

**Curriculum Vitae  
December 2019**

**Thomas S. Higbee, Ph.D., BCBA-D, LBA**  
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**EDUCATIONAL HISTORY**

***University of Nevada-Reno***

***Advisor: James E. Carr, Ph.D.***

Major: Psychology- Behavior Analysis  
Degree: Ph.D. 1999  
Dissertation: An Examination of the "Interpolation-of-Reinforcement"  
Effect in Young Children Diagnosed with Autism

***University of Nevada-Reno***

***Advisor: James E. Carr, Ph.D.***

Major: Psychology- Behavior Analysis  
Degree: M.A. 1998  
Thesis: Towards Establishing Criteria for Interpreting  
Stimulus Preference Assessments  
Honors: Recipient of Sidney W. Bijou  
Scholarship for Research in Child Development 1997

***Utah State University***

***Advisor: Carl D. Cheney, Ph.D.***

Major: Psychology  
Minor: Portuguese  
Degree: B.A., Summa Cum Laude 1995  
Honors: University Honor Roll 1993- 1995  
Outstanding Psychology Scholar Award 1995  
"A" Pin award- (three consecutive  
quarters with a 4.0 GPA) 1995  
Golden Key National Honor Society 1995  
Psy-Chi National Honor Society in Psychology 1993-1995

**CERTIFICATIONS/LICENSES HELD**

- ***Board Certified Behavior Analyst -Doctoral Level, #1-00-0053, Behavior Analyst Certification Board (June 2000-present)***
- ***Licensed Behavior Analyst, #9492389-2506, State of Utah (July 2015-present)***

**LANGUAGES SPOKEN**

- English
- Brazilian Portuguese

**WORK HISTORY: Academic****Current Position**

- **Professor and Interim Department Head (2019-present), Department of Special Education and Rehabilitation, Utah State University**, Logan, UT. (Professor, 2012-present, Associate Professor, 2007-2012, Assistant Professor, 2002-2007)

**Administrative Roles:**

- Interim Department Head (2019-present)
- Assistant Department Head (2018-2019)
- Chair, Disability Disciplines Doctoral Program (2014-2019)

**Courses Taught: (\*denotes current teaching assignment)****Undergraduate:**

- PSYC 1400-Analysis of Behavior: Basic Principles
- SPED 4000-Introduction to Special Education
- SPED 5530-Technology for Teaching Exceptional Learners
- \*SPED 5010-Applied Behavior Analysis I
- SPED 5840-Preschool Practicum with Young Children with Autism

**Graduate:**

- SPED 6700-Single Subject Research Methods and Designs (Master's)
- SPED 7700- Single Subject Research Methods and Designs (Doctoral)
- SPED 6710-Concepts and Principles of Behavior Analysis in Education (Master's)
- SPED 6720- Educational Applications of Behavior Analysis I (Master's)
- SPED 7540-Journal Reading Group in Behavior Analysis (Doctoral)
- SPED 7720- Advanced Applied Behavior Analysis (Doctoral)
- SPED 7820-Behavioral Approaches to Language and Cognition (Doctoral)

**Honors Received:**

- Distinguished service award, Utah Association for Behavior Analysis, August, 2019
- Glenda Vittemberga Memorial Lecture Award, California Association for Behavior Analysis, February, 2014
- Appointed as Associate Editor for the *Journal of Applied Behavior Analysis*, 2010-2013
- "Teacher of the Year"-Dept. of Special Education, 2009-10, 2011-12, 2014-15, 2016-17
- "Advisor of the Year"-Dept. of Special Education, 2009-10
- "Autism Program of the Year"-for ASSERT Autism Program from the Autism Council of Utah-October, 2007
- "Achievement of the Year" Utah State University Robins Award-for ASSERT Autism Program-April, 2006

**Adjunct Appointments:**

- Adjunct Professor, Department of Pediatrics, University of Utah, Salt Lake City, Utah, USA, 2010-present
- Visiting Professor/Associated Researcher, Department of Psychology, Universidade Federal de São Carlos (Federal University of São Carlos), São Carlos, SP, Brazil, 2012-2013

**Previous Academic Experience**

- ***Adjunct Professor, Dept. of Psychology, University of Nevada-Reno, Off-Site Master's Degree Program***

**Courses Taught:**

- **Psychology 699-Principles of Behavioral Psychology**; Fall 2001; St. Louis, MO.
- **Instructor, University of Nevada-Reno**

**Courses Taught:**

- **Psychology 472- Experimental Analysis of Behavior**; Summer 1998; Reno, NV.
- **Part-Time Faculty Member, Truckee Meadows Community College**

**Courses Taught:**

- **Psychology 102- Psychology of Personal and Social Adjustment**; Fall 1998, Spring, 1999; Reno, NV.

**WORK HISTORY: CLINICAL**

- ***Executive Director and Founder, Autism Support Services: Education, Research, and Training (ASSERT) Program***, Logan, UT. 2003-present

Duties: Design and manage preschool classroom for young children with autism. Recruit, train and supervise graduate and undergraduate students working as teachers in the program. Recruit and conduct assessments of young children with autism and their families for participation in the program. Design and maintain program and individual student curricula. Provide workshops and in-home consultation for families in the program. Provide consultative services and training to school districts in Utah, Idaho, and Wyoming. Generate external funding to support the program.

- ***Senior Clinician, Spectrum Center for Educational and Behavioral Development***, Berkeley, CA. 1999-2002

Duties: Provide clinical support and supervision for 13 master's and bachelor's level behavior analysts and educational specialists across four Spectrum Center schools (nonpublic schools for students with disabilities who cannot be served in less restrictive public school settings); Provide staff training in principles of behavior analysis and education for special education teachers; Provide teachers with instruction on developing and writing student individualized education plans (IEPs) and behavioral intervention plans. Design individual and agency-wide clinical data collection systems; Supervise and organize crisis management training for agency. Supervisor: Ronnie Detrich, Ph.D.

- ***Behavioral Consultant, Washoe County School District***, Reno, NV. 1998-1999.

Duties: Conduct functional assessments and design interventions for problem behaviors of Washoe county students with autism and other developmental disabilities; Assist teachers in designing appropriate teaching programs for these same students in public school settings.

Supervisor: James E. Carr, Ph.D.

- **Assistant Director, UNR Early Childhood Autism Program**, Reno, NV. 1997-1998.

Duties: Manage and train tutors (undergraduate students at the University of Nevada) working directly with young children with autism; Supervise client integration into public schools. Assess and design interventions to decrease aberrant behaviors of clients; Assist in curriculum development.

Supervisors: Patrick M. Ghezzi, Ph.D., Sidney W. Bijou, Ph.D.

- **Assistant Director, PATH Workshop**, Reno, NV. 1995-1997

Duties: Manage and train workshop staff (undergraduate students); Develop pre-vocational training programs for adults with mental retardation (workshop clients); Develop and implement clinical interventions with workshop clients; Provide consultation to state and group-home staff; Participate in interdisciplinary team activities.

Supervisor: W. Larry Williams, Ph.D.

- **Graduate Assistant, UNR Early Childhood Autism Program**, Reno, NV. 1996-1997

Duties: Provide intense behavioral tutoring to children with autism; train undergraduates in behavioral tutoring techniques; assist with program management.

Supervisors: Patrick M. Ghezzi, Ph.D., Sidney W. Bijou, Ph.D.

- **Graduate Assistant, UNR PLC Project**, Reno, NV. 1995-1996

Duties: Provide academic counseling to student athletes; assist with project management.

Supervisor: Steven C. Hayes, Ph.D.

- **Research Clerk, Early Intervention Research Institute**, Logan, UT. 1993-1995

Duties: Manage data collection of two longitudinal studies; interact with subjects and evaluators; assist in data collection and analysis; assist in preparation of annual grant reports.

Supervisor: Mark Innocenti, Ph.D.

#### **PUBLICATIONS: PEER-REVIEWED JOURNALS** (\* = graduate student coauthors)

53. \*Galizio, A., Higbee, T. S., & Odum, A. L. (in press). Reinforced behavioral variability and choice in children with autism. *Journal of the Experimental Analysis of Behavior*.

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52. \*Gerencser, K. R., \*Becerra, L. A., \*Akers, J. S., Higbee, T. S., & Sellers, T. P. (in press). Training service providers to implement behavior analytic interventions: A review of asynchronous trainings. *Journal of Behavioral Education*.
  51. \*Becerra, L. A., Higbee, T. S., Cousin, S., and \*Kelley, K. (in press). An evaluation of the efficiency of textual and auditory script presentations to children with autism. *Journal of Applied Behavior Analysis*.
  50. \*Pellegrino, A. J., Higbee, T. S., \*Gerencser, K. R., \*Becerra, L. A. (in press). Comparing stimuli delivered via tablet vs. flashcards on receptive labeling in children with autism spectrum disorder. *Journal of Behavioral Education*.
  49. \*Marleau, B., Lanovaz, M. J., \*Gendron, A., Higbee, T. S., & Morin, D. (2019). Using interactive web training to teach parents to select function-based interventions for challenging behaviour: A preliminary study. *Journal of Intellectual & Developmental Disability, 44*, 492-496.
  48. \*Gerencser, K. R., Higbee, T. S., \*Contreras, B. P., \*Pellegrino, A. J., Gunn, S. L. (2018). Evaluation of interactive computerized training to teach paraprofessionals how to implement errorless discrete trial instruction. *Journal of Behavioral Education, 27*, 461-487.
  47. \*Akers, J. S., Higbee, T. S., \*Pollard, J.S., & \*Reinert, K.S., (2018). Sibling-implemented script fading to promote the play-based statements of children with autism. *Behavior Analysis in Practice, 11*, 395-399.
  46. \*Huntington, R.N. & Higbee, T. S. (2018). The effectiveness of a video-based preference assessment for identifying social reinforcers. *European Journal of Behavior Analysis, 19*, 48-61.
  45. \*Akers, J. S., Higbee, T. S., \*Gerencser, K. R., & \*Pellegrino, A. J., (2018). An evaluation of group activity schedules to train children with autism to play hide-and-seek with typically developing peers. *Journal of Applied Behavior Analysis, 51*, 553-570.
  44. \*Gerencser, K.R., Higbee, T.S., \*Akers, J.S., & \*Contreras, B.P. (2017). An evaluation of interactive computerized training to teach parents to implement a photographic activity schedule. *Journal of Applied Behavior Analysis, 50*, 567-581.
  43. Higbee, T.S., \*Aporta, A. P., \*Resende, A., \*Nogueira, M., Goyos, C., & \*Pollard, J.S. (2016). Interactive computer training to teach discrete trial instruction to undergraduates and special educators in Brazil. *Journal of Applied Behavior Analysis, 49*, 780-793.
  42. \*Akers, J.S., Higbee, T.S., \*Pollard, J.S., \*Pellegrino, A.J., & \*Gerencser, K.R. (2016). An evaluation of photographic activity schedules to increase independent

