

Workshop Abstracts

Jeannie Golden

Title: New Behavioral Challenges: Assessment & Treatment of Emotional Difficulties in Children

Abstract: The assessment of the emotional level of development of children is essential in providing effective treatment. Emotional level of development determines appropriate skills to teach and aids in the selection of appropriate reinforcers. Stages of emotional development and skills at each level will be provided. Participants will learn how to conduct a functional assessment related to emotional factors precipitating and maintaining target behaviors. Appropriate replacement behaviors will be identified. Specific case examples will be discussed of typically developing children who experience emotional difficulties due to abuse, neglect and inconsistent parenting and children with developmental disabilities who are experiencing emotional difficulties. Participants will have an opportunity to discuss specific cases from their own professional settings and receive input and suggestions from the presenter.

Brian Iwata

Title: Advanced Topics in the Assessment of Severe Problem Behavior

Abstract: Functional analysis methodology is considered best practice in both research and application as the basis for developing treatment programs. This workshop will provide a brief review of the major approaches for conducting functional analyses of problem behavior. Extensions of assessment methodology will be described for the following types of problematic situations: (a) limited assessment time, (b) high-risk behavior, (c) experimental assessment in typical classroom settings, and (d) low-rate behavior.

Barbara Metzger

Title: Increasing the Social Reinforcer Repertoire of Children with Autism: What's Manding Got to Do with It?

Abstract: Through video, written materials, and *in vivo* practice, participants will learn how to expand the social reinforcer repertoire of children with autism.

Maureen Schepis

Title: The Technology of Teaching: Applications for Young Children with Autism

Abstract: The field of behavior analysis has a long history of evaluating and demonstrating the effectiveness of a variety of strategies and procedures to enhance the skill acquisition of children with autism. Parents and teachers must be fluent in these procedures in order to affect positive change in child performance. This presentation will identify a proactive interventions to teach children with autism during daily interactions and natural routines. Attendees will practice specific skills related to conducting preference assessments, embedding preferences within learning activities and using prompting and reinforcement procedures.

Mark Sundberg

Title: The Verbal Behavior Milestones Assessment and Placement Program: The VB-MAPP

Abstract: This three-hour workshop will present a behavioral approach to language assessment for children with autism. Participants will learn how to administer the Verbal Behavior Milestones Assessment and Placement Program (The VB-MAPP). The VB-MAPP is an assessment tool that is based on B.F. Skinner's (1957) analysis of verbal behavior, typical developmental milestones, and field-test data from typically developing children, as well as children with autism. There are four components of the VB-MAPP. The first component is the VB-MAPP Skills Assessment. This part is designed to provide a representative sample of a child's existing verbal and related skills. The assessment contains 165 milestones balanced across 3 developmental levels (0-18 months, 18-30 months, and 30-48 months) and 16 different skill areas. The second component of the assessment is the VB-MAPP Skills Task Analysis, which provides a further breakdown for 9 of the skills in order to provide a more detailed identification and tracking of the target skills. The third part is the VB-MAPP Barriers Assessment, which provides an assessment of 22 common language and learning barriers faced by children with autism. The final component is the VB-MAPP IEP Goals, which corresponds with the milestones and barriers assessment, and the intervention program.

Mark Sundberg

Title: Teaching Mand and Intraverbal Skills to Children with Autism

Abstract: This three-hour workshop will specifically focus on mand and intraverbal training procedures for children with autism. These two important verbal repertoires are often difficult to teach because of the complexity of the antecedent controlling variables. Mands are controlled by motivational variables, which are often private events and characteristically elusive as teaching tools. Michael's (2007) concept of the motivating operation (formally known as the establishing operation) will be presented along with methods to capture and contrive this independent variable for mand training. Intraverbal behavior is controlled by verbal discriminative stimuli that are most often conditional stimuli, which involve multiple components. For example, the words *When* and *Where* at the beginning of a sentence differentially alter the evocative characteristics of words that follow them, even though they may be followed by the exact same words; as in *When do you wake up?* vs. *Where do you wake up?* Children with autism have an extremely difficult time acquiring these important types of intraverbals. A variety of intraverbal teaching procedures involving verbal conditional discriminations will be analyzed and described.

