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Editorial
Matthew P. Normand, Ph.D.
Center for Autism and Related Disorders

After a year’s hiatus I am happy to introduce this latest issue of VB News. I am confident that you will find this issue chock full of excellent articles on a variety of important topics and written by some notable scholars. The high quality of contributions to this issue is surely a wonderful indicator of things to come. As is tradition, this pre-conference edition includes an update on the goings-on at The Analysis of Verbal Behavior graciously supplied by current editor Sam Leigland, a report from the VB SIG chair, Bill Potter, and a summary of verbal behavior related events for the upcoming ABA conference in San Francisco, expertly compiled by Mike Hixson.

Also included is the recognition of a truly bittersweet occasion in our field: the retirement of Jack Michael. Jack has influenced so many scholars throughout his many years of teaching and has produced students more well versed in behavior analysis and, especially, in Skinner’s analysis of verbal behavior that perhaps anyone else in our field. His amazing grasp of verbal behavior and his ability to effectively impart even the most complex aspects of the topic to students at Western Michigan University each year in the graduate seminar on Skinner’s Analysis of Verbal Behavior will be sorely missed. I am personally touched by this event as I had the great fortune to learn about verbal behavior at WMU from Jack. In honor of this event, Caio Miguel, one of Jack’s current students, has written an excellent tribute to this great scholar.

To follow-up Caio Miguel’s piece, Mike Hixson provided the edited transcript of an interview he conducted with Jack especially for VB News. The interview is a great read, very informative, and provides insight from the “source,” so to speak. Much thanks must go to both Mike and Jack for their willingness to arrange this special event for the pages of VB News.

Other contributions include a report from Carolyn Magyar and Dennis Mozingo on the use of Skinner’s analysis of verbal behavior in language curricula for autistic children, as well as a “must read” list for those interested in verbal behavior compiled by Sam Leigland and a brief commentary on Relational Frame Theory by Ted Schoneberger.

Also, I have changed the descriptor of VB News to indicate its status as a “publication” of the Verbal Behavior Special Interest Group rather than a “newsletter.” It is my intention to accomplish two things in the coming year: 1) to increase publication from one to two issues per year and 2) to include more data-based articles reporting on pilot research relating to verbal behavior. Please see the “Guidelines for the Preparation of Submissions” on page 28 in this issue for more information on the types of articles appropriate for VB News.

Thank you to everyone who helped make this latest issue a reality. See you at ABA!

Matthew Normand
Los Angeles, CA
Report from the Chair
Bill Potter, Ph.D., VB SIG Chair
California State University, Stanislaus

This year the SIG has had some interesting developments, which I outline below. However, first let me put in a plug for the annual VB SIG business meeting to be held on May 25th at 7 pm in salon 10. We welcome everyone interested in verbal behavior to the meeting – come and meet practitioners and researchers in the field, as will as voice your concerns as to the direction and practices the SIG should or is conducting. Hope to see you there!

During the past year traffic on the listserv (verbalbeh@listbot.csustan.edu) has been up with a variety of topics ranging from the elementary verbal operants to VB related to autism. Website traffic (www.vbsig.org) has remained steady, but hopefully with new additions (presentations, etc.) more people will visit. Email me at wpotter@athena.csustan.edu to send in your presentations/papers/software that you would like to share with the VB SIG community via the website. Thanks to an anonymous donor the website URL has been greatly simplified. We may also be redesigning the site, so check in on it occasionally.

Our paid membership is hovering right around 40 members or so. We received a very nice donation from Dr. Jack Michael this year, which boosted our coffers a bit. Thanks Jack! We will be discussing how those funds, as well as the accumulated dues and other donations (most notable, from Dr. Vince Carbone) will be used to promote the research and dissemination of verbal behavior. If you would like to donate to the SIG please contact Dr. David Reitman (reitmand@nova.edu) or myself. The donations are also tax deductible. These donations offset the price of dues, which we have intentionally kept low to promote a variety of members, particularly student members.

Speaking of students, Dr. Amoy Hugh has done a great job in putting together another student competition. Students have submitted verbal behavior research to Dr. Amoy, who sent them out for peer review. The winners of the competition will be announced at the annual VB SIG meeting. You can contact Amoy at Moykito@cs.com.

This year, Dr. Irene Pepperberg will speak at ABA on May 24th at 4:30 Pm in Pacific Suite H. The SIG is partially sponsoring her appearance by paying for her flight to San Francisco. Dr. Pepperberg has spent many years teaching verbal behavior to an African Grey parrot named Alex. Her data has supported a behavioral approach to language. Much of her work with Alex is summarized in a recently published text The Alex Studies, Harvard University Press.

Andrea Duroy, Sarah Poaster and myself are conducting a survey on why people are or are not conducting research on verbal behavior. Our goal is to get some insight into barriers or incentives that operate in blocking or fostering verbal behavior research. Our main target for the survey is empirical researchers, but anyone is welcome to put in their two cents worth! The URL for that survey is: www.vbsig.org/survey.

Finally, don’t forget to put in your subscription for The Analysis of Verbal Behavior. You can do this online at www.abainternational.org/avbjournal. Also, if the library at your institution does not carry TAVB, then please put in a request that they get a subscription.

Hope to see you at the VB SIG meeting!
Jack Michael Retires  
Caio Miguel, M.A.  
Western Michigan University

On April 18th, after 47 years as a college professor, Dr. Jack Michael officially retired from teaching. Jack has been teaching at Western Michigan University since 1967. He has also served as a faculty member at University of Kansas (1955-1957), University of Houston (1957-1960), and Arizona State University (1960-1967). Over the past few years Jack has taught three graduate level courses titled Verbal Behavior, Skinner’s Behaviorism, and College Teaching. He has also taught an undergraduate course titled Concepts and Principles of Behavior Analysis. Jack has chaired 28 doctoral dissertation committees while at WMU and 19 at the previous universities.

Jack’s contributions to the field of behavior analysis are immeasurable; let alone his contributions to the study of verbal behavior. Jack started teaching about Verbal Behavior (VB) in a course titled Psychology of Language in the fall of 1956, even before the book by Skinner was published (1957). At the time, he used a mimeographed copy of Skinner’s manuscript on verbal behavior prepared from the William James Lectures given at Harvard.

Jack Michael has in some way influenced everyone who is currently working in the VB area. Most of these individuals have either learned about VB directly from Jack Michael, or from one of his students. Jack has also taught thousands of others around the world through his highly influential papers and presentations.

Together with W. Scott Wood and Mark Sundberg, Jack played an important role in the establishment of the Verbal Behavior Special Interest Group. He was also strongly supportive of Sundberg's development of the journal, The Analysis of Verbal Behavior, where several of Jack's papers have been published. A few of his contributions include the development and refinement of the term establishing operation (now motivative operation), the distinction between selection-based and topography-based verbal behavior, the categories of duplic and codic, and with Margaret Vaughan, the widespread use of the concept of automatic reinforcement. Jack has also developed a system to effectively manage the behavior of students taking his classes. The system is based on, among other things, detailed study objectives and frequent exams, and has been successfully used and replicated by several other behavior analysts around the globe.

Most recently Jack has contributed, largely as a result of his association with his former student Mark Sundberg, to the dissemination of the verbal-behavior based technology developed for teaching individuals with language delays, especially children with autism.

Although Jack is now officially retired, he is still involved in several activities at WMU. Jack is currently supervising his remaining doctoral students, and serving as a committee member for several masters theses and doctoral dissertations. He will also be teaching one of his graduate courses (College Teaching) during the fall

Most importantly, he will now have more time to play table tennis with his friends.

**Congratulations on your retirement Jack.**

**Selected bibliography for Michael:**


Michael, J. (1975). Positive and negative reinforcement, a distinction that is no longer necessary; or better ways to talk about bad things. *Behaviorism*, 3, 33-45.


An Interview with Jack Michael
Michael D. Hixson, Ph.D.
Central Michigan University

Dr. Jack Michael has been teaching a graduate course on verbal behavior at Western Michigan University since 1967. He taught his last verbal behavior course before his retirement in the spring of 2003. His impact on the field of verbal behavior through his writings and instruction of students has been immense. Many of his former students have applied the concepts from Skinner's Verbal Behavior to the treatment of language deficits in children.

Hixson: The primary text you have used for the Verbal Behavior course is Skinner's 1957 book, Verbal Behavior. Why have you chosen to continue to use this text, rather than more recent behavioral texts on language?

Michael: It is hard to answer this question without having some alternative texts to consider. The books I am familiar with are either too cognitive for my taste, or are more concerned with the listener than the speaker, or do not deal with the details of language behavior sufficiently, or are a collection of separate chapters that do not make up a systematic integrated whole.

Hixson: What do you believe is the main value of Verbal Behavior?

Michael: Skinner's book provides a systematic detailed behavioral interpretation of many aspects of language. It starts with elementary verbal relations and then uses these in combination with well-known respondent and operant functional relations to interpret increasingly complex language behavior.

Hixson: What teaching methods have you used in the course?

