

The Lovaas Institute for Early Intervention Midwest Headquarters

2925 Dean Parkway, Suite 300 Minneapolis, MN 55416 612,925,8365

Fax: 612.925.8366 mwinfo@lovaas.com www.lovaas.com

Minneapolis, MN • Lincoln, NE • Overland Park, KS

Bibliography of Reviews of the Evidence for Applied Behavior Analysis and Early **Intensive Behavioral Intervention**

By Independent Panels; by Meta-Analysis, and by Peer Review;

Bibliography of Long-Term and Group Outcome Studies of ABA, and Comparison Data:

Bibliography of Cost-Effectiveness Analyses; and

Bibliography of ABA (Within-Subject Experimental Research) Studies.

Eric V. Larsson, PhD, LP, BCBA-D (2019)

Independent Panels and Reviews

- American Academy of Pediatrics (2001). Policy Statement: The Pediatrician's Role in the Diagnosis and Management of Autistic Spectrum Disorder in Children (RE060018) Pediatrics, 107, 1221-1226. www.aap.org/policy/reo60018.html
- American Psychological Association Division 53: Society of Clinical Child and Adolescent Psychology. (2015). Review of Evidence-Based Mental Health Treatment for Children and Adolescents. effectivechildtherapy.com/sccap/?m=sPro&fa=pro_ESToptions#sec13 Accessed June 28, 2015
- Baker, B. L. & Feinfield, K. A. (2003). Early intervention. Current opinion in psychiatry. 16, 503-509.
- Barbaresi, W. J., Katusic, S. K., & Voigt, R. G. (2006). Autism: A review of the state of the science for pediatric primary health care clinicians. Archives of Pediatric and Adolescent Medicine, 160. 1167-1175.
- Bassett, K., Green, C. J. & Kazanjian, A. (2000). Autism and Lovaas treatment: A systematic review of effectiveness evidence. Vancouver, BC: BC Office of Health Technology Assessment. 1-58.
- Bregman, J. D. & Gerdtz, J. (1997). Behavioral Interventions. In D. J. Cohen & F. R. Volkmar, (Eds.), Handbook of Autism and Pervasive Developmental Disorders (pp. 606-630). New York: Wiley.
- Bregman, J. D., Zager, D. & Gerdtz, J. (2005). Behavioral interventions. In F. R. Volkmar, R. Paul, A. Klin, & D. Cohen (eds.) Handbook of Autism and Pervasive Developmental Disorders. New York: John Wiley & Sons. 897-924.
- Brosnan, J. & Healy, O, (2011). A review of behavioral interventions for the treatment of aggression in individuals with developmental disabilities. Research in Developmental Disabilities, 32, 437-446.
- California Legislative Blue Ribbon Commission on Autism (2007). Report: An Opportunity to Achieve Real Change for Californians with Autism Spectrum Disorders. Sacramento, CA: The Legislative Office Building. Available online at: senwebo3.sen.ca.gov/autism

- Chorpita, B. F. & Daleiden, E. L. (2007). 2007 Biennial report: Effective psychosocial interventions for youth with behavioral and emotional needs. Child and Adolescent Mental Health Division, Honolulu: Hawaii Department of Health.
- Chorpita, B. F. & Daleiden, E. L. (2009). 2009 Biennial Report: Effective psychosocial interventions for youth with behavioral and emotional needs. Child and Adolescent Mental Health Division, Honolulu: Hawaii Department of Health. Available online at: hawaii.gov/health/mental-health/camhd/library/pdf/ebs/ebso13.pdf
- Committee on Children with Disabilities (2001). Technical Report: The Pediatrician's Role in the Diagnosis and Management of Autistic Spectrum Disorder in Children. *Pediatrics*, 107, e85. www.pediatrics.org/cgi/content/full/107/5/e85
- Corsello, C. M. (2005). Early intervention in autism. Infants & Young Children. 18, 74-85.
- Dawson, G. (2008). Early behavioral intervention, brain plasticity, and the prevention of autism spectrum disorder. *Development and Psychopathology*. 20, 775-803. doi:10.1017/S0954579408000370.
- Dawson, G. & Burner, K. (2011). Behavioral interventions in children and adolescents with autism spectrum disorder: A review of recent findings. *Current Opinion in Pediatrics*, 23, 616-620. doi:10.1097/MOP.obo13e32834cf082
- Frazier, T. W., Youngstrom, E. A., Haycook, T., et al. (2010). Effectiveness of medication combined with intensive behavioral intervention for reducing aggression in youth with autism spectrum disorder. *Journal of Child and Adolescent Psychopharmacology*, 20, 167–177.
- Helt, M., Kelley, E., Kinsbourne, M., Pandey, J., Boorstein, H., Herbert, M., & Fein, D. (2008). Can children with autism recover? If so, how? *Neuropsychology Review*. 18, 339-366.
- Howlin, P., Magiati, I., & Charman, T., (2009). Systematic review of early intensive behavioral interventions for children with autism. *American Journal on Intellectual and Developmental Disabilities*. 114:23–41.doi:10.1352/2009.114:23;nd41. PMID 19143460.
- Johnson, E., & Hastings, R. P. (2002). Facilitating factors and barriers to the implementation of intensive home-based behavioural intervention for young children with autism. *Child Care Health and Development*. 28, 123-129.
- Levy, S. E., Mandell, D. S., & Schultz, R. T. (2009). Autism. Lancet. 374, 1627-1638.
- Maine Administrators of Services for Children with Disabilities (2000). Report of the MADSEC Autism Task Force, Revised Edition. Kennebec Centre, RR 2 Box 1856, Manchester, ME 04351. www.madsec.org/docs/atf.htm
- Myers, S. M., Johnson, C. P. & the American Academy of Pediatrics Council on Children with Disabilities, (2007). Management of children with autism spectrum disorders. Pediatrics. 120, 1162–1182. doi:10.1542/peds.2007-2362. PMID 17967921. Available online at aappolicy.aappublications.org/cgi/reprint/pediatrics;120/5/1162.pdf. Accessed November 27, 2007.
- National Autism Center. (2009). Findings and conclusions: National standards project. Randolph, MA: Author.
- National Autism Center. (2015). Findings and conclusions: National standards project, phase 2. Randolph, MA: Author.
- National Research Council (2001). *Educating Children with Autism*, Committee on Educational Interventions for Children with Autism, Division of Behavioral and Social Sciences and Education, Washington, D.C.: National Academy Press. books.nap.edu/books/0309072697/html/index.html
- New York State Department of Health Early Intervention Program (1999). Clinical Practice Guideline: The Guideline Technical Report, Autism/Pervasive Developmental Disorders, Assessment and Intervention for Young Children. Publication #4217. Health Education Services, P.O. Box 7126, Albany, NY 12224.
- New York State Department of Health Early Intervention Program (1999). Clinical Practice Guideline: Report of the Recommendations, Autism/Pervasive Developmental Disorders, Assessment and Intervention for Young Children. Publication #4215. Health Education Services, P. O. Box 7126, Albany, NY 12224. www.health.state.ny.us/nysdoh/eip/menu.htm
- Ontario Association for Behaviour Analysis. (2017). Evidence-Based Practices for Individuals with Autism Spectrum Disorder: Recommendations for Caregivers, Practitioners, and Policy Makers. Toronto, ON: Author.
- Reichow, B. & Volkmar, F. (2010). Social skills interventions for individuals with autism: evaluation for evidence-based practices within a best evidence synthesis framework. *Journal of Autism and Developmental Disorders*, 40, 149–166.

- Reichow, B., Barton, E. E., Boyd, B. A., Hume, K. (2012). Early intensive behavioral intervention (EIBI) for young children with autism spectrum disorders (ASD). *Cochrane Database of Systematic Reviews* Issue 10. Art. No.: CD009260. DOI:10.1002/14651858.CD009260.pub2.
- Reichow, B., Volkmar, F. R., & Cicchetti, D. V. (2008). Development of the evaluative method for evaluating and determining evidence-based practices in autism. *Journal of Autism and Developmental Disorders*. 38, 1311-1319.
- Rimland, B. (1994). Recovery from autism is possible. Autism Research Review International, 8, 3.
- Rogers, S. J. (1998). Empirically supported comprehensive treatments for young children with autism. *Journal of clinical child psychology*. 27, 167-178.
- Rogers, S. J., & Vismara, L. A. (2008). Evidence-based comprehensive treatments for early autism. *Journal of Clinical Child and Adolescent Psychology*. 37:8–38. doi:10.1080/15374410701817808. PMID 18444052.
- Rothenberg, B. M. & Samson, D. J. (2009). Special Report: Early Intensive Behavioral Intervention Based on Applied Behavior Analysis among Children with Autism Spectrum Disorders. *Blue Cross and Blue Shield Technology Evaluation Center Assessment Program.* 23, 1-61.
- Satcher, D. (1999). Mental health: A report of the surgeon general. U. S. Public Health Service. Bethesda, MD. Available at: www.surgeongeneral.gov/library/mentalhealth/chapter3/sec6.html#autism
- Simeonsson, R. J., Olley, J. G., & Rosenthal, S. L. (1987). Early intervention for children with autism. In M. J. Guralnick & F. C. Bennett (Eds.) *The effectiveness of early intervention for at-risk and handicapped children*. Orlando FL: Academic Press.
- Society of Clinical Child and Adolescent Psychology (2018, May). *Effective Child Therapy: Evidence-based mental health treatment for children and adolescents*. Available at: https://effectivechildtherapy.org/concerns-symptoms-disorders/disorders/autism/#effective-treatments Accessed October 5, 2019.
- Vismara, L. A. & Rogers, S. J. (2010). Behavioral treatments in autism spectrum disorder: What do we know? *Annual Review of Clinical Psychology* 6, 447-468.
- Volkmar, F., Cook, E. H., Pomeroy, J., Realmuto, G., & Tanguay, P. (1999). Practice parameters for the assessment and treatment of children, adolescents, and adults with autism and other pervasive developmental disorders. *Journal of the American Academy of Child and Adolescent Psychiatry*, 38(Suppl):32S-54S.
- Volkmar, F., Siegel, M., Woodbury-Smith, M., King, B., McCracken, J., State, M., & the American Academy of Child and Adolescent Psychiatry (AACAP) Committee on Quality Issues (CQI). (2014). Practice Parameter for the Assessment and Treatment of Children and Adolescents with Autism Spectrum Disorder. *Journal of the American Academy of Child and Adolescent Psychiatry*, 53, 237–257.
- Warren, Z., McPheeters, M. L., Sathe, N., Foss-Feig, J. H., Glasser, A., & Veenstra-VanderWeele, J. (2011). A systematic review of early intensive intervention for autism spectrum disorders. *Pediatrics*, 127, e1303-e1311. doi: 10.1542/peds.2011-0426
- Warren, Z., Veenstra-VanderWeele, J., Stone, W., Bruzek, J. L., Nahmias, A. S., Foss-Feig, J. H., Jerome, R. N., Krishnaswami, S., Sathe, N. A., Glasser, A. M., Surawicz, T., McPheeters, M. L. (2011). Therapies for children with autism spectrum disorders. *Comparative Effectiveness Review*, No. 26, Rockville, MD: Agency for Healthcare Research and Quality. Available at: www.effectivehealthcare.ahrq.gov/reports/final.cfm.
- Weitlauf, A. S., McPheeters, M. L., Peters, B., Sathe, N., Travis, R., Aiello, R., Williamson, E., Veenstra-VanderWeele, J., Krishnaswami, S., Jerome, R., & Warren, Z. (2014) Therapies for Children with Autism Spectrum Disorder: Behavioral Interventions Update. *Comparative Effectiveness Review* No. 137. AHRQ Publication No. 14-EHC036-EF. Rockville, MD: Agency for Healthcare Research and Quality; August 2014. Available at: www.effectivehealthcare.ahrq.gov/reports/final.cfm.
- Wisconsin Department of Health Services Autism and other Developmental Disabilities Treatment Intervention Advisory Committee (2014, August). Determination of applied behavior analysis as a proven and effective treatment for individuals with autism spectrum disorder and/or other developmental disabilities. Available at: tiac.wisconsin.gov/tiacfiles/pdf/aba.pdf
- Wong, C., Odom, S. L., Hume, K. Cox, A. W., Fettig, A., Kucharczyk, S., ... Schultz, T. R. (2013). *Evidence-based practices for children, youth, and young adults with Autism Spectrum Disorder*. Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute, Autism Evidence-Based Practice Review Group. Available at: autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/2014-EBP-Report.pdf
- Young, J., Corea, C., Kimani, J., & Mandell, D. (2010). *Autism spectrum disorders (ASDs) services: Final report on environmental scan.* Columbia, MD: IMPAQ International.

Meta-Analyses of Applied Behavior Analysis Research

- Bellini, S., & Akullian, J. (2007). A Meta-Analysis of Video Modeling and Video Self-Modeling Interventions for Children and Adolescents with Autism spectrum disorders. *Exceptional Children*, 73, 261-284.
- Bellini, S., Peters, J. K., Benner, L., & Hopf, A. (2007). A meta-analysis of school-based social skills interventions for children with autism spectrum disorders. *Remedial and Special Education*. 28, 153-162.
- Eldevik, S., Hastings, R. P., Hughes, J. C., Jahr, E., Eikeseth, S., & Cross, S., (2010). Using Participant Data to Extend the Evidence Base for Intensive Behavioral Intervention for Children with Autism. American *Journal on Intellectual and Developmental Disabilities*. 115, 381-405. DOI: 10. 1352/1944-7558-115. 5. 381
- Eldevik, S., Hastings, R. P., Hughes, J. C., Jahr, E., Eikeseth, S., & Cross, S., (2009). Meta-analysis of early intensive behavioral intervention for children with autism. *Journal of Clinical Child and Adolescent Psychology*. 38, 439–450. doi:10.1080/15374410902851739. PMID 19437303.
- Makrygianni, M. K, Gena, A., Katoudi, S., & Galanis, P. (2018). The effectiveness of applied behavior analytic interventions for children with Autism Spectrum Disorder: A meta-analytic study. *Research in Autism Spectrum Disorders*. 51, 18-31. doi.org/10.1016/j.rasd.2018.03.006
- Makrygianni, M. K., & Reed, P. (2010). A meta-analytic review of the effectiveness of behavioural early intervention programs for children with Autistic Spectrum Disorders. *Research in Autism Spectrum Disorders*. 4:577-593. doi:10.1016/j.rasd.2010.01.014
- Peters-Scheffer, N., Didden, R., Korzilius, H., & Sturmey, P. (2011). A meta-analytic study on the effectiveness of comprehensive ABA-based early intervention programs for children with Autism Spectrum Disorders. *Research in Autism Spectrum Disorders*, 5, 60-69. doi:10.1016/j.rasd.2010.03.011
- Reichow, B. (2012). Overview of Meta-Analyses on Early Intensive Behavioral Intervention for Young Children with Autism Spectrum Disorders. *Journal of Autism and Developmental Disorders*. 42, 512-520.
- Reichow, B., & Wolery, M. (2008). Comprehensive synthesis of early intensive behavioral interventions for young children with autism based on the UCLA Young Autism Project model. *Journal of Autism and Developmental Disorders*. 31:23–41. doi:10.1007/s10803-008-0596-0. PMID 18535894.
- Sukhodolsky, D. G., Bloch, M. H., Panza, K. E., & Reichow, B. (2013). Cognitive-Behavioral Therapy for Anxiety in Children with High-Functioning Autism: A Meta-analysis. *Pediatrics*, 132, e1341-e1350. www.pediatrics.org/cgi/doi/10.1542/peds.2013-1193 doi: 10.1542/peds.2013-1193
- Virués-Ortega, J. (2010). Applied behavior analytic intervention for autism in early childhood: Meta-analysis, meta-regression and dose—response meta-analysis of multiple outcomes. *Clinical Psychology Review.* 30, 387-399. doi:10.1016/j.cpr.2010.01.008

Peer Review Articles by Behavior Analysts

- Bultas, M. W., Johnson, N. L., Burkett, K., & Reinhold, J. (2016). Translating Research to Practice for Children with Autism Spectrum Disorder: Part 2: Behavior Management in Home and Health Care Settings. *Journal of Pediatric Health Care*. 30, 27-37. dx.doi.org/10.1016/j.pedhc.2015.09.009
- Byiers, B., Reichle, J., & Symons, F. J. (2012). Single-Subject Experimental Design for Evidence-Based Practice. *American Journal of Speech Language Pathology*. 21, 397–414. doi:10.1044/1058-0360(2012/11-0036).
- Eikeseth, S. (2009). Outcome of comprehensive psycho-educational interventions for young children with autism. *Research in Developmental Disabilities*. 30:158–78. doi:10.1016/j.ridd.2008.02.003. PMID 18385012.
- Foxx, R. M. (2008). Applied behavior analysis treatment of autism: The state of the art. *Child and Adolescent Psychiatric Clinics of North America*, 17, 821–834.
- Goldstein, H. (2002). Communication intervention for children with autism: A review of treatment efficiency. Journal of Autism and Developmental Disorders, 32, 373–396.
- Green, G. (2010). Early intensive behavior analytic intervention for autism spectrum disorders. In E. Mayville & J. Mulick (Eds.) *Behavioral Foundations of Effective Autism Treatment*. New York: Sloane.
- Hanley, G. P., Iwata, B. A., & McCord, B. E. (2003). Functional analysis of problem behavior: A review. *Journal of Applied Behavior Analysis*. 36, 147-185.

