An annotated bibliography of articles in the *Journal of Speech and Language Pathology-Applied Behavior Analysis*

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Abstract The open-source *Journal of Speech and Language Pathology-Applied Behavior Analysis (JSLP-ABA)* was published online from 2006 to 2010. We present an annotated bibliography of 80 articles published in the now-defunct journal with the aim of representing its scholarly content to readers of *The Analysis of Verbal Behavior*. We hope this effort will stimulate discussion, research, and treatment applications with respect to disorders of speech, language, hearing, swallowing, and voice and that collaborative efforts may be fostered between the two professions represented by *JSLP-ABA*: speech-language pathology and applied behavior analysis.

Keywords Annotated bibliography · Speech-language pathology · Applied behavior analysis · Language · Verbal behavior

From 2006 through 2010, the *Journal of Speech and Language Pathology-Applied Behavior Analysis (JSLP-ABA)* was published as an online, open-source journal with the mission to “provide a forum for professionals from the fields of applied behavior analysis (ABA) and speech-language pathology (SLP) to exchange information of mutual interest” (Cautilli & Koenig, 2006). The journal welcomed treatment efficacy research, literature reviews, descriptions of theoretical frameworks, and discussions of SLP-ABA collaboration. Because the journal is no longer published, resources of possible interest may be difficult to locate. One way to remedy this is through an annotated bibliography of the journal’s articles, a formal reference list with brief commentary or summary of the content within each entry (e.g., Carr, Nosik, Lechago, & Phillips, 2015; Karsten & Carr, 2008). Our aim is to stimulate discussion, research, and treatment applications with respect to disorders of speech, language, hearing,

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swallowing, and voice and to foster collaborative efforts between the two professions represented by *JSLP-ABA*: speech-language pathology and applied behavior analysis.

Articles included in the annotated bibliography were identified through an online search of the journal's current repository (<http://psycnet.apa.org/journals/slp/>). These were cross-referenced with electronic copies of articles obtained from one of the journal's former editors. The editor's group of articles contained an extra volume not found in the original online search; it is identified on its cover as *Volume 5, Combined Issues 1–3, April 2012* (but with a 2011 publication date on its inside cover). In addition to the publication date inconsistency, there are two other discrepancies regarding *Volume 5, Combined Issues 1–3*: (1) there already exists a *Volume 5, Issues 1–2*, published in 2010 and (2) the combined issues *Volume 5* is variously labeled as *Issues 1–3* (in the editor's packet) and as *Numbers 3–4* (this version is downloadable from www.researchgate.net). In the interest of inclusion, we have provided annotations for the articles from the combined issues *Volume 5* (2011/12), but we encourage the reader to be alert to the discrepancies regarding this volume when searching for a particular reference.

There were 103 articles altogether (independently verified by both authors), which we mutually categorized as follows: (1) conceptual discussions, literature reviews, and commentaries ($n = 45$); (2) treatment evaluations ($n = 30$); (3) program descriptions ($n = 2$); (4) book and media reviews ($n = 3$); and (5) editorials, letters to the editors, and corrections ($n = 12$). We excluded this final category on the basis of anticipated reader disinterest. Further, we eliminated *Volume 4* in its entirety, a "Best of" special issue of articles ($n = 11$) that had been previously published in the journal. This resulted in 80 remaining articles for which we provided annotations, with the exception of the three book and media reviews, which are self-explanatory. The format for the annotated bibliography is by category and contains the full reference, annotation, and either a digital object identifier (DOI) or a URL link to the article. In cases where page numbers of an article differed from the article's listing in the table of contents, page numbers from the article itself are given.

Annotated bibliography

Conceptual discussions, literature reviews, commentaries

1. Adi-Bensaid, L., & Most, T. (2012). The effect of speaker's gender and number of syllables on the perception of words by young children: A developmental study. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 5(3–4), 17–24. <https://www.questia.com/library/journal/1G1-299887455/the-effect-of-speaker-s-gender-and-number-of-syllables>

Provides support for the notion of speech perception improving as children become older and presents observations across groups ages 3, 4, 5, and 6, showing better word recognition when (a) children were older, (b) the speaker was female, and (c) words were multisyllabic rather than monosyllabic. Implications for assessment and treatment are discussed with respect to typically hearing children as well as those with hearing impairment.

2. Allen, K. D. (2007). EMG biofeedback treatment of dysphonias and related voice disorders. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 2(2), 149–157. <https://doi.org/10.1037/h0100213>

Discusses biofeedback, particularly electromyography (EMG), in the treatment of voice disorders and critiques EMG studies according to experimental rigor and demonstrated efficacy. Provides suggestions for future research on the topic.

3. Aram, D., Most, T., & Hanny, M. (2007). Mother-child storybook-telling to kindergartners with hearing impairment enrolled in two educational systems, in comparison with kindergartners with normal hearing. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 2(3), 305–324. <https://doi.org/10.1037/h0100228>

Examines performance by mothers reading a wordless story book (pictures only) to their children who were either hearing impaired or who had normal hearing, discussing differences in terms of possible assumptions mothers make about their children's ability to understand language, and presents treatment suggestions to address these assumptions with the goal of improving children's literacy and language skills.

