

**ARCHIVES OF THE
THIRD CONFERENCE OF THE EUROPEAN ASSOCIATION
FOR BEHAVIOUR ANALYSIS (EABA)
Milan, Italy
18th – 21st July, 2006**

CONFERENCE SCHEDULE

Tuesday, 18th July		
9.00-11.00	<i>Registration</i>	
11.00	Workshop: Language instruction for children with autism: using applied behaviour analysis to establish verbal behaviour <i>John Esch, & Barbara Esch.</i>	Workshop: Introduction to Precision Teaching and Standard Celeration Charting. <i>G. Adda Ragnarsdóttir, J. Carl Hughes, & Mike Beverley.</i>
11.30		
12.00		
12.30		
1.00 – 2.00	<i>Lunch</i>	
2.00	Workshop (cont.): Language instruction for children with autism: using applied behaviour analysis to establish verbal behaviour <i>John Esch, & Barbara Esch.</i>	Workshop (cont.): Introduction to Precision Teaching and Standard Celeration Charting. <i>G. Adda Ragnarsdóttir, J. Carl Hughes, & Mike Beverley.</i>
2.30		
3.00		
3.30 – 4.00	<i>Coffee/Tea</i>	
4.00	Workshop (cont.): Language instruction for children with autism: using applied behaviour analysis to establish verbal behaviour <i>John Esch, & Barbara Esch.</i>	Workshop (cont.): Introduction to Precision Teaching and Standard Celeration Charting. <i>G. Adda Ragnarsdóttir, J. Carl Hughes, & Mike Beverley.</i>
4.30		
5.00		

5.30	Welcome: <i>Roberto Truzoli & Phil Reed</i>	
6.00 – 7.00	Invited address: Introduced by M. Jackson Marr Consciousness, Memory, and Behaviour. <i>Francoise Tonneau.</i>	
7.30	Welcome Party	
Wednesday, 19th July		
9.00 – 11.00	Registration	
11.00	<i>Symposium: Acquisition of Operants and Conditioned Reinforcers from Indirect Contact with Contingencies:</i> <i>Chair: R. Doug Greer.</i> Observational Learning Capabilities in Middle School Students: Induction and Expansion via the Observational System of Instruction. <i>Grant Gautreaux, & R. Douglas Greer.</i>	<i>Symposium: Behaviour Analysis Applications in Classrooms for Children with Autism:</i> <i>Chair: John W. Esch.</i> Establishing ABA/VB Classrooms in Public Schools. <i>Patricia Oldham, John W. Esch, & Barbara E. Esch.</i>
11.30	Conditioned Reinforcement from Observation: From Pieces of String and Plastic Discs to Vocal Praise. <i>R. Douglas Greer, Jessica Dudek-Singer, Jennifer Longano, & Jeanine Schmelzkopf.</i>	Increasing Vocal Variability with a Lag Schedule of Differential Reinforcement. <i>John W. Esch, Jessa R. Love, & Barbara E. Esch.</i>
12.00	Teaching Observational Learning Capabilities to First Graders (Senior Infants) Using A Yoked	<i>Symposium and Discussion: Behaviour Analyst Certification: Current Status and Future</i>

	Contingency Game. <i>R. Douglas Greer, Karla Weigand, & Elisabeth Kracher.</i>	<i>Directions for Europe:</i> <i>Chair: Jerry Shook.</i>
12.30	Conditioned Reinforcement for Doing Mathematics from Observation by Typically Developing 8-Year Olds. <i>Christine O'Rourke, & R. Douglas Greer.</i>	
1.00 – 2.00	<i>Lunch</i>	
2.00	<i>Symposium: Treating autistic behaviours:</i> <i>Chair: Dolleen Keohane.</i> Treating OCD in an Adolescent with Asperger syndrome. <i>Kristin Utgård.</i>	<i>Symposium and Discussion: Behaviour Analyst University Training and Credentialing In Europe:</i> <i>Chair: Jerry Shook.</i> Panel: Simon Dymond, Julian Leslie, Phil Reed, Monika Suchowierska, Javier Virués- Ortega.
2.30	Strengthening Social Competence in Children with Autism Spectrum Disorders. <i>Børge Strømngren, & Mickey Keenan.</i>	
3.00	Advances in interventions based on modelling for children with	