- Hayward, D. W., Eikeseth, S., Gale, C., & Morgan, S. (2009). Assessing progress during treatment for young children with autism receiving intensive behavioural interventions. *Autism*, 13, 613–633.
- Hayward, D. W., Gale, C. M., Eikeseth, S. (2009). Intensive behavioural intervention for young children with autism: A research-based service model. *Research in Autism Spectrum Disorders*, 3, 571-580.
- Horner, R. H., Carr, E. G., Halle, J., McGee, G., Odom, A., & Wolery, M. (2005). The use of single-subject research to identify evidence-based practice in special education. *Exceptional Children*, 71, 165–179.
- Johnson, N. L., Burkett, K., Reinhold, J., & Bultas, M. W., (2016). Translating Research to Practice for Children with Autism Spectrum Disorder: Part I: Definition, Associated Behaviors, Prevalence, Diagnostic Process, and Interventions. *Journal of Pediatric Health Care*. 30, 15-26. dx.doi.org/10.1016/j.pedhc.2015.09.008
- Koegel, R. L., Koegel, L. K., Vernon, T. W., & Brookman-Frazee, L. I. (2010). Empirically supported pivotal response treatment for children with autism spectrum disorders. In J. R. Weisz & A. E. Kazdin (Eds.), *Evidence-Based Psychotherapies for Children and Adolescents*. New York: Guilford. 327-344.
- Lancioni, G. E., Singh, N. N., O'Reilly, M. F., & Sigafoos, F. (2009). An overview of behavioral strategies for reducing hand-related stereotypies of persons with severe to profound intellectual and multiple disabilities: 1995–2007, *Research in Developmental Disabilities*, 30, 20-43.
- Lang, R., Rispoli, M., Machalicek, W., White, P. J., Kang, S., Pierce, N., Mulloy, A., Fragale, T., O'Reilly, M., Sigafoos, J., & Lancioni, G. (2009). Treatment of elopement in individuals with developmental disabilities: A systematic review. Research in Developmental Disabilities, 670-681.
- Larsson, E. V., Luce, S. C., Anderson, S. R., & Christian, W. P., (1992). Autism, In M. D. Levine, W. B. Carey, & A. C. Crocker (Eds.): *Developmental-Behavioral Pediatrics*. Philadelphia: W. B. Saunders.
- Lovaas, O. I., & Smith, T. (2003). Early and intensive behavioral intervention in autism. In A. E. Kazdin & J. R. Weisz (Eds.), *Evidence-Based Psychotherapies for Children and Adolescents*. New York: Guilford. 325-340.
- Love, J. R., Carr, J. E., Almason, S. M., & Petursdottir, A. I. (2009). Early and intensive behavioral intervention for autism: A survey of clinical practices. *Research in Autism Spectrum Disorders*, 3, 421-428.
- Matson, J. L. & Smith, K. R. M. (2008). Current status of intensive behavioral interventions for young children with autism and PDD-NOS. *Research in Autism Spectrum Disorders*. 2, 60-74.
- Moulton, E., Barton, M., Robins, D. L., Abrams, D. N., & Fein, D. (2016). Early Characteristics of Children with ASD Who Demonstrate Optimal Progress Between Age Two and Four. *Journal of Autism and Developmental Disabilities*. 46, 2160-2173. doi: 10.1007/s10803-016-2745-1
- Odom, S. L. & Strain, P. S. (2002). Evidence-based practice in early intervention/early childhood special education: Single-subject design research. *Journal of Early Intervention*. 25, 151-160. doi: 10. 1177/105381510202500212
- Odom, S. L., Boyd, B. A., Hall, L. J. & Hume, K. (2010). Evaluation of comprehensive treatment models for children with autism. *Journal of Autism and Developmental Disorders*, 40, 425-436.
- Sandall, S. R., Ashmun, J. W., Schwartz, I. S., Davis, C. A., Williams, P., Leon-Guerrero, R. M., Boulware, G., & McBride, B. J. (2011). Differential Response to a School-Based Program for Young Children With ASD. *Topics in Early Childhood Special Education*. 31, 166–177. DOI: 10. 1177/0271121411403166
- Schertz, H. H., Reichow, B., Tan, P., Vaiouli, P., & Yildirim, E. (2012). Interventions for Toddlers with Autism Spectrum Disorders: An Evaluation of Research Evidence. *Journal of Early Intervention*. 34, 166-189. doi: 10. 1177/1053815112470721
- Smith, J. D. (2012). Single-Case Experimental Designs: A Systematic Review of Published Research and Current Standards. *Psychological Methods*. 17, 510-550. doi: 10. 1037/a0029312
- Smith, T. (1999). Outcome of early intervention for children with autism. *Clinical Psychology: Science and Practice*. 6, 33-49.
- Smith, T. (2010). Early and intensive behavioral intervention in autism. In J. R. Weisz & A. E. Kazdin (Eds.), Evidence-Based Psychotherapies for Children and Adolescents. New York: Guilford. 312-326.
- Smith, T. & Iadarola, S. (2015) Evidence Base Update for Autism Spectrum Disorder, *Journal of Clinical Child & Adolescent* Psychology, 44:6, 897-922. http://dx.doi.org/10.1080/15374416.2015.1077448
- Strauss K., Mancini, F., & Fava, L. (2013). Parent inclusion in early intensive behavior interventions for young children with ASD: A synthesis of meta-analyses from 2009 to 2011. *Research in Developmental Disabilities*, 34, 2967–2985.

Long-Term Outcome Evaluations of the UCLA Young Autism Project

- Lovaas, O. I., Koegel, R., Simmons, J. Q., & Long, J. S. (1973). Some generalization and follow-up measures on autistic children in behavior therapy. *Journal of Applied Behavior Analysis*. 6, 131-166.
- Lovaas, O. I. (1980). Behavioral teaching with young autistic children. In B. Wilcox & A. Thompson (Eds.). *Critical issues in educating autistic children and youth* (220-233). Washington DC: U. S. Department of Education, Office of Special Education.
- Lovaas, O. I. (1987). Behavioral treatment and normal educational and intellectual functioning in young autistic children. *Journal of Consulting and Clinical Psychology*, 55, 3-9.
 - Schopler, E., Short, A., & Mesibov, G. (1989). Relation of behavioral treatment to "normal functioning": Comment on Lovass. *Journal of Consulting and Clinical Psychology*. 57, 162-164.
 - Lovaas, O. I., Smith, T., & McEachin, J. J. (1989). Clarifying comments on the Young Autism Study. *Journal of Consulting and Clinical Psychology*, 57, 165-167.
- McEachin, J. J., Smith, T., & Lovaas, O. I. (1993). Long-term outcome for children with autism who received early intensive behavioral treatment. *American Journal on Mental Retardation*. 97, 359-372.
 - Foxx, R. M. (1993). Sapid effects awaiting independent replication. *American Journal on Mental Retardation*, 97, 375-376.
 - Baer, D. M. (1993). Quasi-random assignment can be as convincing as random assignment. *American Journal on Mental Retardation*, 97, 377-379.
 - Mesibov, G. B. (1993). Treatment outcome is encouraging. *American Journal on Mental Retardation*, 97, 379-380.
 - Mundy, P. (1993). Normal versus high-functioning status in children with autism. *American Journal on Mental Retardation*, 97, 381-382.
 - Kazdin, A. (1993). Replication and extension of behavioral treatment of autistic disorder. American Journal on Mental Retardation, 97, 382-383.

Group Outcome and Long-Term Replications of Applied Behavior Analysis Interventions with Autism

- Anderson, S. R., Avery, D. L., DiPietro, E. K., Edwards, G. L., & Christian, W. P. (1987). Intensive home-based early intervention with autistic children. *Education and Treatment of Children*, 10, 352-366.
- Ben Itzchak, E., & Zachor, D. A. (2007). The effects of intellectual functioning and autism severity on outcome of early behavioral intervention for children with autism. *Research in Developmental Disabilities*, 28, 287–303.
- Bibby P, Eikeseth S, Martin, N. T., Mudford, O. C., & Reeves, D., (2002). Progress and outcomes for children with autism receiving parent-managed intensive interventions. *Research in Developmental Disabilities*. 23, 81-104.
- Birnbrauer, J. S., & Leach, D. J. (1993). The Murdoch early intervention program after 2 years. *Behaviour Change*, 10, 63-74.
- Butter, E. M., Mulick, J. A., & Metz, B. (2006). Eight case reports of learning recovery in children with pervasive developmental disorders after early intervention. *Behavioral Interventions*, 21, 227-243.
- Cohen, H., Amerine-Dickens, M., & Smith, T., (2006). Early Intensive Behavioral Treatment: Replication of the UCLA Model in a Community Setting. *Developmental and Behavioral Pediatrics*, 27, S145-S155.
- Dawson, G., Rogers, S. J., Munson, J., Smith, M., Winter, J., Greenson, J., et al. (2010). Randomized, controlled trial of an intervention for toddlers with autism: The early start Denver model. *Pediatrics*, 125, 17–23.
- Dunlap, G., Robbins, F. R., Dollman, C., & Plienis, A. J. (1988). Early intervention for young children with autism: A regional training approach. Huntington, WV: Marshall University.
- Eikeseth, S., Smith, T., Jahr, E., & Eldevik, S. (2002). Intensive behavioral treatment at school for 4- to 7-year-old children with autism A 1-year comparison controlled study. *Behavior Modification*, *26*, 46-68.
- Eikeseth, S., Smith, T., Jahr, E., & Eldevik, S. (2007) Outcome for Children with Autism who began Intensive Behavioral Treatment Between Ages 4 and 7: A Comparison Controlled Study. *Behavior Modification*, 31, 264-278.

- Eldevik, S., Eikeseth, S., Jahr, E., & Smith, T. (2006). Effects of Low-Intensity Behavioral Treatment for Children with Autism and Mental Retardation. *Journal of Autism & Developmental Disorders*. 36, 211-224.
- Eldevik, S., Hastings, R., Jahr, E., & Hughes, J. C. (2012). Outcomes of behavioral intervention for children with autism in mainstream pre-school settings. *Journal of Autism and Developmental Disorders*. 42, 210-220.
- Fein, D., Barton, M., Eigsti, I., Kelley, E., Naigles, L., Schultz, R., ... & Tyson, K. (2013). Optimal outcome in individuals with a history of autism. *Journal of Child Psychology and Psychiatry*, 54, 195–205.
- Fenske, E. C., Zalenski, S., Krantz, P. J., & McClannahan, L. E. (1985). Age at intervention and treatment outcome for autistic children in a comprehensive intervention program. *Analysis and Intervention in Developmental Disabilities*, 5, 49-58.
- Flanagan, H. E., Perry, A., & Freeman, N. L. (2012). Effectiveness of large-scale, community-based intensive behavioural intervention: a waitlist comparison study exploring outcome and predictors. *Research in Autism Spectrum Disorders*, 6, 673–682.
- Granpeesheh, D., Dixon, D. R., Tarbox, J., Kaplan, A. M., & Wilke, A. E. (2009). The effects of age and treatment intensity on behavioral intervention outcomes for children with autism spectrum disorders. *Research in Autism Spectrum Disorders*, 3, 1014–1022.
- Green, G., Brennan, L. C., & Fein, D. (2002). Intensive behavioral treatment for a toddler at high risk for autism. *Behavior Modification*. 26. 69-102.
- Handleman, J., Harris, S., Celiberti, D., Lilleleht, E., & Tomcheck, L. (1991). Developmental Changes of Preschool Children with Autism and Normally Developing Peers. *Infant-Toddler Intervention*, 1, 137-143.
- Hardan, A. Y. et. al. (2015). A randomized controlled trial of Pivotal Response Treatment Group for parents of children with autism. *Journal of Child Psychology and Psychiatry*. 56, 884-892.
- Harris, S. L. (1986). Parents as teachers: A four to seven year follow up of parents of children with autism. *Child & Family Behavior Therapy*, 8, 39-47.
- Harris, S. L., & Handleman, J. S. (1980). Programming for generalization: Educating autistic children and their parents. *Education and Treatment of Children*. 3, 51-63.
- Harris, S. L., & Handleman, J. S. (2000). Age and IQ at intake as predictors of placement for young children with autism: a four- to six-year follow-up. *Journal of Autism and Developmental Disorders*, 30, 137-142.
- Harris, S. L., Handleman, J. S., Gordon, R., Kristoff, B., & Fuentes, F. (1991). Changes in cognitive and language functioning of preschool children with autism. *Journal of Autism and Developmental Disorders*, 21, 281-290.
- Howard, J. S., Sparkman, C. R., Cohen, H. G., Green G., & Stanislaw H. (2005). A comparison of intensive behavior analytic and eclectic treatments for young children with autism. *Research in Developmental Disabilities*. 26, 359-383.
- Howard, J. S., Stanislaw, H., Green, G., Sparkman, C. R., & Cohen, H. G. (2014). Comparison of behavior analytic and eclectic early interventions for young children with autism after three years. *Research in Developmental Disabilities*, 35, 3326-3344.
- Hoyson, M., Jamieson, B., & Strain, P. (1984). Individualized group instruction of normally developing and autistic-like children: The LEAP curriculum model. *Journal of the Division for Early Childhood*, Summer, 157-172.
- Kasari, C., Gulsrud, A., Wong, C., et al. (2010). Randomized controlled caregiver-mediated joint engagement intervention for toddlers with autism. *Journal of Autism and Developmental Disorders*, 40, 1045–1056.
- Kelley, E., Naigles, L., & Fein, D. (2010). An in-depth examination of optimal outcome children with a history of autism spectrum disorders. *Research in Autism Spectrum Disorders*. 4, 526-538.
- Kelley, E., Paul, J. J., Fein, D., & Naigles, L. R. (2006). Residual language deficits in optimal outcome children with a history of autism. *Journal of Autism and Developmental Disorders*. 36, 807-828.
- Klintwall, L., Eldevik, S., & Eikeseth, S. (2015). Narrowing the gap: Effects of intervention on developmental trajectories in autism. *Autism.* 19, 53-63.
- Leaf, R. B., Taubman, M. T., McEachin, J. J., Leaf, J. B., & Tsuji, K. H. (2011). A program description of a community-based intensive behavioral intervention program for individuals with Autism Spectrum Disorders. *Education and Treatment of Children*. 34, 259-285.
- Lovaas, O. I. (1980). Behavioral teaching with young autistic children. In B. Wilcox & A. Thompson (Eds.). *Critical issues in educating autistic children and youth* (220-233). Washington DC: U. S. Department of Education, Office of Special Education.

