

## Articles relating to autism from the Journal of Applied Behavior Analysis and the Journal of the Experimental Analysis of Behavior

1. [Establishing a generalized repertoire of helping behavior in children with autism.](#)  
isLibSubscript } ?. Sharon A. Reeve, Kenneth F. Reeve, Dawn Buffington Townsend, & Claire L. Poulson (2007). Establishing a generalized repertoire of helping behavior in children with autism.. Journal of Applied Behavior Analysis,. 40, 123-136. The present study used a multiple baseline across participants design to assess whether 4 children with autism could learn a generalized repertoire of helping adults with different tasks
2. [Assessment and treatment of problem behavior occasioned by interruption of free-operant behavior.](#)  
isLibSubscript } ?. Louis P. Hagopian, Jennifer L. Bruzek, Lynn G. Bowman, & Heather K. Jennett (2007). Assessment and treatment of problem behavior occasioned by interruption of free-operant behavior.. Journal of Applied Behavior Analysis,. 40, 89-103. The current study describes the assessment and treatment of the problem behavior of 3 individuals with autism for whom initial functional analysis results were inconclusive. Subsequent ana
3. [Descriptive and experimental analyses of potential precursors to problem behavior](#)  
Carrie S. W. Borrero & John C. Borrero. (2008). Descriptive and experimental analyses of potential precursors to problem behavior.. Journal of Applied Behavior Analysis,. 41, 83-96. We conducted descriptive observations of severe problem behavior for 2 individuals with autism to identify precursors to problem behavior. Several comparative probability analyses were conducted in addition to lag-sequential analyses using the descriptive data. Re
4. [The effects of errorless learning and backward chaining on the acquisition of internet skills in adults with developmental disabilities.](#)  
isLibSubscript } ?. Jared Jerome, Eric P. Frantino, & Peter Sturmey (2007). The effects of errorless learning and backward chaining on the acquisition of internet skills in adults with developmental disabilities.Journal of Applied Behavior Analysis,. 40, 185-189. An important area in the learning and development of individuals with disabilities is the acquisition of independent, age-appropriate leisure skills. Three adults
5. [Manipulating establishing operations to verify and establish stimulus control during mand training.](#)  
isLibSubscript } ?. Anibal Gutierrez, Jr. Timothy R. Vollmer, Claudia L. Dozier, John C. Borrero, John T. Rapp, Jason C. Bourret, & Dana Gadaire. (2007)Manipulating establishing operations to verify and establish stimulus control during mand training.. Journal of Applied Behavior Analysis,. 40, 645-658. Acquisition of verbal behavior is a major goal of interventions for children with developmental disabilities. We evaluated the effectiveness
6. [Training parent implementation of discrete-trial teaching: effects on generalization of parent teaching and child correct responding.](#)

isLibSubscript } ?. Michael Lafasakis & Peter Sturmey. (2007). Training parent implementation of discrete-trial teaching: Effects on generalization of parent teaching and child correct responding. *Journal of Applied Behavior Analysis*, 40, 685-689. Behavioral skills training was used to teach 3 parents to implement discrete-trial teaching with their children with developmental disabilities. Parents learned to implement discrete-trial

**7. [Emergence of intraverbal antonyms in children with pervasive developmental disorder.](#)**

isLibSubscript } ?. Luis Antonio Pérez-González, Lorena García-Asenjo, Gladys Williams, and José Julio Carnerero. (2007). Emergence of intraverbal antonyms in children with pervasive developmental disorder.. *Journal of Applied Behavior Analysis*, 40, 697-701. In the type of intraverbal that consists of saying the opposite of a word, two intraverbals are related to one another because the response form of each intraverbal functions as part of a

**8. [The effects of blocking mouthing of leisure items on their effectiveness as reinforcers.](#)**

isLibSubscript } ?. Rachel S. F. Tarbox, Jonathan Tarbox, Patrick M. Ghezzi, Michele D. Wallace, & J. Helen Yoo. (2007). The effects of blocking mouthing of leisure items on their effectiveness as reinforcers.. *Journal of Applied Behavior Analysis*, 40, 761-765. Leisure items are commonly used as reinforcers in behavior-analytic applications. However, a defining feature of autism is the occurrence of stereotypy, and indiv

**9. [The effects of pre-session attention on subsequent attention-extinction and alone conditions.](#)**

isLibSubscript } ?. Mark O'Reilly, Chaturi Edrisinha, Jeff Sigafoos, Giulio Lancioni, Wendy Machalicek, & Massimo Antonucci. (2007) The effects of pre-session attention on subsequent attention-extinction and alone conditions.. *Journal of Applied Behavior Analysis*, 40, 731-735. We examined the effects of pre-session levels of attention (no attention vs. continuous attention) during subsequent alone and attention-extinction conditions for

**10. [Generalized imitation of facial models by children with autism.](#)**

isLibSubscript } ?. Jaime Ann DeQuinzio, Dawn Buffington Townsend, Peter Sturmey, & Claire L. Poulson. (2007). Generalized imitation of facial models by children with autism.. *Journal of Applied Behavior Analysis*, 40, 755-759. Imitation is an essential skill in the acquisition of language and communication skills. An initial phase in teaching young children with autism to engage in appropriate affective responding may be to teach the i

**11. [Use of a differential observing response to expand restricted stimulus control.](#)**

isLibSubscript } ?. Carrie Wallace Walpole, Eileen M. Roscoe, & William V. Dube. (2007). Use of a differential observing response to expand restricted stimulus control.. *Journal of Applied Behavior Analysis*, 40, 707-712. This study extends previous work on the use of differential observing responses (DOR) to remediate

atypically restricted stimulus control. A participant with autism had high matching-to-sample accuracy scores with

- 12.** [Reducing rapid eating in teenagers with autism: Use of a pager prompt.](#)  
Melissa M. Anglesea, Hannah Hoch, & Bridget A. Taylor. (2008). Reducing rapid eating in teenagers with autism: Use of a pager prompt.. *Journal of Applied Behavior Analysis*, 41, 107-111. This study assessed the effects of a vibrating pager for increasing the duration of meal consumption in 3 teenagers with autism who were observed to eat too quickly. Participants were taught to take a bite only when the pager vibrated at predetermined intervals.
- 13.** [Improving written language performance of adolescents with asperger syndrome.](#)  
isLibSubscript } ?. Monica E. Delano (2007). Improving written language performance of adolescents with asperger syndrome.. *Journal of Applied Behavior Analysis*, 40, 345-351. The effects of a multicomponent intervention involving self-regulated strategy development delivered via video self-modeling on the written language performance of 3 students with Asperger syndrome were examined. During intervention sessions, each student watched
- 14.** [Reducing student stereotypy by improving teachers' implementation of discrete-trial teaching.](#)  
isLibSubscript } ?. Nancy Dill and Peter Sturmey (2007). Reducing student stereotypy by improving teachers' implementation of discrete-trial teaching.. *Journal of Applied Behavior Analysis*, 40, 339-343. Discrete-trial teaching is an instructional method commonly used to teach social and academic skills to children with an autism spectrum disorder. The purpose of the current study was to evaluate the indirect effects of discrete-trial teaching
- 15.** [The effects of scripted peer tutoring and programming common stimuli on social interactions of a student with autism spectrum disorder.](#)  
isLibSubscript } ?. Anna-Lind Petursdottir, Jennifer McComas, Kristen McMaster, & Kathy Horner (2007). The effects of scripted peer tutoring and programming common stimuli on social interactions of a student with autism spectrum disorder. *Journal of Applied Behavior Analysis*, 40, 353-357. This study examined the effects of scripted peer-tutoring reading activities, with and without programmed common play-related stimuli, on
- 16.** [Assessing and treating vocal stereotypy in children with autism.](#)  
isLibSubscript } ?. William H. Ahearn, Kathy M. Clark, Rebecca P. F. MacDonald, & Bo In Chung (2007). Assessing and treating vocal stereotypy in children with autism.. *Journal of Applied Behavior Analysis*, 40, 263-275. Previous research implies that stereotypic behavior tends to be maintained by the sensory consequences produced by engaging in the response. Few investigations, however, have focused on vocal stereotypy. The current
- 17.** [Teaching spontaneous responses to young children with autism.](#)  
isLibSubscript } ?. Emily A. Jones, Kathleen M. Feeley, & Jennifer Takacs (2007). Teaching spontaneous responses to young children with autism.. *Journal of*

Applied Behavior Analysis, 40, 565-570. Using a multiple probe design across responses, we demonstrated the effectiveness of intensive intervention in establishing spontaneous verbal responses to 2 3-year-old children with autism with generalization to novel settings involving

**18.** [Discriminative control of punished stereotyped behavior in humans.](#)

Doughty, S.S. Anderson, C.M. Doughty, A.H. Williams, D.C. & Saunders, K.J. (2007) Discriminative control of punished stereotyped behavior in humans. Journal of the Experimental Analysis of Behavior, 87, 325-336. The purpose of this experiment was to establish discriminative control of responding by an antecedent stimulus using differential punishment because the results of past studies on this topic have been mixed. Three adults with mental retardation

**19.** [Social interaction skills for children with autism: A script-fading procedure for beginning readers.](#)

Krantz, P. J. & McClannahan, L. E. (1998). Social interaction skills for children with autism: A script-fading procedure for beginning readers.. Journal of Applied Behavior Analysis, 31, 191-202. Engaging in spontaneous social exchanges is a central skill deficit of children with autism, and one that is often difficult to remediate. The 3 boys (ages 4, 4, and 5 years) who participated in this study had acquired small verbal repertoires

