Title:
The Effects of First-Person Point-of-View Video Modeling on the Acquisition of Job Related Social Skills for Young Adults with Developmental Disabilities

Abstract:
Despite a growing emphasis on autism-related services, many young adults with Autism Spectrum Disorder (ASD) continue to struggle with social skills deficits. As a result, these individuals are severely underemployed and unprepared to function in vocational settings. One instructional method that has been used to teach social skills is video modeling, though research has focused primarily on applications with young children. First-person point-of-view (FPPOV) video models are videos that show a skill or task being performed from the same perspective as the learner would see it occur when completing it. Past research on FPPOV video modeling is limited, and most of the research has demonstrated changes in behavior only when FPPOV video models are implemented with additional instruction or intervention. Thus, more research is needed to determine whether FPPOV video models alone can teach job-related social skills to young adults with developmental disabilities. The current study seeks to extend the video modeling literature by determining whether FPPOV video modeling is effective as a stand-alone instructional tool for job-related social skills and the generalization of these skills to employment settings for individuals 16 and older with developmental disabilities and autism.

Duration of Project:
January 2017 – May 2017

Undergraduate Research Assistant responsibilities:
- Data Entry: Students are required to input individual participant data into the research database, as well as additional data from other research measures (e.g. Inter-observer Agreement).
- Data Scoring: Students are required to score research measures across a variety of modalities (e.g. in session, video reviews).
- Human Subjects CITI Training: Students must complete online training on the protection of human subjects. Students need only complete the following course: Group 1 Social & Behavioral Sciences Researchers. Courses are found online at Citiprogram.org. Documentation of this must be submitted for proper record keeping.
- Keeping Participant Files: Students are expected to keep each individual participant file organized and up to date with all relevant forms (e.g. data sheets, graphs, assessment results).
# Research Assistant Opportunities

- **Graphing Individual Data**: Students are required to routinely update participant graphs over the course of the semester.
- **Chart Shares**: Students are required to present a minimum of 3 chart shares throughout.
- **Conduct Experimental Sessions**: Students must have the appropriate clearances to conduct experimental sessions (i.e., any trainings required by the researcher or by the agency at which the research is taking place). Students are expected to demonstrate understanding of the research methodology prior to conducting the session, complete a research checklist and journal after each session.
- **E-learning Discussion**: Students will participate in discussions on WMU’s eLearning. 5 discussion posts will be required a week when discussions are assigned.

| Amanda DeVoto, M.A., BCBA | **Title:**  
SteadyRx: Smartphone ART adherence intervention for drug users |
|---------------------------|-------------------------------------------------------------|
| **Contact Info:** Amanda.f.devoto@wmich.edu | **Abstract:**  
Antiretroviral therapy (ART) increases life expectancy and quality of life for individuals infected with HIV, and can reduce the chance of HIV transmission, but a high degree of adherence to ART is required to achieve these benefits. Unfortunately, only 59% of patients in North America report ART adherence >90%. Thus, ART adherence interventions are a critical part of the fight against HIV/AIDS. Injection drug use and crack cocaine use are major factors in the transmission of HIV, and are associated with non-adherence to ART. Several types of interventions, most notably directly administered antiretroviral therapy (direct observation of antiretroviral administration and patient supports) and contingency management (the provision of incentives contingent upon objective evidence of adherence) have been effective in promoting ART adherence in drug users. However, a core problem with all ART adherence interventions is that their effects do not last after the interventions are discontinued. The common finding of post-intervention dissipation of effects suggests that ART adherence interventions may need to be long-term or even permanent adjuncts to ART for drug users. A Stage 1 Behavior Therapy Development project is planned over 3 years to develop an intensive intervention that incorporates the most effective techniques for promoting ART adherence in drug users, and delivers them in a manner that allows for their large-scale implementation as long-term or even permanent adjuncts to ART. Thus, we will bundle a targeted group of effective component interventions into a smartphone application that is easy for patients to use, simple to manage, and maximally convenient for all stakeholders. Our ultimate goal is to produce an intervention that is highly effective and scalable. Toward that end, the SteadyRx intervention to be developed under this project will be largely automated and will (1) facilitate consultation with care providers (2) provide reminders when a dose is overdue, (3) provide electronic remote observation of medication-taking, and (4) reward ART adherence. The proposed intervention is highly innovative: no previous ART adherence intervention has involved direct observation of medication administration and contingency.
RESEARCH ASSISTANT OPPORTUNITIES

<table>
<thead>
<tr>
<th>Duration of Project:</th>
<th>January 2017 to August 2017</th>
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</table>
| Undergraduate Research Assistant Responsibilities | - Conducting assessments  
- Managing contingencies  
- Managing data. |

Haily Traxler, B.S  
Contact Info: Haily.k.traxler@wmich.edu  
Haily is in Dr. Anthony DeFulio’s Lab  

Title: Employment-based Contingency Management for Veterans in an Incentive Therapy Program  

Abstract: In this study, we will be using an employment-based contingency management procedure to increase cocaine abstinence in Veterans by allowing access to work contingent on cocaine-free saliva samples.  