- playground skills in young children with autism. *Journal of Applied Behavior Analysis*, *49*, 954-959.
41. \*Akers, J. S., Pyle, N., Higbee, T. S., \*Pyle, D., & \*Gerencser, K. R., (2016). A synthesis of script fading effects with individuals with Autism Spectrum Disorder: A 20-year review. *Review Journal of Autism and Developmental Disorders*, *3*, 1-17.
  40. \*Sellers, T.P., \*Kelley, K., Higbee, T.S., & \*Wolfe, K. (2016). Assessing strategies to increase mand variability in preschoolers with autism. *The Analysis of Verbal Behavior*, *32*, 15-26.
  39. \*Brodhead, M.T., Higbee, T.S., \*Gerencser, K.R., & \*Akers, J.S. (2016). The use of a discrimination-training procedure to teach mand variability to children with autism. *Journal of Applied Behavior Analysis*, *49*, 34-48
  38. \*Barboza, A.A., Silva, A.J.M., Barros, R.S., & Higbee, T.S. (2015). Efeitos de videomodelação instrucional sobre o desempenho de cuidadores na aplicação de programas de ensino a crianças diagnosticadas com autismo (The effects of vídeo modeling on the performance of caregivers in implementing teaching programs with children with autism). *Acta Comportamental*, *23*, 405-421.
  37. Higbee, T.S. & \*Brodhead, M.T. (2015). Promoting independence, verbal behavior, and social skills in individuals with autism through activity schedules and script fading. *International Journal of Behavior Analysis and Autism Spectrum Disorders*, *1*, 1-8.
  36. \*Groskreutz, M. P., Peters, A., \*Groskreutz, N. C., & Higbee, T. S. (2015). Increasing play-based commenting in children with autism spectrum disorder using a novel script-frame procedure. *Journal of Applied Behavior Analysis*, *48*, 442-447.
  35. \*Pollard, J.S., Higbee, T.S., \*Akers, J.S., & \*Brodhead, M.T. (2014). An evaluation of an interactive computer training to teach instructors to implement discrete trials with children with autism. *Journal of Applied Behavior Analysis*, *47*, 765-776.
  34. \*Brodhead, M.T., Higbee, T.S., \*Pollard, J.S., \*Akers, J.S., & \*Gerencser, K.R. (2014). The use of linked activity schedules to teach children with autism to play hide and seek. *Journal of Applied Behavior Analysis*, *47*, 645-650.
  33. \*Brodhead, M.T. & Higbee, T.S. (2013). Teaching and maintaining ethical behavior in a clinical organization. *Behavior Analysis in Practice*, *5*, 86-92.
  32. \*Keyl-Austin, A.A. & Higbee, T.S. (2012). Reinforcer variation: A narrative review. *Evidence-Based Communication Assessment and Intervention*, *6*, 211-227.
  31. \*Spencer, T. D. & Higbee, T.S. (2012). Using transfer of stimulus control technology to promote generalization and spontaneity of language. *Focus on Autism and Other Developmental Disabilities*, *27*, 225-236.

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- 30.\*Snyder, K., Higbee, T.S., & \*Dayton, L. (2012). Preliminary investigation of a video-based stimulus preference assessment. *Journal of Applied Behavior Analysis, 45*, 13-18.
  - 29.\*Pollard, J.S., \*Betz, A.M., & Higbee, T.S. (2012). Script-fading to promote unscripted bids for joint attention in children with autism. *Journal of Applied Behavior Analysis, 45*, 387-393.
  - 28.\*Groskreutz, N. C., \*Groskreutz, M. P., & Higbee, T. S. (2011). Effects of varied levels of treatment integrity on appropriate toy manipulation in children with autism. *Research in Autism Spectrum Disorders, 5*, 1358-1369.
  - 27.\*Betz, A.M., Higbee, T.S., \*Kelley, K.N., \*Sellers, T.P., & \*Pollard, J.S. (2011). Increasing response variability of mand frames with script training and extinction. *Journal of Applied Behavior Analysis, 44*, 357-362.
  - 26.\*Groskreutz, M. P., \*Groskreutz, N. C., & Higbee, T. S. (2011). Response competition and stimulus preference in the assessment and treatment of automatically reinforced behavior: A comparison. *Journal of Applied Behavior Analysis, 44*, 211-215.
  - 25.Penrod, B., Wallace, M. D., \*Reagon, K., \*Betz, A., & Higbee, T. S. (2010). A component analysis of a parent-conducted multi-component treatment for food selectivity. *Behavioral Interventions, 25*, 207-228.
  - 24.Najdowski, A.C., Wallace, M.D., \*Reagon, K., Penrod, B., Higbee, T.S., & Tarbox, J. (2010). Utilizing a home-based parent training approach in the treatment of food selectivity. *Behavioral Interventions, 25*, 89-107.
  - 23.\*Betz, A.M., Higbee, T.S., & \*Pollard, J. S. (2010). Promoting generalization of mands for information used by young children with autism. *Research in Autism Spectrum Disorders, 4*, 501-508.
  - 22.\*Waller, R.D. & Higbee, T.S. (2010). The effects of function-based fixed-time reinforcement on inappropriate and appropriate classroom behavior of students with mild cognitive disabilities. *Journal of Applied Behavior Analysis, 43*, 149-153.
  - 21.\*Sellers, T. & Higbee, T.S. (2010). A review of: Julia Moor: Playing, Laughing, and Learning with Children on the Autism Spectrum: A Practical Resource of Play Ideas for Parents and Carers (Second Edition). *Journal of Autism and Developmental Disorders, 40*, 520.
  - 20.\*Collins, S., Higbee, T.S., & Salzberg, C.L. (2009). The effects of video modeling on staff implementation of a problem solving intervention with adults with developmental disabilities. *Journal of Applied Behavior Analysis, 42*, 849-854.

19. \*Reagon, K.A. & Higbee, T.S. (2009). Parent-implemented script fading to promote play-based verbal initiations in children with autism. *Journal of Applied Behavior Analysis, 42*, 659-664.
18. Wilder, D.A., Schadler, J., Higbee, T.S., Haymes, L.K., Bajagic, V., & Register, M. (2008). Identification of olfactory stimuli as reinforcers in individuals with autism: A preliminary investigation. *Behavioral Interventions, 23*, 97-103.
17. Najdowski, A.C., Wallace, M.D., Penrod, B., Tarbox, J., \*Reagon, K., & Higbee, T.S. (2008). Caregiver-conducted experimental functional analyses of inappropriate mealtime behavior. *Journal of Applied Behavior Analysis, 41*, 459-465.
16. \*Betz, A., Higbee, T.S., & \*Reagon, K.A. (2008). Using joint activity schedules to promote peer play in preschoolers with autism. *Journal of Applied Behavior Analysis, 41*, 237-241.
15. \*Ward, R.D. & Higbee, T.S. (2008). Noncontingent reinforcement as treatment for tub-standing in a toddler. *Education and Treatment of Children, 31*, 213-222.
14. \*Horrocks, E. & Higbee, T.S. (2008). An evaluation of a stimulus preference assessment of auditory stimuli for adolescents with developmental disabilities. *Research in Developmental Disabilities, 29*, 11-20.
13. \*Endicott, K. & Higbee, T.S. (2007) Contriving establishing operations to teach preschoolers with autism to mand for information. *Research in Autism Spectrum Disorders, 1*, 210-217.
12. \*Reagon, K.A., Higbee, T.S., & \*Endicott, K. (2007). Using video instruction procedures with and without embedded text to teach object labeling to preschoolers with autism: A preliminary investigation. *Journal of Special Education Technology, 22*, 13-20.
11. \*Reagon, K.A., Higbee, T.S., & \*Endicott, K. (2006). Teaching pretend play skills to a student with autism using video modeling with a sibling as model and play partner. *Education and Treatment of Children, 25*, 517-528.
10. \*Wright-Gallo, G.L., Higbee, T.S, \*Reagon, K.A., & \*Davey, B.J. (2006). Classroom-based functional analysis and intervention for students with emotional/behavioral disorders. *Education and Treatment of Children, 25*, 421-436.
9. Rule, S., Salzberg, C., Higbee, T., Menlove, R. & Smith, J. (2006). Technology-mediated consultation to assist rural students: A case study. *Rural Special Education Quarterly, 25*, 3-7.
8. \*Paramore, N.W. & Higbee, T.S. (2005). An evaluation of a brief multiple-stimulus preference assessment with adolescents with emotional/behavioral disorders (E/BD) in an educational setting. *Journal of Applied Behavior Analysis, 38*, 399-404.

7. Higbee, T.S., \*Chang, S., & \*Endicott, K. (2005). Non-contingent access to preferred sensory stimuli as a treatment for automatically reinforced stereotypy. *Behavioral Interventions*, 20, 177–184.
6. Higbee, T.S., Carr, J.E., & Patel, M.R. (2002). The effects of interpolated reinforcement on resistance to extinction in children diagnosed with autism: A preliminary investigation. *Research in Developmental Disabilities*, 23, 61-78.
5. Carr, J.E., Nicholson, A.C., & Higbee, T.S. (2000). Evaluation of a brief multiple-stimulus preference assessment in a naturalistic context. *Journal of Applied Behavior Analysis*, 33, 353-357.
4. Higbee, T.S., Carr, J.E., & Harrison, C.D. (2000). Further evaluation of the multiple-stimulus preference assessment. *Research in Developmental Disabilities*, 21, 61-73.
3. Higbee, T.S., Carr, J.E., & Harrison, C.D. (1999). The effects of pictorial versus tangible stimuli in stimulus preference assessments. *Research in Developmental Disabilities*, 20, 63-72.
2. Wilder, D.A., Higbee, T.S., Williams, W.L., & Nachtwey, A. (1997). A simplified method of toilet training adults in residential settings. *Journal of Behavior Therapy and Experimental Psychiatry*, 28, 241-246.
1. Wilder, D.A., Draper, R., Williams, W.L., & Higbee, T.S. (1997). A comparison of noncontingent reinforcement, other competing stimulation, and liquid rescheduling for the treatment of rumination. *Behavioral Interventions*, 12, 55-64.

**PUBLICATIONS: MONOGRAPHS, CHAPTERS, BOOKS** (\* = graduate student coauthors)

7. Higbee, T.S. & \*Pellegrino, A.J. (2018). Behavior analytic strategies for treating severe problem behavior. In D. Ribeiro & A.C. Sella (Eds.), *Análise do Comportamento Aplicada e Transtornos do Espectro do Autismo (Applied Behavior Analysis and Autism)*. Porto Alegre, Brazil: Grupo A.
6. Higbee, T.S. & Sellers, T.P. (2017). Visual learning strategies to promote independence and appropriate social behavior. In J.B. Leaf (Ed.), *Handbook of Social Skills and Autism Spectrum Disorder: Assessment, Curricula, and Interventions*. New York: Springer.
5. Higbee, T.S. & \*Sellers, T.P. (2011). Verbal behavior and communication training. In J.L. Matson & P. Sturmey (Eds.), *International Handbook of Autism and Pervasive Developmental Disorders*. (pp. 367-379). New York: Springer.
4. Detrich, R. & Higbee, T.S. (2010). Teaching functional life skills to children with developmental disabilities: Acquisition, generalization, and maintenance. In R.A.