**20.** [Review of Cautela and Ishaq's Contemporary issues in behavior therapy: Improving the human condition.](#)

Kuhagen, J. A. (1998). Review of Cautela and Ishaq's Contemporary issues in behavior therapy: Improving the human condition. Journal of Applied Behavior Analysis, 31, 311-312.. Touted as a "handbook to improve the human condition, this book of readings by Cautela and Ishaq attempts to fill a very large order. The editors hope to show that psychological analysis and methodology have significant roles to play in the alleviation

**21.** [Enhancing job-site training of supported workers with autism: a reemphasis on simulation.](#)

isLibSubscript } ?. L. Perry Lattimore, Marsha B. Parsons, & Dennis H. Reid. (2006). Enhancing job-site training of supported workers with autism: a reemphasis on simulation.. Journal of Applied Behavior Analysis, 39, 91-102. Currently recommended practice in supported work emphasizes training job skills to workers with severe disabilities while on the job. Early behavioral research indicated that skills needed in natural environments

**22.** [A preliminary analysis of teaching improvisation with the picture exchange communication system to children with autism.](#)

isLibSubscript } ?. Julie M. Marckel, Nancy A. Neef, & Summer J. Ferreri. (2006). A preliminary analysis of teaching improvisation with the picture exchange communication system to children with autism. Journal of Applied Behavior Analysis, 39, 109-115. Two young boys with autism who used the picture exchange communication system were taught to solve problems (improvise) by

using descriptors (functions, colors, and shapes) to request des

23. [A preliminary analysis of self-control with aversive events: The effects of task magnitude and delay on the choices of children with autism.](#)  
isLibSubscript } ?. Dorothea C. Lerman, Laura R. Addison, & Tiffany Kodak. (2006). A preliminary analysis of self-control with aversive events: The effects of task magnitude and delay on the choices of children with autism. *Journal of Applied Behavior Analysis*, 39, 227-232. When faced with a choice between two aversive events, a person exhibits self-control by choosing a smaller, more immediate aversive event over a larger, delayed a
24. [Generalization of tacting actions in children with autism.](#)  
isLibSubscript } ?. Gladys Williams, José Julio Carnerero, & Luis Antonio Pérez-González. (2006). Generalization of tacting actions in children with autism.. *Journal of Applied Behavior Analysis*, 39, 233-237. This intervention compared the effects of two procedures on the generalization of a tacting repertoire (labeling) in 6 children with autism spectrum disorder. In one procedure the verbal antecedent stimulus "What is she doing?" appeared t
25. [A preliminary examination of the evocative effects of the establishing operation.](#)  
isLibSubscript } ?. Mark O'Reilly, Jeff Sigafoos, Chaturi Edrisinha, Giulio Lancioni, Helen Cannella, Ha Young Choi, & Anjali Barretto. (2006) A preliminary examination of the evocative effects of the establishing operation.. *Journal of Applied Behavior Analysis*, 39, 239-242. We attempted to isolate the evocative effects of the establishing operation for positively reinforced problem behavior with 2 participants. The study consisted of
26. [Shaping approach responses as intervention for specific phobia in a child with autism.](#)  
isLibSubscript } ?. Joseph N. Ricciardi, James K. Luiselli, & Marianne Camare. (2006). Shaping approach responses as intervention for specific phobia in a child with autism.. *Journal of Applied Behavior Analysis*, 39, 445-448. We evaluated contact desensitization (reinforcing approach responses) as intervention for specific phobia with a child diagnosed with autism. During hospital-based intervention, the boy was able to encounter prev
27. [Stimulus fading and differential reinforcement for the treatment of needle phobia in a youth with autism.](#)  
isLibSubscript } ?. Daniel B. Shabani & Wayne W. Fisher. (2006). Stimulus fading and differential reinforcement for the treatment of needle phobia in a youth with autism. *Journal of Applied Behavior Analysis*, 39, 449-452. Stimulus fading in the form of gradually increased exposure to a fear-evoking stimulus, often combined with differential reinforcement, has been used to treat phobias in children who are otherwise normal and in c
28. [Superimposition and withholding of edible consequences as treatment for automatically reinforced stereotypy.](#)  
Tina M. Sidener, James E. Carr, & Amanda M. Firth (2005). Superimposition and

withholding of edible consequences as treatment for automatically reinforced stereotypy. *Journal of Applied Behavior Analysis*, 38, 121-124. The delivery and subsequent withholding of tangible consequences has been previously investigated as an intervention for stereotypic behavior. The current investigation sought to extend previous research by evalu

29. [The effects of reinforcement magnitude on functional analysis outcomes.](#)  
Valerie M. Volkert, Dorothea C. Lerman, and Christina Vorndran (2005). The effects of reinforcement magnitude on functional analysis outcomes.. *Journal of Applied Behavior Analysis*, 38, 147-162. The duration or magnitude of reinforcement has varied and often appears to have been selected arbitrarily in functional analysis research. Few studies have evaluated the effects of reinforcement magnitude on problem behavior, even though
30. [On the role of preference in response competition.](#)  
William H. Ahearn, Kathy M. Clark, Ruth DeBar, & Christine Florentino (2005). On the role of preference in response competition.. *Journal of Applied Behavior Analysis*, 38, 247-250. A duration-based preference assessment identified items that matched and did not match the sensory consequences hypothesized to maintain stereotypy. When evaluated in treatment, these items effectively competed with the occurrence of stereotypy, regardless of th
31. [The effects of directive and nondirective prompts on noncompliant vocal behavior exhibited by a child with autism.](#)  
Robert Peyton, Steven E. Lindauer, & David M. Richman (2005). The effects of directive and nondirective prompts on noncompliant vocal behavior exhibited by a child with autism. *Journal of Applied Behavior Analysis*, 38, 251-255. Results of an analogue functional analysis indicated that noncompliant vocal behavior exhibited by a young girl with autism was maintained by negative reinforcement. Follow-up analyses suggested that the immediat
32. [A methodology for assessing the functions of emerging speech in children with developmental disabilities.](#)  
Dorothea C. Lerman, Mandy Parten, Laura R. Addison, Christina M. Vorndran, Valerie M. Volkert, & Tiffany Kodak (2005) A methodology for assessing the functions of emerging speech in children with developmental disabilities. *Journal of Applied Behavior Analysis*, 38, 303-316. An approach based on Skinner's (1957) theory of verbal behavior has been developed to understand and teach elementary communication skills to children with autism
33. [An evaluation of simultaneous presentation and differential reinforcement with response cost to reduce packing.](#)  
isLibSubscript } ?. Scott D. Buckley & Debra K. Newchok (2005). An evaluation of simultaneous presentation and differential reinforcement with response cost to reduce packing. *Journal of Applied Behavior Analysis*, 38, 405-409. We evaluated the effects of multiple treatment procedures, including simultaneous presentation of preferred foods, on the packing behavior of a 9-year-old girl with autism. A

reversal design was used to assess th

34. [Derived manding in children with autism: Synthesizing Skinner's Verbal Behavior with relational frame theory.](#)  
Carol Murphy, Dermot Barnes-Holmes, & Yvonne Barnes-Holmes (2005). Derived manding in children with autism: Synthesizing Skinner's Verbal Behavior with relational frame theory. *Journal of Applied Behavior Analysis*, 38, 445-462. Mand functions for two stimuli (A1 and A2) were trained for 3 children with autism and were then incorporated into two related conditional discriminations (A1-B1/A2 -B2 and B1-C1/B2-C2) Tests were conducted to pr
35. [Using a combined blocking procedure to teach color discrimination to a child with autism.](#)  
isLibSubscript } ?. Gladys Williams, Luis Antonio Pérez-González, & Anna Beatriz Müller Queiroz (2005). Using a combined blocking procedure to teach color discrimination to a child with autism.. *Journal of Applied Behavior Analysis*, 38, 555-558. A combined blocking procedure was used to teach a child with autism to select two colors on request. First, two color cards were placed at fixed locations on a table and the experimenter
36. [A rapid assessment of skills in young children with autism.](#)  
Dorothea C. Lerman, Christina Vorndran, Laura Addison, & Stephanie A. C. Kuhn (2004). A rapid assessment of skills in young children with autism.. *Journal of Applied Behavior Analysis*, 37, 11-26. Educational interventions based on the principles of behavior analysis are highly effective for establishing skills in young children with autism. As a first step in program development, the child's current skill level is determined by eva
37. [Systematic application and removal of protective equipment in the assessment of multiple topographies of self-injury.](#)  
James W. Moore, Wayne W. Fisher, & Angela Pennington (2004). Systematic application and removal of protective equipment in the assessment of multiple topographies of self-injury. *Journal of Applied Behavior Analysis*, 37, 73-77. We evaluated the effects of systematic application and removal of protective equipment on three topographies of self-injurious behavior (SIB) exhibited by a girl who had been diagnosed with autism. Results showed t
38. [Teaching teenagers with autism to seek assistance when lost.](#)  
Bridget A. Taylor, Carrie E. Hughes, Erin Richard, Hannah Hoch, & Andrea Rodriguez Coello (2004). Teaching teenagers with autism to seek assistance when lost.. *Journal of Applied Behavior Analysis*, 37, 79-82. Three teenagers with autism were taught to respond to a vibrating pager to seek assistance in community settings when physically separated from their parents or teachers. A multiple baseline probe design across participants demonstrated th
39. [An evaluation of response cost in the treatment of inappropriate vocalizations maintained by automatic reinforcement.](#)  
Terry S. Falcomata, Henry S. Roane, Alyson N. Hovanetz, Tracy L. Kettering, & Kris

