of Autism Spectrum Disorders. Jessica Brian & Lonnie Zwaigenbaum

Choosing One Language or Two when Teaching Children with Autism. Angela Gonzalez

### # 17 Symposium\*

Salon 12/13

#### Empowering, Informing and Educating Parents of Children with Autism

Chair and Discussant: David Cellberti

A Primer on ABA Research Terms and Concepts. Lara Delmolino

Now That I Am Here Where Should I Go? An Overview of Conference Events. Clarisse Domingo

Will this Treatment Work for My Child? Guidelines for Effective Decision Making. Suzanne Buchanan and David Cellberti

### # 18 Paper Session

Salon 8

#### Enhancing the Social Competence of Children with Autism

Chair: John McEachin

A Comparison and Evaluation of Group-Delivered Social Skills Programs for Young Children with Autism. Kimberly Kroeger, Janet Schultz, & Crighton Newsom

Instruction in Social Competencies Utilizing a Social Skills Taxonomy for Persons with Autism. Doris Soluaga, Sasha Papovich, Justin Leaf, John McEachin, Ronald Leaf & Mitchell Taubman

Requesting for Social Reinforcers and the Frequency of Corollary Social Behaviors in Children with Autism. Barbara Metzger

### # 19 Symposium\*

Pacific Suite I

#### Examining Automatically Reinforced Behavior

Chair: William H. Ahearn

Stereotypy in Children with Autism at Program Entry and After One Year of EIBI: Comparison to Age Matched Typically Developing Peers. Jennifer Anderson, Nicole Gardenier, Amy Geckeler, William Holcomb, Rebecca Macdonald, Renee Mansfield & June Sanchez

Treating Vocal Stereotypy with Response Redirection and Stimulus Competition. William H. Ahearn, Kathy Clark, Bo-In Chung, Nicole Gardenier & Rebecca Macdonald

The Effects of Risperidone in the Treatment of Stereotypy with Adolescents with Autism. Jennifer R. Zarcone, Kimberly Crosland, Steven Lindauer & Troy Zarcone

### # 22 Symposium\*

Pacific Suite H

#### Methods for Teaching Intraverbal Behavior to Children

Chair: Anna I. Petursdottir, Discussant: David C. Palmer

The Effects of Multiple-Tact and Receptive-Discrimination Training on the Acquisition of Intraverbals. Caio F. Miguel, Anna I. Petursdottir & James E. Carr

Teaching Intraverbal Skills to Children with Autism. Gladys Williams, Anna Beatriz Muller Queiroz, & Jeanne Romeo

Using Textual Stimuli To Teach Vocal-Intraverbal Behaviors. Mark L. Sundberg & Lisa Hale

### # 27 Symposium

Pacific Suite J

#### Training to Supervise: Teaching Clinicians and Supervisors How to Improve Support Staff Performance

Chair and Discussant: Carolyn W. Green

Training Teachers Supervisory Skills to Improve Staff Work Performance with Adults Who Have Severe Disabilities. Marsha B. Parsons & Dennis H. Reid

Training Supervisory Skills to Improve Job Coach Performance with Supported Workers Who Have Severe Disabilities. L. Perry Latimore, Marsha B. Parsons, & Dennis H. Reid

Training Supervisors to Promote Positive Behavior Support by Direct Service Staff in Community Settings. Dennis H. Reid, Carolyn W. Green, & Marsha B. Parsons

**# 55 Symposium\***

Salon 8

**The Effects of Manipulating Establishing Operations on Increasing the Social Language Skills of Children with Autism**

Chair: Jennifer McComas, Discussant: Mark Sundberg  
*Contriving Establishing Operations in the Context of Daily Schedules to Promote Initiations in Children with Autism.* Bridget A. Taylor, Hannah, Carrie Hughes, Katie Nicholson, Chris Santoro, & Liz MacFadyen  
*Manipulating Establishing Operations to Promote Initiations Toward Peers in Children with Autism.* Bridget A. Taylor, Barbara Potter, Hannah Hoch, Danielle Spinato, Angela Rodriguez, Deirdre Moon, & Kim Vargo.  
*Manipulating Establishing Operations within the Context of Discrete Trial Training to Teach a Child with PDD-NOS to Mand for Information.* Bobbi Kaeppler & Amy Sucharzewski

**# 56 International Symposium**

Salon 14/15

**The Effects of Research-Based Tactics and Teachers' Analytic Repertoires on Learner Outcomes for Children with Autism in CABAS Schools in the United States and the United Kingdom**

Chair: Denise Ross  
*An Overview of the Teaching Tactics Used to Mainstream Children with a Diagnosis of Autism in the CABAS Schools in Ireland.* Jennifer O'Connor & Olive Healy  
*Instructional Problems That Occur Most Often with Preschoolers with Autism and the Corresponding Tactics Proven Effective in Resolving Them.* Denise O'sullivan, Amoy-Kito Hugh, Anjalee Nirgudka, & R. Douglas Greer  
*The Most Frequently Used Tactics for Students' with Autism Spectrum Disorders in CABAS® Schools in the USA and UK.* Robin Nuzzola-Gomez & Emma Hawkins  
*The Most Frequently Used Tactics for Students' with Autism Spectrum Disorders and Related Speech Delays in CABAS® Elementary Schools in the USA.* Lynn Yuan, Claire Cahill, & Dolleen Keohane

**# 42 Symposium\***

Pacific Suite I

**Advances in the Treatment of Automatically-Maintained Behavior Disorders**

Chair: Richard G. Smith  
*Further Analysis of Multiple Topographies of Stereotypy.* John T. Rapp, Timothy R. Vollmer, Andrew Samaha, Nicole M. Cotnoir, & Hovanez Alyson  
*Does Transfer of Reinforcement Control Facilitate Extinction?* Claudia L. Dozier, Brian A. Iwata, David M. Wilson, & Jessica L. Thomason  
*Analysis and Modification of Supervision Levels in the Treatment of Pica.* Brandon E. McCord, Jason W. Grosser, & Brian A. Iwata  
*Mediated Generalization of the Effects of Reprimands Across Two Topographies of Self-Injury.* Lana L. Kastern, Richard G. Smith, Bobby Buckner, Kimberly Smith, Heather Moore, Anney Weiland, & Carla Smith

**# 48 Symposium\***

Pacific Suite J

**Functional Assessment and Analysis in the Natural Setting**

Chair: Michael Cameron  
*A Comparison of Hypothesis and Non-hypothesis-Driven Interventions for Self-Injurious Behavior.* Jack Stokes, Michael Cameron, & Michael Dorsey  
*Functional Analysis and Treatment of Aggressive Behavior in Community Residential and Day Program Environments.* Jack Stokes, Michael Cameron, & Michael Dorsey  
*Correspondence Training and Videotape Self-Modeling for the Treatment of the Aggressive Behavior.* Michael Cameron, David Rourke, & Akari Hayashi  
*Functional Assessment and Analysis of Group Behavior in a Middle School Setting.* Michele Gabor & Susan Ainsleigh

**4:00 - 5:20PM****# 78 Symposium**

Salon 11

**Considerations for Planning Effective Programs for Children with Autism Across School and Home Contexts**

Chair: William Frea, Discussant: Christina Whalen-Dallaire  
*Contextualized Behavioral Support in Early Intervention for Children with Autism and Their Families.* Douglas Moes & William Frea  
*Enhancing Participation and Independence of Children with Autism in the General Education Classroom Through Self-Management and Visual Supports.* Riki Gentry & William Frea  
*Accommodating for Parent Psychopathology when Implementing an Intervention for Autism.* Ronit Gersharter-Molko & William Frea

**# 80 Symposium\***

Salon 12/13

**Evaluating Instructional Techniques for Children Diagnosed with Autism**

Chair: Anne R. Cummings, Discussant: Meeta R. Patel  
*Assessing Task Interspersal Methods with Children Diagnosed with Autism: Systematic and Direct Replications.* Ivy M. Chong, James E. Carr, Becky L. Nastally, & Daniel B. Shabani  
*Assessing Aspects of Discrete-Trial Instruction to Enhance Speed of Acquisition.* Sara J. White, Tammy R. Hammond, Linda Matey, & Raymond G. Romanczyk  
*Comparing Two Methods of Teaching Drawing Skills to an Eleven-Year-Old Boy with Autism.* Adam Spencer & Jeannie Golden

