



*The Insider*

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*Life Span Institute at Parsons*

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*July, 2003*

*Pat White, Editor*

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## **Honors and Awards**

Monika Suchowierska, Kathy Stewart, and their mentor, Kate Saunders, received the Student Paper Award from the Verbal Behavior Special Interest Group at the recent meeting of the Association for Behavior Analysis (San Francisco). Their paper was entitled: *Preschool Children Show Recombinative Generalization in Spelling Three-Letter Words*.

## **Grant Submissions**

Kate Saunders recently submitted a competing continuation grant "Interdisciplinary Research Training in Mental Retardation/Developmental Disabilities" to NICHD.

Dick and Muriel Saunders assisted in the submission of an R01 entitled, "Effective Strategies for weight Loss in People with Mental Retardation" with Dennis Jacobsen as PI.

## **Presentations**

Cress, P. J. (2003, June). *Online resources for accessible information technology and Accessible distance learning*. Presentations to the ADA Symposium, Kansas City, MO.

Freeman, R., & Smith, C. (2003, April). *The Kansas Institute for Positive Behavior Support*. Address to the Institute for Child Development Research Seminar Series, Kansas University Medical Center, Kansas City, KS.

Freeman, R., Wickham, D., & Smith, C. L. (2003, March). *A cross-agency training network model in positive behavior support*. Paper presented at the First International Conference on Positive Behavior Support, Orlando, FL.

Freeman, R., Wickham, D., & Smith, C. L. (2003, March). *The Kansas Institute for Positive Behavior Support*. Paper presented at the First International Conference on Positive Behavior Support, Orlando, FL.

Mills, S. C. (2003, June). *Unlocking the Kingdom Gates: Designing and Evaluating Web Pages for Accessibility* at ED-MEDIA 2003. Workshop presented at the World Conference on Educational Multimedia, Hypermedia, & Telecommunications, Honolulu, HI. This presentation is available online at <http://media.lsi.ku.edu/research/present.html>.

Sack, S. (2003, May). *Successful grant writing workshop*. Presented to the State Independent Living Council of Kansas, Topeka.

Sack, S. (2003, June). *Innovative approaches to funding community integrated living*. Presentation to the SRS Administrative Council, Topeka, KS.

Sack, S. (2003, July). *Submitting research for competitive review*. Presentation to the Schiefelbusch Institute for Life Span Studies, Parsons, KS.

- Sack, S. (2003, July). *Assistive Technology for Kansans and related assistive technology/independent living projects*. Presentation to the KU Executive Committee, Pittsburg, KS.
- Sack, S. (2003, July). *Increasing independence through assistive technology supports and services: Accessing services available in Kansas*. Presentation to Social and Rehabilitation Services Leadership, Parsons, KS.
- Sack, S. (2003, July). *Innovative approaches to funding community-integrated living*. Presentation to the Kansas Department of Administration, Topeka, KS.
- Saunders, R. R., & Saunders, M. D. (2003, February). *Verifying intentionality in adaptive switch use by people with profound multiple impairments*. Paper presented at a Research Proseminar, Department of Speech and Hearing Sciences, University of Washington, Seattle, WA.
- Saunders, R. R., & Saunders, M. D. (2003, May). *Writing individualized educational and habilitation objectives for functional data collection*. Workshop presented at Foundation for the Junior Blind, Los Angeles, CA.
- Simmons, S. J. (2003, March). Identifying assistive technology independent living solutions for older Kansans. A class presented to nursing students at Labette Community College, Parsons, KS.

### **Presentations at the Association for Behavior Analysis, San Francisco, CA in May**

- Bejarano, R. *Effects of interresponse-time reinforcement on multiple-schedule performance*.
- Haag, S. S., & Anderson, C. M. *Effects of combining response-independent stimulus delivery with other interventions on appropriate and inappropriate behavior*.
- Murphy, K., Saunders, R. R., & Olswang, L. *Effects of auditory and visual stimuli in the social environment of switch users*.
- Peyton, R. T., Born, D. G., & Williams, D. C. *(Delayed match-to-sample as a measure of memory impairment for people with dementia*.
- Saunders, M., Timler, G., Cullinen, T., Pilkey, S., & Quedsted, K. *Evidence of contingency awareness: Response duration versus response rate indicators*.
- Saunders, R. R., & Chaney, L. *Partitioning in multiple-choice matching-to-sample: Relation between response speeds and outcomes*.
- Smagner, J., Saunders, R. R., & Saunders, M. *Detecting contingency awareness with cumulative records and DRO procedures*.
- Struve, B., Saunders, M., & Olswang, L. *Social feedback as a preferred reinforcer in adults with profound multiple impairments*.
- Suchowierska, M., Stewart, K., & Saunders, K. *Preschool children show recombinative generalization in spelling of three-letter words*.
- Wade, T., Christine, K., Haag, S. S., & Anderson, C. M. *The behavior analysis program at WVU*.
- Williams, D. C. *Disrupted responding in persons with mental retardation when reinforcement conditions shift from rich to lean*.

