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

The Evidence for the Community Standard of Care of Applied Behavior Analysis (ABA) for Adults with Autism, Behavior Disorders, and Developmental Disabilities

Eric V. Larsson, PhD, LP, BCBA-D (2022)

There is extensive research in the field of Applied Behavior Analysis (ABA) that shows the effectiveness of focused treatment of behavior disorders with persons who are older than age 18 and who suffer from developmental disabilities including autism. As a result ABA is a community standard of care for adults, particularly in residential treatment and vocational supports.

> **In the research listed here, over 1,800 persons older than age 18 who were documented as receiving effective ABA treatment.**

As a result, *especially for persons in adulthood*, ABA is clearly a widely established component of the community standard of care. Many of these studies include young adults; and many more specifically have studied the results of ABA with the adult population. Many of the following studies were published in the 1980's and 1990's, which underscores the long and substantial role of ABA treatment as part of the community standard of care for adults who suffer from autism and other developmental disorders.

An important area of concern is the CDC's conclusion that economically disadvantaged persons are much less likely to be diagnosed and served optimally in childhood (www.cdc.gov/childrensmentalhealth/access.html). The result is that any age limit in treatment authorization is likely to disproportionately impact those adults who come from disadvantaged backgrounds.

This review is broken into several sections:

I. Peer reviews and/or meta-analyses of ABA treatment that included persons over the age of twenty-one.
II. Studies of the relationship of socioeconomic status with age of autism diagnosis.
III. The conclusions of independent review panels on evidence-based ABA practices including adults.
IV. An additional 330 studies and reports that extend the evidence base for ABA as part of the community standard of care for the treatment of persons who suffer from autism who are older than age 18.

I. The following studies reported peer reviews and/or meta-analyses of ABA treatment that included persons over the age of twenty-one.

Asmus, Ringdahl et al., in 2004, reported on 138 persons aging from one to over 21, who were evaluated and treated for aberrant behaviors such as aggression, self-injury, and destruction on a short-term inpatient unit:

"Aberrant behavior was reduced by 90% for the majority (66%) of the participants in an average time frame of 10 days. (page 300).
"Reduction of 20% or more was seen for all but 4 of the 138 participants." (page 300).

Asmus, J.M., Ringdahl, J.E., Sellers, J.A., Call, N.A., Andelman, M.S. & Wacker, D.P. (2004). Use of A Short-Term Inpatient Model To Evaluate Aberrant Behavior: Outcome Data Summaries From 1996 To 2001. Journal of Applied Behavior Analysis. 37, 283-304.

Campbell, in 2003, reported a meta-analysis of 117 published studies of behavioral interventions for the problem behaviors of 181 persons with autism, who ranged in age from two to 31 years of age. The problem behaviors included stereotypic behavior, self-injurious behavior, aggression and destruction:

"behavioral treatments were found to be significantly effective in reducing problem behavior in persons with autism. (page 133).
"Treatment was equally effective regardless of problem behavior and type of technique used. (page 133).
"The most salient clinical implication is that behavioral treatments are more effective when preceded by a functional assessment." (page 134).

Campbell, J.M. (2003). Efficacy of behavioral interventions for reducing problem behavior in persons with autism: a quantitative synthesis of single-subject research. Research in Developmental Disabilities. 24, 120-138.

Hagopian, Rooker, Jessel, & DeLeon, in 2013, reported a case-series analysis of functional analyses of the behavior of 176 persons who were between the ages of three and 39 years old, and who had been admitted to an inpatient unit for severe problem behavior:

"a function was identified in 86.9% of the 176 cases and in 93.3% of the 161 cases for which the FA, if necessary, was modified up to 2 times. (page 95).
"These results indicate that multiple control was the most common finding, followed by social-positive reinforcement." (page 95).

Hagopian, L.P., Rooker, G.W., Jessel, J., & DeLeon, I.G. (2013). Initial Functional Analysis Outcomes and Modifications in Pursuit of Differentiation: A Summary of 176 Inpatient Cases. Journal of Applied Behavior Analysis, 46, 88-100.

Hagopian, Rooker, & Rolider. In 2011, reviewed the treatment of pica in 50 persons from the ages of two to over 21. Using APA criteria for empirically supported treatments, a total of 34 treatment studies were identified:

"these behavioral approaches are highly effective in reducing pica – as most studies identified reduced pica by more than 90% relative to baseline. (page 2118).
"there are more than a sufficient number of high-quality studies in the literature to characterize behavioral treatment as well established empirically supported treatments. (page 2118).
"Treatments combining reinforcement and response reduction procedures also exceed criteria to be designated as well established." (page 2118).

Hagopian, L.P., Rooker, G.W., & Rolider, N.U. (2011). Identifying empirically supported treatments for pica in individuals with intellectual disabilities. Research in Developmental Disabilities, 32, 2114–2120.

Hanley, Iwata, and McCord, in 2003, reported on 277 studies, which included 198 adults older than 18, who received functional analyses of problem behaviors:

"96 percent were able to yield an analysis of the controlling variables of the problem behavior. (pages 166-167).
"The specific functional analysis of individual problem behaviors is crucial to the successful intervention with those behaviors. (pages 166-167).
"Large proportions of differentiated functional analyses showed behavioral maintenance through social-negative (34.2%) and social-positive reinforcement (35.4%). More specifically, 25.3% showed maintenance via attention and 10.1% via access to tangible items. Automatic reinforcement was implicated in 15.8% of cases." (pages 166-167).

Hanley, G., Iwata, B.A., & McCord, B.E. (2003). Functional analysis of problem behavior: A review. Journal of Applied Behavior Analysis, 36, 147-185.

Iwata and colleagues, in 1994, reported on the effective treatment of self-injurious behavior that included 74 persons who were 21 and older:

"The function of the self-injurious behavior could be identified in 95% of the persons, and in 100% of those cases an effective treatment could then be prescribed. (page 233).

"Across all categories of intervention, restraint fading was the most effective, but its 100% success rate is misleading because it was always implemented in conjunction with another procedure. (page 233).
"As single interventions, EXT (escape) had the highest success rate (93.5%); sensory integration and naltrexone had the lowest (0%). (page 233).
"Results of the present study, in which single-subject designs were used to examine the functional properties of SIB in 152 persons, indicated that social reinforcement was a determinant of SIB in over two thirds of the sample, whereas nonsocial (automatic) consequences seemed to account for about one fourth of the cases." (page 234).

Iwata, B.A., Pace, G.M., et al. (1994). The functions of self-injurious behavior: An experimental-epidemiological analysis. Journal of Applied Behavior Analysis, 27, 215-240.

Jennett and Hagopian, in 2008, reported on 28 persons aged seven to above 21, who received a variety of forms of behavior therapy treatments for phobic avoidance. These were in 12 studies, which demonstrated treatment efficacy through the use of good experimental design:

"there is sufficient empirical support to characterize behavioral treatment as a well-established treatment for phobic avoidance displayed by persons with intellectual disabilities. (page 158).
"All of the studies described that had good experimental designs and were shown to be efficacious included some form of live exposure to the feared stimulus plus reinforcement for appropriate behaviors (e.g., approach or absence of avoidance), suggesting that these are important components of treatment." (page 158).

Jennett, H.K. & Hagopian, L.P. (2010). Identifying Empirically Supported Treatments for Phobic Avoidance in Individuals With Intellectual Disabilities. Behavior Therapy, 39, 151-161.

Lang, et al. in 2010, reported on nine studies, which involved 110 persons, aged nine to 23, who received a variety of forms of behavior therapy for anxiety:

"Within each reviewed study, at least one dependent variable suggested a reduction in anxiety following implementation of CBT." (page 60).
"CBT has been modified for individuals with ASD by adding intervention components typically associated with applied behaviour analysis (e.g. systematic prompting and differential reinforcement). Future research involving a component analysis could potentially elucidate the mechanisms by which CBT reduces anxiety in individuals with ASD, ultimately leading to more efficient or effective interventions." (page 53).

Lang, R., Regester, A., Lauderdale, S., Ashbaugh, K., & Haring, A. (2010). Treatment of anxiety in autism spectrum disorders using cognitive behaviour therapy: a systematic review. Developmental Neurorehabilitation, 13, 53–63.

Lang, et al. in 2009, reported on ten studies which involved 53 persons from the ages of three to above 21, who received a variety of ABA interventions for the treatment of dangerous elopement. However, in this one review, none of the reviewed treatments were found to qualify as "well established" evidence-based practice:

"elopement may often be maintained by operant contingencies and reduced by function-based interventions. (page 679).
"The studies with the most conclusive evidence ostensibly suggest a two-step process; practitioners should (a) assess elopement to identify its operant function, and (b) implement a function-based intervention" (page 679).

Lang, R., Rispoli, M., et al. (2009). Treatment of elopement in individuals with developmental disabilities: A systematic review. Research in Developmental Disabilities, 30, 670–681.

Reichow and Volkmar, in 2010, reported on 31 studies of 327 persons, from the ages of six to over 21, who benefited from ABA social skills training:

"Within the last 8 years, 66 studies with strong or acceptable methodological rigor have been conducted and published. These studies have been conducted using over 500 participants, and have evaluated interventions with different delivery agents, methods, target skills, and settings. (page 161).
"Collectively, the results of this synthesis show there is much supporting evidence for the treatment of social deficits in autism." (page 161).

Reichow, B. & Volkmar, F.R. (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.

II. Studies of the relationship of socioeconomic status with age of autism diagnosis.

It is crucial to eliminate arbitrary age caps in coverage, because they will inevitably impair the disadvantaged in disproportionate numbers. In a 2018 CDC study of factors associated with age of diagnosis of autism, the CDC reported the following:

- The average age of diagnosis of autism is 5.7 years.
- The average age of diagnosis in children with IQs over 70 is 6.6 years.
- The average age of diagnosis in children whose mothers were teenagers at birth is 6.6 years.
- The average age of diagnosis in children whose mothers had less than 12 years of school is 6.3 years.
- 27% of the children with autism had not been diagnosed by the age of 8.

This and other studies listed below suggest that economically disadvantaged children are unlikely to be diagnosed with autism until after the optimal early intervention window. What was also consistently found are that less minority children are ever diagnosed with autism. This suggests that the age data is severely confounded by the lack of reliable evaluation services for minority children. One study found that rural children are also diagnosed later (at the average age of 8.1 years).

Therefore age-caps are likely to discriminate against disadvantaged children. Therefore it is imperative that society cover the costs of appropriate ongoing treatment for those persons who were not availed of timely early intervention.

References on the adverse impact of age caps on disadvantaged populations.

Baio J, Wiggins L, Christensen DL, et al. (2018). Prevalence of Autism Spectrum Disorder Among Children Aged 8 Years — Autism and Developmental Disabilities Monitoring Network, 11 Sites, United States, 2014. *Morbidity and Mortality Weekly Report Surveillance Summary*. 67(No. SS-6):1–23. DOI: http://dx.doi.org/10.15585/mmwr.ss6706a1external icon.