**# 84 Symposium\***

Pacific Suite I

**Procedural Variations on Functional Analysis: Implications for Assessment and Treatment**

Chair: James W. Moore, Discussant: Jennifer J. McComas  
*Instructions, Time-Out and Functional Analysis.* John Northup, Tiffany Kodak, Laura L. Grow, Amanda Coyne & Jennifer Lee  
*Beyond the Session Room: Using Descriptive Analysis to Clarify Undifferentiated Functional Analysis Outcomes.* Joanna Lomas, James W. Moore, & Wayne Fisher  
*Functional Analyses of Multiple Problem Behaviors Across Multiple School Settings.* Tiffany Kodak, John Northup, Laura Grow, Amanda Coyne, & Jennifer Lee

**# 89 Symposium\***

Salon 8

**Identifying and Teaching Developmentally Relevant Play Activities**

Chair: Rebecca MacDonald, Discussant: Bridget Taylor  
*Identifying and Teaching Developmentally Relevant Play Activities.* Karin Lifter, James Ellis, & Barbara Cannon  
*Using Video Modeling to Teach Play and Social Skills to Children with Autism and Typically Developing Peers.* Rebecca MacDonald, Ruth Debar, Amy Geckeler, Renee Mansfield, Christine O'Flaherty, & Shelly Cota  
*Using Video Modeling to Teach Social Behaviors to Children with Autism.* Marjorie Charlop-Christy

**# 92 International Paper Session**

Salon 14/15

**Trends in Technology-Enhanced Teaching for Children with Autism**

Chair: Mae Barker  
*Using Preference Assessment Technology to Increase the Effectiveness of Video Instruction for Children with Autism.* Mae R. Barker, Kim Reeder, & Mary Kate Lettera  
*Training and Generalization of Social Initiation and Play in Children with Autism Using Video Modeling.* Christos Nikopoulos, Mickey Keenan, & Panagiota Nikopoulou-Smyrni  
*Using Microsoft PowerPoint to Teach Academic Skills to a Child Diagnosed with Autistic Disorder.* William Flood

**# 81 Symposium**

Sierra Suite H

**Increasing the Verbal Repertoires of Young Children with Autism**

Chair: Diane Taranto  
*The Acquisition of Textual Behavior Using Textual Stimuli of Preferred Objects versus Common Words.* Diane Taranto, Tommy Gianoumis, & Alexandra Couet  
*Receptive Training to Facilitate the Acquisition of Intraverbal Behavior.* Tommy Gianoumis & Diane Taranto  
*Effects of Stimulus-Stimulus Pairing Procedures on the Acquisition of a Manding Repertoire and Vocalizations.* Katia Constantinides, Diane Taranto, & Tommy Gianoumis  
*The Use of Video Modeling to Facilitate the Acquisition of Echoic and Intra-verbal Behavior.* Lorelli Denise, Diane Taranto, & Elizabeth Fried

**5:30-7:00PM****Poster Session**

Golden Gate A

**# 96 Autism****# 99 Developmental Disabilities****SUNDAY, MAY 25<sup>th</sup>****9:00-9:50AM****# 137 Special Event\***

Salon 9

**2003 Tutorial - Making Sense of Autism Treatment Research**

Gina Green

**9:00-10:20AM****# 144 Symposium Salon 8****Assessment and Treatment of Challenging Behavior for Children with Autism in Home and School Settings**

Chair: Jennifer M. Asmus, Discussant: Bridget A. Taylor  
*Treatment Generalization Training Across Care Providers for a Child with Autism in the Home Setting.* Jennifer A. Sellers, Jennifer M. Asmus, Maureen A. Conroy, & Crystal N. Ladwig  
*Assessment and Treatment of Covert Pica in a Young Boy with Autism.* Angela Rodriguez, Suzanne P. Jasper, & Hannah Hoch  
*Treating Negatively Reinforced Aggression: The Effects of Concurrent Schedules of Reinforcement.* Leanne Johnson & Jennifer J. McComas

**# 153 International Symposium**

Salon 12/13

**Evaluating Components of Early Intensive Behavioral Intervention**

Chair: Tristram Smith  
*Intensive Early Intervention: Varying Measures of the effects of Treatment Intensity upon Clinical Progress.* Eric V. Larsson, Patti Metosky, Kara Riedesel, & Kristy Bartlett  
*Assessing the Generalized Effects of EIBI Across Different Situations and Time.* Asun Puche & Victor Rodriguez  
*Stimulus-Induced Stereotypic Behavior in Children with Autism.* Svein Eikeseth  
*Utilizing A Reading And Writing Program To Increase The Rate Of Acquisition Of Language Concepts.* Jacqueline Wynn, Christine Averill, & Michelle Anderson

**# 154 Symposium\***

Salon 11

**Fluency Based Instruction for Learners with Autism: Examples from Preschool to Adulthood.**

Chair: Lara Delmolino, Discussant: Mary Jane Weiss  
*Establishing the Effect of Fluency-Based Instruction in an Adolescent with Autism: Does Decreasing Response Effort of Performing Clerical Skills Decrease Challenging Behavior?* Marlene Cohen, Donna Sloan & Jacqueline Wright  
*Using Fluency Based Instruction to Remediate Unilateral Motor Neglect in an Adult with Autism and Acquired Brain Injury.* Jacqueline Wright, Donna

Adduction of Fine Motor Skills in Fluency Based Instruction for Preschoolers with Autism. Heather Jennett & Jacqueline Wright

**# 157 Panel Discussion\*** **Sierra Suite H**  
**Recognition and Funding of BACB Certification at the State Level**

Chair: James Johnston  
Panel Members: Michael Hemingway, David Pyles, Gregory Wagner, & Fran Warkowski

**# 160 Symposium\*** **Salon 14/15**  
**Training Young Children with Autism to Reach Fluency Aims for Academic and Social Goals**

Chair: Thomas Zane, Discussant: Steve Anderson  
Procedures for Establishing Aims for Fluency in Academic and Social Curricular Areas. Kelly Young  
An Analysis of the Fluent Performance of Young Children with Autism. Carolyn Giaquinto  
Teaching Young Children with Autism to Reach Fluency Aims of Children Without Disabilities. Helen Bloomer

**# 143 Symposium** **Pacific Suite J**  
**Accessing the General Curriculum for Students with Severe Disabilities**

Chair: Fred Spooner, Discussant: Diane Browder  
Project ACT: Achieving Change Together: Using a Building-Level Planning Process to Promote Access to General Education Classes and the General Education Curriculum. John McDonnell  
Statewide Assessment of Best Practices for Students with Severe Disabilities in Tennessee. Terry Long, David Cordray & Craig Kennedy  
A Content Analysis of the Curricular Philosophies Reflected in States' Alternate Assessments. Diane Browder, Fred Spooner, Lynn Ahlgrim-Delzell, Claudia Flowers, Bob Algozzine, & Megan Karvonen

**# 145 Symposium\*** **Pacific Suite I**  
**Assessment and Treatment of Stereotypy and Problem Behavior Maintained by Automatic Reinforcement**

Chair: K. Mark Derby, Discussant: Han-Leong Goh  
The Role of Matched Stimuli versus Preferred Stimuli to Reduce Hand Mouthing. Nancy Thompson, K. Mark Derby, Anjali Barretto & Brandy Hundhammer  
Longitudinal Functional Analysis of Stereotypy, Proto-SIB and SIB in Young Children with Developmental Disabilities. David M. Richman, Steven Lindauer, Stephanie Thorne, Joanna Mushunkenshey, & Travis Thompson  
Evaluation of Competing Stimuli on Problem Behavior Maintained by Automatic Reinforcement: An Outcomes Summary. Danielle Dolezal, Wendy K. Berg, Joel E. Ringdahl, David P. Wacker, Lisa C. Winborn & Joni Bosch

**10:30-11:50AM**  
**# 180 Symposium** **Pacific Suite J**  
**Innovative Strategies for Young Children with Autism and Developmental Disabilities**

Chair: Diane M. Sainato  
The Magnitude of Sibling Influence: A Comparison of Peer and Sibling Models for Children with Autism. Christopher D. Jones & Ilene S. Schwartz  
The Effects of a Fluency Building Intervention on the Language of Preschool Children with Autism and Developmental Disabilities and Their Peers. Julie Schepis & Diane Saintano  
Decreasing Inappropriate Behavior and Transition Time: Application and Fading of the High Probability Request Procedure in an Inclusive Preschool Classroom. Christie Palombaro & Ann Garfinkle  
Using the Assessment, Evaluation and Planning System to Evaluate Programmatic Effectiveness for Children with Autism. Carol Ann Davis

**# 181 Paper Session\*** **Salon 12/13**  
**Intensive ABA Programs for Young Children: Effective Programs and Parent Views**