M. Keeney (2004). An evaluation of response cost in the treatment of inappropriate vocalizations maintained by automatic reinforcement. *Journal of Applied Behavior Analysis*, 37, 83-87. In the current study, we examined the utility of a procedure consisting of noncontingent reinforcement with and without response cost in the treatment of inappropri

40. [Effects of video modeling on social initiations by children with autism.](#)  
Christos K. Nikopoulos & Michael Keenan (2004). Effects of video modeling on social initiations by children with autism.. *Journal of Applied Behavior Analysis*, 37, 93-96. We examined the effects of a video modeling intervention on social initiation and play behaviors with 3 children with autism using a multiple baseline across subjects design. Each child watched a videotape showing a typically developing peer, and the experimenter
41. [Creating activity schedules using Microsoft PowerPoint.](#)  
Ruth Anne Rehfeldt, Elisabeth M. Kinney, Shannon Root, & Robert Stromer (2004). Creating activity schedules using Microsoft PowerPoint.. *Journal of Applied Behavior Analysis*, 37, 115-128. We describe how PowerPoint presentation software can be used to create computer activity schedules to teach individuals with special needs. Presented are the steps involved in creating activity schedules with close-ended and open-ended a
42. [Evaluation of a vocal mand assessment and vocal mand training procedures.](#)  
Jason Bourret, Timothy R. Vollmer, & John T. Rapp (2004). Evaluation of a vocal mand assessment and vocal mand training procedures.. *Journal of Applied Behavior Analysis*, 37, 129-144. A common deficiency in the verbal repertoires of individuals with autism and related disorders is the absence of socially appropriate vocal mands. The vocal mand repertoires of these individuals may be lacking in several respects: (a) The individual might engage
43. [An alternative method of thinning reinforcer delivery during differential reinforcement.](#)  
Henry S. Roane, Wayne W. Fisher, Gina M. Sgro, Terry S. Falcomata, & Robert R. Pabico (2004). An alternative method of thinning reinforcer delivery during differential reinforcement.. *Journal of Applied Behavior Analysis*, 37, 213-218. Differential reinforcement of alternative behavior (DRA) may result in rates of reinforcement that are impractical for caregivers to implement; therefore, recent research has examined methods for thinning reinfor
44. [Obtained versus programmed reinforcement: Practical considerations in the treatment of escape-reinforced aggression.](#)  
LeAnne Johnson, Jennifer McComas, Andrea Thompson, & Frank J. Symons (2004). Obtained versus programmed reinforcement: Practical considerations in the treatment of escape-reinforced aggression. *Journal of Applied Behavior Analysis*, 37, 239-242. This investigation provides a preliminary examination of the difference between programmed and obtained reinforcement rates and its potential influence during treatment of aggression in a

45. [Analysis of response allocation in individuals with multiple forms of stereotyped behavior.](#)  
John T. Rapp, Timothy R. Vollmer, Claire St. Peter, Claudia L. Dozier, & Nicole M. Cotnoir (2004). Analysis of response allocation in individuals with multiple forms of stereotyped behavior.. Journal of Applied Behavior Analysis,. 37, 481-501. Using a modified constant prompt-delay procedure to teach spelling to students with physical disabilities Mari Beth Coleman-Martin & Kathryn Wolff Heller Three experiments were conducted
46. [Comparison of two procedures for teaching dictated-word/symbol relations to learners with autism.](#)  
Kathleen M. Clark & Gina Green (2004). Comparison of two procedures for teaching dictated-word/symbol relations to learners with autism.. Journal of Applied Behavior Analysis,. 37, 503-507. The efficacy of exclusion and delayed-cue procedures for establishing novel dictated-word/symbol relations with 2 boys with autism was compared using computerized match-to-sample procedures. Acquisition of the relations under the two tra
47. [The effects of behavioral skills training on staff implementation of discrete-trial teaching.](#)  
Randi A. Sarokoff & Peter Sturmey (2004). The effects of behavioral skills training on staff implementation of discrete-trial teaching.. Journal of Applied Behavior Analysis,. 37, 535-538. A behavioral skills training package was used to train 3 teachers to correctly implement discrete- trial teaching. The mean baseline proportion of possible correct teaching responses for Teachers 1, 2, and 3 increased from 43% 49% and 43
48. [In memory of Montrose Madison Wolf](#)  
James A. Sherman(2004). In memory of Montrose Madison Wolf.. Journal of Applied Behavior Analysis,. 37, 555-556.. Mont Wolf, our valued colleague and very good friend, passed away several months ago. Mont was a very private man, and the services for him were held at the family ranch in Texas. Sandra, Mont's wife, said that the very best type of memorial for Mont was one that had already been held while he was with us in the fall of 200
49. [Progressing from programmatic to discovery research: A case example with the overjustification effect.](#)  
Roane, H. S. Fisher, W. W. & McDonough, E. M. (2003). Progressing from programmatic to discovery research: A case example with the overjustification effect.Journal of Applied Behavior Analysis,. 36, 35-46. Scientific research progresses along planned (programmatic research) and unplanned (discovery research) paths. In the current investigation, we attempted to conduct a single-case evaluation of the overjustification effect (i.e. programmati
50. [Collateral effects of response blocking during the treatment of stereotypic behavior.](#)  
Lerman, D. C. Kelley, M. E. Vorndran, C. M. & Van Camp, C. M. (2003). Collateral

effects of response blocking during the treatment of stereotypic behavior.. Journal of Applied Behavior Analysis,. 36, 119-123. The collateral effects of response blocking were evaluated while treating stereotypic behavior in a woman diagnosed with autism. Blocking stereotypic behavior (head and tooth tapping) was associated with decreases in leisure-item interac

51. [Using video modeling and reinforcement to teach perspective-taking skills to children with autism.](#)  
LeBlanc, L. A. Coates, A. M. Daneshvar, S. Charlop-Christy, M. H. Morris, C. & Lancaster, B. M. (2003)Using video modeling and reinforcement to teach perspective-taking skills to children with autism.. Journal of Applied Behavior Analysis,. 36, 253-257. We evaluated video modeling and reinforcement for teaching perspective-taking skills to 3 children with autism using a multiple baseline design. Video modeling and reinforcement were effe
52. [Functional analysis and treatment of verbal perseverations displayed by an adult with autism.](#)  
Rehfeldt, R. A. & Chambers, M. R. (2003). Functional analysis and treatment of verbal perseverations displayed by an adult with autism.. Journal of Applied Behavior Analysis,. 36, 259-261. The function of perseverative speech for an adult man who had been diagnosed with autism and mental retardation was examined. Results showed that verbal perseverations were maintained by social attention. An intervention consisting of di
53. [The role of specific consequences in the maintenance of three types of questions.](#)  
Williams, G. Pérez-González, L. A. & Vogt, K. (2003). The role of specific consequences in the maintenance of three types of questions.. Journal of Applied Behavior Analysis,. 36, 285-296. This research replicated and extended a study by Williams, Donley, and Keller (2000) In that study, children with autism received a box with an object inside and learned to ask "What's that? "Can I see it? and "Can I have it? to have the
54. [Using simultaneous presentation to increase vegetable consumption in a mildly selective child with autism.](#)  
Ahearn, W. H. (2003). Using simultaneous presentation to increase vegetable consumption in a mildly selective child with autism.Journal of Applied Behavior Analysis,. 36, 361-365. A multiple baseline design was used to evaluate the effects of adding condiments on the consumption of previously rejected foods (vegetables) Adding condiments produced increased food acceptance across three food items. Data are discussed in relation to conditio
55. [Parental assessment and treatment of food selectivity in natural settings.](#)  
Najdowski, A. C. Wallace, M. D. Doney, J. K. & Ghezzi, P. M. (2003). Parental assessment and treatment of food selectivity in natural settings.. Journal of Applied Behavior Analysis,. 36, 383-386. This study evaluated the effects of a parent-conducted functional analysis and treatment consisting of differential reinforcement of an alternative behavior, escape extinction, and demand fading on

food selectivity in a young child with

56. [Persistence of Stereotypic Behavior: Examining the Effects of External Reinforcers.](#) William H. Ahearn, Kathy M. Clark, Nicole C. Gardenier, Bo In Chung, & William V. Dube (2003). Persistence of Stereotypic Behavior: Examining the Effects of External Reinforcers.. Journal of Applied Behavior Analysis,. 36, 439-448. Basic research has shown that behavioral persistence is often positively related to rate of reinforcement. This relation, expressed in the metaphor of behavioral momentum, has potentially important implications f
57. [Effects of exemplar training in exclusion responding on auditory-visual discrimination tasks with children with autism.](#) Deborah Carr (2003). Effects of exemplar training in exclusion responding on auditory-visual discrimination tasks with children with autism.Journal of Applied Behavior Analysis,. 36, 507-524. In Experiment 1 with 7 autistic children (3 to 6 years old) auditory-visual exclusion was tested with four unknown word-item pairs for each child. One child demonstrated exclusion and positive learning outcomes unequivocally with the fou
58. [Increasing social initiations in children with autism: Effects of a tactile prompt.](#) Shabani, D. B. Katz, R. C. Wilder, D. A. Beauchamp, K. Taylor, C. R. & Fischer, K. J. (2002). Increasing social initiations in children with autism: Effects of a tactile prompt.. Journal of Applied Behavior Analysis,. 35, 79-83. An ABAB design was used to assess the effects of a tactile prompting device (i.e. a vibrating pager) as a prompt for the social initiations of 3 children with autism during free-play activities with typically devel
59. [A prework assessment of task preferences among adults with autism beginning a supported job.](#) Lattimore, L. P. Parsons, M. B. & Reid, D. H. (2002). A prework assessment of task preferences among adults with autism beginning a supported job.. Journal of Applied Behavior Analysis,. 35, 85-88. A prework paired-task assessment was evaluated for identifying work preferences among 3 adults with autism beginning a supported job. When the workers began the job, choices were provided between more and less preferred tasks (determined b
60. [Functional analysis of stereotypical ear covering in a child with autism.](#) Tang, J. Kennedy, C. H. Koppekin, A. & Caruso, M. (2002). Functional analysis of stereotypical ear covering in a child with autism.. Journal of Applied Behavior Analysis,. 35, 95-98. We studied stereotypical ear covering in a child with autism. Results of a descriptive analysis were inconclusive but revealed a correlation between ear covering and another child's screaming. An analogue functional analysis showed that ear covering was emitted on
61. [Concurrent reinforcement schedules: Behavior change and maintenance without extinction.](#) Hoch, H. McComas, J. J. Thompson, A. L. & Paone, D. (2002). Concurrent reinforcement schedules: Behavior change and maintenance without extinction..