- Lovaas, O. I. (1987). Behavioral treatment and normal educational and intellectual functioning in young autistic children. *Journal of Consulting and Clinical Psychology*. 55, 3-9.
- Lovaas, O. I., Koegel, R., Simmons, J. Q., & Long, J. S. (1973). Some generalization and follow-up measures on autistic children in behavior therapy. *Journal of Applied Behavior Analysis*. 6, 131-166.
- Luiselli, J., Cannon, B., Ellis, J., & Sisson, R. (2000). Home-based behavioral intervention for young children with autism/pervasive developmental disorder: A preliminary evaluation of outcome in relation to child age and intensity of service delivery. *Autism*, 4, 426-438.
- McEachin, J. J., Smith, T., & Lovaas, O. I. (1993). Long-term outcome for children with autism who received early intensive behavioral treatment. *American Journal on Mental Retardation*. *97*, 359-372.
- McGarrell, M., Healy, O., Leader, G., O'Connor, J., & Kenny, N. (2009). Six reports of children with autism spectrum disorder following intensive behavioral intervention using the Preschool Inventory of Repertoires for Kindergarten (PIRK). *Research in Autism Spectrum Disorders*, 3, 767-782.
- Mudford, O. C., Martin, N. T., Eikeseth, S., & Bibby, P. (2001). Parent-managed behavioral treatment for preschool children with autism: Some characteristics of UK programs. *Research in Developmental Disabilities*, 22, 173-182.
- Orinstein, A. J., Helt, M., Troyb, E., Tyson, K. E., Barton, M. L., Eigsti, I., Naigles, L., & Fein, D. A. (2014). Intervention for optimal outcome in children and adolescents with a history of autism. *Journal of Developmental & Behavioral Pediatrics*, 35, 247-256.
- Osborne, L. A., McHugh, L., Saunders, J. & Reed, P. (2008). Parenting Stress Reduces the Effectiveness of Early Teaching Interventions for Autistic Spectrum Disorders. *Journal of Autism and Developmental Disorders*. 38, 1092–1103
- Perry, A., Cummings, A., Geier, J. D., Freeman, N. L., Hughes, S., LaRose, L., Managhan, T., Reitzel, J. A., & Williams, J. (2008). Effectiveness of intensive behavioral intervention in a large, community-based program. *Research in Autism Spectrum Disorders*, 2, 621–642.
- Perry, R., Cohen, I., & DeCarlo, R. (1995). Case study: Deterioration, autism, and recovery in two siblings. *Journal of the American Academy of Child and Adolescent Psychiatry*. 34, 232-237.
- Remington, B., Hastings, R. P., Kovshoff, H., degli Espinosa, F., Jahr, E., Brown, T., Alsford, P., Lemaic, M., & Ward, N. (2007). Early intensive behavioral intervention: Outcomes for children with autism and their parents after two years. *American Journal on Mental Retardation*. 112, 418-438.
- Sallows, G. O., & Graupner, T. D. (2005). Intensive Behavioral Treatment for Children with Autism: Four-Year Outcome and Predictors. *American Journal on Mental Retardation*, 110, 417-438.
- Sheinkopf, S., & Siegel, B. (1998). Home-based behavioral treatment for young autistic children. *Journal of Autism and Developmental Disorders*. 23, 15-23.
- Sherman, J., Barker, P., Lorimer, P., Swinson, R., & Factor, D. (1988). Treatment of autistic children: Relative effectiveness of residential, out-patient and home-based interventions. *Child Psychiatry and Human Development*, 19, 109-125.
- Smith, I. M., Koegel, R. L., Koegel, L. K., et al. (2010). Effectiveness of a novel community-based early intervention model for children with autistic spectrum disorder. *American Journal on Intellectual and Developmental Disabilities*. 115, 504–523.
- Smith, T., Buch, G. A., & Gamby, T. E. (2000). Parent-directed, intensive early intervention for children with pervasive developmental disorder. *Research in Developmental Disabilities*, *21*, 297-309.
- Smith, T., Eikeseth, S., Klevstrand, M., & Lovaas, O. I. (1997). Intensive behavioral treatment for preschoolers with severe mental retardation and pervasive developmental disorder. *American Journal on Mental Retardation*. 102, 238-249.
- Smith, T., Groen, A. D., & Wynn, J. W. (2000). Randomized trial of intensive early intervention for children with pervasive developmental disorder. *American Journal on Mental Retardation*, 105, 269-285.
- Smith, T., Klevstrand, M., & Lovaas, O. I. (1995). Behavioral treatment of Rett's Disorder: Ineffectiveness in three cases. *American Journal on Mental Retardation*, 100, 317-322.
- Smith, T., Klorman, R., & Mruzek, D. W. (2015). Predicting outcome of community-based early intensive behavioral intervention for children with autism. *Journal of Abnormal Child Psychology*, 43, 1271-1282.

- Strain, P. S., & Bovey, E. H. (2011). Randomized control trial of the LEAP model of early intervention for young children with autism spectrum disorders. *Topics in Early Childhood Special Education*, 31, 133–154.
- Strain, P. S., Hoyson, M. H., & Jamieson, B. J. (1985). Normally developing preschoolers as intervention agents for autistic-like children: Effects on class deportment and social interactions. *Journal of the Division for Early Childhood*. 9, 105-115.
- Virues-Ortega, J., Rodríguez, V., & Yu, C. T. (2013). Prediction of treatment outcomes and longitudinal analysis in children with autism undergoing intensive behavioral intervention. *International Journal of Clinical and Health Psychology*, 13, 91-100. Available at: www.redalyc.org/articulo.oa?id=33726322001
- Waters, C. F., Amerine-Dickens, M., Thurston, S. W., Lu, X., & Smith, T. (2018). Sustainability of Early Intensive Behavioral Intervention for Children with Autism Spectrum Disorder in a Community Setting. *Behavior Modification*. 42(4) 469-493. DOI: 10.1177/0145445518786463
- Weiss, M. J. (1999). Differential rates of skill acquisition and outcomes of early intensive behavioral intervention for autism. *Behavioral Interventions*, 14, 3-22.
- Wood, J. J., Drahota, A., Sze, K., Har, K., Chiu, A., & Langer, D. A. (2009). Cognitive behavioral therapy for anxiety in children with autism spectrum disorders: A randomized, controlled trial. *Journal of Children Psychology and Psychiatry and Allied Disciplines*, 50, 224-234.
- Zachor, D. A., & Ben Itzchak, E. (2010). Treatment approach, autism severity and intervention outcomes in young children. *Research in Autism Spectrum Disorders*, 4, 425–432.

Comparison Data: Long-Term Outcome of Autism without ABA Treatment

- Aram, D. M., Ekelman, B. L., & Nation, J. E. (1984). Preschoolers with language disorders: 10 years later. *Journal of Speech and Hearing Research*, 27, 232-244.
- Charman, T., Taylor, E., Drew, A., Cockerill, H., Brown, J., & Baird, G. (2005). Outcome at 7 years of children diagnosed with autism at age 2: predictive validity of assessments conducted at 2 and 3 years of age and pattern of symptom change over time. *Journal of Child Psychology and Psychiatry*. 46, 500–513. DOI: 10. 1111/j. 1469-7610. 2004. 00377
- Darrou, C., Pry, R., Pernon, E., Michelon, C., Aussilloux, C., & Baghdadli, A. (2010). Outcome of young children with autism: Does the amount of intervention influence developmental trajectories? *Autism.* 14, 663-677.
- Dawson, G., Ashman, S. B., & Carver, L. J. (2000). The role of early experience in shaping behavioral and brain development and its implications for social policy. *Development and Psychopathology*, 12, 659–712.
- Dawson, G., Rogers, S. J., Munson, J., Smith, M., Winter, J., Greenson, J., et al. (2010). Randomized, controlled trial of an intervention for toddlers with autism: The early start Denver model. *Pediatrics*, 125, 17–23.
- Eaves, L., & Ho, H. H. (1996). Brief report: Stability and change in cognitive and behavioral characteristics of autism through childhood. *Journal of Autism and Developmental Disorders*, 26, 557–569.
- Eaves, L., & Ho, H. H. (2004). The very early identification of autism: Outcome to age 4. 5. *Journal of Autism and Developmental Disorders*, 34, 367–378.
- Fountain, C., Winter, A. S., & Bearman, P. S. (2012). Six Developmental Trajectories Characterize Children with Autism. *Pediatrics*. 129, 1-9. doi: 10.1542/peds.2011-1601
- Freeman, B. J., Rahbar, B., Ritvo, E. R., Bice, T. L., Yokota, A., & Ritvo, R. (1991). The stability of cognitive and behavioral parameters in autism: A 12-year prospective study. *Journal of the American Academy of Child and Adolescent Psychiatry*, 30, 479-482.
- Howlin, P., Goode, S., Hutton, J., & Rutter, M. (2004). Adult outcome for children with autism. *Journal of Child Psychology and Psychiatry*, 45, 212–229.
- Jocelyn, L. J., Casiro, O. G., Beattie, D., Bow, J., & Kneisz, J. (1998). Treatment of children with autism: A randomized control trial to evaluate a caregiver-based intervention program in community day-care centers. *Journal of Developmental and Behavioral Pediatrics*, 19, 326–334.
- Kleinman, J. M., Robins, D. L., Ventola, P. E., Pandey, J., Boorstein, H. C., et al. (2008). The Modified Checklist for Autism in Toddlers: A Follow-up Study Investigating the Early Detection of Autism Spectrum Disorders, *Journal of Autism and Developmental Disorders*, 38, 827-839

- Kleinman, J., Ventola, P., Pandey, J., Verbalis, A., Barton, M., Hodgson, S., Green, J., Dumont-Mathieu, T., Robins, D., and Fein, D. (2008) Diagnostic Stability in Very Young Children with Autism Spectrum Disorders. *Journal of Autism and Developmental Disorders*. 38, 606-615.
- Landa, R. J., Gross, A. L., Stuart, E. A., & Faherty, A. (2013). Developmental Trajectories in Children with and Without Autism Spectrum Disorders: The First 3 Years. *Child Development*, 84, 429-442. dx.doi.org/10.1111/j.1467-8624.2012.01870.x.
- Levy, A., & Perry, A. (2011). Outcomes in adolescents and adults with autism: A review of the literature. *Research in Autism Spectrum Disorders*. 5, 1271-1282.
- Lord, C., (1995). Follow-up of two-year-olds referred for possible autism. *Journal of Child Psychology and Psychiatry*. 36, 1365-1382.
- Lord, C., & Schopler, E. (1989). The role of age at assessment, developmental level, and test in the stability of intelligence scores in young autistic children. *Journal of Autism and Developmental Disorders*. 19, 483-499.
- Lord, C., Risi, S., DiLavore, P. S., Shulman, C., Thurm, A., & Pickles, A. (2006). Autism from 2 to 9 years of age. *Archives of General Psychiatry*, 63, 694-701.
- Magiati, I., Charman, T., & Howlin, P. (2007). A two-year prospective follow-up study of community-based early intensive behavioural intervention and specialist nursery provision for children with autism spectrum disorders. *Journal of Child Psychology and Psychiatry*, 48, 803–812.
- Sigman, M., & Ruskin, E. (1999). Continuity and change in the social competence of children with autism, down syndrome, and developmental delays. *Monographs of the Society for Research in Child Development*. 64 (1, Serial No. 256).
- Starr, E., Szatmari, P., Bryson, S., & Zwaigenbaum, L. (2003). Stability and change among high-functioning children with pervasive developmental disorders: A 2-year outcome study. *Journal of Autism and Developmental Disorders*, 33, 15–22.
- Stevens, M. C., Fein, D. A., Dunn, M., Allen, D., Waterhouse, L. H., Feinstein, C., et al. (2000). Subgroups of children with autism by cluster analysis: A longitudinal examination. *Journal of the American Academy of Child and Adolescent Psychiatry*, 39, 346–352.
- Sutera, S., Pandey, J., Esser, E. L., Rosenthal, M. A., Wilson, L. B., Barton, M., et al. (2007). Predictors of optimal outcome in toddlers diagnosed with autism spectrum disorders. *Journal of Autism and Developmental Disorders*, 37, 98–107.
- Turner, L. M. & Stone, W. L. (2007). Variability in outcome for children with an ASD diagnosis at age 2. *Journal of Child Psychology and Psychiatry*. 48, 793–802.
- Venter, A., Lord, C. & Schopler, E. (1992). A follow-up study of high-functioning autistic children. *Journal of Child Psychology and Psychiatry & Allied Disciplines*, 33(3), 489-507.
- Virues-Ortega, J., Julio, F. M., & Pastor-Barriuso, R. (2013). The TEACCH program for children and adults with autism: A meta-analysis of intervention studies. *Clinical Psychology Review*. 33, 940–953.
- Waddington, E. M. & Reed, P. (2009). The impact of using the "Preschool Inventory of Repertoires for Kindergarten" (PIRK) on school outcomes of children with Autistic Spectrum Disorders. *Research in Autism Spectrum Disorders*. 3, 809-827.

Research on the Cost Effectiveness of Intensive Early Intervention

- Bouder, J. N., Spielman, S., & Mandell, D. S. (2009). Brief report: Quantifying the impact of autism coverage on private insurance premiums. *Journal of Autism and Developmental Disorders*. Published online February 13, 2009, DOI 10. 1007/s10803-009-0701-z.
- California Legislative Blue Ribbon Commission on Autism (2007). *Report: An Opportunity to Achieve Real Change for Californians with Autism Spectrum Disorders*. Sacramento, CA: The Legislative Office Building (senwebo3.sen.ca.gov/autism).
- Chasson, G. S., Harris, G. E., & Neely, W. J. (2007). Cost comparison of early intensive behavioral intervention and special education for children with autism. *Journal of Child and Family Studies*. 16, 401-413.
- Green, C., Bassett, K., & Kazanjian, A. (2000). *Critical appraisal of submitted cost-benefit models of 'Lovaas' early intensive behavioural intervention for autism*. Vancouver, BC: BC Office of Health Technology Assessment.