	autism: Findings from a systematic review. <i>Christos Nikopoulos, & Panagiota Nikopoulou-Smyrni.</i>	
3.30 - 4.00	<i>Coffee/Tea</i>	
4.00	<i>Symposium: Basic Research Chair: Julian Leslie.</i> Transitional Choice: Varying Frequency and Magnitude of Reinforcement. <i>Carlos F. Aparicio & William, M. Baum.</i>	<i>Symposium: Applied Research Chair: Jerry Shook.</i> D.I.S.C. analysis of bereavement and loss. <i>Karola Dillenburger, & Mickey Keenan.</i>
4.30	Comparing sc and ip Administrations of Haloperidol in Progressive Ratio Schedules of Reinforcement. <i>Carlos F. Aparicio.</i>	Training for solving incomplete analogical sequences in a child with Down syndrome. <i>Roberto Truzoli & Sara Marchesini.</i>
5.00	Conditioning induced by a drug. <i>Juan D. Delius.</i>	Precision teaching and fluency training across cognitive, physical, and academic tasks in children with different disabilities: A multiple baseline study. <i>Silvia Perini & Francesca Cavallini.</i>
5.30 – 6.30	<i>Invited Address: Introduced by Phil Reed. Julian Leslie.</i>	
6.30 – 8.00	<i>Poster Session</i>	
Thursday, 20th July		

11.00	<p><i>Symposium: Sources for Naming as a Higher Order Verbal Operant; How Children Acquire Multiple Responses to Single Stimuli</i> <i>Chair: R. Douglas Greer.</i> General Education Naming for 2-Dimensional Stimuli in Typically Developing First Graders (Senior Infants) <i>R. Douglas Greer, Denise O’Sullivan & Karla Weigand</i></p>	<p><i>Symposium: Applying Direct Instruction and Precision Teaching in mainstream and special educational settings in Iceland and Wales:</i> <i>Chair: J. Carl Hughes.</i> Increasing Reading Fluency of High Frequency Words in Problem Readers. <i>J. Carl Hughes, Mike Beverley, & Juliet Whitehead.</i></p>
11.30	<p>Preschoolers’ Acquisition of Joint Stimulus Control across Speaker and Listener Responding (Naming) as A Function MEI. <i>R. Douglas Greer, Lauren Stolfi, & Nirvana Pistoljevic.</i></p>	<p>Teaching arithmetic through fact-families, discrimination training and SAFMEDS: Combining Direct instruction and Precision teaching. <i>G. Adda Ragnarsdóttir.</i></p>
12.00	<p>Naming and Other Verbal Capabilities in Preschoolers and Relations to Other Speech and Language Measures. <i>Jenne Speckman, & R. Douglas Greer.</i></p>	<p>SAFMEDS as an effective strategy for increasing vocabulary. <i>J. Carl Hughes & Mike Beverley.</i></p>
12.30	<p>Discussion.</p>	<p>Teaching discrimination between words with single and double identical consonants, using Direct instruction, precision teaching and SAFMEDS. <i>G. Adda Ragnarsdóttir.</i></p>
1.00 – 2.00	<i>Lunch</i>	
2.00	<i>Symposium: Derived stimulus</i>	<i>Symposium: Applied research</i>

	<p><i>relations</i> Chair: Lanny Fields. Tweedledum and Tweedledee: Symmetry in Behavior Analysis <i>M. Jackson Marr.</i></p>	<p>Chair: Gina Green. Use of the Combined Blocking Procedure for teaching to match objects to objects to a child with autism. <i>Mónica Rodríguez-Mori, & Luis Antonio Pérez-González, & Gladys Williams.</i></p>
2.30	<p>Transfer of self-efficacy function after evaluative learning. <i>Charlotte Dack, Phil Reed, & Louise McHugh.</i></p>	<p>Center for Early Intervention <i>Step by Step</i> – Theory meets practice. <i>Agnieszka Aksamit-Ramotowska, Aleksandra Natalia Aksamit, & Monika Suchowierska.</i></p>
3.00	<p>Teaching mathematics through derived relations. <i>Geraldine Leader.</i></p>	<p>Programming for recombinative generalization in typically and non- typically developing children. <i>Monika Suchowierska, & Rafał Kawa.</i></p>
3.30 - 4.00	<p>Coffee/Tea</p>	
4.00 – 5.00	<p>Invited Address: Introduced by Roberto Truzoli. Effects of ABA and eclectic interventions for children with autism. <i>Gina Green.</i></p>	
5.30	<p>Symposium: Approaches to psychopathology:</p>	<p>Symposium: Is Contextualism the Necessary Worldview for</p>