Kelly Wilson

Title: Present Moment Processes in Acceptance and Commitment Therapy: Mindfulness pour Deux

Abstract: Present moment processes are central concerns in Acceptance and Commitment Therapy. Sometimes mindfulness exercises are used as a prelude to acceptance and defusion exercises. However, ongoing therapeutic interventions themselves can take on a deliberate, present-focused, mindful quality. While various formal mindfulness exercises have been well described in ACT writings, ongoing mindful interactions have not. These interventions could be characterized as mindful conversations or mindfulness for two. Intensely present-moment focused, mindful interactions can markedly facilitate other ACT interventions such as acceptance, defusion, values, commitment, and contact with a transcendent sense of self. These interactions also have a marked impact on the therapeutic relationship and the forging of a potent therapeutic contract. In this workshop, I will introduce ACT-oriented mindful therapeutic interactions through the use of an experiential exercise and will discuss present moment focused interventions in terms of basic behavioral principles.

Kelly Wilson

Title: A Step-by-Step Walk Through a Videotaped ACT Intervention

Abstract: Acceptance and Commitment Therapy is an emerging third wave behavioral treatment focusing on the role of acceptance, mindfulness, and values in the treatment of a wide variety of difficulties including both traditionally conceived psychological difficulties like depression, substance abuse, and psychosis, and, also for health concerns such as diabetes, medication refractory epilepsy, chronic pain, and workplace stress. Early data are quite promising both in terms of outcome and in terms of putative change processes.

Descriptions of ACT interventions often emphasize a particular focus of the intervention, such as acceptance, defusion, or values. However, ACT interventions often contain multiple layers and aimed at multiple change processes. The layering of these interventions can be difficult to see in real-time. This workshop will highlight a videotaped intervention executed by Dr. Wilson. The video depicts a series of multi-layered ACT interventions. In the workshop, we will stop and start the tape and walk participants step-by-step through the layering of interventions. We will show how all 6 core processes targeted in ACT are contained in this relatively short series of interventions. The relationship between these ACT processes and basic behavioral principles will be described. An experiential role play method will be described that can be used as a training strategy or in a peer supervision group.

Conference Session Abstracts

Tracie-Lynn Zakas, M.S.

Title: Story-based Lessons: A Research to Practice Approach to Bring Emerging Literacy Skills to Students with Significant Cognitive Disabilities and Autism

Abstract: The purpose of the study was to determine the effect of training peers without disabilities to follow a story sharing protocol with students with significant cognitive disabilities to participate in grade appropriate reading material, and to engage students with disabilities in grade appropriate reading materials with exposure to a series of literacy readiness skills. This study involved the use of adapted books with middle school aged children. The adapted books were created from classic books that are frequently found on middle school lists for suggested reading.

General middle and secondary curriculum has an especially strong focus on gaining meaning from printed text. Intensive reading programs for young students with significant disabilities are critical to allow them access to this educational opportunity. Students need to gain meaning from text concentrating on listening comprehension while building their early reading skills. The early literacy skills represent these two needs: reading skills as identified by the National Reading Panel and interacting with text. Interacting with text is presented through story-based lessons using systematic instruction to teach conventions of print, vocabulary, sound-symbol associations and text comprehension skills in the context of reading a book. Conventions of print include skills such as reading movements left to right and top to bottom, author and title, turning pages, anticipating repeated story lines, vocabulary words associated with the story and letter sounds. Teaching these early literacy skills can promote active participation in shared reading of a text in contrast to passive listening to a reader.

Gretchen Twyman, M.S., James McGimsey, Ph.D., BCBA, & Ronald Mazik, B.A.

Title: In Home Services for Children with Autism Using Telehealth Technology

Abstract: This presentation describes an innovative approach to delivering services to people with developmental disabilities. The strategy utilizes live interactive video that links consumers, such as families with children with autism, with professionals located at remote sites. The interactive video technology used in this service delivery system was developed and is managed by Cnow, Inc. that employs ordinary computer equipment and common residential internet services.

In this model, professionals are able to provide live training, consultation and support at any time when services are most needed, literally at the press of a button. This technologically based model was tested with behavior analysts, special educators, speech and language specialists and medical personnel. Services by these professionals included assessments, caregiver training, consultation and monitoring. The system was evaluated in three applications: with group homes and classrooms for individuals with developmental disabilities, with foster and natural homes of children at risk, and with families of young autistic children. In the first two, the emphasis was on (1) measuring whether the technology was adequate to meet the service needs (e.g. operated reliably, provided clear audio and visual transmission), and (2) allowed professionals and service recipients to meet their objectives (e.g. those similar to face-to-face interaction). The answers to these questions were universally positive and promising, and supported continued investigation.