Journal of Applied Behavior Analysis, . 35, 155-169. We evaluated the effects of concurrent schedules of reinforcement on negatively reinforced problem behavior and task completion with 3 children with autism. Results indicated that problem behavior occurred at high levels and relatively f

62. [The effects of magnitude and quality of reinforcement on choice responding during play activities.](#)

Hoch, H. McComas, J. J. Johnson, L. Faranda, N. & Guenther, S. L. (2002). The effects of magnitude and quality of reinforcement on choice responding during play activities.. Journal of Applied Behavior Analysis, . 35, 171-181. Three boys with autism participated in a study of the effects of magnitude and quality of reinforcement on choice responding. Two concurrent response alternatives were arranged: (a) to play in an area where a pee

63. [Discrete-trial training for autistic children when reward is delayed: A comparison of conditioned cue value and response marking.](#)

Grindle, C. F. & Remington, B. (2002). Discrete-trial training for autistic children when reward is delayed: A comparison of conditioned cue value and response marking. Journal of Applied Behavior Analysis, . 35, 187-190. Three children with autism were taught to identify pictures of objects. Their speed of acquisition of receptive speech skills was compared across two conditions. In the cue-value condition, a compound audiovisual

64. [Training staff to conduct a paired-stimulus preference assessment.](#)

Lavie, T. & Sturmey, P. (2002). Training staff to conduct a paired-stimulus preference assessment.. Journal of Applied Behavior Analysis, . 35, 209-211. Three staff members were trained to conduct stimulus preference assessments using a paired-stimulus format with 8 children with autism. Staff were trained to mastery level using brief instruction, a video model, and rehearsal with verbal feedback. Training took about 80 min per staff me

65. [Using the picture exchange communication system \(PECS\) with children with autism: Assessment of PECS acquisition, speech, social- communicative behavior, and problem behavior.](#)

Charlop-Christy, M. H. Carpenter, M. Le, L. LeBlanc, L. A. & Kellet, K. (2002). Using the picture exchange communication system (PECS) with children with autism: Assessment of pecs acquisition, speech, social-communicative behavior, and problem behavior. Journal of Applied Behavior Analysis, . 35, 213-231. The picture exchange communication system (PECS) is an augmentative communication system frequently used with children with autism (Bondy

66. [The effects of differential and lag reinforcement schedules on varied verbal responding by individuals with autism.](#)

Lee, R. McComas, J. J. & Jawor, J. (2002). The effects of differential and lag reinforcement schedules on varied verbal responding by individuals with autism. Journal of Applied Behavior Analysis, . 35, 391-402. Variability has been shown to be a reinforceable dimension of behavior. One procedure that has been

demonstrated to increase variability in basic research is the lag reinforcement schedule. On this type of schedule, a response is reinforced

67. [Teaching children with autism to engage in conversational exchanges: Script fading with embedded textual stimuli.](#)  
Sarikoff, R. A. Taylor, B. A. & Poulson, C. L. (2001). Teaching children with autism to engage in conversational exchanges: Script fading with embedded textual stimuli. *Journal of Applied Behavior Analysis*, 34, 81-84. A multiple baseline across three sets of stimuli was used to assess the effects of a script-fading procedure using embedded text to teach 2 children with autism to engage in conversation statements about the stimuli
68. [Behavioral cusps: A model for selecting target behaviors.](#)  
Bosch, S. & Fuqua, R. W. (2001). Behavioral cusps: A model for selecting target behaviors. *Journal of Applied Behavior Analysis*, 34, 123-125. A cusp, as defined by Rosales-Ruiz and Baer (1997) is "a behavior change that has consequences for the organism beyond the change itself, some of which may be considered important" (p. 537) For example, when a child learns to walk, that child gains access to environmental stimuli and contingencies (
69. [Assessment and treatment of problem behavior maintained by escape from attention and access to tangible items.](#)  
Hagopian, L. P. Wilson, D. M. & Wilder, D. A. (2001). Assessment and treatment of problem behavior maintained by escape from attention and access to tangible items. *Journal of Applied Behavior Analysis*, 34, 229-232. The results obtained from two consecutive functional analyses conducted with a 6-year-old child with autism are described. In the initial functional analysis, the highest rates of problem behavior occurred in the
70. [Antecedent manipulations in a tangible condition: The effects of stimulus preference on aggression.](#)  
Mueller, M. M. Wilczynski, S. M. Moore, J. W. Fusilier, I. & Trahan, D. (2001). Antecedent manipulations in a tangible condition: The effects of stimulus preference on aggression. *Journal of Applied Behavior Analysis*, 34, 237-240. After a functional analysis indicated that aggression of an 8-year-old boy with autism was maintained by access to preferred items, antecedent manipulations involving the relative preference of restricted and non
71. [Using fixed-time schedules to maintain behavior: A preliminary investigation.](#)  
Dozier, C. L. Carr, J. E. Enloe, K. Landaburu, H. Eastridge, D. & Kellum, K. K. (2001). Using fixed-time schedules to maintain behavior: A preliminary investigation. *Journal of Applied Behavior Analysis*, 34, 337-340. The purpose of this study was to evaluate the potential of fixed-time (FT) schedules to maintain behavior. Two children who had been diagnosed with autism were taught a functional task. Subsequently, three differ
72. [Social stories, written text cues, and video feedback: Effects on social communication of children with autism.](#)

Thiemann, K. S. & Goldstein, H. (2001). Social stories, written text cues, and video feedback: Effects on social communication of children with autism. *Journal of Applied Behavior Analysis*, 34, 425-446. This study investigated the effects of written text and pictorial cuing with supplemental video feedback on the social communication of 5 students with autism and social deficits. Two peers without disabilities participated as social par

73. [Self-control in children with autism: Response allocation during delays to reinforcement.](#)  
Dixon, M. R. & Cummings, A. (2001). Self-control in children with autism: Response allocation during delays to reinforcement.. *Journal of Applied Behavior Analysis*, 34, 491-495. This study examined the use of a progressive-delay schedule of reinforcement to increase self-control and decrease disruptive behavior in children with autism. When initially given the choice between an immediate smaller reinforcer and a larger delayed reinforce
74. [Choices between positive and negative reinforcement during treatment for escape-maintained behavior.](#)  
DeLeon, I. G. Neidert, P. L. Anders, B. M. & Rodriguez-Catter, V. (2001). Choices between positive and negative reinforcement during treatment for escape-maintained behavior.. *Journal of Applied Behavior Analysis*, 34, 521-525. Positive reinforcement was more effective than negative reinforcement in promoting compliance and reducing escape-maintained problem behavior for a child with autism. Escape extinction was then added while the ch
75. [Reinforcing variability in adolescents with autism.](#)  
Miller, N. & Neuringer, A. (2000). Reinforcing variability in adolescents with autism.. *Journal of Applied Behavior Analysis*, 33, 151-165. Five adolescents with autism, 5 adult control participants, and 4 child controls received rewards for varying their sequences of responses while playing a computer game. In preceding and following phases, rewards were provided at approximately the same rate but were independent of varia
76. [Effects of reinforcer choice measured in single-operant and concurrent-schedule procedures.](#)  
Geckeler, A. S. Libby, M. E. Graff, R. B. & Ahearn, W. H. (2000). Effects of reinforcer choice measured in single-operant and concurrent-schedule procedures.. *Journal of Applied Behavior Analysis*, 33, 347-351. The effects of choice and no choice of reinforcer on the response rates of 3 children with autism were compared across single-operant and concurrent-schedule procedures. No consistent differences in responding between choice and no-choic
77. [Evaluation of a brief multiple-stimulus preference assessment in a naturalistic context.](#)  
Carr, J. E. Nicolson, A. C. & Higbee, T. S. (2000). Evaluation of a brief multiple-stimulus preference assessment in a naturalistic context.. *Journal of Applied Behavior Analysis*, 33, 353-357. We evaluated a brief multiple-stimulus preference

assessment within the context of an early intervention program for 3 children who had been diagnosed with autism. Subsequent curriculum-based reinforcer evaluations confirmed the predicti