4. Barbera, M. L. (2007). The experiences of "autism mothers" who become behavior analysts: A qualitative study. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 2(3), 287–305. <https://doi.org/10.1037/h0100227>

Describes the journey (including the author's) of mothers of children with a diagnosis of autism in becoming professionals in the profession of applied behavior analysis (ABA), including their backgrounds, experiences, and perceptions of the dual role of parent and ABA professional. Discusses parent responses to a questionnaire regarding these issues and provides recommendations for training parents of newly diagnosed children.

5. Barnett, D., Bauer, A., Bell, S., Elliott, N., Haski, H., Barkley, E., Baker, D., & Mackiewicz, K. (2007). Preschool intervention scripts: Lessons from 20 years of research and practice. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 2(2), 158–181. <https://doi.org/10.1037/h0100216>

Discusses the conceptual basis for scripted interventions as well as supporting research and applications, with particular emphasis on treatments to address language and social skill development. Includes two examples of step-by-step scripts.

6. Buchanan, J. A., Houlihan, D., & Linnerooth, P. J. N. (2010). Implications of Skinner's *Verbal Behavior* for studying dementia. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 5(1), 48–58. <https://doi.org/10.1037/h0100265>

Discusses Skinner's (1957) elementary verbal operants in terms of dementia-related language difficulties, emphasizing the practical benefits of mand-tact training for these individuals. Encourages future research and treatments based on functional approaches to improving effective communication in this population.

7. Cautilli, J. (2006). Validation of the verbal behavior package: Old wine new bottle - a reply to Carr & Firth (2005). *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 1(1), 81–92. <https://doi.org/10.1037/h0100183>

Responds to Carr and Firth's (2005) call for research to validate a verbal behavior approach to language instruction (see Sundberg & Partington, 1998) by reviewing theoretical and empirical literature showing that the approach's unique features, a functional analysis of language and natural environment training (identified by Carr and Firth), are not without an already existing research base.

8. Conelea, C. A., Rice, K. A., & Woods, D. W. (2006). Regulated breathing as a treatment for stuttering: A review of the empirical evidence. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 1(2), 94–102. <https://doi.org/10.1037/h0100191>

Reviews empirical support for regulated breathing (RB), a behavioral treatment for speech dysfluencies (i.e., stuttering), concluding the treatment is effective, i.e., “probably efficacious,” according to Chambless and Ollendick's (2001) criteria. Also comments on directions for future research, including providing a component analysis of the RB treatment package.

9. Cullinan, V., & Vitale, A. (2008). The contribution of Relational Frame Theory to the development of interventions for impairments of language and cognition. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 3(1), 122–135. <https://doi.org/10.1037/h0100237>

Provides a primer for Relational Frame Theory as it applies to speech-language development, with detailed descriptions and examples from related research.

10. Daffern, M., & Tonkin, M. (2010). Using Skinner's model of verbal behavior analysis to study aggression in psychiatric hospitals. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 5(1), 59–69. <https://doi.org/10.1037/h0100266>

Proposes the application of Skinner's (1957) analysis of verbal behavior to address aggressive behavior of individuals in psychiatric hospital settings. Discusses verbal aggression, including verbal threats, in terms of reinforcement and punishment, and suggests ways in which functional mands and tacts might preclude antisocial behavior.

11. Dunst, C. J., Raab, M., & Trivette, C. M. (2012). Characteristics of naturalistic language intervention strategies. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 5(3–4), 8–16. <https://www.questia.com/library/journal/1G1-299887454/characteristics-of-naturalistic-language-intervention>

Presents a content analysis of six strategies involved in naturalistic language interventions: enhanced milieu teaching, incidental teaching, responsive parenting, two

types of responsive teaching, and *It Takes Two to Talk*. Tables present features of these strategies according to characteristics of the learner (child), the adult, and the activity setting.

12. Esch, B. E., LaLonde, K. B., & Esch, J. W. (2010). Speech and language assessment: A verbal behavior analysis. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 5(2), 166–191. <https://doi.org/10.1037/h0100270>

Reclassifies test items from 28 standardized speech-language assessments across five categories (aphasia, apraxia, articulation and phonology, receptive language, expressive language), according to a functional (behavioral) analysis of these skills as mand, tact, echoic, intraverbal, textual, and listener responses. Contrasts response topography with response function and discusses these differences in terms of assessment and treatment challenges for professionals responsible for addressing speech-language disorders.

13. Frost, L., & Bondy, A. (2006). A common language: Using B. F. Skinner's *Verbal Behavior* [italics added] for assessment and treatment of communication disabilities in SLP-ABA. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 1(2), 103–110. <https://doi.org/10.1037/h0100188>

Presents a terminological primer of Skinner's (1957) verbal operants, including examples of those under multiple control, advocating for a description and treatment of language according to its controlling variables.