In the third demonstration, families with young autistic children from three states received one week of on-site training, followed by ongoing support delivered through the Cnow interactive video system by professionals located many miles or even several states away. Through this system, a number of benefits were realized. Children achieved and maintained a wide variety of adaptive and behavioral improvements, such as communication and toileting skills. Parents maintained high levels (>85%) fidelity in conducting planned programs. Professionals scored the system as extremely suitable (>90%) in serving their objectives in supporting families. Families' measured levels of stress were reduced, apparently as a result of knowledge that they could rely upon professionals for support without experiencing delays and distances to access their services.

These demonstrations support the utility of interactive video technology in delivering services that are cost-effective, reliable and valid, and that may offer a means of extending traditional face-to-face systems of in-home care.

Brian Iwata, Ph.D.

Title: On Extinction

Abstract: Extinction is the most direct method for reducing the frequency of behavior. Nevertheless, the procedure is prone to misapplication, may produce undesirable effects, and can be difficult to implement. This presentation will consider some limitations associated with the use of extinction and will suggest alternative strategies.

Martin Ivancic, Ph.D. (moderator), Kelly Wilson, Ph.D., & Rhonda Merwin, Ph.D.

Panel Title: Relational Frame Theory & Acceptance and Commitment Therapy

Abstract: NCABA has invited experienced clinicians to discuss the emergence of relational frame theory and acceptance and commitment therapy. The panel members will be asked to make a five to ten minute talk about the relevance of RFT & ACT to their clinical practices and then the panel will be available to the audience for interactive discussion.

Duke Schell, Ph.D., BCBA (moderator), Brian Iwata, Ph.D., & Carol Pilgrim, Ph.D.

Panel Title: ABA Presidents Panel: On the Future of Behavior Analysis

Abstract: NCABA has invited past ABA presidents to offer their perspectives on the future of behavior analysis. Each president will be asked to make a five to ten minute talk about the topic. After the presidents have made their presentations, the panel will be opened up to the audience for interactive discussion.

Christine Hughes, Ph.D.

Title: Comparison of Interteaching and More Traditional Teaching Formats used in University Classes

Abstract: Behavior analytic approaches to teaching at the university level (e.g., Personalized System of Instruction, Precision Teaching) generally are more effective than traditional lecture-only approaches; however, they are not used very extensively. Recently, *interteaching* has been proposed as a behavioral format that also is superior to a lecture-only format and may be a more practical application. Generally, prior to an interteaching class, students complete a study guide which consists of several questions and problems about class material. Then during an interteaching class, students discuss their answers with another student and then hear a brief lecture based on material that they found difficult. Across several semesters, we have evaluated the effectiveness of the interteaching format versus the traditional lecture format in an undergraduate research-methods course when requirements across both formats were equated. For example, all students were required to complete the study guide questions before class whether they subsequently experienced an interteaching session or a lecture. In this talk, I will review some of the literature on interteaching and discuss our recent research. The effectiveness of interteaching may depend on the contingency of completing the study guides, the content of the study guide, and the ability of students to describe what they did and did not know.

Wendy Donlin, Ph.D.

Title: Employment-Based Abstinence Reinforcement in the Treatment of Cocaine Addiction

Abstract: Contingency management and specifically abstinence reinforcement contingencies have been successful in promoting drug abstinence across many drugs and for many populations. With roots in the Experimental Analysis of Behavior, abstinence reinforcement contingencies are designed to provide frequent consequences for engaging in drug use. One specific type of contingency management intervention, Employment-Based Abstinence Reinforcement has effectively promoted cocaine abstinence by providing access to paid job-training contingent upon drug abstinence. This study evaluates the effectiveness of employment-based reinforcement by sequentially promoting abstinence from cocaine and then opiates using a multiple-baseline design. Welfare recipients enrolled in community methadone treatment and using cocaine (N=83) were invited to attend a therapeutic workplace for 6 months. Urine samples were tested three days per week for opiates and cocaine. Participants could earn vouchers for attendance and productivity. Initially, there were no abstinence contingencies, but once attending work at least 15 days over 4 weeks, the participant was required to show evidence of recent cocaine abstinence to work each day and to maintain maximum base pay. After 3 weeks of cocaine-negative urine samples, participants were also required to show evidence of recent opiate abstinence to work and maintain maximum pay. The percent of cocaine negative urine samples increased significantly and abruptly under the cocaine abstinence contingency. Fifty participants initiated cocaine abstinence and were exposed to the opiate contingency and provided increased opiate negative urine samples more frequently. The results show that the sequential implementation of employment-based reinforcement can be effective in promoting cocaine and opiate abstinence in unemployed community methadone patients.