Duration of Project: January 2017 – April 2018  

Undergraduate Research Assistant Responsibilities:  
Duties will include collecting, managing, and cleaning data, running assessments, and assisting with other research procedures. Research assistants will become Without Compensation employees at the Battle Creek VA Medical Center.
### RESEARCH ASSISTANT OPPORTUNITIES

Anita Li, M.S., BCBA & Hugo Curiel, M.A., BCBA  
Contact Info: Anita.li@wmich.edu & Hugo.curiel@wmich.edu  
Anita and Hugo are in Dr. Al Poling’s lab

<table>
<thead>
<tr>
<th>Title:</th>
<th>Abstract:</th>
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<tbody>
<tr>
<td>- Evaluating the effects of a lottery system to promote physical</td>
<td>- Evaluating the effects of a lottery system to promote physical activity in adults with developmental disabilities</td>
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<td>activity in adults with developmental disabilities</td>
<td>- Using Fitbits to track daily steps and setting individualized goals; meeting goals will result in a lottery ticket for the day, and winners of the lottery can access a reinforcer of their choosing.</td>
</tr>
<tr>
<td>- Examining interdependent group contingencies to promote physical</td>
<td>- Examining interdependent group contingencies to promote physical activity in adults with developmental disabilities</td>
</tr>
<tr>
<td>activity in adults with developmental disabilities</td>
<td>- Using Fitbits to track daily steps and setting individualized goals; if the students meet their daily goals, they will access reinforcers of their choosing.</td>
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<tr>
<td>- Systematic desensitization to reduce problem behavior during</td>
<td>- Systematic desensitization to reduce problem behavior during haircuts in children with autism</td>
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<td>haircuts in children with autism</td>
<td>- A stimulus fade-in package will be introduced in phases to build tolerance to haircuts and reduce problem behavior via both negative and positive reinforcement</td>
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<tr>
<td>- Comparing in-situ and computer-based preference assessments for</td>
<td>- Comparing in-situ and computer-based preference assessments for visual reinforcement</td>
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<tr>
<td>visual reinforcement</td>
<td>- Preference assessments to assess videos will be conducted using both traditional in-situ methods as well as a novel approach via automated computer program. Ease of use, time to implement, and predictors of reinforcers will be measured.</td>
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<tr>
<td>- Promoting comparative relations in adults with developmental</td>
<td>- Promoting comparative relations in adults with developmental disabilities</td>
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<tr>
<td>disabilities</td>
<td>- Computer-based instruction will be utilized to teach comparative relations with and without feedback in adults with developmental disabilities that have difficulty understanding more/less relations.</td>
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**Duration of Project:**  
January 2017-August 2017

**Graduate Research Assistant Responsibilities:**  
- Data analysis  
- Managing undergraduate RAs  
- Literature reviews, graphing  
- Implementing sessions  
- Treatment integrity
RESEARCH ASSISTANT OPPORTUNITIES

Undergraduate Research Assistant Responsibilities:
- Implementing sessions
- Treatment integrity
- Inputting data
- Literature reviews

Title:
The Effects of a Decision-making Tool on Treatment Selection for Escape Maintained Problem Behavior

Abstract:
The advent of functional analysis has changed how behavior analysts approach treatment of problem behavior (Iwata, Dorsey, Slifer, Bauman, & Richman, 1982). Researchers have shown that function-based treatments are more effective than non-function-based treatments (Ingram, Lewis-Palmer, & Sugai, 2005). Although functional analysis procedures can help identify the reinforcers for problem behaviors, the behavior analyst is still faced with the decision of how to select an appropriate treatment for problem behavior. When selecting treatments, in addition to behavioral function, behavior analysts also need to consider contextual variables that could make some treatments difficult, if not impossible to implement, such as current client repertoires, setting conditions that make some treatments impossible, capacity of current caregivers to implement the treatment, as well as client and caregiver goals (Benazzi, Horner, & Good, 2006). In recent years, researchers (Geiger, Carr, & LeBlanc, 2010) have developed tools to aid in the selection of function-based treatments, specifically, decision trees. However, the effects of these decision trees on treatment selection are unknown. It is unclear whether practitioners are more likely select treatments for problem behavior that (a) are better matched to the function of the problem behavior, and (b) address contextual variables and client goals when they utilize a decision-making tree. The present study seeks to address this question by examining the effects of decision trees on treatment selection by junior behavior analysts using a matched pairs group design. Results will be analyzed using a correlated samples t-test. In addition, descriptive data on decision making will be collected through transcription and subsequent coding of audio recordings of vocal-verbal behavior (“think aloud” activity) during treatment selection.

