J Autism Dev Disord (2016) 46:720–731
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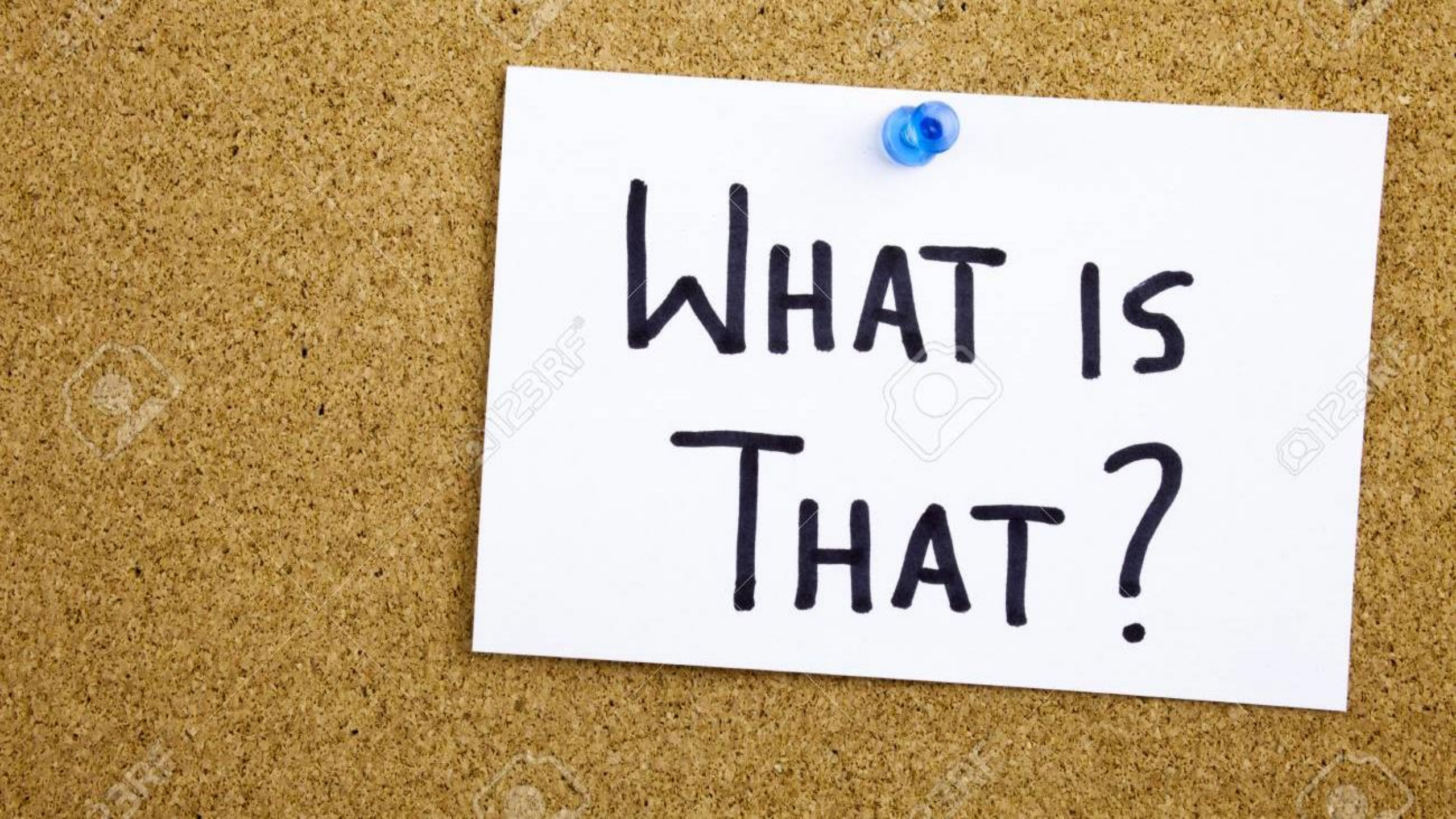
COMMENTARY

Applied Behavior Analysis is a Science and, Therefore, Progressive

Justin B. Leaf[1] · Ronald Leaf[1] · John McEachin[1] · Mitchell Taubman[1] · Shahla Ala'i-Rosales[2] · Robert K. Ross[3] · Tristram Smith[4] · Mary Jane Weiss[5,6]

Published online: 15 September 2015

APF
Autism Partnership Foundation


WHAT IS
THAT?

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SOME CURRENT DIMENSIONS OF PROGRESSIVE ABA

- **Client Centered**


MAYFLOWER
PRESCHOOL

Autism Partnership Foundation

SOME CURRENT DIMENSIONS OF PROGRESSIVE ABA

- **Client Centered**
- **Socially Valid**

JOURNAL OF APPLIED BEHAVIOR ANALYSIS 1978, 11, 203-214 NUMBER 2 (SUMMER 1978)

SOCIAL VALIDITY: THE CASE FOR SUBJECTIVE MEASUREMENT or HOW APPLIED BEHAVIOR ANALYSIS IS FINDING ITS HEART[1]

MONTROSE M. WOLF

UNIVERSITY OF KANSAS

I apologize, but I must begin making my case for subjective measurement by recounting to you my own experiences with it over the past few years. Almost a decade ago, when the field of applied behavior analysis was beginning to expand so rapidly, we were faced with the task of putting together the *Journal of Applied Be-*

What was the purpose of our journal? It was a question that was clearly more important than the others I had been asked. So I decided to consult the Gods but, as usual, Don Baer, Don Bushell, Barbara Etzel, Vance Hall, Bill Hopkins, Judy LeBlanc, Keith Miller, Todd Risley, and Jim Sherman were not in their offices. How-

EUROPEAN JOURNAL OF BEHAVIOR ANALYSIS
https://doi.org/10.1080/15021149.2018.1534771

Assessment of social validity trends in the journal of applied behavior analysis

Julia L. Ferguson[a], Joseph H. Cihon [a,b], Justin B. Leaf[a,b], Sarah M. Van Meter[a], John McEachin[a] and Ronald Leaf[a]

[a]Autism Partnership Foundation, Seal Beach, CA, USA; [b]Institute for Behavioral Studies, Endicott College, Beverly, MA, USA

ABSTRACT

Montrose Wolf provided a definition and outline of the importance of the assessment of social validity as it applies to the field of applied behavior analysis. Since Wolf's seminal paper, researchers have conducted analyses of the social validity trends of the first 31 years (1968-1998) of the Journal of Applied Behavior Analysis (JABA). The purpose of the current review is to extend the findings those analyses by assessing the trends of the assessment of social validity in JABA from 1999-2016. Overall, the results of the present review indicated that social validity measures were reported in an average of 12% of articles published within JABA that met the inclusion criteria. The results are discussed within the context of the potential implications for the field of applied behavior analysis as well as areas of future research to improve the reporting of the assessment of social validity.

ARTICLE HISTORY

Received 6 June 2018
Accepted 4 October 2018

KEYWORDS

Social validity; applied behavior analysis; consumer satisfaction; acceptability; subjective evaluation

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Video of Social Validity

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Movie Clip of Assent

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Alex and Assent Video

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SOME CURRENT DIMENSIONS OF PROGRESSIVE ABA

- **Client Centered**
- **Socially Valid**
- **Clinical Judgment**

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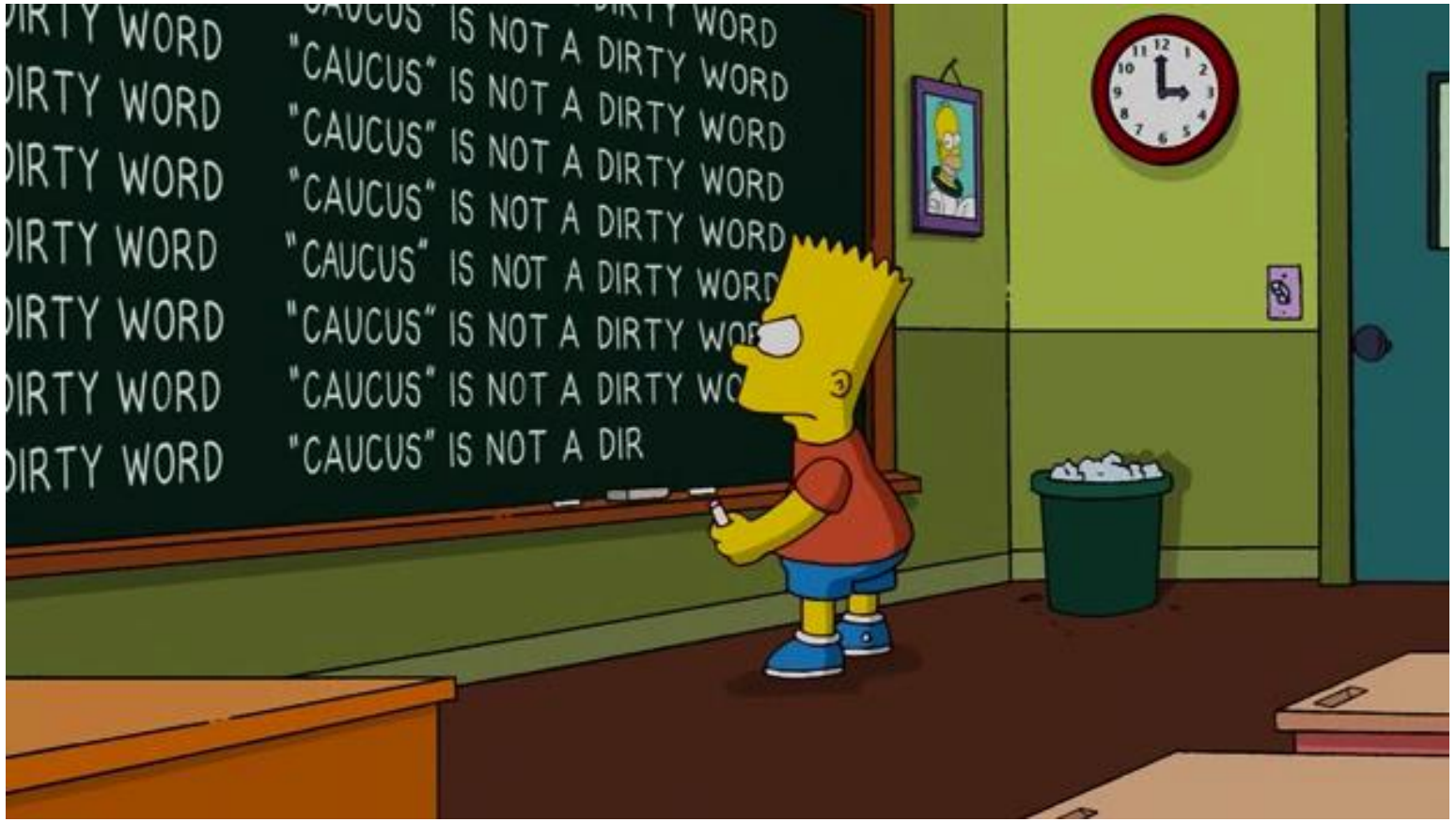
CLINICAL JUDGMENT



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CLINICIAL JUDGMENT IS USED IN

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BUT IN ABA

Autism Partnership Foundation

GOOD

A Handbook of Behavior Modification

By: Cathy L. Desio
Ronald B. Leaf
Lee E. Lipsker

Illustrations by: Lee E. Lipsker

All characters portrayed are purely ficticious. Any resemblance to persons living or dead is purely coincidental.

Autism Partnership Foundation

Of of the most important goals in teaching is to be flexible. The ability to move on is not easily accomplished yet is essential to the learning process. Without flexibility goals and expectations may be inappropriate and can only serve to hinder the childs successful progress if they are not changed. With objectivity and flexibility combined you as a teacher can admit mistakes willingly, failure is inevitable. But flexibility enables you to move on, to learn from those mistakes and change. Flexibility enables you to realize that reinforcers and punishers can change, that they are individual as you are. They can be molded and arranged to accomodate any learning situation. To be rigid is to cause the learning process to stand still. To be flexible though is to facilitate learning. Moods can change to fit the situation and formal and informal settings can alter where its appropriate. With flexibility any situation can be a learning situation and isn't that what teaching is all about.

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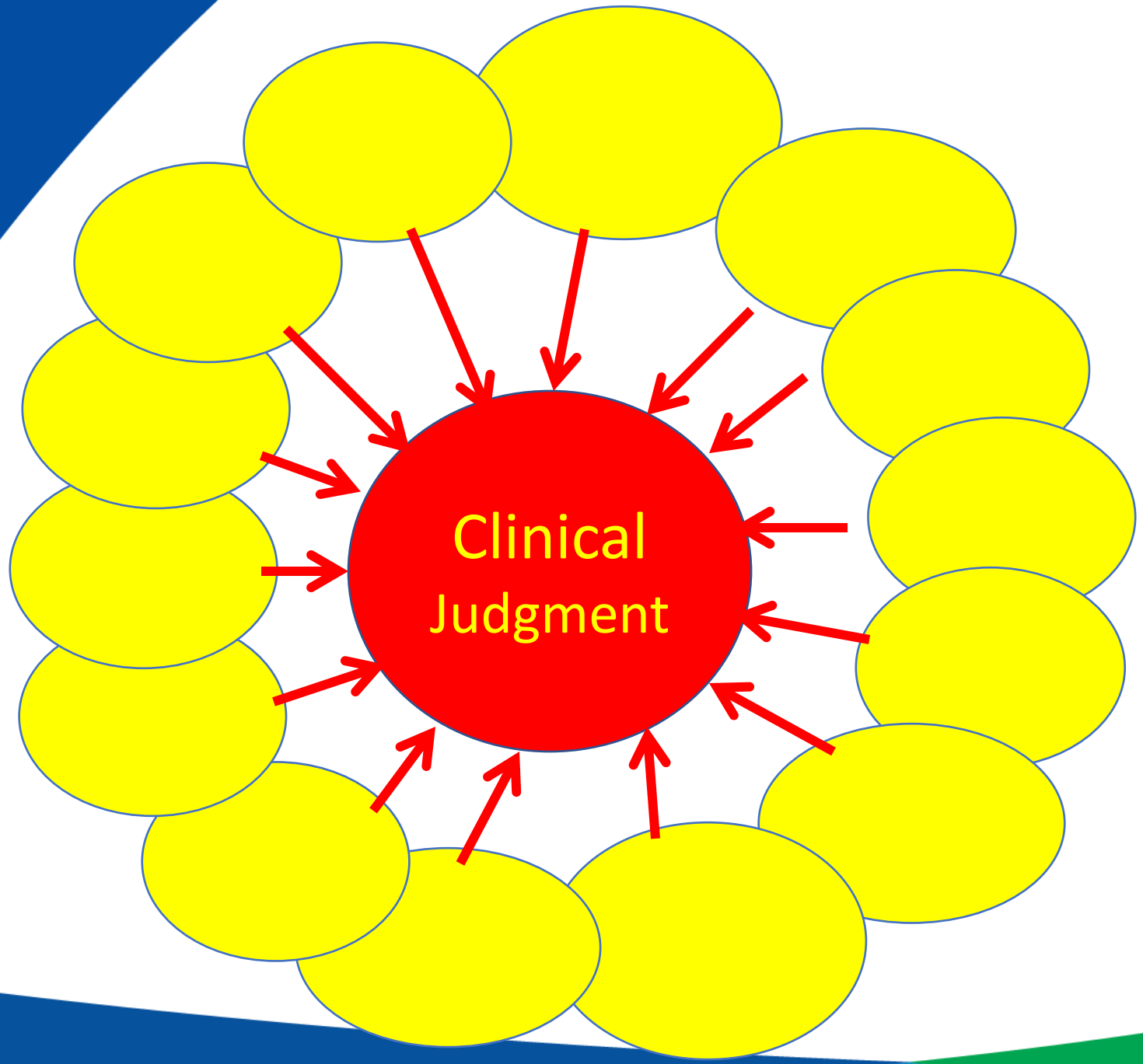