78. [Escape behavior during academic tasks: A preliminary analysis of idiosyncratic establishing operations.](#)  
McComas, J. Hoch, H. Paone, D. & El-Roy, D. (2000). Escape behavior during academic tasks: A preliminary analysis of idiosyncratic establishing operations. *Journal of Applied Behavior Analysis*, 33, 479-493. The presence or absence of idiosyncratic stimuli has been demonstrated to predictably alter the occurrence of problem behavior. By specifying stimuli related to negatively reinforced behavior during academic tasks, it may be possible to
79. [Analyzing the multiple functions of stereotypical behavior for students with autism: Implications for assessment and treatment.](#)  
Kennedy, C. H. Meyer, K. A. Knowles, T. & Shukla, S. (2000). Analyzing the multiple functions of stereotypical behavior for students with autism: Implications for assessment and treatment. *Journal of Applied Behavior Analysis*, 33, 559-571. We studied behavioral functions associated with stereotypical responses for students with autism. In Study 1, analogue functional analyses (attention, demand, no-attention, and recreation
80. [The effects of noncontingent access to single- versus multiple-stimulus sets on self-injurious behavior.](#)  
DeLeon, I. G. Anders, B. M. Rodriguez-Catter, V. & Neidert, P. L. (2000). The effects of noncontingent access to single- versus multiple-stimulus sets on self-injurious behavior. *Journal of Applied Behavior Analysis*, 33, 623-626. The automatically reinforced self-injury of a girl with autism was treated by providing noncontingent access to a single set of preferred toys during 30-min sessions. The reductive effects of the intervention wan
81. [Teaching children with autism to ask questions about hidden objects.](#)  
Williams, G. Donley, C. R. & Keller, J. W. (2000). Teaching children with autism to ask questions about hidden objects.. *Journal of Applied Behavior Analysis*, 33, 627-630. We taught 2 4-year-old children with autism to ask questions of an adult who held a closed box with a toy inside. The treatment package (modeling, prompting, and reinforcement) was evaluated with a multiple baseline design across the three question forms during
82. [Reinforcement of compliance with respiratory treatment in a child with cystic fibrosis.](#)  
Hagopian, L. P. & Thompson, R. H. (1999). Reinforcement of compliance with respiratory treatment in a child with cystic fibrosis.. *Journal of Applied Behavior Analysis*, 32, 233-236. An 8-year-old boy with cystic fibrosis (CF) mental retardation, and autism exhibited noncompliance with respiratory treatments that were essential for the management of his CF. A treatment involving shaping cooperation while still allowing escape for aggression

83. [Evaluating a more cost-efficient alternative to providing in-home feedback to parents: The use of spousal feedback.](#)  
Harris, T. A. Peterson, S. L. Filliben, T. L. Glassberg, M. & Favell, J. E. (1998). Evaluating a more cost-efficient alternative to providing in-home feedback to parents: The use of spousal feedback. *Journal of Applied Behavior Analysis*, 31, 131-134. We evaluated the contribution of spousal feedback to a parent education curriculum designed for parents of children with autism. A modified multiple baseline design across 3 husband-and-w
84. [The evaluation and treatment of aggression maintained by attention and automatic reinforcement.](#)  
Thompson, R. H. Fisher, W. W. Piazza, C. C. & Kuhn, D. E. (1998). The evaluation and treatment of aggression maintained by attention and automatic reinforcement.. *Journal of Applied Behavior Analysis*, 31, 103-116. In the current investigation, we used direct and indirect methods to assess and treat several topographies of aggression that were hypothesized to have separate operant functions in a young boy with severe mental
85. [The effects of reinforcement rate on the spontaneous social initiations of socially withdrawn preschoolers.](#)  
Zanolli, K. & Daggett, J. (1998). The effects of reinforcement rate on the spontaneous social initiations of socially withdrawn preschoolers. *Journal of Applied Behavior Analysis*, 31, 117-125. Social skills priming was used to increase the spontaneous social initiations of 2 socially withdrawn preschoolers, 1 of whom had been diagnosed with autism. During priming sessions, the teacher prompted and reinforced social behaviors (
86. [Visual identity matching and auditory-visual matching: A procedural note.](#)  
Kelly, S. Green, G. & Sidman, M. (1998). Visual identity matching and auditory-visual matching: A procedural note.. *Journal of Applied Behavior Analysis*, 31, 237-243. After preliminary computerized training on visual-visual identity matching, a 5-year-old boy with autism (Sam) was given visual-visual and auditory-visual matching-to-sample tests with new stimuli. He did well in matching dictated name samples to 20 pictures, 26
87. [Increasing communicative interactions of young children with autism using a voice output communication aid and naturalistic teaching.](#)  
Schepis, M. M. Reid, D. H. Behrmann, M. M. & Sutton, K. A. (1998). Increasing communicative interactions of young children with autism using a voice output communication aid and naturalistic teaching. *Journal of Applied Behavior Analysis*, 31, 561-578. We evaluated the effects of a voice output communication aid (VOCA) and naturalistic teaching procedures on the communicative interactions of young children with autism. A teacher and thr
88. [Establishing discriminative control of responding using functional and alternative reinforcers during functional communication training.](#)  
Fisher, W. W. Kuhn, D. E. & Thompson, R. H. (1998). Establishing discriminative

control of responding using functional and alternative reinforcers during functional communication training. *Journal of Applied Behavior Analysis*, 31, 543-560. Functional communication training (FCT) is a popular treatment for problem behaviors, but its effectiveness may be compromised when the client emits the target communication response and

89. [Effects of warning stimuli for reinforcer withdrawal and task onset on self-injury.](#)  
Mace, A. B. Shapiro, E. S. & Mace, F. C. (1998). Effects of warning stimuli for reinforcer withdrawal and task onset on self-injury.. *Journal of Applied Behavior Analysis*, 31, 679-682. Results of a functional analysis of self-injurious behavior (SIB) in a child with autism showed that her SIB was maintained by access to preferred objects and escape or avoidance of task demands. Extinction and noncontingent reinforcement treatments were supplement
90. [Increasing communicative interactions of young children with autism using a voice output communication aid and naturalistic teaching.](#)  
Schepis, M. M. Reid, D. H. Behrmann, M. M. & Sutton, K. A. (1998). Increasing communicative interactions of young children with autism using a voice output communication aid and naturalistic teaching. *Journal of Applied Behavior Analysis*, 31, 561-578. We evaluated the effects of a voice output communication aid (VOCA) and naturalistic teaching procedures on the communicative interactions of young children with autism. A teacher and thr
91. [Teaching receptive naming of Chinese characters by incorporating echolalia to children with autism.](#)  
Leung, J. & Wu, K. (1997). Teaching receptive naming of Chinese characters by incorporating echolalia to children with autism.. *Journal of Applied Behavior Analysis*, 30, 59-67. The facilitative effect of incorporating echolalia on teaching receptive naming of Chinese characters to children with autism was assessed. In Experiment 1, echoing the requested character name prior to the receptive naming task facilitated matching a character to
92. [Multiple peer use of pivotal response training to increase social behaviors of classmates with autism: Results from trained and untrained peers.](#)  
Pierce, K. & Schreibman, L. (1997). Multiple peer use of pivotal response training to increase social behaviors of classmates with autism: Results from trained and untrained peers. *Journal of Applied Behavior Analysis*, 30, 157-160. Two children with autism and 8 typical peers participated in a study designed to replicate an earlier finding of successful social-skills intervention for children with autism using peer-implemented pivotal respo
93. [Assessment of preference for varied versus constant reinforcers.](#)  
Bowman, L. G. Piazza, C. C. Fisher, W. W. Hagopian, L. P. & Kogan, J. S. (1997). Assessment of preference for varied versus constant reinforcers.. *Journal of Applied Behavior Analysis*, 30, 451-458. One method that has been demonstrated to improve the effectiveness of reinforcement is stimulus (reinforcer) variation (Egel, 1980) Egel found that bar pressing increased and responding occurred more

rapidly during varied reinforcement t

94. [A response-restriction analysis of stereotypy in adolescents with mental retardation: Implications for applied behavior analysis.](#)  
McEntee, J. E. & Saunders, R. R. (1997). A response-restriction analysis of stereotypy in adolescents with mental retardation: Implications for applied behavior analysis. *Journal of Applied Behavior Analysis*, 30, 485-506. The behavior of 4 adolescents with severe or profound mental retardation was evaluated in the presence of four sets of materials during periods of unstructured leisure activity. Functional engagement with the mat
95. [On the reinforcing effects of the content of verbal attention.](#)  
Fisher, W. W. Ninness, H. A. C. Piazza, C. C. & Owen-DeSchryver, J. S. (1996). On the reinforcing effects of the content of verbal attention.. *Journal of Applied Behavior Analysis*, 29, 235-238. During a functional analysis, a boy with autism and oppositional defiant disorder displayed destructive behavior that was maintained by attention in the form of verbal reprimands (e.g. "Don't hit me" In a second analysis, contingent verb
96. [Training and generalization of affective behavior displayed by youth with autism.](#)  
Gena, A. Krantz, P. J. McClannahan, L. E. & Poulson, C. L. (1996). Training and generalization of affective behavior displayed by youth with autism.. *Journal of Applied Behavior Analysis*, 29, 291-304. The purpose of this study was to teach contextually appropriate affective behavior to 4 youths with autism. Treatment consisted of modeling, prompting, and reinforcement introduced in a multiple baseline design across response categories
97. [Naming, the formation of stimulus classes, and applied behavior analysis.](#)  
Stromer, R. Mackay, H. A. & Remington, B. (1996). Naming, the formation of stimulus classes, and applied behavior analysis.. *Journal of Applied Behavior Analysis*, 29, 409-431.. The methods used in Sidman's original studies on equivalence classes provide a framework for analyzing functional verbal behavior. Sidman and others have shown how teaching receptive, name-referent matching may produce rudimentary oral reading and wo
98. [Functional analysis and treatment of cigarette pica.](#)  
Piazza, C. C. Hanley, G. P. & Fisher, W. W. (1996). Functional analysis and treatment of cigarette pica.. *Journal of Applied Behavior Analysis*, 29, 437-449. A series of analyses was conducted to assess and treat the pica of cigarette butts by a young man with mental retardation and autism. First, we demonstrated that pica was maintained in a condition with no social consequences when the available cigarettes contained nicotine but not when
99. [Treating total liquid refusal with backward chaining and fading.](#)  
Hagopian, L. P. Farrell, D. A. & Amari, A. (1996). Treating total liquid refusal with backward chaining and fading.. *Journal of Applied Behavior Analysis*, 29, 573-575. In this study, we report on a 12-year-old boy with autism, mental retardation, and a history of severe gastrointestinal problems who presented with total liquid and

food refusal. Backward chaining was used to shape drinking from a cup, and a fading procedure was