14. Gerenser, J. (2009). There is no vowel at the end of D O G: Considerations for teaching speech production. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 3(2–3), 154–163. <https://doi.org/10.1037/h0100239>

Discusses issues in remediating speech articulation errors, with specific recommendations regarding appropriate prompt strategies based on speech sound production and behavioral technology.

15. Goldfarb, R. (2006). Operant conditioning and programmed instruction in aphasia rehabilitation. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 1(1), 56–65. <https://doi.org/10.1037/h0100186>

Argues for a return to the use of a behavioral framework for aphasia treatment and gives examples where speech-language practices could be enhanced through analysis of variables affecting language and non-language behaviors by individuals with this diagnosis. The article also provides references to early behavioral research in aphasia rehabilitation.

16. Greer, R. D., & Keohane, D-D. (2006). The evolution of verbal behavior in children. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 1(2), 111–140. <https://doi.org/10.1037/h0100194>

Discusses a behavioral perspective of how language evolves, supported by *behavioral developmental cusps*, those essential verbal repertoires both directly reinforced as new operants and those acquired through emergent relations. Provides tables of component skills to target for instruction, according to identified verbal milestones (e.g., speaker, listener, reader, writer) and reviews empirical literature supporting the value of establishing missing verbal cusps to allow further language learning (i.e., more complex verbal behavior). Reprinted from Greer and Keohane (2005), *Behavioral Development Bulletin*, 1(1), 31–47.

17. Hegde, M. N. (2008). *Meaning* in behavioral analysis. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 3(1), 1–24. <https://doi.org/10.1037/h0100230>

Contrasts a traditional conceptualization of *meaning* with one defined in terms of the environmental variables controlling a response, specifically those related to speech-language. Includes a primer of verbal behavior according to Skinner (1957).

18. Hegde, M. N. (2010). Language and grammar: A behavioral analysis. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 5(2), 90–113. <https://doi.org/10.1037/h0100268>

Addresses lack of acceptance and/or misunderstandings by SLPs of Skinner's functional analysis of language and grammar, even though SLPs often employ behavioral methods in treating deficits in these areas. Posits that this may be due to the traditional linguistic theoretical perspective in SLP academic training programs. Encourages acceptance of a behavioral theoretical perspective, thus aligning theory with practice. Includes a verbal behavior primer of the elementary verbal operants with examples and clinical implications for each.

19. Hixson, M. D., Wilson, J. L., Doty, S. J., & Vladescu, J. C. (2008). A review of the behavioral theories of autism and evidence for an environmental etiology. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 3(1), 46–59. <https://doi.org/10.1037/h0100232>

Reviews behavior analytic theories for autism and their supporting evidence, with the aim to stimulate further research and, ultimately, improve interventions. Discusses role of parental practices as well as environmental stimulus control alterations in learning environments that may impact skill acquisition.

20. Ingersoll, B. (2007). Teaching imitation to children with autism: A focus on social reciprocity. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 2(3), 269–277. <https://doi.org/10.1037/h0100224>

Discusses imitation skill deficits in children diagnosed with autism. Critiques current treatment in too-specific settings and provides an alternative model, Reciprocal Imitation Training, for teaching this skill in more naturalistic social contexts and presents supporting research for this treatment.

21. Jackson, M., Williams, W. L., & Biesbrouck, J. (2006). Equivalence relations, the Assessment of Basic Learning Abilities and language: A synthesis of behavioral research and its implications for children with autism. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 1(1), 27–42. <https://doi.org/10.1037/h0100185>

Reviews recent research and clinical activity relevant to behavioral treatments of autism in the areas of equivalence and conditional discrimination processes, with specific attention to the literature on the Assessment of Basic Learning Abilities and discusses these in terms of current and future language assessment and intervention.

22. Johnston, S. S. (2006). Considering response efficiency in the selection and use of AAC systems. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 1(3), 193–206. <https://doi.org/10.1037/h0100195>

Examines augmentative and alternative modes of communication (AAC) systems in terms of *contextual fit* (i.e., user and setting characteristics). Discusses variables affecting response efficiency and its influence on contextual fit, citing empirical research on components (response effort; quality, immediacy, and rate of reinforcement) and their interactions that may be relevant to treatment, according to AAC user and communication partner.

23. Kearney, C. A., & Vecchio, J. (2006). Functional analysis and treatment of selective mutism in children. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 1(2), 141–148. <https://doi.org/10.1037/h0100189>

Describes selective mutism from a behavioral perspective and provides descriptions of behavioral assessment and treatment components that should be included in protocols addressing this disorder.

24. Koenig, M., & Genser, J. (2006). SLP-ABA: Collaborating to support individuals with communication impairments. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 1(1), 2–10. <https://doi.org/10.1037/h0100180>

Discusses the history and advantages of collaboration between professionals in the SLP and ABA professions and suggests ways to strengthen this collaboration.