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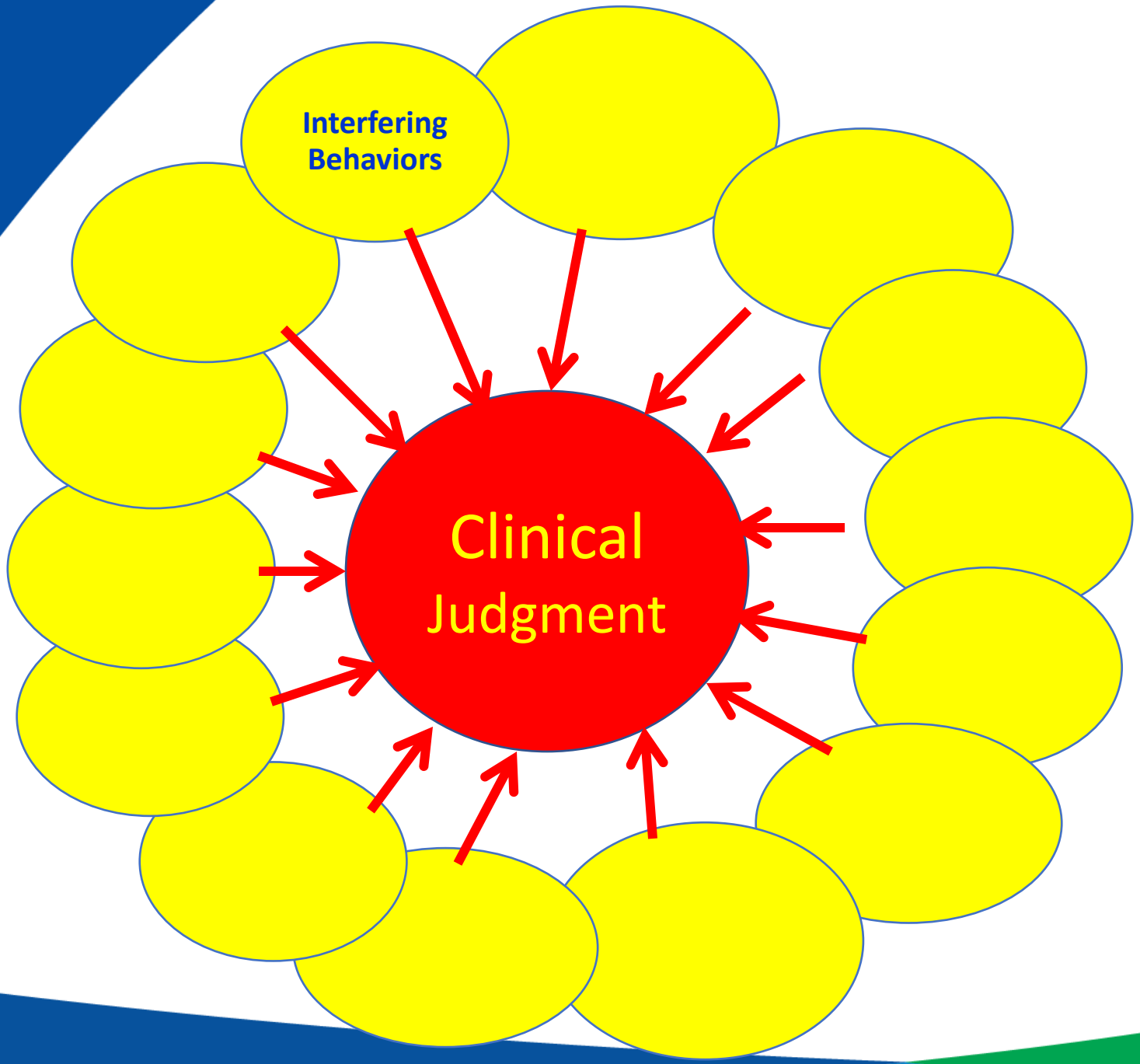

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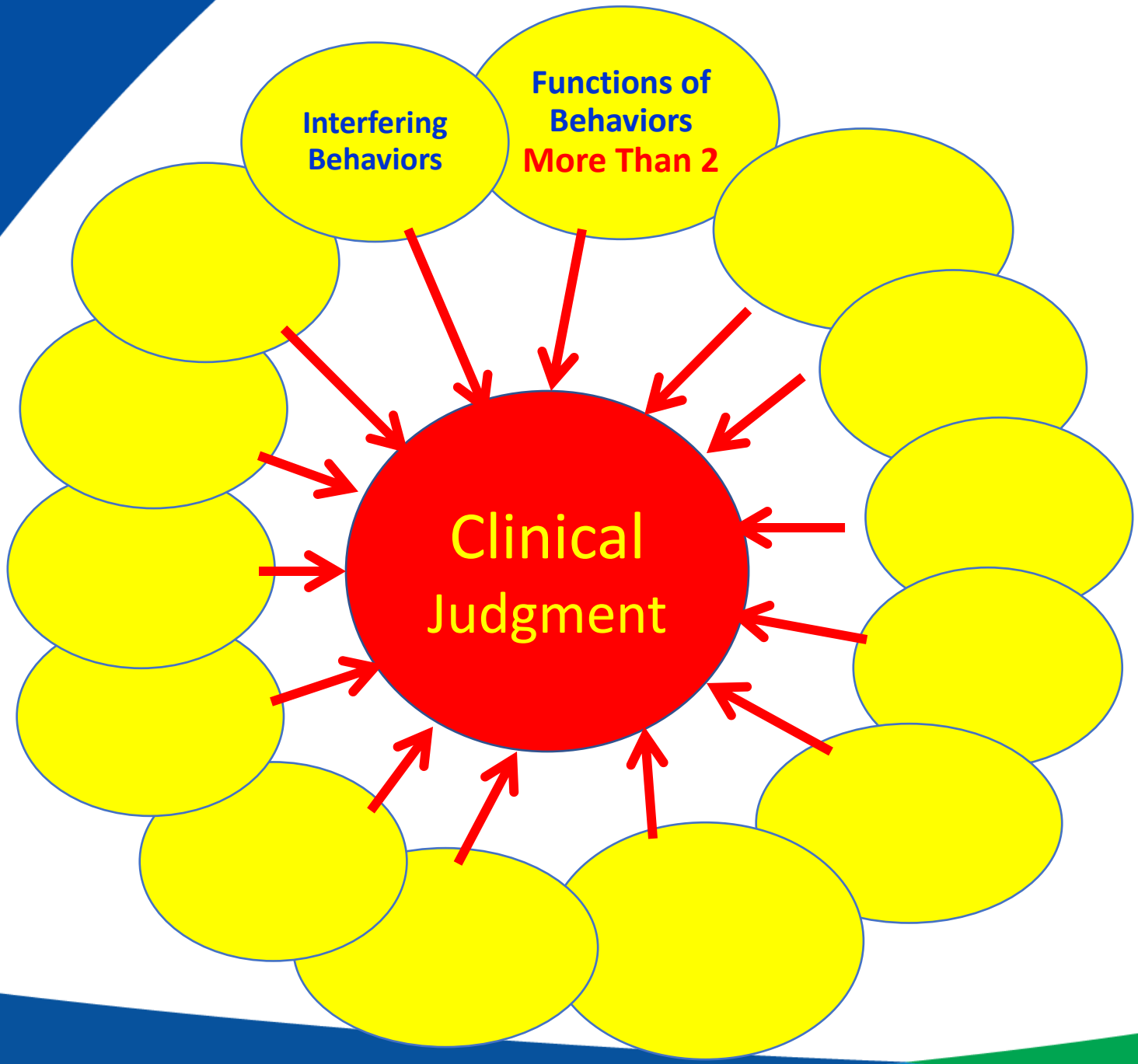

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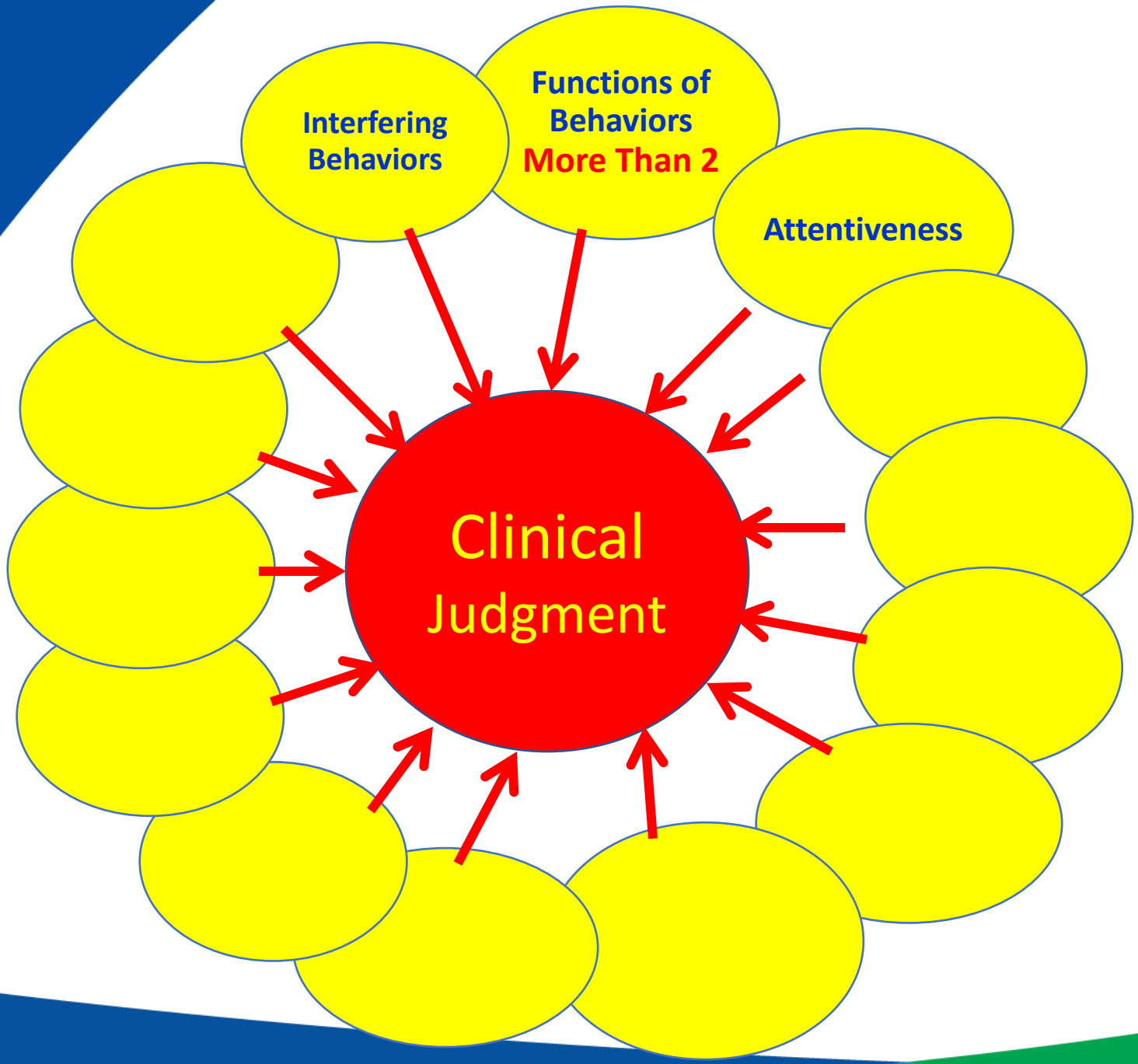