- Jacobson, J. & Mulick, J., (2000). System and cost research issues in treatments for people with autistic disorders. Journal of Autism & Developmental Disorders, 30, 585–593.
- Jacobson, J. W., Mulick, J. A., & Green, G. (1998). Cost benefit estimates for early intensive behavioral intervention for young children with autism general model and single state case. *Behavioral Interventions*, 13, 201-226.
- Motiwala, S. S., Gupta, S., & Lilly, M. D. (2006). The cost-effectiveness of expanding intensive behavioural intervention to all autistic children in Ontario. *Healthcare Policy*, 1, 135-151.
- Mulick, J. A., Jacobson, J. W., & Shreck, K. A. (1999, September). Class and comorbidity in early intensive behavioral treatment of autism: The case for mainstreaming a cottage industry. Presented at the 2nd European Conference on Mental Health in Mental Retardation, London, UK.
- National Research Council (2001). Educating Children with Autism, Committee on Educational Interventions for Children with Autism, Division of Behavioral and Social Sciences and Education, Washington, D. C.: National Academy Press.
- Rolnick, A., & Grunewald, R. (2003, December). Early childhood development: Economic development with a high public return. *Fedqazette*, December, 6-12.
- Shattuck, P. T., et al. (2009). Timing of Identification Among Children with an Autism Spectrum Disorder: Findings from a Population-Based Surveillance Study. *Journal of the American Academy of Child and Adolescent Psychiatry*, 48, 474-483
- Sherman, J., Barker, P., Lorimer, P., Swinson, R., & Factor, D. (1988). Treatment of autistic children: Relative effectiveness of residential, out-patient and home-based interventions. *Child Psychiatry and Human Development*, 19, 109-125.
- Shonkoff, J. P. & Hauser-Cram, P. (1980). Early Intervention for Disabled Infants and Their Families: A Quantitative Analysis. *Pediatrics*, 80, 650-658.
- Simmermon, L. (2000, April). Autism costs in Canada. Downloaded from: www.autismtoday.com/articles/Autism_Costs_In_Canada.htm on October 16, 2008.
- Wood, M. E. (1981). Costs of Intervention Programs. In C. Garland and others, eds., *Early Intervention for Children with Special Needs and Their Families: Findings and Recommendations*. Westar Series Paper No. 11. Seattle, WA: University of Washington, 207-278.

The Applied Behavior Analysis of Autism

The Beginning, In The 1960's

- Baer, D. M., & Sherman, J. A. (1964). Reinforcement control of generalized imitation in young children. *Journal of Experimental Child Psychology*, 1, 37-49.
- Baer, D. M., Peterson, R. F., & Sherman, J. A. (1967). The development of imitation by reinforcing behavioral similarity to a model. *Journal of the Experimental Analysis of Behavior*, 10, 405-416.
- Birnbrauer, J. S., Wolf, M. M., Kidder, J. D., & Tague, C. (1965). Classroom behavior of retarded pupils with token reinforcement. *Journal of Experimental Child Psychology*, 2, 219–235.
- Buell, J., Stoddard, P., Harris, F. R., & Baer, D. M. (1968). Collateral social development accompanying reinforcement of outdoor play in a preschool child. *Journal of Applied Behavior Analysis*. 2, 167-173.
- Cook, C., & Adams, H. F. (1966). Modification of verbal behavior in speech deficient children. *Behaviour Research* and *Therapy*, 4, 265-271.
- Cowan, P. A., Hoddinott, B. T., & Wright, B. A. (1965). Compliance and resistance in the conditioning of autistic children: an exploratory study. *Child Development*, *36*, 913-923.
- Davison, G. C. (1964). A social learning therapy programme with an autistic child. *Behavior Research and Therapy*, 2, 149-159.
- DeMyer, M. K., & Ferster, C. B. (1962). Teaching new social behavior to schizophrenic children. *Journal of the American Academy of Child Psychiatry*, 1, 443-461.
- Ferster, C. B. (1961). Positive reinforcement and behavioral deficits of autistic children. *Child Development*, 32, 437-456.

- Ferster, C. B., & DeMyer, M. K. (1961). The development of performances in autistic children in an automatically controlled environment. *Journal of Chronic Diseases*, 13, 312-345.
- Ferster, C. B., & DeMyer, M. K. (1962). A method for the experimental analysis of the autistic child. *American Journal of Orthopsychiatry*, 32, 89-98.
- Fineman, K. R. (1968). Visual-color reinforcement in establishment of speech by an autistic child. *Perceptual and Motor Skills*, 26, 761-762.
- Foss, D. (1968). Learning and discovery in the acquisition of structured material: Effects of number of items and their sequence. *Journal of Experimental Psychology*, 77, 341-344.
- Guess, D. (1969). A functional analysis of receptive language and productive speech: Acquisition of the plural morpheme. *Journal of Applied Behavior Analysis*. 2, 55-64.
- Guess, D., Rutherford, G., Smith, J. O., & Ensminger, E. (1968). Utilization of sub-professional personnel in teaching language skills to mentally retarded children: An interim report. *Mental Retardation*, 8, 17-22.
- Guess, D., Sailor, W., Rutherford, G., & Baer, D. M. (1968). An experimental analysis of linguistic development: The productive use of the plural morpheme. *Journal of Applied Behavior Analysis*. 1, 292-307.
- Hall, R. V., & Broden, M. (1967). Behavior changes in brain-injured children through social reinforcement. *Journal of Experimental Child Psychology*. *5*, 463-479.
- Hart, B. M., Reynolds, N. J., Baer, D. M., Brawley, F. R., & Harris, F. R. (1968). Effect of contingent and non-contingent social reinforcement on the cooperative play of a preschool child. *Journal of Applied Behavior Analysis*, 1, 73-76.
- Hewett, F. M. (1964). Teaching reading to an autistic boy through operant conditioning. *The Reading Teacher*, 17, 613-618.
- Hewett, F. M. (1965). Teaching speech to an autistic child through operant conditioning. *American Journal of Orthopsychiatry*, 35, 927-936.
- Hingtgen, J. N., & Coulter, S. K. (1967). Auditory control of operant behavior in mute autistic children. *Perceptual and Motor Skills*, 25, 561-565.
- Hingtgen, J. N., & Trost, F. C. (1966). Shaping cooperative responses in early childhood schizophrenics: II. Reinforcement of mutual physical contact and vocal responses. In R. Ulrich, T. Stachnik, & J. Mabry (Eds.) *Control of Human Behavior*. New York: Scott, Foresman. (110-113).
- Hollis, J. H. (1965). The effects of social and nonsocial stimuli on the behavior of profoundly retarded children: Part I. *American Journal of Mental Deficiency*, 71, 984-986.
- Kerr, N., Meyerson, L., & Michael, J. (1965). A procedure for shaping vocalizations in a mute child. In L. P. Ullman, & L. Krasner (Eds.). *Case studies in behavior modification*. New York: Holt, Rinehart, & Winston.
- Lovaas, O. I. (1961). Interaction between verbal and non-verbal behavior. Child Development, 32, 325-336.
- Lovaas, O. I. (1964). Cue properties of words: The control of operant responding by rate and content of verbal operants. *Child Development*, *35*, 245-256.
- Lovaas, O. I. (1968). A program for the establishment of speech in psychotic children. In H. N. Sloane, & B. D. MacAulay (Eds.). *Operant procedures in remedial speech and language training*. Boston: Houghton, Mifflin.
- Lovaas, O. I. (1968). Some studies on the treatment of childhood schizophrenia. *Research in Psychotherapy*. 3, 103-121.
- Lovaas, O. I., & Simmons, J. Q. (1969). Manipulation of self-destruction in three retarded children. *Journal of Applied Behavior Analysis*, 2, 143-157.
- Lovaas, O. I., Berberich, J. P., Perloff, B. F., & Schaeffer, B. (1966). Acquisition of imitative speech in schizophrenic children. *Science*, 151, 705-707.
- Lovaas, O. I., Freitag, G., Gold, V. J., & Kassorla, I. C. (1965). Experimental studies in childhood schizophrenia: Analysis of self-destructive behavior. *Journal of Experimental Child Psychology*, 2, 67-84.
- Lovaas, O. I., Freitag, G., Kinder, M. I., Rubenstein, B. D., Schaeffer, B., & Simmons, J. W. (1966). Establishment of social reinforcers in two schizophrenic children on the basis of food. *Journal of Experimental Child Psychology*. 4, 109-125.

- Lovaas, O. I., Freitas, L., Nelson, K., & Whalen, C. (1967). The establishment of imitation and its use for the development of complex behavior in schizophrenic children. *Behavior Research and Therapy*, 5, 171-181.
- Martin, G. L., England, G., Kaprowy, E., Kilgour, K., and Pilek, V. (1968). Operant conditioning of kindergarten-class behavior in autistic children. *Behavior Research and Therapy*, 6, 281-294.
- McReynolds, L. V. (1969). Application of time out from positive reinforcement for increasing the efficiency of speech training. *Journal of Applied Behavior Analysis*. 2, 199-205.
- Metz, J. R. (1965). Conditioning generalized imitation in autistic children. *Journal of Experimental Child Psychology*, 2, 389-399.
- O'Connor, R. D. (1969). Modification of social withdrawal through symbolic modeling. *Journal of Applied Behavior Analysis*. 2, 15-22.
- Ottinger, D. R., Sweeney, N., & Loew, L. H. (1965). Visual discrimination learning in schizophrenic and normal children. *Journal of Clinical Psychology*. 21, 251-253.
- Rabb, E., & Hewitt, F. M. (1967). Development of appropriate classroom behaviors in a severely disturbed group of institutionalized children with a behavior modification model. *American Journal of Orthopsychiatry*, 37, 313-314.
- Risley, T. R., & Wolf, M. M. (1966). Experimental manipulation of autistic behaviors and generalization into the home. In R. Ulrich, T. Stachnik, & J. Mabry, (Eds.) *Control of Human Behavior. Glenview, IL: Scott, Foresman.*
- Risley, T. R., & Wolf, M. M. (1967). Establishing functional speech in echolalic children. *Behavior Research and Therapy*, 5, 73-88.
- Risley, T. R., & Wolf, M. M. (1968). Establishing functional speech in echolalic children. In H. N. Sloane, & B. D. MacAulay (Eds.). *Operant procedures in remedial speech and language training*. Boston: Houghton, Mifflin.
- Salzinger, K., Feldman, R., Cowan, J., & Salzinger, S. (1965). Operant conditioning of verbal behavior of two young speech deficient boys. In L. Krasner & L. Ullman, (Eds.), *Research in Behavior Modification*. New York: Holt, Rinehart, & Winston.
- Schell, R. E., Stark, J., & Giddan, J. (1967). Development of language behavior in an autistic child. *Journal of Speech and Hearing Disorders*, 32, 51-64.
- Sherman, J. (1964). Modification of nonverbal behavior through reinforcement of related behavior. *Child Development*, 35, 717-723.
- Sloane, H. N., Johnston, M. K., & Harris, F. R. (1968). Remedial procedures for teaching verbal behavior in speech deficient or defective young children. In H. N. Sloane, & B. D. MacAulay (Eds.). *Operant procedures in remedial speech and language training*. Boston: Houghton, Mifflin.
- Stark, J., Giddan, J. J., & Meisel, J. (1968). Increasing verbal behavior in an autistic child. *Journal of Speech and Hearing Disorders*, 3, 42-48.
- Wolf, M. M, Risley, T. R., Johnston, M., Harris, F., & Allen, E. (1967). Application of operant conditioning procedures to the behavior problems of an autistic child: A follow-up and extension. *Behavior Research and Therapy*. 5, 103-111.
- Wolf, M. M., Risley, T. R., & Mees, H. (1964). Application of operant conditioning procedures to the behaviour problems of an autistic child. *Behaviour Research and Therapy*, 1, 305-312.
- Zimmerman, E. H., Zimmerman, J., & Russel, C. D. (1969). Differential effects of token reinforcement on instruction-following behavior in retarded students instructed as a group. *Journal of Applied Behavior Analysis*. 2, 101-112.

In The 1970's

- Baer, A. M., Rowbury, T., & Baer, D. M. (1973). The development of instructional control over classroom activities of deviant preschool children. *Journal of Applied Behavior Analysis*. 6, 289-298.
- Baer, D. M. & Guess, D (1973). Teaching productive noun suffixes to severely retarded children. *American Journal of Mental Deficiency*, 77 (5), 49&505.
- Baer, D. M., & Guess, D. (1971). Receptive training of adjective inflections in mental retardates. *Journal of Applied Behavior Analysis*. 4, 129-139.

- Barton, E. J., & Ascione, F. R. (1979). Sharing in preschool children: Facilitation, stimulus generalization, response generalization, and maintenance. *Journal of Applied Behavior Analysis*. 12, 417-430.
- Burgess, R. L., Burgess, J. M., & Esveldt, K. C. (1970). An analysis of generalized imitation. *Journal of Applied Behavior Analysis*, 3, 39-46.
- Carnine, D. W. (1976). Effects of two therapist-presentation rates on off-task behavior, answering correctly, and participation. *Journal of Applied Behavior Analysis*, 9, 199-206.
- Carnine, D. W. & Fink, W. T. (1978). Increasing the rate of presentation and use of signals in elementary classroom therapists. *Journal of Applied Behavior Analysis*, 11, 35-46.
- Carrier, J. K. (1974). Non-speech noun usage training with severely and profoundly retarded children. *Journal of Speech and Hearing Research*, 17, 510-517.
- Christy, P. R. (1975). Does use of tangible rewards with individual children affect peer observers? *Journal of Applied Behavior Analysis*. 8, 187-196.
- Clark, H. B. & Sherman, J. A. (1975). Teaching generative use of sentence answers to three forms of questions. *Journal of Applied Behavior Analysis*, 8, 321-330.
- Coleman, S. L., & Stedman, J. M. (1974). Use of peer model in language training in an echolalic child. *Journal of Behavior Therapy and Experimental Psychiatry*, 5, 275-279.
- Craighead, W. E., O'Leary, K. D., & Allen, J. S. (1973). Teaching and generalization of instruction following in an "autistic" child. *Journal of Behavior Therapy and Experimental Psychiatry*, 4, 171-176.
- Eyberg, S. M. & Johnson, S. M. (1974). Multiple assessment of behavior modification with families: Effects of contingency contracting and order of treated problems. *Journal of Consulting and Clinical Psychology*, 42, 594-606.
- Favell, J. E., Favell, J. E., & McGimsey, J. F. (1978). Relative effectiveness and efficiency of group vs. individual training of severely retarded persons. *American Journal of Mental Deficiency*, 83, 104-109.
- Fink, W. T., & Sandall, S. R. (1978). One-to-one vs. group academic instruction with handicapped and non-handicapped preschool children. *Mental Retardation*, 16, 236-240.
- Flanagan, S., Adams, H. E. & Forehand, R. (1979). A comparison of four instructional techniques for teaching parents to use time-out. Behavior Therapy, 10, 94-102.
- Foxx, R. M. & Azrin, N. H. (1973). The elimination of autistic self-stimulatory behavior by overcorrection. *Journal of Applied Behavior Analysis*. 6, 1-14.
- Garcia, E. E. (1974). The training and generalization of a conversational speech form in nonverbal retardates. *Journal of Applied Behavior Analysis*. 7, 137-151.
- Garcia, E. E. (1976). The development and generalization of delayed imitation. *Journal of Applied behavior Analysis*, 9, 499.
- Garcia, E. E., Baer, D. M., & Firestone, I. (1971). The development of generalized imitation within topographically determined boundaries. *Journal of Applied Behavior Analysis*. 4, 101-113.
- Garcia, E. E., Guess, D., & Byrnes, J. (1973). Development of syntax in a retarded girl using procedures of imitation, reinforcement, and modeling. *Journal of Applied Behavior Analysis*. 6, 299-311.
- Goetz, E. M., & Baer, D. M. (1973). Social control of form diversity and the emergence of new forms in children's block building. *Journal of Applied Behavior Analysis*. 6, 209-217.
- Greenwood, C. R., Walker, H. M., Todd, N. M. & Hopps, H. (1979). Selecting a cost-effective screening device for the assessment of preschool social withdrawal. *Journal of Applied Behavior Analysis*. 12, 639-652.
- Guess, D., & Baer, D. M., (1973). An analysis of individual differences in generalization between receptive and productive language in retarded children. *Journal of Applied Behavior Analysis*. 6, 311-331.
- Hall, R. V., Axelrod, S., Tyler, L., Grief, E., Jones, F. C. & Robertson, R. (1972). Modification of behavior problems in the home with a parent as observer and experimenter. *Journal of Applied Behavior Analysis*, 5, 53-64.
- Halle, J. W., Marshall, A. M., & Spradlin, J. E. (1979). Time delay: A technique to increase language use and facilitate generalization in retarded children. *Journal of Applied Behavior Analysis*, 12, 431-439.
- Handleman, J. S. (1979). Generalization by autistic-type children of verbal responses across settings. *Journal of Applied Behavior Analysis*, 12, 273-282.