25. LaRue, R., Weiss, M. J., & Cable, M. K. (2009). Functional communication training: The role of speech pathologists and behavior analysts in serving students with autism. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 3(2–3), 164–172. <https://doi.org/10.1037/h0100244>

Discusses the separate and collaborative roles of behavior analysts and speech-language pathologists in addressing the communication needs of learners with a diagnosis of autism. The discussion focuses on functional communication training (FCT), a behavioral approach to decrease problem behavior by increasing communicative competence as a functionally equivalent replacement skill.

26. McCullough, K. C., McCullough, G. H., Ruark, J. L., & Rainey, J. (2006). Pragmatic performance and functional communication in adults with aphasia. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 1(2), 164–178. <https://doi.org/10.1037/h0100193>

Discusses relational variables defining aphasia, according to correlations between measures of pragmatic performance (*Pragmatic Protocol*) and functional communication (*ASHA Functional Assessment of Communication Skills*) and suggests that these measures may be more descriptive of aphasia by identifying related functional communication deficits than standard language assessments (e.g., *Western Aphasia Battery*).

27. McHugh, L., & Reed, P. (2008). Using Relational Frame Theory to build grammar in children with Autistic Spectrum Conditions. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 3(1), 60–77. <https://doi.org/10.1037/h0100233>

Discusses the possible utility of a relational frame theory approach to grammar acquisition by individuals with autism; describes the main properties of *arbitrarily applicable relational responding*, which is identified as synonymous with language; and discusses how such responding can be influenced by contextual stimuli due to these environmental cues predicting reinforcement.

28. McLaughlin, S. F. (2010). *Verbal Behavior* by B. F. Skinner: Contributions to analyzing early language learning. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 5(2), 114–131. <https://doi.org/10.1037/h0100272>

Details the terms and concepts that defined Skinner's (1957) functional analysis of verbal behavior, seeking to address the underpinnings of early language learning that the author describes as not emphasized in Skinner's analysis. Describes Skinner's elementary verbal operants, followed in each instance with correlates of these skills according to traditional language theory and conceptualizations (i.e., *early language learning*).

29. Most, T., Amir, N., Dotan, G., & Weisel, A. (2008). Auditory and visual aspects of emotion production by children and adults. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 3(1), 86–96. <https://doi.org/10.1037/h0100235>

Describes adults' abilities to identify auditory and visual stimuli (as emotional expressions) produced by children ages 4, 5, and 9 and by young adults, reporting that the listener judges were better able to discern emotional expressions of older versus younger speakers, concluding that younger speakers were less able to effectively convey emotions, an important source of communicative information. Provides suggestions for future research.

30. Most, T., Bachar, D., & Dromi, E. (2012). Auditory, visual, and auditory-visual identification of emotions by nursery school children. *Journal of Speech and*

Language Pathology-Applied Behavior Analysis, 5(3–4), 25–34. <https://www.questia.com/library/journal/1G1-299887456/auditory-visual-and-auditory-visual-identification>

Relates children's abilities to understand and react to nonverbal information, specifically adult facial and vocal expressions of emotion, with the development of normal social functioning and reports observations of nursery school children's selection of "correct" emotion depicted by adults, concluding that children attend more to visual than to auditory cues.

31. Nikopoulos, C. K. (2007). Use of video modeling to increase generalization of social play by children with autism. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 2(2), 195–212. <https://doi.org/10.1037/h0100222>

Reviews two video modeling studies (Nikopoulos & Keenan, 2004a, b) that showed efficacy to increase generalization of social skills acquired by children with autism and discusses the theoretical basis for this treatment. Includes procedural flow chart.

32. Osório, F. L., Crippa, J. A., & Loureiro, S. R. (2008). Experimental models for the evaluation of speech and public speaking anxiety: A critical review of the designs adopted. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 3(1), 97–121. <https://doi.org/10.1037/h0100236>

Reviews models to evaluate public speaking anxiety, including those with physiological as well as those with subjective parametrics, and calls for a systematic analysis of behavior to augment understanding of social anxiety disorder. Reviews related literature from 2000 to 2006.

33. Passos, M. L. R. F. (2007). Bloomfield and Skinner: Speech-community, functions of language, and scientific activity. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 2(1), 76–96. <https://doi.org/10.1037/h0100210>

Provides comparative analysis of language as discussed by linguist Bloomfield and behaviorist Skinner; similarities and differences in their approaches are discussed according to speech-community, functions of language, and language and scientific activity. Concludes that the two approaches are compatible and complementary and suggests possible influence on Skinner by Bloomfield.

34. Peterson, P. (2007). Promoting generalization and maintenance of skills learned via natural language teaching. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 2(1), 97–138. <https://doi.org/10.1037/h0100211>

Discusses procedures and skill generalization in the context of natural language teaching (NLT), providing a systematic review of 57 NLT studies, according to evidence of generalization, maintenance, and contextual influences on each of these vis-à-vis language skills.