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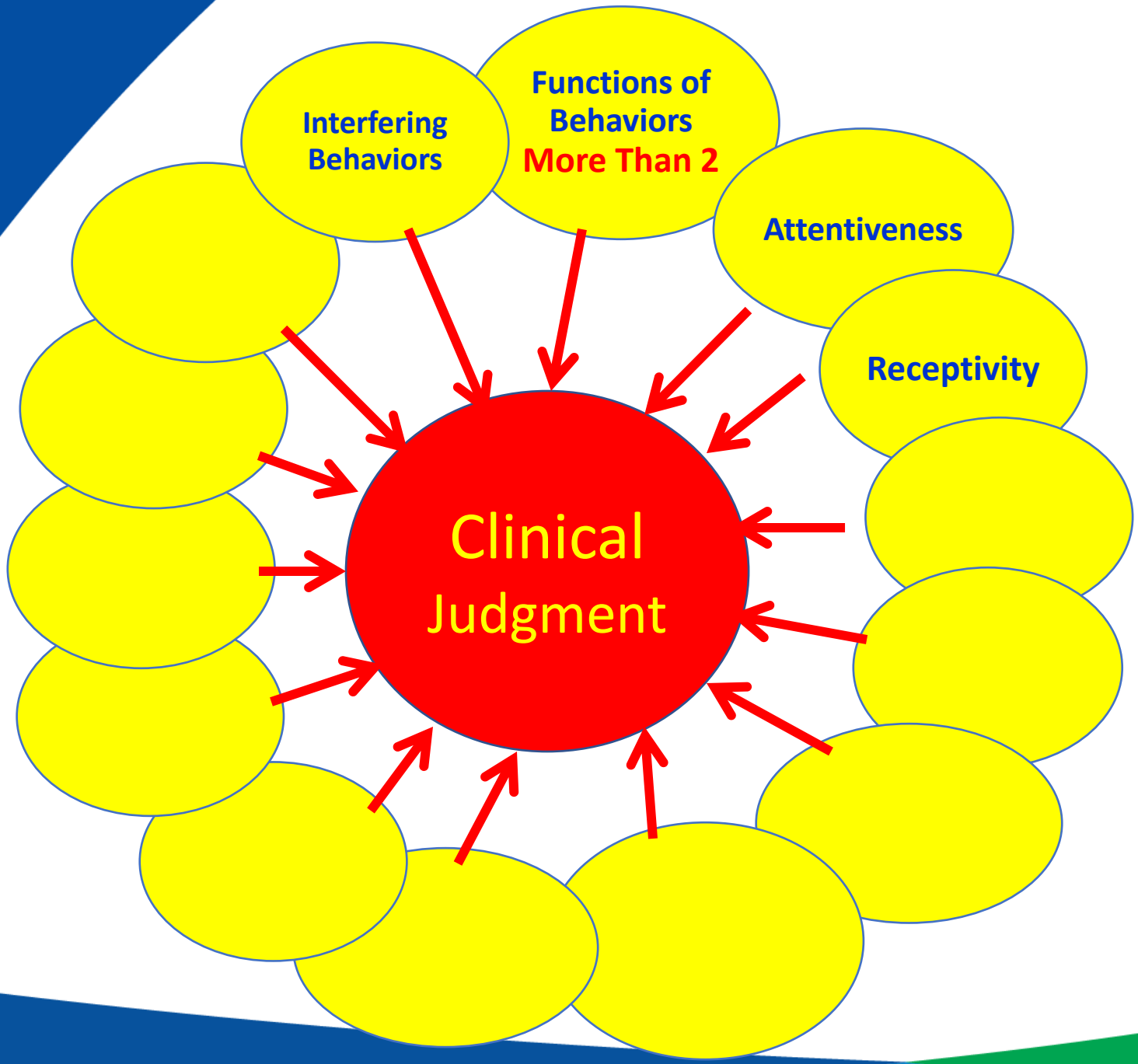

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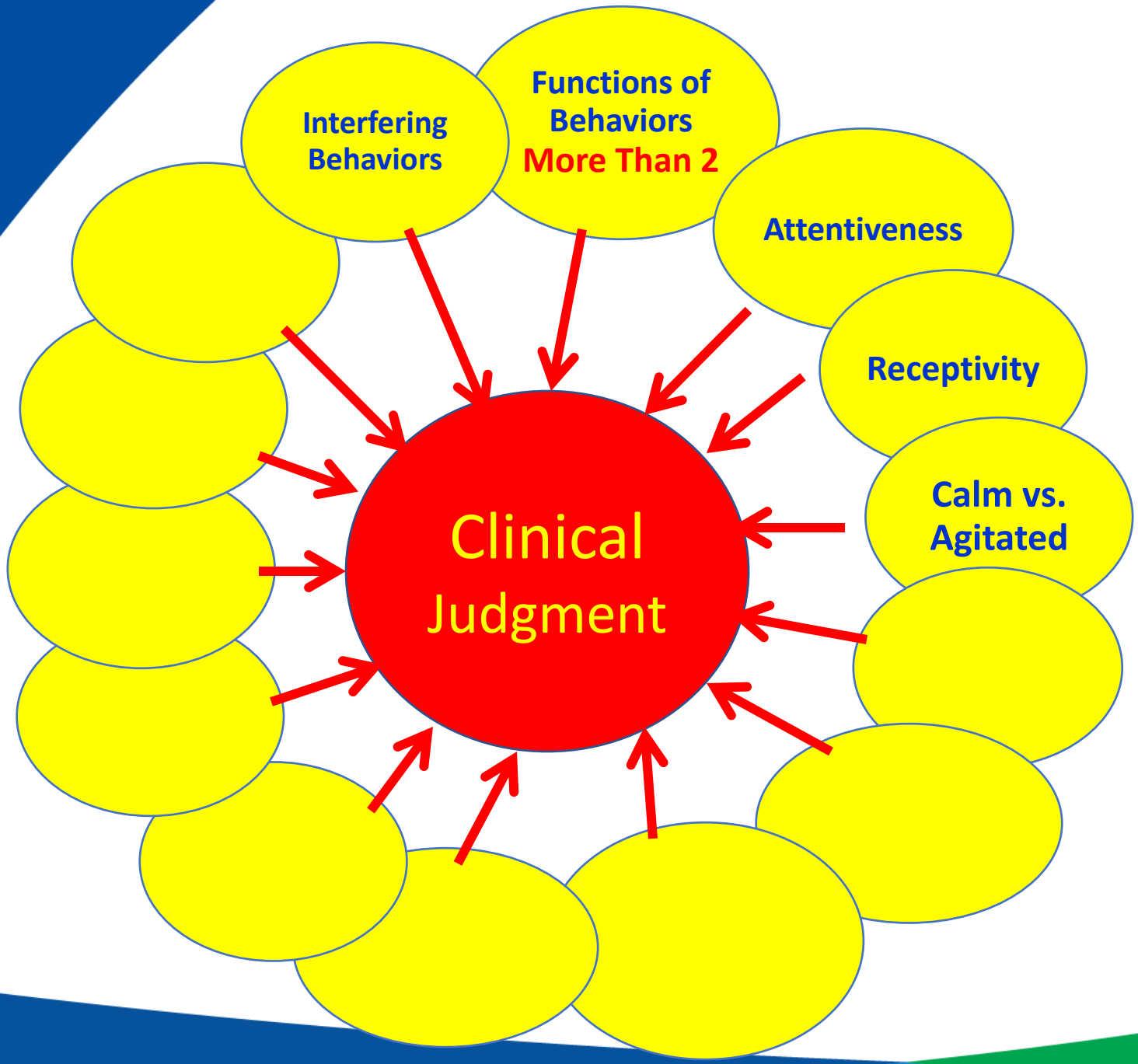

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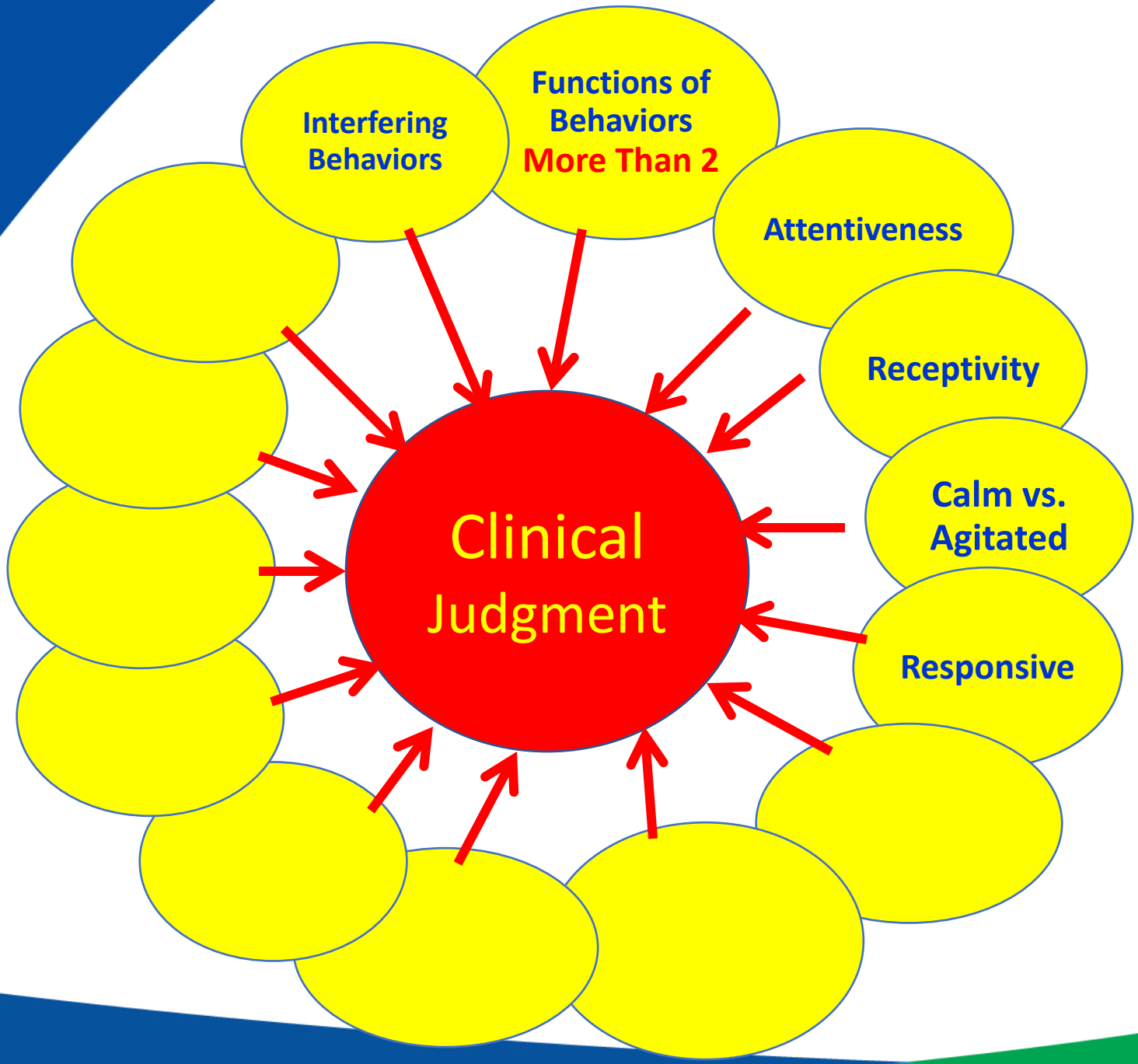

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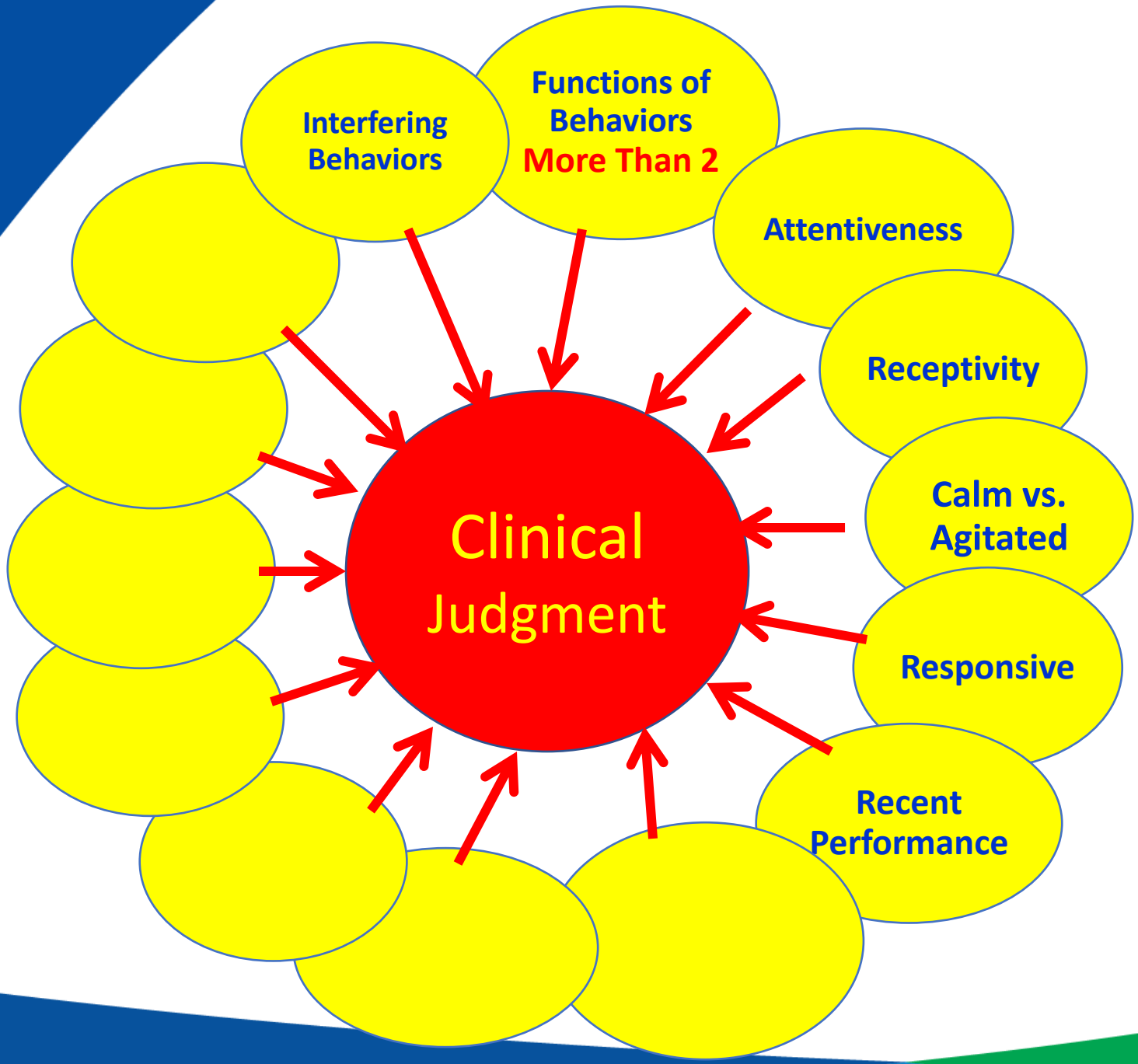