## **Publications**

- Freeman, R. L., Smith, C. L., & Tieghi-Benet, M. (2003). Promoting implementation success through the use of continuous systems-level assessment strategies. *Journal of Positive Behavior Interventions, 5*, 66-70.
- Mellstrom, B. P., Saunders, M. D., Saunders, R. R., & Olswang, L. B. (in press). Interaction of biobehavioral state and microswitch use in individuals with profound impairments. *Journal of Developmental and Physical Disabilities*.
- O'Donnell, J., & Saunders, K. J. (2003). Equivalence relations in individuals with language limitations and mental retardation. *Journal of the Experimental Analysis of Behavior, 80*, 131-157.
- Saunders, M. D. (2003). [Review of the book *Mental retardation definition, classification, and systems of support*]. *The Psychological Record, 53*, 327-329.
- Saunders, M. D., Smagner, J. P., & Saunders, R. R. (in press). Improving methodological and technological analysis of adaptive switch use of individuals with profound multiple impairments. *Behavioral Interventions*.
- Saunders, R. R., & McEntee, J. M. (in press). Increasing the probability of stimulus equivalence with adults with mild mental retardation. *The Psychological Record*.
- Smith, C. L., Wickham, D., & Freeman, R. L. (2003). Coordinating positive behavior support training across multiple service systems. *TASH Connections, 29*, 22-24.
- Yoo, J. H., Williams, D. C., Napolitano, D. A., Peyton, R. T., Baer, D. M., & Schroeder, S. R. (2003). Effects of risperidone on a matching task performance in a woman with severe mental retardation. *Journal of Applied Behavior Analysis, 36*, 245-248.

## **Products**

- Zarcone, J., Freeman, R., Smith, C., Wickham, D., Houghton, J., & Kidwell, P. (2002). (*Module 3*) *Introduction to Applied Behavior Analysis* [Online]. Lawrence: University of Kansas UCDD. Available: <http://www.kipbs.lsi.ku.edu>.
- Zarcone, J., Freeman, R., Smith, C., Wickham, D., & Kidwell, P. (2002). (*Module 4*) *Measurement and Design, and (Module 5) Functional Behavior Assessment* [Online]. Lawrence: University of Kansas UCDD. Available: <http://www.kipbs.lsi.ku.edu>.

## **Project Highlight**

### *Early Childhood Higher-education Options (ECHO) Project* *Dave Lindeman*

The Kansas State Department of Education has achieved a number of noteworthy accomplishments supported through the Kansas State Improvement Grant (SIG). A majority of these achievements and successes have been focused professional development and teacher training programs. Specifically the goal of the SIG focusing on early childhood has produced an important and productive collaborative working relationship with the faculty of Kansas colleges and universities.

The ECHO project is focusing on systems change that will result in a redesigned approach to teacher training, personnel development, and recruitment and retention of quality teachers, while focusing on

outcomes to support all children in Kansas schools being successful learners. The impetus for these changes are a direct result of a number of issues and forces that have converged that create the atmosphere and opportunity for further systems change in early childhood teacher training programs. These forces, coming together as a whole, have set the stage for focus on quality preservice and inservice training for teachers of our youngest children. These forces include:

1. The State Board of Education's goals and vision for the future.
2. A number of statewide initiatives in early childhood.
3. Teacher licensure redesign in the state of Kansas.

In response to these factors, through the activities/strategies and input/resources of the ECHO project, systems change in teacher training is to be accomplished at three levels: (a) at the course level through the unification of regular and special education content into new courses, (b) at the college/university level through curriculum redesign which will prepare students to meet the new teaching standards and support collaboration between early childhood teacher trainers and early elementary education teacher trainers, and (c) at the state level through a distance education consortium to allow students to access courses at any and all participating colleges or universities.

Currently, subgrants from this project have been provided to a number of state colleges and universities to begin the redesign of courses and course sequences to meet the new unified, birth through age 8, early childhood license. Over the course of the next year it is anticipated that that replication of the Dean's Council Model will be initiated to support shared courses across colleges and universities.