- Hardiman, S. A., Goetz, E. M., Reuter, K. E., & LeBlanc, J. M. (1975). Primes, contingent attention, and training: effects on a child's motor behavior. *Journal of Applied Behavior Analysis*. 8, 399-410.
- Harris, S. L. (1975). Teaching language to nonverbal children- with emphasis on problems of generalization. *Psychological Bulletin*, 82, 565-580.
- Hart, B., & Risley, T. R. (1975). Incidental teaching of language in the preschool. *Journal of Applied Behavior Analysis*, 8, 411-420.
- Karoly, P., & Dirks, M. J. (1977). Developing self-control in pre-school children through correspondence training. *Behavior Therapy*, 8, 398-405.
- Kelley, M. L., Embry, L. H., & Baer, D. M. (1979). Skills for child management and family support: Training parents for maintenance. *Behavior Modification*, 3, 373-396.
- Kirby, F. D., & Toler, H. C. (1970). Modification of preschool isolate behavior: A case study. *Journal of Applied Behavior Analysis*. 3, 309-314.
- Koegel, R. L, & Rincover, A., (1976). Some detrimental effects of using extra stimuli to guide learning in normal and autistic children. *Journal of Abnormal Child Psychology*, 4, 59-71.
- Koegel, R. L, & Rincover, A., (1977). Research on the difference between generalization and maintenance in extratherapy responding. *Journal of Applied Behavior Analysis*, 10, 1-12.
- Koegel, R. L, Russo, D. C., & Rincover, A., (1977). Assessing and training teachers in the generalized use of behavior modification with autistic children. *Journal of Applied Behavior Analysis*, 10, 197-205.
- Koegel, R. L., & Covert, A. (1972). The relationship of self-stimulation to learning in autistic children. *Journal of Applied Behavior Analysis*, 5, 381-388.
- Koegel, R. L., & Egel, A. L. (1979). Motivating autistic children. Journal of Abnormal Psychology, 88, 41&425.
- Koegel, R. L., & Rincover, A. (1974). Treatment of psychotic children in a classroom environment: I. Learning in a large group. *Journal of Applied Behavior Analysis*, 7, 45-59.
- Koegel, R. L., & Schreibman, L. (1977). Teaching autistic children to respond to simultaneous multiple cues. *Journal of Experimental Child Psychology*, 24, 299-311.
- Koegel, R. L., & Wilhelm, H. (1973). Selective responding to the components of multiple visual cues by autistic children. *Journal of Experimental Child Psychology*. 15, 442-453.
- Koegel, R. L., Firestone, P. B., Kramme, K. W., & Dunlap, G. (1974). Increasing spontaneous play by suppressing self-stimulation in autistic children. *Journal of Applied Behavior Analysis*, 7, 521-528.
- Koegel, R. L., Glahn, T. J. & Nieminen, G. S. (1978). Generalization of parent-training results. *Journal of Applied Behavior Analysis*, 11, 95-109.
- Lovaas, O. I., & Schreibman, L. (1971). Stimulus overselectivity of autistic children in a two-stimulus situation. *Behaviour Research and Therapy*, *9*, 305-310.
- Lovaas, O. I., Litrownik, A., & Mann, R. (1971). Response latencies to auditory stimuli in autistic children engaged in self-stimulatory behavior. *Behavior Research and Therapy*, 9, 39-49.
- Lovaas, O. I., Schreibman, L., Koegel, R. L., & Rehm, R. (1971). Selective responding by autistic children to multiple sensory input. *Journal of Abnormal Psychology*, 77, 211-222.
- Lutzker, J. R., & Sherman, J. A. (1974). Producing generative sentence usage by imitation and reinforcement procedures. *Journal of Applied Behavior Analysis*, 7 (3), 447-460.
- Martin, J. A. (1971). The control of imitative and non-imitative behavior in severely-retarded children through "generalized instruction-following." *Journal of Experimental Child Psychology*, 11, 390-400.
- McLean, L. P., & McLean, J. E. (1974). A language training program for nonverbal autistic children. *Journal of Speech and Hearing Disorders*, 39, 186-193.
- Miller, S. J. & Sloane, H. N. (1976). The generalization effects of parent training across stimulus settings. *Journal of Applied Behavior Analysis*, 9, 355-370.
- Mithaug, D. E., & Wolfe, M. S., (1976). Employing task arrangements and verbal contingencies to promote verbalizations between retarded children. *Journal of Applied Behavior Analysis*, 9, 301-314.

- Nedelman, D., & Sulzbacher, S. I. (1972). Dicky at 13 years of age: A long-term success following early application of operant conditioning procedures. In G. Semb (Ed.), *Behavior analysis and education 1972*. Lawrence, KS: University of Kansas Department of Human Development.
- Nelson R., Gibson, F., & Cutting, D. S. (1973). Video taped modeling: The development of three appropriate social responses in a mildly retarded child. *Mental Retardation*. 11, 24-28.
- Nordquist, V. M., & Wahler, R. G. (1973). Naturalistic treatment of an autistic child. *Journal of Applied Behavior Analysis*, 6, 79-87.
- O'Dell, S. L., Blackwell, L. J., Larcen, S. W. & Hogan, J. L. (1977). Competency based training for severely behaviorally handicapped children and their parents. *Journal of Autism and Childhood Schizophrenia*, 7, 231-242.
- Pinkston, E. M., Reese, N. M., LeBlanc, J. M., & Baer, D. M. (1973). Independent control of a preschool child's aggression and peer interaction by contingent teacher attention. *Journal of Applied Behavior Analysis*. 6, 115-124.
- Rekers, G. A., & Lovaas, O. I. (1974). Behavioral treatment of deviant sex-role behaviors in a male child. *Journal of Applied Behavior Analysis*. 7, 173-190.
- Repp, A. C., & Deitz, S. M. (1974). Reducing aggressive and self-injurious behavior of institutionalized retarded children through reinforcement of other behaviors. *Journal of Applied Behavior Analysis*, 7, 313-326.
- Reynolds, B. S., Newsome, C. D., & Lovaas, O. I., (1974). Auditory overselectivity in autistic children. *Journal of Abnormal Child Psychology*, *2*, 253-263.
- Rincover A., & Koegel, R. L. (1975). Setting generality and stimulus control in autistic children . *Journal of Applied Behavior Analysis*, 8, 235-246.
- Rincover, A., & Koegel, R. L. (1974). Classroom treatment of autistic children II: Individualized instruction in a group. *Journal of Abnormal Child Psychology*, 5, 113-126.
- Rincover, A., Newsome, C. D., Lovaas, O. I., & Koegel, R. L. (1977). Some motivational properties of sensory reinforcement in psychotic children. *Journal of Experimental Child Psychology*. 24, 312-323.
- Risley, T. R., & Baer, D. M. (1973). Operant behavior modification: The deliberate development of behavior. In B. Caldwell, & H. Ricciuti (Eds.). *Review of child development research, Vol. III: Child development and social policy.* Chicago: University of Chicago Press.
- Risley, T. R., & Reynolds, N. J. (1970). Emphasis as a prompt for verbal imitation. *Journal of Applied Behavior Analysis*. 3, 185-190.
- Rogers-Warren, A., & Baer, D. M. (1976). Correspondence between saying and doing: teaching children to share and praise. *Journal of Applied Behavior Analysis*. *9*, 335-354.
- Rosenbaum, M. S., & Breiling, J. (1976). The development and functional control of reading-comprehension behavior. *Journal of Applied Behavior Analysis*, 9, 323-333.
- Russo, D. C., & Koegel, R. L, (1977). A method for integrating an autistic child into a normal public school classroom. Journal of Applied Behavior Analysis, 10, 579-590.
- Russo, D. C., Koegel, R. L., & Lovaas, O. I. (1978). A comparison of human vs. automated instruction of autistic children. *Journal of Abnormal Child Psychology*, 6, 189-201.
- Sailor, W. (1971). Reinforcement and generalization of productive plural allomorphs in two retarded children. *Journal of Applied Behavior Analysis*. 4, 305-310.
- Sailor, W., & Taman, T. (1972). Stimulus factors in the training of prepositional usage in three autistic children. *Journal of Applied Behavior Analysis*. *5*, 183-190.
- Sajwaj, T., Twardosz, S., & Burke, M. (1972). Side effects of extinction procedures in a remedial preschool. *Journal of Applied Behavior Analysis*. *5*, 163-175.
- Saunders, R., & Sailor, W. (1979). A comparison of three strategies of reinforcement on two-choice learning problems with severely retarded children. *AAESPH Review*, 4, 323-333.
- Schreibman L, & Lovaas, O. I., (1973). Overselective response to social stimuli by autistic children. *Journal of Abnormal Child Psychology*, 1, 152-168.
- Schreibman, L. (1975). Effects of within-stimulus and extra-stimulus prompting on discrimination learning in autistic children. *Journal of Applied Behavior Analysis*, *8*, 91-112.

- Schroeder, G. L., & Baer, D. M. (1972). Effects of concurrent and serial training on generalized vocal imitation in retarded children. *Developmental Psychology*, 6, 293-301.
- Schumaker, J., & Sherman, J. A. (1970). Training generative verb usage by imitation and reinforcement procedures. *Journal of Applied Behavior Analysis*. 3, 273-287.
- Solomon, R. W. & Wahler, R. G., (1973). Peer reinforcement control of classroom problem behavior. *Journal of Applied Behavior Analysis*. 6, 49-56.
- Stevens-Long, J, & Rasmussen, M. (1974). The acquisition of simple and compound sentence structure in an autistic child. *Journal of Applied Behavior Analysis*. 7, 473-479.
- Stokes, T. F., Baer, D. M., & Jackson, R. L. (1974). Programming the generalization of a greeting response in four retarded children. *Journal of Applied Behavior Analysis*, 7, 599-610.
- Stokes, T. F., Fowler, S. A., & Baer, D. M. (1978). Training preschool children to recruit natural communities of reinforcement. *Journal of Applied Behavior Analysis*, 11, 285-294.
- Strain, P. S., & Timm, M. A. (1974). An experimental analysis of social interaction between a behaviorally disordered preschool child and her classroom peers. *Journal of Applied Behavior Analysis*. 7, 583-590.
- Strain, P. S., Shores, R. E., & Kerr, M. M. (1976). An experimental analysis of "spillover" effects on the social interaction of behaviorally handicapped preschool children. *Journal of Applied Behavior Analysis*. 9, 31-40.
- Strain, P. S., Shores, R. E., & Timm, M. A. (1977). Effects of peer social initiations on the behavior of withdrawn preschool children. *Journal of Applied Behavior Analysis*. 10, 289-298.
- Striefel, S., Wetherby, B., & Karlan, G. (1976). Establishing generalized verb-noun instruction-following skills in retarded children. *Journal of Experimental Child Psychology*, 22, 247-260.
- Sulzbacher, S. I., & Costello, J. M. (1970). A behavior strategy for language training of a child with autistic behaviors. Journal of Speech and Hearing Disorders, 35, 256-276.
- Timm, M. A., Strain, P. S., & Eller, P. H. (1979). Effects of systematic, response-dependent fading and thinning procedures on the maintenance of child-child interaction. *Journal of Applied Behavior Analysis*. 12, 308.
- Touchette, P. E. (1971). Transfer of stimulus control: Measuring the moment of transfer. *Journal of the Experimental Analysis of Behavior*, 15, 347-354.
- Twardosz, S., & Sajwaj, T. (1972). Multiple effects of a procedure to increase sitting in a hyperactive, retarded boy. *Journal of Applied Behavior Analysis*. 5, 73-78.
- Varni, J. W., Lovaas, O. I., Koegel, R. L., & Everett, N. L. (1979). An analysis of observational learning in autistic and normal children. *Journal of Abnormal Child Psychology*, 7, 31-43.
- Walker, H. M., & Buckley, N. K. (1972). Programming generalization and maintenance of treatment effects across time and across settings. *Journal of Applied Behavior Analysis*, 5, 209-224.
- Warren, S. F., Rogers-Warren, A., & Baer, D. M. (1976). The role of offer rates in controlling sharing by young children. *Journal of Applied Behavior Analysis*. 9, 491-497.
- Wells, K. C., Forehand, R., Hickey, K., & Green, K. D. (1977). Effects of a procedure derived from the overcorrection principle on manipulated and nonmanipulated behaviors. *Journal of Applied Behavior Analysis*, 10, 679-688.
- Wheeler, A. J., & Sulzer, B. (1970). Operant training and generalization of a verbal response form in a speech-deficient child. *Journal of Applied Behavior Analysis*. 3, 139-147.
- Whitman, T. L., Zakaras, M., & Chardos, S. (1971). Effects of reinforcement and guidance procedures on instruction-following behavior in retarded children. *Journal of Applied Behavior Analysis*. 4, 283-291.

In The 1980's

- Ballard, K., & Crooks, T. (1984). Videotape modeling for preschool children with low levels of social interaction and low peer involvement in play. *Journal of Abnormal Child Psychology*, 12, 95-109.
- Baum, C. G. & Forehand, R. (1981). Long term follow-up assessment of parent training by use of multiple outcome measures. *Behavior Therapy*, 12, 643-652.
- Bergsgaard, M. O., & Larsson, E. V. (1984). Increasing social interaction between an isolate first-grader and cross-cultural peers. *Psychology in the Schools*, 21, 244-251.