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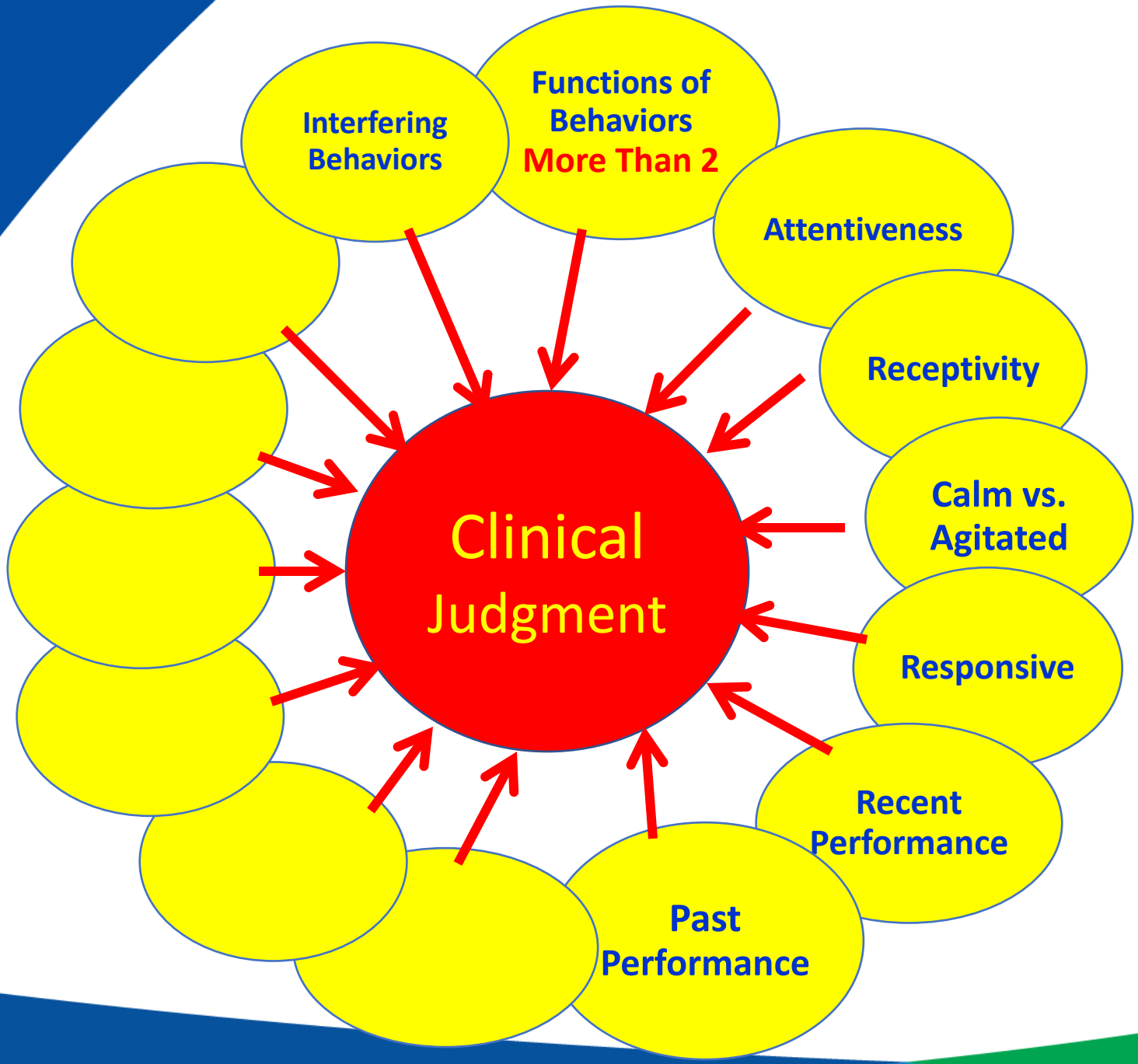

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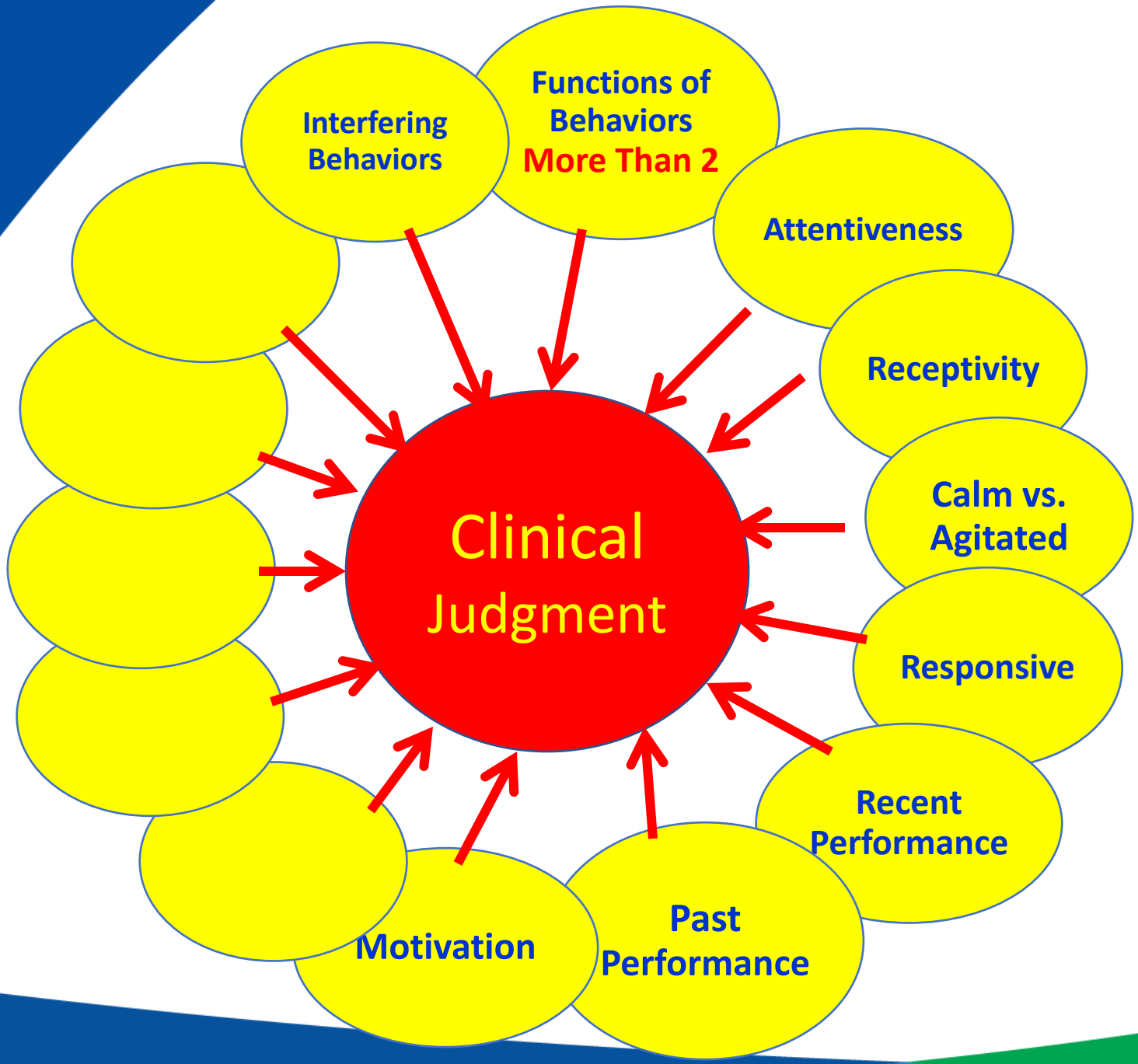

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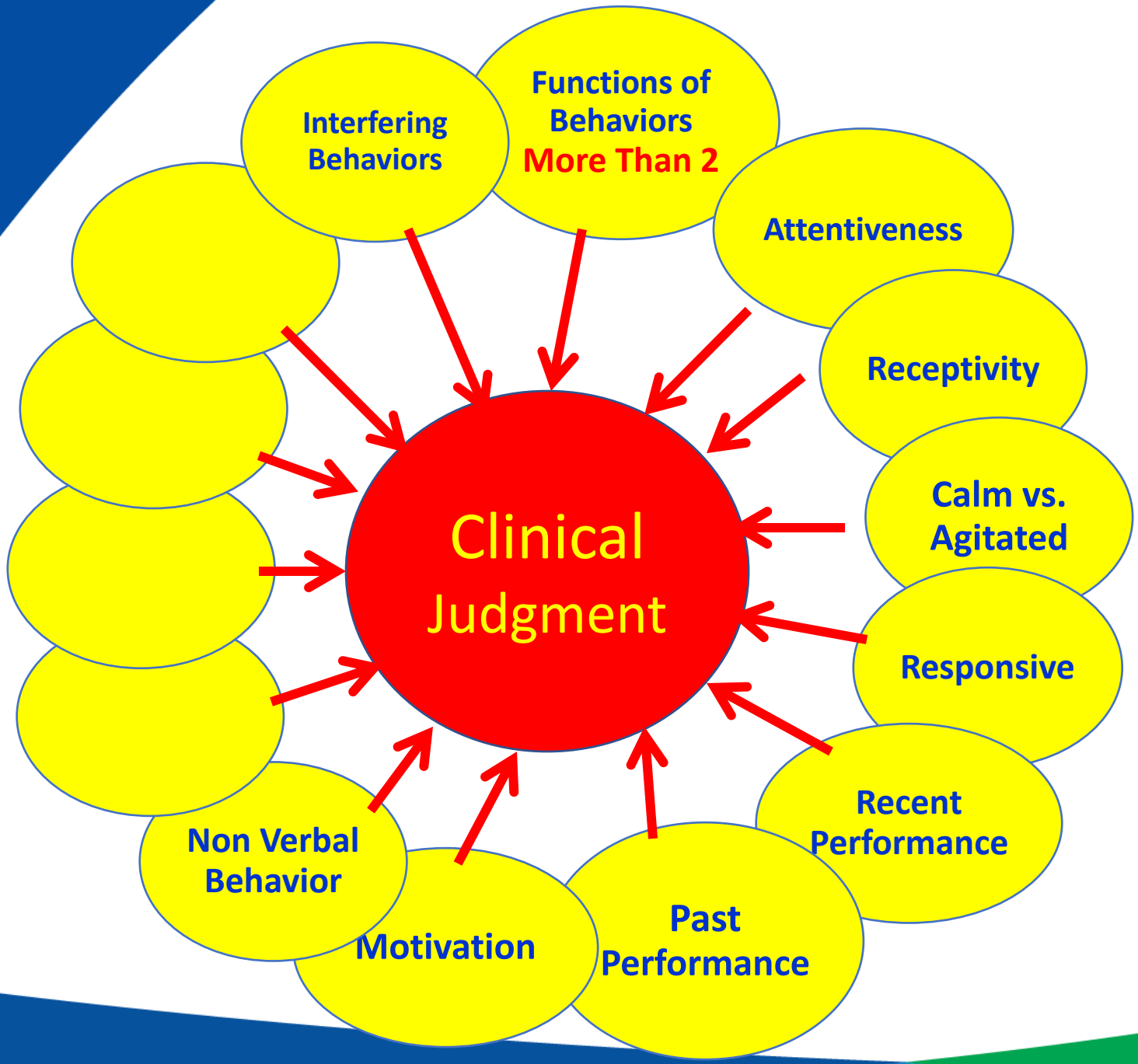

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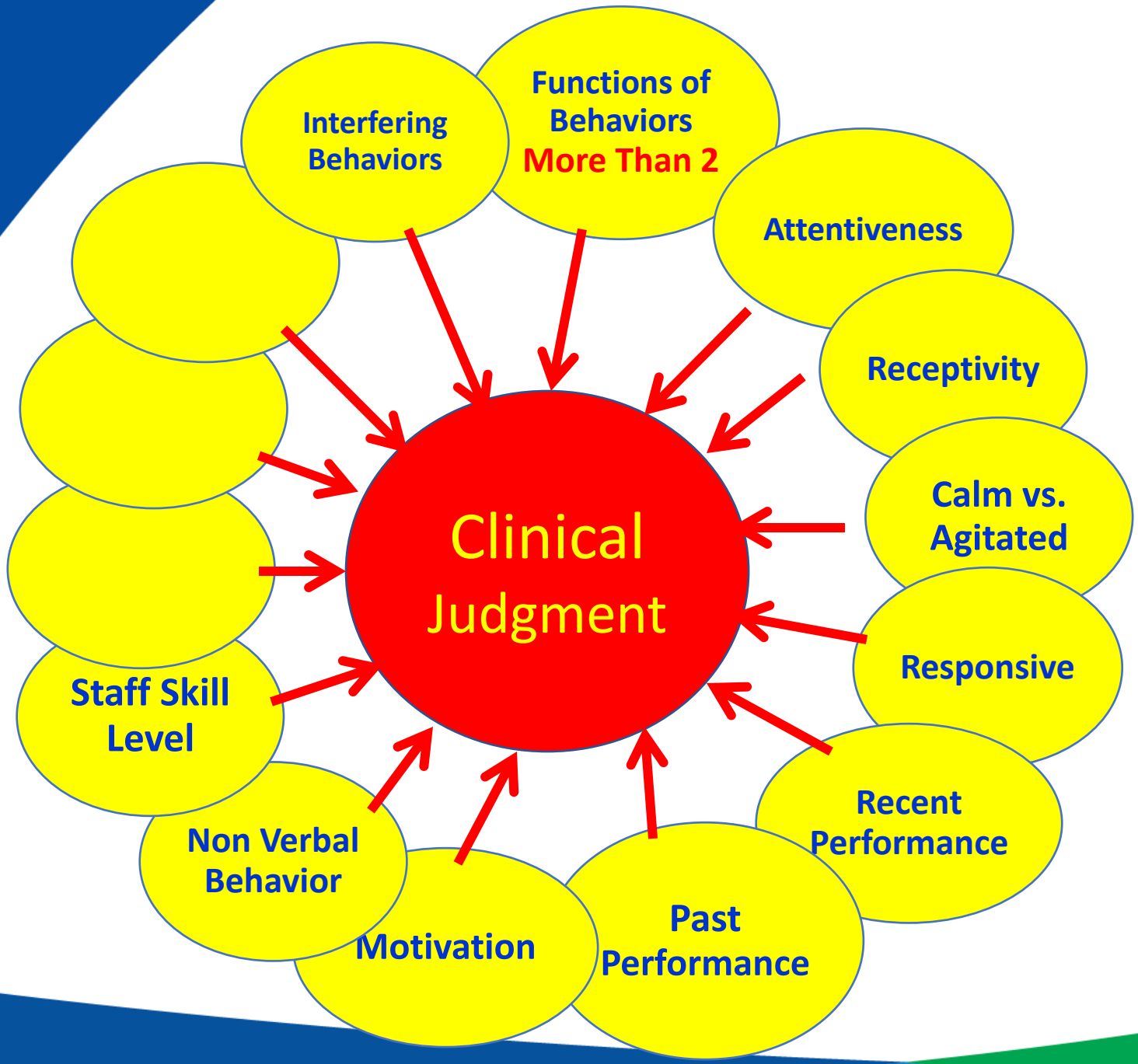

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SOME CURRENT DIMENSIONS OF PROGRESSIVE ABA

- **Client Centered**
- **Socially Valid**
- **Clinical Judgment**
- **Flexible Procedures**

Education and Training in Autism and Developmental Disabilities, 2015, 50(2), 199–212

Utility of Formal Preference Assessments for Individuals Diagnosed with Autism Spectrum Disorder

Justin B. Leaf, Ronald Leaf, Aditt Alcalay, Jeremy A. Leaf, Daniel Ravid, Stephanie Dale, Alyne Kassardjian, Kathleen Tsuji, Mitchell Taubman, John McEachin, and Misty Oppenheim-Leaf
Autism Partnership Foundation and Behavior Therapy and Learning Center

Abstract: The systematic use of reinforcers is an essential component of behavioral intervention for individuals diagnosed with Autism Spectrum Disorder. Today, the use of rigorous formal preference assessments, including paired-preference assessments, are widely conducted to help determine which items to use as reinforcers during intervention. Although paired-preference assessments are widely used there is no experimental evidence whether extensive advance sampling actually produces higher rates of responding compared to in-the-moment analysis of reinforcer effects. The present study compared the rate of responding on a simple sorting task when participants were provided items that were determined as preferred via an extensive paired preference assessment to a teacher selecting items without the use of a paired preference assessment, but rather with an in-the-moment analysis of reinforcer effects. The results indicated no clear difference in the rate of responding, but there were clear differences in terms of efficiency. Clinical implications will be discussed.