Jarbrink, K., McCrone, P., Fombonne, E., Zanden, H., & Knapp, M. (2007). Cost-impact of young adults with high-functioning autistic spectrum disorder. *Research in Developmental Disabilities*. 28, 94-104.

Mandell, D.S., et al. (2009). Racial and ethnic disparities in the identification of children with autism spectrum disorders. *American Journal of Public Health*, 99, 493-498.

Mandell, D.S., Listerud, J., Levy, S.E., & Pinto-Martin, J.A. (2002). Race differences in the age at diagnosis among Medicaid-eligible children with autism. *Journal of the American Academy of Child and Adolescent Psychiatry*, 1447-1453.

Mandell, D.S., Novak, M.M., & Zubritsky, C.D. (2005). Factors associated with age of diagnosis among children with autism spectrum disorders. *Pediatrics*. 116, 1480-1486.

Riglin L, Wootton RE, Thapar AK, et al. (2021). Variable emergence of autism spectrum disorder symptoms from childhood to early adulthood. Am J Psychiatry, 178:752–760

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

III. The conclusions of independent review panels on evidence-based ABA practices including adults.

The US Department of Education commissioned a review of the evidence supporting focused ABA intervention practices. The Autism Evidence-Based Practice Review Group of the **Frank Porter Graham Child Development Institute** set about to describe a process for the identification of evidence-based practices (EBPs) and also to delineate practices that have sufficient empirical support to be termed evidence-based. After reviewing 29,106 published articles, they found 1,090 that met their criteria, resulting in the identification of 27 evidence-based practices that consisted of focused interventions:

"that are fundamental applied behavior analysis techniques (e.g., reinforcement, extinction, prompting), assessment and analytic techniques that are the basis for intervention (e.g., functional behavior assessment, task

analysis), and combinations of primarily behavioral practices used in a routine and systematic way that fit together as a replicable procedure (e.g., functional communication training, pivotal response training)." (p. 19).

"Fifteen of the EBPs have over 10 studies providing empirical support for the practice, and among those, the foundational applied behavior analysis techniques (e.g., prompting and reinforcement) have the most support. Antecedent-based interventions, differential reinforcement, and video modeling also have substantial support with over 25 studies supporting their efficacy. The number and variety of these replications speak to the relative strength of these EBPs." (p. 29)

"The identification of focused intervention practices that have substantial evidence of efficacy provides the basis for designing comprehensive evidence-supported programs for children and youth with ASD… Developers of some comprehensive treatment models, such as the Lovaas Model and the Early Start Denver Model, have conducted randomized efficacy studies that provide empirical support for their program models, which would qualify them as evidence-based programs." (p. 32)

Wong, C., Odom, S. L., Hume, K. Cox, A. W., Fettig, A., Kucharczyk, S., … Schultz, T. R. (2014). *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

Steinbrenner, J. R., Hume, K., Odom, S. L., Morin, K. L., Nowell, S. W., Tomaszewski, B., Szendrey, S., McIntyre, N. S., Yücesoy-Özkan, S., & Savage, M. N. (2020). *Evidence-based practices for children, youth, and young adults with Autism*. The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute, National Clearinghouse on Autism Evidence and Practice Review Team.

In 2015, the **National Center for Autism** identified evidence-based ABA practices. The Center found the following behavioral interventions that had their own unique established level of evidence: Behavioral Interventions, Cognitive Behavioral Intervention Package, Language Training (Production), Modeling, Natural Teaching Strategies, Parent Training, Peer Training Package, Pivotal Response Training, Schedules, Scripting, Self-Management, Social Skills Package, and Story-based Intervention. Each of these interventions had to be supported by studies that met the criteria of the Scientific Merit Rating Scale (SMRS) and the Strength of Evidence Classification System, as follows:

"The SMRS involves five critical dimensions of experimental rigor that can be applied to determine the extent to which interventions are effective. They are: {a} research design, {b} measurement of the dependent variable, {c} measurement of the independent variable or procedural fidelity, {d} participant ascertainment, and {e} generalization and maintenance." (p. 22)

"Sufficient evidence is available to confidently determine that an intervention produces favorable outcomes for individuals on the autism spectrum. That is, these interventions are established as effective." (p. 34)

National Autism Center. (2015). *Findings and conclusions: National standards project, phase 2*. Randolph, MA: Author.

In 2017, the **Ontario Association for Behavior Analysis** conducted a review of the research evidence and best practices for the treatment of autism spectrum disorder. This panel also separated their review into various age groups and identified evidence-based practices in both the age ranges of 6 to 14 and 15 to 22. The main recommendations and findings of this task force were:

"Only those interventions that meet the standards of evidence-based practice should be supported. Commentary: As noted in previous reports, the vast majority of evidence-based interventions consist of applied behaviour analysis (ABA) or incorporate established behaviour analytic procedures. These interventions are often described as either focused ABA interventions or comprehensive ABA interventions." (p. 93)

"The interventions that we have accepted as evidence based are shown in Tables 6 and 7 and are: comprehensive behavioral treatment for young children (EIBI) and the following focused ABA interventions: cognitive behavioural intervention, differential reinforcement (DRA, DRI, DRO), discrete trial teaching, extinction, functional behaviour assessment, language training, modeling, naturalistic teaching, parent training, peer-mediated intervention, Pivotal Response Treatment® (PRT), visual schedules, scripting, self-management, social skills training, story-based intervention, prompting, reinforcement, response redirection, structured play groups, task analysis, time delay, video modeling, exercise, functional communication training, Picture Exchange Communication System® (PECS), and technology-based intervention." (p. 94)

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.

IV. These additional 372 studies and reports extend the evidence base for ABA as part of the community standard of care for the treatment of persons who suffer from autism in adulthood.

While this summary includes studies up to the present day, some of the following studies and reports were published as early as the 1980's, which underscores the long and substantial role of ABA treatment as part of the community standard of care for adults who suffer from autism and other developmental disorders.

Abrams, D., Barker, L. T., Haffey, W., & Nelson, H. (1993). The economics of return to work for survivors of traumatic brain injury: Vocational services are worth the investment. *Journal of Head Trauma Rehabilitation*, 8(14), 59-76.

Accreditation Council on Services for People with Developmental Disabilities. (1990). *Standards and interpretation guidelines for services for people with developmental disabilities*. Landover, MD: Author.

Adams-Shollenberger GE, Mitchell TE. A comparison of janitorial workers with mental retardation and their non-disabled peers on retention and absenteeism. *J Rehabilitation* 1996;62(3):56–60.

Anderson, A., Dennis W. Moore, Vanessa C. Rausa, Simon Finkelstein, Shaun Pearl, Mitchell Stevenson (2017). A systematic review of interventions for adults with autism spectrum disorder to promote employment. *Review Journal of Autism and Developmental Disorders*, 4, 26-38.

Anderson, C.M., Weddle, S.A., Walsh, M.L. et al. Investigation of Functional Analysis Methodology in Adult Service Programs to Develop Efficient and Effective Treatment Approaches. *Advances in Neurodevelopmental Disorders,* 3, 386–396 (2019). https://doi.org/10.1007/s41252-019-00118-w

Anderson, S. R. & Schwartz, I. S. (1986). Transitional programming. In F. J. Fuoco & W. P. Christian (Eds.), *Behavior analysis and therapy in residential programs*. New York: Van Nostrand Reinhold.

Antonacci, D.J., Manuel, C. & Davis, E. Diagnosis and Treatment of Aggression in Individuals with Developmental Disabilities. *Psychiatric Quarterly,* 79, 225–247 (2008). https://doi.org/10.1007/s11126-008-9080-4

Arco, L., & Birnbrauer, J.S. (1990). Performance and maintenance of staff behavior in residential settings. *Behavioral Residential Treatment, 5,* 207-217.

Association for the Advancement of Behavior Therapy Task Force. (1982). The treatment of self-injurious behavior. *Behavior Therapy*, *13*:, 529-538.

Azrin NH, Philip RA. The job club method for the job handicapped: a comparative outcome study. *Rehabilitation Counsel Bull* 1980;23:144–55.

Azrin, N. H., & Pye, G. E. (1989). Staff management by behavioral contracting. *Behavioral Residential Treatment, 4,* 89-98.

Baer, D. M., & Wolf, M. M. (1970). The entry into natural communities of reinforcement. In R. Ulrich, T. Stachnik, & J. Mabry (Eds.), *Control of human behavior: Volume II* (pp. 319-324). Glenview, IL: Scott, Foresman.

Baer, D. M., Wolf, M. M. & Risley, T. R. (1968). Some current dimensions of applied behavior analysis. *Journal of Applied Behavior Analysis*, *1,* 91-97.

Baer, D.M. & Guess, D. (1971). Receptive training of adjectival inflections in mental retardates. *Journal of Applied Behavior Analysis*, 4, 129-139.

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.

Balthazar, E. (1972). Residential programs in adaptive behavior for the emotionally disturbed or mentally retarded. Mental Retardation, 10, 10-13.

Banks, R., & Renzaglia, A. (1993). Longitudinal vocational programs: A review of current recommended practices for individuals with moderate to severe disabilities. Journal of Vocational Rehabilitation, 3, 5–16.

Bates, P. E. (1986). Competitive employment in southern Illinois: A transitional service delivery model for enhancing competitive employment outcomes for public school students. In F. R. Rusch (Ed.), Competitive employment issues and strategies (pp. 51-63). Baltimore: Paul H. Brookes.

Beard JH, Pitt RB, Fisher SH, Goertzel V. Evaluating the effectiveness of a psychiatric rehabilitation program. *American J Orthopsychiatry* 1963;33:701–12.

Becker DR, Drake RE. Individual placement and support: a community mental health center approach to vocational rehabilitation. *Community Mental Health J* 1994;30:193–206.

Becker RE, Meisler N, Stormer G, Brondino MJ. Employment outcomes for clients with severe mental illness in a PACT model replication. *Psychiatric Services* 1999;50:104–6.

Becker RE. An evaluation of a rehabilitation program for chronically hospitalized psychiatric patients. *Social Psychiatry* 1967;2:32–8.

Bell MD, Lysaker PH, Milstein RM. Clinical benefits of paid work activity in schizophrenia. *Schizophrenia Bull* 1996;22:51–67.

Bell MD, Ryan ER. Integrating psychosocial rehabilitation into the hospital psychiatric service. *Hosp Community Psychiatry* 1984;35:1017–23.

Bellamy, G. T., Peterson, L., & Close, D. (1975). Habilitation of the severely and profoundly retarded: Illustrations of competence. Education and Training of the Mentally Retarded, 10, 174-186.