- Billingsly, F. F., & Neel, R. S. (1985). Competing behaviors and their effects on skill generalization and maintenance. *Analysis and Intervention in Developmental Disabilities*, 5, 357-372.
- Blew, P. A., Schwartz, I. S., & Luce, S. C. (1985). Teaching functional community skills to autistic children using nonhandicapped peer tutors. *Journal of Applied Behavior Analysis*. 18, 337-342.
- Braam, S. J., & Poling, A. (1983). Development of intraverbal behavior in mentally retarded individuals through transfer of stimulus control procedures: Classification of verbal responses. *Applied Research in Mental Retardation*, 4, 279-301.
- Brown, F., Holvoet, J., Guess, D., & Mulligan, M. (1980). Individualized curriculum sequencing model (III): Small group instruction. *Journal of the Association for the Severely Handicapped*, 5, 352-367.
- Carr, E. G., & Durand, V. M. (1985). Reducing behavior problems through functional communication training. *Journal of Applied Behavior Analysis*, 18, 111-126.
- Carr, E. G., Newsome, C. D., & Binkoff, J. A. (1980). Escape as a factor in the aggressive behavior of two retarded children. *Journal of Applied Behavior Analysis*, 13, 101-117.
- Charlop, M. H. (1983). The effects of echolalia on acquisition and generalization of receptive labeling in autistic children. *Journal of Applied Behavior Analysis*. 16, 111-127.
- Charlop, M. H., & Milstein, J. P. (1989). Teaching autistic children conversational speech using video modeling. *Journal of Applied Behavior Analysis*. 22, 275-286.
- Charlop, M. H., & Walsh, M. E. (1986). Increasing autistic children's spontaneous verbalizations of affection: An assessment of time delay and peer modelling procedures. *Journal of Applied Behavior Analysis*, 19, 307-314.
- Charlop, M. H., Schreibman, L., & Tryon, A. S. (1983). Learning through observation: The effects of peer modeling on acquisition and generalization in autistic children. *Journal of Abnormal Child Psychology*, 11, 355-366.
- Charlop, M. H., Schreibman, L., & Thibodeau, M. G. (1985). Increasing spontaneous verbal responding in autistic children using a time delay procedure. *Journal of Applied Behavior Analysis*, 18, 155-166.
- Clarke, S., Remington, R., & Light, R. (1988). The role of referential speech in sign learning by mentally retarded children: A comparison of total communication and sign-alone training. *Journal of Applied Behavior Analysis*, 21, 419-426.
- Curl, R. M., Rowbury, T. G., & Baer, D. M. (1985). The facilitation of children's social interaction by a picture-cue training program. *Child and Family Behavior Therapy*. *7*, 11-39.
- Deacon, J. R., & Konarski, E. A. (1987). Correspondence training: An example of rule-governed behavior? *Journal of Applied Behavior Analysis*, 20, 391-400.
- Deich, R. F., & Hodges, P. M. (1982). Teaching nonvocal communication to nonverbal retarded children. *Behavior Modification*, 6, 200-228.
- Duker, P. C., & Morsink, H. (1984). Acquisition and cross-setting generalization of manual signs with severely retarded individuals. *Journal of Applied Behavior Analysis*, 17, 93-103.
- Dunlap, G, & Johnson, J, (1985). Increasing the independent responding of autistic children with unpredictable supervision. *Journal of Applied Behavior Analysis*. 18, 227-236.
- Dunlap, G, Koegel, R. L., Johnson, J, & O'Neill, R. E. (1986). Maintaining performance of autistic clients in community settings with delayed contingencies. *Journal of Applied Behavior Analysis*. 20, 185-192.
- Dunlap, G. (1984). The influence of task variation and maintenance tasks on the learning and affect of autistic children. *Journal of Experimental Child Psychology*, 37, 41-46.
- Dunlap, G. Koegel, R. L., & Kern, L. (1984). Continuity of treatment: Toilet training in multiple community settings. Journal of the Association for Persons with Severe Handicaps, 9, 134-142.
- Dunlap, G., & Koegel, R. L. (1980). Motivating autistic children through stimulus variation. *Journal of Applied Behavior Analysis*, 13, 619-627.
- Dunlap, G., Dyer, K., & Koegel, R. L. (1983). Autistic self-stimulation and intertrial interval duration. *American Journal of Mental Deficiency*, 88, 194-202.
- Dunlap, G., Koegel, R. L., & Burke, J. C. (1981). Educational implications of stimulus overselectivity in autistic children. *Exceptional Education Quarterly*, 2(3), 37-49.

- Durand, V. M., & Carr, E. G. (1987). Social influences on "self-stimulatory" behavior: Analysis and treatment application. *Journal of Applied Behavior Analysis*, 20, 119-132.
- Durand, V. M., & Crimmins, D. B. (1987). Assessment and treatment of psychotic speech in an autistic child. *Journal of Autism and Developmental Disorders*, 17, 17-28.
- Dyer, K. I. (1987). The competition of autistic stereotyped behavior with usual and specially assessed reinforcers. *Research in Developmental Disabilities*, 8, 607-626.
- Dyer, K., Christian, W. P., & Luce, S. C. (1982). The role of response delay in improving the discrimination performance of autistic children. *Journal of Applied Behavior Analysis*, 15, 231-240.
- Dyer, K., Schwartz, I. S., & Luce, S. C. (1984). A supervision program for increasing functional activities for severely handicapped students in a residential setting. *Journal of Applied Behavior Analysis*, 17, 249-260.
- Eason, L. J., White, M. J., & Newsom, C. (1982). Generalized reduction of self-stimulatory behavior: an effect of teaching appropriate play to autistic children. *Analysis and Intervention in Developmental Disabilities*, 2, 157-169.
- Edelson, S. M., Taubman, M. T. & Lovaas, O. I. (1982). Some social contexts of self-destructive behavior. *Journal of Abnormal Child Psychology*, 11, 299-311.
- Egel, A. L., (1981). Reinforcer variation: Implications for motivating developmentally disabled children. *Journal of Applied Behavior Analysis*. 14, 345-350.
- Egel, A. L., Richman, G. S., & Koegel, R. L. (1981). Normal peer models and autistic children's learning. *Journal of Applied Behavior Analysis*, 14, 3-12.
- Epstein, L. J., Taubman, M. T., & Lovaas, O. I. (1985). Changes in self-stimulatory behaviors with treatment. *Journal of Abnormal Child Psychology*. 13, 281-294.
- Fink, W. T., & Sandall, S. R. (1980). A comparison of one-to-one and small group instructional strategies with developmentally disabled preschoolers. *Mental Retardation*, 18, 34-35.
- Foxx, R. M. & Livesay, J. (1984). Maintenance of response suppression following overcorrection: A 10-year retrospective examination of eight cases. *Analysis and Intervention in Developmental Disabilities*, 4, 65-80.
- Gaylord-Ross, R. J., Haring, T. G., Breen, C., & Pitts-Conway, V. (1984). The training and generalization of social interaction skills with autistic youth. *Journal of Applied Behavior Analysis*, 17, 229-248.
- Goldstein, H. (1983). Recombinative generalization: Relationships between environmental conditions and the linguistic repertoires of language learners. *Analysis and Intervention in Developmental Disabilities*, 3, 279-293.
- Goldstein, H., & Mousetis, L. (1989). Generalized language learning by children with severe mental retardation: Effects of peers' expressive modeling. *Journal of Applied Behavior Analysis*, 22, 245-259.
- Goldstein, H., & Wickstrom, S. (1986). Peer intervention effects on communicative interaction among handicapped and nonhandicapped preschoolers. *Journal of Applied Behavior Analysis*, 19, 209-214.
- Goldstein, H., Angelo, D., & Mousetis, L. (1987). Acquisition and extension of syntactic repertoires by severely mentally retarded youth. *Research in Developmental Disabilities*, 8, 549-574.
- Hall, M. C., Grinstead, J., Collier, H., & Hall, R. V. (1980). Responsive parenting: A preventative program which incorporates parents training parents. *Education and Treatment of Children*, 3, 239-259.
- Halle, J. W. (1987). Teaching language in the natural environment: An analysis of spontaneity. *Journal of The Association for Persons with Severe Handicaps*, 12, 28-37.
- Halle, J. W., Baer, D. M., & Spradlin, J. E. (1981). Teacher's generalized use of delay as a stimulus control procedure to increase language use in handicapped children. *Journal of Applied Behavior Analysis*, 14, 389-409.
- Haring, T. G. (1985). Teaching between-class generalization of toy play behavior to handicapped children. *Journal of Applied Behavior Analysis*. 18, 127-140.
- Haring, T. G., & Lovinger, L. (1989). Promoting social interaction through teaching generalized play initiation responses to preschool children with autism. *Journal of the Association for persons with Severe Handicaps*, 14, 58-67.
- Haring, T. G., Roger, B., Lee, M., Breen, C., Gaylord-Ross, R. (1986). Teaching social language to moderately handicapped students. *Journal of Applied Behavior Analysis*, 19, 159-171.

- Harris, S. L. (1984). Intervention planning for the family of the autistic child: A multilevel assessment of the family system. *Journal of Marital and Family Therapy*, 10, 157-166.
- Hunt, P., Alwell, M., & Goetz, L. (1988). Acquisition of conversational skills and the reduction of inappropriate social interaction behaviors. *Journal of the Association for Persons with Severe Handicaps*, 13, 20-27.
- Hurlbut, B., Iwata, B., & Green, J. (1982). Nonvocal language acquisition in adolescents with severe physical disabilities: Blissymbol versus iconic stimulus formats. *Journal of Applied Behavior Analysis*, 15, 241-258.
- Iwata, B. A., Dorsey, M. F., Slifer, K. J., Bauman, K. E., & Richman, G. S. (1982). Toward a functional analysis of self-injury. *Analysis and Intervention in Developmental Disabilities*, 2, 3-20.
- Jordan, J., Singh, N. N., & Repp, A. C. (1989). An evaluation of gentle teaching and visual screening in the reduction of stereotypy. *Journal of Applied Behavior Analysis*. 22, 9-22.
- Karlan, G. R., Brenn-White, B., Lentz, A., Hodur, P., Egger, D., & Frankoff, D. (1982). Establishing generalized productive verb-noun phrase usage in a manual language system with moderately handicapped children. *Journal of Speech and Hearing Disorders*, 47, 31-42.
- Kern, L., Koegel, R. L. & Dunlap, G. (1984). The influence of vigorous versus mild exercise on autistic stereotyped behaviors. *Journal of Autism and Developmental Disorders*, 14(1), 57-67.
- Koegel, R. L, Dunlap, G., & Dyer, K. (1980). Intertrial interval duration and learning in autistic children. *Journal of Applied Behavior Analysis*, 13, 91-99.
- Koegel, R. L, Dunlap, Richman, G. S., & Dyer, K. (1981). The use of specific orienting cues for teaching discrimination tasks. *Analysis and Intervention in Developmental Disabilities*, 1, 187-198.
- Koegel, R. L., & Williams, J. (1980). Direct vs. indirect response-reinforcer relationships in teaching autistic children. *Journal of Abnormal Child Psychology*, 4, 536-547.
- Koegel, R. L., Dyer, Kathleen, & Bell, L. K. (1986). The influence of child-preferred activities on autistic children's social behavior. *Journal of Applied Behavior Analysis*. 20, 243-252.
- Koegel, R. L., O'Dell, M. C., & Koegel, L. K. (1987). A natural language paradigm for teaching autistic children by reinforcing attempts. *Journal of Autism and Developmental Disorders*, 17, 187-199.
- Koegel, R. L., Schreibman, L., Britten, K. R., Burke, J. C., & O'Neill, R. E. (1982). A comparison of parent training to direct child treatment. In R. L. Koegel, A. Rincover, & A. L. Egel (Eds.), *Educating and understanding autistic children*. San Diego, CA: College-Hill Press.
- Koegel, R. L., Schreibman, L., Johnson, J., O'Neill, R. E., & Dunlap, G. (1984). Collateral effects of parent training on families with autistic children. In R. F. Dangel & R. A. Polster (Eds.), *Parent training: Foundations of research and practice*. New York: Guilford.
- Kohler, F. W., & Fowler, S. A. (1985). Training prosocial behaviors to young children: An analysis of reciprocity with untrained peers. *Journal of Applied Behavior Analysis*. 18, 187-200.
- Krantz, P. J., Zalenski, S., Hall, L. J., Fenske, E. C., & McClannahan, L. E. (1981). Teaching complex language to autistic children. *Analysis and Intervention in Developmental Disabilities*. 1, 259-297.
- Lamarre, J., & Holland, J. G. (1985). The functional independence of mands and tacts. *Journal of the Experimental Analysis of Behavior*, 43, 5-19.
- Larsson, D. G., & Larsson, E. V. (1983). Manipulating peer presence to program the generalization of verbal compliance from one-to-one to group instruction. *Education and Treatment of Children*, 6, 109-122.
- Laski, K. E., Charlop, M. H., & Schreibman, L. (1988). Training parents to use the Natural Language Paradigm to increase their autistic children's speech. *Journal of Applied Behavior Analysis*, 21, 391-400.
- Litt, M. D., & Schreibman, L. (1981). Stimulus-specific reinforcement in the acquisition of receptive labels by autistic children. *Analysis and Intervention in Developmental Disabilities*, 1, 171-186.
- Lovaas, O. I., & Taubman, M. T. (1981). Language training and some mechanisms of social and internal control. *Journal of Analysis and Intervention in Developmental Disabilities*, 4, 363-372.
- Lovaas, O. I., Newsom, C., & Hickman, C. (1987). Self-stimulatory behavior and perceptual reinforcement. *Journal of Applied Behavior Analysis*. 20, 45-68.
- Mace, F. C., Hock, M. L., Lalli, J. S., West, B. J., Belfiore, P., Pinter, E., & Brown, D. K. (1988). Behavioral momentum in the treatment of noncompliance. *Journal of Applied Behavior Analysis*. 21, 123-142.