Reinforcement can be defined as the presentation of a stimulus causing an increase in the frequency of the targeted behavior in the future (Cooper, Heron, & Heward, 2007). Reinforcement can take many forms, which include: food (e.g., Schreibman, 1975), toys (e.g., Leaf, Sheldon, & Sherman, 2010), praise (e.g., Schreibman, 1975), tokens (e.g., Ayllon & Azrin, 1965), or escape from an undesired event (e.g., Piazza et al., 1997). The provision of reinforcement is widely used to decrease aberrant behaviors and to increase various adaptive behaviors (e.g., Leaf, Dotson, Oppenheim, Sheldon, & Sherman, 2010; Repp & Deitz, 1974). Unfortunately, it is often difficult to identify potential reinforcers for individuals diagnosed with autism spectrum disorders (ASD), which has led to the use of formal preference assessments.

Formal preference assessments are procedures utilized by clinicians to identify which stimuli are preferred by the learner and which stimuli are not preferred, with the presumption that the preferred stimuli are more likely to function as potential reinforcers during teaching. There have been several variations of preference assessments that have been utilized to identify reinforcers, including: interviews (e.g., Piazza, Fisher, Hagopian, Bowman, & Toole, 1996), single stimulus approaches (e.g., Green et al., 1988), paired preference assessments (e.g., Fisher et al., 1992), multiple-stimulus without replacement (e.g., Restar & Noell, 2008), and multiple stimulus with replacement (e.g., Leon & Iwata, 1996). Results from the studies on these various preference assessment procedures have shown that a learner's preference identified from formal preference assessments is highly correlated with that item's effectiveness as a reinforcer. Formal preference assessments have been utilized for a wide variety of populations ranging from typically developing children to children diagnosed with ASD (Leaf et al., 2012; Restar & Noell, 2008).

One type of preference assessment commonly evaluated and implemented is a paired-preference assessment (e.g., Fisher et al., 1992). A paired preference assessment consists of the following components. First, the teacher identifies (e.g., via interviews) several possible reinforcing items (e.g., toys, social

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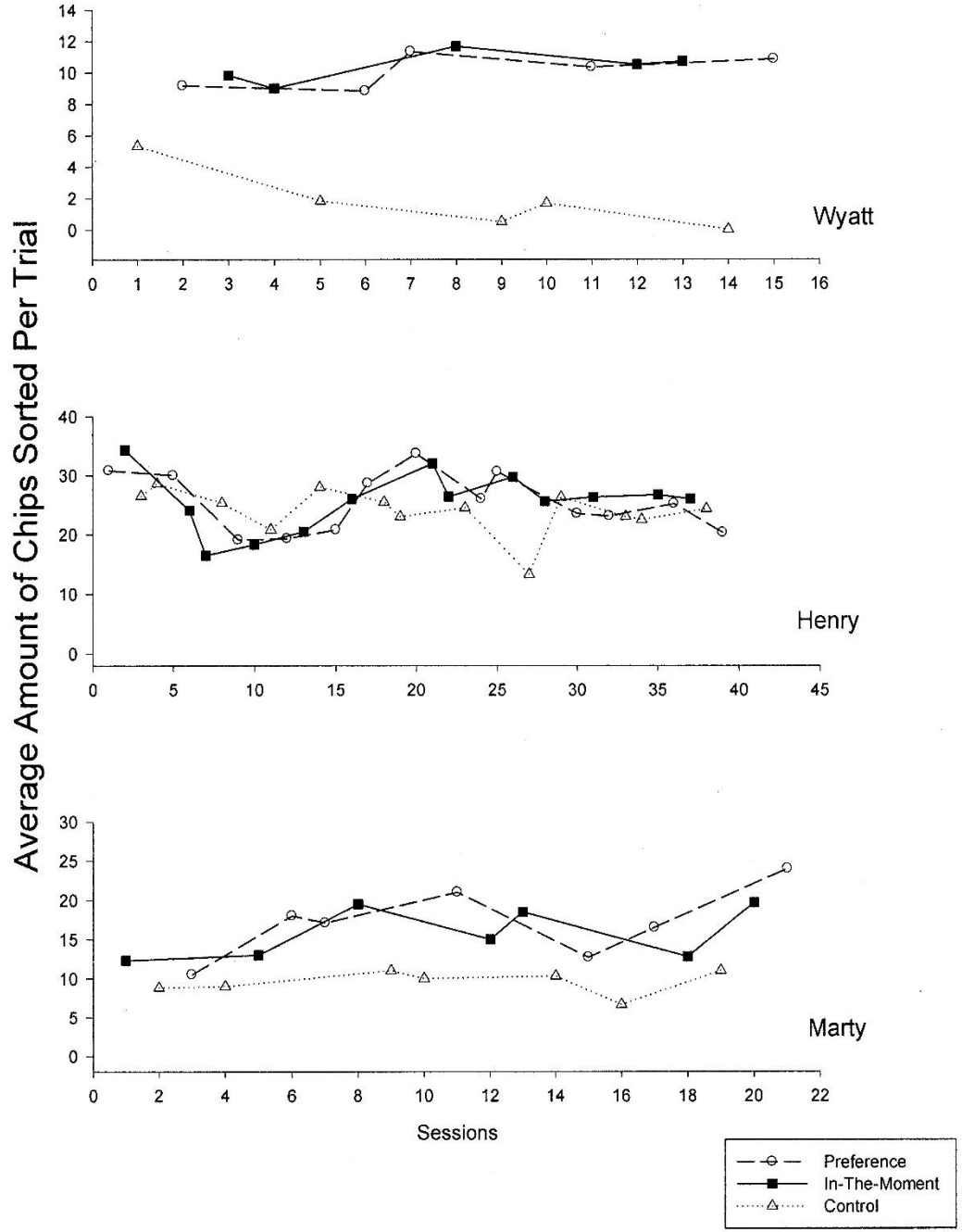

Article

Hammill Institute on Disabilities

Focus on Autism and Other Developmental Disabilities
1–11

DOI: 10.1177/1088357616645329
focus.sagepub.com
SAGE

Comparing Paired-Stimulus Preference Assessments With In-the-Moment Reinforcer Analysis on Skill Acquisition: A Preliminary Investigation

Justin B. Leaf, PhD[1], Ronald Leaf, PhD[1], Jeremy A. Leaf, MS[1], Aditt Alcalay, BA[1], Daniel Ravid, BA[1], Stephanie Dale, MA[1], Alyne Kassardjian, MA[1], Kathleen Tsuji, BA[1], Mitchell Taubman, PhD[1], John McEachin, PhD[1], and Misty L. Oppenheim-Leaf, MA[2]

Abstract

Today, the use of formal preference assessments, including paired-stimulus preference assessments, is widely utilized to help determine which items to use as reinforcers during intervention. A second way to determine potential reinforcers is to analyze multiple dimensions of a stimulus in the moment, a procedure known as in-the-moment reinforcer analysis. Although paired-stimulus preference assessments are widely used, there is no experimental evidence that extensive advance preference assessments actually produce higher rates of learning than in-the-moment reinforcer analysis. The present study compared rates of learning on a simple expressive labeling task when correct responses were reinforced with items selected based on extensive formal paired-preference assessments versus items selected by a teacher using in-the-moment analysis of reinforcer effects. The results indicated no clear difference in skill acquisition, but there were clear differences in terms of efficiency and maintenance.

Keywords

autism, paired-preference assessment, preference, reinforcement

One hallmark of applied behavior analysis (ABA) is the provision of positive reinforcement to increase desired behaviors. Positive reinforcement has been defined as the presentation of a stimulus causing an increase in frequency of targeted behavior in the future (Cooper, Heron, & Heward, 2007). Researchers have shown that a wide variety of stimuli can be utilized to increase desired behavior or decrease undesired behavior, including food (e.g., Schreibman, 1975), toys (e.g., Leaf, Sheldon, & Sherman, 2010), praise (e.g., Schreibman, 1975), tokens (e.g., Ayllon & Azrin, 1965), and engagement in stereotypic behaviors (e.g., Rincover & Newsom, 1985). Researchers have utilized reinforcement to increase a variety of behaviors, including social skills (e.g., Leaf, Dotson, Oppenheim, Sheldon, & Sherman, 2010), language (e.g., Petursdottir, Carr, Lechago, & Almason, 2008), and academic and pre-academic tasks (e.g., Leaf, Sheldon, & Sherman, 2010). Although reinforcement is widely used with individuals diagnosed with autism spectrum disorder (ASD), it is often difficult for clinicians, parents, and teachers to identify potential reinforcers that can be utilized to increase adaptive behaviors for them.

This difficulty has led to the use of formal preference assessments to assist in identifying potential reinforcers. Formal preference assessments are procedures utilized by clinicians to identify which stimuli are preferred or nonpreferred by the learner, with the presumption that the preferred stimuli are more likely to function as reinforcers during teaching. There are several types of formal preference assessments that are utilized in clinical practice, including interviews (e.g., Piazza, Fisher, Hagopian, Bowman, & Toole, 1996), single stimulus approaches (e.g., Green et al., 1988), paired-stimulus preference assessments (e.g., Fisher et al., 1992), multiple stimulus without replacement (e.g., Restar & Noell, 2008), and multiple stimulus with replacement (e.g., DeLeon & Iwata, 1996). Researchers have demonstrated a strong correlation between an item being identified as highly preferred and the effectiveness of that stimulus as a reinforcer (e.g., Carr, Nicolson, & Higbee, 2000).

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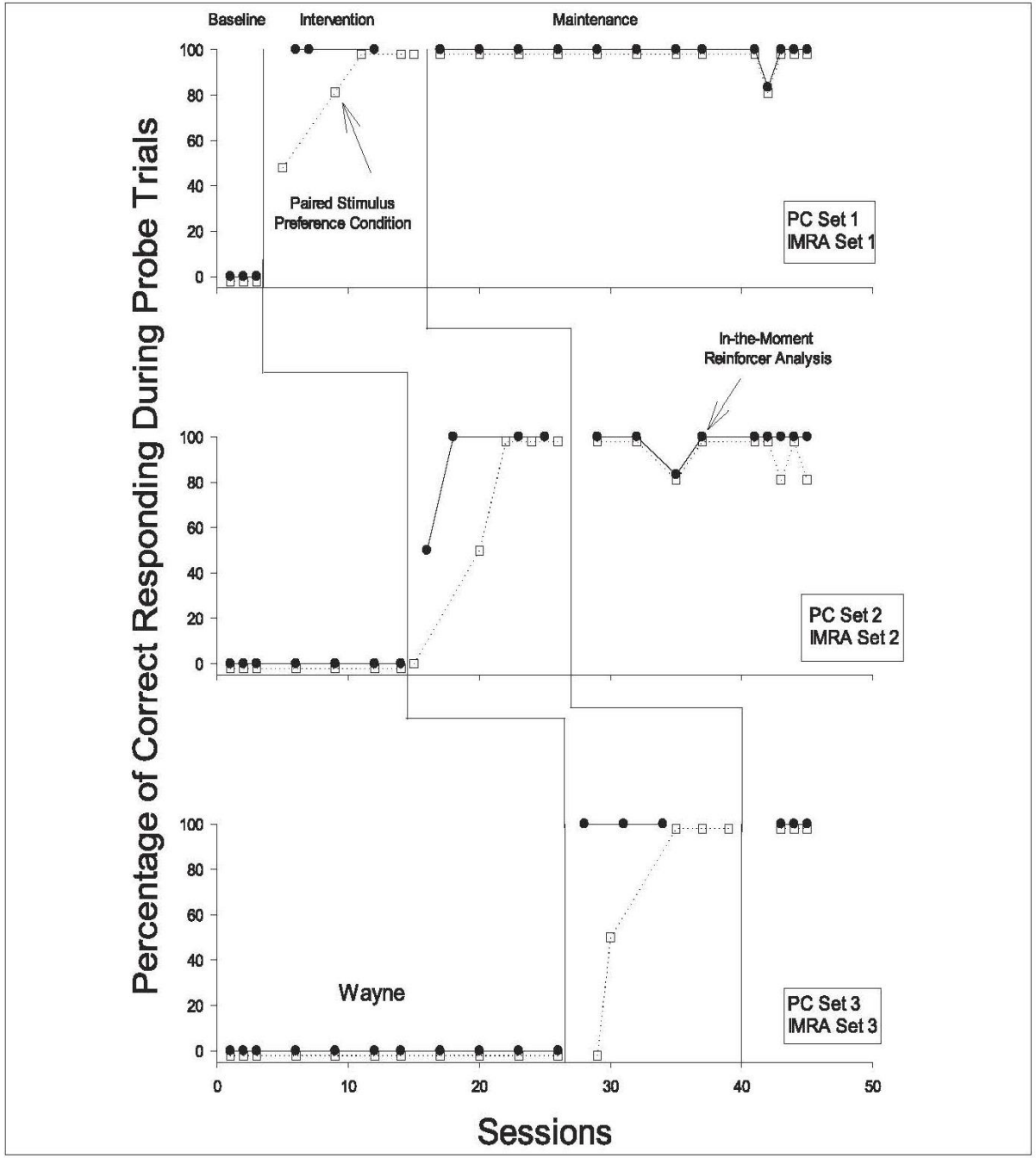

Education and Training in Autism and Developmental Disabilities, 2019, 54(1), 69–82

Comparing Multiple Stimulus Preference Assessments without Replacement to In-the-Moment Reinforcer Analysis on Rate of Responding

Aditt Alcalay, Julia L. Ferguson, Joseph H. Cihon, Norma Torres, Justin B. Leaf, Ronald Leaf, and John McEachin
Autism Partnership Foundation

Kimberly A. Schulze and Eric H. Rudrud
St. Cloud State University

Abstract: The provision of reinforcement to increase the rate of desired behaviors is a crucial element of behavior analytic intervention for individuals diagnosed with autism spectrum disorder (ASD). Formal preference assessments, like the multiple stimulus without replacement procedure (MSWO), are often used to determine potential reinforcers used during intervention. While these types of assessments have been widely investigated, there is no empirical evidence to support that these rigorous methods of reinforcement identification produce higher rates of responding compared to the in-the-moment reinforcer analysis. The present study compared the rate of responding on a sorting task when participants were provided with items selected based on a MSWO preference assessment versus items provided using in-the-moment reinforcer analysis.