Chair: Jack Scott  
Home-Based Behavioral Intervention for Young Children with Autism: Findings of an International Survey. Jack Scott  
The Acceptability of ABA therapy for children with autism in New Zealand: Parents' Perspectives., Bonny Le  
The Effects of Discrete Trial Teaching on the Situational-Based Emotion Identification of Two Preschoolers with Autism. Hua Feng & Phyllis Williamson

**# 183 International Symposium** **Pacific Suite H**  
**Relational Responding, Observational Learning and Generalisation**

Chair: Jennifer O' Connor  
The Effects of Levels of Verbal Behavior on the Emergence of Stimulus Equivalence Relations in Young Children with Autism Diagnoses. Jennifer O' Connor, Dermot Barnes-Holmes, & Yvonne Barnes-Holmes.  
Is Transformation of Stimulus Function Across Match, Point, Tact and Intraverbal Responses for Children with Autism a Function of Multiple Exemplar Instructional Histories? R. Douglas Greer, Celestina Rivera, Mapy Chavez-Brown, & Lauren Stolf  
Observational Learning of Relational Frames. Claire Eagan & Olive Healy  
The Contribution of Stimulus Class Formation to Generalisation and Stimulus Control Transfer. Olive Healy & Geraldine Leader

**# 186 Symposium** **Salon 14/15**  
**Strategies for Teaching Receptive Language to Children with Autism**

Chair: Lillian Pelios, Discussant: Joanne Gerenser  
A Literature Review on Teaching Strategies for Establishing Receptive Language.

Selection-Based Imitation as a Tool Skill in the Development of Receptive Language in Children with Autism. Stein Lund & Donald Eisenhart  
Teaching Receptive Labeling to Young Children with Autism without Using Visual Cues. Jeffery Bevan & Lillian Pelios

**# 187 Symposium** **Salon 11**  
**Teaching Social Interaction Skills to Children with Autism: Activity Schedules and Script-Fading Procedures**

Chair: Patricia J. Krantz, Discussant: Lynn E. McClannahan  
Teaching Joint Attention Skills to Young Children with Autism. Regina Ledo, Patricia J. Krantz, Lynn E. McClannahan, & Jay S. Birnbrauer  
Teaching Children with Autism to Participate in Topic-Related Peer Conversation. Edward C. Fenske, Gregory S. MacDuff, Patricia J. Krantz, & Lynn E. McClannahan  
Moving Toward Environmental Control of Language for Individuals with Autism. John L. Brown, Patricia J. Krantz, Lynn E. McClannahan, & Claire L. Poulson

**# 188 Symposium\*** **Salon 8**  
**The Changing Face of Education for Individuals with Autism: Incorporating Fluency Based Approaches into Traditional Programs**

Chair: Jan Handleman, Discussant: Sandra L. Harris  
Helping Staff to Become Fluent with Fluency: A Reference Manual for Instructors. Beth A. Glasberg.  
Timed Practices for Teachers: An Empirical Approach to Increasing the Pace of Instruction. Rita Gordon & Joelle Lugo  
Systems Interventions to Ease the Incorporation of Fluency Based Approaches into a More Traditional School for Learners with Autism. Maria S. Arnold & Barbara L. Kristoff

**# 173 Symposium** **Sierra Suite H**  
**Evaluation of the Relative Effects of Reinforcement and Preference Across Differing Schedules of Reinforcement**

Chair: David Wacker, Discussant: Wayne Fisher  
On the Relationship Between Preference and Reinforcer Potency. Steven Lindauer, David Richman, Jennifer Zarcone, & Jan Sheldon  
The Effects of Open and Closed Economies on Adaptive Responding. Henry Roane, Wayne Fisher, Nicole Trosclair, Terry Falcomata & Alyson Hovanetz  
Evaluating Choice Making in the Assessment and Treatment of Severe Behaving Problems. Jay Harding, David Wacker, Wendy Berg & John Lee

**# 175 Symposium\*** **Pacific Suite I**  
**Extensions of Functional Behavioral Assessment of Problem Behavior: Variations in Population, Therapist and Functional Classes**

C Chair: Lynn G. Bowman  
Evaluating Functional Relations with Typically Developing Children. Cynthia M. Anderson, Carie L. English & Theresa Hedrick  
Parental Consequences as Indicators of Behavioral Function. Sungwoo Kahng, Lisa Toole, Arthur Wilke  
An Examination of Atypical Operant Functions for Problem Behavior Identified Through Analog Functional Analyses. Iser Guillermo DeLeon, Scott Braud, Lynn G. Bowman, Amy Christenson, Louis P. Hagopian, SungWoo Kahng, William N. Lazarchick, & Lisa Toole  
Identifying Stimuli that Occasion and Maintain Problem Behavior in Demand Contexts. Louis P. Hagopian, Ethan S. Long, Lynn G. Bowman, Iser Guillermo DeLeon

**11:00-11:50AM**  
**# 190 Special Event** **Salon 9**  
**2003 Tutorial - The Multiple Control of Verbal Behavior**  
**JACK MICHAEL**

**12:00-1:30PM**  
**Poster Session** **Golden Gate A**  
**# 196 Autism**  
**# 198 Developmental Disabilities**

**1:30-2:20PM**  
**# 205 Invited Event\*** **Salon 8**  
**Autism, Science and Politics**  
**PATRICIA J. KRANTZ**

**# 207 Paper Session\*** **Sierra Suite H**  
**Developmental Disabilities Methodology**  
Chair: Gary W. LaVigna  
Episodic Severity: A New Dependent Variable for ABA. Gary W. Lavigna  
A Comparison of Three Methods of Functional Assessment. Scott Hall

**# 210 Paper Session** **Pacific Suite J**  
**Parent Training**  
Chair: Kimberly Oquendo  
The "Get Me Game!": A Shaping Program for Building Child Compliance. Ennio Cipani

Decreasing Severe Inappropriate Behaviors via Training Parents in Functional Assessment. Stephanie Miles & T. Stuart Watson

**1:30-2:50PM**  
**# 216 Symposium\*** **Pacific Suite I**  
**Descriptive Analyses of Caregiver-Child Interactions.**

*A Descriptive Analysis of Preschool Classroom Contingencies.* Paige Morse & Rachel Thompson  
*An Evaluation of Relations Between Child Behavior and Caregiver Reprimands.* Kimberly Kahl, Timothy Vollmer, Nicole Cothair & Carrie Borrero  
*Descriptive Analyses of Teacher-Child Interactions: The Role of Child Behavior in Shaping Teacher Behavior.* Laura Addison, Dorothea C. Lerman & Debra Forde

**# 225 Symposium\*** Pacific Suite H  
**The Verbal Behavior Approach to Language Training: Refinements in the Procedures**

Chair: Mary Ann Powers, Discussant: Vince Carbone  
*Starting a Verbal Behavior Program.* Mark L. Sundberg, Rikki Opheikens, & Carl T. Sundberg  
*Establishing a Daily In-Home or School Early Language Curriculum.* Rikki Opheikens, Mark L. Sundberg, Debbie Ramirez, Agata Rozga & Judah Axe  
*Moving on to Complex Tacts, RFFC and Intra-verbal Training.* Lisa Hale, Mark L. Sundberg, Kathleen Kelly, & Kristen Burton

**2:30-3:20PM**  
**# 229 Paper Session** Salon 14/15  
**Innovative Planning and Approaches to Teaching Children with Autism**

Chair: Christine Reeve  
*Creating Behavioral Teaching Plans: The Where, When and How of Classroom Teaching.* Christine Reeve  
*The Kololo Method.* Hijiri Ishii

**2:30-3:50PM**  
**# 235 Symposium** Salon 8  
**Developing Typical Social and Communicative Interactions in Children with Autism Using Pivotal Response Training and Self-Management**

Chair: Robert Koegel  
*Teaching Social Conversation Skills to Children with Autism Through Self-Management: An Analysis of Treatment Gains and Meaningful Outcomes.* Mendy Boettcher  
*Increasing Social-Communicative Initiations in Preschool Children with Autism Using Pivotal Response Training.* Rosy Fredeen, Robert L. Koegel, & Lynn Kern Koegel  
*Developmental Trajectories and Longitudinal Intervention Outcomes for Young Nonverbal Children with Autism.* Yvonne Bruinsma, Robert L. Koegel, Lynn Kern Koegel

**# 245 Symposium\*** Salon 11  
**Expanding the Social Repertoire of Children with Autism**  
 Chair: Dawn Buffington Townsend, Discussant: Patricia J. Krantz  
*Analysis of Social Referencing in Children with Autism.* Devorah Brim, Dawn Buffington Townsend, Claire L. Poulson  
*Increasing Helping Behavior in Children with Autism Using a Video Modeling Training Package.* Sharon A. Reeve, Kenneth F. Reeve, Claire L. Poulson & Dawn Buffington Townsend  
*Teaching Youths with Autism to Respond Assertively to Threatening-Social Situations in Mainstream Settings.* Alexandra Holberton, Len Levin, & Claire L. Poulson