35. Rondal, J. A., & Docquier, L. (2006). Maternal speech to children with Down syndrome: An update. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 1(3), 218–227. <https://doi.org/10.1037/h0100197>

Discusses speech development of children with Down syndrome according to nativistic and learning theory frameworks.

36. Ruscello, D. (2007). Treatment of velopharyngeal closure for speech: Discussion and implications for management. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 2(1), 55–75. <https://doi.org/10.1037/h0100212>

Reviews the topic of velopharyngeal closure, which results in separation of the oral and nasal cavities during speech and swallowing, in terms of muscle treatment programs for achieving this closure. Guidelines are included for treatment management.

37. Sansosti, F. J. (2008). Teaching social behavior to children with autism spectrum disorders using *Social Stories™*: Implications for school-based practice. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 3(1), 36–45. <https://doi.org/10.1037/h0100231>

Presents a critical research review of Social Stories™, currently popular in school settings as a strategy to help individuals with a diagnosis of autism spectrum disorders (ASD) achieve success in social situations. Calls for integration of behavioral approaches, including functional assessment, in the use of Social Stories™ and presents considerations for school-based practices.

38. Schlinger, Jr., H. D. (2010). Behavioral vs. cognitive views of speech perception and production. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 5(2), 150–165. <https://doi.org/10.1037/h0100271>

Describes and discusses advantages of a behavioral account of speech perception and language acquisition over untestable cognitive explanations and discusses research evidence from human infants and songbirds that supports practical applications.

39. Schoneberger, T. (2006). EIBT research after Lovaas (1987): A tale of two studies. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 1(3), 207–217. <https://doi.org/10.1037/h0100198>

Reviews two recent efficacy studies (Howard, Sparkman, Cohen, Green, & Stanislaw, 2005; Sallows & Graupner, 2005) of early intensive behavioral treatment (EIBT) for their improved rigor over the seminal EIBT study (see Lovass, 1987), according to three guidelines related to internal validity: (a) random assignment, (b) uniform assessment, and (c) replicability.

40. Schum, R. L. (2006). Clinical perspectives on the treatment of selective mutism. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 1, 149–163. <https://doi.org/10.1037/h0100190>

Reviews the medical and behavioral treatment literature on selective mutism and presents the author's clinical experience in dealing with this disorder from a behavioral perspective. Includes discussion of parent counseling and collaboration with teachers and speech-language pathologists as part of a treatment package. Offers recommendations for needed research in this area.

41. Snyder, J., McEachern, A., Schrepferman, L., Zettle, R., Johnson, K., Swink, N., & McAlpine, C. (2006). Rule-governance, correspondence training, and discrimination learning: A developmental analysis of covert conduct problems. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 1(2), 43–55. <https://doi.org/10.1037/h0100187>

Describes a developmental model of covert conduct problems such as lying, stealing, and cheating, presenting three social processes that may increase risk of these behavioral difficulties. These processes are discussed within a framework of rule governance, language-behavior correspondence, and discrimination learning.

42. Stojanovik, V. (2007). The co-occurrence of autism and Williams syndrome: A case study report. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 2(1), 46–54. <https://doi.org/10.1037/h0100203>

Describes the social communication profile of a child dually diagnosed with autism and Williams syndrome, as collected over a 9-month longitudinal study.

43. Tempel, A. B., Wagner, S. M., & McNeil, C. B. (2009). Parent-child interaction therapy and language facilitation: The role of parent-training on language development. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 3(2–3), 216–232. <https://doi.org/10.1037/h0100241>

Describes a behavioral parent training approach, parent-child interaction therapy (PCIT), and discusses its potential benefits for improving language learning in children with disruptive behavior.

44. Wallace, M. D. (2007). A comprehensive analysis of mand training. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 2(3), 278–286. <https://doi.org/10.1037/h0100225>

Discusses mand training for children with speech and language disorders, reviewing current research and treatment approaches according to a detailed analysis of relevant variables affecting acquisition of this verbal operant. Suggests ways to increase effectiveness of mand training and lists several related topics for further research.

45. Weitzman, R. S. (2010). The bases for language repertoires: Functional stimulus-response relations. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 5(2), 132–149. <https://doi.org/10.1037/h0100269>

Addresses a common argument by linguists and cognitive psychologists that language is too complex to be learned through stimulus-response (S-R) relations. Describes types of S-R relations and their relevance to behavioral interventions for speech-language disorders.

Treatment evaluations

46. Albis, J., & DiGennaro Reed, F. D. (2012). Modified stimulus presentation to teach simple discrimination within Picture Exchange Communication System training. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 5(3–4), 42–46. <https://www.questia.com/library/journal/1G1-299887458/modified-stimulus-presentation-to-teach-simple-discrimination>

Examines the effects of a systematic stimulus-fading procedure, from three-dimensional items in containers to picture icons on a communication binder, on the acquisition of discriminated requests during Phase IIIa of the Picture Exchange Communication System (PECS) for a child with autism.