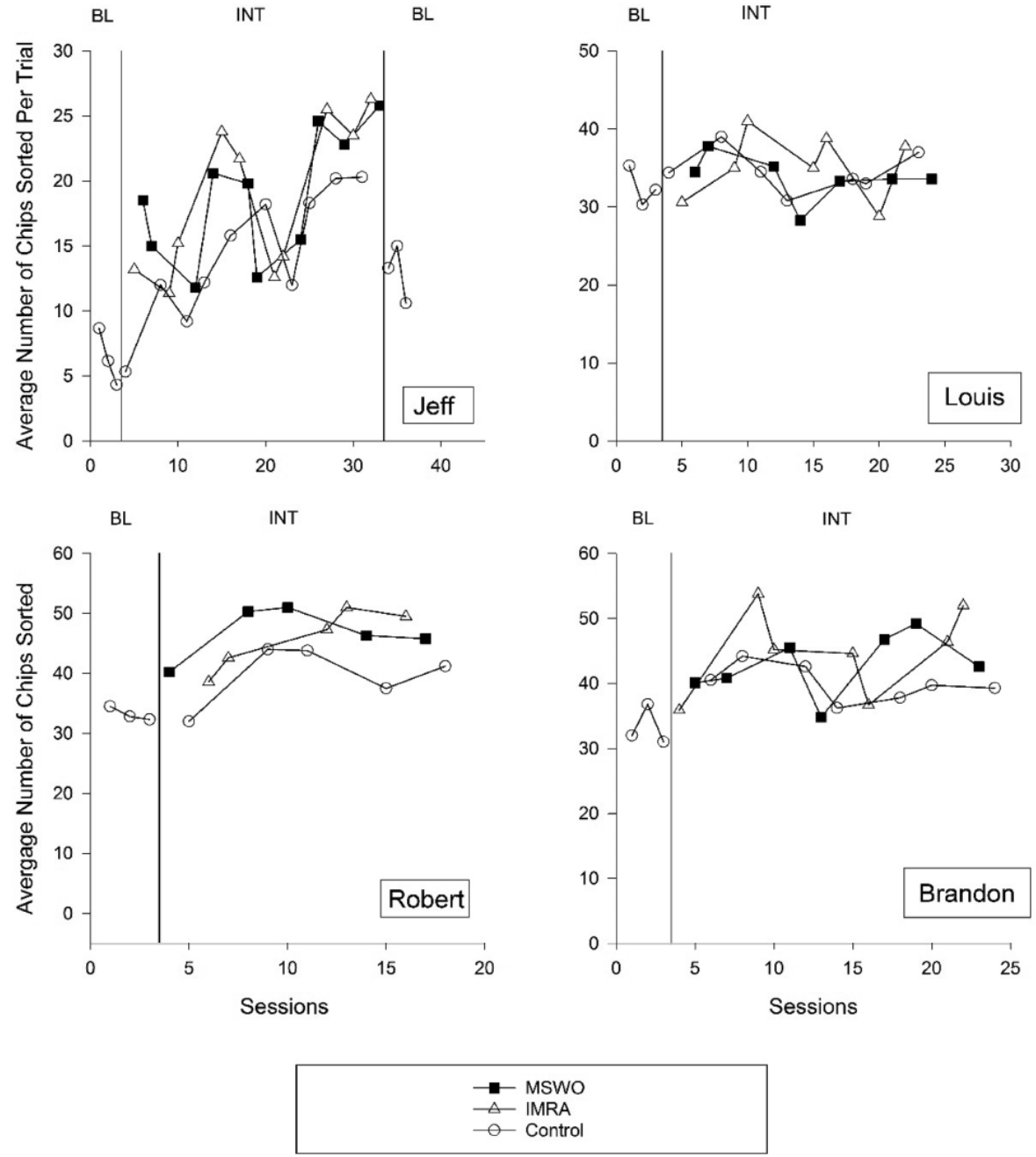

Figure 1. Rate of responding.


PRIORITY

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CONDITIONING VIDEO

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CONDITIONING VIDEO

JOURNAL OF APPLIED BEHAVIOR ANALYSIS 2012, **45,** 473–483 NUMBER 3 (FALL 2012)

OBSERVATIONAL EFFECTS ON THE PREFERENCES OF CHILDREN WITH AUTISM

JUSTIN B. LEAF AND MISTY L. OPPENHEIM-LEAF

UNIVERSITY OF KANSAS

RONALD LEAF

AUTISM PARTNERSHIP

ANDREA B. COURTEMANCHE

UNIVERSITY OF KANSAS

MITCHELL TAUBMAN AND JOHN MCEACHIN

AUTISM PARTNERSHIP

AND

JAN B. SHELDON AND JAMES A. SHERMAN

UNIVERSITY OF KANSAS

Journal of Applied Behavior Analysis

JOURNAL OF APPLIED BEHAVIOR ANALYSIS 2016, **49,** 49–57 NUMBER 1 (SPRING)

CHANGING PREFERENCE FROM TANGIBLE TO SOCIAL ACTIVITIES THROUGH AN OBSERVATION PROCEDURE

JUSTIN B. LEAF, MISTY L. OPPENHEIM-LEAF, DONNA TOWNLEY-COCHRAN, JEREMY A. LEAF, ADITT ALCALAY, CHRISTINE MILNE, ALYNE KASSARDJIAN, KATHLEEN TSUJI, STEPHANIE DALE, RONALD LEAF, MITCHELL TAUBMAN, AND JOHN MCEACHIN

AUTISM PARTNERSHIP FOUNDATION AND BEHAVIOR THERAPY AND LEARNING CENTER

Individuals with autism spectrum disorder (ASD) have qualitative impairments in social interaction and often prefer food or tangible reinforcement to social reinforcement. Thus, therapists who work with children with ASD often use food or tangible items as reinforcers to increase appropriate behaviors or decrease problem behaviors. The goal of the present study was to shift children's preferences from a highly preferred tangible item to an initially nonpreferred social reinforcer using an observational conditioning procedure. Participants observed a known peer engage in a simple task and select the social reinforcer that was not preferred by the participant. This procedure resulted in a shift of preference toward the social reinforcer by all participants.

Behavioral Interventions
Behav. Intervent. **30**: 256–269 (2015)
Published online 8 May 2015 in Wiley Online Library
(wileyonlinelibrary.com) **DOI**: 10.1002/bin.1411

OBSERVATIONAL EFFECTS ON PREFERENCE SELECTION FOR FOUR CHILDREN ON THE AUTISM SPECTRUM: A REPLICATION

Justin B. Leaf[1]*, Alyne Kassardjian[1], Misty L. Oppenheim-Leaf[2], Kathleen H. Tsuji[1], Stephanie Dale[1], Aditt Alcalay[1], Jeremy A. Leaf[1], Daniel Ravid[1], Christine Miline[1], Ronald Leaf[1], Mitchell Taubman[1] and John McEachin[1]

[1]Autism Partnership Foundation, Seal Beach, CA, USA
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Observational Effects on the Food Preferences of Children with Autism Spectrum Disorder

Joseph H. Cihon[1, 2], Mary Jane Wiess[2], Julia L. Ferguson[1], Justin B. Leaf[1, 2], Thomas Zane[3], &

Robert K. Ross[4]

Autism Partnership Foundation

FLEXIBLE PROMPT FADING

- **No Set Protocol**
  - **When to Prompt**
  - **When to Fade Prompts**
  - **What Prompt Type to Use**
- **You Can Use All Prompting Systems and Prompt Types**
- **Goal is to Keep Student at 80% Accuracy**
- **Ask Yourself**
  - **Is the Student Going to Get the Next Trial Correct?**
  - **How Important is it That They Respond Correctly?**
    - **If it is Important What is the Most Effective But Least Assistive Prompt That Can Be Used**

Journal of Applied Behavior Analysis

JOURNAL OF APPLIED BEHAVIOR ANALYSIS 2019, **9999,** 1–17 NUMBER 9999 ()

A randomized clinical trial of three prompting systems to teach tact relations

JOSEPH H. CIHON

AUTISM PARTNERSHIP FOUNDATION AND ENDICOTT COLLEGE

JULIA L. FERGUSON

AUTISM PARTNERSHIP FOUNDATION

JUSTIN B. LEAF AND CHRISTINE M. MILNE

AUTISM PARTNERSHIP FOUNDATION AND ENDICOTT COLLEGE

RON LEAF AND JOHN MCEACHIN

AUTISM PARTNERSHIP FOUNDATION

Prompts are commonly used during discrete trial teaching for individuals diagnosed with autism spectrum disorder (ASD). Three commonly used prompting systems include constant time delay, most-to-least prompting, and flexible prompt fading. Most of the research demonstrating

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COOL vs NOT COOL

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Cool Versus Not Cool™ VIDEO

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Cool Versus Not Cool™ VIDEO

EDUCATION AND TREATMENT OF CHILDREN Vol. 39, No. 1, 2016

Teaching Social Communication Skills Using a Cool Versus Not Cool Procedure Plus Role-Playing and a Social Skills Taxonomy

Justin B. Leaf

Mitchell Taubman

Christine Milne

Stephanie Dale

Jeremy Leaf

Autism Partnership Foundation

SOME CURRENT DIMENSIONS OF PROGRESSIVE ABA

- **Client Centered**
- **Socially Valid**
- **Efficiency**
- **Clinical Judgment**
- **Feedback**

Problems with Escape Extinction

An Interview with Behavior Analyst

What's wrong with classroom behavior charts: Why shaming backfires

Imagine you're at work when you see it: Your name on the wall, with a note from the boss that everyone can see. Your behavior is "unsatisfactory."

We can think up different versions of this scenario. Maybe it's a simple visual message – your name pinned to a red traffic light. Maybe your deficiencies are communicated with a more positive spin — "We want to see you improve!"

Autism Partnership Foundation

VIDEO OF SAYING NO

JOURNAL OF APPLIED BEHAVIOR ANALYSIS 2010, **43,** 215–228 NUMBER 2 (SUMMER 2010)

COMPARISON OF SIMULTANEOUS PROMPTING AND NO-NO PROMPTING IN TWO-CHOICE DISCRIMINATION LEARNING WITH CHILDREN WITH AUTISM

JUSTIN B. LEAF, JAN B. SHELDON, AND JAMES A. SHERMAN

UNIVERSITY OF KANSAS

This study compared no-no prompting procedures to simultaneous prompting procedures for 3 children with autism. Using a parallel treatments design, researchers taught rote math skills, receptive labels, or answers to "wh–" questions with both prompting systems. Results indicated that no-no prompting was effective in teaching all skills. By contrast, simultaneous prompting was effective in teaching only one pair of skills to 1 participant in the same amount of teaching time and trials. Researchers conducted a preference assessment to determine which of the two prompting procedures the 3 participants preferred. The participants showed mixed preferences for the two procedures.

Key words: autism, discrete-trial teaching, no-no prompting, simultaneous prompting

Evidence-Based Communication Assessment and Intervention, 2014
http://dx.doi.org/10.1080/17489539.2014.884988

Routledge
Taylor & Francis Group

EBP Advancement Corner

Comparison of most-to-least to error correction to teach tacting to two children diagnosed with autism

Justin B. Leaf, Jeremy A. Leaf, Aditt Alcalay, Stephanie Dale, Alyne Kassardjian, Kathleen Tsuji, Ronald Leaf, Mitchell Taubman, & John McEachin
Autism Partnership, Seal Beach, CA, USA

Abstract
This study compared most-to-least prompting to an error correction procedure involving feedback and remedial trials for teaching two children with autism a variety of expressive labels. Using an adapted alternating treatment design nested into a multiple probe design, experimenters taught each participant how to expressively label different pictures of cartoon characters or comic book characters. Results indicated that, while both procedures were effective, participants learned more skills with the error correction procedure, and the error correction procedure was more efficient than most-to-least prompting.

Keywords: *Error correction; Expressive labeling; Most-to-least prompting; Prompting; Tacting.*

JORSEN
Journal of Research in Special Educational Needs · Volume 16 · Number 4 · 2016 217–225
doi: 10.1111/1471-3802.12067

nasen
Helping Everyone Achieve

Comparison of most-to-least to error correction for teaching receptive labelling for two children diagnosed with autism

Justin B. Leaf, Aditt Alcalay, Jeremy A. Leaf, Kathleen Tsuji, Alyne Kassardjian, Stephanie Dale, John McEachin, Mitchell Taubman and Ronald Leaf
Autism Partnership Foundation, USA

Key words: Autism, discrete trial teaching, error correction, most-to-least prompting, prompting.

Education and Training in Autism and Developmental Disabilities, 2017, 52(1), 91–101

Comparing Error Correction Procedures for Children Diagnosed with Autism

Donna Townley-Cochran, Justin B. Leaf, Ronald Leaf, Mitchell Taubman, and John McEachin
Autism Partnership Foundation

Abstract: The purpose of this study was to examine the effectiveness of two error correction (EC) procedures: modeling alone and the use of an error statement plus modeling. Utilizing an alternating treatments design nested into a multiple baseline design across participants, we sought to evaluate and compare the effects of these two EC procedures used to teach two sets of labels. Three children diagnosed with Autism Spectrum Disorder participated in this study. Results demonstrated that all participants acquired targeted labels in both EC conditions, and maintained high-levels of correct responding at follow-up. Only one participant acquired skills more quickly in the modeling alone condition. Future directions for additional research pertaining to effective and efficient EC procedures are discussed.

Education and Training in Autism and Developmental Disabilities, 2019, 54(2), 107–118

Descriptive Analysis of the Use of Punishment-Based Techniques with Children Diagnosed with Autism Spectrum Disorder

Justin B. Leaf, Donna Townley-Cochran, Joseph H. Cihon, Erin Mitchell, Ronald Leaf, Mitchell Taubman, and John McEachin
Autism Partnership Foundation

Abstract: Punishment is any stimulus change following a response that decreases the probability of that response occurring in similar situations in the future. Punishment-based techniques (i.e., techniques developed based upon the functional definition of punishment) are effective at decreasing undesired behavior. Despite the documented effectiveness, there have been several concerns about the use of punishment techniques (e.g., potential negative side effects such as aggression and problems of generalization). As a result, the use of punishment techniques (e.g., saying "no") have been avoided within clinical settings for children diagnosed with autism spectrum disorder (ASD). The purpose of this descriptive analysis was to evaluate how punishment techniques were used within a clinical setting for 15 students diagnosed with ASD. The results showed that although punishment techniques (e.g., saying "no" or removal of a token) occurred frequently, the students rarely demonstrated negative reactions commonly ascribed to the use of punishment.