Bellamy, G. T., Rhodes, L. E., Bourbeau, P. E., & Mank, D. M. (1986). Mental retardation services in sheltered workshops and day activity programs: Consumer benefits and policy alternatives. In F. R. Rusch (Ed.), Competitive employment issues and strategies (pp. 257-271). Baltimore: Paul H. Brookes.

Berg, W. K., & Wacker, D. P. (1989). Evaluation of tactile prompts with a student who is deaf, blind, and mentally retarded. *Journal of Applied Behavior Analysis*, 22, 93-99.

Bijou, S. W., Peterson, R. F., & Ault, M. H. (1968). A method to integrate descriptive and experimental field studies at the level of data and empirical concepts. *Journal of Applied Behavior Analysis*, *1,* 175-191.

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.

Bird, F., Dores, P. A., Moniz, D., & Robinson, J. (1989). Reducing severe aggressive and self-injurious behaviors with functional communication training: Direct, collateral, and generalized results. *American Journal of Mental Retardation, 94*, 37-48.

Blackorby, J., & Wagner, M. (1996). Longitudinal post school outcomes of youth with disabilities: Findings from the National Longitudinal Transition Study. *Exceptional Children, 62,*399-413.

Blankertz L, Robinson MCJ. Adding a vocational focus to mental health rehabilitation. *Psychiatric Services* 1996;47:1216–22.

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.

Bollman, J. R., & Davis, P. K. (2009). Teaching women with intellectual disabilities to identify and report inappropriate staff-to-resident interactions. Journal of applied behavior analysis, 42(4), 813–817. https://doi.org/10.1901/jaba.2009.42-813

Bond GR, Boyer SB. Rehabilitation programs and outcomes. In: Ciardiello JA, editor. Vocational rehabilitation of persons with prolonged mental illness. Baltimore, MD: Johns Hopkins University Press; 1988. p. 231–63.

Bond, GR, Dietzen, LL, McGrew, JH, & Miller, LD. Accelerating entry into supported employment for persons with severe psychiatric disabilities. *Rehabilitation Psychology* 1995;40(2):75–94.

Bond GR, Dincin J, Setze PJ, Witheridge TF. The effectiveness of psychiatric rehabilitation: a summary of research at thresholds. *Psychosocial Rehabilitation J* 1984;7(4):6–22.

Bond GR, Dincin J. Accelerating entry into transitional employment in a psychosocial rehabilitation agency. *Rehabilitation Psychology* 1986;31:143–55.

Bond GR, Drake RE, Mueser KT, Becker DR. An update on supported employment for people with severe mental illness. *Psychiatric Services* 1997;48:335–46.

Bond GR, Witheridge TF, Dincin J, Wasmer D, Webb J, De Graaf-Kaser R. Assertive community treatment for frequent users of psychiatric hospitals in a large city: a controlled study. *American J Community Psychology* 1990;18:865–91.

Bond, G.B., Becker, D.R., Drake, R.E., Rapp, C.A., Meisler, N., Lehman, A.F., Bell, M.D., & Blyler, C.R. (2001). Implementing supported employment as an evidenced-based practice. Psychiatric Services, 52, 313-322.

Boudreau, C. A., Christian, W. P., & Thibadeau, S. F. (1993). Reducing absenteeism in a human service setting: A low cost alternative. *Journal of Organizational Behavior Management, 13*, 37-50.

Brooke, V., Revell, G., & Green, H. (1998). Long-term supports using an employee-directed approach to supported employment. The Journal of Vocational Rehabilitation, 64(2), 38-45.

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.

Brown, L., & Pearce, E. (1970). Increasing the production rate of trainable retarded students in a public school simulated workshop. Education and Training of the Mentally Retarded, 5, 15-22.

Brown, L., Branston, M. D., Hamre-Nietupski, S., Pumpian, I., Certo, N., & Gruenewald, L. (1979). A strategy for developing chronological age appropriate and functional curricular content for severely handicapped adolescents and young adults. Journal of Special Education, 13(1), 81-99.

Brown, L., Nietupski, J., & Hamre-Nietupski, S. (1976). The criterion of ultimate functioning and public school services for severely handicapped students. In L. Brown, N. Certo, K. Belmore, & T. Crowner (Eds.), Papers and programs related to public school services for secondary age severely handicapped students. Vol VI, Part 1. Madison, WI: Madison Metropolitan School District.

Brown, L., Van Deventer, P., Perlmutter, L., Jones, S., & Sontag, E. (1972). Effects of consequences on production rates of trainable retarded and severely emotionally disturbed students in a public school workshop. Education and Training of the Mentally Retarded, 7, 7481.

Burke, D., Burke, M., & Forehand, R. (1987). Characteristics of residential retarded clients as predictors of staff expectations and frustrations. *Behavioral Residential Treatment, 2,* 55-60.

Campbell, J.M. (2003). Efficacy of behavioral interventions for reducing problem behavior in persons with autism: A quantitative synthesis of single-subject research. *Research in Developmental Disabilities* 24, 120-138.

Carr, E. G. (1988). Functional equivalence as a mechanism of response generalization. In R. Horner, R. L. Koegel, & G. Dunlap, (Eds.), *Generalization and maintenance: Life-style changes in applied settings* (pp. 194-219). Baltimore: Brookes.

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., Robinson, S., Taylor, J. C., & Carlson, J. I. (1990). *Positive approaches to the treatment of sever behavior problems in persons with developmental disabilities: A review and analysis of reinforcement and stimulus-based procedures.* Monograph No. 4. Seattle, WA: The Association for Persons with Severe Handicaps.

Cataldo, M. F., & Risley, T. F. (1974). Evaluation of living environments: The MANIFEST description of ward activities. In P. O. Davidson, F. W. Clark, & L. A. Hamerlynck (Eds.), Evaluation of social programs in community, residential, and school settings (pp. 201-222). Champaign, Illinois: Research Press.

Chandler D, Meisel J, Hu T, McGowen M, Mintz J, Madison K. Client outcomes in a three-year controlled study of an integrated service model agency. *Psychiatric Services* 1996;47:175–80.

Christian, W. P. (1981). Behavioral administration of the residential treatment program. The Behavior Therapist, 4(1), 3-6.

Christian, W. P. (1983). A case study in the programming and maintenance of institutional change. Journal of Organizational Behavior Management, 5, 99-153. Reprinted in L. Frederiksen & A. Riley (Eds.) (1984), Improving staff effectiveness in human service settings: Organizational behavior management approaches (pp. 99-153). New York: Haworth Press.

Christian, W. P. (1987). Effective management of human service programs for individuals with developmental disabilities. In R. F. Antonak & J. Mulick (Eds.), Transitions in mental retardation (pp. 1-22). Norwood, New Jersey: Ablex Publishing Corporation.

Christian, W. P., & Luce, S. C. (1985). Behavioral self-help training for developmentally disabled individuals. School Psychology Review, 14(2), 177-181.

Christian, W. P., Hannah, G. T., & Glahn, T. J. (Eds.).(1984). Programming effective human services: Strategies for institutional change and client transition. New York: Plenum Press.

Cihak, D. F., Alberto, P. A., Kessler, K. B., & Taber, T.A. (2004). An investigation of instructional scheduling arrangements for community-based instruction. Research in Developmental Disabilities, 25, 67–88.

Cimera, R. (1998). Are individuals with severe mental retardation and multiple disabilities cost-effective to serve via supported employment? *Mental Retardation,* 36(4), 280-292.

Clark RE, Bush PW, Becker DR, Drake RE. A cost-effectiveness comparison of supported employment and rehabilitative day treatment. *Adm Policy Mental Health* 1996;24(1):63–77.

Clarke, E. B., McCauley, J. B., & Lord, C. (2021). Post-High School Daily Living Skills in Autism Spectrum Disorder. Journal of the American Academy of Child and Adolescent Psychiatry, 60(8), 978–985. https://doi.org/10.1016/j.jaac.2020.11.008

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.

Cohen, M. E., & Close, D. W. (1975). Retarded adults' discrete work performance in a sheltered workshop as a function of overall productivity and motivation. *American Journal of Mental Deficiency*, 60, 733-743.

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.

Crosson, J. A. (1969). A technique for programming sheltered workshop environments for training severely retarded workers. *American Journal of Mental Deficiency*, 73, 814-818.

Crosson, J. E., Youngberg, C. D., & White, 0. R. (1974). Rehabilitating the mentally retarded: A behavioral approach. In P. L. Browning & R. Heber (Eds.), Mental retardation rehabilitation and counseling (pp. 153176). Springfield, IL: Charles C Thomas.

Crowther R, Marshall M, Bond G, Huxley P. Vocational rehabilitation for people with severe mental illness [Cochrane Review]. In: The Cochrane Library, issue 2, 2001. Oxford: Update Software.

Datel, W. E., & Murphy, J. G. (1975). A service-integrating model for deinstitutionalization. Administration in Mental Health, 3, 35-45.

Dattilo, J., & Camarata, S. (1991). Facilitating conversation through self-initiated augmentative communication treatment. Journal of applied behavior analysis, 24(2), 369–378. https://doi.org/10.1901/jaba.1991.24-369

Davis, J. R., & Russell, R. H. (1990). Behavioral staff management: An analogue study of acceptability and its behavioral correlates. *Behavioral Residential Treatment, 5*, 259-270.

Davis, J. R., McEachern, M. A., Christensen, J., & Vant Voort, C. (1987). Behavioral skills workshop for staff and supervisor in a community residence for developmentally handicapped adults. *Behavioral Residential Treatment, 2,* 25-36.

Davis, J., Rawana, E. P., & Capponi, D. R. (1989). Acceptability of behavioral staff management techniques. *Behavioral Residential Treatment, 4,* 23-44.

Day, R. M., Rea, J. A., Schussler, N. G., Larsen, S. E., & Johnson, W. L. (1988). A functionally based approach to the treatment of self-injurious behavior. *Behavior Modification, 12*, 565-589.

Dean, D., Dolan, R., & Schmidt, R. (2001). Use of fixed effects modeling to assess the earnings impact of sheltered and supported employment on vocational rehabilitation clients with cognitive disabilities: Comparison group testing and fixed effects results. Richmond: Bureau of Disability Economic Research, University of Richmond.

Dixon, M. R., Benedict, H., & Larson, T. (2001). Functional analysis and treatment of inappropriate verbal behavior. Journal of applied behavior analysis, 34(3), 361–363. https://doi.org/10.1901/jaba.2001.34-361

Dixon, M. R., & Falcomata, T. S. (2004). Preference for progressive delays and concurrent physical therapy exercise in an adult with acquired brain injury. Journal of applied behavior analysis, 37(1), 101–105. https://doi.org/10.1901/jaba.2004.37-101

Dixon, M. R., Horner, M. J., & Guercio, J. (2003). Self-control and the preference for delayed reinforcement an example in brain injury. Journal of applied behavior analysis, 36(3), 371–374. https://doi.org/10.1901/jaba.2003.36-371

Dixon, D.R., Ryan Bergstrom, Marlena N. Smith, Jonathan Tarbox, (2010). A review of research on procedures for teaching safety skills to persons with developmental disabilities Research in Developmental Disabilities 31, 985–994.