47. Arroyo, C. G., Goldfarb, R., Cahill, D., & Schoepflin, J. (2010). AAC interventions: Case study of in-utero stroke. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 5(1), 32–47. <https://doi.org/10.1037/h0100260>

Describes the progression of alternative and augmentative communication (AAC) intervention, from PECS to Dynamo, for a child with hearing loss and delays in speech, language, pragmatic, motor, and attention skills.

48. Arroyo, C. G., Goldfarb, R., & Sands, E. (2012). Caregiver training in an AAC intervention for severe aphasia. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 5(3–4), 59–64. <https://www.questia.com/library/journal/1G1-299887460/caregiver-training-in-an-aac-intervention-for-severe>

Describes the therapeutic effects of caregiver-implemented instruction and data collection on the aided communication skills of an adult with severe non-fluent aphasia.

49. Calise, J., Cautilli, J., & Galino, R. (2009). Can contingently imitating vocal response increase the frequency of vocal responses? *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 3(2–3), 233–241. <https://doi.org/10.1037/h0100240>

Evaluates the effects of contingent motor and vocal imitation on vocalization rates of a child with autism, concluding that imitation may serve as a reinforcer for vocalizations.

50. Carbone, V. J., Lewis, L., Sweeney-Kerwin, E. J., Dixon, J., Loudon, R., & Quinn, S. (2006). A comparison of two approaches for teaching VB functions: Total communication vs. vocal-alone. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 1(3), 181–192. <https://doi.org/10.1037/h0100199>

Compares the effects of total communication training (vocal plus manual sign) to vocal training alone on acquisition of vocal tacts for a child with autism, with total communication training reportedly resulting in nearly four times as many vocal tacts as vocal training alone.

51. Casey, L. B. (2012). Promoting speech in selective mutism: Experimental analysis, differential reinforcement, and stimulus fading. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 5(3–4), 65–72. <https://www.questia.com/library/journal/1G1-299887461/promoting-speech-in-selective-mutism-experimental>

Examines the effects of an intervention that involves brief experimental analysis, a shaping procedure, and stimulus fading of a novel communication partner on acquisition of vocal-verbal behavior of a child diagnosed with selective mutism. The study reports an increase in vocal verbal behavior following intervention, with generalization to a novel setting.

52. Clausen, K. A., Alden-Anderson, E., Stephenson, K., Mueller, A., & Klatt, K. P. (2007). The effects of enthusiasm on skill acquisition by children with autism. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 2(1), 32–45. <https://doi.org/10.1037/h0100205>

Compares the effects of praise delivered with and without enthusiasm on acquisition of target skills and measures preferences for each condition among parents and professionals. Whereas parents and professionals reportedly preferred the enthusiasm condition, effects of enthusiasm on skill acquisition varied across participants.

53. Danov, S. E., Hartman, E., McComas, J. J., & Symons, F. J. (2010). Evaluation of two communicative response modalities for a child with autism and self-injury. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 5(1), 70–79. <https://doi.org/10.1037/h0100263>

Compares the effects of speech training to picture exchange training on reduction of self-injurious behavior and acquisition of independent requests, in the context of FCT. Self-injury was reduced across both conditions and results indicate picture exchange was a more effective modality for requesting.

54. Delgado J. A. P., Greer R. D., Speckman J. M., & Goswami A. (2009). Effects of conditioning reinforcement for print stimuli on match-to-sample responding in preschoolers. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 3(2–3), 198–216. <https://doi.org/10.1037/h0100245>

Examines match-to-sample acquisition rates of children with autism prior to and following the conditioning of print stimuli as reinforcers for looking. Rate of acquisition reportedly increased across all participants following conditioning, with two participants acquiring generalized matching.

55. Eby, C. M., Greer, R. D., Tullo, L. D., Baker, K. A., & Pauly, R. (2010). Effects of multiple exemplar instruction on transformation of stimulus function across written and vocal spelling responses by students with autism. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 5(1), 20–31. <https://doi.org/10.1037/h0100262>

Examines the effects of multiple-exemplar instruction (MEI) on the transfer of written responses to vocal responses and vice versa, with MEI reportedly resulting in generalization across topographies for all participants.

56. Ferris, K. J., & Fabrizio, M. A. (2009). Comparison of error correction procedures involving a speech-generating device to teach a child with autism new tacts. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 3(2–3), 185–198. <https://doi.org/10.1037/h0100246>

Compares the effects of a human speech model to a synthesized speech model on acquisition of vocal tacts, with the human model reported to result in higher rates of correct tact responses.

57. Greer, R. D., & Du, L. (2010). Generic instruction versus intensive tact instruction and the emission of spontaneous speech. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 5(1), 1–19. <https://doi.org/10.1037/h0100261>

Compares the effects of intensive tact instruction to intensive non-tact instruction (e.g., reading, imitation) on emission of pure mands, tacts, and intraverbals in children with autism. The study reports an increase in pure verbal behavior following the intensive tact instruction condition, with a particularly strong increase in tact behavior in non-instructional contexts.