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SOME CURRENT DIMENSIONS OF PROGRESSIVE ABA

- **Client Centered**
- **Socially Valid**
- **Efficiency**
- **Clinical Judgment**
- **Feedback**
- **Meaningful Curriculum**

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We Do Not Use A…

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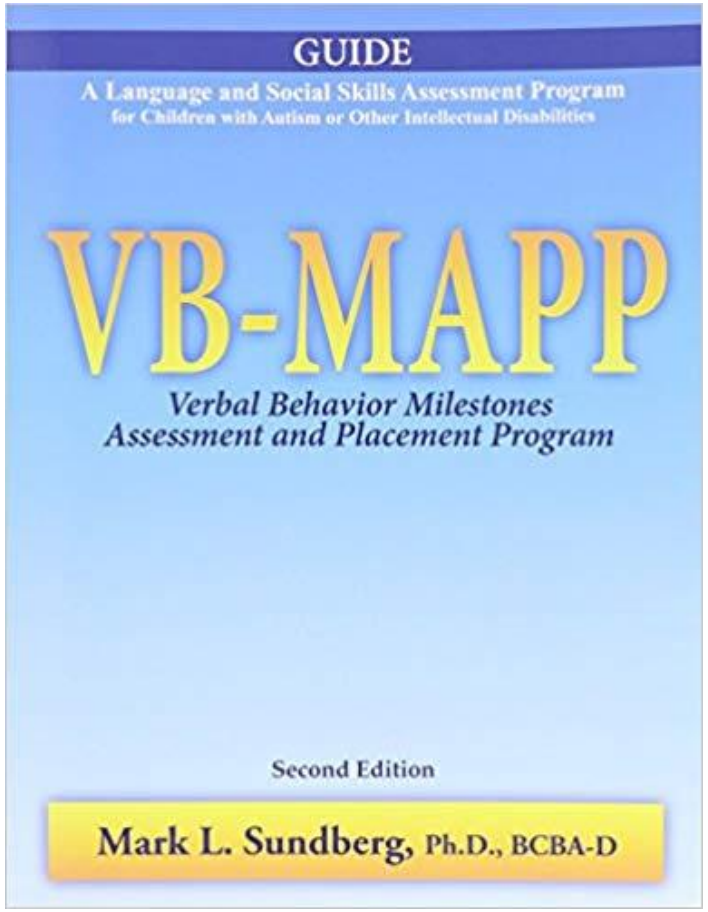
Or Only The…



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- ENV VIDEO

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Clear vs Mumbled Video

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Video of Fruit Salad

Autism Partnership Foundation

Coping Video

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SOME CURRENT DIMENSIONS OF PROGRESSIVE ABA

- **Client Centered**
- **Socially Valid**
- **Clinical Judgment**
- **Feedback**
- **Meaningful Curriculum**
- **Well Trained Staff**

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APF
Autism Partnership Foundation

Autism Partnership Foundation

SOME CURRENT DIMENSIONS OF PROGRESSIVE ABA

- **Client Centered**
- **Socially Valid**
- **Clinical Judgment**
- **Feedback**
- **Meaningful Curriculum**
- **Well Trained Staff**
- **Avoiding Fad Treatments**

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WHAT IS EVIDENCE BASED PRACTICE?

(APA, 2006; ASHA, 2005; Dollaghan, 2007; Kazdin, 2008; NAC, 2015)

Science	Pseudoscience	Antiscience
• Direct objective observation and measurement • Systematic • Experimental design • Repeated demonstrations	• Promoting Quick and High Levels of Success • Little to No Objective Data • Other Therapies are Not Useful • Procedures Would be Difficult to Evaluate • Slogans • Having "Expert" Endorsement	• Rejection of science and the scientific method

(Green, 1996; Normand, 2008)

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THE FIELD OF AUTISM

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"FLAVOR OF THE DAY"

√ = Research in Peer Reviewed Journals

Blue = Most Prominent Today

- **Animal Assisted Therapy**
- **ABA (Discrete Trial Teaching) √**
- **Acupuncture**
- **ADAM (Autistic Internet Interface)**
- **Allergy Treatments**
- **Art Therapy**
- **Assisted Pig Therapy**
- **Auditory Integration Training**
- **Big Ear**
- **Blood Transfusions**
- **Blue Green Algae**

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FLAVOR OF THE DAY

- Bonding
- Brain Gym
- Breast Feeding, Extended
- Brushing
- Chiropractic Manipulations
- Cow Protein Injections
- Discrete Trial Trainer
- DMG/B-6
- Dolphin Therapy
- Dunking in the Gulf of Mexico
- Ear Earobics

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FLAVOR OF THE DAY

- Energy Therapy
- Equestrian Therapy
- Facilitated Communication
- Fast Forward (Halo)
- Fenfluramine
- Feingold Diet
- Flashlight Therapy
- Floor Time
- Gluten/Casein Free Diets
- Hippotherapy

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FLAVOR OF THE DAY

- Hyperbolic
- Incidental Teaching (ABA) √
- Inclusion
- Linda Mood Bell
- Links to Language
- LSD
- Music Therapy
- Miller Method
- Natural Language Paradigm (ABA) √
- Options

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FLAVOR OF THE DAY

- Organic Fish Oil
- Patterning
- PECS (ABA) √
- Pivotal Response Training (ABA) √
- Play Therapy
- Prism Glasses Prozac
- Prozac
- Rapid Prompting Method
- Reflexology
- RDI

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FLAVOR OF THE DAY

- Remote Healing
- Sacro-cranial Massage
- Sensory Integration
- Signing
- Social Stories
- Social Thinking
- Squeeze Box
- TEACCH
- Verbal Behavior (ABA) √
- Visual Therapy
- Womb Room

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WHAT'S WRONG WITH TRYING????

- **Against BACB® Ethical Code**
- **Multiple Treatments Reduce Intensity**
- **Multiple Treatments May Dilute or Sabotage Effectiveness**
- **False Expectations**
- **Wasted Money, Time, and Emotion**
- **Possible Long Term Side Effects**
- **Research Does Not Support an Eclectic Approach**


OUTCOMES

EDUCATION AND TREATMENT OF CHILDREN Vol. 34, No.2, 2011

A Program Description of a Community-Based Intensive Behavioral Intervention Program for Individuals with Autism Spectrum Disorders

Ronald B. Leaf, Mitchell T. Taubman, John J. McEachin, Justin B. Leaf, and Kathleen H. Tsuji
Autism Partnership

Abstract

Autism Spectrum Disorders (ASD) impact all areas of a person's life resulting in deficits in language, social behavior, and intellectual abilities as well as the development of repetitive behaviors that can greatly restrict access to the community and quality of life. Intensive behavioral intervention (IBI) has repeatedly been shown to be effective in improving functional skills and intellectual scores as well as minimizing problem behaviors in individuals diagnosed with ASD. In previous studies, some children who received intensive behavioral intervention became indistinguishable from their peers

Table 5
Outcome Data

Office	Number of Clients	Number and Percentage of Clients in Group 1	Number and Percentage of Clients in Group 1-R	Number and Percentage of Clients in Group 1 and 1-R
United States	33	11 (33.3%)	13 (39.4%)	24 (72.7%)
Hong Kong	19	9 (47.4%)	4 (21.1%)	13 (68.4%)
Melbourne	7	4 (57.1%)	1 (14.3%)	5 (71.4%)
United Kingdom	5	1 (20%)	2 (40%)	3 (60%)
Total	64	25 (39%)	20 (31.3%)	45 (70.3%)

Comparing Conventional and Progressive Approaches of Discrete Trial Teaching when Teaching Tact Relations to Children Diagnosed with Autism Spectrum Disorder

Christine M. Milne[1,2], Justin B. Leaf[1,2], Mary Jane Weiss[1], Julia L. Ferguson[2], Joseph H. Cihon[1,2], Matthew S. Lee[2], Ronald Leaf[2], and John McEachin[2]

[1]Endicott College

[2]Autism Partnership Foundation

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OVERVIEW

- Randomized Control Trial
  - Pre and Post Test Assessment
- Two Treatment Groups
  - Traditional Behavioral Intervention
  - Progressive Behavioral Intervention
- Taught Up To 100 Expressive Labels
- 20 Sessions Each
- 15 Minutes Per Session

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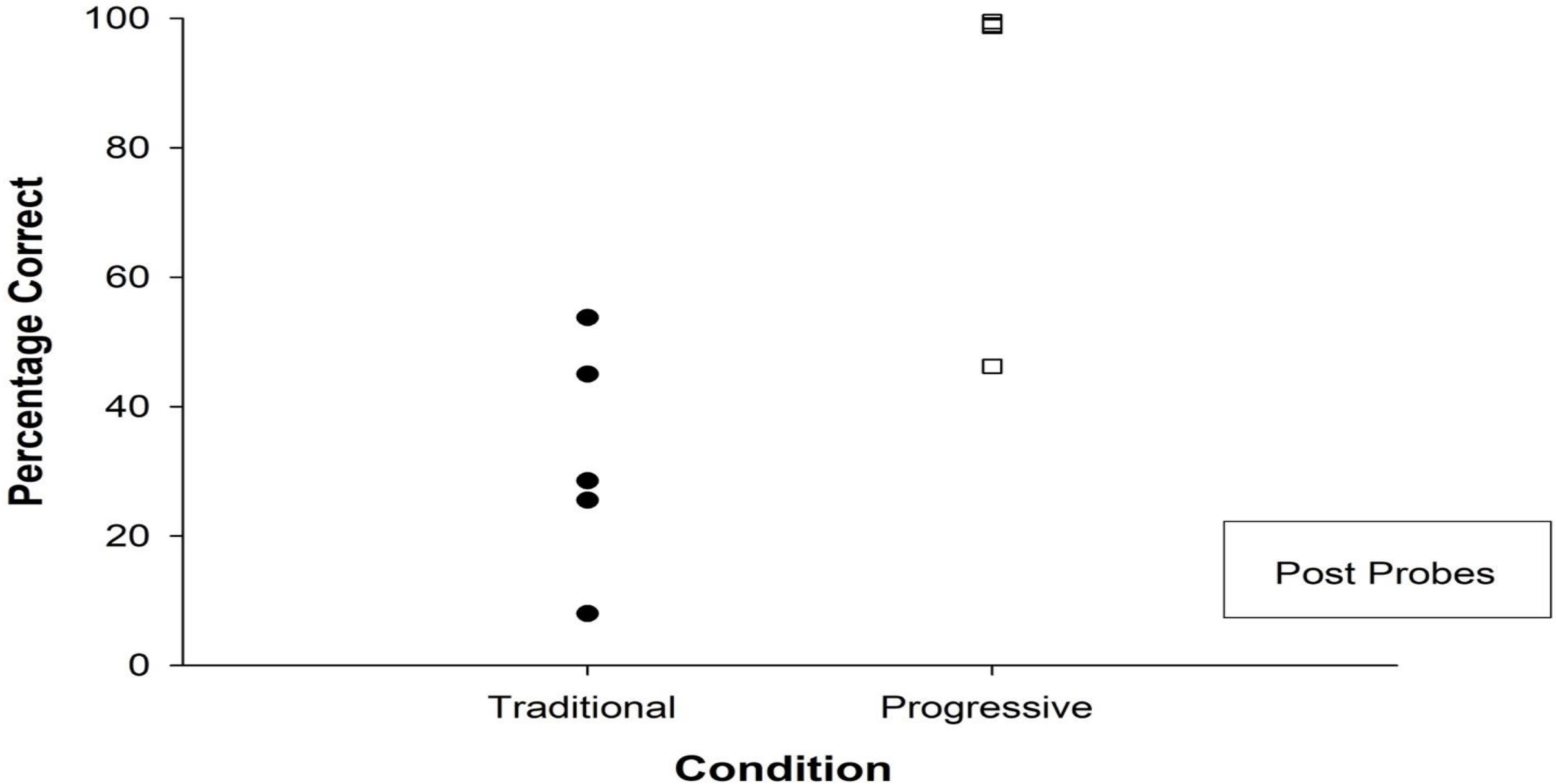
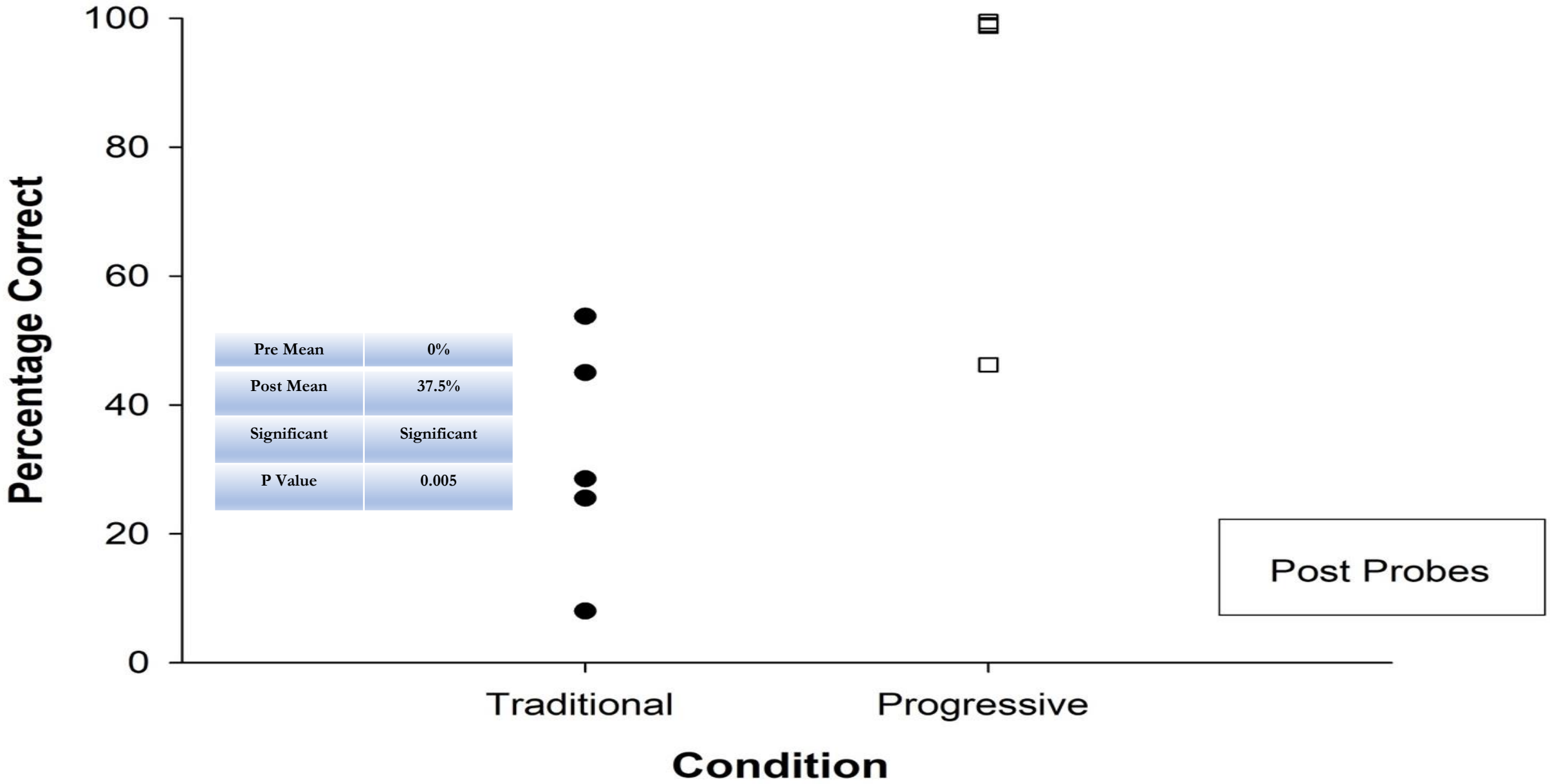
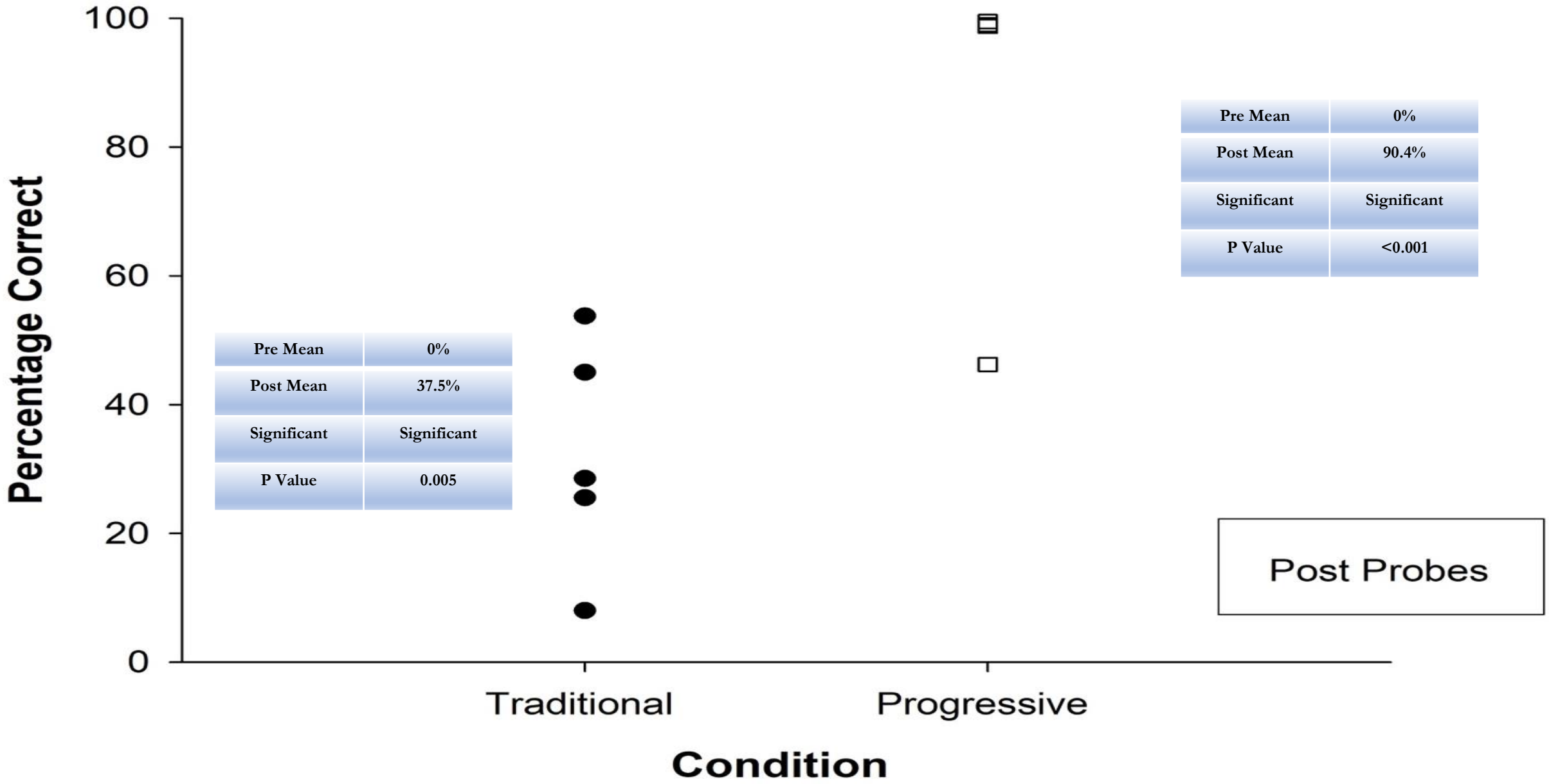
COMPARISON OF TWO CONDITIONS