	<p>Chair: Geraldine Leader. Parent training program for families with autistic children: A presentation of a pilot study. <i>Torunn Lian, Nina Vetvik & Terje Wårheim.</i></p>	<p>Behavioural Learning and Development? Chair: Jack L. Gewirtz. Child Development and Contextualism: Theory. <i>Gary Novak.</i></p>
6.00	<p>Stimulus Over selectivity in Match to Samples Tasks. <i>Laura Broomfield, Louise McHugh & Phil Reed.</i></p>	<p>Child Learning and Mechanistic Contextualism: Research. <i>Martha Pelaez & Jack Gewirtz.</i></p>
6.30	<p>The Iowa Gambling Task: A Behaviour-Analytic Perspective. <i>Matteo Cella, Simon Dymond, & Phil Reed.</i></p>	<p>Discussion. <i>M. Jackson Marr.</i></p>
7.30	Conference Dinner	
Friday, 21st July		
11.00	<p>Symposium: Observing Responses as related to the discrimination of certain aspects of language: Chair: Dolleen Keohane. Using a Visual Tracking Protocol as a Means to Acquire More Complex Visual Observing Responses. <i>Emma Hawkins, Liz Theo, & Jackie Charnock.</i></p>	<p>Symposium: Effects of Schizotypy on behaviour and learning: Chair: Phil Reed. Why behaviour analysts should take notice of personality research. <i>Phil Reed.</i></p>
11.30	<p>Using a Sensory Matching Protocol to Help Children with Autism Acquire More Complex Observing Responses Across the</p>	<p>Perceptual load and generation of psychotic-like biases. <i>Elias Tsakanikos.</i></p>

	Senses. <i>Emma Hawkins, Liz Theo, & Jackie Charnock.</i>	
12.00	Expanding a Child's Community of Reinforcers and Preferred Activities and Increases in Observing Responses Related to Specific Aspects of Language. <i>R. Douglas Greer, Dolleen-Day Keohane, Shira Ackerman, Jiwon Kang & Darcy Walsh.</i>	The study of hallucinatory content: Reprising the 'verbal summator'. <i>Jordan Randell & Phil Reed.</i>
12.30	The Emergence of Generalized Imitation in Students with Developmental Disabilities. <i>Jo Ann Pereira Delgado, R. Douglas Greer, & JeanneMarie Speckman-Collins.</i>	Seeing non-existent events: effects of environmental conditions, schizotypal symptoms, and sub-clinical characteristics. Matteo Cella, Phil Reed & Elias Tsakanikos.
1.00 – 2.00	Lunch	
2.00	<i>Symposium: Relational frame theory and the behaviour analysis of complex behaviour:</i> <i>Chair: Simon Dymond.</i> Non-Arbitrary Hierarchical Relations and Class Inclusion <i>Carla Chatfield, Louise McHugh, & Ian Stewart.</i>	<i>Symposium: Basic research:</i> <i>Chair: Phil Reed.</i> An automated touchscreen drawing task for captive Capuchin monkeys (<i>cebus apella</i>). <i>Iver H. Iversen, T. Jeyaraj, K. A. Leighty, & D. Frigaszy.</i>

2.30	Derived Avoidance in Accordance with Same and Opposite Relational Framework <i>Simon Dymond, Bryan Roche, John P. Forsyth, & Robert Whelan.</i>	Contingencies for collateral behavior affect choice in concurrent operant performances in rats. <i>Iver H. Iversen.</i>
3.00	Examination of nodal-distance effects in equivalence class formation. <i>Louise McHugh, Robert Whelan, Ting Wang, & Carla Chatfield.</i>	Behavioural reversion effects. <i>Phil Reed.</i>
3.30 - 4.00	<i>Coffee/Tea</i>	
4.00	<i>Symposium: Autism:</i> <i>Chair: Martha Paleaz.</i> Predictors of successful school inclusion in children with autism. <i>Emma Waddington & Phil Reed.</i>	<i>Symposium: Derived Stimulus Relations:</i> <i>Chair: Louise McHugh.</i> Relatedness of Stimuli in Equivalence Classes: Equipotentiality vs Nodal Structure <i>Lanny Fields & Mari Watanabe.</i>
4.30	Review of predictors of successful ABA interventions. <i>Maria Magrikianni & Phil Reed.</i>	Generalized equivalence classes: Factors affecting the formation of complex categories <i>Lanny Fields, Patricia Moss, & Michelle Garruto.</i>
5.00	Effects of parental stress and parenting behaviours on early teaching intervention outcomes for ASD. <i>Lisa A Osborne & Phil Reed.</i>	Effects of pre-test instructions on the emergence of multiple equivalence relations in a “same”-“different” paradigm <i>David Dickins.</i>

5.30 – 6.30	<p style="text-align: center;"><i>Invited Address:</i> <i>Introduced by Gary Novak</i> <i>Infant social learning</i> <i>Martha Paleaz</i></p>
6.30	<p style="text-align: center;"><i>Conference ends</i></p>