100. [Teaching children with autism to seek information: Acquisition of novel information and generalization of responding.](#)  
Taylor, B. A. , & Harris, S. L. (1995). Teaching children with autism to seek information: Acquisition of novel information and generalization of responding. *Journal of Applied Behavior Analysis*, 28, 3-14. A time delay procedure was used to teach 3 children with autism to ask the question "What's that? when novel stimuli were presented during an instructional task. Once the ability to ask the question was acquired, the children's ability to l
101. [The effects of advance notice of activity transitions on stereotypic behavior.](#)  
Tustin, R. D. (1995). The effects of advance notice of activity transitions on stereotypic behavior.. *Journal of Applied Behavior Analysis*, 28, 91-92. Using an A-B-A-B design, two procedures for requesting a change of activity were compared for their effect on the stereotypic behavior of a man with autism. One procedure requested immediate change of activities, whereas the second procedure gave advance notice of a change. Less stereotyp
102. [Effects of cooperative learning groups during social studies for students with autism and fourth-grade peers.](#)  
Dugan, E. Kamps, D. Leonard, B. Watkins, N. Rheinberger, A. & Stackhaus, J. (1995). Effects of cooperative learning groups during social studies for students with autism and fourth-grade peers. *Journal of Applied Behavior Analysis*, 28, 175-188. We investigated the use of cooperative learning groups as an instructional strategy for integrating 2 students with autism into a fourth-grade social studies class. Baseline consisted of
103. [Increasing complex social behaviors in children with autism: Effects of peer-implemented pivotal response training.](#)  
Pierce, K. & Schreibman, L. (1995). Increasing complex social behaviors in children with autism: Effects of peer-implemented pivotal response training. *Journal of Applied Behavior Analysis*, 28, 285-295. Two children with autism were taught to engage in a variety of complex social behaviors using peer-implemented pivotal response training (PRT) a set of procedures designed to increase motivation and promote generalization. Typical peers
104. [Identification and modification of a response-class hierarchy.](#)  
Lalli, J. S. Mace, F. C. Wohn, T. & Livezy, K. (1995). Identification and modification of a response-class hierarchy.. *Journal of Applied Behavior Analysis*, 28, 551-559. We evaluated the effects of extinction and negative reinforcement on the latency of response-class members following requests made to a 15-year-old female with moderate mental retardation and autism. A functional analysis showed that the class members (screams,
105. [Classwide peer tutoring: An integration strategy to improve reading skills and promote peer interactions among students with autism and general education](#)

[peers.](#)

Kamps, D. M. Barbetta, P. M. Leonard, B. R. & Delquadri, J. (1994). Classwide peer tutoring: An integration strategy to improve reading skills and promote peer interactions among students with autism and general education peers. *Journal of Applied Behavior Analysis*, 27, 49-61. A multiple baseline design across subjects with a reversal was used to examine the effects of classwide peer tutoring relative to traditional reading instruction on

106. [Teaching daily living skills to children with autism in unsupervised settings through pictorial self-management.](#)

Pierce, K. L. & Schreibman, L. (1994). Teaching daily living skills to children with autism in unsupervised settings through pictorial self-management. *Journal of Applied Behavior Analysis*, 27, 471-481. We investigated the efficacy of pictorial self-management to teach daily living skills to 3 low-functioning children with autism. Stimulus and response generalization, stimulus control of self-management materials, and maintenance of beh

107. [Increasing requests by adults with developmental disabilities using incidental teaching by peers.](#)

Farmer-Dougan, V. (1994). Increasing requests by adults with developmental disabilities using incidental teaching by peers.. *Journal of Applied Behavior Analysis*, 27, 533-544. A peer-delivered incidental-teaching procedure was used to instruct appropriate requesting in adults with moderate to severe mental retardation or autism. Three pairs of group-home residents participated in an incidental-teaching procedure to increase appropriat

108. [Generalized imitation and response-class formation in children with autism.](#)

Young, J. M. Krantz, P. J. McClannahan, L. E. & Poulson, C. L. (1994). Generalized imitation and response-class formation in children with autism.. *Journal of Applied Behavior Analysis*, 27, 685-697. An experimental analysis of imitation was conducted to examine the influence of response topography on generalization of imitation across three response types. Four children with autism were presented with both reinforced training trials

109. [Overcoming an autistic child's failure to acquire a tact repertoire.](#)

Partington, J. W. Sundberg, M. L. Newhouse, L. & Spengler, S. M. (1994). Overcoming an autistic child's failure to acquire a tact repertoire.. *Journal of Applied Behavior Analysis*, 27, 733-734. A 6-year-old nonvocal autistic girl who had acquired over 30 signs as mands (requests) simple intraverbals (English-sign translations) and imitative responses repeatedly failed to acquire a tact (labeling) repertoire. It was speculated t

110. [Replication of a high-probability request sequence with varied interprompt times in a preschool setting.](#)

Houlihan, D. Jacobson, L. & Brandon, P. K. (1994). Replication of a high-probability request sequence with varied interprompt times in a preschool setting. *Journal of Applied Behavior Analysis*, 27, 737-738. An intervention for noncompliance

consisting of a series of requests promoting a high probability of compliance followed either 5 s or 20 s later by a request with a low probability of compliance was implemented with a preschool child wi

111. [Teaching children with autism to use photographic activity schedules: Maintenance and generalization of complex response chains.](#)  
MacDuff, G. S. Krantz, P. J. & McClannahan, L. E. (1993). Teaching children with autism to use photographic activity schedules: Maintenance and generalization of complex response chains. *Journal of Applied Behavior Analysis*, 26, 89-97. We used a graduated guidance procedure to teach 4 boys with autism to follow photographic activity schedules to increase on-task and on-schedule behavior. The multiple baseline across participants design included b
112. [Teaching children with autism to initiate to peers: Effects of a script-fading procedure.](#)  
Krantz, P. J. & McClannahan, L. E. (1993). Teaching children with autism to initiate to peers: Effects of a script-fading procedure.. *Journal of Applied Behavior Analysis*, 26, 121-132. A script that was systematically faded from end to beginning was used to teach peer initiations about recently completed, current, and future activities. The effectiveness of the script-fading procedure was assessed via a multiple baseline design across 4 childr
113. [Programming participation in family activities for children with autism: Parents' use of photographic activity schedules.](#)  
Krantz, P. J. MacDuff, M. T. & McClannahan, L. E. (1993). Programming participation in family activities for children with autism: Parents' use of photographic activity schedules. *Journal of Applied Behavior Analysis*, 26, 137-138. The parents of 3 boys with autism were taught to help their children follow photographic activity schedules depicting a variety of home-living tasks. A multiple baseline across participants showed that the home-b
114. [Treatment of social behavior in autism through the modification of pivotal social skills.](#)  
Koegel, R. L. & Frea, W. D. (1993). Treatment of social behavior in autism through the modification of pivotal social skills.. *Journal of Applied Behavior Analysis*, 26, 369-377. We examined acquisition of individual social communicative behaviors and generalization across other social behaviors in 2 children with autism. The results of a multiple baseline design showed that the children's treated social behaviors improved rapidly and th
115. [An evaluation of two methods for increasing self-initiated verbalizations in autistic children.](#)  
Matson, J. L. Sevin, J. A. Box, M. L. Francis, K. L. & Sevin, B. M. (1993). An evaluation of two methods for increasing self-initiated verbalizations in autistic children.. *Journal of Applied Behavior Analysis*, 26, 389-398. Three children with autism and mental retardation were treated for deficits in self-initiated speech. A novel treatment package employing visual cue fading was compared with a

graduated time-delay procedure previ

116. [Taking stock: The first 25 years of the Journal of Applied Behavior Analysis.](#)  
Latties, V. G. & Mace, F. C. (1993). Taking stock: The first 25 years of the Journal of Applied Behavior Analysis.. Journal of Applied Behavior Analysis,. 26, 513-525. Some aspects of the performance of the Journal of Applied Behavior Analysis (JABA) are described on the occasion of the journal's 25th anniversary. Comparative circulation data are presented. JABA's influence on the scientific community is measured by examining
117. [On systems analysis in autism intervention programs.](#)  
McClannahan, L. E. & Krantz, P. J. (1993). On systems analysis in autism intervention programs.. Journal of Applied Behavior Analysis,. 26, 589-596. Although intervention technology has grown substantially during the past quarter century, the design of intervention systems has not grown apace. This paper examines organizational arrangements that enhance and diminish treatment effectiveness and argues that defining, measuring, and ma
118. [Promoting reciprocal interactions via peer incidental teaching.](#)  
McGee, G. G. Almeida, M. C. Sulzer-Azaroff, B. & Feldman, R. S. (1992). Promoting reciprocal interactions via peer incidental teaching.. Journal of Applied Behavior Analysis,. 25, 117-126. This study evaluated peer incidental teaching as a strategy for increasing reciprocal peer interactions by children with autism. Three typical preschoolers were trained as peer tutors for 3 young children with autism. During a classroom
119. [Effects of self-evaluation on preschool children's use of social interaction strategies with their classmates with autism.](#)  
Sainato, D. M. Goldstein, H. & Strain, P. S. (1992). Effects of self-evaluation on preschool children's use of social interaction strategies with their classmates with autism. Journal of Applied Behavior Analysis,. 25, 127-141. This study investigated effects of a self-evaluation procedure on preschool children's use of social interaction strategies among their classmates with autism. Three triads of children (comprised of 1 trained nor
120. [Teaching social skills to students with autism to increase peer interactions in an integrated first-grade classroom.](#)  
Kamps, D. M. Leonard, B. R. Vernon, S. Dugan, E. P. Delquadri, J. C. Gershon, B. Wade, L. & Folk, L. (1992) Teaching social skills to students with autism to increase peer interactions in an integrated first-grade classroom. Journal of Applied Behavior Analysis,. 25, 281-288. We investigated the use of social skills groups to facilitate increased social interactions for students with autism and their nonhandicapped peers in an integrat
121. [Peer-mediated intervention: Attending to, commenting on, and acknowledging the behavior of preschoolers with autism.](#)  
Goldstein, H. Kaczmarek, L. Pennington, R. & Shafer, K. (1992). Peer-mediated intervention: Attending to, commenting on, and acknowledging the behavior of

