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VOLUMES 21-29 SUBJECT AND VOLUME 29 AUTHOR INDICES

The cumulative subject index lists articles (chronologically) by what, to my best judgment, represents the various general categories (listed alphabetically) of participants, behaviors, and procedures studied. I have also noted (parenthetically) any appropriate specific descriptors. In addition, specialized articles (such as reviews) are listed separately as well as within the categories just described. Thus, all articles are listed more than once to allow for cross-referencing. Each listing for the articles takes the form: Volume number (Issue number) Number of the first page of the article (Specific descriptors, if any), e.g., 29(2)121(10 year olds) might appear under the general category of School-Aged Children in the Participants section of the cumulative subject index. Because these listings represent my judgments, any misrepresentations are my responsibility. The author index contains an alphabetical listing of each author in Volume 29 with first authors listed along with their co-authors (if any), the title of the article, and the pages where the article appears. Co-authors are also integrated alphabetically with the first authors with a reference to the first author and the page numbers of the article. These indices will appear in the fourth issue of each volume beginning again with Volume 30 rather than in the first issue of each volume as has been the practice in recent volumes.

Daniel E. Hursh
Senior Editor

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24(3)323(of teacher stressors); 24(3)336(of behavior differences – Discussion Article); 24(3)374(programs and policies); 24(4)480(functional behavior assessment interview); 25(1)5(functional behavior assessment and intervention – Review Article); 25(1)47(functional assessment); 25(1)67(functional behavioral assessment – Program Description); 25(1)113(assessment-based antecedent interventions – Review Article); 25(2)208(of social competence); 25(3)288(of treatment effectiveness); 25(3)317(functional assessment); 25(3)331(antecedent assessment); 25(3)339(program evaluation); 25(4)414(of naturally occurring choice making opportunities); 25(4)415(of emotional or behavioral disorders); 25(4)476(of peer perceptions, student achievement, and teacher ratings); 25(4)522(of extraversion, neuroticism, and externalizing conduct problems) ; 26(1)30(describing behaviors and demographics of students suspended from school) ; 26(1)89(concept maps and functional behavior assessments – Discussion Article); 26(2)128(of special education placements for former head start children); 26(3)208(four-year follow-up of head start children with ADHD diagnosis) ; 26(3)224(of academic achievement); 26(4)320(of behavior disorders – Discussion Article); 26(4)382(reliability of behavior rating scales – Review Article); 26(4)400(continuous vs. momentary time samples); 26(4)413(of teacher expectations); 26(4)467(of risk to predict recidivism); 27(1)9(functional behavioral assessment); 27(1)26(functional assessment); 27(1)37(of teacher attitudes and interventions); 27(3)263(of instruction and academic responding); 27(4)353(of assets and risks for recidivism); 27(4)374(of retention and attrition factors for juvenile justice teachers); 27(4)440(functional behavioral assessment process – Review Article); 27(4)476(of internal and external influences – Discussion Article); 27(4)490(and research on the effects of antecedents – Discussion Article); 29(1)51(of principals', teachers', and students' characteristics); 29(1)107(descriptive and functional – Case Study); 29(1)132(standard celeration charting – Book Review); 29(3)409(of importance of social skills); 29(3)421(functional analysis); 29(4)593(of standards-based math instruction); 29(4)693(of teacher burnout); 29(4)729(of prisoner perceptions of teacher behavior).

Behavior Analysis or Behavior Modification: 21(3)370(for teachers of students with emotional disturbances – Discussion Article); 22(1)36(constructive discipline – Discussion Article) ; 22(2)171(ignoring, passive restraint, and praise – Case Study); 22(4)447(training for instructional assistants in – Program Description); 23(3)286(strategies for maintaining positive behavior change stemming from functional behavioral assessment in schools – Discussion Article); 23(4)455(application of behavior change processes); 24(4)430(behavioral systems

analysis – Discussion Article); 24(4)448(a comprehensive behavior management program); 24(4)495(intervention for discipline and safety); 25(3)370(and autism – Book Review); 25(4)532(positive behavior support – Discussion Article) ; 26(1)1(prompts, instructor presence, reinforcement, response cost); 27(2)86(proactive and ecologically valid interventions); 27(2)150(shaping, positive reinforcement, and extinction – Case Study); 28(1)1(instructions, demonstrations, prompts, and praise).