Dixon, M. R., Wiggins, S. H., & Belisle, J. (2018). The effectiveness of the peak relational training system and corresponding changes on the VB-MAPP for young adults with autism. Journal of applied behavior analysis, 51(2), 321–334. https://doi.org/10.1002/jaba.448

Donaldson, J. M., Trahan, M. A., & Kahng, S. (2014). An evaluation of procedures to increase cooperation related to hoarding in an older adult with dementia. Journal of applied behavior analysis, 47(2), 410–414. https://doi.org/10.1002/jaba.112

Donat, D. C., & McKeegan, G. F. (1990). Behavioral knowledge among direct care staff in an inpatient psychiatric setting. *Behavioral Residential Treatment, 5*, 95-103.

Doughty, A. H., & Hopkins, M. N. (2011). Reducing stimulus overselectivity through an increased observing-response requirement. Journal of applied behavior analysis, 44(3), 653–657. https://doi.org/10.1901/jaba.2011.44-653

Drake RE, Becker DR, Biesanz JC, Torrey WC, McHugo GJ, Wyzik PF. Rehabilitative day treatment vs. supported employment: I. Vocational outcomes. *Community Mental Health Journal,* 1994;30:519–32.

Drake, R. E., McHugo, G. J., Bebout, R. R., Becker, D. R., Harris, M., Bond, G. R., Quimby, E. (1999). A randomized clinical trial of supported employment for inner-city patients with severe mental retardation. Archives of General Psychiatry, 56, 627-633.

Drasgow, J. & Dreher, R. (1965). Predicting client readiness for training and placement in vocational rehabilitation. Rehabilitation Counseling Bulletin, 8, 94-98.

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., Dunlap, L. K., Clarke, S., & Robbins, F. R. (in press). Functional assessment, curricular revision, and severe behavior problems. *Journal of Applied Behavior Analysis.*

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., Johnson, Jean, & O'Neill, R.E. (1986). Maintaining performance of autistic clients in community settings with delayed contingencies. *Journal of Applied Behavior Analysis. 20,* 185-192.

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., & Kishi, G. (1987). Reducing severe behavior problems among persons with dual sensory impairments: An evaluation of a technical assistance model. *Journal of the Association for Persons with Severe Handicaps, 12*, 2-10.

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., 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.

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.

Elliott RO, Jr., Hall K, Soper HV. Analog language teaching versus natural language teaching: generalization and retention of language learning for adults with autism and mental retardation. Journal of Autism and Developmental Disorders. 1991 Dec; 21(4), 433-447. PMID: 1778959.

Essoe, J.K.-Y., Ricketts, E.J., Ramsey, K.A., Piacentini, J., Woods, D.W., Peterson, A.L., Scahill, L., Wilhelm, S., Walkup, J.T., McGuire, J.F., Homework Adherence Predicts Therapeutic Improvement from Behavior Therapy in Tourette's Disorder, Behaviour Research and Therapy, https://doi.org/10.1016/j.brat.2021.103844

Evans, G., & Spradlin, J. (1966). Incentives and instructions as controlling variables in productivity. *American Journal of Mental Deficiency*, 71, 129-132.

Fabian ES. Supported employment and the quality of life: does a job make a difference? *Rehabilitation Counseling Bulletin,* 1992;36:84–97.

Faulkner LR, McFarland BH, Larch BB, Harris WJ, Yohe CD. Small group work therapy for the chronically mentally ill. *Hosp Community Psychiatry* 1986;37:273–9.

Favell, J. E., & Phillips, J. F. (1986). Behavior therapy in residential programs for retarded persons. In F. J. Fuoco & W. P. Christian, Behavior analysis and therapy in residential programs (pp. 260-279).

Favell, J. E., Favell, J. E., Riddle, J. I., & Risley, T. R. (1984). Promoting change in mental retardation facilities: getting services from the paper to the people. Chapter in W.P. Christian, G. T. Hannah, & TS. J. Glahn (Eds.), *Programming effective human services: Strategies for institutional change and client transition* (p. 15-37). NY: Plenum Press.

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.

Faw, G. D., Reid, D. H., Schepis, M. M., Fitzgerald, J. R., & Welty, P. A. (1981). Involving institutional staff in the development and maintenance of sign language skills with profoundly retarded persons. *Journal of Applied Behavior Analysis,* 14, 411-423.

Fawcett, S.B., Mathews, R.M. & Fletcher, R.K. (1980). Some promising dimensions for behavioral community psychology. *Journal of Applied Behavior Analysis, 13,* 505-518.

Fleming, R. K., & Sulzer-Azaroff, B. (1989). Enhancing quality of teaching by direct care staff through performance feedback on the job. *Behavioral Residential Treatment, 4*, 377-395.

Fleming, R. K., & Sulzer-Azaroff, B. (1992). Reciprocal peer management: Improving staff instruction in a vocational training program. *Journal of Applied Behavior Analysis, 25*, 611-620.

Fleming, R. K., Oliver, J. R., & Bolton, D. M. (1996). Training supervisors to train staff: A case study in a human service organization. *Journal of Organizational Behavior Management, 16*, 3-25.

Flynn, T., Wacker, D., Berg, D., Green, K., & Hurd, R. (1991). Long-term job retention of workers placed in supported employment. Journal of Vocational Rehabilitation, 1, 25–34.

Ford, K., Wang, M., Koegel, L. K., Koegel, R. L., & Fedders, A. (2021). Use of a Videoconferencing Intervention and Systematic Hierarchy to Teach Daily Living Skills to Young Adults With Autism Spectrum Disorder. Journal of Positive Behavior Interventions, 23(2), 81–92. https://doi.org/10.1177/1098300720921214

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

Foxx, R.M. & Azrin, N.H. (1973). The elimination of autistic self-stimulatory behavior by overcorrection. *Journal of Applied Behavior Analysis*. 6, 1-14.

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.

Frederiksen, L. W., Jenkins, J. O., Foy, D. W., & Eisler, R. M. (1976). Social-skills training to modify abusive verbal outbursts in adults. Journal of applied behavior analysis, 9(2), 117–125. https://doi.org/10.1901/jaba.1976.9-117

Fuoco, F. J., & Christian, W. P. (Eds.) (1986). Behavior analysis and therapy in residential programs. New York: Van Nostrand Reinhold.

Garcia-Villamisar D, Hughes C. Supported employment improves cognitive performance in adults with Autism. Journal of Intellectual Disability Research. 2007 Feb;51(Pt 2):142-50. PMID: 17217478.

García-Villamisar D, Ross D, Wehman P. Clinical differential analysis of persons with autism in a work setting: A follow-up study. Journal of Vocational Rehabilitation. 2000;14(3):183-5.

García-Villamisar D, Wehman P, Navarro MD. Changes in the quality of autistic people's life that work in supported and sheltered employment. A 5-year follow-up study. Journal of Vocational Rehabilitation. 2002;17(4):309-12.

Garcia-Villamisar DA, Dattilo J. Effects of a leisure programme on quality of life and stress of individuals with ASD. Journal of Intellectual Disability Research. 2010 Jul; 54(7):611-9. PMID: 20500784.

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., 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.

Gardner, J. M. (1971). Behavior modification in mental retardation: A review of research and analysis of trends. In R. D. Rubin, H. Fensterhein, A. A. Lazarus, & C. M. Franks (Eds.), Advances in behavior therapy (pp. 37-54). New York: Academic Press.

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.

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.

Gentry T, Wallace J, Kvarfordt C, et al. Personal digital assistants as cognitive aids for high school students with autism: results of a community-based trial. Journal of Vocational Rehabilitation. 2010;32(2):101-7.

Geren, M. A., Stromer, R., & Mackay, H. A. (1997). Picture naming, matching to sample, and head injury: a stimulus control analysis. Journal of applied behavior analysis, 30(2), 339–342. https://doi.org/10.1901/jaba.1997.30-339

Gervey R, Bedell JR. Supported employment in vocational rehabilitation. In: Bedell JR, editor. Psychological assessment and treatment of persons with severe mental disorders. Washington DC: Taylor and Francis; 1994. p. 170–5.

Goh, H. L., & Iwata, B. A. (1994). Behavioral persistence and variability during extinction of self-injury maintained by escape. Journal of applied behavior analysis, 27(1), 173–174. https://doi.org/10.1901/jaba.1994.27-173

Gold, M. (1972). Stimulus factors in skill training of the retarded on a complex assembly task: Acquisition, transfer, and retention. *American Journal of Mental Deficiency*, 76, 517-526.

Gold, M. (1973). Factors affecting production by the retarded: Base rates. *Mental Retardation,* 11, 9-11.

Gold, M. W. (1975). Vocational training. In J. Wortis (Ed.), Mental retardation and developmental disabilities: An annual review (Vol. 7, pp. 254-264). New York: Brunner/Mazel.

Gold, M., & Barclay, C. R. (1973). The effects of verbal labels on the acquisition and retention of a complex assembly task. Champaign, IL: Children's Research Center, University of Illinois.

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., Angelo, D., & Mousetis, L. (1987). Acquisition and extension of syntactic repertoires by severely mentally retarded youth. *Research in Developmental Disabilities*, 8, 549-574.

Greene, B. F., Willis, B. S., Levy, R., & Bailey, J. S. (1978). Measuring client gains from staff-implemented programs. Journal of Applied Behavior Analysis, 11, 395-412.

Griffiths RD. Rehabilitation of chronic psychotic patients. *Psychol Med* 1974;4:316–25.

Grow, L. L., Leblanc, L. A., & Carr, J. E. (2010). Developing stimulus control of the high-rate social-approach responses of an adult with mental retardation: a multiple-schedule evaluation. Journal of applied behavior analysis, 43(2), 285–289. https://doi.org/10.1901/jaba.2010.43-285

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., 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.

Hagner, D. (1995). Strategies and barriers in facilitating natural supports for employment of adults with severe disabilities. *Journal of the Association for Persons with Severe Handicaps,* 20, 110-120.

Hagopian, L. P., & Adelinis, J. D. (2001). Response blocking with and without redirection for the treatment of pica. Journal of applied behavior analysis, 34(4), 527–530. https://doi.org/10.1901/jaba.2001.34-527

Hagopian, L.P. & Mauro Leoni (2017). Self-injurious behavior among individuals with intellectual and developmental disabilities. *Acta Psychopathologica* 3 No.5. 1-9.

Hamerlynck, L. A, (Ed.). (1979). Behavioral systems for the developmentally disabled: II. Institutional, clinic, and community environments. New York: Brunner/Mazel.