Rhonda Merwin, Ph.D.

Title: Treating the Highly Verbal Client: The Example of Problematic Eating and Body Image

Abstract: Behavior analysis is well known for its utility in treating behavior problems of individuals with impaired or delayed cognitive abilities. However, recent theoretical and empirical work has greatly expanded the use of behavior analysis with high functioning individuals. Acceptance and Commitment Therapy (ACT) (Hayes, Strosahl, & Wilson, 1999; Hayes & Strosahl, 2005) is an intervention based on Relational Frame Theory (RFT) (Hayes, Barnes-Holmes, & Roche, 2001) which allows clinicians to address problematic behavior of the highly verbal client using behavior analytic strategies. Preliminary data have suggested that this approach may be useful in treating individuals who struggle with anorexia nervosa (AN), as well as other forms of problematic eating and body image. This is notable given the significant challenges associated with treating symptoms of AN, which are often egosyntonic (Vitousek, Watson, & Wilson, 1998) yet potentially fatal (Keel & Klump, 2003).

Monica Campbell, Ph.D. & Linda Mechling, Ph.D.

Title: Small Group Computer-Assisted Instruction with SMART Board Technology: An Investigation of Observational and Incidental Learning of Non-Target Information

Abstract: This investigation examined the effectiveness of teaching letter sounds in a small group arrangement using Computer-Assisted Instruction (CAI) with *SMART Board* technology and a 3s CTD procedure to three students with learning disabilities. A multiple probe design across letter sound sets and replicated across students evaluate the effectiveness of the program and students' acquisition of other students' letter sounds through observational learning. In addition, students were assessed on their acquisition of incidental information presented in the instructive feedback statements following correct responses to target and non-target stimuli. Results indicate that a) the program was effective in teaching letter sounds to three students and that students acquired some letter sounds targeted for other students and incidental information (letter names) presented in the instructive feedback statements for their own and other group members' target stimuli. Findings are discussed in terms of presenting small group instruction through interactive white board technology.

Ruth Hurst, Ph.D., BCBA (host), Mark Sundberg, Ph.D., & Mark Stafford, M.A.

Panel Title: How Skinner's Analysis of Verbal Behavior Can Help Children with Autism

Abstract: This panel discussion will address several issues regarding the benefits of using B. F. Skinner's analysis of verbal behavior as a basis for language assessment and language intervention for children with autism. Perhaps one of the most valuable contributions of Skinner's work is the distinction between the mand, tact, and intraverbal. Traditional linguistic theory does not distinguish between these three separate verbal operants. They are commonly all classified as "expressive language." However, it is not uncommon to find children with autism who have one of these skills, but not the others. For example, a child may be able to tact (name) juice when he sees a juice box, but not mand (ask) for the juice when he is thirsty, but no juice box is present. Also, the same child may not be able to say the word "juice" when asked the verbal question "What do you drink?" (an intraverbal). While the word is the same in each example ("Juice") the antecedent source of control is functionally independent. Questions from the audience regarding Skinner's work will also be addressed.

David A. Rotholz, Ph.D., Erik Drasgow, Ph.D., & Dennis H. Reid, Ph.D., BCBA

Symposium Title: Statewide Improvement Efforts in Behavior Supports: Implementation and Evaluation Challenges

Abstract: In this presentation, we will provide a description of a current statewide effort aimed at improving the provision of positive behavior supports in community programs. Our attention will be devoted to challenges encountered in evaluation of the behavioral supports. Our presentation will include: Impetus for the system change effort; key collaborations; development and implementation of the process; specific components of qualification of providers under a Medicaid Waiver, training for community program staff, training for behavior support program developers, and quality assurance evaluation of behavioral providers.