preschoolers with autism. *Journal of Applied Behavior Analysis*, 25, 289-305. This study investigated the effects of a peer-mediated intervention on the social interaction of five triads comprised of preschoolers with autism and their typical peers. Strategies thought to facilitate interac

122. [A peer-mediated social network intervention to enhance the social integration of persons with moderate and severe disabilities.](#)

Haring, T. G. & Breen, C. G. (1992). A peer-mediated social network intervention to enhance the social integration of persons with moderate and severe disabilities. *Journal of Applied Behavior Analysis*, 25, 319-333. Increasingly, parents, teachers, and students with disabilities are advocating for interventions that go beyond skill training to provide support for participation in integrated environments and support or friend

123. [Improving social skills and disruptive behavior in children with autism through self-management.](#)

Koegel, L. K. Koegel, R. L. Hurley, C. & Frea, W. D. (1992). Improving social skills and disruptive behavior in children with autism through self-management.. *Journal of Applied Behavior Analysis*, 25, 341-353. The literature suggests that children with autism typically are unresponsive to verbal initiations from others in community settings, and that such unresponsiveness can lead to problematic social interactions and severely disruptive beha

124. [Teaching children with autism appropriate play in unsupervised environments using a self-management treatment package.](#)

Stahmer, A. C. & Schreibman, L. (1992). Teaching children with autism appropriate play in unsupervised environments using a self-management treatment package. *Journal of Applied Behavior Analysis*, 25, 447-459. The present study used a self-management treatment package to teach 3 children with autism, who exhibited inappropriate play behaviors, to play appropriately in the absence of a treatment provider. After self-management training, general

125. [Use of descriptive and experimental analysis to identify the functional properties of aberrant behavior in school settings.](#)

Sasso, G. M. Reimers, T. M. Cooper, L. J. Wacker, D. Berg, W. Steege, M. Kelly, L. & Allaire, A. (1992) Use of descriptive and experimental analysis to identify the functional properties of aberrant behavior in school settings. *Journal of Applied Behavior Analysis*, 25, 809-821. We conducted descriptive and experimental analyses of aberrant behavior in school settings with 2 children with autism, using teachers as assessors. Experimental

[Extended reductions in stereotypic behavior of students with autism through a self-management treatment package.](#)

126. Koegel, R. L. & Koegel, L. K. (1990). Extended reductions in stereotypic behavior of students with autism through a self-management treatment package. *Journal of Applied Behavior Analysis*, 23, 119-127. The literature suggests that self-management treatment packages have two potential strengths for the reduction or

elimination of stereotypic behavior: (a) Self-management may be used for extended periods of time in the absence of a treat

[Teaching youths with autism to offer assistance.](#)

Harris, S. L. Handleman, J. S. & Alessandri, M. (1990). Teaching youths with autism to offer assistance.. Journal of Applied Behavior Analysis,. 23, 297-305.

127. Three adolescent boys with autism were taught to offer assistance to a person stating inability to complete a task. The study used a multiple baseline across the 3 youths and a multiple baseline across three tasks for each student. Both designs provided clear support for the ability of

[Assessing and improving child care: A personal appearance index for children with autism.](#)

McClannahan, L. E. McGee, G. G. MacDuff, G. S. & Krantz, P. J. (1990). Assessing and improving child care: A personal appearance index for children with autism..

128. Journal of Applied Behavior Analysis,. 23, 469-482. An index of children's physical appearance and personal care was developed and used to assess youngsters with autism who lived (a) at home, (b) in an established group home, (c) in new group homes, and (d) in a l

[Effects of choice making on the serious problem behaviors of students with severe handicaps.](#)

Dyer, K. Dunlap, G. & Winterling, V. (1990). Effects of choice making on the serious problem behaviors of students with severe handicaps.. Journal of Applied Behavior Analysis,. 23, 515-524. This study assessed the impact of choice making on the serious problem behaviors of 3 students with severe autism and/or mental retardation. In the context of within-subject reversal designs, the results showed consistently reduced level

- 129.

[A practical strategy for ongoing reinforcer assessment.](#)

Mason, S. A. McGee, G. G. Farmer-Dougan, V. & Risley, T. R. (1989). A practical strategy for ongoing reinforcer assessment.. Journal of Applied Behavior Analysis,. 22, 171-179. There is a need for practical methods of reinforcer assessment that systematically track ongoing changes in clients' preferences. In this study, the effects of a time-efficient reinforcer assessment package were evaluated in a multiple baseline across 3 preschool

- 130.

[Serious delinquent behavior as part of a significantly handicapped condition: Cures and supportive environments.](#)

Wolf, M. M. Braukmann, C. J. & Ramp, K. A. (1987). Serious delinquent behavior as part of a significantly handicapped condition: Cures and supportive environments. Journal of Applied Behavior Analysis,. 20, 347-359. The past 20 years have been productive ones for the field of applied behavior analysis. A brief review of our own efforts during this period reveals that we have accomplished several but not all of our goals for

- 131.
132. [Embedding an identity-matching task within a prompting hierarchy to facilitate acquisition of conditional discriminations in children with autism.](#)

isLibSubscript } ?. Wayne W. Fisher, Tiffany Kodak, & James W. Moore (2007). Embedding an identity-matching task within a prompting hierarchy to facilitate acquisition of conditional discriminations in children with autism. *Journal of Applied Behavior Analysis*, 40, 489-499. Least-to-most prompting hierarchies (e.g. progressing from verbal to modeled to physical prompts until the target response occurs) may be ineffective when the pro

[Further evaluation of emerging speech in children with developmental disabilities: Training verbal behavior.](#)

133. isLibSubscript } ?. M. E. Kelley, M. A. Shillingsburg, M. J. Castro, L. R. Addison & R. H. LaRue, Jr. (2007). Further evaluation of emerging speech in children with developmental disabilities: Training verbal behavior. *Journal of Applied Behavior Analysis*, 40, 431-445. The conceptual basis for many effective language-training programs are based on Skinner's (1957) analysis of verbal behavior. Skinner described several elementary

[Assessment of the functions of vocal behavior in children with developmental disabilities: A replication.](#)

134. isLibSubscript } ?. Michael E. Kelley, M. Alice Shillingsburg, M. Jicel Castro, Laura R. Addison, Robert H. LaRue, Jr. & Megan P. Martins (2007) Assessment of the functions of vocal behavior in children with developmental disabilities: A replication. *Journal of Applied Behavior Analysis*, 40, 571-576. Although experimental analysis methodologies have been useful for identifying the function of a wide variety of target behaviors (e.g. Iw

[Further evaluation of a brief, intensive teacher-training model.](#)

135. Dorothea C. Lerman, Allison Tetreault, Alyson Hovanetz, Margaret Strobel, & Joanie Garro.. Further evaluation of a brief, intensive teacher-training model.. *Journal of Applied Behavior Analysis*, 2008, 41, 243-248. The purpose of this study was to further evaluate the outcomes of a model program that was designed to train current teachers of children with autism. Nine certified special education teachers participating in an

[Using joint activity schedules to promote peer engagement in preschoolers with autism.](#)

136. Alison Betz, Thomas S. Higbee, & Kara A. Reagon.. Using joint activity schedules to promote peer engagement in preschoolers with autism.. *Journal of Applied Behavior Analysis*, 2008, 41, 237-241. We assessed the use of a joint activity schedule to increase peer engagement for preschoolers with autism. We taught 3 dyads of preschoolers with autism to follow joint activity schedules that cued both members of the pair to play a sequ

[Preference for reinforcers under progressive- and fixed-ratio schedules: A comparison of single and concurrent arrangements.](#)

137. Ashley C. Glover, Henry S. Roane, Heather J. Kadey, & Laura L. Grow.. Preference for reinforcers under progressive- and fixed-ratio schedules: A comparison of single and concurrent arrangements. *Journal of Applied Behavior Analysis*, 2008,.

41, 163-176. Progressive-ratio (PR) schedules were used to identify the break point (i.e. the last schedule value completed) for 2 reinforcers under single and concurrent schedules. After the respecti

[An analysis of vocal stereotypy and therapist fading.](#)

- Elizabeth S. Athens, Timothy R. Vollmer, Kimberly N. Sloman, Claire St. Peter Pipkin.. An analysis of vocal stereotypy and therapist fading.. Journal of Applied Behavior Analysis, 2008,. 41, 291-297. A functional analysis for a boy with Down syndrome and autism suggested that vocal stereotypy was maintained by automatic reinforcement. The analysis also showed that instructions and noncontingent attention suppressed vocal stereotypy.