Ervin, G.G. Peacock, E. Daly, & K. Merrell (Eds.), *Practical Handbook of School Psychology: Effective Practices for the 21<sup>st</sup> Century* (pp. 371-389). New York: Guilford.

3. Higbee, T.S. (2009). Reinforcer identification strategies and teaching learner readiness skills. In R.A. Rehfeldt & Y. Barnes-Holmes (Eds.), *Derived Relational Responding: Applications for Learners with Autism and other Developmental Disabilities* (pp. 7-24). Oakland, CA: New Harbinger Publications.
2. Higbee, T.S. (2004). Improving educational opportunities for students with developmental disabilities: Advancement through changes in special education law. In W.L. Williams (Ed.), *Developmental Disabilities: Etiology, Assessment, Intervention, and Integration* (pp. 299-314). Reno, NV: Context Press.
1. Higbee, T.S. (1999). Incorporating new technology and techniques in the treatment of young children with autism. In P.M. Ghezzi, W.L. Williams, & J.E. Carr (Eds.), *Autism: Behavior-Analytic Perspectives* (pp. 185-188). Reno, NV: Context Press.

**PUBLICATIONS: OTHER (Non-refereed)** (\* = graduate student coauthors)

6. Higbee, T.S. (2010). Atypical Development. *The Utah Special Educator*. Dec. 2010 issue, 28-29.
5. Higbee, T.S. (2008). Autism and applied behavior analysis (ABA): It's more than you think! *The Utah Special Educator*. Feb. 2008 issue, 16-19.
4. Morgan, R.L. & Higbee, T.S. (2004). The Undergraduate Certification Program in Severe Disabilities at Utah State University. *The Utah Special Educator*.
3. Higbee, T.S., \*Endicott, M.K., & \*Reagon, K.A. (2004). Autism Support Services: Education, Research, and Training (ASSERT) Program at Utah State University. *USU Center for Persons with Disabilities Newsletter*.
2. Higbee, T.S. & \*Hager, K. (2003). Positive motivational strategies for children with autism and other disabilities. *Proceedings of the 2003 National ACRES conference*.
1. Higbee, T.S. & Pelaez-Nogueras, M. (1998). Reinforcer identification in infants. *Behavioral Development*, 7, 10-14.

**PROFESSIONAL PRESENTATIONS (state, national, and international)**

(\* = graduate student copresenters)

202. Higbee, T.S. (2019, December). Early intensive behavioral intervention programs: the ASSERT model. Invited keynote presentation at the All-Russia Scientific and Practical Seminar, Moscow, Russia.

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201. Higbee, T.S. (2019, October). Strategies for promoting complex social play in children with autism using photographic activity schedules. Invited keynote presentation at the Michigan Autism Conference, Kalamazoo, Michigan.
200. Higbee, T.S. (2019, August). Promoting the use of behavior analytic procedures in public schools. Invited paper presented at the Utah Association for Behavior Analysis Conference, Salt Lake City, UT.
199. Becerra, L.A., Higbee, T.S., Vieira, M.C., Pellegrino, A.J., & Hobson, K (2019, May). The effects of photographic activity schedules on moderate-to-vigorous physical activity in children with autism spectrum disorder. Paper presented at the 45<sup>th</sup> Annual Conference of Association for Behavior Analysis International. Chicago, IL.
198. Becerra, L.A., Higbee, T.S., Vieira, M.C., Pellegrino, A.J., & Hobson, K (2019, February). The effects of photographic activity schedules on moderate-to-vigorous physical activity in children with autism spectrum disorder. Paper presented at the 37<sup>th</sup> Annual Regional Conference of the California Association for Behavior Analysis, Long Beach, CA.
197. Becerra, L.A., Higbee, T.S., Kelley, K., & Cousin, S. (2019, February). An Evaluation of the effectiveness of textual and auditory presentation of scripts to children with autism spectrum disorder. Paper presented at the 37<sup>th</sup> Annual Regional Conference of the California Association for Behavior Analysis, Long Beach, CA.
196. Higbee, T. S. (2019, February). *Establishing and maintaining ethical behavior in human service organizations*. Invited paper presented at the 37<sup>th</sup> Annual Regional Conference of the California Association for Behavior Analysis, Long Beach, CA.
195. Pellegrino, A.J., Higbee, T. S., & Hobson, K. (2018, May). *The effects of a procedure to generalize manding "where" in children with autism*. Paper presented at the 44<sup>th</sup> Annual Convention of the Association for Behavior Analysis International, San Diego, CA.
194. Contreras, B.P., Higbee, T. S., Galizio, A., Pellegrino, A.J., Becerra, L.A., & Heaps, A. (2018, May). *Promoting generalization of varied play behavior with children with autism*. Paper presented at the 44<sup>th</sup> Annual Convention of the Association for Behavior Analysis International, San Diego, CA.
193. Becerra, L.A., Higbee, T. S., Kelley, K., & Cousin, S. (2018, May). *An evaluation of the effectiveness of textual and auditory presentation of scripts to children with autism spectrum disorder*. Paper presented at the 44<sup>th</sup> Annual Convention of the Association for Behavior Analysis International, San Diego, CA.
192. Turgeon, S., Marleau, B., Lanovaz, M.J., Gendron, A., Morin, D., & Higbee, T. S. (2018, May). *Using interactive web training to support parents in the management*

- of challenging behavior*. Poster presented at the 44<sup>th</sup> Annual Convention of the Association for Behavior Analysis International, San Diego, CA.
191. Higbee, T. S. (2018, March). *Disseminating behavior analytic interventions internationally: It takes more than a workshop*. Invited paper presented at the Behavior Analyst Leadership Council Annual Conference, New Haven, CT.
190. Higbee, T. S. (2017, November). *Strategies for promoting varied verbal and play behavior in young children with autism spectrum disorder*. Paper presented at International Conference of the Association for Behavior Analysis International, Paris, France.
189. Higbee, T. S. (2017, October). *Effective strategies for promoting complex social play in children with autism*. Invited keynote address presented at the Naked Heart Foundation Forum Conference, Moscow, Russia.
188. Higbee, T. S. (2017, September). *Interventions based on stimulus control to promote varied verbal behavior and complex social play in young children with autism spectrum disorder*. Invited keynote address presented at the California Nevada Behavior Analysis Conference, Sacramento, CA.
187. Higbee, T. S. (2017, June). *Estratégias analítico-comportamentais para promover o brincar social e a linguagem espontânea em crianças com autismo (Behavior analytic strategies to promote social play and spontaneous language in children with autism)*. Invited keynote address presented at the AFETO Annual Autism Conference, Recife, Brazil.
186. Gerencser\*, K. R., Higbee, T. S., Contreras, B. P., Pellegrino, A. J., & Gunn, S. L. (2017, May). *Evaluation of interactive computerized training to teach paraprofessionals how to implement errorless discrete trial instruction*. Paper presented at the 43<sup>rd</sup> Annual Convention of the Association for Behavior Analysis International, Denver, CO.
185. \*Reinert, K.S., & Higbee, T.S. (2017, May). *An Evaluation of an iPad Based Activity Schedule*. Paper presented at the 43<sup>rd</sup> Annual Convention of the Association for Behavior Analysis International, Denver, CO.
184. \*Endicott Harris, M.K., & Higbee, T.S. (2017, May). *An Analysis of Variability of Play Behavior with Preschoolers with Autism*. Paper presented at the 43<sup>rd</sup> Annual Convention of the Association for Behavior Analysis International, Denver, CO.
183. \*Nix, L.D. & Higbee, T.S. (2017, May). *An evaluation of a stimulus preference assessment of iPad applications for young children with autism*. Paper presented at the 43<sup>rd</sup> Annual Convention of the Association for Behavior Analysis International, Denver, CO.
182. \*Lewis, K., Higbee, T.S., \*Heaps, A., (2017, May). *An evaluation of fading procedures on the effects of children using activity schedules to play on the*

- playground appropriately*. Paper presented at the 42<sup>nd</sup> Annual Convention of the Association for Behavior Analysis International, Chicago, IL.
181. Higbee, T.S. (2017, February). *Promoting complex social play in children with autism using script fading and photographic activity schedules*. Invited presentation at the Quebec Association for Behavior Analysis Conference. Montreal, Canada.
180. Higbee, T.S. (2017, February). *Effective strategies for promoting complex social play in children with autism*. Invited keynote presentation at the 11<sup>th</sup> Annual Autism Conference of the Association for Behavior Analysis International. San Juan, Puerto Rico.
179. Nix, L.D., & Higbee, T.S. (2017, February). *An evaluation of a stimulus preference assessment of iPad applications for young children with autism*. Paper presented at the 35<sup>th</sup> Annual Western Regional Conference of the California Association for Behavior Analysis, Anaheim, CA.
178. Reinert, K.S., & Higbee, T.S. (2017, February). *An evaluation of an iPad based activity schedule*. Paper presented at the 35<sup>th</sup> Annual Western Regional Conference of the California Association for Behavior Analysis, Anaheim, CA.
177. Contreras, B. P., Higbee, T. S., Hess, B. H., & Gunn, S. L. (2017, February). *Using an activity schedule to promote independent eating: A data-based case study*. Poster presented at the 35<sup>th</sup> Annual Western Regional Conference of the California Association for Behavior Analysis, Anaheim, CA.
176. Pellegrino, A. J., Higbee, T. S., Gerencser, K. R., Becerra, L. A., (2017, February). *Comparing stimuli presented via tablet vs. flashcards on receptive labeling in children with autism*. Paper presented at the 35<sup>th</sup> Annual Western Regional Conference of the California Association for Behavior Analysis, Anaheim, CA.
175. Gerencser, K.R., Higbee, T.S., Contreras, B.P., Pellegrino, A. J., Gunn, S. L. (2017, February). *Evaluation of an interactive computerized training on how to implement errorless discrete trial instruction*. Paper presented at the 35<sup>th</sup> Annual Western Regional Conference of the California Association for Behavior Analysis, Anaheim, CA.
174. Harris, K.E. & Higbee, T.S. (2017, February). *An analysis of variability of play behavior with preschool children with autism*. Paper presented at the 35<sup>th</sup> Annual Western Regional Conference of the California Association for Behavior Analysis, Anaheim, CA.
173. Higbee, T.S. (2017, February). Invited discussion in L. Grow, Chair. *Recent advances in preference assessment methodologies*. Research symposium presented at the 35<sup>th</sup> Annual Western Regional Conference of the California Association for Behavior Analysis, Anaheim, CA.
172. Higbee, T.S. (2016, November). *Interventions based on stimulus control to promote varied verbal behavior and complex social play in young children with autism*