Michael: I have written study objectives that direct the student's attention to what I consider most important in the text, and I have used weekly hour-long essay exams over those objectives to generate extensive study of the relevant material. Lectures primarily expand on or clarify the material relevant to the objectives. A small amount of new material is introduced in lectures but it proved valuable (as indicated from the students' discussion in class or from exam performance) it became a part of the written objectives the next time the class was offered. The result of this process is that the current written objectives are almost sufficient without lecture or discussion.

Hixson: What concepts are particularly difficult for students to learn?

Michael: Although I have been teaching in completely behavioral departments since 1960, students have always had difficulty keeping stimuli and responses separate when dealing with language. This is often confounded with their tendency to explain language phenomena in terms of the "meanings of words." Unless students have extensive exposure to Skinner's interpretive works (Science and Human Behavior, Contingencies of Reinforcement, About Behaviorism, Beyond Freedom and Dignity, Verbal Behavior) they do not seem to become effective at behavioral interpretation, and are forced to use common sense or cognitive concepts when dealing with many complexities. Unfortunately, in recent years some of the grad students taking my verbal behavior course have not had this exposure.

In terms of more specific aspects of the book, the material on vb controlled by private stimuli is especially difficult for many students. And much of the material in Parts IV and V is quite difficult, although I have not been able to get very far into those chapters in a one-semester course. Chapter 12 on the autoclitic is about as far as I have been able to go in recent years, and only about a week or at most two on that material. The course should be a two-semester course, but I have never been able to arrange
that because our grad students have a very full schedule of other things that they should be learning.

**Hixson:** You have been teaching from Skinner's Verbal Behavior for a number of years. Would the course content as it was taught during the last several years be different in any important way from the content as taught in the early 70s?

**Michael:** Two things occur to me. I covered more of the book in the 70s—more detail on the first two chapters, and getting well into Part IV during the last several weeks of the semester. When I first started teaching here at WMU many of the students had come here very strongly motivated to learn more about Skinner and about behavior analysis in general. Many had read *Science and Human Behavior* and *Walden Two* before coming to WMU, and with such students I could go through the early material more rapidly. I made what were really unreasonable demands on their time in the sense of weekly study requirements. They learned a lot from me about verbal behavior, but at the expense of having to spend less time on their other courses. The coverage in recent years has been considerably reduced, so as to make the course manageable for students carrying a reasonable course load, and most of them working at least half time as a teaching or research assistant, or working outside the university. I have tried to regroup and refine the objectives so that the course would still provide a reasonably good repertoire with respect to Skinner's approach to language. Every semester near the end I feel somewhat dissatisfied in that there was so much more that they could have learned if more time was available.

A second change over the years has been the introduction of a more thorough coverage of the mand relation, because of my elaboration of the establishing operation as a behavioral concept, and also because of the special importance of this elementary verbal relation for the efforts to develop language in children with autism.

**Hixson:** Are there certain parts of the book that you find particularly interesting?

**Michael:** I find so much of it interesting that it is hard to answer this question. I could almost pick a page at random and find a very interesting interpretation, and often one that has not been sufficiently appreciated or made use of. I will identify a few sections that have been especially interesting to me:

- In Chapter 5, the material on private stimuli (130-138), and the following section on verbal responses to the speaker's own behavior (138-146);
- His use of respondent relations in the various sections on emotion in Chapter 6 and Chapter 8;
- The material on the "same word" in Chapter 8; also pages 203-206 on the significance of the fact that vb is reinforced indirectly; also the refinement of the definition of vb (224-226);
- In Chapter 10, Strengthening vb in the listener (268-273);
- All of Chapter 12 on the autoclitic, but I have not been able cover this material very thoroughly in recent years.
- And of course all of the later chapters (13 through 19) are especially interesting to me, but I have not been able to cover this material in my one semester course.

In commenting on things that I find particularly interesting I am quite aware that my own fascination with Skinner is partly related to my
high value on being able to interpret complex aspects of human and animal behavior using only the well-known concepts and principles of respondent and operant relations. People with a stronger focus on being able to generate new research or being able to develop their own theories probably do not get as much satisfaction as I do from Skinner's extension of existing research findings (mainly with animals) to all aspects of human behavior.

**Hixson:** Many behavior analysts who are teaching language to children with autism are using the concepts from Verbal Behavior. Could you comment on this development?

**Michael:** Now that many behavior analysts are faced with the practical problem of generating verbal behavior in children who have very little, Skinner's system of mutually exclusive and collectively exhaustive elementary relations has much to offer them. Otherwise they have to make up their own system, or use commonsense language terms that are shot through with cognitive implications and rationale.

**Hixson:** You have developed exams, objectives, and many instructional materials for the Verbal Behavior course. Will there be some method for instructors to obtain these materials?

**Michael:** After I finish three other writing projects, I will try to package the VB course materials. There are many details to work over, because the material will not be supplemented with any lecture--also material written for a class is not quite right for publication.

**Hixson:** Will you continue to teach Verbal Behavior in some way, such as through an online course or workshops?

**Michael:** I would like to offer a course on Skinner's Verbal Behavior in a distance learning or web based format. I could also do it as a series of workshops, or one of those kinds of classes taught in educational leadership programs where the students meet at a motel once every other weekend for enough weekends to make up a 3 credit college course. However, my courses here at WMU have had the course grade as a motivational variable and that may not work in other formats, and unless there is intense study of written material (namely Skinner's book) the amount of learning may not be worth the cost of enrolling in such a course.

**Hixson:** Skinner analyzed many literary conventions, such as the allegory and pun from a behavioral perspective in *Verbal Behavior*. He used one example from Shakespeare’s *Cymbeline* to illustrate the multiple control of a pun, and in your class you provided a more detailed analysis of the example. The line from *Cymbeline* is:

> Golden lads and girls all must,  
> As chimney-sweepers, come to dust.

Could you take us through a behavioral analysis as to why the statement, *come to dust* is entertaining for a person to read or hear?

**Michael:** The lines are from a dirge that is being said as a person is being prepared for burial. The dead person is Cloten, a powerful and rich and noble but bad person, who picked a fight with Guiderius who killed him. Guiderius and his brother Averigus (good guys) are saying something appropriate for the occasion, even if they did not like Cloten. Guiderius, states the first verse:

> Fear no more the heat o’ th’ sun  
> Nor the furious winter’s rages;  
> Thou thy worldly task has done,  
> Home art gone and ta’en thy wages.  
> Golden lads and girls all must,  
> As chimney-sweepers, come to dust.

Let us assume that a person is reading the play,
and that the reader is familiar with what has happened up to this point in the play. The critical phrase is "come to dust." As the reader makes the appropriate textual response (reads the line) the textual response is strengthened by the same variables that also strengthen "die", "expire", "end his days", etc. This is primarily a set of complex intraverbal relations, or if the play is actually being viewed there are tact sources for the critical phrase as well. In addition to the textual source and the main thematic source related to dying, the critical phrase is also strengthened by a secondary intraverbal relation with "chimney sweepers" who literally come to dust. Of course both of these relations are very weak for most of us, but the textual stimulus strongly evokes the response, and then the other sources of strength can be effective, even if they would not produce the critical response without the textual source. In addition to these two supplementary sources the echoic relation between "must" and "dust" will add further strength. Most readers do not read out loud, so it is not exactly an echoic relation, but has the same effect. Now there are three variables strengthening the critical response in addition to the textual "carrier" source. For some readers there is an intraverbal relation between "gold" and "dust" that may also contribute to the seeming appropriateness of the critical response. One might assume that "chimney sweepers" was brought in by Shakespeare solely to supply a humorous secondary relation, because there is nothing else going on relevant to chimney sweepers. But no, chimney sweepers (the lowest of the low in terms of job conditions and status) make a very nice contrast with golden lads and girls. Now, we must ask why feeling the effects of multiple controlling variables over one's own verbal behavior is esthetically satisfying or entertaining. That too can be given a completely behavioral interpretation, but let's stop at this point.
An Update on

*The Analysis of Verbal Behavior*

Sam Leigland, Ph.D., Editor

Gonzaga University

Volume 19 (2003) of *The Analysis of Verbal Behavior* is in final production, following closely upon the appearance of Volume 18 (2001/2002) a few months ago. Thus, the original schedule of publication of the journal is all but restored following the late appearances of Volumes 17 (an excellent volume edited by Hank Schlinger) and 18. As I write this (4/29/03), the best estimates are that there is a decent chance that Volume 19 may be available in time for the ABA meeting in May, but regrettably a somewhat greater chance that the appearance will miss ABA by a small interval.

The past few months have seen several changes for the journal (some of the following information appears in my Annual Report to the ABA Publications Board). In January I discovered that plans might be underway to find a new printing company for TAVB, and that a new and undetermined production schedule might come into play. During this time, I kept in contact with various authors and informed them that because of the changing situation the deadlines were now unclear but that we should keep working on the manuscripts, understanding that when I had the new production schedule we'd probably need to move quickly.