	Traditional Method	Progressive Method
Identification of S^{R+}	Paired Stimulus Preference Assessment	In The Moment Reinforcer Analysis
Instructional Arrangement	One on One	One on One
Trial Order	Predetermined	Researcher Judgement
Type of Instruction	Same on Every Trial	Varied Based on Judgement
Complexity of S^{D}	Simple ("Who is it")	Varied
Rate of Reinforcement	FR1	Researcher Judgement
Type of Reinforcement	Praise and Tokens = Tangibles & Edibles	Praise and Tokens = Tangibles & Edibles
Error Correction	"No it is _____" and a Retrial	Varied (Instructive Feedback, Error Correction, None)
Maintenance	2 Trials Per Label to Start Teaching	Up to Teacher

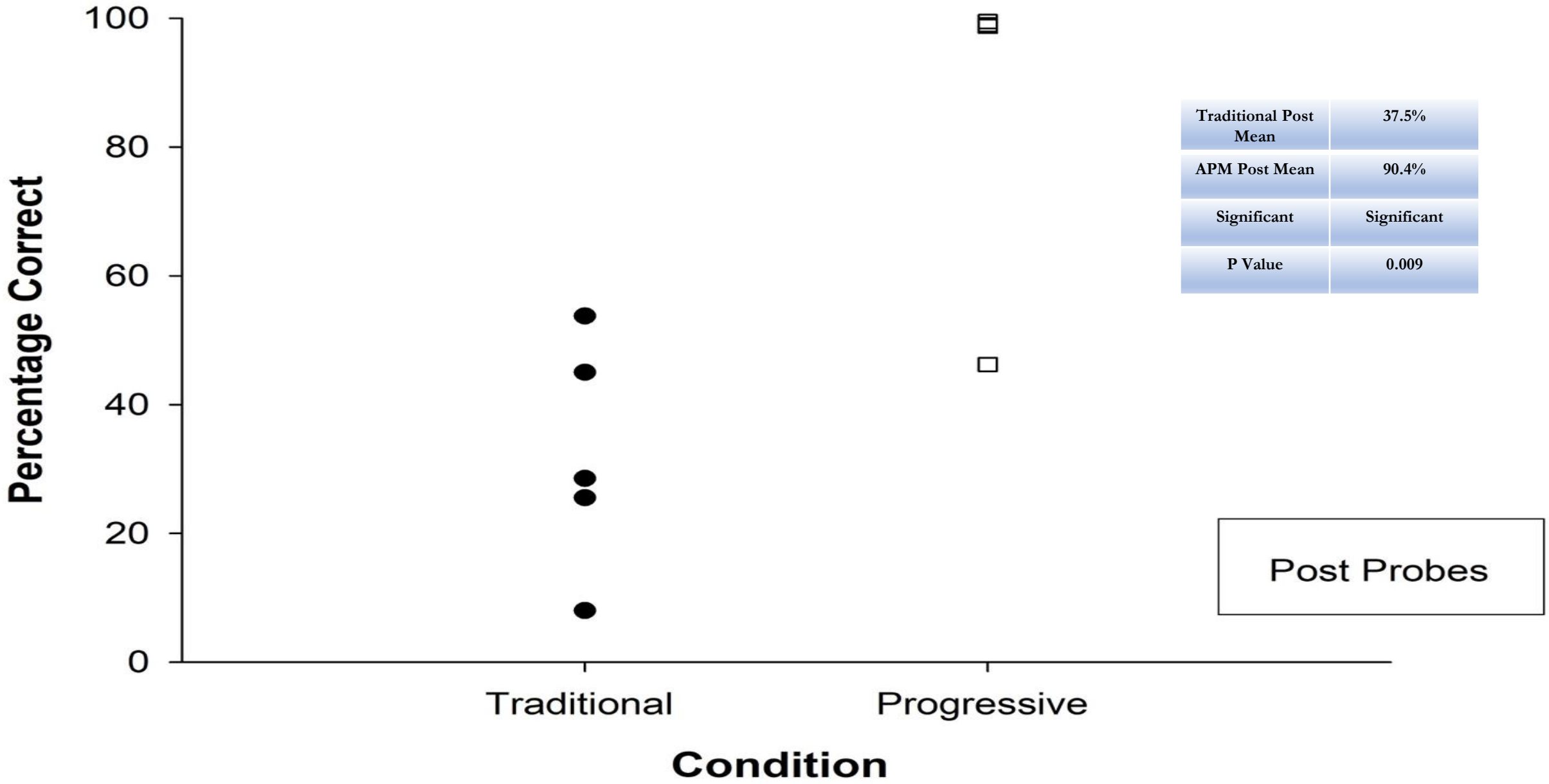

100
80
60
40
20
0
Percentage Correct
Traditional
Progressive
Condition
Post Probes


100
80
60
40
20
0
Percentage Correct
Pre Mean
0%
Post Mean
37.5%
Significant
Significant
P Value
0.005
Post Probes
Traditional
Progressive
Condition



Pre Mean	0%
Post Mean	37.5%
Significant	Significant
P Value	0.005

Pre Mean	0%
Post Mean	90.4%
Significant	Significant
P Value	<0.001


100
80
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20
0
Percentage Correct
Traditional
Progressive
Condition
Traditional Post Mean
37.5%
APM Post Mean
90.4%
Significant
Significant
P Value
0.009
Post Probes

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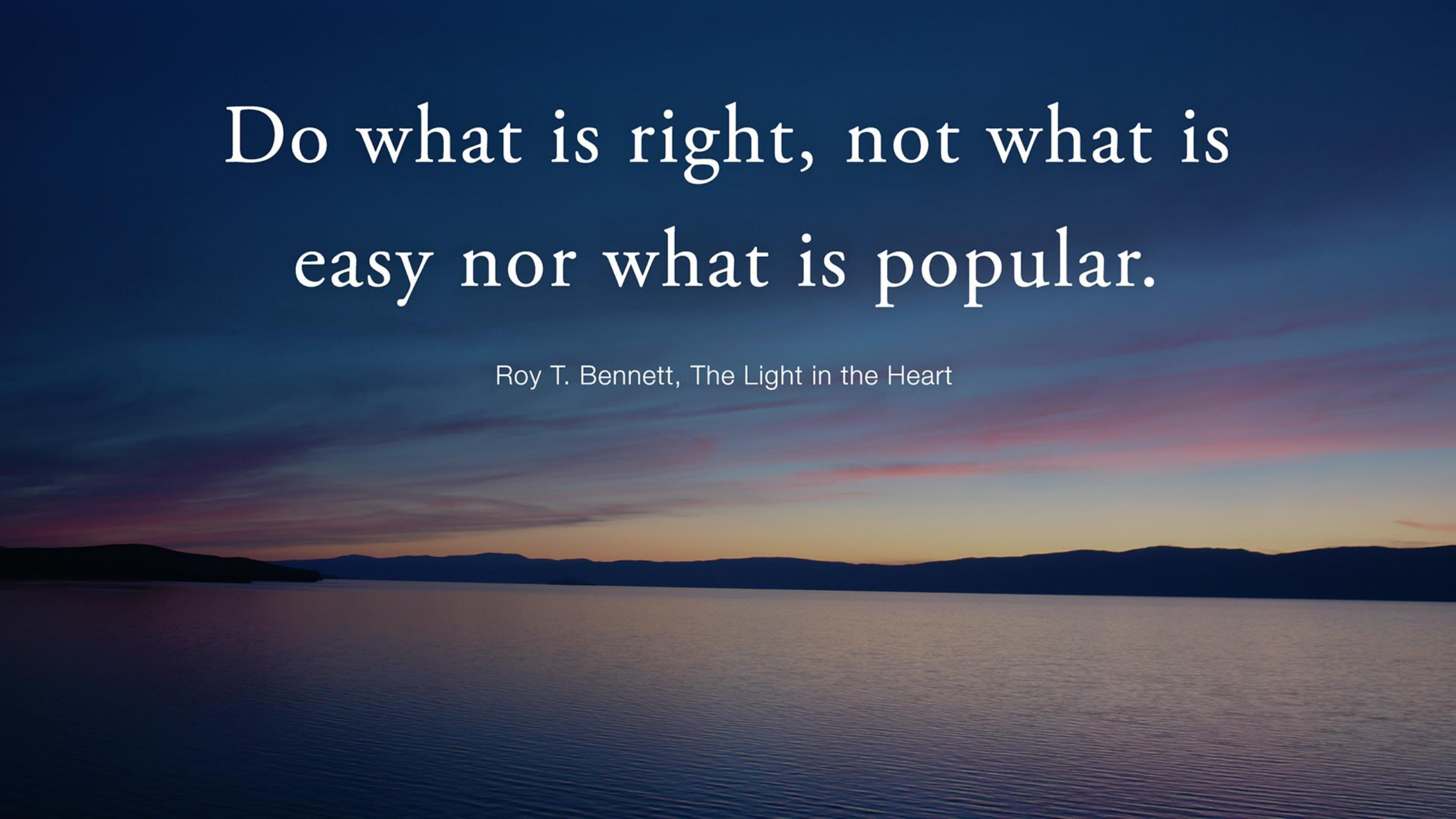
Closing Video


Do what is right, not what is
easy nor what is popular.
Roy T. Bennett, The Light in the Heart


obrigado
Dank U
Merci
mahalo
Köszi
спасибо
Grazie
Thank you
mauruuru
Takk
Gracias
Dziękuję
Děkuju
danke
Kiitos