- spectrum disorder*. Invited presentation at the Georgia Association for Behavior Analysis Annual Conference, Savannah, GA.
171. Higbee, T.S. (2016, October). *Evidence-based interventions for young children with autism*. Invited keynote presentation at the Orel Autism Conference, Orel, Russia.
170. Higbee, T.S. (2016, October). *Up-to-date experience implementing proven support programs for children with ASD*. Invited keynote presentation at the 5<sup>th</sup> International Forum of the Naked Heart Foundation, Moscow, Russia.
169. Contreras, B.P., Slocum, T.A., & Higbee, T.S. (2016, May). *Errorless teaching procedures on learning outcomes for individuals with autism spectrum disorder: A systematic review*. Paper presented at the 42nd Annual Convention of the Association for Behavior Analysis International, Chicago, IL.
168. Pellegrino, A.J., Higbee, T.S., Gerencser, K.R., & Becerra, L. (2016, May). *A comparison between presenting receptive language stimuli on a tablet vs. flashcards*. Paper presented at the 42nd Annual Convention of the Association for Behavior Analysis International, Chicago, IL.
167. Akers, J.S., Higbee, T.S., Gerencser, K.R., & Pellegrino, A.J. (2016, May). *An evaluation of group activity schedules to train children with autism to play hide-and-seek with their typically developing peers*. Paper presented at the 42nd Annual Convention of the Association for Behavior Analysis International, Chicago, IL.
166. Higbee, T.S. (2016, May). Invited discussion in Andrea Clements, Chair. *Expanding verbal behavior to promote prosocial skills*. Symposium presented at the 42nd Annual Convention of the Association for Behavior Analysis International, Chicago, IL.
165. \*Gerencser, K.R., Higbee, T.S., \*Akers, J.S., & \*Contreras, B.P. (2016, February). *An evaluation of an interactive computer training to teach parents to implement a photographic activity schedule*. Paper presented at the 34<sup>rd</sup> Annual Western Regional Conference of the California Association for Behavior Analysis, San Jose, CA.
164. \*Akers, J.S., Higbee, T.S., \*Gerencser, K.R., & \*Pellegrino, A.J. (2016, February). *An evaluation of group activity schedules to promote social play in children with autism*. Paper presented at the 34<sup>rd</sup> Annual Western Regional Conference of the California Association for Behavior Analysis, San Jose, CA.
163. Higbee, T.S. (2016, January). *Evidence-based strategies for promoting play and social skills for children with autism and related disorders*. Invited address presented at the Brigham Young University autism translational research conference, Provo, UT.

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162. Higbee, T.S. (2015, October). *Promoting the use of research-based interventions for young children with autism in Utah-The ASSERT program*. Invited address presented at the 19<sup>th</sup> annual Critical Issues Facing children and Adolescents conference, Salt Lake City, UT.
161. Higbee, T.S. (2015, September). *Evidence-based strategies for teaching play and social skills in young children with autism*. Invited presentation at the 10<sup>th</sup> Annual Thompson Center Autism Conference, St. Louis, MO.
160. Higbee, T.S. (2015, August). *Evidence-based strategies for promoting play and social behavior in young children with autism*. Invited keynote address presented at the 1<sup>st</sup> International Symposium on Language Evaluation and Instruction, Sao, Carlos, Sao Paulo, Brazil.
159. \*Akers, J.S., Higbee, T.S., \*Pellegrino, A., Pollard, J.S.\*, & Gerencser, K.R\*. (2015, May). *An evaluation of photographic activity schedules to increase independent playground skills in young children with autism*. Paper presented at the 41<sup>st</sup> Annual Convention of the Association for Behavior Analysis International, San Antonio, TX.
158. \*Akers, J.S., Higbee, T.S., \*Reinert, K., & Pollard, J.S.\*. (2015, May). *Sibling implemented script fading to promote play-based statements in children with autism*. Paper presented at the 41<sup>st</sup> Annual Convention of the Association for Behavior Analysis International, San Antonio, TX.
157. \*Gerencser, K.R., Higbee, T.S., \*Akers, J.S., & \*Contreras Young, B.P. (2015, May). *An evaluation of an interactive computer training to teach parents to implement a photographic activity schedule*. Paper presented at the 41<sup>st</sup> Annual Convention of the Association for Behavior Analysis International, San Antonio, TX.
156. \*Brodhead, M.T., Higbee, T.S., \*Gerencser, K.R., & \*Akers, J.S. (2015, May). *The use of a discrimination training procedure to teach mand variability to children with autism*. Paper presented at the 41<sup>st</sup> Annual Convention of the Association for Behavior Analysis International, San Antonio, TX.
155. Higbee, T.S. (2015, May). Invited discussion in K. Slowman, Chair. *Advancements in skill acquisition research for individuals with autism spectrum disorders*. Research symposium presented at the 41<sup>st</sup> Annual Convention of the Association for Behavior Analysis International, San Antonio, TX.
154. Higbee, T.S. (2015, February). Invited discussion in T. Fahmie, Chair. *Recent research on the practical use of preference assessments and functional assessments*. Research symposium presented at the 33<sup>rd</sup> Annual Western Regional Conference of the California Association for Behavior Analysis, San Diego, CA.
153. \*Brodhead, M.T., Higbee, T.S., \*Pollard, J.S., \*Gerencser, K.R., & \*Akers, J.S. (2015, February). *The use of a discrimination training procedure to teach mand variability to children with autism*. Paper presented at the 33<sup>rd</sup> Annual Western

- Regional Conference of the California Association for Behavior Analysis, San Diego, CA.
152. \*Akers, J.S., Higbee, T.S., \*Pollard, J.S., \*Gerencser, K.R., & \*Pellegrino, A. (2015, February). *An evaluation of photographic activity schedules to increase independent playground skills in young children with autism*. Paper presented at the 33<sup>rd</sup> Annual Western Regional Conference of the California Association for Behavior Analysis, San Diego, CA.
151. \*Akers, J.S., Higbee, T.S., \*Reinert, K., & \*Pollard, J.S. (2015, February). *Sibling-implemented script fading to promote play-based statements in young children with autism*. Paper presented at the 33<sup>rd</sup> Annual Western Regional Conference of the California Association for Behavior Analysis, San Diego, CA.
150. Higbee, T.S. (2014, October). *Empirically-supported strategies for the assessment and treatment of problem behavior*. Invited keynote address presented at the 18<sup>th</sup> annual Critical Issues Facing children and Adolescents conference, Salt Lake City, UT.
149. Higbee, T.S. (2014, May). *Behavior analytic strategies for improving outcomes for children with autism spectrum disorders*. Invited keynote address presented at the 1<sup>st</sup> annual Coimbra autism conference, Coimbra, Portugal.
148. Higbee, T.S. (2014, May). Invited discussion in M. Lanovaz, Chair. *Effects of multiple interventions designed to reduce engagement in stereotypy*. Research symposium presented at the 40<sup>th</sup> annual conference of the Association for Behavior Analysis International, Chicago, IL.
147. Higbee, T.S. (2014, May). *Evaluation of an online program for training teachers to implement DTT with individuals with autism*. Paper presented at the 40<sup>th</sup> annual conference of the Association for Behavior Analysis International, Chicago, IL.
146. Higbee, T.S. (2014, April). *Strategies for promoting spontaneous language and complex social behavior in children with autism and related disabilities*. Invited address presented at the 7<sup>th</sup> annual Four Corners ABA Conference, Park City, UT.
145. Higbee, T.S. (2014, February). *Promoting complex play and social behavior in children with autism using photographic activity schedules*. Invited keynote address presented at the 32<sup>nd</sup> annual western regional conference of the California Association for Behavior Analysis, San Francisco, CA.
144. Higbee, T.S. (2014, February). *Current research on promoting spontaneous language and social behavior in children with autism using script training and fading*. Invited paper presented at the 2014 annual regional conference of the Texas Association for Behavior Analysis, San Antonio, TX.

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143. Higbee, T.S. (2014, February). *Promoting independence in individuals with autism and related disabilities using photographic activity schedules*. Invited paper presented at the 2014 annual regional conference of the Texas Association for Behavior Analysis, San Antonio, TX.
142. Higbee, T.S. (2013, October). *Promoting complex social behavior in children with autism using photographic activity schedules and script fading*. Invited paper presented at the 34<sup>th</sup> annual conference of the Berkshire Association for Behavior Analysis and Therapy, Amherst, MA.
141. Higbee, T.S. (2013, May). *Using photographic activity schedules and script fading to promote independence and social interaction in individuals with autism and related disabilities*. Invited paper presented at the 39<sup>th</sup> annual conference of the Association for Behavior Analysis International, Minneapolis, MN.
140. \*Brodhead, M.T. & Higbee, T.S. (2013, May). *Teaching and maintaining ethical behavior in a clinical organization*. Paper presented at the 39<sup>th</sup> annual conference of the Association for Behavior Analysis International, Minneapolis, MN.
139. \*Keyl-Austin, A.A., Higbee, T.S., \*Boyle, M.A., & \*Brodhead, M.T. (2013, May). *Evaluation of the effects of reinforcer choice and reinforcer variation on response rates of children with autism*. Paper presented at the 39<sup>th</sup> annual conference of the Association for Behavior Analysis International, Minneapolis, MN.
138. \*Kelley, K.S., Higbee, T.S., \*Hartzheim, D., & \*Gunnell, J. (2013, May). *The effects of simultaneous script training and fading procedures on the mand variability of children with autism*. Paper presented at the 39<sup>th</sup> annual conference of the Association for Behavior Analysis International, Minneapolis, MN.
137. \*Pollard, J.S., Higbee, T.S., \*Akers, J., & \*Brodhead, M.T. (2013, May). *An evaluation of an e-learning training course to train instructors to implement discrete-trial teaching*. Paper presented at the 39<sup>th</sup> annual conference of the Association for Behavior Analysis International, Minneapolis, MN.
136. Higbee, T.S. (2013, April). *Entendendo comportamentos inadequados. (Understanding problem behavior)*. Invited keynote presentation given at the 1st Annual State of Maranhão Autism Conference, São Luis, Brazil.
135. Higbee, T.S. (2013, April). *Usando roteiros sócias para promover a linguagem espontânea de crianças com autismo . (Using social scripting to promote spontaneous language in children with autism)*. Invited keynote presentation given at the 1st Annual State of Maranhão Autism Conference, São Luis, Brazil.
134. Higbee, T.S. (2013, April). *Usando rotinas de atividades para promover independência em crianças com autismo. (Using activity schedules to promote independence in children with autism)*. Invited keynote presentation given at the 1st Annual State of Maranhão Autism Conference, São Luis, Brazil.