Handleman, J.S., & Harris, S.L. (2005). Douglass Developmental Disabilities Center: An ABA Program for Children and Adults with Autism Spectrum Disorders. International Journal of Behavioral Consultation and Therapy Volume 1, No.4, 301-311.

Hanley, G., Iwata, B.A., & McCord, B.E. (2003). Functional analysis of problem behavior: A review. *Journal of Applied Behavior Analysis*, 36, 147-185.

Harchik, A. E., & Campbell, A. R. (1998). Supporting people with developmental disabilities in their homes: The role of organizational behavioral management. *Journal of Organizational Behavior Management*, 18, 83-101.

Harchik, A. E., Anderson, M., Thompson, R., Forde, K., Feinberg, L., Rivest, S., et al. (2001). Evaluation of a participatory, competency-based model of staff training in a community habilitative setting. *Behavioral Interventions*, 16, 1-13.

Harchik, A. E., Sherman, J. A., Sheldon, J. B., & Strouse, M. C. (1992). Ongoing consultation as a method of improving performance of staff members in a group home. *Journal of Applied Behavior Analysis*, 25, 599-610.

Hersen, M., Van Hasselt, V. B., & Matson, J. L. (Eds.). (1983). *Behavior therapy for the physically and developmentally disabled*. New York: Academic Press.

Heyvaert, M., B. Maes, W. Van den Noortgate, S. Kuppens, P. Onghena, (2012). A multilevel meta-analysis of single-case and small-n research on interventions for reducing challenging behavior in persons with intellectual Disabilities. *Research in Developmental Disabilities* 33, 766–780.

Hill, M., & Wehman, P. (1983). Cost benefit analysis of placing moderately and severely handicapped individuals into competitive employment. *Journal of the Association for the Severely Handicapped*, 8, 30-39.

Hill, M.L., Wehman, P.H., Kregel, J., Banks, P.D., & Metzler, H.M.D. (1987). Employment outcomes for people with moderate and severe disabilities: An eight-year longitudinal analysis of supported competitive employment. *Journal of the Association for Persons with Severe Handicaps,* 12, 182-189.

Hood, E. L., Test, D. W., Spooner, F., & Steele, R. (1996). Paid co-worker support for individuals with severe and multiple disabilities. Education and Training in Mental Retardation and Developmental Disabilities, 31, 251–265.

Hood, S. A., Olsen, A. E., Luczynski, K. C., & Randle, F. A. (2020). Improving accepting and giving compliments with individuals with developmental disabilities. Journal of applied behavior analysis, 53(2), 1013–1028. https://doi.org/10.1002/jaba.662

Horner, R. H. Dunlap, G. & Koegel, R. L., (Eds.). (1988). *Generalization and maintenance: Life-style changes in applied settings*. Baltimore, MD: Brooks.

Howie, P. M., & Woods, C. L. (1982). Token reinforcement during the instatement and shaping of fluency in the treatment of stuttering. Journal of applied behavior analysis, 15(1), 55–64. https://doi.org/10.1901/jaba.1982.15-55

Howlin P, Alcock J, Burkin C. An 8-year follow-up of a specialist supported employment service for high-ability adults with autism or Asperger syndrome. Autism. 2005 Dec;9(5):533-49. PMID: 16287704.

Hrydowy, E. R., & Martin, G. L. (1994). A practical staff management package for use in a training program for persons with developmental disabilities. *Behavior Modification, 18,* 66-88.

Huddle, D. (1967). Work performance of trainable adults as influenced by competition, cooperation, and monetary reward. *American Journal of Mental Deficiency*, 72, 198-2 11.

Hughes, C., & Rusch, F. R. (1989). Teaching supported employees with severe mental retardation to solve problems. *Journal of Applied Behavior Analysis*, 22, 365372.

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.

Hunter, J., & Bellamy, T. (1976). Cable harness construction for severely retarded adults: A demonstration of a training technique. *AAESPH Review*, 1, 2-13.

Ingham, R. J., & Andrews, G. (1973). An analysis of a token economy in stuttering therapy. Journal of applied behavior analysis, 6(2), 219–229. https://doi.org/10.1901/jaba.1973.6-219

Ivancic, M.T., & William J. Heise (1998) Organizational Behavior Management in Large Residential Organizations, *Journal of Organizational Behavior Management*, 18:2-3, 61-82, DOI: 10.1300/J075v18n02_04

Ivancic, M. T., Reid, D. H., Iwata, B. A., Faw, G. D., & Page, T. J. (1981). Evaluating a supervision program for developing and maintaining therapeutic staff-resident interactions during institutional care routines. *Journal of Applied Behavior Analysis,* 14, 95-107.

Ivy, J.W., Kimberly A. Schreck, (2016). The efficacy of ABA for individuals with autism across the lifespan. *Current Developmental Disorders Reports*, 3, 57–66.

Iwata, B. A., Bailey, J. S., Brown, K. M., Foshee, T.J., & Alpern, M. (1976). A performance-based lottery to improve residential care and training by institutional staff. *Journal of Applied Behavior Analysis, 9*, 417-431.

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.

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.

Iwata, B. A., Vollmer, T. R., & Zarcone, J. R. (1990). The experimental (functional) analysis of behavior disorders: Methodology, applications, and limitations. In A. C. Repp, & N. N. Singh (Eds.), *Perspectives on the use of nonaversive and aversive interventions for persons with developmental disabilities*. Sycamore, IL: Sycamore Publishing Company.

Iwata, B.A., Pace, G.M., et al. (1994). The functions of self-injurious behavior: An experimental-epidemiological analysis. *Journal of Applied Behavior Analysis*, 27, 215-240.

Jennings, A. M., Vladescu, J. C., Miguel, C. F., Reeve, K. F., & Sidener, T. M. (2021). A systematic review of empirical intraverbal research: 2015–2020. Behavioral Interventions, 1– 27. https://doi.org/10.1002/bin.1815

Johnson, S. C., Larsson, E. V., & Luce, S. C. (1989, November). Follow-up measures of program effectiveness: Ten years of behavioral programming at the May Institute. In E. V. Larsson (Chair), *The sustained evaluation and development of a comprehensive program of services for autism*. Symposium conducted at the twenty-third annual convention of the Association for Advancement of Behavior Therapy, Washington, DC.

Jones, M. C., Favell, J. E., & Risley, T. R. (1983). Socio-ecological programming of the mentally retarded. In J. L. Matson & F. Andrasik (Eds.), Treatment issues and innovation in mental retardation. New York: Plenum.

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.

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,* 49-62.

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.

Kauffman CL. The self-help employment center: some outcomes from the first year. *Psychosocial Rehabilitation Journal* 1995;18:145–62.

Keith RD, Engelkes JR, Winborn BB. Employment-seeking preparation and activity: an experimental job-placement training model for rehabilitation clients. *Rehabilitation Counseling Bulletin,* 1977;21:159–65.

Kiernan, W.E., Schalock, R.L., Butterworth, J., & Sailor, W. (1993). Enhancing the use of natural supports for people with severe disabilities. Boston: Children's Hospital, Training and Research Institute for People with Disabilities.

Kissel, R. C., Whitman, T. L., & Reid, D. H. (1983). An institutional staff training and self-management program for developing multiple self-care skills in severely/profoundly retarded individuals. *Journal of Applied Behavior Analysis,* 16, 395-415.

Klatt, K. P., Sherman, J. A., & Sheldon, J. B. (2000). Effects of deprivation on engagement in preferred activities by persons with developmental disabilities. Journal of applied behavior analysis, 33(4), 495–506. https://doi.org/10.1901/jaba.2000.33-495

Kneringer, M., & Page, T. J. (1999). Improving staff nutritional practices in community-based group homes: Evaluation, training, and management. Journal of Applied Behavior Analysis, 32, 221-224.

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.

Koegel, R.L, & Rincover, A., (1977). Research on the difference between generalization and maintenance in extra-therapy responding. *Journal of Applied Behavior Analysis*, 10, 1-12.

Koegel, R.L, Dunlap, Richman, G.S., & Dyer, K. (1981). The use of specific orienting cures for teaching discrimination tasks. *Analysis and Intervention in Developmental Disabilities*, 1, 187-198.

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., Glahn, T.J. & Nieminen, G.S. (1978). Generalization of parent-training results. *Journal of Applied Behavior Analysis*, *11*, 95-109.

Koop, S., Martin, G., Yu, D., & Suthons, E. (1980). Comparison of two reinforcement strategies in vocational-skill training of mentally retarded persons. *American Journal of Mental Deficiency*, 84, 616-626.

Krapfl, J. (1982). Behavior management in state mental health systems. Journal of Organizational Behavior Management, 3(3), 91-105.

Kregel J, Wehman P, Banks RD. The effects of consumer characteristics and types of employment models on individual outcomes in supported employment. *Journal of Applied Behavior Analysis,* 1989;22:407–15.

Krentz, H., Miltenberger, R., & Valbuena, D. (2016). Using token reinforcement to increase walking for adults with intellectual disabilities. Journal of applied behavior analysis, 49(4), 745–750. https://doi.org/10.1002/jaba.326

Kreutzer, J. S., Conder, R. C., Wehman, P., & Morrison, K. (1989). Compensatory strategies for enhancing independent living and vocational outcome following traumatic brain injury. Cognitive Rehabilitation, 7(1), 30 35.

Kreutzer, J. S., Wehman, P., Morton, M. V., & Stonnington, H. (1988). Supported employment and compensatory strategies for enhancing vocational outcome following traumatic brain injury. Brain Injury, 2(3), 205 224.

Kreutzer, J., West, M., Sherron, P., Wehman, P., & Fry, R. (1992). Computer technology in vocational rehabilitation. Journal of Head Trauma Rehabilitation 7(3), 70-80.

Kuldau JM, Dirks SJ. Controlled evaluation of a hospital originated community transitional system. *Arch Gen Psychiatry* 1977;34:1331–40.

Kurtz, P.F., Eric W. Boelter, David P. Jarmolowicz, Michelle D. Chin, Louis P. Hagopian, (2011). An analysis of functional communication training as an empirically supported treatment for problem behavior displayed by individuals with intellectual disabilities. *Research in Developmental Disabilities* 32, 2935–2942.

Kurtz, P. F., Leoni, M., & Hagopian, L. P. (2020). Behavioral Approaches to Assessment and Early Intervention for Severe Problem Behavior in Intellectual and Developmental Disabilities. Pediatric clinics of North America, 67(3), 499–511. https://doi.org/10.1016/j.pcl.2020.02.005

Lakin, K.C., Larson, S.A., Salmi, P., and A. Webster. (2010). *Residential Services for Persons with Developmental Disabilities: Statues and trends through 2009*. Minneapolis: University of Minnesota, Research and Training Center on Community Living, Institute on Community Integration. Available at http://rtc.umn.edu/risp09

Lalli, J. S., Pinter-Lalli, E., Mace, F. C., & Murphy, D. M. (1991). Training interactional behaviors of adults with developmental disabilities: a systematic replication and extension. Journal of applied behavior analysis, 24(1), 167–174. https://doi.org/10.1901/jaba.1991.24-167

Langford, C. A., & Lawson, S. (1994). Changes in assessment procedures for supported employment. Assessment in Rehabilitation and Exceptionality, 1, 307–322.