- 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.
- Matthews, B. A., Shimoff, E., & Catania, A. C. (1987). Saying and doing: A contingency-space analysis. *Journal of Applied Behavior Analysis*, 20, 69-74.
- McClannahan, L. E., Krantz, P. J., & McGhee, G. G. (1982). Parents as therapists for autistic children: A model for effective parent training. *Analysis and Intervention in Developmental Disabilities*. 2, 223-252.
- McEvoy, M., Nordquist, V., Twardosz, S., Heckaman, K. A., Wehby, J., & Denny K. (1988). Promoting autistic children's peer interaction in an integrated early childhood setting using affection activities. *Journal of Applied Behavior Analysis*. 18, 3-16.
- McGee, G. G., Krantz, P. J., & McClannahan, L. E. (1985). The facilitative effects of incidental teaching on preposition use by autistic children. *Journal of Applied Behavior Analysis*. 18, 17-32.
- McGee, G. G., Krantz, P. J., & McClannahan, L. E. (1986). An extension of incidental teaching procedures to reading instruction for autistic children, *Journal of Applied Behavior Analysis*, 19, 147-157.
- McGee, G. G., Krantz, P. J., Mason, D., & McClannahan, L. E. (1983). A modified incidental-teaching procedure for autistic youth: Acquisition and generalization of receptive object labels. *Journal of Applied Behavior Analysis*. 16, 329-338.
- McMahon, R. J., Forehand, R. L. & Griest, D. L. (1981). Effects of knowledge of social learning principles on enhancing treatment outcome generalization in a parent training program. *Journal of Consulting and Clinical Psychology*, 49, 526-532.
- McMorrow, M. J., Foxx, R. M., Faw, G. D., & Bittle, R. G. (1986). Cues-pause-point language training: Teaching echolalics functional use of their verbal labeling repertoires. *Journal of Applied Behavior Analysis*, 20, 11-22.
- Murphy, H. A., Hutchinson, J. M., & Bailey, J. S., (1983). Behavioral school psychology goes outdoors: The effect of organized games on playground aggression. *Journal of Applied Behavior Analysis*, 16, 29-36.
- Neef, N. A., Shafer, M. S., Egel, Andrew L., Cataldo, M. F., & Parrish, J. M. (1983). The class specific effect of compliance training with "do" and "don't" requests: Analogue analysis and classroom application. *Journal of Applied Behavior Analysis*. 16, 81-100.
- Neef, N. A., Walters, J., & Egel, A. L. (1984). Establishing generative yes/no responses in developmentally disabled children. *Journal of Applied Behavior Analysis*. 17, 453-460.
- Odom, S. L., & Strain, P. S. (1986). A comparison of peer-initiation and teacher-antecedent interventions for promoting reciprocal social interaction of autistic preschoolers. *Journal of Applied Behavior Analysis*. 19, 59-72.
- Odom, S. L., Hoyson, M., Jamieson, B. & Strain, P. S. (1985). Increasing handicapped preschoolers' peer social interactions: cross-setting and component analysis. *Journal of Applied Behavior Analysis*, 18, 3-16.
- Pace, G. M., Ivancic, M. T., Edwards, G. L., Iwata, B. A., & Page, T. J. (1985). Assessment of stimulus preference and reinforcer value with profoundly retarded individuals. *Journal of Applied Behavior Analysis*, 18, 249-255.
- Rincover, A., & Newsome, C. D. (1985). The relative motivational properties of sensory and edible reinforcers in teaching autistic children. *Journal of Applied Behavior Analysis.*, 18, 237-248.
- Russo, D. C., Cataldo, M. F., & Cushing, P. J. (1981). Compliance training and behavioral covariation in the treatment of multiple behavior problems. *Journal of Applied Behavior Analysis*, 14, 209-222.
- Sainato, D. M., Strain, P. S., Lefebvre, D., & Rapp, N. (1987). Facilitating transition times with handicapped preschool children: a comparison between peer-mediated and antecedent prompt procedures. *Journal of Applied Behavior Analysis*. 20, 285-291.
- Sasso, G. M., & Rude, H. A. (1987). Unprogrammed effects of training high-status peers to interact with severely handicapped children. *Journal of Applied Behavior Analysis*, 20, 35-44.
- Sasso, G. M., Simpson, R. L., & Novak, C. G. (1985). Procedures for facilitating integration of autistic children in public school settings. *Analysis and Intervention with Developmental Disabilities*, 5, 233-246.
- Schafer, M. S., Egel, A. L., & Neef, N. A. (1984). Training mildly handicapped peers to facilitate changes in the social interaction skills of autistic children. *Journal of Applied Behavior Analysis*, 17, 461-476.
- Schreibman, L., O'Neill, R. E., & Koegel, R. L. (1983). Behavioral training for siblings of autistic children. *Journal of Applied Behavior Analysis*, 16, 129-138.

- Strain, P. S. (1983). Generalization of autistic children's social behavior change: Effects of developmentally integrated and segregated settings. *Analysis and Intervention in Developmental Disabilities*, 3, 23-34.
- Strain, P. S., Hoyson, M. H., & Jamieson, B. J. (1985). Normally developing preschoolers as intervention agents for autistic-like children: Effects on class deportment and social interactions. *Journal of the Division for Early Childhood*, 9, 105-115.
- Strain, P. S., Steele, P., Ellis, T., & Timm, M. A. (1982). Long-term effects of oppositional child treatment with mothers as therapists and therapist trainers. *Journal of Applied Behavior Analysis*, 15, 163-169.
- Touchette, P. E., & Howard, J. S. (1984) Errorless learning: reinforcement contingencies and stimulus control transfer in delayed prompting. *Journal of Applied Behavior Analysis*, 17, 175-188.
- Tryon, A. S., & Keane, S. P., (1986). Promoting imitative play through generalized observational learning in autistic-like children. *Journal of Abnormal Child Psychology*. 14, 537-549.
- Waters, J. M. & Siegel, L. V. (1982). Parent recording of speech production of developmentally delayed toddlers. *Education and Treatment of Children*, 5, 109-120.
- Williams, J. A., Koegel, R. L., & Egel, A. L. (1981). Response-reinforcer relationships and improved learning in autistic children. *Journal of Applied Behavior Analysis*. 14, 53-60.

In The 1990's

- Barbetta, P. M., Heron, T. E., & Heward, W. L., (1993). Effects of active student response during error correction on the acquisition, maintenance, and generalization of sight words by students with developmental disabilities. *Journal of Applied Behavior Analysis*, 26, 111-120.
- Barbetta, P. M., Heward, W. L., & Bradley, D. M. (1993). Relative effects of whole-word and phonetic-prompt error correction on the acquisition and maintenance of sight words by students with developmental disabilities. *Journal of Applied Behavior Analysis*. 26, 99-111.
- Bay-Hinitz, A. K., Peterson, R. F., & Quilitch, H. R., (1994). Cooperative games: A way to modify aggressive and cooperative behaviors in young children. *Journal of Applied Behavior Analysis*, 27, 435-446.
- Belchic, J. K., & Harris, S. L. (1994). The use of multiple peer exemplars to enhance the generalization of play skills to the siblings of children with autism. *Child and Family Behavior Therapy*, *16*,1-25.
- Biederman, G. B., Stepaniuk, S., Davey, V. A., Raven, K., & Ahn, D. (1999). Observational learning in children with Down syndrome and developmental delays: the effect of presentation speed in videotaped modelling. *Downs Syndrome Research & Practice*. 6, 12-18.
- Bondy, A. S., & Frost, LA. (1994). The picture exchange communication system. *Focus on Autistic Behavior*, (August), 9(3), 1-19.
- 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.
- Braam, S. J., & Sundberg, M. L. (1991). The effects of specific versus nonspecific reinforcement on verbal behavior. *The Analysis of Verbal Behavior*, 9, 19-28.
- Buch, G. A. (1995). Teaching Parents and Paraprofessionals How to Provide Behavioral Intensive Early Intervention for Children with Autism and Pervasive Developmental Disorder (Disability). Buch, Gregory Allan, PhD. University of California, Los Angeles, 1995. 67 Pp. Advisor: Lovaas, O. Ivar
- Camarata, S. (1993). The application of naturalistic conversation training to speech production in children with speech disabilities. *Journal of Applied Behavior Analysis*, 26. 173-182.
- Celiberti, D. A., & Harris, S. L. (1993). Behavioral intervention for siblings of children with autism: A focus on skills to enhance play. *Behavior Therapy*, 24(4), 573-599.
- Charlop-Christy, M. H., & Haymes, L. K. (1998). Using objects of obsession as token reinforcers for children with autism. *Journal of Autism and Developmental Disorders*, 28, 189-198.
- Charlop, M. H., & Trasowech, J. E., (1991). Increasing autistic children's daily spontaneous speech. *Journal of Applied Behavior Analysis*. 24, 747-762.
- Charlop, M. H., Kurtz, P. F., & Casey, F. G. (1990). Using aberrant behaviors as reinforcers for autistic children. *Journal of Applied Behavior Analysis*. 23, 163-182.

- Charlop, M. H., Kurtz, P. F., & Milstein, J. P. (1992). Too much reinforcement, too little behavior: Assessing task interspersal procedures in conjunction with different reinforcement schedules with autistic children. *Journal of Applied Behavior Analysis*, 25, 795-808.
- Connell, M. C., Carta, J. J., & Baer, D. M. (1993). Programming generalization of in-class transition skills: Teaching preschoolers with developmental delays to self-assess and recruit contingent teacher praise. *Journal of Applied Behavior Analysis*, 26, 345-352.
- Cowdery, G. E., Iwata, B. A., & Pace, G. M. (1990). Effects and side effects of DRO as treatment for self-injurious behavior. *Journal of Applied Behavior Analysis*, 23, 497-506.
- Davis, C. A., Brady, M. P., Hamilton, R., McEvoy, M. A., & Williams, R. E., (1994). Effects of high-probability requests on the social interactions of young children with severe disabilities. *Journal of Applied Behavior Analysis*, 27, 619-638.
- Drasgow, E., Halle, J. W., & Ostrosky, M. M. (1998). Effects of differential reinforcement on the generalization of a replacement mand in three children with severe language delays. *Journal of Applied Behavior Analysis*, 31, 357-374.
- 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.
- Duker, P. C., & van Lent, C. (1991). Inducing variability in communicative gestures used by severely retarded individuals. *Journal of Applied Behavior Analysis*, 24, 379-386.
- Durand, V. M., & Carr, E. G. (1991). Functional communication training to reduce challenging behavior: Maintenance and application in new settings. *Journal of Applied Behavior Analysis*, 24, 251-264.
- Durand, V. M., & Carr, E. G. (1992). An analysis of maintenance following functional communication training. *Journal of Applied Behavior Analysis*, 25, 777-794.
- 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.
- Eikeseth, S., & Smith, T. (1992). The development of functional and equivalence classes in high-functioning autistic children: The role of naming. *Journal of the Experimental Analysis of Behavior*, *58*, 123-133.
- 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.
- 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.
- Frea, W. D., & Hepburn, S. L. (1999). Teaching parents of children with autism to perform functional assessments to plan interventions for extremely disruptive behaviors. *Journal of Positive Behavior Interventions*, 1(2), 112-116, 122.
- Gena, A., Krantz, P., 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.
- Giangreco, M., Edelman, S., Luiselli, T., and MacFarland, S. (1997). Helping or hovering? Effects of instructional assistant proximity on students with disabilities. *Exceptional Children*. 64, 7-18.
- 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.
- Harris, S. L., Handleman, J. S., Kristoff, B., Bass, L., & Gordon, R. (1990). Changes in language development among autistic and peer children in segregated and integrated preschool settings. *Journal of Autism and Developmental Disorders*, 20, 23-31.
- 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.
- Handleman, J. S., Harris, S. L., Kristoff, B., Fuentes, F., & Allesandri, M. (1991). A specialized program for preschool children with autism. *Language, Speech, and Hearing Services in Schools.* 22, 107-110.

- 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.
- Ingenmey, R., & Van Houten, R. (1991). Using time delay to promote spontaneous speech in an autistic child. *Journal of Applied Behavior Analysis*, 24, 591-596.
- Iwata, B. A., Pace, G. M., Cowdery, G. E., Kalsher, M. J., & Cataldo, M. F. (1990). Experimental analysis and extinction of self-injurious escape behavior. *Journal of Applied Behavior Analysis*, 23, 11-27.
- 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.
- Kamps, D. M., Dugan, E. P., Leonard, B. R., & Daoust, P. M. (1994). Enhanced small group instruction using choral responding and student interaction for children with autism and developmental disabilities. *American Journal on Mental Retardation*, 99, 60–73.
- Kamps, D. M., Leonard, B. R., Dugan, E. P., Boland, B., & Greenwood, C. R. (1991). The use of ecobehavioral assessment to identify naturally occurring effective procedures in classrooms serving students with autism and other developmental disabilities. *Journal of Behavioral Education*, 1, 367–397.
- Kamps, D. M., Leonard, B. R., Potucek, J., & Garrison-Harrell, L. (1995). Cooperative learning groups in reading: An integration strategy for students with autism and general classroom peers. *Behavioral Disorders*, 21, 89–109.
- 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.
- Kamps, D. M., Walker, D., Locke, P., Delquadri, J., & Hall, R. V. (1990). A comparison of instructional arrangements for children with autism served in a public school setting. Education and Treatment of Children, 13, 197–215.
- Kamps, D. M., Walker, D., Maher, J., & Rotholz, D. (1992). Academic and environmental effects of small group arrangements in classrooms for students with autism and other developmental disabilities. *Journal of Autism and Developmental Disorders*, 22, 277–293.
- 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.
- 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, 369-378.
- 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.
- Koegel, R. L., Bimbela, A., & Schreibman, L. (1996). Collateral effects of parent training on family interactions. *Journal of Autism and Developmental Disorders*, 26, 347-359.
- Koegel, R. L., Camarata, S., Koegel, L. K., Ben-Tall, A., & Smith, A. E., (1998). Increasing speech intelligibility in children with autism. *Journal of Autism and Developmental Disorders*, 28, 241-251.
- Koegel, R. L., Koegel, L. K., & Surratt, A. (1992). Language intervention and disruptive behavior in preschool children with autism. *Journal of Autism and Developmental Disorders*, *22*, 141-153.
- 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.
- 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.
- 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.
- 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.
- 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.
- Luce, S. C., Christian, W. P., Anderson, S. R., Troy, P. J., & Larsson, E. V., (1991). Development of a continuum of services for children and adults with autism and other severe behavior disorders. *Research in Developmental Disabilities*, 13, 9-25.

- 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.
- 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.
- Mason, S. A., & Iwata, B. A. (1990). Artifactual effects of sensory-integrative therapy on self-injurious behavior. *Journal of Applied Behavior Analysis*. 23, 361-370.
- 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.
- 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. *Journal of Applied Behavior Analysis*, 23, 469-482.
- 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.
- McGee, G., Morrier, M., & Daly, T. An incidental teaching approach to early intervention for toddlers with autism. Journal of the Association for Persons with Severe Handicaps. 24, 133-146.
- Mineo, B. A., & Goldstein, H. (1990). Generalized learning of receptive and expressive action-object responses by language-delayed preschoolers. *Journal Speech and Hearing Disorders*, *55*, 665-678.
- Morrison, K. & Rosales-Ruiz, J. (1997). The effect of object preferences on task performance and stereotypy of a child with autism. *Research in Developmental Disabilities*, 18, 127-137.
- 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.
- Piazza, C. C., & Fisher, W., (1991). A faded bedtime with response cost protocol for treatment of multiple sleep problems in children. *Journal of Applied Behavior Analysis*. 24, 129-140.
- 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.
- 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.
- Pierce, K., & Schreibman, L., (1995). Increasing complex social behaviors in children with autism: Effects of peerimplemented pivotal response training. *Journal of Applied Behavior Analysis*, 28. 285-296.
- Repp, A. C., Karsh, K. G., & Lenz, M. W. (1990). Discrimination training for persons with developmental disabilities: A comparison of the task demonstration model and the standard prompting hierarchy. *Journal of Applied Behavior Analysis*. 23, 43-52.
- Robbins, F. R., Dunlap, G., & Plienis, A. J. (1991). Family characteristics, family training, and the progress of young children with autism. *Journal of Early Intervention*. 15, 173-184.
- Rodgers, T. A., & Iwata, B. A. (1991). An analysis of error-correction procedures during discrimination training. *Journal of Applied Behavior Analysis*, *24*, 775-782.
- 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.
- Saunders, K. J., & Spradlin, J. E. (1990). Conditional discrimination in mentally retarded adults: The development of generalized skills. *Journal of The Experimental Analysis of Behavior*, *54* (3), 239-250.
- 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.
- Stahmer, A. C. (1995). Teaching symbolic play skills to children: Generalization and maintenance of behavior changes. *Journal of Autism and Developmental Disorders*, 25, 123-141.
- 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(2), 447-459.