133. Higbee, T.S. (2013, March). *Evaluation of an interactive computer-based training program for teaching discrete trial teaching*. Invited presentation given at the 8<sup>th</sup> LAHMIIEI International Research Symposium, Sao Carlos, Brazil.
132. Higbee, T.S. (2013, January). *Strategies for promoting variability in the mand behavior of young children with autism*. Invited presentation given at the 7<sup>th</sup> LAHMIIEI International Research Symposium, Sao Carlos, Brazil.
131. Higbee, T.S. (2012, November). *Planejamento e implementação de componentes essenciais para o tratamento de pessoas com autismo. (Planning and implementation of essential treatment components for individuals with autism)*. Invited keynote presentation given at the Brazilian 1st National Autism Conference, Recife, Brazil.
130. \*Brodhead, M.T., Higbee, T.S., \*Pollard, J.S. (2012, May). *The use of activity schedules to promote social and on-task behavior in children with autism during a game of hide-and-seek*. Paper presented at the 38<sup>th</sup> annual conference of the Association for Behavior Analysis International, Seattle, WA.
129. \*Sellers, T.P., Higbee, T.S., & \*Kelley, K.N. (2012, May). *Assessing the effects of extinction and antecedent interventions on mand variability in preschool children with autism*. Paper presented at the 38<sup>th</sup> annual conference of the Association for Behavior Analysis International, Seattle, WA.
128. \*Collins, S.D., Salzberg, C.L., Higbee, T.S., Hunter, J.L., \*Hermansen, J.A., \*Knighton, R.K., & Wilhite, T.J. (2012, May). *Using video models to train direct support staff working with adults with intellectual disabilities to implement phase 2 of the picture exchange communication system*. Paper presented at the 38<sup>th</sup> annual conference of the Association for Behavior Analysis International, Seattle, WA.
127. \*Collins, S.D., Salzberg, C.L., Higbee, T.S., \*Hermansen, J.A., \*Knighton, R.K., & Wilhite, T.J. (2012, May). *The effects of video modeling on staff implementation of the picture exchange communication system phase 1 in a group home for adults with intellectual disabilities*. Paper presented at the 38<sup>th</sup> annual conference of the Association for Behavior Analysis International, Seattle, WA.
126. Higbee, T.S. (2012, May). Invited discussion in A. Persicke, Chair. *Innovations in teaching social behavior to children with autism*. Research symposium presented at the 38<sup>th</sup> annual conference of the Association for Behavior Analysis International, Seattle, WA.
125. Higbee, T.S. (2012, April). *Promoting independence in young children with autism and related disorders using photographic activity schedules*. Invited keynote presentation given at the Annual Norwegian Association for Behavior Analysis Conference, Storefjell, Norway.

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124. Higbee, T.S. (2012, April). *Current directions in functional behavior assessment and intervention*. Invited paper presented at the Annual Norwegian Association for Behavior Analysis Conference, Storefjell, Norway.
123. Higbee, T.S. (2012, April). *Strategies for promoting response variability in the verbal behavior of young children with autism*. Invited paper presented at the Annual Norwegian Association for Behavior Analysis Conference, Storefjell, Norway.
122. \*Brodhead, M.T., Higbee, T.S., & \*Pollard, J.S. (2012, February). *The use of activity schedules to promote social and on-task behavior during a game of hide and seek*. Paper presented at the 30<sup>th</sup> annual western regional conference of the California Association for Behavior Analysis, Garden Grove, CA.
121. \*Sellers, T.P., Higbee, T.S., \*Snyder, K., & \*Kelley, K.N. (2012, February). *The application of script fading and extinction procedures to increase response variability and novel mand frames in young children with autism*. Paper presented at the 30<sup>th</sup> annual western regional conference of the California Association for Behavior Analysis, Garden Grove, CA.
120. \*Betz, A.M., Higbee, T.S., \*Kelley, K.N., \*Sellers, T.P. & \*Pollard, J.S. (2012, February). *The application of script fading and extinction procedures to increase response variability and novel mand frames in young children with autism*. Paper presented at the 30<sup>th</sup> annual western regional conference of the California Association for Behavior Analysis, Garden Grove, CA.
119. \*Keyl-Austin, A.A., Higbee, T.S., \*Boyle, M.A., & \*Brodhead, M.T. (2012, February). *Evaluating the effects of reinforcer choice and reinforcer variation on response rates of children with autism*. Paper presented at the 30<sup>th</sup> annual western regional conference of the California Association for Behavior Analysis, Garden Grove, CA.
118. Higbee, T.S. (2012, February). Invited discussion in A. Persicke, Chair. *Teaching social behavior to children with autism*. Research symposium presented at the 30<sup>th</sup> annual western regional conference of the California Association for Behavior Analysis, Garden Grove, CA.
117. Higbee, T.S. (2012, February). Invited discussion in A. Worsdell, Chair. *Issues and considerations in staff training of autism interventions*. Research symposium presented at the 30<sup>th</sup> annual western regional conference of the California Association for Behavior Analysis, Garden Grove, CA.
116. Higbee, T.S. (2012, January). *Strategies for promoting spontaneous language in children with autism and related disorders*. Invited paper presented at the Escola Sao Paulo de Ciencia Avancada: Autismo (Sao Paulo School for Advanced Science: Autism) Conference. Sao Carlos, SP, Brazil.

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115. Higbee, T.S. (2012, January). *Using photographic activity schedules to promote independence in children with autism and other developmental disabilities*. Invited paper presented at the Escola Sao Paulo de Ciencia Avancada: Autismo (Sao Paulo School for Advanced Science: Autism) Conference. Sao Carlos, SP, Brazil.
114. Higbee, T.S. (2012, January). *Reinforcer identification for individuals with autism and related disorders*. Invited workshop presented at the Escola Sao Paulo de Ciencia Avancada: Autismo (Sao Paulo School for Advanced Science: Autism) Conference. Sao Carlos, SP, Brazil.
113. Higbee, T.S. (2011, October). *Strategies for promoting response variability in the verbal behavior of young children with autism*. Invited paper presented at the annual conference of the Nevada Association for Behavior Analysis, Reno, NV.
112. \*Brodhead, M.T., Higbee, T.S., \*Pollard, J.S. & \*Harzheim, D. (2011, October). *The use of activity schedules to promote social and on-task behavior during a game of hide-and-seek*. Poster presented at the annual conference of the Nevada Association for Behavior Analysis, Reno, NV.
111. \*Pollard, J.S., \*Kelley, K. N., & Higbee, T.S. (2011, October). *Comparison of video instruction and in vivo teacher instruction on acquisition of expressive object labeling in children with autism*. Poster presented at the annual conference of the Nevada Association for Behavior Analysis, Reno, NV.
110. Higbee, T.S. (2011, September). *Avaliação de Preferência (Preference assessment)*. Invited paper presented at the annual conference of the Associação Brasileira de Psicologia e Medicina Comportamental (Brazilian Association of Psychology and Behavioral Medicine), Salvador, Brazil.
109. Higbee, T.S. (2011, September). *Estratégias para a promoção da variabilidade no comportamento verbal de crianças com autism (Strategies for promoting variability in the verbal behavior of children with autism)*. Invited paper presented at the annual conference of the Associação Brasileira de Psicologia e Medicina Comportamental (Brazilian Association of Psychology and Behavioral Medicine), Salvador, Brazil.
108. Higbee, T.S. (2011, May). Invited discussion in A. Goyos, Chair. *Preference assessment research and applications*. Research symposium presented at the 37<sup>th</sup> annual conference of the Association for Behavior Analysis International, Denver, CO.
107. \*Pollard, J.S., Higbee, T.S., & \*Kelley, K. (2011, May). *An evaluation of interactive video and in vivo teacher instruction on expressive object labeling in children with autism*. Paper presented at the 37<sup>th</sup> annual conference of the Association for Behavior Analysis International, Denver, CO.
106. \*Kelley, K., Higbee, T.S., & \*Pollard, J.S. (2011, May). *Comparison of video and teacher instruction on tact acquisition in early learners with autism*. Paper presented

- at the 37<sup>th</sup> annual conference of the Association for Behavior Analysis International, Denver, CO.
105. \*Snyder, K., Higbee, T.S., & \*Dayton, E. (2011, May). *Evaluation of a video-based preference assessment for preschoolers with autism*. Paper presented at the 37<sup>th</sup> annual conference of the Association for Behavior Analysis International, Denver, CO.
104. Higbee, T.S. (2011, February). Invited discussion in B. Penrod, Chair. *Recent research in functional analysis methodology*. Research symposium presented at the 29<sup>th</sup> annual western regional conference of the California Association for Behavior Analysis, Burlingame, CA.
103. Higbee, T.S. (2011, February). Invited discussion in A. Persicke, Chair. *Educational strategies for children*. Research symposium presented at the 29<sup>th</sup> annual western regional conference of the California Association for Behavior Analysis, Burlingame, CA.
102. \*Pollard, J.S., Higbee, T.S., & \*Kelley, K.N. (2011, February). *A comparison of interactive video and in vivo teacher instruction on acquisition and generalization of expressive object labeling in children with autism*. Paper presented at the 29<sup>th</sup> annual western regional conference of the California Association for Behavior Analysis, Burlingame, CA.
101. \*Kelley, K.N., Higbee, T.S., & \*Pollard, J.S. (2011, February). *Comparison of interactive video and in vivo teacher instruction on acquisition and generalization of expressive object labeling in new learners with autism*. Paper presented at the 29<sup>th</sup> annual western regional conference of the California Association for Behavior Analysis, Burlingame, CA.
100. \*Snyder, K., Higbee, T.S., & \*Dayton, E. (2011, February). *Evaluation of a video-based preference assessment for preschoolers with autism*. Paper presented at the 29<sup>th</sup> annual western regional conference of the California Association for Behavior Analysis, Burlingame, CA.
99. Higbee, T.S. (2010, November). *Rotinas fotográficas de atividades para promover a independência em crianças com autismo/deficiências relacionadas (Photographic activity schedules to promote independence in young children with autism and related disorders)*. Invited keynote presentation at the III Seminário Internacional de Pesquisa do LAHMIEI (Third international research symposium of the human learning, interactive multimedia and informed teaching laboratory) at the Federal University of São Carlos, São Carlos, SP, Brazil.
98. Higbee, T.S. (2010, November). *Strategies for promoting spontaneous language in children with autism and related disabilities*. Invited paper presented at the Fresno State Association for Behavior Analysis conference, Fresno, CA.

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97. Higbee, T.S. (2010, October). *Using photographic activity schedules to promote independence in young children with autism and related disorders*. Paper presented at the 26<sup>th</sup> annual conference of the Division for Early Childhood of the Council for Exceptional Children, Kansas City, MO.
96. Higbee, T.S. (2010, May). Invited discussion. In D. Stenhoff, Chair. *Functional analyses and treatment analyses in school- and home-based settings*. Research symposium presented at the 36<sup>th</sup> Annual Conference of the Association for Behavior Analysis International. San Antonio, TX.
95. \*Keyl, A.A. & Higbee, T.S. (2010, May). *Effects of a signaled delay to reinforcement procedure on the problem behavior of young children with autism*. Paper presented at the 36<sup>th</sup> Annual Conference of the Association for Behavior Analysis International. San Antonio, TX.
94. \*Pollard, J.S., \*Betz, A.M., & Higbee, T.S. (2010, May). *Using scripts and varied teacher responses to promote novel bids for joint attention in young children with autism*. Paper presented at the 36<sup>th</sup> Annual Conference of the Association for Behavior Analysis International. San Antonio, TX
93. Higbee, T.S. (2010, May). *Avaliação funcional e estratégias de intervenção para problemas comportamentais na sala de aula (Functional analysis and interventions for classroom behavior problems)*. Invited keynote presentation at the Jornada do Análise do Comportamento annual undergraduate research conference at the Federal University of São Carlos, São Carlos, SP, Brazil.
92. Higbee, T.S. (2010, May). *Intervenções comportamentais para alunos diagnosticados com autismo (Behavioral interventions for students with autism)*. Invited keynote presentation at the I Seminário Internacional de Pesquisa do LAHMIEI (First international research symposium of the human learning, interactive multimedia and informed teaching laboratory) at the Federal University of São Carlos, São Carlos, SP, Brazil.
91. Higbee, T.S. (2010, May). *Avaliação de preferência (Preference assessment)*. Invited keynote presentation at the I Seminário Internacional de Pesquisa do LAHMIEI (First international research symposium of the human learning, interactive multimedia and informed teaching laboratory) at the Federal University of São Carlos, São Carlos, SP, Brazil.
90. Higbee, T.S. (2010, May). *Usando roteiros sociais para promover a linguagem espontânea de crianças com autismo (Using social scripts to promote spontaneous language in children with autism)*. Invited keynote presentation at the I Seminário Internacional de Pesquisa do LAHMIEI (First international research symposium of the human learning, interactive multimedia and informed teaching laboratory) at the Federal University of São Carlos, São Carlos, SP, Brazil.

