

Publications from Doctoral Program Requirements

2011

Karsina, A., Thompson, R. H. & Rodriguez, N. M. (2011). Effects of a history of differential reinforcement on preference for choice. *Journal of Experimental Analysis of Behavior*, 95, 189–202.

2012

Beaulieu, L., Hanley, G. P. & Roberson, A. A. (2012). Effects of responding to a name and group call on preschoolers' compliance. *Journal of Applied Behavior Analysis*, 45, 685–707.

Graff, R. B. & Karsten, A. M. (2012). Assessing preferences of individuals with developmental disabilities: A survey of current practices. *Behavior Analysis in Practice*, 5, 37-48.

Graff, R. B. & Karsten, A. M. (2012). Evaluation of a self-instruction package for conducting stimulus preference assessments. *Journal of Applied Behavior Analysis*, 45, 69–82.

Karsina, A., Thompson, R. H., Rodriguez, N. M. & Vanselow, N. R. (2012). Effects of differential reinforcement and rules with feedback on preference for choice and verbal reports. *Analysis of Verbal Behavior*, 28, 31-57.

Rodriguez, N. M., Thompson, R. H., Schlichenmeyer, K. & Stocco, C. S. (2012). Functional analysis and treatment of arranging and ordering by individuals with an autism spectrum disorder. *Journal of Applied Behavior Analysis*, 45, 1–22.

2013

Beaulieu, L., Hanley, G. P., & Roberson, A. A. (2013). Effects of peer mediation on preschoolers' compliance and compliance precursors. *Journal of Applied Behavior Analysis*, 46, 555-567.

Jin, C. S., Hanley, G. P. & Beaulieu, L. (2013). An individualized and comprehensive approach to treating sleep problems in young children. *Journal of Applied Behavior Analysis*, 46, 161–180.

Luczynski, K. C. & Hanley, G. P. (2013). Prevention of problem behavior by teaching functional communication and self-control skills to preschoolers. *Journal of Applied Behavior Analysis*, 46, 355–368.

MacDonald, J.M., Ahearn, W.H., Parry-Cruwys, D., Bancroft, S., & Dube, W.V. (2013). Persistence during extinction: Examining the effects of continuous and intermittent reinforcement on problem behavior. *Journal of Applied Behavior Analysis*, 46, 333-338.

Potter, J. N., Hanley, G. P., Augustine, M., Clay, C. J. & Phelps, M. C. (2013). Treating stereotypy in adolescents diagnosed with autism by refining the tactic of “using stereotypy as reinforcement.” *Journal of Applied Behavior Analysis*, 46, 407–423.

Rodriguez, N. M., Thompson, R. H., Stocco, C. S. & Schlichenmeyer, K. (2013). Arranging and ordering in autism spectrum disorder: Characteristics, severity, and environmental correlates. *Journal of Intellectual Developmental Disability*, 38, 242-255.

2014

- Beaulieu, L. & Hanley, G. P. (2014). Effects of a class-wide teacher-implemented program to promote preschooler compliance. *Journal of Applied Behavior Analysis, 47*, 594-599.
- Johnson, C., Meleshkevich, O., Dube, W. V. (2014). Merging separately established stimulus classes with outcome-specific reinforcement. *Journal of the Experimental Analysis of Behavior, 101*, 38-50.
- Kelly, M. A., Roscoe, E. M., Hanley, G. P., & Schlichenmeyer, K. (2014). Evaluation of assessment methods for identifying social reinforcers. *Journal of Applied Behavior Analysis, 47*, 113-135.
- Luczynski, K. C., Hanley, G. P., & Rodriguez, N. M. (2014). An evaluation of the generalization and maintenance of functional communication and self-control skills with preschoolers. *Journal of Applied Behavior Analysis, 47*, 246-263.
- Seaver, J. L. & Bourret, J.C. (2014). An evaluation of response prompts for teaching behavior chains. *Journal of Applied Behavior Analysis, 47*, 777-792.
- Stocco, C. S., Thompson, R. H., & Hart, J. M. (2014). Teaching tacting of private events based on public accompaniments: Effects of contingencies, audience control, and stimulus complexity. *The Analysis of Verbal Behavior, 30*, 1-19.
- Vanselow, N., & Hanley, G. P. (2014). Evaluation of computerized behavioral skills training to teach safety skills to young children. *Journal of Applied Behavior Analysis, 47*, 51-69.

2015

- Ghaemmaghami, M., Hanley, G. P., Jin, S., and Vanselow, N. R. (2015). Affirming control by multiple reinforcers via progressive treatment analysis. *Behavioral Interventions, 31*, 70-86.
- Kisamore, A. N., Karsten, A. M., & Mann, C. C. (2016). Teaching multiply controlled intraverbals to children and adolescents with autism spectrum disorders. *Journal of Applied Behavior Analysis, 49*(4), 826-847.
- MacDonald, J. & Ahearn, W.H. (2015). Teaching observational learning to children with autism. *Journal of Applied Behavior Analysis, 40*, 263-275.
- Peters, L. C., & Thompson, R. H. (2015). Teaching Children with Autism to Respond to Conversation Partners' Interest. *Journal of Applied Behavior Analysis, 48*, 544-562.
- Rodriguez, N. M., & Thompson, R. H. (2015). Behavioral variability and autism spectrum disorder. *Journal of Applied Behavior Analysis, 48*, 167-187.
- Stocco, C.S. & Thompson, R.H. (2015). Contingency analysis of caregiver behavior: Implications for parent training and future directions. *Journal of Applied Behavior Analysis, 48*, 417-435.