**3:00-4:20PM**  
**# 250 Symposium\*** Pacific Suite I  
**Research on Some Determinants of Response Acquisition and Maintenance**

Chair: Richard G. Smith, Discussant: Brian A. Iwata  
*A Rapid Assessment of Skill Deficits in Young Children with Autism.* Christina M. Vorndran, Dorothea C. Lerman, Laura R. Addison, & Stephanie C. Kuhn  
*Analysis of Response Repetition as an Error-Correction Procedure.* April S. Worsdell, Brian A. Iwata, Claudia L. Dozier, Adrienne D. Johnson, Pamela L. Neidert, & Jessica L. Thomason  
*Within-Session Changes in Responding as a Function of Habituation versus Satiation.* Bobby Buckner, Richard G. Smith, Lana Kastern, Kimberly Smith, Mandy McAllister, Anney Weiland, & Caroline Cason

**# 253 Symposium** Pacific Suite H  
**The Role of Joint Control in Verbal Behavior: Explanation, Application and Replication**

Chair: Julie S. Vargas, Discussant: Julie S. Vargas  
*Meaning, Expression and Comprehension.* Barry Lowenkron  
*The Role of Joint Control in Selection Responses in Children with Autism.* Joyce Tu  
*Coding Responses and the Generalization of Matching to Sample in Children: A Direct Replication.* David Sidener

**# 254 Symposium** Salon 12/13  
**The Role of Systematic Curriculum in Early Intensive Behavioral Intervention: An Analysis and Discussion**

Chair: Lillian Pelios, Discussant: Philip N. Hinesline  
*Curriculum Development in Early Intensive Behavioral Intervention: Focus on Intrinsic Program Coherence.* Stein K. Lund  
*Pivotal Skills: Do They Exist? John McEachin*  
*An Evaluation of an EIBI Curriculum Sequence According to Relational Frame Theory.* Tom Waltz & John C. Barnard

**3:30-4:20PM**  
**# 262 Panel Discussion** Salon 14/15  
**Providing EIBI Services to Children of Troubled Families**

Chair: Douglas S. Lee  
 Panel Members: Raymond G. Romanczyk, Stephen R. Anderson, Douglas Lee

**5:30-7:00PM**  
**Poster Session** Golden Gate A  
**# 264 Autism**  
**# 267 Developmental Disabilities**

**Monday, May 26<sup>th</sup>**

**9:00-9:50AM**  
**# 301 Invited Event** Salon 8  
**Developing Active Learner Participation by Children with Autism: Capturing the Motivational Variables**

James W. Partington, Teresa A. Grimes and Steven J. Ward

**9:00-10:20AM**  
**# 310 Symposium\*** Pacific Suite I  
**Development and Validation of Effective and Efficient Protocols for Training Professionals and Paraprofessionals in Behavior Analysis Methods**

Chair: Wayne Fisher  
*The Effects of Videotaped Modeling on a Staff Acquisition of Functional Analysis Methodology.* James W. Moore & Wayne Fisher  
*An Examination of an Efficient Method to Train Staff to Implement Discrete-Trial Training Procedures.* Meeta Patel, Catherine Trapani, Wayne Fisher, Dana Jeffery, Ashley Glover & Amanda Oberdorff  
*Evaluating the Relative Effects of the Discriminative and Motivational Properties of Performance Feedback in the Implementation of Stimulus Preference Assessments.* Eileen Roscoe, Wayne Fisher, Ashley Glover, & Valerie Volkert  
*Development and Validation of a Visual-Inspection Training Method for Single-Case Data.* Michael Kelley, Wayne Fisher, Joanna Lomas, Amanda Oberdorff, & Dana Trahant

**# 306 Symposium** Pacific Suite J  
**A System-Wide Protocol for Implementing and Monitoring Behavior Change Strategies in a Large Private Agency**

Chair: Stephen R. Anderson  
*The Protocol for the Assessment and Treatment of Behavior Challenges Throughout an Agency.* Marcus Thomeer, Janet Ide, Douglas C. King, Christopher Nalbach, & Pam Brown  
*Managing Behavior Problems Across Multiple Classrooms.* Walter Neidrauer, Marcus L. Thomeer, & Linda McNinch  
*A Systematic Approach to the Development of Individual Behavior Change Programs in a Large Agency.* Douglas King & Marcus L. Thomeer  
*Extending an Agency-Wide Behavior Protocol to Intensive Behavior Programs in the Home.* Amy Jablonski, Vicki Madaus Knapp, & Marcus L. Thomeer

**# 315 Symposium\*** Sierra Suite H  
**Recent Research on Assessing Preferences and Reinforcers in Individuals with Special Needs.**

Chair: Richard Graff, Discussant: Iser Guillermo DeLeon  
*Assessing the Prerequisite Skills for Using Pictorial Preference Assessments.* Theresa Clevenger & Richard Graff  
*Evaluation of Verbal Preference Assessments in Individuals with and without Idiosyncratic Speech.* Richard Graff & Heather Morrison  
*Stability of Preference for Individual Items and Categories of Items.* Francis Ciccone & Richard Graff

**10:30-11:50AM**  
**# 335 Symposium** Salon 8  
**Autism: Public School-University Alliance**

Chair: Karol Peterson, Discussant: Bobby Newman  
*Alan: A Case Study in Autism Intervention.* Richard Malott, Tami McDowell, & Eric J. Chubb  
*WMU Autism Practicum.* Tami McDowell, Casey Ludwick & Koji Takeshima  
*Partnership Outcomes at Croyden Avenue School.* Carmen Jonaitis, Roxanne Damerow, Steve Ragotzy & Karol Peterson

**# 340 Symposium\*** Salon 11  
**Developing Critical Component Skills for Learners with Autism Through Fluency-Based Instruction**  
 Chair: Michael Fabrizio, Discussant: Shahla S. Ala'i-Rosales  
*Developing Fluent Motor Skills in Children with Autism.* Allison L. Moors, Michael Fabrizio, & Amy King  
*Developing Fluent Imitation Skills in Children with Autism.* Michael Fabrizio, Allison L. Moors, & Kristin Schirmer  
*Developing Fluent Basic Language Skills in Children with Autism.* Michael Fabrizio, Allison L. Moors, & Kelly Ferris

**# 344 Panel Discussion\*** **Salon 14/15**  
**Legal and Ethical Considerations in Autism Treatment Programs**  
 Chair: Gerald Shook  
 Panel Members: Suzanne Letso, Peter Gerhardt, Raymond G. Romanczyk, & Richard Foxx

**# 346 International Paper Session\*** **Salon 12/13**  
**Prompting and Response Marking in Discrete Trial Intervention**  
 Chair: John McEachin  
 Establishing Auditory Discrimination and Using Auditory Prompts to Facilitate Acquisition of Receptive Labels. John McEachin  
 Teaching Children with Autism when Reward Is Delayed. The Effects of Marking Before and After a Response. Corinna F. Grindle & Bob Remington  
 The Discrete Trial Tracking System: An Integrative and Analytic Approach to the Implementation of Discrete Trial Teaching Technology. Sally Roth & Sara White

**# 342 Symposium** **Pacific Suite J**  
**Further Evaluations and Extensions of Functional Communication Training**  
 Chair: David Wacker, Discussant: Robert Horner  
 Using FCT to Train Conditional Use of Requests. Joe Reichle  
 Experimental Analysis of Mands. Joel Ringdahl, Nathan A. Call, Lisa Winborn, Eric W. Boelter, & Jayme Mews  
 Parent Use of Functional Communication Training to Replace Unconventional Verbal Behavior in Children with Multiple Disabilities. Kathleen Tait & Jeff Sigafos

**# 348 Symposium\*** **Pacific Suite I**  
**Some Current Research on Preference Assessments**  
 Chair: Deborah A. Napolitano  
 The Effects of Access versus No Access on the Outcome of Verbal Preference Assessments. Jennifer L. Tessing, Deborah A. Napolitano, Anthony Dicesare, & David McAdam  
 A Brief Stimulus Preference Assessment of Olfactory Stimuli. Thomas Higbee, Linda K. Haymes, & Shawn E. Kenyon  
 The Effects of Deprivation and Satiation on Paired-Stimulus Choice Preference Assessment Outcomes. David B. McAdam, Kevin P. Klatt, Mikhail Kofarnus, Anthony Dicesare, Katie Solberg, Cassie Welch, & Sean P. Murphy  
 Increasing Varied Selections of Classroom Activities. Anthony P. Cammilleri, Gregory P. Hanley, & Virginia N'Doro