In March a new printing company had been acquired, but unfortunately this was followed closely by the resignation of Kathy Hill from her duties as Managing Editor of TAVB (her duties had increased in recent months as she had taken on the additional job of Business Manager for JABA). Thanks to a rapid search led by Maria Malott and the ABA staff, I’m happy to welcome our new Managing Editor, Kevin Hile, who was given a fast initiation to his new position (as was our new printing company) with the onslaught of Volume 19 manuscripts and materials.

Volume 19 (2003) emphasizes the complex aspects of verbal behavior. Included is a series of reviews of the recent book by Hayes, Barnes-Holmes, and Roche (Eds., 2001), *Relational Frame Theory: A Post-Skinnerian Account of Human Language and Cognition*. This is a most provocative and challenging book (one can tell this much from reading the title!), but it is a book that cannot be ignored by behavior analysts who recognize the critical importance of the field of verbal behavior. This is not the place for me to provide a review of the book, of course (during a most enjoyable sabbatical in Reno some years ago, Steve Hayes and I spent many hours in interesting discussion of RFT and related VB issues), but I will say that the book is an ambitious and interesting undertaking that deserves close and critical scrutiny by the behavior analytic audience. The prominent behavior analysts that have participated in this series of reviews are Dick Malott, Bill McIlvane, Grayson Osborne, Kurt Salzinger, and Joe Spradlin, and replies are proved by the book’s editors/coauthors, Steve Hayes, Dermot Barnes-Holmes, and Bryan Roche. A list of the contents of Volume 19 (2003) appears below.

As my 3-year term as editor of TAVB nears completion, the ABA Publications Board (Nancy Neef, Carol Pilgrim, and myself) are currently conducting a search for a new editor, and a list of excellent candidates has emerged from nominations coming in from a variety of sources. I will work closely with the new editor to provide whatever training and support that is needed, and to facilitate the continued timely appearance of the journal.
The Analysis of Verbal Behavior

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Sam Leigland, *Gonzaga University*. Editorial: Questions and Complexities

Reviews of Hayes, Barnes-Holmes, & Roche (Eds.) (2001): *Relational Frame Theory: A Post-Skinnerian Account of Human Language and Cognition*

Joseph E. Spradlin, *University of Kansas*. Alternative Theories of the Origin of Derived Stimulus Relations


J. Grayson Osborne and John Heath, *Utah State University*. Predicting Taxonomic and Thematic Relational Responding.

Carole Marion, Tricia Vause, Shayla Harapiak, Garry L. Martin, Dickie C. T. Yu, Gina Sakko and Kerri L. Walters, *University of Manitoba and St Amant Centre*. The Hierarchical Relationship Between Several Visual and Auditory Discriminations and Three Verbal Operants Among Individuals with Developmental Disabilities.


Applications of Skinner’s Verbal Behavior in the Public Schools
Caroline I. Magyar, Ph.D. &
Dennis Mozingo, Ph.D.
University of Rochester Medical Center

The Autism Spectrum Disorders Program
Skinner’s (1957) analysis of verbal behavior provides an effective and functional approach to
identifying and treating communication problems in children with autism spectrum
disorders (ASDs). This short paper describes the curriculum and methods used by the Autism
Spectrum Disorders (ASD) Program located in the University of Rochester’s School of
Medicine and Dentistry, Rochester, New York, in its treatment of children with ASDs
participating in their community schools.

The Autism Spectrum Disorders Program is a
multifaceted program providing service, education, and research in the area of ASDs. The service component of the program provides behavioral and educational consultation, inservice and preservice training to educational personnel and families, and technical assistance to districts and agencies relating to the education of children with ASDs. The program’s intervention model is broadly based on the principles of learning including Skinner’s analysis of verbal behavior (Skinner, 1957).

The Verbal Behavior Curriculum
The verbal behavior curriculum used by the program is a scripted curriculum designed
according to Skinner’s elementary operants. It is implemented to train listener and speaker
repertoires, including speaker as own listener and textual repertoires. Instructional methods
focus on training function while shaping form.

Prior to training, an analysis of the students’
verbal community is completed to determine the
forms the verbal operants will take and what
training will need to be provided to family
members and educational personnel to support

the establishment and maintenance of the
student’s acquired verbal repertoires. Methods
for training student verbal behavior consist of
discrete trial teaching and other discrimination
training procedures, and naturalistic training
methods (e.g., mand model; Laski, Charlop, &
Schreibman, 1988; time delay, Charlop,
Schreibman, & Thibodeau, 1985; and visual
cueing, Matson, Sevin, Box, Francis, & Sevin,
1993; incidental teaching, Hart & Risley, 1975)
for generalization of acquired skills. Significant
others are trained to set up the environment so
that the student is cued to emit the contextually
relevant verbal behavior. In initial phases of
student learning, the significant other will
systemically manipulate discriminative stimuli
and establishing operations to maximize learning
opportunities (e.g., placing an object within sight
but out of reach; verbal model). Subsequently,
discriminative stimuli may be presented
textually (i.e., in graphic or written form) and the
student is taught ‘verbal scripts’. These
scripts are developed for the purposes of
establishing listener-speaker repertoires that
focus on social communication skills (e.g.,
greeting others, asking a friend about his/her
new teacher etc) and for establishing speaker as
own listener and reader-writer (i.e., textual)
repertoires that allow for the student to develop
self-control over his/her own verbal/non-verbal
behavior (e.g., self-instruction, self-
management, problem-solving, coping).

The curriculum can be implemented sequentially
or simultaneously depending on the student’s
ability and rate of learning (Twyman, 1997).
Beginning training generally focuses on
establishing three of the elementary operants
(i.e., mands, tacts, echosics) with a heavy
emphasis on mand training. As the student’s
verbal behavior begins to come under the control
of the extant verbal community (multiply
controlled mands and tacts), he/she progresses to
continued training in the abovementioned
elementary operants in addition to beginning
training on intraverbal behavior, and advanced
training on developing speaker as own listener and reader-writer repertoires.

**Assessment of Verbal Behavior for Public School Students**

Our work in public school settings includes a variety of language assessment methods based on student challenges and educational expectations. We receive referrals on students with a variety of needs, including specific performance concerns in one or more school settings or subject areas, or to assess and intervene upon problem behavior. More typically, referrals are made for assessment of overall educational need and design of comprehensive educational programs, or early intensive behavioral intervention (EIBI). A verbal behavior assessment is required for each type of referral, with an objective of identifying verbal deficits related to the student’s presenting problem and educational needs, and gaining a functional understanding of the student’s existing verbal repertoire. In addition, the assessment yields information related to topography of a student’s verbal behavior (e.g., vocal, picture, manual signing), important in design of the educational program. For each referral type, verbal behavior assessment procedures include: direct observation of the child in their natural environments (classroom and home), direct observation under specific conditions arranged in assessment/teaching trials where students are presented opportunities to respond with various types of verbal behavior, and parent and/or teacher interview. Direct observation procedures used in each referral situation are briefly described. Note that each assessment procedure reported may be used in each referral situation relative to student need, and existing verbal skills repertoire, and that assessment of verbal behavior is on-going with all students (conducted via objective measurement in student teaching programs).

Very young children (ages 1.5 to 5 years) are often referred to the ASD Program for comprehensive early intervention or preschool services. Such children typically have limited verbal behavior repertoires and may show relative areas of strength and skill deficits that can be addressed via EIBI. Our objective is to quickly determine student strengths and deficits and develop and implement an educational curriculum, including verbal behavior objectives. We use one of two approaches in initial direct assessment of language in such cases. First, for children who present little or no verbal responding (e.g., some babbling or stereotypic vocalizations, and minimal gesturing, problem behavior with a possible communicative function) in initial naturalistic observations, the verbal behavior curriculum described above is used with pre-testing in several early learning programs, including matching, manding, echoic responding, and other imitation. For children who initially present more verbal strengths in a mixed verbal repertoire, the Behavioral Language Assessment (Sundberg and Partington, 1998; pp. 15-46) may be used, allowing a ready assessment or “brief overview” of a student’s verbal behavior across twelve areas (cooperation, mands, motor imitation, vocal play, echoic, match to sample, receptive, tacts, receptive by feature, function and class; intraverbal, letters and numbers, and social interaction). Students with ASDs referred for specific performance concerns may receive services in regular education, special education (including ABA model classrooms) or some combination of educational models. Direct observation assessment methods will vary based on the individual performance concern. To assess a student’s general classroom performance across several domains, including verbal behavior, we often use the Kindergarten Survival Skills Checklist (Vincent, Salisbury, Walter, Brown, Gruenwald, & Powers, 1980). This tool allows teachers and behavior analysts to pinpoint (in rating scale fashion) areas for more direct assessment and highlights skill deficits that may be important in designing verbal behavior interventions. For example, a weak score on the item “secures teacher attention appropriately” suggests the student
may be ineffective in requesting help with assigned seat work, while a weak score on the item “restates rules or directions when asked” points to poor receptive language skills which may be relevant in many areas of classroom performance.