Duration of Project:
February 2017-May 2017

Graduate Research Assistant Responsibilities:
Emailing participants; Coding and transcribing videos

Undergraduate Research Assistant Responsibilities:
Coding and transcribing videos

Becky Wiskirchen, M.A., BCBA
Contact info:
Rebecca.r.wiskirchen@wmich.edu
&
michael.p.kranak@wmich.edu
Becky is in Dr. Stephanie Peterson’s lab

Provided to you by: BAGSO
### Title:
Preventing sexual victimization: An assertiveness training program for female adolescents

**Abstract:**
The first instances of unwanted sexual experiences for females most frequently occur during adolescence (ages 12 to 17). Despite this, the majority of literature on sexual victimization and victimization prevention programs focus on college-aged females, thus leaving a need for research on prevention programs for adolescent females. The present study will examine the effects of an assertiveness training program on the risk for sexual coercion among adolescent females. A behavioral skills training model (i.e. model, rehearsal, feedback, reinforcement) will be used to teach 10-15 adolescent females assertiveness skills over the course of six group-based sessions. Participants will engage in rehearsal of assertiveness skills with female group members, as well as with a male research assistant. A single-subject multiple baseline across behaviors design will be used to identify changes in assertiveness skills over the course of the study, and at a four-week follow-up. Observational data will be collected to measure changes in overt assertiveness skills displayed during role-plays with the male research assistant. Self-report data will be gathered using the Conflicts in Adolescent Dating Relationships, the Adolescent Sexual Coercion Risk Scale, the Simple Rathus Assertiveness Scale, the Applied Assertiveness Skills Questionnaire, and Assertiveness Vignettes Worksheet to measure changes in self-reported sexual experiences, general assertiveness skills, and risk for sexual coercion. It is hypothesized that over the course of the program assertiveness skills will gradually increase as they are systematically introduced, and as these skills increase risk for sexual coercion will decrease.

**Duration of Project:**
March 2017-July 2017

**Graduate Research Assistant Responsibilities:**
Graduate RAs will help run the assertiveness skills groups. They will be trained to teach assertiveness skills and will provide feedback to participants for the use of the assertiveness skills. Graduate RAs will also be trained to recognize when a participant may be in distress, and how to handle and debrief any participant discomfort.

**Undergraduate Research Assistant Responsibilities:**
Undergraduate RAs will be trained to identify appropriate use of assertiveness skills, and will help to code participant data (i.e. self-report and observational). Undergraduate RAs may also be asked to attend group sessions.

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### Title:
Autism projects will vary

**Abstract:**
We are interested in recruiting research assistants and undergraduate thesis students

**Duration of Project:**
## RESEARCH ASSISTANT OPPORTUNITIES

<table>
<thead>
<tr>
<th>Name</th>
<th>Lab</th>
<th>Timeframe</th>
<th>Research Assistant Responsibilities</th>
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</table>
| Olivia | Dr. Richard Malott’s Lab | Fall 2017-Spring 2018 | **Research Assistant Responsibilities:**  
Helping a master student mentor complete their autism project, running discreet trial training procedures, taking data, graphing, conducting observations, and other autism project relevant tasks |

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<tr>
<th>Name</th>
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</tr>
</thead>
</table>
| Mindy Newhouse-Oisten | Dr. Jessica Frieder’s Lab | Present – August 2017 | **Title:**  
Effects of Generalized Imitation Training on Functional Speech Acquisition During Picture Exchange Communication System (PECS) Training | **Abstract:**  
The current literature regarding the Picture Exchange Communication System (PECS) demonstrates that some children diagnosed with autism acquire speech or gain increases in speech during PECS training; however, the current research base has several limitations. There is a lack of research regarding possible explanations for those speech gains, including possible pre-requisite skills for speech acquisition or procedure that can account for such speech acquisition during PECS training. Research does indicate a link between imitation ability and language acquisition. The current study examines whether children with a generalized imitative repertoire are more likely to develop speech during PECS training than children without a generalized imitative repertoire. | **Duration of Project:**  
Present – August 2017 | **Research Assistant Responsibilities:**  
- Run sessions  
- Record data (primary scoring, interobserver agreement scoring, and treatment integrity scoring)  
- Attend research meetings to review data and problem solve  
- Graph and analyze data  
- Maintain organization or research files |