58. Jahr, E., & Eldevik, S. (2007a). Changes in solitary play following acquisition of cooperative play by children with autism. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 2(2), 182–189. <https://doi.org/10.1037/h0100215>

Evaluates solitary play skills following training in cooperative play, with reported improvements in both duration and variability of solitary play after the children met criterion for mastery in cooperative play.

59. Jahr, E., & Eldevik, S. (2007b). Response variability and turn taking in cooperative play. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 2(2), 190–194. <https://doi.org/10.1037/h0100214>

Compares the effects of related and unrelated play partner responses on play variability and turn taking of children with autism, with the study reporting markedly reduced variability and turn taking given unrelated play partner responses.

60. Jones, E. A., & Feeley, K. M. (2007). Parent implemented joint attention intervention for preschoolers with autism. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 2(3), 253–268. <https://doi.org/10.1037/h0100223>

Examines the effects of parent-implemented discrete trial training combined with pivotal response training (PRT) on the gaze alternating and pointing responses of their children. The study reports an increase in joint attention skills.

61. Lyddy, F., & Barnes-Holmes, D. (2007). Stimulus equivalence as a function of training protocol in a connectionist network. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 2(1), 14–24. <https://doi.org/10.1037/h0100204>

Compares a linear match-to-sample training method (A-B, B-C) to a one-to-many training method (A-B, A-C) on emergence of stimulus equivalence in a computer simulation of language-able human subjects. The study reports improved performance following the one-to-many training method.

62. Lydon, H., Healy, O., Leader, G., & Keohane, D-D. (2009). The effects of intensive tact instruction on three verbal operants in non-instructional settings for two children with autism. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 3(2–3), 173–184. <https://doi.org/10.1037/h0100242>

Evaluates the frequency of pure tacts, mands, and conversational units emitted in non-instructional settings following intensive tact instruction. The study reports an increase in pure tacting but no effect on manding and conversational units.

63. Napolitano, D. A., Blakkman, L. A., Kohl, L. B., Vallese, H. M., & McAdam, D. B. (2007). The use of functional communication training to reduce pica. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 2(1), 25–31. <https://doi.org/10.1037/h0100206>

Examines the effects of training a child with autism to request food on the child's inappropriate consumption of items from the floor in an educational setting, with FCT reportedly reducing the frequency of pica.

64. Pistoljevic, N., Cahill, C., & Casarini, F. (2010). Effects of a speaker immersion procedure on the production of verbal operants. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 5(2), 191–206. <https://doi.org/10.1037/h0100273>

Evaluates the frequency of mands and tacts emitted in non-instructional settings by children with language delays following an intervention that involves systematically arranging the instructional setting to increase mand opportunities. The study reports an increase in mands and tacts for all participants.

65. Plavnick, J. B., Ferreri, S. J., Mannes, T. J., Maupin, A. N., Stewart, L. S., Goforth, A. N., Palmer, D., Sportsman, E., L., Carlson, J. S., & Oka, E. R. (2012). Experimental comparison of brief behavioral and developmental language training for a young child with autism. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 5(3–4), 35–41. <https://www.questia.com/library/journal/1G1-299887457/experimental-comparison-of-brief-behavioral-and-developmental>

Compares the effects of two interventions on acquisition of vocal-verbal behavior: prompting the child to request preferred toys/activities (behavioral interventions) and prompting or modeling verbal behavior while the child is engaged with a toy/activity (developmental interventions). The study reports an increase of verbal responding from behavioral interventions and a decrease of responding or no change from developmental interventions.

66. Pratt, S. R. (2007). Using electropalatographic feedback to treat the speech of a child with severe-to-profound hearing loss. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 2(2), 213–237. <https://doi.org/10.1037/h0100219>

Evaluates the effects of electropalatographic feedback on production of /k/ and /t/, with reported improvement of /k/ in consonant-vowel syllables and generalization to /g/ in some contexts.

67. Scattone, D., & Billhofer, B. (2008). Teaching sign language to a nonvocal child with autism. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 3(1), 78–85. <https://doi.org/10.1037/h0100234>

Compares acquisition rates of signed mands to signed tacts, with mands reported to be acquired in fewer trials. The study also examines generalization to intraverbals of acquired mands and tacts.

68. Sigurðardóttir, Z. G., & Sighvatsson, M. B. (2012). Treatment of chronic aphasia with errorless learning procedures: A direct replication. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 5(3–4), 47–58. <https://www.questia.com/library/journal/1G1-299887459/treatment-of-chronic-aphasia-with-errorless-learning>

Replicates and extends the authors' 2006 study by examining the effects of a most-to-least prompting procedure and backwards chaining procedure on the acquisition of targeted vocal verbal behavior of adults with severe Broca's aphasia, concluding that oral imitation skills may be key to successful treatment.