We frequently use the Teacher and Parent Skillstreaming Checklists (McGinnis & Goldstein, 1990, 1997), for more comprehensive assessment of student social skills, and more advanced verbal skills. The checklist assesses social, verbal repertoires across many stimulus conditions, including sophisticated manding (e.g., requesting to join a group), tacting (labeling emotional responses), and intraverbal skills (convosational behavior), and reveals specific training needs with corresponding behaviorally based teaching guidelines. Finally, with students with ASDs, antecedent rules are often very effective (with an emerging body of empirical support, e.g., Theimann & Goldstein, 2001) when intervening upon classroom and social behaviors. Thus, an assessment of student rule following (i.e., rule governed behavior) with textually presented (written word or picture) rules is conducted.

Students referred due to problem behavior, receive an assessment of verbal behavior as part of a broader functional analysis of target behaviors. Several questions are addressed as part of direct student observation, which may include arrangement of classroom behavioral contingencies (in analogue fashion) to determine the communicative function of a student’s challenging behavior. Data related to establishing operations, and antecedent and consequence events will point to the communicative function of the problem behavior and alternative verbal responses to be targeted as part of an intervention. Functional skills assessment is also conducted to identify student strengths that may be important for design of verbal behavior based interventions.

**Conclusion**

Quality education for students with autism spectrum disorders requires a systematic approach to developing relevant skills in both student and the educational personnel and families who support them. A comprehensive behavioral approach should include the assessment and treatment of student verbal behavior and be used in conjunction with other well-established methods for developing functional skill repertoires across all areas of development.

**References**


Thiemann, K.S. & Goldstein, H. (2001). Social stories, written text cues, and video feedback: Effects on...


Redrawing the Verbal/Nonverbal Distinction: A Critique of Relational Frame Theory

Ted Schoneberger, M.S.
Stanislaus County Office of Education and California State University, Stanislaus

Relational Frame Theory (RFT) has been offered as an alternative to the traditional behavior-analytic approach to verbal behavior. Most notably, proponents of RFT have argued for a redrawing of the verbal/nonverbal distinction. Skinner (1957) defined “verbal behavior” as “behavior reinforced through the mediation of other persons” (p. 2) in which such reinforcement delivery has been “conditioned precisely in order to reinforce the behavior of the speaker” (p. 225). In place of Skinner’s definition, RFT offers the following: “When a speaker frames events relationally and produces sequences of stimuli as a result, the speaker is engaging in verbal behavior” (Hayes, Fox, Gifford, Wilson, Barnes-Holmes, & Healy, 2001, p. 43).

What it means for a speaker to “frame events relationally” is a complex issue and beyond the scope of this short paper (for a detailed discussion, see Hayes, Barnes-Holmes & Roche, 2001). However, RFT’s definition of “verbal behavior,” and how that definition can be distinguished from Skinner’s, can be explained by considering examples of each offered by RFT proponents. Suppose a caregiver names a person (“This is Fred”) in the presence of a child and then reinforces the child when he looks at that person. Suppose at another time a caregiver asks the name of a person (“Who is this?”) in the presence of a child and then models the naming response and reinforces it when exhibited by the child. After a sufficient history of such multiple-exemplar training, a child may be told, in the presence of a person, “This is Sam” and then later when asked “Who is this?” be able to answer correctly in the absence of further training.
According to RFT, being able to correctly answer “Sam” as a product of multiple exemplar training—but without being explicitly trained to so answer—is verbal behavior (specifically, a “verbal tact”). However, identifying Fred as a result of explicit reinforcement for doing so is nonverbal (specifically, a “nonverbal tact”). In a similar manner, Skinner’s other verbal operants are also classified as nonverbal by RFT (Barnes-Holmes, Barnes-Holmes, & Cullinan, 2000).

RFT supporters have given a number of reasons for offering their alternative definition of verbal behavior. They argue that Skinner’s definition is “not functional” and “too broad” (Hayes, Blackledge, and Barnes-Holmes, 2001, pp. 12-13). Further, they argue that it fails to distinguish verbal behavior “from virtually all other forms of social behavior” and fails to capture the “symbolic or referential quality” frequently attributed to language (Barnes-Holmes, Barnes-Holmes, & Cullinan, 2000, p. 70). The purpose of this paper is not to counter RFT’s critique of Skinner’s definition of verbal behavior (for those interested in that effort, see Leigland, 1997). Rather, a brief critique of RFT’s alternative definition of verbal behavior shall be presented.

In the early stages of language learning, the learner learns the names of unitary objects/events in her environment (table, chair, car, etc). However, as language acquisition progresses, the learner also learns the names for abstract concepts “for which there is no corresponding unitary object or event” (Harzem, 1986, p. 49). Examples of such concepts include “working,” “making love,” and “child rearing.” Unlike unitary concepts such as “table” and “chair,” these concepts are “behavioral phenomena that never occur in unitary, continuous sequences” (p. 49). For example, consider Harzem’s analysis of the concept “child rearing”:

Reading aloud a story, changing diapers, hugging, saying “go to bed,” purchasing a bicycle, and hiding Christmas presents under a bed are not individually “child rearing” although they may go together to constitute child rearing. No one who repeatedly performs only one of the acts listed above and none of the others, would be said to be engaged in child rearing (Harzem, 1986, p. 50).

On the other hand, any given object correctly subsumed under the concept of “chair” is, indeed, a chair.

Harzem’s distinction between the two types of concepts provides an important conceptual-analytic tool for critically appraising RFT’s redefinition of verbal behavior. However, before using it to evaluate RFT’s revision of the verbal/nonverbal distinction, I shall first offer some supplementary interpretations of that distinction.

For Harzem, no performance of one of the acts of child rearing (e.g., changing diapers, buying a bicycle) is, by itself, child rearing. But how can we square this with the obvious fact that if a person is changing diapers (or telling a child “go to bed,” etc) then, in the appropriate contexts, these are clearly instances of child rearing? One way of resolving this apparent conflict is to recognize that the term “child rearing” can be used to refer to instances of child rearing as well as to the term in toto. Clearly, Harzem is correct if he is interpreted as saying that no instance of child rearing can be equated with child rearing in toto.

Arguably, “behaving verbally” is a concept like “child rearing.” There are any number of disparate component actions (e.g., naming, asking for, promising) which, when performed, are all instances of behaving verbally. But none
of these components, by itself, constitutes behaving verbally in toto. RFT proposes to offer a naturalistic account of the actual practices of the verbal community. However, if my foregoing analysis is correct, then RFT is in error when it categorizes explicitly-trained verbal operants as “nonverbal”--because such categorization is at odds with those practices. In short, the verbal community does not require that a tact (or mand, etc.) be an instance of “framing events relationally” to categorize it as verbal behavior.

RFT appears to have confused behaving verbally with being a competent member of a verbal community. It is probably true that an adult will not be judged a competent speaker by his verbal community if he cannot frame events relationally. Such an ability may perhaps even serve as a criterion for judging someone a competent speaker. But this does not mean that other, less complex instances of speech (e.g., elementary tacts and mands) are not also verbal behavior. Consider the following analogy. A jazz musician must be able to improvise to qualify as a member of community of jazz musicians. However, when he plays the melody as part of his performance, he has not stopped playing jazz (only to resume when he begins improvising again). While the ability to improvise may serve as a criterion for being a jazz musician, playing the melody is also playing jazz. Elementary tacting and manding, while perhaps not suitable criteria for considering someone a competent member of a verbal community, are nonetheless still examples of behaving verbally.

References


Required Readings for Those Interested in Verbal Behavior
Sam Leigland, Ph.D.
Gonzaga University

On my desk is a pile of books that, in my own humble opinion, constitute a sort of library of writings and research related to the functional analysis of verbal behavior. I say “related” in the sense that these books are all written in the behavior-analytic systematic perspective, or are compatible with radical behaviorism and behavior analysis, although they may have no direct connection with Skinner’s (1957) Verbal Behavior.

This brief list of books is not intended to be controversial, although it probably will be (I can imagine the VB listserv discussion). A few brief comments accompany each entry.

Suggested Readings


Hayes, S. C., Barnes-Holmes, D., & Roche, Bryan (Eds.) (2001). *Relational Frame Theory: A Post-Skinnerian Account of Human Language and Cognition*. New York: Kluwer Academic/Plenum. (A must-read...Don’t dislike it until (a) you’ve read it very carefully, and (b) can answer their various challenges with clarity and detail.)

Moerk, E. L. (1992). *A first language taught and learned*. Baltimore: Brookes. (A thing of beauty...The painstaking reanalysis of Roger Brown’s developmental data that led psycholinguist Ernst Moerk to the functional analysis of verbal behavior...He took a more eclectic approach when this book was written, but look at the data!...& you can see where he’s going; this stuff is GREAT.)

Owens, J. L. (Ed.) (1997). *Context and communication behavior*. Reno, NV: Context Press. (A book of edited papers by authors from the fields of communication...A unifying theme is a contextualistic approach to verbal interactions...Not the experimental analysis of behavior, certainly, but essentially compatible with a functional analysis of verbal behavior, and it also shows that we are not the only people who think this way about “language,” text, and discourse...Jim Owen, the editor, was a long-time friend and colleague of Willard Day, and remains associated with the Psychology Department at the University of Nevada, Reno [Steve & Linda Hayes, et al.])