Behavior Therapy: 21(1)62(cognitive – Discussion Article); 22(2)146(parent child interaction therapy – Case Study); 22(2)203(relaxation, systematic desensitization, and cognitive-behavioral therapies – Case Study) ; 26(1)75(temperament and personality in the development of – Discussion Article).

Education: 23(1)96(educating children with multiple disabilities - Book Review); 23(2)122(direct instruction vs. basal math curricula); 23(2)173(computer assisted reading instruction – Review Article); 23(3)204(educating students with emotional and behavioral disabilities – Discussion Article); 23(3)239(a short term auxiliary reading program); 23(3)346(service learning programs – Review Article); 23(3)369(charter schools and special needs students – Discussion Article); 23(4)387(conceptually organized vs topically organized eighth grade U.S. history texts); 24(1)28(gender and special education placement) 24(1)72(use of intermediate alternative education settings); 24(3)309(effective instruction and school violence prevention – Discussion Article); 25(2)172(review questions versus structured worksheets); 25(4)438(early literacy instruction); 25(4)459(integrating academic and non-academic instruction – Discussion Article); 26(2)198(behavioral support - Book Review); 27(4)307(special education – Discussion Article); 27(4)325(special education – Discussion Article); 27(4)341(preparing teachers – Discussion Article); 27(4)394(teaching problem students in regular classrooms); 29(4)533(and NCLB – Discussion Article).

Establishing Operations: 25(1)131(music as an establishing operation).

Feedback: 25(2)159(immediate versus delayed) ; 26(1)22(awareness enhancement device); 27(3)186(error correction and repeated readings); 28(1)76(on discrete trial instructional skills).

Guidance: 21(1)74(constant time delay with chained tasks – Review Article); 23(4)441(graduated guidance).

Instructions: 21(2)22(concrete-representational-abstract sequence); 22(4)470(high-probability request research – Review Article); 23(2)109(regarding social skills and active supervision at recess); 23(4)423(high probability requests and a preferred item as a distracter); 23(4)455(written vs. direct); 23(4)465(graduated concrete, semi-concrete, and abstract sequence); 24(2)161(direct); 25(3)356(provided by novel staff members); 26(2)149(teaching category-descriptor statements); 26(3)237(use of key words and previewing); 26(4)345(evidenced-based - Discussion Article); 27(1)46(embedded); 27(2)105(and academic response rates); 28(1)11(mnemonic with guided practice); 28(1)48(with eye contact and praise); 28(1)63(explicit for decoding); 29(1)125(and classroom behavior management – Book Review); 29(3)507(high then low probability requests); 29(4)749(integrating culture with reading studies – Review Article).

Interventions: 22(1)103(for school problems - Book Review); 22(1)106(integrating functional assessment with - Book Review); 22(3)244(functional behavioral assessment and behavior intervention plans – Discussion Article); 23(1)100(for ADHD – Book Review); 23(1)103(for ADHD – Book Review); 25(3)366(for students with learning disabilities – Book Review); 26(1)75(for conduct disorders – Discussion Article); 26(3)255(hand raising vs. choral responding vs. response card); 26(3)273(student created aggression replacement education); 26(3)303(for difficult behaviors – Book Review); 26(3)305(managing passive-aggressive behaviors – Book Review); 26(4)362(early intervention for behavior disorders – Review Article); 26(4)431(school-wide for literacy and behavior – Program Description); 27(1)64(responses to allegations of child sexual abuse – Review Article); 27(2)114(listening while reading); 27(2)130(family home program); 27(2)161(preventing unintentional firearm injury in children – Review Article); 27(4)420(pre-referral interventions); 27(4)453(schoolwide discipline practices); 27(4)476(for internal and external influences – Discussion Article); 27(4)509(suspension, school characteristics related to); 28(2)111(parent-child interaction therapy for Mexican Americans – Program Description); 28(2)130(parent-child interaction therapy for children with behavior disorders and developmental disabilities – Program Description); 28(2)142(parent-child interaction therapy with child physical abuse populations – Review Article); 28(2)163(parent-child interaction therapy for young children with separation anxiety disorder – Program Description); 28(2)182(parent-child interaction therapy for foster parents – Program Description); 28(2)197(tailoring and adapting parent-child interaction therapy for new populations – Discussion Article); 29(1)79(parent tutoring – Review Article); 29(1)107(based