**# 347 Symposium\*** **Pacific Suite H**  
**Research Related to Skinner's Analysis of Verbal Behavior with Children with Autism**  
 Chair: Vincent J. Carbone  
 The Use of Sign Language to Increase Vocal Responding of a Child with Autism. Julie Dixon, Lisa Lewis, Rose Loudon, Susan Quinn, & Vincent J. Carbone  
 Improving Vocal Verbal Behavior via Tutor Modeled Successive Approximations. Tamara Kasper & Jennifer Godwin  
 Using Probe Data Recording Methods to Assess Learner Acquisition of Skills. Pamela Dollins & Vincent J. Carbone  
 Using Joint Control Procedures to Teach Complex Listener Behavior to a Child with Autism. Vincent J. Carbone, Lisa Lewis, Rose Loudon, & Susan Quinn

**11:00-11:50AM**  
**# 353 Special Event\*** **Salon 9**  
**2003 Tutorial - Using Verbal Behavior to Analyze Complex Verbal Operants, PECS and a Better Understanding of Developmental Disabilities.**  
**ANDREW BONDY**

**12:00-1:30PM**  
**Poster Session** **Golden Gate A**  
**# 357 Autism**  
**# 360 Developmental Disabilities**  
**# 363 Verbal Behavior**

**1:30-2:20PM**  
**# 367 Paper Session** **Pacific Suite J**  
**Increasing Adult Engagement and Activities**  
 Chair: David Garcia  
 A Multi-component Treatment Package for Increasing Independent Outings in an Adult with Developmental Disabilities. David Garcia & Stephen Starin  
 Interactive Training: On the Job Training to Increase Engagement in Age Appropriate Activities in People with Severe or Profound Intellectual Disability. Alexander Toogood

**1:30-2:50PM**  
**# 371 Symposium** **Salon 14/15**  
**A View Through a Passage: First Year Programming at a School for Children with Autism**  
 Chair: Anthony Castrogiovanni, Discussant: Andrew Bondy  
 The Vista School as a Model for Collaboration, Donna Lefevre Collaborative Consultation. Anthony Castrogiovanni  
 Case Studies in Behavioral Change, Lauren Frederick, Jenn Williams & Anthony Castrogiovanni

**# 378 Symposium** **Salon 12/13**  
**Innovations in Treatment of Children with Autism**  
 Chair: Marjorie H. Charlop-Christy  
 Using PECS (the Picture Exchange Communication System) to Teach Sight Reading to Children with Autism. Sabrina Daneshvar & Marjorie H. Charlop-Christy  
 Using PECS (the Picture Exchange Communication System) to Increase Spontaneous Speech in Children with Autism. Cathy Jones, Rebecca Shulak, Marjorie H. Charlop-Christy  
 Teaching Pretend Play to Children with Autism via Naturalistic Teaching Strategies (NaTS). Chris LaBelle & Marjorie H. Charlop-Christy  
 Increasing Vocabulary Through Question-Asking for Children with Autism. Loc Le, Debra Berry & Marjorie H. Charlop-Christy

**# 381 Symposium** **Salon 8**  
**Positive Behavioral Support Interventions and Changes in Symptoms of Autism**  
 Chair: Daniel Openden  
 Rapid Initial Acquisition of Speech in Nonverbal Children with Autism. Karen Sze, Robert L. Koegel, Lauren Brookman, & Lynn Kern Koegel  
 Systematic Analysis of Social Initiative potential (SIP) as a Pivotal Variable in Prognosis for Children with Autism. Laurie Vismara, Robert L. Koegel, & Lynn Kern Koegel  
 Using a Systematic Desensitization Paradigm to Treat a Child with Autism's Hypersensitivity to an Auditory Stimulus. Daniel Openden, Robert L. Koegel, & Lynn Kern Koegel  
 Reducing Ritualistic Behavior in Children with Autism Using a Transfer Stimulus. Jane Lacy, Robert L. Koegel, & Lynn Kern Koegel

**# 385 Panel Discussion** **Salon 11**  
**Using Diverse Strategies to Teach Advanced Social Skills to Children with Autism**  
 Chair: Randy I. Horowitz  
 Panel Members: Mary E. McDonald, Joy Marie Tramuta, Helen Bloomer, & Linda Matey

**# 377 Symposium** **Pacific Suite I**  
**Identification and Application of Preferred and Competing Stimuli in the Treatment of Problem Behavior**  
 Chair: Louis P. Hagopian, Discussant: Dorothea C. Lerman  
 On the Relation Between Competition and Preference in Competing Stimulus Assessments. Lisa M. Toole, Lynn G. Bowman, Louis P. Hagopian, Iser Guillermo DeLeon, Jennifer L. Bruzek, & Kimberly Seckinger  
 Effects of Combining Response-Independent Stimulus Delivery with Other Interventions on Appropriate and Inappropriate Behavior. Shannon S. Haag & Cynthia M. Anderson  
 Enhancing Function-Based Interventions with the Use of Stimuli that Compete with Reinforcement Maintaining Problem Behavior. Stephanie A. C. Kuhn, Louis P. Hagopian, Ethan S. Long, Karena Rush, & Iser Guillermo DeLeon

**2:30-3:20PM**  
**# 386 Paper Session** **Pacific Suite H**  
**Assessing the Status of Skinner's Analysis of Verbal Behavior**  
 Chair: William F. Potter  
 Exploration in VB: 56 Years Old. William F. Potter & Season Almason  
 VB Research: Why or Why Not? Andrea Duroy & William F. Potter

**2:30-3:50PM**  
**# 394 Symposium\*** **Pacific Suite J**  
**Durable Dance Partners: Enhancing Quality of Life for People with Disabilities**  
 Chair: Jan B. Sheldon, Discussant: James A. Sherman  
 Enhancing Quality of Life and Reducing Challenging Behavior with Functional Assessment and Corresponding Life Arrangement. Diane Bannerman Juracek, Amy McCart, Holly M. Sweeney, Jamie D. Price, Jan B. Sheldon, James A. Sherman, & Michael C. Strouse  
 A Retrospective Analysis of Quality of Life for People with Developmental Disabilities Across Residential Models. Holly M. Sweeney, Jamie D. Price, James A. Sherman, Jan B. Sheldon, Michael C. Strouse, & Diane Bannerman Juracek  
 The Science Of Dragon Wrestling: Making Meaningful Differences in Staff Consistency Across Time. Michael C. Strouse, Tammy Carroll-Hernandez, Jan B. Sheldon, James A. Sherman, & Cheryl Dyer

**3:00-4:20PM**  
**# 401 Paper Session\*** **Salon 14/15**  
**Extensions of the Picture Exchange Communication System (PECS)**  
 Chair: Marjorie H. Charlop-Christy  
 Teaching Children with Autism to Use Both Pictures and Words: A Multiple-Cue Training Approach for PECS. Marjorie H. Charlop-Christy & Grace A. Werner  
 Facilitating Vocal Manding Through Use of Picture Exchange Communication System (PECS). Mae R. Barker, Michelle Chrzczonowski, & Brooke Rutland  
 An Experimental Evaluation of the Picture Exchange Communication System (PECS). Anne R. Cummings, James E. Carr, & Linda A. LeBlanc

**# 404 Symposium\*** **Salon**  
**Meaningful Outcomes in Autism Treatment at Home and School**  
 Chair: Alan E. Harchik  
 Meaningful Measurement in Autism Intervention Programs. Shahla S. Ala'i-

*Measuring Broad Social Outcomes of Early Intensive Behavioral Intervention for Three Children with Autism.* Nanette Perrin, Amanda Tyrrell, Kevin P. Klatt, K. Renee Norman, James A. Sherman & Jan B. Sheldon  
*Stimulus Fading for Food Refusal: Application in a Natural Setting.* Joseph Ricciardi, Katherine Tippy, Shannon Tirrell, Nickole Corella & James Luiselli  
*Looking Good: Reducing Drooling and Improving Eating Skills.* Shannon Kay & Alan E. Harchik

**# 410 Symposium** **Salon 11**

**Providing Effective Intervention for Young Children with Autism in Inclusive Environments**

Chair: Gusty-Lee Boulware  
*Increasing Social Skills for Young Children with Autism in an Integrated Kindergarten Classroom.* Gusty-Lee Boulware  
*Providing Systematic Instruction Targeting Social Skills for Young Children with Autism in an Integrated Preschool Setting.* Margaret Brashers  
*Promoting Instructional Interactions: Effects of Training Preschool Teachers to Use a Discrete Trial Format Embedded Within Classroom Activities.* Bonnie McBride  
*Increasing Social Persistence During Recess for a Child with Autism.* Rin Rosenthal & Stacey Shook