Sidman, M. (1994). *Equivalence relations and behavior: A research story*. Boston: Authors Cooperative. (An epic...A great story of some beautiful research unquestionably important to verbal behavior.)

MARK YOUR CALENDARS!

The Annual Business Meeting for the Verbal Behavior Special Interest Group will be held at the 29th Annual Meeting of the Association for Behavior Analysis in San Francisco.

The Meeting will be held Sunday May 25th
7:00 PM to 7:50 PM
Salon 10
San Francisco Marriott
Come One, Come All: Verbal Behavior Events at ABA 2003 (San Francisco)
Michael D. Hixson, Ph.D.
Central Michigan University

# 16 Paper Session (available for CE for behavior analysts)
5/24/2003 1:00 PM - 2:20 PM Salon 14/15 AUT
Early and Effective Intensive Behavioral Intervention for Children with Autism
Chair: Kimberly Wood (Applied Behavior Consultants, Inc.)

# 18 Paper Session (available for CE for behavior analysts)
5/24/2003 1:00 PM - 2:20 PM Salon 8 AUT
Enhancing the Social Competence of Children with Autism
Chair: John McEachin (Autism Partnership)
Requesting for Social Reinforcers and the Frequency of Corollary Social Behaviors in Children with Autism.
(VRB; Databased Presentation). BARBARA METZGER (Applied Behavior Analysis Center of North Carolina)

# 21 International Paper Session
5/24/2003 1:00 PM - 2:20 PM Salon 6 DEV
Issues in Human Development and Gerontology
Chair: Marguerite L. Hoerger (University of Wales, Bangor)
Description of a Multidimensional Observational System for the Analysis of Mother Child Sociolinguistic Interactions (VRB). EMILIO RIBES-INESTA and Carmen Quintana (University of Guadalajara)

# 22 Symposium (available for CE for behavior analysts)
5/24/2003 1:00 PM - 2:20 PM PacificSuite H VRB/AUT
Methods for Teaching Intraverbal Behavior to Children (Databased Presentation)
Chair: Anna I. Petursdottir (Western Michigan University) Discussant: David C. Palmer (Smith College)
The Effects of Multiple-Tact and Receptive-Discrimination Training on the Acquisition of Intraverbals. CAIO F. MIGUEL, Anna I. Petursdottir and James E. Carr (Western Michigan University)
Teaching Intraverbal Skills to Children with Autism. GLADYS WILLIAMS and Anna Beatriz Muller Queiroz (Applied Behavioral Consultant Services, NY) and Jeanne Romeo (David Gregory School, NJ)
Using Textual Stimuli to Teach Vocal-Intraverbal Behaviors. MARK L. SUNDBERG and Lisa Hale (Behavior Analysts, Inc./STARS school)

# 28 International Symposium
5/24/2003 1:00 PM - 2:20 PM Sierra Suite H VRB
Transformation of Function and the Reinforcer: Data from Basic and Applied Research
Chair: Robert Whelan (National University of Ireland, Maynooth)
Establishing Consequential Functions for a Linear Ranking String of Arbitrary Stimuli. ROBERT WHELAN and Dermot Barnes-Holmes (National University of Ireland, Maynooth)
Manding and Derived Transformation of Function in Children with Autistic Spectrum Disorder. CAROL MURPHY-BALL, Dermot Barnes-Holmes and Yvonne Barnes-Holmes (National University of Ireland, Maynooth)
The Effects of Multiple Exemplar Instruction on the Transfer of Mand and Tact Functions of Autoclitics of Specification. ROBIN NUZZOLA-GOMEZ (CABAS Schools) and R. Douglas Greer (Columbia University Teachers College)

# 40 International Paper Session
5/24/2003 2:30 PM - 3:20 PM Pacific Suite H VRB
Research Based on Skinner's Analysis of Verbal Behavior
Chair: Steven Ward (Behavior Analysts, Inc.)
The Effects of Automatic Reinforcement on the Development of an Echoic Repertoire (AUT; Databased Presentation). STEVEN WARD, James Partington and Teresa Grimes (Behavior Analysts, Inc.) and Pamela G. Osnes (University of South Florida)
Effects of Mand-Tact versus Tact-Only Training (Databased Presentation). ERIK ARNTZEN (Akershus University College) and Inger Karin Almås (Bleiker Treatmente Centre)

# 53 International Symposium
5/24/2003 2:30 PM - 3:50 PM Sierra Suite H VRB/EDC
Stimulus Equivalence and Reading (Databased Presentation)
Chair: Joanne Keaveney (National University of Ireland, Maynooth)

# 55 Symposium (available for CE for behavior analysts)
5/24/2003 2:30 PM - 3:50 PM Salon 8 AUT/VRB
The Effects of Manipulating Establishing Operations on Increasing the Social Language Skills of Children with Autism (Databased Presentation)
Chair: Jennifer McComas (University of Minnesota) Discussant: Mark Sundberg (Behavior Analysts, Inc.)
Contriving Establishing Operations in the Context of Daily Schedules to Promote Initiations in Children with Autism. BRIDGET A. TAYLOR (Alpine Learning Group), Hannah Hoch (The Graduate Center, City University of New York), and Carrie Hughes, Katie
Nicholson, Chris Santoro and Liz MacFadyen (Alpine Learning Group)
**Manipulating Establishing Operations to Promote Initiations Toward Peers in Children with Autism.**
Bridget A. Taylor and BARBARA POTTER (Alpine Learning Group), Hannah Hoch (The Graduate Center, City University of New York), and Danielle Spinnato, Angela Rodriguez, Deirdre Moon and Kim Vargo (Alpine Learning Group)
**Manipulating Establishing Operations within the Context of Discrete Trial Training to Teach a Child with PDD-NOS to Mand for Information.** BOBBI KAEPPLER and Amy Sucharzewski (Bancroft NeuroHealth)

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# 60 Symposium
5/24/2003 2:30 PM - 3:50 PM Pacific Suite C TPC/VRB
**What Is Verbal Behavior?**
Chair: Jonathan Tarbox (University of Nevada, Reno)
Discussant: Charles A. Lyons (Eastern Oregon University)
**Is Skinner’s Distinction Between Verbal and Nonverbal Behavior Useful?** JONATHAN J. TARBOX and Linda J. Hayes (University of Nevada, Reno)
**On the Relation Between Skinner’s Verbal Behavior and Relational Frame Theory.** NICHOLAS M. BERENS and Steven C. Hayes (University of Nevada, Reno)
**The Perils of Incomplete System Building.** LINDA J. HAYES (University of Nevada, Reno)

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# 67 Paper Session
5/24/2003 3:30 PM - 4:20 PM Pacific Suite H VRB
**Further Issuers in Verbal Behavior**
Chair: Sam Leigland (Gonzaga University)
**Response Classes, Time Allocation and Verbal Behavior (EAB).** SAM LEIGLAND (Gonzaga University)
**An Investigation into the Interactions Between Schedule Performance and Verbal Behavior Concerning that Performance (EAB; Databased Presentation).** FRANK HAMMONDS (Troy St. University)

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# 81 Symposium
5/24/2003 4:00 PM - 5:20 PM Sierra Suite H VRB
**Increasing the Verbal Repertoires of Young Children with Autism (Databased Presentation).** Chair: Diane Taranto (CHIP)
**The Acquisition of Textual Behavior Using Textual Stimuli of Preferred Objects versus Common Words.** DIANE TARANTO, Tommy Gianoumis and Alexandra Couet (CHIP)
**Receptive Training to Facilitate the Acquisition of Intraverbal Behavior.** TOMMY GIANOUMIS and Diane Taranto (CHIP)
**Effects of Stimulus-Stimulus Pairing Procedures on the Acquisition of a Manding Repertoire and Vocalizations.** KATIA CONSTANTINIDES, Diane Taranto and Tommy Gianoumis (CHIP)

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# 86 International Symposium
5/24/2003 4:00 PM - 5:20 PM Nob Hill D EDC/VRB
**Relational Frame Theory: Implications for Educational Instruction and Research (Databased Presentation).** Chair: Yvonne Barnes-Holmes (National University of Ireland, Maynooth)
**Implications of Relational Frame Theory for Early Intensive Behavior Interventions for Children Diagnosed with Autistic Spectrum Disorder.** JOHN McELWEE (New Hope of Pennsylvania)
**Enhancing Curriculum Design Through Relational Framing.** RICHARD LAITINEN (Tucci Learning Solutions Inc.)