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89. Higbee, T.S. (2010, February). *Using script fading to promote spontaneous language in children with autism*. Invited paper presented at the 28<sup>th</sup> annual western regional conference of the California Association for Behavior Analysis, Irvine, CA.
88. \*Keyl, A.A. & Higbee, T.S. (2010, February). Effects of a signaled delay to reinforcement procedure on the problem behavior of young children with autism. Paper presented at the 28<sup>th</sup> annual western regional conference of the California Association for Behavior Analysis, Irvine, CA.
87. \*Pollard, J., \*Betz, A.M., & Higbee, T.S. (2010, February). *The effects of scripts and teacher responses on novel statements used by children with autism during bids for joint attention*. Paper presented at the 28<sup>th</sup> annual western regional conference of the California Association for Behavior Analysis, Irvine, CA.
86. Higbee, T.S. (2009, October). *Strategies for promoting spontaneous language in young children with autism*. Paper presented at the 25<sup>th</sup> annual conference of the Division for Early Childhood of the Council for Exceptional Children, Albuquerque, NM.
85. Higbee, T.S. (2009, October). *Strategies for promoting spontaneous language use in children with autism*. Invited paper presented at the conference of the Nevada Association for Behavior Analysis, Reno, NV.
84. \*Betz, A.M. & Higbee, T.S. (2009, May). *The application of script fading and extinction procedures to increase the variability of mand frames in children with autism*. Paper presented at the 35<sup>th</sup> Annual Conference of the Association for Behavior Analysis International, Phoenix, AZ.
83. \*Betz, A.M., Higbee, T.S., \*Pollard, J. (2009, May). *An evaluation of the generalization of mands for information taught during discrete trial training with preschoolers with autism*. Paper presented at the 35<sup>th</sup> Annual Conference of the Association for Behavior Analysis International, Phoenix, AZ.
82. \*Sellers, T.P. & Higbee, T.S. (2009, May). *The effects of general praise statements vs. behavior specific praise statements on skill acquisition in young children with autism*. Poster presented at the 35<sup>th</sup> Annual Conference of the Association for Behavior Analysis International, Phoenix, AZ.
81. \*Groskreutz, M.P., \*Groskreutz, N.C., & Higbee, T.S. (2009, May). *Applications of script-fading procedures to teach naturally-cued social comments during play*. Paper presented at the 35<sup>th</sup> Annual Conference of the Association for Behavior Analysis International, Phoenix, AZ.
80. \*Spencer, T.D. & Higbee, T.S. (2009, May). *Using script training procedures to promote the generalized use of complex language targets of children with autism*. Paper presented at the 35<sup>th</sup> Annual Conference of the Association for Behavior Analysis International, Phoenix, AZ.

79. \*Groskreutz, N.C., \*Groskreutz, M.P., & Higbee, T.S. (2009, March). *A comparison of temporally and spatially faded prompting procedures for children with autism spectrum disorders*. Paper presented at the 27th Annual Western Regional Conference of the California Association for Behavior Analysis, Burlingame, CA.
78. \*Groskreutz, M.P., \*Groskreutz, N.C., & Higbee, T.S. (2009, March). *Teaching children with autism spectrum disorders to make naturally cued social comments during play activities*. Paper presented at the 27th Annual Western Regional Conference of the California Association for Behavior Analysis, Burlingame, CA.
77. \*Betz, A. & Higbee, T.S. (2009, March). *The generalization effects of teaching mands for information during discrete trial training with young children with autism*. Paper presented at the 27th Annual Western Regional Conference of the California Association for Behavior Analysis, Burlingame, CA.
76. Higbee, T.S. (2008, November). *Building school district capacity for the provision of early intensive behavioral intervention for students with autism*. Invited presentation at the Annual Conference of the Missouri Association for Behavior Analysis. St. Louis, MO.
75. Higbee, T.S. (2008, November). *Promoting spontaneous language use by children with autism*. Invited presentation at the Annual Conference of the Missouri Association for Behavior Analysis. St. Louis, MO.
74. Higbee, T.S. (2008, November). *Behavioral interventions for young children with autism*. Invited presentation at the Critical Issues Facing Children and Adolescents Conference, SLC, UT.
73. Higbee, T.S. (2008, May). Invited discussion. In M. Wallace, Chair. *Empirical investigations and conceptual analyses of verbal behavior training for children with autism*. Research symposium presented at the 34<sup>th</sup> Annual Conference of the Association for Behavior Analysis International. Chicago, IL.
72. Higbee, T.S. (2008, May). *Using noncontingent reinforcement (NCR) to decrease inappropriate classroom behavior in students with emotional and behavioral disorders*. Paper presented at the 34<sup>th</sup> Annual Conference of the Association for Behavior Analysis International. Chicago, IL.
71. \*Betz, A.M. & Higbee, T.S. (2008, May). *Activity schedules for children with autism: A review of the evidence base*. Paper presented at the 34<sup>th</sup> Annual Conference of the Association for Behavior Analysis International. Chicago, IL.
70. \*Groskreutz, N.C., \*Groskreutz, M.P., & Higbee, T.S. (2008, May). *Effects of varying levels of treatment integrity on appropriate toy manipulation in children with autism*. Paper presented at the 34<sup>th</sup> Annual Conference of the Association for Behavior Analysis International. Chicago, IL.

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69. \*Collins, S.D, Higbee, T.S., & Salzberg, C.L. (2008, May). *The effects of video modeling on staff implementation of a problem solving intervention in residential settings*. Paper presented at the 34<sup>th</sup> Annual Conference of the Association for Behavior Analysis International. Chicago, IL.
68. Higbee, T.S. (2008, February). Invited discussion. In J. Tarbox, Chair. *Empirical investigations and conceptual analyses of verbal behavior training for children with autism*. Research symposium presented at the 26<sup>th</sup> Annual Western Regional Conference on Behavior Analysis of the California Association for Behavior Analysis. Garden Grove, CA.
67. Higbee, T.S. (2008, February). Invited discussion. In L. Hall, Chair. *Staff training with evaluation of intervention fidelity for learners with autism spectrum disorder*. Research symposium presented at the 26<sup>th</sup> Annual Western Regional Conference on Behavior Analysis of the California Association for Behavior Analysis. Garden Grove, CA.
66. Higbee, T.S. & \*Collins, S. (2008, February). *The effects of video modeling on staff implementation of a problem solving intervention*. Paper presented at the 26<sup>th</sup> Annual Western Regional Conference on Behavior Analysis of the California Association for Behavior Analysis. Garden Grove, CA.
65. \*Groskreutz, N., Higbee, T.S., & \*Groskreutz, M. (2008, February). *An analysis of various levels of treatment integrity on interventions to increase play skills in young children with autism*. Paper presented at the 26<sup>th</sup> Annual Western Regional Conference on Behavior Analysis of the California Association for Behavior Analysis. Garden Grove, CA.
64. \*Waller, R.D. & Higbee, T.S. (2008, February). *Using noncontingent reinforcement (NCR) to decrease inappropriate classroom behavior in students with emotional and behavioral disorders*. Paper presented at the 26<sup>th</sup> Annual Western Regional Conference on Behavior Analysis of the California Association for Behavior Analysis. Garden Grove, CA.
63. Higbee, T.S. (2007, October). *Using noncontingent reinforcement to decrease in appropriate classroom behavior of adolescents with emotional/behavioral disorders*. Invited presentation at the Nevada Association for Behavior Analysis Conference. Reno, NV.
62. Higbee, T.S. (2007, October). *Behavioral intervention strategies for students with autism*. Invited presentation at the Utah Council for Children with Behavior Disorders Conference. Salt Lake City, UT.
61. \*Reagon, K.A., Higbee, T.S., & \*Spencer, T.D. (2007, May). *Using script fading procedures to teach preschoolers with autism to initiate play in a free operant setting*.

- Paper presented at the 33<sup>rd</sup> Annual Convention of the Association for Behavior Analysis. San Diego, CA.
60. \*Horrocks, E. & Higbee, T.S. (2007, May). *An evaluation of a stimulus preference assessment of auditory stimuli for adolescents with developmental disabilities*. Paper presented at the 33<sup>rd</sup> Annual Convention of the Association for Behavior Analysis. San Diego, CA.
59. Penrod, B., Wallace, M.D., McClannahan, M., Holland, B.M., \*Reagon, K.A., \*Betz, A.M., & Higbee, T.S. (2007, May). *A component analysis of a multi-component treatment package for food selectivity*. Paper presented at the 33<sup>rd</sup> Annual Convention of the Association for Behavior Analysis. San Diego, CA.
58. Higbee, T.S. (2007, May). Invited discussion. In A. Najdowski, Chair. *Current behavioral research and practice in autism*. Research symposium presented at the 33<sup>rd</sup> Annual Convention of the Association for Behavior Analysis. San Diego, CA.
57. Higbee, T.S. (2007, February). *Building school district capacity for the provision of early intensive behavioral intervention for students with autism*. Paper presented at the 25<sup>th</sup> Annual Western Regional Conference on Behavior Analysis of the California Association for Behavior Analysis. San Francisco, CA.
56. Higbee, T.S. (2007, February). Invited discussion. In A. Wilke (Chair). *Current behavioral research on assessment and treatment in autism*. Research symposium presented at the 25<sup>th</sup> Annual Western Regional Conference on Behavior Analysis of the California Association for Behavior Analysis. San Francisco, CA.
55. Higbee, T.S. (2006, May). Invited discussion. In M. Wallace (Chair). *Current research focusing on children Diagnosed with ADHD*. Research symposium presented at the 32<sup>nd</sup> Annual Convention of the Association for Behavior Analysis. Atlanta, GA.
54. \*Reagon, K.A. & Higbee, T.S. (2006, May). *Parents' use of script fading procedures to teach conversation to children with autism*. Paper presented at the 32<sup>nd</sup> Annual Convention of the Association for Behavior Analysis. Atlanta, GA.
53. \*Endicott, K. & Higbee, T.S. (2006, May). *Teaching children with autism to mand for information by contriving motivating operations*. Paper presented at the 32<sup>nd</sup> Annual Convention of the Association for Behavior Analysis. Atlanta, GA.
52. \*Betz, A., \*Reagon, K.A., & Higbee, T.S. (2006, May). *Teaching preschool-aged children with autism to engage in peer play using group photographic activity schedules and script fading procedures*. Paper presented at the 32<sup>nd</sup> Annual Convention of the Association for Behavior Analysis. Atlanta, GA.
51. Higbee, T.S., \*Reagon, K.A., & Griffin, D. (2006, April). *Building school district capacity for educating children with autism*. Paper presented at the Annual Conference of the Council for Exceptional Children. Salt Lake City, UT.