[A social stories™ intervention package for students with autism in inclusive classroom settings.](#)

139. Jeffrey M. Chan & Mark F. O'Reilly. (2008). A social stories™ intervention package for students with autism in inclusive classroom settings.. Journal of Applied Behavior Analysis,. 41, 405-409. A Social Stories™ intervention package was used to teach 2 students with autism to read Social Stories, answer comprehension questions, and engage in role plays. Appropriate social behaviors increased and inappropriate behaviors decrease

[An exploratory analysis of task-interspersal procedures while teaching object labels to children with autism.](#)

140. Valerie M. Volkert, Dorothea C. Lerman, Nicole Trosclair, Laura Addison, & Tiffany Kodak. (2008). An exploratory analysis of task-interspersal procedures while teaching object labels to children with autism. Journal of Applied Behavior Analysis,. 41, 335-350. Research has demonstrated that interspersing mastered tasks with new tasks facilitates learning under certain conditions; however, little is known about factors that influence the effecti

[A preliminary comparison of functional analysis results when conducted in contrived versus natural settings.](#)

141. Russell Lang, Mark O'Reilly, Wendy Machalicek, Giulio Lancioni, Mandy Rispoli, & Jeffrey M. Chan. (2008) A preliminary comparison of functional analysis results when conducted in contrived versus natural settings. Journal of Applied Behavior Analysis,. 41, 441-445. A preliminary evaluation of the correspondence between functional analysis outcomes across settings was conducted with 2 children who had been diagnosed with auti

[Teaching children with autism to respond to and initiate bids for joint attention.](#)

142. Bridget A. Taylor & Hannah Hoch.. Teaching children with autism to respond to and initiate bids for joint attention.. Journal of Applied Behavior Analysis,. 41, 377-391. A multiple baseline design across 3 children with autism was used to assess the effects of prompting and social reinforcement to teach participants to respond to an adult's bid for joint attention and to initiate bids for joint attention. Participants were taught

143. [Some effects of noncontingent positive reinforcement on multiply controlled](#)

[problem behavior and compliance in a demand context.](#)

Einar T. Ingvarsson, SungWoo Kahng, & Nicole L. Hausman. (2008). Some effects of noncontingent positive reinforcement on multiply controlled problem behavior and compliance in a demand context. *Journal of Applied Behavior Analysis*, 41, 435-440. Functional analysis suggested that the problem behavior of an 8-year-old girl with autism was maintained by escape from demands and access to edible items. Noncontingent delivery of an ed

[Further evaluation of leisure items in the attention condition of functional analyses.](#)

- Eileen M. Roscoe, Abbey Carreau, Jackie MacDonald, & Sacha T. Pence. (2008). Further evaluation of leisure items in the attention condition of functional analyses.. *Journal of Applied Behavior Analysis*, 41, 351-364. Research suggests that including leisure items in the attention condition of a functional analysis may produce engagement that masks sensitivity to attention. In this study, 4 individuals' initial functional anal
- 144.

[An evaluation of resurgence during treatment with functional communication training.](#)

- Valerie M. Volkert, Dorothea C. Lerman, Nathan A. Call, & Nicole Trosclair-Lasserre. (2009). An evaluation of resurgence during treatment with functional communication training.. *Journal of Applied Behavior Analysis*, 42, 145-160. Extinction-induced resurgence is the recurrence of previously reinforced behavior when another behavior is placed on extinction (Lieving, Hagopian, Long, & O'Connor, 2004) This phenomenon may account for some ins
- 145.

[Evaluating progress in behavioral programs for children with autism spectrum disorders via continuous and discontinuous measurement .](#)

- Anne R. Cummings & James E. Carr. (2009). Evaluating progress in behavioral programs for children with autism spectrum disorders via continuous and discontinuous measurement . *Journal of Applied Behavior Analysis*, 42, 57-71. We evaluated the influence of two different frequencies of data collection on skill acquisition and maintenance within behavioral treatment programs for children with autism spectrum disorders. Six children were ta
- 146.

[Using video modeling to teach reciprocal pretend play to children with autism.](#)

- Rebecca MacDonald, Shelly Sacramone, Renee Mansfield, Kristine Wiltz, & William H. Ahearn. (2009). Using video modeling to teach reciprocal pretend play to children with autism.. *Journal of Applied Behavior Analysis*, 42, 43-55. The purpose of the present study was to use video modeling to teach children with autism to engage in reciprocal pretend play with typically developing peers. Scripted play scenarios involving various verbalization
- 147.

[Teaching empathy skills to children with autism.](#)

- Jessica A. Schrandt, Dawn Buffington Townsend, & Claire L. Poulson.. Teaching empathy skills to children with autism.. *Journal of Applied Behavior Analysis*, 42, 17-32. The purpose of this study was to teach empathetic responding to 4 children with autism. Instructors presented vignettes with dolls and puppets demonstrating
- 148.

various types of affect and used prompt delay, modeling, manual prompts, behavioral rehearsals, and reinfor

[The effects of differential reinforcement of unprompted responding on the skill acquisition of children with autism.](#)

149. Amanda M. Karsten & James E. Carr. (2009). The effects of differential reinforcement of unprompted responding on the skill acquisition of children with autism. *Journal of Applied Behavior Analysis*, 42, 327-334. The recommendation to reserve the most potent reinforcers for unprompted responses during acquisition programming has little published empirical support for its purported benefits (e.g. rapid acquisition, decreased errors, and decreased

[Separate and combined effects of visual schedules and extinction plus differential reinforcement on problem behavior occasioned by transitions.](#)

150. Melissa B. Waters, Dorothea C. Lerman, & Alyson N. Hovanetz. (2009). Separate and combined effects of visual schedules and extinction plus differential reinforcement on problem behavior occasioned by transitions. *Journal of Applied Behavior Analysis*, 42, 309-313. The separate and combined effects of visual schedules and extinction plus differential reinforcement of other behavior (DRO) were evaluated to decrease transition

151. [Derived more—less relational mands in children diagnosed with autism.](#)

Carol Murphy & Dermot Barnes-Holmes. (2009). Derived more—less relational mands in children diagnosed with autism.. *Journal of Applied Behavior Analysis*, 42, 253-268. In Experiment 1, more and less relations were trained for arbitrary Stimuli A1 and A2 with 3 children with autism. The following conditional discriminations were then trained: A1—B1, A2—B2, B1—C1, B2—C2. In subsequent tests, participants showed derived more—less

152. [Evaluation of an enhanced stimulus-stimulus pairing procedure to increase early vocalizations of children with autism.](#)

Barbara E. Esch, James E. Carr, & Laura L. Grow. (2009). Evaluation of an enhanced stimulus-stimulus pairing procedure to increase early vocalizations of children with autism. *Journal of Applied Behavior Analysis*, 42, 225-241. Evidence to support stimulus-stimulus pairing (SSP) in speech acquisition is less than robust, calling into question the ability of SSP to reliably establish automatically reinforcing properties of speech and lim

153. [The influence of matching and motor-imitation abilities on rapid acquisition of manual signs and exchange-based communicative responses.](#)

Meagan K. Gregory, Iser G. DeLeon, & David M. Richman. (2009). The influence of matching and motor—imitation abilities on rapid acquisition of manual signs and exchange-based communicative responses. *Journal of Applied Behavior Analysis*, 42, 399-404. Establishing a relation between existing skills and acquisition of communicative responses may be useful in guiding selection of alternative communication systems. Matching and motor-imit

154. [Discrepancy in functional analysis results across two settings: Implications for](#)

[intervention design.](#)

Russell Lang, Mark O'Reilly, Giulio Lancioni, Mandy Rispoli, Wendy MacHalicek, Jeffrey M. Chan, Paul Langthorne, & Jesse Franco. (2009) Discrepancy in functional analysis results across two settings: Implications for intervention design. *Journal of Applied Behavior Analysis*, 42, 393-397. Functional analyses that were conducted in two settings (playground and classroom) indicated that problem behavior was sensitive to adult attention on the playgro

155. [Chewing gum as a treatment for rumination in a child with autism.](#)

Denise Rhine & Jonathan Tarbox. (2009). Chewing gum as a treatment for rumination in a child with autism. *Journal of Applied Behavior Analysis*, 42, 381-385. Rumination involves regurgitation of previously ingested food, rechewing the food, and reswallowing it. In the current study, a child with autism displayed chronic rumination, resulting in the decay and subsequent removal of several teeth. After several treatments failed, including thic

156. [A comparison of peer video modeling and self video modeling to teach textual responses in children with autism.](#)

Alonna Marcus & David A. Wilder. (2009). A comparison of peer video modeling and self video modeling to teach textual responses in children with autism. *Journal of Applied Behavior Analysis*, 42, 335-341. Peer video modeling was compared to self video modeling to teach 3 children with autism to respond appropriately to (i.e. identify or label) novel letters. A combination multiple baseline and multielement design was used to compare the t

157. [Assessment and treatment of excessive straightening and destructive behavior in an adolescent diagnosed with autism.](#)

David E. Kuhn, Samantha L. Hardesty, & Nicole M. Sweeney. (2009). Assessment and treatment of excessive straightening and destructive behavior in an adolescent diagnosed with autism. *Journal of Applied Behavior Analysis*, 42, 355-360. Repetitive behaviors such as excessive straightening are commonly observed among individuals with autism. Attempts to prevent these behaviors may increase the likelihood of other problem behaviors. The present st