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# 95 Invited Event (available for CE for behavior analysts)
5/24/2003 4:30 PM - 5:20 PM Pacific Suite H VRB
**In Search of King Solomon's Ring: Studies on the Cognitive and Communicative Abilities of Grey Parrots (Databased Presentation).** Chair: Jack Michael (Western Michigan University)
IRENE PEPPERBERG (MIT School of Architecture and Planning)

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# 100 International Poster Session
5/24/2003 5:30 PM - 7:00 PM Golden Gate A EAB
**General Rule Formulations and Matching Performances in Mexican College Students (VRB).** ROSALINDA ARROYO, Maria Luisa Cepeda, Patricia Planarte, Diana Moreno, Olivia Tena and Hortensia Hickman (Universidad Nacional Autonoma de Mexico)
# 103 Poster Session
5/24/2003 5:30 PM - 7:00 PM Golden Gate A TPC
Error Pattern Recognition: Artificial Neural Network Analysis of Transformation of Functions (VRB; Databased Presentation). ELEAZAR VASQUEZ III, Chris Ninness, Robin Rumph, Glen McCuller, Carol Harrison and Bradfield Anna (Stephen F. Austin State University) and Sharon K. Ninness (Nacogdoches ISD)

# 146 International Symposium
5/25/2003 9:00 AM - 10:20 AM Pacific Suite H VRB
Autoclitics, Grammar and Analogical Reasoning: Developmental Issues (Databased Presentation)
Chair: Joanne Keaveney (National University of Ireland, Maynooth)
Discussant: Carmel Staunton (National University of Ireland, Maynooth)
Derived Grammar Responses as a Function of a Multiple Exemplar Instructional History. Dolleen-Day Keohane, SUSAN MARIANO-LAPIDUS and R. Douglas Greer (Columbia University Teachers College)
Analogue Reasoning and Relating Relational Frames: Can Young Children Reason Analogically? Dermot Barnes-Holmes (National University of Ireland, Maynooth), Ian Stewart (National University of Ireland, Galway), Yvonne Barnes-Holmes (National University of Ireland, Maynooth) and PAUL M. SMEETS (Leiden University, Holland)
The Effects of Multiple Exemplar Instruction on Derivation of Autoclitic Functions and Classes. JEANNE M. SPECKMAN and R. Douglas Greer (Columbia University Teachers College)

# 183 International Symposium
Relational Responding, Observational Learning and Generalisation
Chair: Jennifer O'Connor (Dublin CABAS School & National University Ireland, Maynooth)
The Effects of Levels of Verbal Behavior on the Emergence of Stimulus Equivalence Relations in Young Children with Autism Diagnoses. JENNIFER O'CONNOR, Dermot Barnes-Holmes and Yvonne Barnes-Holmes (National University of Ireland, Maynooth)
Is Transformation of Stimulus Function Across Match, Point, Tact and Intraverbal Responses for Children with Autism a Function of Multiple Exemplar Instructional Histories? R. Douglas Greer, CELESTINA RIVERA, Mapy Chavez-Brown and Lauren Stolfi (Columbia University)
Observational Learning of Relational Frames. CLAIRE EAGAN and Olive Healy (Cork CABAS School)
The Contribution of Stimulus Class Formation to Generalisation and Stimulus Control Transfer. OLIVE HEALY (Cork CABAS School) and Geraldine Leader (National University of Ireland, Galway)

# 190 Special Event
5/25/2003 11:00 AM - 11:50 AM Salon 9 VRB
2003 Tutorial - The Multiple Control of Verbal Behavior
Chair: Bruce Hesse (California State University, Stanislaus)
JACK MICHAEL (Western Michigan University)

# 196 Poster Session
5/25/2003 12:00 PM - 1:30 PM Golden Gate A AUT
Increasing Speaker Volume of Children with Autism Through the Use of Visual and Auditory Response Prompts (VRB). R. Douglas Greer, SCOTT RODERICK and Ananya Goswamy (Columbia University Teachers College)

# 198 International Poster Session
5/25/2003 12:00 PM - 1:30 PM Golden Gate A DDA
Comparison of Two Methods to Teach Auditory-Auditory Identity Matching to Persons with Developmental Disabilities (VRB; Databased Presentation). TRACEY SEWELL, Aynsley Verbeke, Garry Martin, Sara Spevack, Dickie Yu, and Carole Marion (University of Manitoba)

# 199 International Poster Session
5/25/2003 12:00 PM - 1:30 PM Golden Gate A DEV
Comparison of Mother-Child Linguistic Interaction Patterns Using a Multidimensional Observation System (VRB; Databased Presentation). EMILIO RIBES-ESTA and Carmen Quintana (University of Guadalajara)

# 200 International Poster Session
5/25/2003 12:00 PM - 1:30 PM Golden Gate A EAB
Differential Reinforcement of Sequential Response in Humans (VRB; Databased Presentation), KANAME MOCHIZUKI (National Institute of Multimedia Education) and Masaya Sato
Effects of Rule-Governed Analogs of Positive Reinforcement and Negative Reinforcement Contingencies on Rule-Following (VRB; Databased Presentation). HORACIO ROMAN, Julianne Gallinat and Thomas E. Boyce (University of Nevada, Reno)

# 224 Symposium (available for CE for behavior analysts)
5/25/2003 1:30 PM - 2:50 PM Salon 1 EAB/VRB
The Role of Protocol Analysis in Verbal Behavior Research: Data-Based Demonstrations (Databased Presentation)
Chair: Sebastien Bosch (Center for Autism and Related Disorders)
Discussant: Dave Palmer (Smith College)

Using Protocol Analysis to Examine Verbal Behavior of Experts versus Novices in Interpreting Functional Analysis Data. ROBERT WALLANDER and Jon S. Bailey (Florida State University)

Using Protocol Analysis in Behavior Analysis- Two Methods to the Madness. MATTHEW NORMAND (Center for Autism and Related Disorders)

Addressing Protocol Analysis Criticisms Through Data: the “Silent Dog” Strategy. FRANCISCO CABELLO (Universidad de La Rioja), Dermot Barnes-Holmes (National University of Ireland, Maynooth), Carmen Luciano (Universidad de Almeria)

# 225 Symposium (available for CE for behavior analysts)
5/25/2003 1:30 PM - 2:50 PM Pacific Suite H VRB/AUT

The Verbal Behavior Approach to Language Training: Refinements in the Procedures
Chair: Mary Ann Powers (Behavior Analysts, Inc.)
Discussant: Vince Carbone (Private Practice)

Starting a Verbal Behavior Program. MARK L. SUNDBERG and Rikki Opheikens (Behavior Analysts, Inc.) and Carl T. Sundberg (Little Star School)

Establishing a Daily In-Home or School Early Language Curriculum. RIKKI OPHEIKENS, Mark L. Sundberg, Debbie Ramirez, Agata Rozga and Judah Axe (Behavior Analysts, Inc.)

Moving on to Complex Tacts, RFFC and Intraverbal Training. LISA HALE, Mark L. Sundberg, Kathleen Kelly and Kristen Burton (Behavior Analysts, Inc.)

# 227 Paper Session
5/25/2003 2:30 PM - 2:50 PM Pacific Suite C TPC/VRB

Rorty on Truth: Making the Traditional Anti-pragmatist Critique Irrelevant
Chair: Ted Schoneberger (Stanislaus County Office of Education)
TED SCHONEBERGER (Stanislaus County Office of Education)

# 241 International Symposium
5/25/2003 3:00 PM - 4:20 PM Salon 3 CBM/VRB

Clinical Implications of Relational Frame Theory: ACT, REBT and Cognitive Therapy (Databased Presentation)
Chair: Yvonne Barnes-Holmes (National University of Ireland, Maynooth)
Discussant: Kelly G. Wilson (University of Mississippi)

A Relational Frame Theory Account of Rational Emotive Behavior Therapy. DANIEL J. MORAN (Valparaiso University)

Can Relational Frame Theory Account for Cognitive Disputing Techniques? HANK ROBB (Pacific Institute for Rational Emotive Behavior Therapy)

An Empirical Investigation of Acceptance and Control Strategies in Dealing with Self-Evaluations. MICHELLE CRAIG, Yvonne Barnes-Holmes and Dermot Barnes-Holmes (National University of Ireland, Maynooth)

# 247 International Symposium
5/25/2003 3:00 PM - 4:20 PM Salon 1 EAB/VRB

Incoherence in Stimulus Networks: Some Applied Implications
Chair: Serafin Gomez (University of Almeria)
Discussant: Carol Pilgrim (University of North Carolina Wilmington)

Reversing Baseline Relations with Multiple Stimulus Relations. NICHOLAS BERENS, Mathew Aguilar, Steven C. Hayes and Linda J. Hayes (University of Nevada, Reno)

Reversing Derived Stimulus Relations: Searching for the Controlling Variables. PAUL SMEETS (University of Leiden) and Dermot Barnes-Holmes and Yvonne Barnes-Holmes (National University of Ireland, Maynooth)

Coherent and Incoherent Training of Equivalence Classes and Its Effects on the Relational Context. María José Garro and SERAFÍN GÓMEZ (University of Almeria), Dermot Barnes-Holmes (National University of Ireland, Maynooth) and Maria del Mar Lozano (University of Almeria)

# 253 Symposium
5/25/2003 3:00 PM - 4:20 PM Pacific Suite H VRB

The Role of Joint Control in Verbal Behavior: Explanation, Application and Replication (Databased Presentation)
Chair: Julie S. Vargas (West Virginia University)
Discussant: Julie S. Vargas (West Virginia University)

Meaning, Expression and Comprehension. BARRY LOWENKRON (California State University, Los Angeles)

The Role of Joint Control in Selection Responses in Children with Autism. JOYCE TU (West Virginia University)

Coding Responses and the Generalization of Matching to Sample in Children: A Direct Replication. DAVID SIDENER (Western Michigan University)

# 264 International Poster Session
5/25/2003 5:30 PM - 7:00 PM Golden Gate A AUT

Mastery of Component Skills in Reading Fluency for Children with Autism (VRB; Databased Presentation).