69. Silla-Zaleski, V. A., & Vesloski, M. J. (2010). Using DRO, behavioral momentum, and self-regulation to reduce scripting by an adolescent with autism. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 5(1), 80–87. <https://doi.org/10.1037/h0100264>

Describes an intervention that successfully reduced vocal scripting behavior with functions of socially mediated negative reinforcement and automatic positive reinforcement.

70. Suhrheinrich, J., Stahmer, A. C., & Schreibman, L. (2007). A preliminary assessment of teachers' implementation of Pivotal Response Training. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 2(1), 1–13. <https://doi.org/10.1037/h0100202>

Examines fidelity of implementation of PRT among early-intervention special education teachers, concluding that ongoing staff supervision and feedback may be critical components to effective implementation of procedures.

71. Þorsteinsson, H., & Sigurðardóttir, Z. G. (2007). Backward chaining used to teach a woman with aphasia to read compound words: A single case study. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 2(3), 325–334. <https://doi.org/10.1037/h0100226>

Evaluates the effects of a backward chaining procedure to teach an adult with aphasia to read three-component compound words, with positive treatment effects reported to generalize to labeling of pictured objects.

72. van Kleeck, A., Gilla, R. B., & Hoffman, L. M. (2006). Training in phonological awareness generalizes to phonological working memory: A preliminary investigation. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 1(3), 228–243. <https://doi.org/10.1037/h0100201>

Compares the performance of children with specific language impairments (SLIs) to typically developing peers on phonological awareness and phonological working memory tasks and evaluates the effects of phonological awareness training on improving the performance of children with SLI.

73. Wacker, D. P., Harding, J. W., & Berg, W. K. (2008). Evaluation of mand-reinforcer relations following long-term functional communication training. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 3(1), 25–35. <https://doi.org/10.1037/h0100229>

Examines if rates of manding for parent attention vary based on duration of reinforcement for children with developmental disabilities. Reports a consistent inverse correlation between duration of attention and mand rates across all participants.

74. Whalen, C., Liden, L., Ingersoll, B., Dallaire, E., & Liden, S. (2006). Behavioral improvements associated with computer-assisted instruction for children with developmental disabilities. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 1(1), 11–26. <https://doi.org/10.1037/h0100182>

Evaluates the effects of TeachTown, an ABA-based computer-assisted intervention program, on acquisition of language, cognitive, and social skills and reduction of inappropriate behaviors. Favorable results were reported for all dependent variables. Includes a measure of social validity of TeachTown among teachers, parents, and clinicians.

75. Wright, P., Miles, N., & Alexander, R. (2012). The effect of error correction and goal setting with reinforcement on the acquisition of tacts of form and function of unknown nouns for individuals with autism. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 5(3–4), 1–7. <https://www.questia.com/library/journal/1G1-299887453/the-effect-of-error-correction-and-goal-setting-with>

Examines the effects of differential reinforcement for achieving a tact fluency aim on acquisition of vocal tacts of form and function. The study reports an increase of correct tacts per minute for all participants.

Program descriptions

76. Dalton, L. (2006). An Orton-based operant program for auditory language learning disorders. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 1(1), 66–80. <https://doi.org/10.1037/h0100181>

Describes and critiques a remedial phonics-based program to address auditory language learning disorders, regardless of diagnosis (e.g., aphasia, apraxia, autism, ADHD, CAPD). Includes brief discussion of current revisions and possible advantages.

77. Dyer, K. (2009). Clinical application of speech intelligibility research: The River Street Autism Program at Coltsville. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 3(2–3), 140–153. <https://doi.org/10.1037/h0100243>

Presents a literature review of speech intelligibility treatments for children with a diagnosis of autism. Includes a treatment model and outcome data from application of this model, indicating improvement to “highly intelligible” for all four participants.

Book and media reviews

78. Balazs, T. (2006). Book review: *Educate toward recovery: Turning the tables on autism* (Schramm, 2006). *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 1(3), 244. <https://doi.org/10.1037/h0100200>
79. Lindblad, T. (2007). Storymovies™ (Gray & Shelly, 2006): A review. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 2(1), 139–143. <https://doi.org/10.1037/h0100207>
80. Spera, L., Balawejder, T., & Cautilli, J. D. (2008). Greer & Ross (2007) *Verbal behavior analysis: Inducing and expanding new verbal capabilities in children*

with language delays. *Journal of Speech and Language Pathology-Applied Behavior Analysis*, 3(1), 136–139. <https://doi.org/10.1037/h0100238>

Compliance with ethical standards

Ethics statement In addition, human or animal participants were not employed for this manuscript, so informed consent was not necessary.

Conflict of interest The authors declare that they have no conflict of interest.

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End note

For readers who wish to follow future articles in the area of SLP-ABA, this is now an included topical area in the *Behavioral Development Bulletin* (M. Koenig, personal communication, November 29, 2016). The Bulletin can be accessed at <http://www.apa.org/pubs/journals/bdb/>.