on descriptive assessment and functional analysis – Case Study); 29(2)219(treating anxiety disorders in a school setting – Discussion Article); 29(2)243(conjoint behavioral consultation – Discussion Article); 29(2)257(matching interventions to children's mental health needs – Program Description); 29(2)287(therapy for depression – Program Description); 29(2)311(for externalizing problems – Program Description); 29(2)341(School-Based – Review Article); 29(2)359(for students with ADHD – Program Description); 29(2)379(for children with emotional disturbance – Program Description); 29(3)421(based on functional analysis); 29(4)549(function-based); 29(4)573(function-based); 29(4)635(social skills treatment – Discussion Article); 29(4)711(use of physical restraint – Discussion Article); 29(4)779(a culturally sensitive response to intervention model – Discussion Article).

Peer Mediated Interventions: 21(2)107(social validity of); 21(3)354(for communication skills); 22(1)1(prompted verbal interactions); 22(1)19(teaching of social skills); 22(2)218(positive peer reporting - Case Study); 22(3)373(teaching character education to students with behavioral and learning disabilities – Case Study); 22(4)415(reading tutoring); 24(1)1(class wide peer tutoring); 24(1)46(observational learning); 24(2)111(class wide peer assist self management); 24(2)141(class wide peer tutoring, multi element curriculum, accommodations); 25(4)380(cooperative learning); 26(2)182(increasing participation in activities); 27(3)199(positive behavior support programs); 27(3)235(total class peer tutoring and interdependent group contingency); 28(1)25(reading tutoring); 29(3)469(and repeated readings); 29(3)517(with video modeling and a sibling peer – Case Study).

Prompting: 5(2)197(pupil-made pictorial prompts); 26(2)108(cue cards and written scripts); 27(3)280(video models).

Punishment: 21(3)246(the discipline of students with disabilities – Discussion Article); 24(3)278(in-school suspension program).

Reinforcement: 24(2)161(group and progress feedback); 24(2)176(of food acceptance plus food presentation); 25(1)26(and choice making); 25(1)103(combining positive and negative); 27(1)1(DRO with fading); 29(1)23(noncontingent); 29(3)459(dependent group contingencies).

Self-recording: 21(1)37(student – Discussion Article); 22(2)179 (and intervention – Case Study); 22(3)357(effects of self-management on generalization of performance to regular classrooms); 22(4)397(and

graphing); 25(1)91(of stereotypic behaviors); 25(2)249(student graphing of fluency); 25(4)496(self-regulated strategy for story writing – Program Description); 29(1)1(and teacher matching).

Services: 21(2)160(for school refusal behavior); 21(3)258(for primary prevention of behavior disorders – Discussion Article); 21(3)303(transition to adulthood – Program Description); 21(3)412(educational services for children and youth with special needs in Russia – Discussion Article); 21(4)514(for psychological effects of peanut allergies – Discussion Article); 22(1)55(for juvenile offenders – Case Study); 23(1)97(issues in quality child care – Book Review); 23(2)156(transdisciplinary consultation – Program Description); 23(3)248(crisis management planning – Discussion Article); 23(3)325(early detection and primary prevention of emotional or behavioral disorders – Program Description); 25(4)507(for students with or at-risk for emotional and behavior disorders – Discussion Article); 26(1)52(for children with emotional disturbances and their families – Discussion Article); 26(4)330(for children with behavior disorders – Discussion Article); 26(4)452(to behavior disordered children in charter schools); 29(1)51(day treatment and residential); 29(2)165(mental health – Discussion Article); 29(2)173(an interconnected policy-training-practice-research agenda – Discussion Article).