TRACI CIHON and Guy Bedient (Special School District of St. Louis County)

Component Frequencies and Composite Performance of a Basic Learning Skill by Children Diagnosed with Autistic Spectrum Disorder (VRB; Databased Presentation)
247 Poster Session
5/25/2003 5:30 PM - 7:00 PM Golden Gate A DDA
Self-Management of Initiations to Peers by a School Age Student with a Developmental Disability: A Case Study (VRB; Databased Presentation). BOBBY NEWMAN (Room to Grow), Brenda Haga

268 Poster Session
5/25/2003 5:30 PM - 7:00 PM Golden Gate A EAB
Self-Editing Behavior in Real-Time Computer-Based Writing: An Exploratory Analysis (VRB). L. KIMBERLY EPTING and Lewis Barker (Auburn University)

309 International Symposium
5/26/2003 9:00 AM - 10:20 AM Pacific Suite H VRB/EAB
Derived Stimulus Relations Research with Higher Cognitive Processes (Databased Presentation) Chair: Louise McHugh (National University of Ireland, Maynooth)
Transfer and Transformation of Discriminative Functions Related to Control-Expectancies and Evaluations of Task-Difficulty in Adult Subjects. J.C. Visdomine, Marie Carmen Luciano, SONSOLES VALDIVIA-SALAS , Jose Ortega, Marisa Paez-Blarrina and Miguel Rodriguez-Valverde (University of Almeria)
Knowing when a Belief Is Just a Belief. Louise McHugh, Yvonne Barnes-Holmes, Dermot Barnes-Holmes and SINEAD SMYTH (National University of Ireland, Maynooth)
Relational Frame Theory and Conceptual Self: Clinical Implications. RHONDA MERWIN, Kelly Wilson, Catherine Adams
Derived Relational Responding of Metaphor as a Function of a Multiple Exemplar Instructional History. DOLLEEN KEOHANE, Katherine Meincke, Heather Gifaldi and R. Douglas Greer (Columbia University Teachers College)

321 International Symposium
5/26/2003 9:00 AM - 10:20 AM Salon 1 EAB/VRB
The Transformation of Stimulus Functions and Multiple Stimulus Relations: New Empirical Advances (Databased Presentation) Chair: Ruth Anne Rehfeldt (Southern Illinois University)

320 Panel Discussion (available for CE for behavior analysts)
5/26/2003 10:30 AM - 11:20 AM Salon 1 EAB/VRB
Application of Protocol Analysis in Verbal Behavior Research: Theoretical and Practical Issues Examined Chair: Jon S. Bailey (Florida State University)

347 Symposium (available for CE for behavior analysts)
5/26/2003 10:30 AM - 11:50 AM Pacific Suite H VRB
Research Related to Skinner's Analysis of Verbal Behavior with Children with Autism (Databased Presentation) Chair: Vincent J. Carbone (Private Practice)
The Use of Sign Language to Increase Vocal Responding of a Child with Autism. JULIE DIXON, Lisa Lewis, Rose Louden, Susan Quinn and Vincent J. Carbone (Private Practice)
Improving Vocal Verbal Behavior via Tutor Modeled Successive Approximations. TAMARA KASPER and Jennifer Godwin (Private Practice)
Using Probe Data Recording Methods to Assess Learner Acquisition of Skills. PAMELA DOLLINS and Vincent J. Carbone (Private Practice)
Using Joint Control Procedures to Teach Complex Listener Behavior to a Child with Autism. VINCENT J. CARBONE, Lisa Lewis, Rose Louden and Susan Quinn (Private Practice)

357 International Poster Session
5/26/2003 12:00 PM - 1:30 PM Golden Gate A AUT
Do Group Level Patterns of Speech Sound Development Apply to the Individual with Autism? (VRB; Databased Presentation) LISA TULLY (UCSD Autism Research Laboratory) and Joseph McCleery, L. Robert Slevec and Laura Schreibman (University of California, San Diego)
Utilizing Oral Motor Therapy Techniques with Adolescents with Autism to Improve Speech
Intelligibility (VRB). ANGELA MEZZOMO and Amy Bergen (Eden II Programs) 
Replacing Palilalia with Appropriate Verbal Behavior (VRB; Databased Presentation). LEILA FARSHCHIAN and Douglas R. Greer (Columbia University Teachers College) 

# 361 International Poster Session 
5/26/2003 12:00 PM - 1:30 PM Golden Gate A EAB 
Differential Sensitivity of Rule-Governed Behavior to Scheduled Contingencies (VRB; Databased Presentation). YUKA KOREMURA, Jesus Rosales-Ruiz and Richard Lynn Anderson (University of North Texas) 

# 363 Poster Session 
5/26/2003 12:00 PM - 1:30 PM Golden Gate A VRB 
The Verbal Behavior Network: A State-Wide Initiative to Disseminate Verbal Behavior Research and Clinical Applications with Children with Autism (AUT). THOMAS CAFFREY (The Verbal Behavior Network) and Vincent J. Carbone (Private Practice) 
The Effects of Writer Immersion: Assessing the Utility and Function of Written Feedback on the Writer as Own Reader Repertoire (Databased Presentation). GAIL CHAN and Katherine Meinke (Columbia University Teachers College) 
The Effects of Writer Immersion on Students’ Written Compositions. JO ANN PEREIRA and Dolleen-Day Keohane (Columbia University Teachers College) 
Increasing Verbal Behavior Using Verbal Emersion (Databased Presentation). LAUREN STOLFI and R. Douglas Greer (Columbia University Teachers College) 
Decreasing Errors Using a Faded Echoic to Reduce Aberrant Behavior (DDA; Databased Presentation). JANNINE SARROCCO and Christine A. O’Rourke (Columbia University Teachers College) 
The Correlation Between Inter-Trial Intervals of Varying Lengths and Rates of Off Task Behavior (AUT; Databased Presentation). CAROLE A. ROXBURGH and Stephanie Hulshof 
Investigating the Functional Independence of Mands and Tacts in a Vocal-Verbal Child with Autism (AUT; Databased Presentation). JILL CASTELLANI (Connecticut Center for Child Development) and Sigrid S. Glenn (University of North Texas) 
Distorted Tact: Examples in Japanese Language Community (TPC). NAOKO SUGIYAMA (Yamawaki Gakuen College) 
Teaching Children with Autism Multiply Controlled Verbal Operants (AUT; Databased Presentation). JENNY AMOS, Kristyne Jolly and Megan McMillen (The Bay School), Matthew Tincani (University of Nevada, Las Vegas) and Barry Morgenstern (The Bay School) 

# 366 International Invited Event (available for CE for behavior analysts) 
5/26/2003 1:30 PM - 2:20 PM Pacific Suite HVRB 
Cross-Cultural Evidence on Language Training and Learning 
Chair: Sam Leigland (Gonzaga University) 
ERNST MOERK (Wirtschaftsuniversitaet Vienna) 

# 386 Paper Session 
5/26/2003 2:30 PM - 3:20 PM Golden Gate A VRB 
Assessing the Status of Skinner’s Analysis of Verbal Behavior 
Chair: William F. Potter (California State University, Stanislaus) 
Exploration in VB: 56 Years Old. WILLIAM F. POTTER and Season Almason (California State University, Stanislaus) 
VB Research: Why or Why Not? (Databased Presentation). ANDREA DUROY and William F. Potter (California State University, Stanislaus) 

# 416 Panel Discussion (available for CE for behavior analysts) 
5/26/2003 3:30 PM - 4:20 PM Pacific Suite H VRB/TPC 
Further Untangling: A Science of Behavior and Higher-Order Verbal Phenomenon Part I 
Chair: Janet S. Twyman (Headsprout) 
DAVID C. PALMER (Smith College) 
HANK SCHLINGER (California State University, Northridge) 
GREGORY STIKELEATHER (Headsprout) 

# 420 International Poster Session 
5/26/2003 5:30 PM - 7:00 PM Golden Gate A AUT 
Rapid Acquisition of Verbal Behavior by young Children with Autism/PDD without Intensive In-Home ABA Therapy (VRB). PHILIP W. DRASH (Autism Early Intervention Center) 