**# 412 Paper Session\*** **Salon 12/13**

**Reducing Problem Behavior in Children with Autism**

Chair: Bobby Newman  
*Group versus Individual Contingencies in a Reward Store Token Economy.* Frederica Blausten, Jeanine Soulet, Felicia Blumberg & Bobby Newman  
*An Intensive Behavioral Approach to Feeding Problems in Children with Autism.* Jacqueline Wynn, Christine Averill & Jennifer Migliorini  
*Successful Application of Behavioral Technology: Reduction of Maladaptive Behaviors in a Center-Based Autism School.* Vanessa Jensen, Leslie Sinclair, Travis Haycook & Michelle DePolo

**# 409 Paper Session** **Pacific Suite I**

**Preference Assessment**

Chair: Steven L. Taylor  
*Assessment of Food Preference Stability with Subsequent Reinforcer Assessment Among Individuals with Severe Disabilities.* Robin T. Lunsford, Steven L. Taylor & Gretchen Jefferson  
*The Effect of Establishing Operations on Preference and Reinforcer Assessment Outcome.* James Porter, W. Larry Williams, & Deborah Grinager  
*A Stimulus Preference Assessment Method for Non-tangible Stimuli.* Tara L. Lieblein & Pamela G. Osnes

**5:30-7:00PM**

**Poster Session**

**Golden Gate A**

**# 420 Autism**

**# 423 Developmental Disabilities**

**Tuesday, May 27th**

**9:00 – 10:20AM**

**# 433 International Symposium** **Salon 11**

**A Staffing Model for a Community Based EIBI Program in a Smaller Rural Community**

Chair: Douglas S. Lee  
*A Case Study: Starting-up and Implementing an In-Home EIBI Program.* Raymond Hoffarth, Laura Pelletier, Gary Unser, & Douglas S. Lee  
*EIBI Therapists as Hourly Employees of the Program.* Douglas S. Lee  
*Development of a Senior Therapist Position.* Laura Pelletier, Gary Unser, Raymond Hoffarth & Douglas S. Lee  
*Expanding a Senior Therapist Position.* Gary Unser, Laura Pelletier, Raymond Hoffarth, & Douglas S. Lee

**# 450 Symposium\*** **Salon 12/13**

**Teaching Language to Young Children with Autism**

Chair: Jane Carlson  
*Language Acquisition: Pivotal Response Training versus a Picture Prompting System to Teach Manding.* Dawn Hendricks, Christina Meluzio, & Jane Carlson  
*Discrete Trial Training versus Pivotal Response Training: Acquisition and Spontaneous Use of Functional Requesting.* Jody Banks, Jillian Woolard, Katherine Masincup, & Jane Carlson  
*A Comparison of the Acquisition Rates of Higher Level Language Concepts in Discrete Trial Training (DTT) versus Pivotal Response Training (PRT).* Molly Alves, Cara Phillips & Jane Carlson  
*Discrete Trial Teaching versus Naturalistic Teaching in Increasing Speech Intelligibility in Children with autism.* Kerri Pakurar, Dawn Hendricks & Jane Carlson

**# 452 Symposium\*** **Salon 14/15**

**Treatment Integrity: Analyzing the "Applied" in Applied Behavior Analysis**

Chair: Kathleen McCabe-Odri  
*Treatment Integrity: Challenges for the Applied Behaviorist.* Justin DiDomenico  
*Insuring Treatment Integrity Through the Use of Student-Implemented Instructional Systems in the Classroom.* Susan Milla  
*A Training Model to Improve Treatment Integrity for Preschoolers with Autism in an Inclusive Setting.* Kathleen McCabe-ODRI, Laura Kenneally & Jennifer Cornely  
*Treatment Integrity: Don't Leave Home Without It.* Lori Lorenzetti, Helene Conroy & Linda Bjornson

**# 453 International Symposium\*** **Salon 8**

**Using Basic Behavior Analytic Strategies to Impact the Complex Social and Language Repertoires of Children with Autism**

Chair: Stacey Shook  
*Addressing Individualized Social Competencies in Structured and Inclusive Settings.* Hala Ibrahim & Stacey Shook  
*Can Instruction in Complex Question Asking Facilitate Acquisition of Question Answering: Why and How?* Amy Barnhill, Diane Clarke, Stacey Shook, & Audra Jensen  
*Moving from Contingency-Shaped to Rule-Governed Behavior in Social Settings: The Role of Behavior Contracts.* Allyson Moore & Allison Lowy  
*Learning the "Rules" of Conversation: Systematic Instruction in Asking Questions and Making Comments.* Dana Salinger & Stacey Shook

**# 436 Symposium** **Pacific Suite J**

**Assessing and Treating Pediatric Feeding Disorders: Moving Beyond Typical Clinical Settings and Procedures**

Chair: Sean D. Casey, Discussant: Linda J. Cooper-Brown  
*An Analysis and Treatment of Food Refusal.* Gregory K. Reed, Danielle N. Dolezal, Linda J. Cooper-Brown & David P. Wacker  
*The Treatment of Chronic Food Refusal in a Young Girl with Autism.* Frank L. Bird, Rui T. Carreiro, John Demanche, Roann Demanche & Amy Donn  
*Treating Food Refusal Outside the Clinical Setting.* Sean D. Casey, Cheryl Merial, Laura Ehly, Christopher Perrin, Jennifer M. LeComte & Jacqui Milligan

**# 440 Symposium\*** **Pacific Suite I**

**Evaluating Conditions that Affect the Maintenance of Communication Responses**

Chair: Gregory P. Hanley, Discussant: Timothy R. Vollmer  
*An Evaluation of Strategies to Maintain Manding at Practical Levels.* Tina M. Sidener, James E. Carr, Daniel B. Shabani & Jonathan P. Roland  
*Investigating Stimulus Control of Student Manding in the Classroom.* Anthony P. Cammilleri, Gregory P. Hanley, Virginia N'doro, & Jeffrey H. Tiger  
*Analysis of Factors that Affect Communicative Behavior in a Two-Response Chain in Children with Developmental Disabilities.* Stephanie A. C. Kuhn, Dorothea C. Lerman, Christina M. Vorndran & Laura R. Addison

**# 443 International Symposium\*** **Pacific Suite H**

**Findings from Verbal Behavior Research to Teach Children with Autism**

Chair: Gladys Williams, Discussant: Sigrid S. Glenn  
*Teaching One to One Correspondence Counting.* Gladys Williams, Robin Pomeroy, Maria Belen Gomez-Verdugo & Ana Pastor-Sans  
*Controlling Variables that Contribute to the Generalization of a Tact Repertoire in Children with Autism.* Gladys Williams, Jennie Williams-Keller, Jose Julio Carnerero  
*Unidirectional Transfer Between Two Types of Intraverbals.* Luis Antonio Perez-Gonzalez & Judith Salameh

**10:30 – 11:50AM**

**# 459 Symposium\*** **Salon 8**

**A Glimpse at Training Programs in an Autism Center: From Performance Management to the Finer Components of Naturalistic Instruction**

Chair: Shahla S. Ala'i-Rosales, Discussant: Alan E. Harchik  
*OBM Analysis of Staff Performance in an Autism Center.* Nadia Jamai & Cloyd Hyten  
*Taking Teachers to the Next Level: Enhancement of Direct Instruction.* Rebecca Sawyer, Holly C. Almon, Christy Batson, & Shahla S. Ala'i-Rosales  
*A Training Model for Teaching Social Skills in an Inclusionary Preschool Environment.* Carrie Haycraft, Kristin Gudmundsdottir, Camille Agster, Shahla S. Ala'i-Rosales, Julie Jenkins, Jesus Rosales-Ruiz, Rebecca Sawyer & Jane M. Shively

**# 468 International Symposium\*** **Salon 12/13**

**Enhancing Learning for Children with Autism Using Precision Teaching**

Chair: Jessica Brian, Discussant: Alison L. Moors  
*Using Precision Teaching to Enhance Staff Performance.* Shayna Guenther, Kevin Cauley & Elizabeth Benedetto-Nasho  
*Teaching Play-Related Verbalizations to Children with Autism Using Precision Teaching.* Kevin Cauley, Shayna Guenther, & Elizabeth Benedetto-Nasho  
*Evaluating the Impact of Precision Teaching: Evidence from Standardized Cognitive and Adaptive Assessments.* Elizabeth Benedetto-Nasho & Kevin Cauley