Technologies: 21(3)385(to prepare teachers to work with children and youth who have emotional/behavioral disorders – Program Description); 25(2)224(applications for children with ADHD – Review Article); 26(1)22(awareness enhancement device).

Timeout: 22(2)136(for noncompliance – Case Study).

Token Economies: 22(2)157(point system – Case Study); 24(1)99(check marks – Case Study).

Training: 21(2)171(correspondence for appropriate peer interactions); 21(3)354(communication skills); 21(4)431(heterosocial competence – Discussion Article); 21(4)461(social skills for preventing violence – Program Description); 21(4)489(social skills for adolescents – Review Article); 22(2)157(for family problem solving – Case Study); 23(1)99(social skills instruction – Book Review); 23(4)441(reading a manual); 24(3)351(parenting skills); 25(3)331(functional communication training and contingency contracting); 29(1)23(functional communication); 29(2)197(of school-based personnel – Discussion Article); 29(3)437(guidance and scripted verbal initiations); 29(4)615(functional communication); 29(4)665(in-service and peer coaching).

SPECIALIZED ARTICLES

Book Reviews: 22(1)103(Brief intervention for school problems: Collaborating for practical solutions); 22(1)106(Communicative alternatives to challenging behavior: Integrating functional assessment and intervention strategies); 23(1)96(educating children with multiple disabilities: a transdisciplinary approach); 23(1)97(issues in quality child care: a boys town perspective); 23(1)99(teaching youth with DSM-IV disorders: the role of social skills instruction); 23(1)100(interventions for ADHD: treatment in developmental context); 23(1)103(attention-deficit/hyperactivity disorder in the classroom: a practical guide for teachers); 23(2)194(measuring behavioral health outcomes: a practical guide); 25(3)366(learning disabilities and challenging behaviors: a guide to intervention and classroom management); 25(3)370(autism: teaching does make a difference); 26(2)198(behavioral support); 26(2)201(special children, challenged parents: the struggles and rewards of raising a child with a disability); 26(3)303(young children's behaviour: practical approaches for caregivers and teachers); 26(3)305(managing passive-aggressive behavior of children and youth at school and home: the angry smile); 29(1)125(instructional classroom management: a proactive approach to behavior management); 29(1)128(addressing the challenging behavior of children with high-functioning autism/asperger's syndrome in the classroom); 29(1)132(standard celeration charting 2002).

Case Studies: 22(1)55(collaboration between correctional and public school systems); 22(2)136(use of a timeout record); 22(2)146(parent child interaction therapy); 22(2)157(treatment of an adolescent with severe conduct problems); 22(2)171(school-based behavior management of cursing, hitting, and spitting); 22(2)179(psychotherapy for some anxiety sequelae of leukemia); 22(2)189(level 1 research in the treatment of serious mental and physical health problems); 22(2)203(multicomponent treatment of a test anxious college student); 22(2)218(positive peer reporting applied to social rejection); 22(3)291(environmental correlates of disruptive classroom behavior); 22(3)373(teaching character education to students with behavioral and learning disabilities); 23(1)48(designing an effective outcomes management system); 23(1)60(how to prepare and present outcome reports for external payers and regulators); 23(1)75(meeting the challenges of data collection in outcome systems); 25(2)249(developing a writing package with student graphing of fluency); 25(3)339(community treatment of extremely troublesome youth with dual mental health/mental retardation diagnoses); 25(3)356(providing instruction from

novel staff as an antecedent intervention for child tantrum behavior in a public school classroom); 27(2)150(behavioral treatment of acute onset school refusal); 29(1)107(incorporating descriptive assessment results into the design of a functional analysis); 29(3)517(teaching pretend play skills with video modeling and a sibling).

