

RESEARCH PUBLICATIONS

At May Institute, we value the integration of behavioral science and practice, and strive to contribute to the research literature based on our experience and expertise providing clinical services.

2019

Cariveau, T., **Shillingsburg, M. A.**, Alamoudi, A., Thompson, T., Bartlett, B., Gillespie, S., Scahill, L. (2019). Feasibility and preliminary efficacy of a structured behavioral intervention for minimally verbal girls with Autism Spectrum Disorder. *Journal of Autism and Developmental Disorders*.

Shillingsburg, M. A., Hansen, B., & Wright, M. (2019). Rapport-building and instructional fading prior to discrete-trial instruction: Moving from child-led play to intensive teaching. *Behavior Modification*, 43, 288-306.

2018

Alligood, C., **Anderson, C.**, & McGee, H. (2018). Casting a wider net: an analysis of scholarly contributions of behavior analysis graduate program faculty. *Behavior Analysis in Practice*.

Anderson, C. M., Smith, T., & Wilczynski, S. M. (2018). Advances in school-based interventions for students with autism spectrum disorder. *Behavior Modification*, 42, 3-10.

Anderson, C. M., Smith, T. R., & Iovonne, R. (in press). Supporting students with autism in public schools. *Education and Treatment of Children*.

Edwards, C., Landa, R., **Frampton, S.**, & **Shillingsburg, M. A.** (2018). Increasing functional leisure engagement for children with autism using backward chaining. *Behavior Modification*, 42, 9-33.

Frampton, S. E., & **Shillingsburg, M. A.** (2018). Teaching children with autism to explain how: A case for problem solving? *Journal of Applied Behavior Analysis*, 51, 236-254.

Frampton, S. E., Thompson, T., Bartlett, B., Hansen, B., **Shillingsburg, M. A.** (2018). Use of a matrix training approach to teach color-shape facts to children with autism. *Behavior Analysis in Practice*.

Hansen, B., DeSouza, A., Stevens, A., & **Shillingsburg, M. A.** (2018). Clinical application of a high-probability sequence to promote compliance with vocal imitation in a child with Autism Spectrum Disorder. *Behavior Analysis in Practice*.

Horner, R.H., Ward, C. S., Fixsen, D.L., Sugai, G., McIntosh, K., **Putnam, R.**, & Little, H.D. (2018) Resource leveraging to achieve large-scale implementation of effective educational practices. *Journal of Positive Behavior Interventions*, , 1-10.

Livingston, C. E., & **Graff, R. B.** (2018). Further evaluation of the use of preference categories to identify novel reinforcers: A systematic replication. *Behavioral Interventions*. 2018; 1-12.

Shillingsburg, M. A., Frampton, S. E., Cleveland, S. A., & Cariveau, T. (2018). A clinical application of procedures to promote the emergence of untrained intraverbal relations with children with autism. *Learning and Motivation, 62*, 51-66.

Shillingsburg, M. A., Frampton, S. E., Wymer, S. C., & Bartlett, B. (2018). A preliminary procedure for teaching children with autism to mand for social information. *Behavior Analysis in Practice, 11*, 34-38.

Tullis, C., Marya, V., & **Shillingsburg, M. A.** (2018). Enhancing instruction via instructive feedback for a child with autism using a speech generating device, *The Analysis of Verbal Behavior*.

Weist, M. D., Eber, L., Horner, R., Splett, J., **Putnam, R. F.,** Barrett, S., Perales, K., Fairchild, A. J., & Hoover, S. (2018). Improving multitiered systems of support for students with "internalizing" emotional/behavioral problems. *Journal of Positive Behavior Interventions*.

2017

Anderson, C. M., Iovannone, R. I., & Scott, T. (2017). Understanding setting events: What they are and how to identify them. *Beyond Behavior*.

Anderson, C. M., Martin, R. J., & Haynes, R. D. (2017). Supporting students with autism spectrum disorder in rural schools. *Handbook of Rural School Mental Health, 13*, 213-230.

Kautz, M., Debar, R. M., Vladescu, J. C., & **Graff, R. B.** (2017). A further evaluation of choice of task sequence. *Journal of Special Education*.

Kelley, M., **Shillingsburg, M. A.,** & Bowen, C.N. (2017). Time since reinforcer access produces gradations of motivation. *Learning and Motivation, 57*, 61-66.

Landa, R., Hansen, B., & **Shillingsburg, M. A.** (2017). Teaching mands for information using "when?" to children with autism. *Journal of Applied Behavior Analysis, 5-*, 538-551.

Liebel, S. W., Jones, E. C., Oshri, A., Hallowell, E. S., **Jerskey, B. A.,** Gunstad, J., & Sweet, L. H. (2017). Cognitive processing speed mediates the effects of cardiovascular disease on executive functioning. *Neuropsychology, Jan: 31(1)*, 44-51.

Shillingsburg, M. A. & Cariveau, T. (2017). Responding to conversational partners' behavior: Teaching children with autism strategies to recapture the interest of others. *Evidence-Based Communication Assessment and Intervention*.

Shillingsburg, M. A., Cariveau, T., Talmadge, B., & **Frampton, S.** (2017). A preliminary analysis of procedures to teach children with autism to report past behavior. *The Analysis of Verbal Behavior, 33*, 275-282.

Tabere, T. A., **Lambright, N.,** & **Luiselli, J. K.** (2017). Video modeling training effects on types of attention delivered by educational care providers. *Behavior Analysis in Practice, 1-6*.

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Putnam, R. F., and Knoster, T. (2016). A reply to the commentaries on “School-wide PBIS: An example of applied behavior analysis implemented at a scale of social importance” by Horner and Sugai (2015). PBIS is function over form: The clear behavioral roots and opportunities the PBIS framework presents to the field of behavior analysis moving forward. *Behavior Analysis in Practice*.

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Queen, A. H., **Donaldson, D. L.**, & **Luiselli, J. K.** (2015). Interpersonal psychotherapy and cognitive-behavioral therapy as an integrated treatment approach for co-occurring bipolar I and social anxiety disorder. *Clinical Case Studies, 14*, 434-448.

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Petrongolo, M., **DuBard, M.**, & **Luiselli, J. K.** (2013). Effects of an idiosyncratic stimulus on functional analysis of vocal stereotypy in two settings. *Developmental Neurorehabilitation*.

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