Ruth Hurst, Ph.D., BCBA

Title: Are Asperger's Disorder Symptoms Totally Unique: Topographically Similar Criteria Across DSM-IV-TR Disorders

Abstract: A number of the *DSM IV-TR* (2000) diagnostic criteria for Asperger's Disorder appear to overlap with other disorders. During this session, disorders having behaviors, as found in diagnostic criteria, which overlap with Asperger's disorder will be identified. Methods for assessing possible overlapping symptoms will be discussed and explained. Finally, the methods and results from a study completed by Hurst, et al. (in press) that reported the association between questionnaires that assessed Asperger's characteristics and schizotypal personality disorder symptoms will be presented. Results suggested a particularly strong relationship between social behaviors for the two disorders. Other results, including the psychometric properties of the questionnaires used in the study will also be described and interpreted. Implications of the findings and future directions for research will be identified.

Martin Ivancic, Ph.D.

Title: Living Quality Lives: A Methodology for Maintenance

Abstract: A behavior analytic interpretation will be provided for management procedures designed to maintain appropriate staff behavior even outside of the presence of immediate supervision. Distinctions between current management procedures and this maintenance procedure will be made with life-quality responding identified as a potential beneficiary of such a system. Caution about the effectiveness of such a technology must remain pending empirical support. Nevertheless, procedures for conducting maintenance management related to this interpretation will be described and multiple examples provided.

Mark Sundberg, Ph.D., BCBA

Title: Teaching Social Behavior to Children with Autism: Analysis, Assessment, and Intervention

Abstract: This presentation will suggest that social behavior involves a complex interaction between organisms that involves at least three separate but interacting behavioral repertoires: 1) verbal repertoires (mands, tacts, intraverbals, etc.), nonverbal repertoires (proximity, touching, hygiene, etc.), and listener repertoires (eye contact, mediating reinforcement, functioning as a discriminative stimulus, etc.). Many people have difficulty engaging in social interaction with others due to the multiple variables involved. Children with autism seem to have a much more difficult time acquiring appropriate social behavior, especially children with Aspergers Syndrome. An analysis of why it is especially difficult for children on the autism spectrum will be provided, along with an assessment system (The VB-MAPP), and suggestions for intervention along with video examples.

Carol Pilgrim, Ph.D.

Title: Applications of Stimulus Equivalence: What Lies Ahead?

Abstract: The stimulus equivalence paradigm has provided a basis for carefully controlled laboratory study of novel or emergent behavioral relations for over two decades. However, the original studies of equivalence from a behavior-analytic perspective focused on the use of equivalence procedures for a purely applied end – to establish basic reading skills in individuals with retardation, for whom previous teaching efforts had proved ineffective. Since these beginnings, researchers have continued to emphasize the power and the promise of equivalence methods for application, and while a number of effective demonstrations have been published, the argument will be made that we have only just begun to tap the potential of this teaching approach. This presentation then will provide a basic introduction to the equivalence approach, a review of some of its most interesting applications, and a call for creative thinking with respect to the targets that might lie ahead.

Valerie Grigg & Barbara Metzger, Ph.D., BCBA

Title: Don't Shoot the Dog: Increasing Pet Adoption Rates at the Local Humane Society Shelter

Abstract: The Humane Society (2007) estimates that of the six to eight million dogs and cats that enter shelters across the United States, about half are euthanized. At the Humane Society shelter in Huntsville Texas, about 80% of the dogs and cats are euthanized. Despite the extent of the pet overpopulation problem, there is a surprising paucity of research documenting effective interventions. This study examined the effects of several simple and inexpensive interventions that could be easily maintained by shelter employees after the experiment as well as replicated at other shelters. The monthly adoption rates across four months of the intervention were compared to the monthly adoption rates from the previous three years at the experimental shelter as well as compared to the adoption rates at two control shelters. The results are discussed in terms of post-intervention maintenance as a measure of social validity and the difficulties of wide-scale application of behavior analytic interventions that require technical expertise.

Kelly Wilson, Ph.D.