Discussion Articles: 21(1)37(treatment only designs and student self-recording as strategies for public school teachers); 21(1)62(a cognitive therapy model for behaviorally disturbed adolescents at a residential treatment facility); 21(3)234(unpackaging special education categorical variables in the study and teaching of children with conduct problems); 21(3)246(the discipline of students with disabilities: requirements of the IDEA amendments of 1997); 21(3)258(mental health and head start: teaching adaptive skills); 21(3)321(where the boys are: do cross-gender misunderstandings of language use and behavior patterns contribute to the overrepresentation of males in programs for students with emotional and behavioral disorders?); 21(3)370(maintaining sanity in an insane classroom: how a teacher of students with emotional disturbances can keep from becoming an emotionally disturbed teacher); 21(3)396(exposure to traumatic violence: some lessons learned from Bosnia); 21(3)412(children and youth with special needs in Russia and educational services to meet them); 21(4)431(adolescent heterosocial competence revisited: implications of an expanded conceptualization for the prevention of high-risk sexual interactions); 21(4)447(the risk of social interaction problems among adolescents with ADHD); 21(4)514(peanut allergy in children: psychological issues and clinical considerations); 22(1)36(the constructive discipline approach); 22(2)117(frequent monitoring of clinical outcomes); 22(3)234(mentorship in the field of behavior disorders); 22(3)244(a school-wide model for conducting functional behavioral assessment and developing behavior intervention plans); 22(3)267(a statewide survey of special education administrators and school psychologists regarding functional behavioral assessment); 22(3)280(behavior problems in the schools: ways to encourage functional behavioral assessment of discipline-evoking behavior); 22(3)317(research on setting events: measurement and control of variables); 22(3)333(a structural analysis of school violence and disruption); 23(1)5(capturing data: negotiating cross-agency systems); 23(1)20(focus on results); 23(1)24(using logic models and program theory to build outcome accountability); 23(1)41(how to involve staff developing an outcomes oriented organization); 23(3)204(educating students with emotional and behavioral disabilities in the 21st century: looking through windows, opening doors); 23(3)248(effective crisis management planning:

creating a collaborative framework); 23(3)286(strategies for maintaining positive behavior change stemming from functional behavioral assessment in schools); 23(3)298(functional behavioral assessment as a collaborative process among professionals); 23(3)369(charter schools and students with special needs: how well do they mix?); 24(3)224(ADHD and a return to the medical model of special education); 24(3)248(maintaining the integrity of FBA-based interventions in schools); 24(3)261(putting quality functional assessment into practice in schools: a research agenda on behalf of E/BD students); 24(3)309(effective instruction: the forgotten component in preventing school violence); 24(3)336(behavior differences between African-American and Caucasian students: issues for assessment and intervention); 24(4)414(antisocial behavior: its causes and prevention within our schools); 24(4)430(constructing cultures of non-violence: the peace power! strategy); 25(1)142(toward a socially valid understanding of problem behavior); 25(4)459(integrating academic and non-academic instruction for students with emotional/behavioral disorders); 25(4)507(serving students with or at-risk for emotional and behavior disorders: future challenges); 25(4)532(addressing the needs of at-risk and adjudicated youth through positive behavior support: effective prevention practices); 26(1)52(a developmental ecological perspective in systems of care for children with emotional disturbances and their families) ; 26(1)75(temperament and personality as potential factors in the development and treatment of conduct disorders); 26(1)89(concept maps: a practical solution for completing functional behavior assessments); 26(4)320(parting reflections on education of children with emotional or behavioral disorders); 26(4)325(reflections on the field); 26(4)330(through a glass darkly: reflections on our field and its future); 26(4)337(reflections on the past and future); 26(4)345(bringing research to bear on practice: effecting evidence-based instruction for students with emotional or behavioral disorders); 27(4)307(the president's commission and the devaluation of special education); 27(4)325(a response to the devaluation of special education); 27(4)341(issues that confront the field of emotional/behavioral disorders); 27(4)476(overcoming the automaticity of challenging behaviors behavior); 27(4)490(the undefined role of the antecedent); 28(2)197(tailoring and adapting parent-child interaction therapy for new populations); 29(2)165(bringing evidence-based child mental health services to the schools); 29(2)173(building an interconnected policy-training-practice-research agenda to advance school mental health); 29(2)197(responding to today's mental health needs of children, families, and and schools: revisiting the preservice training and preparation of school-based personnel); 29(2)219(treating anxiety