Larson, S.A., Ryan, A., Salmi, P., Smith, D., and Wuorio, A. (2012). *Residential Services for Persons with Developmental Disabilities: Status and trends through 2010*. Minneapolis: University of Minnesota, Research and Training Center on Community Living, Institute on Community Integration.

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.

Lattimore, L.P., Parsons, M.B., & Reid, D.H. (2003), Assessing preferred work among adults with autism beginning supported jobs: identification of constant and alternating task preferences. Behavioral Interventions, 18, 161-177.

Lattimore, L.P., Parsons, M.B., & Reid, D.H., (2006). Enhancing Job-Site Training of Supported Workers With Autism: A Reemphasis on Simulation. *Journal of Applied Behavior Analysis*, 39, 91–102.

Laugeson EA, Frankel F, Mogil C, et al. Parent-assisted social skills training to improve friendships in teens with autism spectrum disorders. Journal of Autism and Developmental Disorders. 2009 Apr;39(4):596-606. PMID: 19015968.

Lawer, L., Brusilovskiy, E., Salzer, M.S., & Mandell, D.S. (2009). Use of vocational rehabilitation services among adults with autism. Journal of Autism and Developmental Disorders, 39, 487-494.

Lehman AF, Steinwachs DM, PORT Coinvestigators. Patterns of usual care for schizophrenia: initial survey results from the Schizophrenia Patient Outcomes Research Team (PORT) survey. *Schizophrenia Bulletin,* 1998;24:11–20.

Lehman AF. Vocational rehabilitation in schizophrenia. *Schizophrenia Bulletin*. 1995;21:645–56.

Lerman, D. C., Hawkins, L., Hoffman, R., & Caccavale, M. (2013). Training adults with an autism spectrum disorder to conduct discrete-trial training for young children with autism: a pilot study. Journal of applied behavior analysis, 46(2), 465–478. https://doi.org/10.1002/jaba.50

Lerman, D. C., Hawkins, L., Hillman, C., Shireman, M., & Nissen, M. A. (2015). Adults with autism spectrum disorder as behavior technicians for young children with autism: Outcomes of a behavioral skills training program. Journal of applied behavior analysis, 48(2), 233–256. https://doi.org/10.1002/jaba.196

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.

Luiselli, James. (2020). Applied behavior analysis measurement, assessment, and treatment of sleep and sleep-related problems. Journal of Applied Behavior Analysis. 54. 10.1002/jaba.774

Luiselli, J. K., Matson, J. L., & Singh, N. N. (Eds.) (1991). *Assessment, analysis, and treatment of self-injury*. New York: Springer-Verlag.

Lumley, V. A., Miltenberger, R. G., Long, E. S., Rapp, J. T., & Roberts, J. A. (1998). Evaluation of a sexual abuse prevention program for adults with mental retardation. Journal of applied behavior analysis, 31(1), 91–101. https://doi.org/10.1901/jaba.1998.31-91

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.

Mace, F. C., & Lalli, J. S. (1991). Linking descriptive and experimental analyses in the treatment of bizarre speech. Journal of applied behavior analysis, 24(3), 553–562. https://doi.org/10.1901/jaba.1991.24-553

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.

Mank, D. M., Rhodes, L. E., & Bellamy, G. T. (1986). Four supported employment alternatives. In W. E. Kiernan & J. A. Stark (Eds.), Pathways to employment for adults with developmental disabilities. (pp. 139-153). Baltimore: Paul H. Brookes.

Marshall M, Gray A, Lockwood A, Green R. Case management for people with severe mental disorders [Cochrane Review]. In: The Cochrane Library, issue 2, 1999. Oxford: Update Software .

Marshall M, Lockwood A. Assertive community treatment for people with severe mental disorders [Cochrane Review]. In: The Cochrane Library, issue 2, 1999. Oxford: Update Software.

Martin, P. L., & Foxx, R. M. (1973). Victim control of the aggression of an institutionalized retardate. *Journal of Behavior Therapy and Experimental Psychiatry, 4*, 161-165.

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.

Mawhood L, Howlin P. The outcome of a supported employment scheme for high-functioning adults with autism or Asperger syndrome. Autism. 1999 Sep;3(3):229-54.

McCarthy, P., Fender, K. W., & Fender, D. (1988). Supported employment for persons with autism. In P. Wehman & M. S. Moon (Eds.), Vocational rehabilitation and supported employment (pp. 269-290). Baltimore: Paul H. Brookes.

McClannahan, L. E., & Krantz, P. J. (1993). On systems analysis in autism intervention programs. *Journal of Applied Behavior Analysis, 26*, 589-596.

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.

McDonnell, J., Nofs, D., Hardman, M., & Chambless, C. (1989). An analysis of the procedural components of supported employment programs associated with employment outcomes. *Journal of Applied Behavior Analysis*, 22, 417-428.

McFarlane WR, Dushay RA, Deakins SM, Stasny P, Lukens EP, Toran J, *et al.* Employment outcomes in a family-aided assertive community treatment. *Am J Orthopsychiatry* 2000;70:203–14.

McFarlane WR, Dushay RA, Stastney P, Deakins SM, Link B. A comparison of two levels of family-aided assertive community treatment. *Psychiatric Services,* 1996;47:744–50.

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.

McHugo, G., Drake, R., and Becker, D. (1998). The durability of supported employment effects. *Psychiatric Rehabilitation Journal*, 22(1), 55-61.

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.

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.

Meltzer H, Gill B, Petticrew M, Hinds K. Economic activity and social functioning of adults with psychiatric disorders. (Office of Population Censuses and Surveys; Surveys of psychiatric morbidity in Great Britain.) London: HMSO; 1995. p. 2.

Methot, L. L., Williams, W. L., Cummings, A., & Bradshaw,B. (1996). Measuring the effects of a manager-supervisor training program through the generalized performance of managers, supervisors, front-line staff, and clients in a human service setting. *Journal of Organizational Behavior Management, 16,* 3-34.

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.

Mithaug, D. E. (1978). Case studies in the management of inappropriate behaviors during prevocational training. *AAESPH Review*, 3, 132-144.

Mithaug, D. E. (1979). The relation between programmed instruction and task analysis in the prevocational training of severely and profoundly handicapped persons. *AAESPH Review*, 4, 162-178.

Montegar, C. A., Reid, D. H., Madsen, C. H., & Ewell, M. D.(1977). Increasing institutional staff-to-resident interactions through inservice training and supervisor approval. Behavior Therapy, 8, 533-540.

Moran, R.R., McDermott, S., & Butkus, S. (2002). Getting a job, sustaining a job, and losing a job for individuals with mental retardation. Journal of Vocational Rehabilitation, 16, 237-244.

Mudford, O. C., Beale, I. L., & Singh, N. N. (1990). The representativeness of observational samples of different durations. Journal of applied behavior analysis, 23(3), 323–331. https://doi.org/10.1901/jaba.1990.23-323

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.

Murphy, M. J., & Zahm, D. (1978). Effect of improved physical and social environment on self-help and problem behaviors of institutionalized retarded males. Behavior Modification, 2, 193-210.

Neef, N. A., Iwata, B. A., & Page, T. J. (1978). Public transportation training: In vivo versus classroom instruction. *Journal of Applied Behavior Analysis*, 11, 331–344.

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.

Noble JH. The benefits and costs of supported employment for people with mental illness and with traumatic brain injury in New York. Amherst, MA: Research Foundation of State University of New York; 1991.

Noble, J. H., & Conley, R. W. (1987). Accumulating evidence on the benefits and costs of supported and transitional employment for persons with severe disabilities. *Journal of the Association for Persons with Severe Handicaps,* 12, 163-174.

O'Connor, R.D. (1969). Modification of social withdrawal through symbolic modeling. *Journal of Applied Behavior Analysis. 2,* 15-22.

Okpaku SO, Anderson KH, Sibulkin AE, Butler JS, Bickman L. The effectiveness of a multidisciplinary case management team on the employment of SSDI applicants and beneficiaries. *Psychiatric Rehabilitation Journal* 1997;20(3):34–41.

Otalvaro, P. A., Krebs, C. A., Brewer, A. T., Leon, Y., & Steifman, J. S. (2020). Reducing excessive questions in adults at adult-day training centers using differential-reinforcement-of-low rates. Journal of applied behavior analysis, 53(1), 545–553. https://doi.org/10.1002/jaba.603

Otero V, Rebolledo S. Assessment of a psychiatric rehabilitation program. *Psiquis* 1993;14:6–8.

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.

Pace, G. M., Ivancic, M. T., & Jefferson, G. (1994). Stimulus fading as treatment for obscenity in a brain-injured adult. Journal of applied behavior analysis, 27(2), 301–305. https://doi.org/10.1901/jaba.1994.27-301

Page, T. J., Iwata, B. A., & Neef, N. A. (1976). Teaching pedestrian skills to retarded persons: Generalization from the classroom to the natural environment. *Journal of Applied Behavior Analysis*, 9, 433–444.

Parente, R., Twum, M., & Zoltan, B. (1994). Transfer and generalization of cognitive skill after traumatic brain injury. NeuroRehabilitation, 4(1), 25-35.

Parsons, M. B. (1998). A review of procedural acceptability in organizational behavior management. Journal of Organizational Behavior Management, 18, 173-190.

Parsons, M. B., & Reid, D. H. (1990). Assessing food preferences among persons with profound mental retardation: Providing opportunities to make choices. *Journal of Applied Behavior Analysis,* 23, 183-195.

Parsons, M. B., & Reid, D. H. (1995). Training residential supervisors to provide feedback for maintaining staff teaching skills with people who have severe disabilities. Journal of Applied Behavior Analysis, 28, 317-322.

Parsons, M. B., Cash, V. B., & Reid, D.H. (1989). Improving residential treatment services: Implementation and norm-referenced evaluation of a comprehensive management system. *Journal of Applied Behavior Analysis, 22,* 143-156.

Parsons, M. B., Reid, D. H., & Green, C.W. (1996). Training basic teaching skills to community and institutional support staff for people with disabilities: A 1-day program. Research in Developmental Disabilities, 17, 467-485.

Parsons, M. B., Reid, D. H., Green, C. W., & Browning, L. B. (2001). Reducing job coach assistance for supported workers with severe multiple disabilities: An alternative off-site/on-site model. Research in Developmental Disabilities, 21, 151–164.