Title: Understanding "Self": From B.F. Skinner to Acceptance and Commitment Therapy

Abstract: Among its many oddities, behavior analysis takes a very unusual position on the nature of "self." To understand a behavioral perspective on self, one must understand the behavioral analysis of the emergence of self. From a behavioral perspective, self is not thing-like. Rather self is considered as an ongoing stream of behavior (Hayes, 1984; Skinner, 1974). Hence, "selfing," though awkward, might be a more accurate way of speaking. Self is thought to emerge within the context of a stream of questions that are asked of us from the moment we are born. "Are you tired? Does that hurt? What do you see? Does that taste good? What were you doing? What will you do later?" We are asked thousands of questions that share only one common property. The answer to all of these questions begins with the word "I." Over time, we learn to speak from a consistent perspective. The single feature that transcends all content, all thoughts ever thought, memories ever remembered, emotions ever felt, is that the wholly unique perspective from which the answer is given. The upshot of this view is that selfing is an ongoing stream of behavior born in, and being dynamically shaped by, that crucible of questions. In this address, I will describe a basic behavioral perspective on self. Next, I will describe emergent Relational Frame Theory research on self. Finally, I will describe the ways that this behavioral perspective on self shapes conceptualization and intervention in Acceptance and Commitment Therapy.

Jeannie Golden, Ph.D., BCBA

Title: Emotional Difficulties: Lack of Conscience Development or Failure to Generalize?

Abstract: Children who have experienced abuse, neglect and/or separation from parents often exhibit severe behavioral difficulties that result in expulsion from homes, schools and community programs. When provided with structure, consistency and positive reinforcement in behavioral treatment programs, their behavior often improves so that they are maintained in these settings and found to have been misdiagnosed. However, they usually have a continued dependency on the external structure provided by the behavioral treatment program. This is manifested by a failure to generalize positive behaviors in alternate settings and to internalize the values and motivation provided by the external structure. These children tend to show no indication of experiencing the emotions of joy, pride, shame, guilt, anxiety or fear. As a result, their behavior appears to be strictly influenced by external stimuli and does not seem to be modulated by any of these emotions. They tend to exhibit what appears to be a false sense of high self-esteem, show no indication of having a conscience, and seem to lack any genuine emotional expressiveness other than anger.

The workshop presenter will provide a theoretical interpretation based on behavioral principles of the issues discussed above, case examples of children exhibiting these types of problems and specific behavioral treatment strategies to address these issues. Participants will also have an opportunity to discuss and receive feedback regarding their own cases.

Maureen Schepis, Ph.D., BCBA

Title: Strategies and Tools to Enhance Self-management Skills of Individuals with Autism

Abstract:

This presentation will provide an overview of evidence-based behavioral teaching strategies used to address the self-management skills of individuals with autism. Teaching tools to increase time management and the independent responding of individuals with autism during academic, work, leisure and activities of daily living will be discussed. Widely available technology applications to address self-management skills will be demonstrated.

Dennis H. Reid, Ph.D., BCBA, Perry Lattimore, M.A., Marsha Parsons, M.A., & Wendy Fitch, M.A.

Symposium Title: Innovations in Behavioral Applications for People with Autism and Other Severe Disabilities

Abstract: This symposium will present three, data-based applied behavior analysis investigations. The first presentation will describe a method for identifying and validating indices of happiness and unhappiness for nonvocal adults with severe autism who do not express their emotions in conventional ways. Results to be presented demonstrate that by obtaining consensus caregiver opinions regarding what individuals do when they are happy and unhappy, valid indices of happiness and unhappiness can be identified. Such indices were validated through observations across situations reported to occasion happiness and unhappiness, respectively, and individual choice responses. The second presentation will describe a naturalistic method of increasing cooperative play among preschoolers with autism and their typical peers. The intervention, involving presentation of social activities, noninvasive prompting, and contingent praise, was accompanied by increased cooperative play among both participating children with autism. The final presentation will present a method of accelerating progress among adult students with severe disabilities who were not making significant progress on teaching programs. The intervention, involving reduced distractions during teaching sessions, increased teaching trials, and reinforcer supplements, was accompanied by increased learner progress among all 4 participating students.

Lori Stuart, M.A.

Title: Textual and Transcriptive Behavior in Children with Autism: When Does it Become Functional

Abstract:

The North Carolina Standard Course of Study competency goals include objectives for reading and writing that typically would be very motivating and enjoyable to most young students. Common phrases in the objectives may read “nursery rhymes, word plays/finger plays, puppet plays”, “activate prior knowledge and experience before and during the reading of a text”. Many of the further goals include more complex behavior such as “formulate questions that a text might answer before beginning to read”, “distinguish fantasy from reality when reading text”. Moreover, you may read objectives such as “use words that describe color, size, and location in a variety of texts (e.g., oral retelling, written stories, lists, journal entries of personal experiences)”. As teaching mands is an effective strategy for teaching children with autism to use vocals functionally, so are using mands to teach children with autism to write with purpose. Conversational units are built up quite well when multiple needed mands are included in the situation. This also works well in voice journals for reading and writing as a communication media for children with autism.