2016

Bancroft, S. L., Thompson, R. H., Peters, L. C., Dozier, C. L., & Harper, A. M. (2016). Behavioral variability in the play of children with autism and their typically developing peers. *Behavioral Interventions, 31*, 107-119.

Farber, R.S., Dube, W.V., & Dickson, C.A. (2016). A sorting-to-matching method to teach compound matching to sample. *Journal of Applied Behavior Analysis, 49*, 294-307.

Ghaemmaghani, M., Hanley, G. P., & Jessel, J. (2016). Contingencies promote delay tolerance. *Journal of Applied Behavior Analysis.*

Jessel, J., Hanley, G. P., & Ghaemmaghani, M. (2016). A translational evaluation of transitions. *Journal of Applied Behavior Analysis, 49*, 359-376.

Jessel, J., Hanley, G. P., & Ghaemmaghani, M. (2016). Interview-informed synthesized contingency analyses: Thirty replications and reanalysis. *Journal of Applied Behavior Analysis.*

Kisamore, A. N., Karsten, A. M., & Mann, C. C. (2016). Evaluating procedures derived from the conditional discrimination literature to teach advanced intraverbals to children and adolescents with autism spectrum disorder. *Journal of Applied Behavior Analysis, 49*, 1-22.

Slaton, J. D., & Hanley, G. P. (2016). Effects of multiple versus chained schedules on stereotypy and item engagement. *Journal of Applied Behavior Analysis, 49*(4), 927-946.

2017

Donnelly, M. G., & Karsten, A. M. (2017). Effects of programmed teaching errors on acquisition and durability of self-care skills. *Journal of Applied Behavior Analysis, 50*(3), 511-528.

2018

Glodowski, K., & Thompson, R. (2018). The Effects of Guided Notes on Pre-lecture Quiz Scores in Introductory Psychology. *Journal of Behavioral Education, 27*(1), 101-123.

Peters, L. C., & Thompson, R. H. (2018). How Teaching Perspective Taking to Individuals with Autism Spectrum Disorders Affects Social Skills: Findings from Research and Suggestions for Practitioners. *Behavior Analysis in Practice, 1-12.*

Slaton, J. D., & Hanley, G. P. (2018). Nature and scope of synthesis in functional analysis and treatment of problem behavior. *Journal of Applied Behavior Analysis, 51*(4), 943-973.

2019

Colón, C. L., & Ahearn, W. H. (2019). An analysis of treatment integrity of response interruption and redirection. *Journal of Applied Behavior Analysis, 52*(2), 337-354.

Glodowski, K. R., Thompson, R. H., & Asuncion, E. A. (2019). Evidence-Based Recommendations for Programming Quizzes to Improve College Student Behavior in Residential Courses. *Journal of Behavioral Education, 1-28.*

McConnell, K. L., Sassi, J. L., Carr, L., Szalwinski, J., Courtemanche, A., Njie-Jallow, F., & Cheney, W. R. (2020). Functional analysis and generalized treatment of disruptive behavior during dental exams. *Journal of Applied Behavior Analysis, 53*(4), 2233-2249.

Verriden, A., & Roscoe, E.M. (2019). An evaluation of a punisher assessment for decreasing automatically reinforced problem behavior. *Journal of Applied Behavior Analysis, 52* (1), 205-226.

2020

Mann, C. C., & Karsten, A. M. (2020). Efficacy and social validity of procedures for improving conversational skills of college students with autism. *Journal of Applied Behavior Analysis, 53*(1), 402-421.

Seaver, J. P. & Bourret, J. C. (2020). Producing mands in concurrent operant environments. *Journal of Applied Behavior Analysis, 53*, 366-384.

Warner, C. A., Hanley, G. P., Landa, R. K., Ruppel, K. W., Rajaraman, A., Ghaemmghami, M., ... & Gover, H. C. (2020). Toward accurate inferences of response class membership. *Journal of Applied Behavior Analysis, 53*(1), 331-354.

2021

Ruppel, K. W., Hanley, G. P., Landa, R. K., & Rajaraman, A. (2021). An Evaluation of “Balance”: a Home-Based, Parent-Implemented Program Addressing Emerging Problem Behavior. *Behavior Analysis in Practice, 14*(2), 324-341.

Ward, S. N., Hanley, G. P., Warner, C. A., & Gage, E. E. (2021). Does teaching an omnibus mand preclude the development of specifying mands? *Journal of Applied Behavior Analysis, 54* (1), 248-269.

Whelan, C. J., Hanley, G. P., Landa, R., Sullivan, E., LaCroix, K., & Metras, R. (2021). Randomized controlled trial of seminar-based training on accurate and general implementation of practical functional assessments. *Journal of Applied Behavior Analysis, 54* (4), 1437–1455

2022

Landa, R. K., Hanley, G. P., Gover, H. C., Rajaraman, A., & Ruppel, K. W. (2022). Understanding the effects of prompting immediately after problem behavior occurs during functional communication training. *Journal of Applied Behavior Analysis, 55*(1), 121-137.

Mann, C.C., Karsten, A.M. (2021). Assessment and Treatment of Prosody Behavior in Individuals with Level 1 Autism: A Review and Call for Research. *Analysis Verbal Behavior 37*, 171–193