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50. Reagon, K.A. & Higbee, T.S. (2006, February). *Training parents to use scripts and script fading procedures: Teaching children with autism to engage in conversational language in the home*. Paper presented at the 24<sup>th</sup> Annual Western Regional Conference on Behavior Analysis of the California Association for Behavior Analysis. San Francisco, CA.
49. \*Endicott, K. & Higbee, T.S. (2006, February). *Contriving motivating operations to teach children with autism to mand for information*. Paper presented at the 24<sup>th</sup> Annual Western Regional Conference on Behavior Analysis of the California Association for Behavior Analysis. San Francisco, CA.
48. \*Betz, A., \*Reagon, K.A., & Higbee, T.S. (2006, February). *Teaching cooperative play to students with autism using a joint activity schedule*. Paper presented at the 24<sup>th</sup> Annual Western Regional Conference on Behavior Analysis of the California Association for Behavior Analysis. San Francisco, CA.
47. Higbee, T.S. (2006, February). *Building school district capacity for the provision of early intensive behavioral intervention for students with autism*. Invited presentation at the 24<sup>th</sup> Annual Western Regional Conference on Behavior Analysis of the California Association for Behavior Analysis. San Francisco, CA.
46. Higbee, T.S. (2006, February). Invited discussion. In M. Wallace (Chair). *Current research focusing on children diagnosed with ADHD*. Research symposium presented at the 24<sup>th</sup> Annual Western Regional Conference on Behavior Analysis of the California Association for Behavior Analysis. San Francisco, CA.
45. Higbee, T.S. & \*Reagon, K.A. (2005, November). *Building school district capacity for educating children with autism through a university partnership*. Paper presented at the annual conference of the Teacher Education Division (TED) and Technology and Media Division (TAM) of the Council for Exceptional Children. Portland, ME.
44. Najdowski, A. C., \*Reagon, K.R., Penrod, B., & Higbee, T.S. (2005, May). *Effects of parents as therapists during functional analyses*. Paper presented at the 31<sup>st</sup> annual convention of the Association for Behavior Analysis. Chicago, IL.
43. Higbee, T.S. & \*Paramore, N.W. (2005, May). *An evaluation of a brief multiple-stimulus preference assessment with adolescents with emotional/behavioral disorders (E/BD)*. Paper presented at the 31<sup>st</sup> Annual Convention of the Association for Behavior Analysis. Chicago, IL.
42. Higbee, T.S. & \*Wright-Gallo, G.L. (2005, May). *Functional analysis and intervention for students with emotional/behavioral disorders in a public school setting*. Paper presented at the 31<sup>st</sup> Annual Convention of the Association for Behavior Analysis. Chicago, IL.

41. Higbee, T.S. & \*Wright-Gallo, G.L. (2005, February). *Classroom based functional analyses for students with emotional/behavioral disorders (E/BD)*. Paper presented at the 23<sup>rd</sup> Annual Conference of the California Association for Behavior Analysis, Dana Point, CA.
40. Penrod, B., Najdowski, A., \*Reagon, K.R., & Higbee, T.S. (2005, February). *Assessment and treatment of pediatric feeding disorders and the role of parents as change agents*. Paper presented at the 23<sup>rd</sup> Annual Conference of the California Association for Behavior Analysis, Dana Point, CA.
39. Higbee, T.S., \*Reagon, K.A., & \*Endicott, K. (2005, January). *Technology-mediated instructional strategies for children with autism*. Paper presented at the annual convention of Assistive Technology Industry Association, Orlando, FL.
38. Salzberg, C., Rule, S., Higbee, T.S., Menlove, R., Blair, M. & Rowland, C. (2004, October). *Technology-mediated supports for rural students with disabilities*. Poster presented at the Council for Exceptional Children Division on Developmental Disabilities Conference, Las Vegas, NV.
37. Higbee, T.S., \*Reagon, K.A., & \*Endicott, K. (2004, October). *Recent research in behavioral interventions for young children with autism*. Invited presentation at the Utah Early Childhood Special Education Conference. Provo, UT.
36. Higbee, T. S., \*Wright-Gallo, G.L., \*Paramore, N.W., \*Stenhoff, D.M., & \*Hager, K.D. (2004, October). *Behavioral assessment and intervention strategies for students with emotional/behavioral (E/BD) and related disorders*. Paper presented at the annual conference of the Utah Council for Children with Behavioral Disorders. Salt Lake City, UT.
35. Higbee, T.S., \*Reagon, K.A., & \*Endicott, K. (2004, June). *Technology-mediated instructional strategies for children with autism*. Paper presented at the annual Effective Practices in Special Education Conference. Salt Lake City, UT.
34. Higbee, T.S., \*Reagon, K.A., & \*Endicott, K. (2004, May). *The impact of stimulus preference assessment on academic progress in children with autism*. Paper presented at the 30<sup>th</sup> Annual Convention of the Association for Behavior Analysis. Boston, MA.
33. \*Stenhoff, D.M., Higbee, T.S., & \*Hager, K.D. (2004, May). *Stimulus preference assessment for students with mild disabilities*. Paper presented at the 30<sup>th</sup> Annual Convention of the Association for Behavior Analysis. Boston, MA.
32. \*Hager, K.D., Higbee, T.S., & \*Stenhoff, D.M. (2004, May). *Further examination of a stimulus preference assessment of olfactory stimuli*. Paper presented at the 30<sup>th</sup> Annual Convention of the Association for Behavior Analysis. Boston, MA.

31. \*Reagon, K.A., \*Endicott, K. & Higbee, T.S. (2004, May). *Video instruction with and without embedded text to teach tacts to children with autism*. Poster presented at the 30<sup>th</sup> Annual Convention of the Association for Behavior Analysis. Boston, MA.
30. \*Reagon, K.A., \*Endicott, K. & Higbee, T.S. (2004, May). *Sequential use of video modeling and audio scripts to teach pretend play to preschoolers with autism*. Poster presented at the 30<sup>th</sup> Annual Convention of the Association for Behavior Analysis. Boston, MA.
29. \*Endicott, K., \*Reagon, K.A., & Higbee, T.S. (2004, May). *An analysis of the effects of response repetition on teaching language to children with autism*. Poster presented at the 30<sup>th</sup> Annual Convention of the Association for Behavior Analysis. Boston, MA.
28. \*Endicott, K., \*Reagon, K., & Higbee, T.S. (2004, February). *Response repetition in language instruction for children with autism*. Poster presented at the 22<sup>nd</sup> Annual Conference of the California Association for Behavior Analysis, San Francisco, CA.
27. \*Reagon, K., \*Endicott, K., & Higbee, T.S. (2004, February). *Teaching tacts to children with autism through video instruction with embedded text*. Poster presented at the 22<sup>nd</sup> Annual Conference of the California Association for Behavior Analysis, San Francisco, CA.
26. \*Reagon, K., \*Endicott, K., & Higbee, T.S. (2004, February). *Video modeling and audio scripts: teaching play components then contextual language*. Poster presented at the 22<sup>nd</sup> Annual Conference of the California Association for Behavior Analysis, San Francisco, CA.
25. Higbee, T.S., Haymes, L.K., & Kenyon, S. E. (2003, May). *A brief stimulus preference assessment of olfactory stimuli*. Paper presented at the 29<sup>th</sup> Annual Convention of the Association for Behavior Analysis. San Francisco, CA.
24. Kenyon, S. E., Detrich, R., Higbee, T.S., Estevane, H., & Moore, J. (2003, May). *The failure of function based treatment for SIB: A case study*. Poster presented at the 29<sup>th</sup> Annual Convention of the Association for Behavior Analysis. San Francisco, CA.
23. O'Keefe, W., Higbee, T.S., & Detrich, R. (2003, May). *The use of scatterplot data to develop hypotheses about functions of behavior*. Poster presented at the 29<sup>th</sup> Annual Convention of the Association for Behavior Analysis. San Francisco, CA.
22. Higbee, T.S. (2003, March). *Positive motivational strategies for children with autism and other disabilities*. Paper presented at the National ACRES Conference, Salt Lake City, UT.
21. Higbee, T.S. (2003, February). Invited discussion. In R. Detrich (Chair). *Some idiosyncrasies in functional analysis and interventions in functional analysis*. Research symposium presented at the 21<sup>st</sup> Annual Conference of the California Association for Behavior Analysis, Newport Beach, CA.

20. Higbee, T.S. (2002, February). *Reinforcer identification in children with autism and other developmental disabilities*. Invited paper presented at the 20<sup>th</sup> Annual Conference of the California Association for Behavior Analysis, San Francisco, CA.
19. Higbee, T.S. (2001, February). Invited discussion. In H. Landaburu (Chair), *Current research in the assessment and treatment of problem behaviors*. Research symposium presented at the 19<sup>th</sup> Annual Conference of the California Association for Behavior Analysis, Redondo Beach, CA.
18. Higbee, T.S., Carr, J.E., & Patel, M.R. (2000, May). *Continuous reinforcement following periods of intermittent reinforcement decreases resistance to extinction*. Paper presented at the Annual Convention of the Association for Behavior Analysis, Washington, D.C.
17. Higbee, T.S., Carr, J.E., & Patel, M.R. (2000, February). *An examination of the "interpolation-of-reinforcement" effect in young children with autism*. Paper presented at the Annual Meeting of the California Association for Behavior Analysis, San Francisco, CA.
16. Higbee, T.S., Carr, J.E., & Harrison, C.D. (1999, May). *Further evaluation of the multiple stimulus preference assessment*. Paper presented at the Annual Convention of the Association for Behavior Analysis, Chicago, IL.
15. Higbee, T.S., Carr, J.E., & Harrison, C.D. (1999, January). *Further evaluation of the multiple stimulus preference assessment*. Paper presented at the Annual Meeting of the California Association for Behavior Analysis, San Francisco, CA.
14. Carr, J. E., Patel, M. R., Wilder, D. A., Higbee, T. S., Dozier, C. L., Kim, C., Gaunt, B., & Harrison, C. D. (1998, November). *Current behavioral assessment and intervention research at University of Nevada-Reno*. Paper presented at the 11th annual convention of the Behavior Analysis Society of Illinois, Springfield, IL.
13. Higbee, T.S., Carr, J.E., & Harrison, C.D. (1998, October). *Towards Establishing Criteria for Evaluating Stimulus Preference Assessments*. Paper presented at the 18<sup>th</sup> Annual Meeting of the Florida Association for Behavior Analysis, Daytona Beach, FL.
12. Ghezzi, P.M. & Higbee, T.S. (1998, May). *Behavior measurement in home-based early intervention: More is not always better*. Paper presented at the 24<sup>th</sup> Annual Convention of the Association for Behavior Analysis, Orlando, FL.
11. Higbee, T.S., Carr, J.E., & Harrison, C.B. (1998, May). *The effects of pictorial versus tangible stimuli in stimulus preference assessments*. Paper presented at the 24<sup>th</sup> Annual Convention of the Association for Behavior Analysis, Orlando, FL.