# 424 International Poster Session 
5/26/2003 5:30 PM - 7:00 PM Golden Gate A EAB 
Function Transfer in Humans: The Effect of Behavioral Support and Contextual Variables (VRB; Databased Presentation). FRANCOIS TONNEAU, Nadjelly Kim Abreu and Felipe Cabrera (Universidad de Guadalajara) 
The Correspondence Between Doing and Saying in Children’s Self-Report: A Replication of De Freitas Ribeiro’s Study1981,1989; VRB; Databased Presentation). HERIKA SADI (Pontificia Universidade Catolica de Sao Paulo/Brazil) 

# 426 International Poster Session 
5/26/2003 5:30 PM - 7:00 PM Golden Gate A VRB
Establishing Relational Control over Marding in Adults with Severe Developmental Disabilities (DDA; Databased Presentation), SHANNON ROOT and Ruth Anne Rehfeldt (Southern Illinois University)

Terrorism and the Manipulation of Relational Frames (CSE; Databased Presentation), KIMBERLY R. ZLOMKE, Mark R. Dixon and Jonah Martin (Southern Illinois University)

Teaching of Repertoire Autoclitic in Children with Autism (AUT; Databased Presentation), FRANCISCO JOSÉ ALÓS (University of Cordoba) and José Julio Carnerero (Association of Parents of Autistic of Cordoba, Spain)

Acquisition of a Matching to Sample Task Under Different Language Modes and Cross-Modal Transfer (Databased Presentation), DANIEL GOMEZ-FUENTES (Universidad Veracruzana) and Emilio Ribes-Iñesta (Universidad de Guadalajara)

Using Stimulus Equivalence to Demonstrate Pre-existing Linguistic Relations (Databased Presentation), MIKE CLAYTON and Lindsay Hanmer (Jacksonville State University)

Gender and RFT (TPC), YORS GARCIA (Sociedad Colombiana de Psicología)

The Effects of Using Visual and Vocal Prompts to Improve Intraverbal Skills and Promote Generalization of a Child with Autism and Promote (AUT; Databased Presentation), TISHA E. MILLERSMITH, Karissa L. Frafjord and Kimberly P. Weber (Gonzaga University)

Functional Analyses of Inappropriate Verbal Behavior of Individuals with Traumatic Brain Injury (Databased Presentation), Mark R. Dixon (Southern Illinois University), John M. Guercio (Center for Comprehensive Services) and Jamie M. Duke and ALICIA GASTON (Southern Illinois University)

Imitative Behavior as a Function of Contingent Imitation of Children's Verbal Responses (DDA; Databased Presentation), Martha Peláez (Florida International University) and TERESA DE JESÚSP.

Teaching Functionally and Structurally Errorless Writing Through Writer Immersion (EDC; Databased Presentation), HEATHER GIFALDI (Columbia University Teachers College)

# 443 International Symposium (available for CE for behavior analysts) 5/27/2003 9:00 AM - 10:20 AM Pacific Suite H VRB/AUT Teaching One to One Correspondence Counting, GLADYS WILLIAMS (Applied Behavioral Consultant Services), Robin Pomeroy (David Gregory School), Maria Belen Gomez-Verdugo (Fundacion Unicornio) and Ana Pastor-Sans (Asociacion de Padres de Autistas de Cordoba)

Controlling Variables that Contribute to the Generalization of a Tact Repertoire in Children with Autism. GLADYS WILLIAMS and Jennie Williams-Keller (Applied Behavioral Consultant Services) and Jose Julio Carnerero (Asociacion de Padres de Autistas de Cordoba)

Unidirectional Transfer Between Two Types of Intraverbals. LUIS ANTONIO PEREZ-GONZALEZ (Universidad de Oviedo) and Judith Salameh (Universidad Pontificia Bolivariana)

Findings from Verbal Behavior Research to Teach Children with Autism (Databased Presentation)

Chair: Gladys Williams (Applied Behavioral Consultant Services)

Discussant: Sigrid S. Glenn (University of North Texas)

# 456 International Symposium 5/27/2003 10:00 AM - 11:20 AM Salon 1 EAB/VRB Empirical Analyses of Motivation (Databased Presentation)

Chair: Robert Whelan (National University of Ireland, Maynooth)

Discussant: Thomas O'Reilly (National University of Ireland, Maynooth)

Verbal Functions and Motivation. SONSOLES VALDIVIA-SALAS, Carmen Luciano-Soriano, Francisco J. Molina-Cobos and Francisco Cabello Luque (Universidad de Almería, Spain)

An Empirical Analysis of Verbal Motivation. WINIFRED JU (Northwest Human Services)

A Transformation of Motivative Functions in Accordance with the Relational Frames of Same and Opposite. ROBERT WHELAN and Dermot Barnes-Holmes (National University of Ireland, Maynooth)


Chair: Joanne Keaveney (National University of Ireland, Maynooth)

Derived Spelling Responses as a Function of a Multiple Exemplar Instructional History. R. DOUGLAS GREER and Lynn Yuan (Columbia University Teachers College)

Preschool Children Show Recombinative Generalization in Spelling of Three-Letter Words. MONIKA SUCHOWIERSKA, Katherine Stewart and Kathryn Saunders (University of Kansas)

Using Recombinative Generalisation and Symmetry to Model Basic Reading Skills. Joanne Keaveney, FIONA LYDDY, Yvonne Barnes-Holmes and Dermot Barnes-Holmes (National University of Ireland, Maynooth)

Stimulus Control Methods to Teach Reading: Effects on Acquisition and Retention. DEISY DAS GRAÇAS DE SOUZA, Ariane Agnes Corradi, Alex Eduardo Gallo, Emanuelle Paulino, Lidia Postalli and Julio C. de Rose (Universidade Federal de São Carlos)

# 489 International Paper Session
5/27/2003 12:00 PM - 1:20 PM Salon 7 EAB
What Operant Reinforcement Can’t Do (VRB).
FRANCOIS TONNEAU (Universidad de Guadalajara)
Protocol Analysis of Rhyming and Alliterative
Equivalence Relations (VRB; Databased Presentation).
TOM RANDELL and Bob Remington (University of Southampton)

# 494 International Symposium
5/27/2003 12:00 PM - 1:20 PM Pacific Suite H VRB/EDC
Verbal Behavior as the Basis of CABAS® Programs
(Databased Presentation)
Chair: Dolleen-Day Keohane (Columbia University Teachers College)
Increasing Writer Behavior Using Writer Immersion as a Tactic. Katherine Meincke (Columbia University Teachers College) and EMMA HAWKINS and Sharon Baxter (Jigsaw School)
Writer Immersion as a Tactic to Increase Students’ Use of Autoclitics Across Novel Topographies. JOANN PEREIRA and Dolleen-Day Keohane (Columbia University Teachers College)
The Effects of In Situ Instruction on the Scientific Tacts and Verbally Mediated Behavior of Teacher. Dolleen-Day Keohane and KATHERINE MEINCKE (Columbia University Teachers College)
Verbal Behavior as the Basis of Supervision in CABAS Programs. DOLLEEN-DAY KEOHANE (Columbia University Teachers College)

# 495 International Paper Session (available for CE for behavior analysts)
5/27/2003 12:30 PM - 1:20 PM Salon 1 EAB
Stimulus Equivalence
Chair: Bob Remington (University of Southampton)
The Role of Name Pre-training and Verbal Interference During Emergent Testing in Equivalence Class Formation (VRB; Databased Presentation). BOB REMINTON, Tom Randell and Katherine Lees (University of Southampton)
Symmetry in Cebus Apella (DDA; Databased Presentation). JOSE RICARDO SANTOS, Romariz Barros and Olavo Galvão (Universidade Federal do Pará)
Guidelines for the Submission of Articles

VB News publishes articles related to the functional analysis of verbal behavior. Article types include, but are not limited to, discussion and review articles, verbal behavior program reports, pilot research reports, book reviews, and brief commentary. Each of these categories is described in more detail below. If you would like to submit an article that does not fit into any of these categories, simply E-mail me a summary of your article and I will let you know if it would be appropriate. The editor and two additional reviewers will

All submissions should be prepared as a Microsoft Word document and sent as an E-mail attachment. The manuscript should be single spaced in 11-point Times New Roman font. APA style conventions should be followed.

Discussion and Review Articles
Brief surveys and/or analyses of verbal behavior related research or theoretical discussions will be accepted. These reviews should not exceed six-pages.

Program Reports
Brief descriptions of the application of verbal behavior to language curricula are welcomed. These reports should not exceed six-pages and may include up to an additional two-pages of appendices.

Pilot Research Reports
Descriptions of innovative pilot research targeting verbal behavior related phenomena are acceptable. These reports should not exceed three-pages and must include a complete description of your methods, a brief summary of your results with one figure, and only a one or two paragraph introduction.

As VB News is a newsletter publication, these reports need not meet the stringent methodological requirements for publication in a peer-reviewed journal. The intention is to inform interested parties so as to stimulate discussion and further research.

Book Reviews
Brief reviews of books likely to be of interest to the verbal behavior community are encouraged. These reviews should not exceed two-pages and should include only a short reference list.

Brief Commentary
Short articles, in the mold of traditional op-ed pieces or letters to the editor, will be accepted at the discretion of the editor. Articles should not exceed a single page.

Please Send All Submissions to:

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