- 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.
- 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.
- Taylor, B. A., & Levin, L. (1998). Teaching a student with autism to make verbal initiations: Effects of a tactile prompt. *Journal of Applied Behavior Analysis*, 31, 651-654.
- Taylor, B. A., Levin, L., & Jasper, S. (1999). Increasing play-related statements in children with autism toward their siblings: Effects of video modeling. *Journal of Developmental and Physical Disabilities*. 11, 253-264.
- 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.
- Thorp, D. M., Stahmer, A. C., & Schreibman, L. (1995). Effects of sociodramatic play training on children with autism. Journal of Autism & Developmental Disorders, 25(3), 265-282.
- Vollmer, T. R., Borrero, J. C., Lalli, J. S., & Daniel, D. (1999). Evaluating self-control and impulsivity in children with severe behavior disorders. *Journal of Applied Behavior Analysis*, 32, 451-466.
- Werle, M. A., Murphy, T. B., & Budd, K. S. (1993). Treating chronic food refusal in young children: Home-based parent training. *Journal of Applied Behavior Analysis*, 26, 421-434.
- Werts, M. G., Caldwell, N. K., & Wolery, M. (1996). Peer modeling of response chains: Observational learning by students with disabilities. *Journal of Applied Behavior Analysis*, 29, 53-66.
- Yamamoto, J., & Miya, T. (1999). Acquisition and transfer of sentence construction in autistic students: analysis by computer-based teaching. *Research in Developmental Disabilities*, 20, 355-377.
- 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.
- 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.
- Zanolli, K., Daggett, J., & Adams, T. (1996). Teaching preschool age autistic children to make spontaneous initiations to peers using priming. *Journal of Applied Behavior Analysis*, 26, 407-422.

In The 2000's (selected)

- Ahearn, W. H., Clark, K. M., MacDonald, R. P., & Chung, B. O. (2007). Assessing and treating vocal stereotypy in children with autism. *Journal of Applied Behavior Analysis*, 40, 263-275.
- Allen, K. D., & Warzak, W. J. (2000). The problem of parental nonadherence in clinical behavior analysis: Effective treatment is not enough. *Journal of Applied Behavior Analysis*, 33, 373-391.
- Axe, J. B., & Sainato, D. M. (2010). Matrix Training of Preliteracy Skills with Preschoolers with Autism. *Journal of Applied Behavior Analysis*, 43(4), 635–652. doi.org/10. 1901/jaba. 2010. 43-635.
- Bernard-Opitz, V., Sriram, N., & Nakhoda-Sapuan, S. (2001). Enhancing social problem solving in children with autism and normal children through computer-assisted instruction. *Journal of Autism & Developmental Disorders*, 31, 377-384.
- Brown, A., & Larsson, E. V. (2019, May). Programming for advanced social comprehension skills within the language matrix curriculum. in E. V. Larsson (Chair). *Comprehensive implementation of matrix training in EIBI:*Results of complex generative language matrix program at the Lovaas Institute Midwest. Symposium presented at the 45th annual convention of the Association for Behavior Analysis International, Chicago, IL.
- Brown, K. A., Wacker, D. P., Derby, K. M., Peck, S. M., Richman, D. M., Sasso, G. M., ... Harding, J. W. (2000). Evaluating the effects of functional communication training in the presence and absence of establishing operations. *Journal of Applied Behavior Analysis*, 33(1), 53–71. doi.org/10. 1901/jaba. 2000. 33-53.
- Brima, D., Townsend, D. B., DeQuinzio, J. A., & Poulson, C. L. (2009). Analysis of social referencing skills among children with autism, *Research in Autism Spectrum Disorders*, 3, 942-958.
- Buggey, T., Toombs, K., Gardener, P., & Cervetti, M. (2000). Training responding behaviors in students with autism: Using videotaped self-modeling. *Journal of Positive Behavior Interventions*, 1, 205-214.

- Carr, D. (2003). Effects of exemplar training in exclusion responding on auditory-visual discriminations with children with autism. *Journal of Applied Behavior Analysis*, 36, 507-524.
- Carr, D., & Felce, D. (2000). Application of stimulus equivalence to language intervention for individuals with severe linguistic disabilities. *Journal of Intellectual and Developmental Disability*, 25, 181–205.
- Carr, D., Wilkinson, K. M., Blackman, D., & McIlvane, W. J. (2000). Equivalence classes in individuals with minimal verbal repertoires. *Journal of the Experimental Analysis of Behavior*, 74, 101-114.
- 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.
- Charlop-Christy, M. H., Le, L., & Freeman, K. A. (2000). A comparison of video modeling with in vivo modeling for teaching children with autism. *Journal of Autism & Developmental Disorders*, **30**, 537-552.
- Cummings, A. R., & Carr, J. E. (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.
- Curiel, E. S., Sainato, D. M., & Goldstein, H. (2016). Matrix training of receptive language skills with a toddler with autism spectrum disorder: a case study. *Education and Treatment of Children*. 39, 95-109.
- D'Ateno, P., Mangiapanello, K., & Taylor, B. (2003). Using video modeling to teach complex play sequences to a preschooler with autism. *Journal of Positive Behavioral Interventions*. 5:5-11.
- Dauphin, M., Kinney, E. M., Stromer, R. & Koegel, R. L. (2004). Using video-enhanced activity schedules and matrix training to teach sociodramatic play to a child with autism. *Journal of positive behavior interventions*. 6, 238-250.
- Eikeseth, S., & Jahr, E. (2001). The UCLA reading and writing program: an evaluation of the beginning stages. *Research in Developmental Disabilities*. 22, 289-307.
- Eikeseth, S., & Nesset, R. (2003). Behavioral treatment of children with phonological disorder: The efficacy of vocal imitation and sufficient-response-exemplar training. *Journal of Applied Behavior Analysis*, 36, 325-337.
- Eikeseth, S., Hayward, D., Gale, C., Gitlesen, J., & Eldevik, S. (2009). Intensity of supervision and outcome for preschool aged children receiving early and intensive behavioral interventions: A preliminary study. *Research in Autism Spectrum Disorders*, *3*, 67-73.
- Fischer, J. L., Howard, J. S., Sparkman, C. R., & Moore, A. G. 2009. Establishing generalized syntactical responding in young children with autism. *Research in Autism Spectrum Disorders*, 4, 76–88.
- Frampton, S. E., Wymer, S. C., Hansen, B., & Shillingsburg, M. A. (2016). The use of matrix training to promote generative language with children with autism. *Journal of Applied Behavior Analysis*. 49, 869-883.
- 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.
- Gottschalk, J. M., Libby, M. E., & Graff, R. B. (2000). The effects of establishing operations on preference assessment outcomes. *Journal of Applied Behavior Analysis*, 33, 85-88.
- Hastings, R. P., & Symes, M. D. (2002). Early intensive behavioral intervention for children with autism: Parental therapeutic self-efficacy. *Research in Developmental Disabilities*. 23:332-341.
- Ingersoll, B., Stahmer, A. C., & Schreibman, L. (2001). Differential treatment outcomes for children with autistic spectrum disorder based on level of peer social avoidance. *Journal of Autism and Developmental Disorders*, 31, 343-349.
- Ingvarsson, E. T., Tiger, J. H., Hanley, G. P., & Stephenson, K. M. (2007) An evaluation of intraverbal training to generate socially appropriate responses to novel questions. *Journal of Applied Behavior Analysis*, 40, 411-429.
- Jahr, E., Eikeseth, S., Eldevik, S., & Aase, H. (2007). Frequency and latency of social interaction in an inclusive kindergarten setting. *Autism: The International Journal of Research & Practice*. 11, 349-363.
- Jahr, E., Eldevik, S., & Eikeseth, S. (2000). Teaching children with autism to initiate and sustain cooperative play. *Research in Developmental Disabilities*, 21, 151-169.
- Jones, E. A., Feeley, K. M., & Takacs, J. (2007). Teaching spontaneous responses to young children with autism. *Journal of Applied Behavior Analysis*, 40, 565-570.
- Kamps, D., Potucek, J., Dugan, E., Kravits, T., Gonzalez-Lopez, A., Garcia, J., Carnazzo, K., Morrison, L., & Garrison-Kane, L. (2002). Peer training to facilitate social interaction for students with autism. *Exceptional Children*, 68, 173-187.

- Keene, A. M. & Larsson, E. V. (2013, May). The Development of Generative Social Comprehension in Children Who Suffer from Autism. In E. V. Larsson, Chair, *Intensive Early Intervention: Program Management Through Dynamic Programming Systems Using Functional Mastery Criteria*. Symposium presented at the 39th annual convention of the Association for Behavior Analysis International, Minneapolis, MN.
- Kelley, M. E., Shillingsburg, M. A., Castro, M. J., Addison, L. R., & LaRue, R. H. (2007). Further evaluation of emerging speech in children with developmental disabilities: Training verbal behavior. *Journal of Applied Behavior Analysis*, 40, 431-445.
- Kohler, K. T., & Malott, R. W. (2014). Matrix training and verbal generativity in children with autism. *Analysis of Verbal Behavior*, 30, 170-177.
- Kravits, T., Kamps, D., Carnazzo, K., & Potucek, J. (2002). Increasing communication skills for an elementary-aged student with autism using the Picture Exchange Communication System. *Journal of Autism and Developmental Disabilities*, 32, 225-230.
- Larsson, E. V., & Riedesel, K. L., (2019, April). Multi-modal evaluation of Early Intensive Behavioral Intervention (EIBI) for autism: The relationship of levels of intensity and quality features to direct treatment results, developmental progress and standardized assessment outcomes. In C. Waters (Chair). New Replications of Early Intensive Behavioral Intervention: Analysis of Multiple Measures of Group and Individual Outcomes. Symposium presented at the conference of the Association of Professional Behavior Analysts, Atlanta. GA.
- Lerman, D. C., Swiezy, N., Perkins-Parks, S. & Roane, H. S. (2000). Skill acquisition in parents of children with developmental disabilities: Interaction between skill type and instructional format. *Research in Developmental Disabilities*, 21, 183-196.
- Marchese, N. V., Carr, J. E., LeBlanc, L. A., Rosati, T. C., & Conroy, S. A. (2012). The effects of the question "what is this?" on tact-training outcomes of children with autism. *Journal of Applied Behavior Analysis*, 45, 539-547.
- Marcus, B. A., Swanson, V., & Vollmer, T. R. (2001). Effects of parent training on parent and child behavior using procedures based on functional analyses. *Behavioral Interventions*, 16, 87-104.
- Marzullo-Kerth, D., Reeve, S. A., Reeve, K. F., & Townsend, D. B. (2011). Using multiple-exemplar training to teach a generalized repertoire of sharing to children with autism. *Journal of Applied Behavior Analysis*, 44(2), 279-294.
- Moore, M., & Calvert, S. (2000). Brief report: vocabulary acquisition for children with autism: teacher or computer instruction. *Journal of Autism & Developmental Disorders*, 30, 359-362.
- Morrison, L., Kamps, D., Garcia, J., & Parker, D. (2001). Peer mediation and monitoring strategies to improve initiations and social skills for students with autism. *Journal of Positive Behavior Interventions*, *3*, 237-250.
- Mudford, O. C., Cross, B. A., Breen, S., Cullen, C., Reeves, D., Gould, J., & Douglas, J. (2000). Auditory integration training for children with autism: no behavioral benefits detected. *American Journal of Mental Retardation*, 105, 118-129.
- Napolitano, D. A., Smith, T., Zarcone, J. R., Goodkin, K., & McAdam, D. B. (2010). Increasing response diversity in children with autism. *Journal of Applied Behavior Analysis*. 43, 265-271.
- Nikopoulos, C. K. & Keenan, M. (2003). Promoting social initiation in children with autism using video modeling. *Behavioral Interventions*, 18, 87-108.
- Pauwels, A. A., Ahearn, W. H., & Cohen, S. J. (2015). Recombinative generalization of tacts through matrix training with individuals with autism spectrum disorder. *Analysis of Verbal Behavior*. 31, 200-214.
- Perez-Gonzalez, L. A., & Williams, G. (2002). Multicomponent procedure to teach conditional discriminations to children with autism. *American Journal of Mental Retardation*. 107, 293-301.
- Peterson, G. B., Larsson, E. V. & Riedesel, K. L. (2003). A conceptual toolkit for intensive early behavioral intervention teachers. *Journal of Behavioral Education*. 12, 131-146.
- Petursdottir, A., McComas, J., McMaster, K., & Horner, K. (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.
- Reeve, S. A., Reeve, K. F., Townsend, D. B., & Poulson, C. L. (2007). Establishing a generalized repertoire of helping behavior in children with autism. *Journal of Applied Behavior Analysis*, 40, 123-136.
- Rehfeldt, R., Dillen, J. E., Ziomek, M. M. & Kowalchuk, R. K. (2007). Assessing Relational Learning Deficits in Perspective-Taking in Children with High Functioning Autism Spectrum Disorder. *The Psychological Record*, 57, 23-47.

- Sarokoff, R. A., & Sturmey, P. (2004). The effects of behavioral skills training on staff implementation of discrete trial teaching. *Journal of Applied Behavior Analysis*, 37, 535-538.
- Sarokoff, R. A., & Sturmey, P. (2008). The effects of instructions, rehearsal, modeling, and feedback on acquisition and generalization of staff use of discrete trial teaching and student correct responses. *Research in Autism Spectrum Disorders*, 2, 125-136.
- Sarokoff, 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.
- Schepis, M. M., Reid, D. H., Ownbey, J., & Parsons, M. B. (2001). Training support staff to embed teaching within natural routines of young children with disabilities in an inclusive preschool. *Journal of Applied Behavior Analysis*, 34, 313-327.
- Schrandt, J. A., Buffington-Townsend, D., & Poulson, C. L. (2009). Teaching empathy skills to children with autism. *Journal of Applied Behavior Analysis*, 42, 17-32.
- Schreibman, L., Whalen, C., & Stahmer, A. C. (2000). Use of video priming to reduce disruptive transition behavior in children with Autism. *Journal of Positive Behavior Interventions*, 2, 3-11.
- Sherer, M., Pierce, K. L., Paredes, S., Kisacky, K. L., Ingersoll, B., & Schreibman, L. (2001). Enhancing conversation skills in children with autism via video technology. Which is better, "self" or "other" as a model? *Behavior Modification*. **25**, 140-158.
- Shipley-Benamou, R., Lutzker, J. R., & Taubman, M. (2002). Teaching daily living skills to children with autism through instructional video modeling. *Journal of Positive Behavioral Interventions*, 4, 165-175.
- Smith, T., Lovaas, N. W., & Lovaas, O. I. (2002). Behaviors of children with high-functioning autism when paired with typically developing versus delayed peers: A preliminary study. *Behavioral Interventions*. 17, 129-143.
- Soluaga, D., Leaf, J. B., Taubman, M., McEachin, J., & Leaf, R. (2008). A comparison of flexible prompt fading and constant time delay for five children with autism. *Research in Autism Spectrum Disorders*, 2, 753-765.
- Stahmer, A. & Gist, B. (2001). The effects of an accelerated parent education program on technique mastery and child outcome. *Journal of Positive Behavior Interventions*, 3, 75-82.
- 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.
- Thiemann, K. S., & Goldstein, H. (2004). Effects of peer training and written text cuing on social communication of school-age children with pervasive developmental disorder, *Journal of Speech*, *Language*, and *Hearing Research*, 47(1), pp. 126-144.
- Weinkauf, S. M., Zeug, N. M., Anderson, C. T., Ala'i-Rosales, S. (2011). Evaluating the effectiveness of a comprehensive staff training package for behavioral interventions for children with autism. *Research in Autism Spectrum Disorders*, 5, 864-871.
- Wert, B. Y., & Neisworth, J. T. (2003). Effects of video self-modeling on spontaneous requesting in children with autism. *Journal of Positive Behavioral Interventions*. 5, 30-34.
- Whalen, C., & Schreibman, L. (2003). Joint attention training for children with autism using behavior modification procedures. *Journal of Child Psychology and Psychiatry*, 44, 456-468.