**# 475 Symposium** **Salon 14/15**

**Using Preference Assessment to Enhance Psychoeducational Programming for Preschoolers with Autism: Research and Practice Implications**

Chair: Susan Wilczynski, Discussant: Gina Kunz  
*The Utility of Preference Assessment in Increasing Verbal Behavior of Preschoolers with Autism.* Susan Wilczynski, Richard Cowan, Keery Wolf, Deldre Reeh & Sarah Kurien  
*Comparing Outcomes Utilizing Various Observational Systems in Preference Assessment for Preschoolers with Autism.* Susan Wilczynski, Amber

*Exploration of Variables Impacting Compliance Levels: The Role of Establishing Operations and Consequences.* Richard Cowan, Susan Wilczynski, Kim Lyman, Renea Brock, Kisha Hayes & Sarah Kurien

**# 471 Symposium\* Pacific Suite I**  
**Research to Practice: Educational, Clinical and Administrative Applications in a Non-profit Agency**

Chair: Michael J. Cameron, Discussant: Michael J. Cameron  
*Using Stimulus Equivalence to Teach Beginning Sight Word Reading to Learners in a Small Group.* Robyn Stewart

*Impacts of Comprehensive Functional Assessments and Varying Reinforcement Schedules on the Effectiveness of Extinction Procedures.* Robert Shapiro & Bill Geary

*Adherence to Documentation Guidelines Within Early Intervention: Use of a Systematic Checklist and Review.* Jennifer Galbraith & Michele Mayer

**# 474 Symposium Pacific Suite J**  
**The Next Step: Training Caregivers and Teachers of Children with Developmental Disabilities in ABA Best Practices**

Chair: Patricia F. Kurtz  
*The Effects of Caregivers as Therapists on the Results of Analog Functional Analyses.* Carie L. English & Cynthia M. Anderson

*Training Parents as Therapists During Functional Analyses.* Julia T. O'Connor, Jennifer Henry & Rena Sorensen  
*Training Caregivers to Implement Three-Step Compliance: An Empirical Evaluation.* Rachel S. F. Tarbox & Michele D. Wallace

*An Intensive Training Model for Teachers of Young Children with Autism.* Christina M. Vorndran, Dorothea C. Lerman, Laura R. Raddison, & Stephanie A. C. Kuhn

12:00 – 1:20PM

**# 481 Symposium\* Salon 14/15**  
**An Analysis of the Effect of Fluency on Generalization of Skills in Children with Autism**

Chair: Thomas Zane, Discussant: Helen Bloomer  
*A Comparison of Fluency versus Maintenance Procedures Used with Young Children with Autism.* Joanne Emerle

*Fluency versus Maintenance Procedures: Which Produces Better Generalization?* Kari Anne Dunlop

*A Comparison of Discrete Trial Training with Maintenance versus Fluency on Generalization Probes and Maintenance.* Megan Daigle

**# 482 Symposium Salon 8**  
**An Investigation of the Role of Play Skills in Behavioral Programming for Preschoolers with Autism**

Chair: Susan Wilczynski, Discussant: Susan Wilczynski  
*Enhancing Social Play Skills in Preschool-Aged Children by Coaching Specific Skills in an Applied Setting.* Susan Wilczynski, Amber Hayes, Georgette Yetter & Keery Wolf

*Utilizing Siblings to Enhance Social Play Skills in Preschoolers with Autism: Peer-Mediated Intervention Considerations.* Susan Wilczynski, Keery Wolf, Richard Cowan & James Meadws

*Increasing Self-Management During Independent Play of a Preschooler with Autism.* James Meadws & Susan Wilczynski

**# 485 Symposium Salon 12/13**  
**Demonstrations of Scientist-Practitioner Approaches to the Treatment of Autism**

Chair: Jane M. Shively, Discussant: Bobby Newman  
*The Effects of Priming and Contingent Attention on Novel Play Episodes in a Child with Autism.* Julie Josendale, Shahla S. Ala'i-Rosales & Jesus Rosales-Ruiz  
*Effects of a Remote Control Tactile Stimulus on Conversation Skills in Children with Autism.* Jane M. Shively, Curtis Harris, Jesus Rosales-Ruiz & Shahla S. Ala'i-Rosales

*The Effects of Role-Play and Coaching on Acquisition and Generalization of Teaching Skills.* Holly C. Almon, Shane Isley, Jesus Rosales-Ruiz & Shahla S. Ala'i-Rosales

**# 486 Symposium Pacific Suite I**  
**Developing a Data-Based System for Maintaining Accuracy and Consistency in Program Implementation for Developmentally Disabled Adults**

Chair: Martin J. Pollack  
*A Comprehensive Training Approach to Develop, Maintain and Evaluate Staff Adherence to Program Procedures.* Martin J. Pollack, Ingo Bergsteinsson, Carla Ratti, Lynn McMunn, Jill Niesen, Stephen Eversole, Gregory Bertsch & Ajit Doolabh

*Analysis of Staff Performance Outcomes from Program Implementation Training.* Ingo Bergsteinsson, Martin J. Pollack, Ajit Doolabh, Greg Bertsch, Stephen Eversole & Carla Ratti

*Analysis of the Impact of Staff Variables on Program Implementation.* Ingo Bergsteinsson, Carla Ratti, Martin J. Pollack, Stephen Eversole, Greg Bertsch & Ajit Doolabh

*Managing System Refinements and Maintenance: Enhancing Managerial Use of Prescriptive Feedback.* Martin J. Pollack & Ingo Bergsteinsson

**Rutgers Summer Training Institute**

**Effective Shadowing: Support strategies and instructional techniques**

This topic is of interest to regular education teachers who will have students with autism in their classrooms, team members who will be coordinating the education of these students and paraprofessionals who will be shadowing students. This workshop is designed to give participants **specific take-home strategies** to use with learners with autism in included settings.

CEU credits are available.

**When:** July 16, 17, & 18th, 2003  
**Where:** Busch Student Center, Rutgers University  
**Time:** 9:30 to 2:30 each day

For more information on the Institute call:  
 Mary Jane Weiss (732) 932-3017

To register contact:  
 The Center for Applied Psychology at (732) 445-7795 ext. 24

**Editor's Note**

As this is my last issue as editor, I would like to thank all contributors and recipients of the SIG newsletter. I have enjoyed my involvement with the Autism SIGs of AABT and ABA through editing this newsletter over the past several years and encourage the membership to continue contributing to our efforts. We are fortunate to have gotten the newsletter online in the past year and I would especially like to thank Nadine Byczkowski for all her help in this process. The newsletter is fortunate to have Nadine staying on as the editorial assistant! The next editor will be Megan Martins. Please direct all future inquiries and contributions to her. Thank you! Heather Jennett

**ANNOUNCEMENTS**



**Douglass Developmental Disabilities Center**

The DDDC at Rutgers, The State University of New Jersey is a center for the study and treatment of autism. **There are currently positions open.** Please send resume or inquire about possible openings to:

Norine Haines  
 Douglass Developmental Disabilities Center  
 Rutgers, The State University of NJ  
 25 Gibbons Circle  
 New Brunswick, NJ 08901-8528



## SIG NEWS

**May 1, 2003**

Dear Autism SIG Members:

Hello! We hope this column finds you well. Since the ABA 2003 conference is right around the corner, we are writing to you regarding a number of important SIG-related matters.

### *Autism SIG Meeting*

We are in the process of planning for the SIG meeting, so please let us know if you would like to add an item to the agenda. The SIG meeting is scheduled on Saturday, May 24th from 7:00 to 8:20 p.m. in Salon 14/15. The plan is to have a brief business meeting followed by a panel discussion.

### *SIG Panel and Round Table Discussion*

Following the business portion of the SIG meeting, a panel of leaders from various state affiliate chapters will be assembled to discuss issues of importance to the SIG membership. We have allotted 50 minutes for this segment of the meeting. As was the case in previous years, the round table discussion will be comprised of responses of a few panel members to a series of structured questions followed by a round table discussion. We would like to have members attending the SIG meeting select a presentation/discussion topic for the SIG meeting at ABA 2004 in Boston.