Student Symposium Abstracts

Name: April L. Mustian, M.A.T.

School: UNC-Charlotte

Title: Effects of Morphograph Instruction on Students' Acquisition and Generalization of Vocabulary

Authors: Dr. Charles L. Wood, Ms. April L. Mustian, and Dr. Nancy L. Cooke

Abstract: This study examined the effects of morphograph instruction on the acquisition and generalization of vocabulary. Specifically, this study compared morphograph peer tutoring instruction to a more traditional whole-word vocabulary peer tutoring approach. Participants for this study were 8 seventh grade students with ages ranging from 12 to 15 years (5 boys, 3 girls). Results of this study suggest that adding morphograph instruction to whole word instruction increases the acquisition of vocabulary. All participants were better able to generalize to unknown vocabulary when morphograph instruction was added. This study's findings indicate a functional relationship between morphograph instruction and generalization of vocabulary. Based on social validity data, all participants preferred morphograph instruction over the traditional whole word approach.

Name: Valerie L. Mazzotti, M.S.

School: UNC-Charlotte

Title: Teaching Social Skills Using Peer Tutoring with Audio Prompting and Role Playing

Authors: Ms. Sara Mackiewicz, Ms. Valerie Mazzotti, Dr. Nancy Cooke, and Dr. Charles L. Wood

Abstract: Students with disabilities often exhibit social skills deficits. Audio prompting with peer tutoring and role playing can be effective strategies for teaching social skills. This presentation will describe a single subject study that used audio prompting with peer tutoring and role playing as a way to enhance social skills acquisition for students with behavior problems.

Objective: Participants will be able to implement electronic prompting as a direct instruction procedure to teach vocabulary and identify ways electronic prompting and peer tutoring can be used for instruction in the classroom.

Name: Rachael L. Cushing, B.A.

School: UNC-Wilmington

Title: Fixed Interval and Peak Trial Performance of Reln Deficient Mice

Authors: Rachael L. Cushing and Dr. Ruth Hurst

Abstract: Reln is a protein that controls cell migration in the brain during gestation. Subnormal Reln expression has been associated with psychopathologies, including schizophrenia. Accordingly, the Reln hypothesis of schizophrenia has been proposed, and an animal model for exploring the hypothesis is the heterozygous reeler mouse (*+/rl*; 50% Reln deficient). The behavior of the mouse model should be assessed using tasks that are related to behavioral deficits found in schizophrenia, and one such deficit is the control of behavior with respect to time. Temporal control of behavior can be examined in Reln deficient mice using the fixed interval (FI) schedule of reinforcement and the peak interval procedure (PI). Further, this assessment can be completed using two other genotypes in comparison to the *+/rl mice*: wild type mice (*+/+*; Reln normal) and reeler mice (*rl/rl*; no Reln expression). It was hypothesized that *+/rl mice* would show poorer temporal control of behavior than *+/+ mice* on the tasks. Mice greater than 1 year old (old mice) were trained first on FI 40 s and then with a PI procedure. Preliminary results revealed no differences between genotypes at the end of FI training. However, at the end of peak interval training results suggested behavioral abnormality in the old *+/rl mice* when compared to old normal mice which may indicate poorer temporal control of behavior. Follow up of these findings is needed. Specifically, additional old mice and mice from younger age groups need to be assessed with these procedures to determine whether these preliminary results will hold up.

Name: Rachael L. Cushing, B.A.

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Name: Latisha Blue

School: East Carolina University

Title: Increasing Time Spent On Task With A Nine Year-Old Girl With ADHD

Authors: Latisha Blue

Abstract: Children with attention deficit/ hyperactivity disorder (ADHD) often lack the skills they need to control their behavior and the ability to find an appropriate outlet for their energy. Behavioral modifications and interventions have been proven to help keep children with ADHD on task. This study demonstrates how a compilation of different reinforcers can improve the amount of time a child with ADHD spends on task. Some reinforcers used were a token system, a form of escape for the child (break from work), praise and attention. A changing criterion research design was used to show the effectiveness of this combination of reinforcers in improving on-task behavior in a 9 year-old girl with ADHD.