Parsons, M. B., Schepis, M. M., Reid, D. H., McCarn, J. E., & Green, C. W. (1987). Expanding the impact of behavioral staff management: A large-scale, long-term application in schools serving severely handicapped students. *Journal of Applied Behavior Analysis, 20*, 139-150.

Paul, G.L. & Lentz, R.J. (1977). Psychosocial Treatment of Chronic Mental Patients: Milieu Versus Social-Learning Programs. Cambridge, MA: Harvard University Press.

Pomerleau, O. F., Bobrove, P. H., & Smith, R. H. (1973). Rewarding psychiatric aides for the behavioral improvement of assigned patients. *Journal of Applied Behavior Analysis,* 6, 383-390.

Proudfoot J, Guest J, Dunn G, Gray J. Effect of cognitive–behavioural training on job-finding among long-term unemployed people. *Lancet* 1997;350:96–100.

Prue, D. M., Krapfl, J. E., Noah, J. C., Cannon, Sh., & Maley, R. F. (1980). Managing the treatment activities of state hospital staff. *Journal of Organizational Management, 2*, 165-181.

Quilitch, H. R. (1979). Applied behavior analysis studies for institutional management. In L. A. Hamerlynck (Ed.), Behavioral systems for the developmentally disabled: II. Institutional, clinic, and community environments (pp. 70-102). New York: Brunner/Mazel.

Rehfeldt, R. A., & Chambers, M. R. (2003). Functional analysis and treatment of verbal perseverations displayed by an adult with autism. Journal of applied behavior analysis, 36(2), 259–261. https://doi.org/10.1901/jaba.2003.36-259

Reid, D.H. Training Staff to Provide Quality Support for Adults with Autism Spectrum Disorder: Recommended Practices and Target Skills. *Advances in Neurodevelopmental Disorders,* 3, 457–467 (2019). https://doi.org/10.1007/s41252-019-00107-z

Reid, D. H., & Parsons, M. B. (1995). Motivating human service staff: Supervisory strategies for maximizing work effort & work enjoyment. Morganton, N.C.: Habilitative Management Consultants, Inc.

Reid, D. H., & Parsons, M. B. (1995). Comparing choice and questionnaire measures of the acceptability of a staff training procedure. *Journal of Applied Behavior Analysis, 28,* 95-96.

Reid, D. H., & Parsons, M. B. (1996). A comparison of staff acceptability of immediate versus delayed feedback. Journal of Organizational Behavior Management, 16, 35-47.

Reid, D. H., Parsons, M. B., & Green, C. W. (1989). Staff management in human services: Behavioral research and application. Springfield, IL: Charles C. Thomas.

Reid, D. H., Parsons, M. B., & Green, C. W. (1998). Identifying work preferences among individuals with severe multiple disabilities prior to beginning supported work. *Journal of Applied Behavior Analysis,* 31, 281-285.

Reid, D. H., Parsons, M. B., McCarn, J. E. Green, C. W., Phillips, J. F., & Schepis, M. M. (1985). Providing a more appropriate education for severely handicapped persons: Increasing and validating functional classroom tasks. *Journal of Applied Behavior Analysis,* 18, 289-301.

Reid, D. H., Schuh-Wear, C. L., & Brannon, M. E. (1978). Use of a group contingency to decrease staff absenteeism in a state institution. *Behavior Modification, 2*, 251-267.

Reis, S., Neu, T., & McGuire, J.M. (1997). Case studies of high-ability students with learning disabilities who have achieved. *Exceptional Children, 63,* 463-479.

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.

Repp, A. C., Favell, J., & Munk, D. (1996). Cognitive and vocational interventions for school-age children and adolescents with mental retardation. In J. W. Jacobson & J. A. Mulick (Eds.), Manual of diagnosis and professional practice in mental retardation (pp. 265–276). Washington, DC: American Psychological Association.

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.

Revell, W. G., Wehman, P., & Arnold, D. (1984). Supported work model of competitive employment for persons with mental retardation. Implications for rehabilitation services. Journal of Rehabilitation, 50, 33-38.

Reyes, J. R., Vollmer, T. R., Sloman, K. N., Hall, A., Reed, R., Jansen, G., Carr, S., Jackson, K., & Stoutimore, M. (2006). Assessment of deviant arousal in adult male sex offenders with developmental disabilities. Journal of applied behavior analysis, 39(2), 173–188. https://doi.org/10.1901/jaba.2006.46-05

Reyes, J. R., Vollmer, T. R., & Hall, A. (2011). Replications and extensions in arousal assessment for sex offenders with developmental disabilities. Journal of applied behavior analysis, 44(2), 369–373. https://doi.org/10.1901/jaba.2011.44-369

Reyes, J. R., Vollmer, T. R., & Hall, A. (2011). The influence of presession factors in the assessment of deviant arousal. Journal of applied behavior analysis, 44(4), 707–717. https://doi.org/10.1901/jaba.2011.44-707

Richman, G. S., Riordan, M.R., Reiss, M. L., Pyles, D. A. M., & Bailey, J. S. (1988). The effects of self-monitoring and supervisor feedback on staff performance in a residential setting. *Journal of Applied Behavior Analysis, 21*, 401-409.

Ridgeway P, Rapp C. The active ingredients in achieving competitive employment for people with psychiatric disabilities: a research synthesis. (Critical Ingredients Series.) Lawrence, KS: Kansas Department of Social and Rehabilitation Services, Commission on Mental Health and Developmental Disabilities; 1998.

Risley, T. R. & Favell, J. E, (1979). Constructing a living environment in an institution. In L. A. Hammerlynck (Ed.) Behavioral systems for the developmentally disabled: II. Institutional, clinic, and community environments (pp. 3-24). New York: Brunner/Mazel.

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.

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.*

Rodgers, T.A., & Iwata, B.A. (1991). An analysis of error-correction procedures during discrimination training. *Journal of Applied Behavior Analysis, 24,* 775-782.

Rogers-Warren, A. (1977). Planned change: Ecobehaviorally based interventions. In A. Rogers-Warren & S. R. Warren (Eds.), Ecological perspectives in behavior analysis (pp. 197-210). Baltimore: University Park Press.

Roth, M.E., Jennifer M. Gillis, Florence D. DiGennaro Reed, (2014). A meta-analysis of behavioral interventions for adolescents and adults with autism spectrum disorders. *Journal of Behavioral Education*. 23, 258-286.

Rudrud, E. Rice, J., Robertson, J., & Olsen, N. (1984) Increase in work production through self-monitoring. *Vocational Evaluation and Work Adjustment Bulletin*, *17*, 14-18.

Rusch, F. R. (1979). A functional analysis of the relationship between attending and producing in a vocational training program. *The Journal of Special Education*, 13(4), 399-411.

Rusch, F. R., & Menchetti, B. M. (1981). Increasing compliant work behaviors in a non-sheltered work setting. *Mental Retardation,* 19, 107-111.

Rusch, F. R., Connis, R. T., & Sowers, J. (1978). The modification and maintenance of time spent attending to task using social reinforcement, token reinforcement and response cost in an applied restaurant setting. *Journal of Special Education Technology*, 2, 18-26.

Rusch, F. R., Martin, J. E., & White, D. M. (1985). Competitive employment: Teaching mentally retarded employees to maintain their work behavior. *Education and Training of the Mentally Retarded,* 20, 182-189.

Rusch, F. R., Morgan, T. K., Martin, J. E., Riva, M., & Agran, M. (1985). Competitive employment: Teaching mentally retarded employees self-instructional strategies. *Applied Research in Mental Retardation,* 6, 389-407.

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.

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.

Sauter AW, Nevid JS. Work skills training with chronic schizophrenic sheltered workers. *Rehabil Psychol* 1991;36:255–64.

Schepis, M. M., Reid, D. H., Fitzgerald, J. R., Faw, G. D., van den Pol, R. A., & Welty, P. A. (1982). A program for increasing manual signing by autistic and profoundly retarded youth with the daily environment. *Journal of Applied Behavior Analysis,* 15, 363-379.

Schleien, S. J., Wehman, P., & Kiernan, J. (1981). Teaching leisure skills to severely handicapped adults: an age-appropriate darts game. Journal of applied behavior analysis, 14(4), 513–519. https://doi.org/10.1901/jaba.1981.14-513

Schneider, K. E., Martin, M. E., & Rusch, F. R. (1981, November). Are we sacrificing quality? Costs versus benefits of sheltered and non-sheltered vocational training programs. *Counterpoint*, 1 and 28.

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.

Schroeder, S.R. (1972). Parametric effects of reinforcement frequency, amount of reinforcement, required response force on sheltered workshop behavior. *Journal of Applied Behavior Analysis*, 5, 431-441.

Schumaker, J. & Sherman, J. A. (1970). Training generative verb usage by imitation and reinforcement procedures. *Journal of Applied Behavior Analysis,* 3, (4), 273-287.

Schutz, R. P., Rusch, F. R., & Lamson, D. S. (1979). Evaluation of an employer's procedure to eliminate unacceptable behavior on the job. *Community Services Forum*, 1, 4-5.

Schwartz, I. S., & Kelly, E. M. (2021). Quality of Life for People with Disabilities: Why Applied Behavior Analysts Should Consider This a Primary Dependent Variable. Research and Practice for Persons with Severe Disabilities, 46(3), 159–172. https://doi.org/10.1177/15407969211033629

Seys, D. M., & Duker, P. C. (1986). Effects of a supervisor treatment package on staff-mentally retarded resident interactions. *American Journal of Mental Deficiency, 90,* 388-394.

Shireman, M. L., Lerman, D. C., & Hillman, C. B. (2016). Teaching social play skills to adults and children with autism as an approach to building rapport. Journal of Applied Behavior Analysis, 49, 512–531. doi.org/10.1002/jaba.299.

Shore, B.A., Iwata, B. A., Vollmer, T. R., Lerman, D.C., & Zarcone, J.R. (1995). Pyramidal staff training in the extension of treatment for severe behavior disorders. *Journal of Applied Behavior Analysis*, 28, 323-332.

Silver M, Oakes P. Evaluation of a new computer intervention to teach people with autism or Asperger syndrome to recognize and predict emotions in others. Autism. 2001 Sep;5(3):299-316. PMID: 11708589.

Snell, M. E., Lewis, A. P., & Houghton, A. (1989). Acquisition and maintenance of toothbrushing skills by students with cerebral palsy and mental retardation. *Journal of the Association for Persons with Severe Handicaps,* 14, 216–226.

Solomon, R.W. & Wahler, R.G., (1973). Peer reinforcement control of classroom problem behavior. *Journal of Applied Behavior Analysis. 6,* 49-56.

Sowers, J., Rusch, F. R., Connis, R. T., & Cummings, L.E. (1980). Teaching mentally retarded adults to time manage in a vocational setting. *Journal of Applied Behavior Analysis*, 13, 119-128.