### *Autism SIG Newsletter*

As you know, our quarterly newsletter is a joint effort of the Autism Special Interest Groups for the Association for Behavior Analysis (ABA) and the Association for the Advancement of Behavior Therapy (AABT). The success of the Autism SIG newsletter is predicated on the ongoing contributions of a broad membership. We envision the newsletter as a vehicle for showcasing the important work and accomplishments of the SIG membership. We are hoping that more of you will consider submitting contributions to the newsletter. Such submissions can include, although not be limited to, program descriptions, clinical intervention summaries, research synopses, book reviews, abstracts of recently published research, and job announcements. In addition, we 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 of us or Heather Jennett, the Autism SIG Newsletter Editor. Please be aware that Heather will be vacating her position as newsletter editor and turning it over to the capable hands of Megan Martins. Heather served as SIG newsletter Editor for that last two years and will be leaving Rutgers University for her predoctoral internship at Johns Hopkins in Baltimore. One of Heather's greatest accomplishments as Newsletter Editor was to get the newsletter available online. We thank her for her dedication to the Autism SIG over the years.

### *Student Research Poster Competition*

We are pleased to announce that the SIG will sponsor the sixth annual Student Research Poster Competition. Authors of autism related research posters with a graduate or undergraduate student as the first author are invited to submit their posters for consideration. As you may recall from a previous issue of the newsletter, this year's winner is Kevin Cauley from the University of Toronto. His study was titled, "Assessment and Treatment of Inappropriate Vocalizations Maintained by Escape from Demands". We also want to take this opportunity to thank the judges, Drs. Vicki Knapp, Mary McDonald, and Len Levin who took time from their very busy schedules to review last year's submissions.

You will find a submission form enclosed in this issue of the newsletter. Additional copies will be available at the conference in San Francisco. The winner of the Student Research Award will be announced in the upcoming summer issue of the SIG newsletter. 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.

### *Parent-Professional Partnership SIG Meeting*

The Parent Professional Partnership SIG meeting is scheduled for Sunday, May 25<sup>th</sup> from 8:00-8:50 a.m. Please consider attending to learn more about this newly formed SIG. You will find an article about this SIG elsewhere in this issue of the newsletter.

Please feel free to contact us if we could be of any assistance or if you have any questions. David can be reached at [dacnys@aol.com](mailto:dacnys@aol.com) and Lara can be reached at [delmolin@rci.rutgers.edu](mailto:delmolin@rci.rutgers.edu). We look forward to seeing you in San Francisco.

David Celiberti, Ph.D., BCBA  
Autism SIG President

Lara Delmolino, Ph.D., BCBA  
Autism SIG Vice-President



## Parents and Professionals in Partnership: Introduction of a Newly Formed Special Interest Group

**Suzanne Buchanan, Psy.D., BCBA**  
**David Celiberti, Ph.D., BCBA**

Behavior analysts have long advocated for parents as partners in their child's education and treatment. For the behavior analyst working with individuals with autism and related disabilities, collaboration with parents is essential. In an effort to formally incorporate the growing number of parents who are seeking information from the Association for Behavior Analysis, we have created the Parent-Professional Partnership SIG. This group is intended to serve both parents of children with autism and related disabilities and interested professionals. While the Autism SIG has a long and successful history of providing a forum for professional discussion and networking, the Parent-Professional Partnership SIG will address the specific needs and concerns of parents, particularly parents who are active participants in the ABA conference.

The creation of the Parent-Professional Partnership SIG is a result of a welcome advance in the field of ABA. Over the last decade, there has been an increasing trend in the rate of consumers who are requesting ABA services (e.g., Jacobson, 2000). Greater numbers of parents are becoming knowledgeable about science-based treatments. They assertively advocate for their children's right to effective education. Some parents have gone the extra mile to promote effective education and treatment for all persons with autism. These parents have created organizations (e.g., Association for Science in Autism Treatment) designed to raise awareness of science-based treatments and to generate the funds necessary to achieve such objectives. Goals of these organizations include helping parents of newly diagnosed children gain access to accurate information and effective services and increasing the number of qualified professionals.

The members of the Parent-Professional Partnership SIG desire to use parents' perspectives, experiences, and compassion to make the journey easier for others. We also hope that this SIG serves as a forum for discussion among parents and professionals to improve service delivery to families. The SIG's initial objectives are the following:

1. ABA Conference
  - A. Provide orientation to the parent attendees and help them make the most of the conference experiences and opportunities;
  - B. Sponsor formal conference events that target issues of significance to parents (e.g., how to make important treatment decisions, how to enhance parent-professional collaboration);
  - C. Sponsor informal "end of the day" conference events that promote networking and help parents assimilate the information presented at the conference;
  - D. Annual business meeting at the conference to discuss objectives
2. Support initiatives to help parents access accurate information from existing resources and web links.
3. Create 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

To date, we have planned a symposium for parents and interested professionals that will address: 1) what to expect at the conference, 2) elements of research design, and 3) how to evaluate treatments. There are also two "socials" scheduled to provide informal opportunity for parent and professional networking. Prior to the conference, the SIG will also provide parents with a categorized list of conference events more relevant to their interests (e.g., social skills, communication, toilet training). In addition to the conference opportunities, the Parent-Professional SIG has been working with the Autism SIG to include information relevant to parents in their newsletter. We added a regular column describing the nature and scope of family services offered by schools and organizations that specialize in autism. Lastly, we are gathering information on websites that may be useful to families who are considering or utilizing ABA services.

The Parent-Professional Collaboration SIG is committed to improving the quality of service provision for families through active partnerships with parents. Fortunately, there are many avenues to effective parent-professional collaboration. Although beyond the scope of this newsletter article, there are a few suggestions. Parents should be encouraged to ask questions about the benefits, risks, and limitations of a treatment and such questions should be welcomed at any point in the intervention process. Parents should also ask about qualifications, experiences, and certifications. Parents should be provided with training on an ongoing basis, not simply as a one-time orientation or workshop. Service providers could solicit parents' input and help parents to prioritize their short- and long-term goals for their child and their family. Service providers could also request feedback from parents regarding their performance. Responses may lead to a productive discussion and enhance performance with all families.

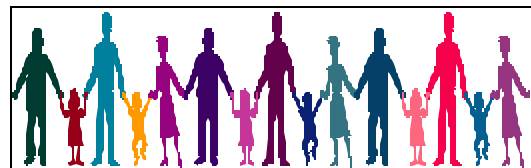
If you are interested in improving parent-professional collaboration or just want to know more about our activities, we strongly encourage you to join the Parent-Professional Partnership SIG by contacting one of the officers.

Suzanne Buchanan, Vice President, [suzannebuchanan@njcosac.org](mailto:suzannebuchanan@njcosac.org)  
David Celiberti, President, [dacnys@aol.com](mailto:dacnys@aol.com)  
Clarisse Domingo, Secretary/Treasurer, [risse9@aol.com](mailto:risse9@aol.com)

### References

Jacobson, J. W. (2000). Early intensive behavioral intervention: Emergence of a consumer-driven service model. *The Behavior Analyst, 23*, 149-171.

You can obtain information about The Association for Science in Autism Treatment (ASAT) by visiting their website [www.asatonline.org](http://www.asatonline.org).





## ABA Autism SIG's 6th annual Student Research Award

**You are eligible if you are both:**

1. The 1st author on a poster accepted for presentation at ABA 2003 in San Francisco
2. A graduate or undergraduate student. You must be a student at the time of the convention or have graduated no earlier than May 2003.

**To submit your poster:**

Complete the bottom portion of the form and send with 4 copies of your poster (including graphs and figures) to:

**Megan Martins**  
 Autism SIG Newsletter  
 Rutgers University  
 Douglass Developmental Disabilities Center  
 151 Ryders Lane  
 New Brunswick, NJ 08901-8528

**Deadline: June 23, 2003**

**Selection Procedures:**

**Posters will be reviewed by a panel of 3 judges using a likert scale that addresses the following criteria:**

1. Are the objectives clear and logical extensions of the literature?
2. Is the method and design appropriate given the objectives outlined?
3. Are the results and their implications appropriately discussed?
4. Does the research make a significant contribution to the field?

**Winner Notification:**

1. The individual with the highest ratings will be the winner of the student research award.
2. He/she will be invited to have the poster printed in the summer or fall issue of the SIG newsletter and will receive an award at the following year's Autism SIG meeting.

Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

Status:    ? Full time    ? Part time

College/University: \_\_\_\_\_

Major: \_\_\_\_\_ Degree Seeking: \_\_\_\_\_

Title of Poster: \_\_\_\_\_

\_\_\_\_\_

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

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Douglass Developmental  
Disabilities Center  
Rutgers University  
151 Ryders Lane  
New Brunswick, NJ 08901  
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Fax: (732) 932-3095  
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## SPECIAL INTEREST GROUP

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*Nadine Byczkowski, Editorial Assistant*

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*SIG co-chair*

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*David Celiberti, Ph.D., BCBA*

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