disorders in a school setting); 29(2)243(conjoint behavioral consultation: application to school-based treatment of anxiety disorders); 29(4)533(consider the opportunities: a response to no child left behind); 29(4)635(the efficacy of social skills treatment for children with Asperger Syndrome); 29(4)711(public policy on physical restraint of children with disabilities in public schools); 29(4)779(reducing disproportionate minority representation in special education programs for students with emotional disturbances: toward a culturally sensitive response to intervention model).

Program Descriptions: 21(3)303(interagency collaboration and the transition to adulthood for students with emotional of behavioral disabilities); 21(3)385(using cutting edge technology to prepare teachers to work with children and youth who have emotional/behavioral disorders); 21(4)461(social skills training to promote resilience in urban sixth-grade students: one product of an action research strategy to prevent youth violence in high-risk environments); 22(4)447(the instructional assistants program: a potential entry point for behavior analysis in education); 23(2)156(transdisciplinary consultation: a center-based functioning model); 23(3)325(a model for early detection and primary prevention of emotional or behavioral disorders); 25(1)67(functional behavioral assessment: a school based model); 25(4)496(self-regulated strategy development for story writing); 26(4)431(a school-wide intervention with primary and secondary levels of support for elementary students: outcomes and considerations); 28(2)111(parent-child interaction therapy for Mexican Americans); 28(2)130(parent-child interaction therapy for children with behavior disorders and developmental disabilities); 28(2)163(parent-child interaction therapy for young children with separation anxiety disorder); 28(2)182(parent-child interaction therapy for foster parents); 29(2)257(matching interventions to children's mental health needs: feasibility and acceptability of a pilot school-based trauma intervention program); 29(2)287(transporting evidence-based therapy for adolescent depression to the school setting); 29(2)311(preschool-based programs for externalizing problems); 29(2)359(developing coordinated, multimodal, school-based treatment for young adolescents with ADHD); 29(2)379(school-based prevention and intervention programs for children with emotional disturbance).

Review Articles: 21(1)74(constant time delay with chained tasks); 21(4)489(social skills interventions with adolescents); 22(1)84(child sexual abuse prevention); 22(4)470(high-probability request research); 23(2)173(computer assisted instruction in reading for students with

learning disabilities: a research synthesis); 23(3)346(a review and analysis of service learning programs involving students with emotional/behavioral disorders); 25(1)5(collaboration with families in the functional behavior assessment of and intervention for severe behavior problems); 25(1)113(antecedent-based interventions used in natural settings to reduce challenging behavior); 25(2)224(technology applications for children with ADHD); 26(4)362(early intervention with children at risk of emotional/behavioral disorders: a critical examination of research methodology and practices); 26(4)382(reliability of ratings across studies of the BASC); 27(1)64(school based responses to children who have been sexually abused); 27(2)161(preventing unintentional firearm injury in children); 27(4)440(functional behavioral assessment process used with students with or at risk for emotional and behavioral disorders); 28(2)142(parent-child interaction therapy with child physical abuse populations); 29(1)79(parent tutoring); 29(2)341(school-based interventions for children and adolescents with ADHD: enhancing academic and behavioral outcomes); 29(4)749(integration of culture in reading studies for youth in corrections).

Technical Articles: 21(2)209(effects of sample size on the representativeness of observational data used in evaluation).