Steege, M. W., Wacker, D. P., Cigrand, K. C., Berg, W. K., Novak, C. G., Reimers, T. M., Sasso, G. M., & DeRaad, A. (1990). Use of negative reinforcement in the treatment of self-injurious behavior. *Journal of Applied Behavior Analysis, 23,* 459-467.

Stein LI, Test MA. Alternative to mental hospital treatment: I. Conceptual model, treatment program, and clinical evaluation. Arch Gen Psychiatry 1980;37:392–7.

Steinbrenner, J. R., Hume, K., Odom, S. L., Morin, K. L., Nowell, S. W., Tomaszewski, B., Szendrey, S., McIntyre, N. S., Yücesoy-Özkan, S., & Savage, M. N. (2020). Evidence-based practices for children, youth, and young adults with Autism. The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute, National Clearinghouse on Autism Evidence and Practice Review Team.

Sturmey, Peter (1998) History and Contribution of Organizational Behavior Management to Services for Persons with Developmental Disabilities, *Journal of Organizational Behavior Management*, 18:2-3, 7-32, DOI: 10.1300/J075v18n02_02

Suarez, V.D., Najdowski, A.C., Tarbox, J. et al. Teaching Individuals with Autism Problem-Solving Skills for Resolving Social Conflicts. Behavior Analysis in Practice (2021). https://doi.org/10.1007/s40617-021-00643-y

Sulzer-Azaroff, B., Pollack, M. J., & Fleming, R. K. (1992). Organizational behavior management within structural and cultural constraints: An example from the human service sector. *Journal of Organizational Behavior Management, 8,* 117-137.

Syes, D., Kersten, H., & Duker, P. (1990). Evaluating a ward staff program for increasing spontaneous and varied communicative gesturing with individuals who are mentally retarded. *Behavioral Residential Treatment, 5,* 247-257.

Tarbox, R. S., Williams, W. L., & Friman, P. C. (2004). Extended diaper wearing: effects on continence in and out of the diaper. Journal of applied behavior analysis, 37(1), 97–100. https://doi.org/10.1901/jaba.2004.37-97

Touchette, P.E. (1971). Transfer of stimulus control: Measuring the moment of transfer. *Journal of the Experimental Analysis of Behavior,* 15, 347-354.

Trach, J. S., & Rusch, F. R. (1989). Supported employment program evaluation: Evaluating degree of implementation and selected outcomes. American Journal on *Mental Retardation,* 94, 134-139.

Tse J, Strulovitch J, Tagalakis V, et al. Social skills training for adolescents with Asperger syndrome and high functioning autism. Journal of Autism and Developmental Disorders. 2007 Nov;37(10):1960-8. PMID: 17216559.

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.

Ullmann, L. P. & Krasner, L. (Eds.). (1965). *Case studies in behavior modification.* New York: Holt, Rinehart, and Winston.

Van Bourgondien ME, Reichle NC, Schopler E. Effects of a model treatment approach on adults with autism. Journal of Autism and Developmental Disorders. 2003 Apr;33(2):131-40. PMID: 12757352.

Van Den Pol, R. A., Reid, D. H., & Fuqua, R. W. (1983). Peer training of safety-related skills to institutional staff: Benefits for trainers and trainees. Journal of Applied Behavior Analysis, 16, 139-156.

VanBiervliet, A., Spangler, P. F., & Marshall, A. M. (1981). An ecobehavioral examination of a simple strategy for increasing mealtime language in residential facilities. Journal of applied behavior analysis, 14(3), 295–305. https://doi.org/10.1901/jaba.1981.14-295

Velasquez JS, Cubbin HI. Towards establishing the effectiveness of a community-based residential treatment: program evaluation by experimental research. J Soc Serv Res 1980;3:337–59.

Vogelsberg, R. T., & Rusch, F. R. (1979). Training severely handicapped students to cross partially controlled intersections. *AAESPH Review*, 4(3), 264-273.

Vollmer, T. R., & Iwata, B. A. (1991). Establishing operations and reinforcement effects. Journal of applied behavior analysis, 24(2), 279–291. https://doi.org/10.1901/jaba.1991.24-279

Wacker, D. P., Fromm-Steege, L., Berg, W. K., & Flynn, T. H. (1989). Supported employment as an intervention package: A preliminary analysis of functional variables. *Journal of Applied Behavior Analysis*, 22, 429439.

Wacker, D. P., Steege, M. W., Northup, J., Sasso, G., Berg, W., Reimers, T., Cooper, L., Cigrand, K., & Donn, L. (1990). A component analysis of functional communication training across three topographies of severe behavior problems. *Journal of Applied Behavior Analysis, 23,* 417-430.

Walker R, Winick W, Frost ES. Social restoration of hospitalized psychiatric patients through a program of special employment in industry. *Rehabil Lit* 1969;30:297–303.

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.

Walsh, E., Holloway, J., Lydon, H. et al. An Exploration of the Performance and Generalization Outcomes of a Social Skills Intervention for Adults with Autism and Intellectual Disabilities. *Adv Neurodev Disord* 3, 372–385 (2019). https://doi.org/10.1007/s41252-019-00125-x

Warner R, Huxley P, Berg T. An evaluation of the impact of clubhouse membership on quality of life and treatment utilization. *Int J Soc Psychiatry* 1999;45:310–20.

Warren, S. F., & Rogers-Warren, A. K. (1983). A longitudinal analysis of language generalization among adolescents with severely handicapping conditions. Journal of the Association for the Severely Handicapped, 8, 18-31.

Weeks, M., & Gaylord-Ross, R. (1981). Task difficulty and aberrant behavior in severely handicapped students. *Journal of Applied Behavior Analysis, 14,* 449-463.

Wehman P, Revell WG, Kregel J. Supported employment: a decade of rapid growth and impact. In: Wehman P, Revell WG, West M, editors. Supported employment research: expanding competitive employment opportunities for persons with significant disabilities. Richmond, VA: VCU Rehabilitation Research and Training Center on Supported Employment; 1997. p. 1–18.

Wehman, P., & Kregel, J. (1985). A supported work approach to competitive employment of individuals with moderate and severe handicaps. The *Journal of the Association for Persons with Severe Handicaps,* 10, 299-311.

Wehman, P., Hill, J. W., & Koehler, F. (1979a). Helping severely handicapped persons enter competitive employment. *AAESPH Review*, 4(3), 274-290.

Wehman, P., Hill, J. W., & Koehler, F. (1979b). Placement of developmentally disabled individuals into competitive employment: Three case studies. *Education and Training of the Mentally Retarded*, 14, 269-276.

Wehman, P., Kreutzer, J., Wood, W., Stonnington, H., Diambra, J., & Morton, M. V. (1989). Helping traumatically brain injured patients return to work with supported employment: Three case studies. *Archives of Physical Medicine and Rehabilitation*, 70, 109-113.

Wehman, P., Schutz, R., Renzaglia, A., & Karan, 0. (1977). The use of positive practice training in work adjustment with two profoundly retarded adolescents. *Vocational Evaluation and Work Adjustment Bulletin*, 14, 1422.

Wehman, P., West, M., Fry, R., Sherron, P., Groah, C., Kreutzer, J., & Sale, P. (1989). Effect of supported employment on the vocational outcomes of persons with traumatic brain injury. *Journal of Applied Behavior Analysis,, 22*, 395-405.

Weiss, J. A., Isaacs, B., Diepstra, H., Wilton, A. S., Brown, H. K., McGarry, C., & Lunsky, Y. (2018). Health Concerns and Health Service Utilization in a Population Cohort of Young Adults with Autism Spectrum Disorder. *Journal of autism and developmental disorders*, 48(1), 36–44. https://doi.org/10.1007/s10803-017-3292-0

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.

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.

Wesolowski, M.D., Zencius, A.H., & Rodriguez, A.M. (1999). Mini-breaks: the use of escape on a fixed-time schedule to reduce unauthorized breaks from vocational training sites for individuals with brain injury. *Behavioral Interventions*, 14, 163-170.

West, M., Wehman, P., Kregel, Kreutzer, J., Sherron, P., & Zasler, N. (1991). Costs associated with a supported work program for traumatically brain injured individuals. *Archives of Physical Medicine and Rehabilitation*, 72(2), 127-131.

Wetherby, B. & Striefel, S. (1978). Application of miniature linguistic system of matrix training procedures. In R.L. Schiefelbusch (Ed.), *Language intervention strategies*. Baltimore, MD: University Park Press.

White, D. M., & Rusch, F. R. (1983). Social validation in competitive employment: Evaluating work performance. *Applied Research in Mental Retardation,* 4, 343-354.

Wilder, D. A., Masuda, A., O'Connor, C., & Baham, M. (2001). Brief functional analysis and treatment of bizarre vocalizations in an adult with schizophrenia. Journal of applied behavior analysis, 34(1), 65–68. https://doi.org/10.1901/jaba.2001.34-65

Wilder, D. A., Register, M., Register, S., Bajagic, V., & Neidert, P. L. (2009). Functional analysis and treatment of rumination using fixed-time delivery of a flavor spray. Journal of applied behavior analysis, 42(4), 877–882. https://doi.org/10.1901/jaba.2009.42-877

Wing JK. Social and psychological changes in a rehabilitation unit. Soc Psychiatry 1966;1:21–8.

Wolf, M. M. (1978). Social validity: The case for subjective measurement or how applied behavior analysis is finding its heart. *Journal of Applied Behavior Analysis, 11*, 203-214.

Wolkon GH, Karmen M, Tanaka HT. Evaluation of a social rehabilitation program for recently released psychiatric patients. *Community Ment Health J* 1971;7:312–22.

Zagrabska-Swiatkowska, P., Mulhern, T., Ming, S., Stewart, I., & McElwee, J. (2020). Training class inclusion responding in individuals with autism: Further investigation. Journal of applied behavior analysis, 53(4), 2067–2080. https://doi.org/10.1002/jaba.712

Zerbo, O., Yinge Qian, Thomas Ray, Steve Sidney, Steve Rich, Maria Massolo, and Lisa A. Croen. Health Care Service Utilization and Cost Among Adults with Autism Spectrum Disorders in a U.S. Integrated Health Care System. *Autism in Adulthood*. Mar 2019.27-36. http://doi.org/10.1089/aut.2018.0004

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.

Zimmerman, J., Overpeck, C., Eisenberg, H., & Garlick, B. (1969). Operant conditioning in a sheltered workshop. *Rehabilitation Literature*, 30, 323-334.

Eric V. Larsson, PhD, LP, BCBA-D
Executive Director, Clinical Services
The Lovaas Institute for Early Intervention Midwest Headquarters
2925 Dean Parkway, Suite 300
Minneapolis, MN 55416
elarsson@lovaas.com
mobile: 612.281.8331
office: 612.925.8365
fax: 612.925.8366
www.lovaas.com