RESEARCH ARTICLES


Shillingsburg, M. Alice, Kelley, Michael E., Roane, Henry S., Kisamore, April, and Brown, Melissa R. Evaluation and training of yes–no responding across verbal operants

Esch, Barbara E., Carr, James E., and Grow, Laura L. Evaluation of an enhanced stimulus–stimulus pairing procedure to increase early vocalizations of children with autism

Dixon, Mark R., and Tibbetts, Pamela A. The effects of choice on self-control

Murphy, Carol, and Barnes-Holmes, Dermot. Derived more–less relational mands in children diagnosed with autism

Dixon, Mark R., and Holton, Bethany. Altering the magnitude of delay discounting by pathological gamblers


Porritt, Matthew, Wagner, Karen V., and Poling, Alan. Effects of response spacing on acquisition and retention of conditional discriminations

REPORTS

Waters, Melissa B., Lerman, Dorothea C., and Hovanetz, Alyson N. Separate and combined effects of visual schedules and extinction plus differential reinforcement on problem behavior occasioned by transitions

Tiger, Jeffrey H., Fisher, Wayne W., and Bouxsein, Kelly J. Therapist- and self-monitored DRO contingencies as a treatment for the self-injurious skin picking of a young man with Asperger syndrome

Wine, Byron, and Wilder, David A. The effects of varied versus constant high-, medium-, and low-preference stimuli on performance


Marcus, Alonna, and Wilder, David A. A comparison of peer video modeling and self video modeling to teach textual responses in children with autism
Gardner, Andrew W., Wacker, David P., and Boelter, Eric W. An evaluation of the interaction between quality of attention and negative reinforcement with children who display escape-maintained problem behavior

Kuhn, David E., Hardesty, Samantha L., and Luczynski, Kevin. Further evaluation of antecedent social events during functional analysis

Kuhn, David E., Hardesty, Samantha L., and Sweeney, Nicole M. Assessment and treatment of excessive straightening and destructive behavior in an adolescent with autism

Levingston, Heather B., Neef, Nancy A., and Cihon, Traci M. The effects of teaching precurrent behaviors on children’s solution of multiplication and division word problems

Saville, Bryan K., and Zinn, Tracy E. Interteaching: The effects of quality points on exam scores

Ardoin, Scott P., Williams, Jessica C., Klubnik, Cynthia, and McCall, Michael. Three versus six rereadings of practice passages

Rhine, Denise, and Tarbox, Jonathan. Chewing gum as a treatment for rumination in a child with autism

Catania, Cynthia N., Almeida, Daniel, Liu-Constant, Brian, and Reed, Florence D. DiGennaro. Video modeling to train staff to implement discrete-trial instruction

Lang, Russell, O’Reilly, Mark, Lancioni, Giulio, Rispoli, Mandy, Machalicek, Wendy, Chan, Jeffrey M., Langthorne, Paul, and Franco, Jesse. Discrepancy in functional analysis results across two settings: Implications for intervention design


Miles, Nicholas I., and Wilder, David A. The effects of behavioral skills training on caregiver implementation of guided compliance

**SPECIAL SECTION ON DESCRIPTIVE ANALYSIS**

McComas, Jennifer J., Vollmer, Timothy, and Kennedy, Craig. Descriptive analysis: Quantification and examination of behavior–environment interactions


Pence, Sacha T., Roscoe, Eileen M., Bourret, Jason C., and Ahearn, William H. Relative contributions of three descriptive methods: Implications for behavioral assessment

Samaha, Andrew L., Vollmer, Timothy R., Borrero, Carrie, Sloman, Kimberly, Pipkin, Claire St. Peter, and Bourret, Jason. Analysis of response–stimulus sequences in descriptive observations

Camp, Erin M., Iwata, Brian A., Hammond, Jennifer L., and Bloom, Sarah E. Antecedent versus consequent events as predictors of problem behavior
Addison, Laura, and Lerman, Dorothea C. Descriptive analysis of teachers’ responses to problem behavior following training

Hughes, James. A pilot study of naturally occurring high-probability request sequences in hostage negotiations