10. Higbee, T.S., Carr, J.E., & Harrison, C.B. (1998, January). *The effects of pictorial versus tangible stimuli in stimulus preference assessments*. Paper presented at the 16<sup>th</sup> Annual Convention of the Northern California Association for Behavior Analysis, Oakland, CA.
9. Higbee, T.S., Wilder, D.A., Williams, W.L., & Draper, R. (1997, May). *Difficulties in the functional assessment and treatment of stripping in an adult male with profound mental retardation and blindness*. Poster presented at the 23<sup>rd</sup> Annual Convention of the Association for Behavior Analysis, Chicago, IL.
8. Wilder, D.A., Higbee, T.S., Williams, W.L., & Nachtwey, A. (1997, February). *An even simpler method of toilet training*. Poster presented at the 15<sup>th</sup> Annual Conference of the Northern California Association for Behavior Analysis, Oakland, CA.
7. Draper, R., Wilder, D.A., Williams, W.L., & Higbee, T.S. (1996, May). *Functional analysis and intervention in a case of rumination*. Paper presented at the 22<sup>nd</sup> Annual Convention of the Association for Behavior Analysis, San Francisco, CA.
6. Empey, C.A., Wilder, D.A., Higbee, T.S., Williams, W.L., & Bennett, M. (1996, May). *Functional analysis and intervention in a case of severe aggression*. Paper presented at the 22<sup>nd</sup> Annual Convention of the Association for Behavior Analysis, San Francisco, CA.
5. Higbee, T.S., Wilder, D.A., & Williams, W.L. (1996, May). *Dealing with staff tardiness: the effects of certain vs. uncertain consequences*. Paper presented at the 22<sup>nd</sup> Annual Convention of the Association for Behavior Analysis, San Francisco, CA.
4. Huang, H.I., Higbee, T.S., Clayton, M.C., & Ghezzi, P.M. (1996, May). *Rates and patterns of quiz completion in a PSI course in introductory psychology*. Poster presented at the 22<sup>nd</sup> Annual Convention of the Association for Behavior Analysis, San Francisco, CA.
3. Sayrs, D. M., Higbee, T.S., Empey, C.A., Bijou, S.W., Hayes, S.C., & Hayes, L.J. (1996, May). *Enhancing academic achievement of at-risk college students*. Poster presented at the 22<sup>nd</sup> Annual Convention of the Association for Behavior Analysis, San Francisco, CA.
2. Higbee, T.S., Shalala, M., & Godfrey, M.K. (1995, March). *Child with disabilities= family with disabilities: fact or fiction?* Paper presented at the annual Statewide Pre-school and Early Intervention Conference. Salt Lake City, UT.
1. Higbee, T.S., & Godfrey, M.K. (1994, October). *Families of children with mental retardation*. Paper presented at the annual regional conference of the American Association on Mental Retardation. Snowbird, UT.

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**EXTERNAL FUNDING (cumulative: \$4,249,902 to date)****Ongoing State Funding**

Agency: State of Utah  
Role: Principal Investigator (PI)  
Purpose: Provide support for ASSERT model training classroom. Provide training and mentoring in best practice interventions for students with autism to teachers, undergraduate students, and graduate students.  
Duration: July 1, 2007-present  
Amount: \$275,000 annually (cumulative \$2,775,000 to date)

### **Grants**

Agency: Utah State Office of Education, SLC, UT.  
Role: Principal Investigator (PI)  
Purpose: Improve early intensive behavioral intervention preschool classrooms in Weber County School District. Evaluate and design curriculum for student participants in the program. Provide staff training and mentoring in best practice interventions for students with autism. Facilitate dissemination of evidence-based strategies across district programs.  
Duration: July 1, 2018-June 30, 2019  
Amount: \$30,227

Agency: Utah State Office of Education, SLC, UT.  
Role: Principal Investigator (PI)  
Purpose: Create K-3 grade intensive intervention classrooms in Cache County School District. Evaluate and design curriculum for student participants in the program. Provide staff training and mentoring in best practice interventions for students with autism. Facilitate dissemination of evidence-based strategies across district programs.  
Duration: July 1, 2017-June 30, 2018  
Amount: \$44,382

Agency: Utah State Office of Education, SLC, UT.  
Role: Principal Investigator (PI)  
Purpose: Create early intensive behavioral intervention preschool in Nebo school district. Evaluate and design curriculum for student participants in the program. Provide staff training and mentoring in best practice interventions for students with autism. Facilitate dissemination of evidence-based strategies across district programs.  
Duration: July 1, 2014-June 30, 2017  
Amount: \$90,000

Agency: Utah State Office of Education, SLC, UT.  
Role: Principal Investigator (PI)  
Purpose: Create early intensive behavioral intervention preschool in Granite school district. Evaluate and design curriculum for student participants in the program. Provide staff training and mentoring in best practice interventions for students with autism. Facilitate dissemination of evidence-based strategies across district programs.  
Duration: July 1, 2011-June 30, 2014

Amount: \$147,945

Agency: São Paulo State Research Foundation (FAPESP), São Paulo, Brazil  
Role: Principal Investigator (PI)  
Purpose: Conduct a research study on the effectiveness of online training modules to teach university students and special education teachers to implement Discrete Trial Teaching (DTT). Teach courses and provide research support to graduate and undergraduate students in the department of psychology at the Federal University of Brazil (UFSCar).  
Duration: August 1, 2012-July 31, 2013  
Amount: \$75,000

Agency: Utah State Office of Education, SLC, UT.  
Role: Principal Investigator (PI)  
Purpose: Maintain intensive behavioral preschool program for young children with autism in Davis school district. Provide staff training and mentoring in best practice interventions for students with autism. Expand staff development features of program. Facilitate dissemination of evidence-based strategies across district programs.  
Duration: July 1, 2010-June 30, 2011  
Amount: \$42,212

Agency: Utah State Office of Education, SLC, UT.  
Role: Principal Investigator (PI)  
Purpose: Design intensive behavioral preschool program for young children with autism in Davis school district. Provide staff training and mentoring in best practice interventions for students with autism. Design support system for students leaving preschool program.  
Duration: July 1, 2009-June 30, 2010  
Amount: \$42,416

Agency: Utah State Office of Education, SLC, UT.  
Role: Principal Investigator (PI)  
Purpose: Facilitate district-wide support model for students with autism in Weber school district. Provide staff training on evidence-based practices for students with autism.  
Duration: July 1, 2008-June 30, 2009  
Amount: \$38,606

Agency: Utah State Office of Education, SLC, UT.  
Role: Principal Investigator (PI)  
Purpose: Provide support to intensive behavioral preschool program for young children with autism in Weber school district. Provide staff training and mentoring in best practice interventions for students with autism. Facilitate district-wide support model for students with autism.  
Duration: July 1, 2007-June 30, 2008

Amount: \$38,606

Agency: Utah State Office of Education, SLC, UT.

Role: Principal Investigator (PI)

Purpose: Design intensive behavioral preschool program for young children with autism in Weber school district. Provide staff training and mentoring in best practice interventions for students with autism. Design support system for students leaving preschool program.

Duration: July 1, 2006-June 30, 2007

Amount: \$35,279

Agency: State Superintendent's Office-Utah State Office of Education, SLC, UT.

Role: Principal Investigator (PI)

Purpose: Provide support for the ASSERT autism program at USU. Provide preservice and inservice staff training and mentoring in best practice interventions for students with autism.

Duration: July 1, 2005-June 30, 2006

Amount: \$117,000

Agency: Utah State Office of Education, SLC, UT.

Role: Principal Investigator (PI)

Purpose: Design intensive behavioral preschool program for young children with autism. Provide staff training and mentoring in best practice interventions for students with autism.

Duration: July 1, 2005-June 30, 2006

Amount: \$40,000

Agency: Utah State Office of Education, SLC, UT.

Role: Principal Investigator (PI)

Purpose: Provide follow-up training and consultation to special educational professionals who have participated in intensive autism training at the ASSERT program at Utah State University.

Duration: November 1, 2004-June 30, 2005

Amount: \$25,000

Agency: Utah State Office of Education, SLC, UT.

Role: Principal Investigator (PI)

Purpose: Provide training to existing Utah special education professionals in best practice interventions for children with autism. Provide follow-up consultation via videoconferencing technology.

Duration: July 1, 2003-June 30, 2004

Amount: \$25,000

Agency: Utah State University, Logan, UT.

Role: Principal Investigator (PI)

Purpose: Conduct research investigating the impact of stimulus preference assessment on the academic progress of children with autism.

Duration: July 1, 2003-June 30, 2004  
Amount: \$13,500

**Contracts**

Agency: Weber School District, Ogden, UT.  
Role: Principal Investigator (PI)  
Purpose: Maintain early intensive behavioral intervention preschools in Weber school district. Evaluate and design curriculum for student participants in the program. Provide staff training and mentoring in best practice interventions for students with autism. Facilitate dissemination of evidence-based strategies across district programs.

Duration: July 1, 2019-present  
Amount: \$31,680

Agency: Nebo School District, Spanish Fork, UT.  
Role: Principal Investigator (PI)  
Purpose: Maintain early intensive behavioral intervention preschool in Nebo school district. Evaluate and design curriculum for student participants in the program. Provide staff training and mentoring in best practice interventions for students with autism. Facilitate dissemination of evidence-based strategies across district programs.

Duration: July 1, 2017-present  
Amount: \$80,308

Agency: Granite School District, SLC, UT.  
Role: Principal Investigator (PI)  
Purpose: Maintain early intensive behavioral intervention preschool in Granite school district. Design and maintain elementary school model classrooms for students with autism spectrum disorders. Evaluate and design curriculum for student participants in the program. Provide staff training and mentoring in best practice interventions for students with autism. Facilitate dissemination of evidence-based strategies across district programs.

Duration: July 1, 2014-present  
Amount: \$193,504

Agency: Park City School District, Park City, UT.  
Role: Principal Investigator (PI)  
Purpose: Design intensive behavioral preschool program for young children with autism. Provide staff training and mentoring in best practice interventions for students with autism and related disabilities. Provide coaching and instructional support for district autism team.

Duration: July 1, 2008- June 30, 2012  
Amount: \$150,932

Agency: Washington Co. School District, St. George, UT.  
Role: Principal Investigator (PI)

**Purpose:** Design intensive behavioral preschool program for young children with autism. Provide staff training and mentoring in best practice interventions for students with autism and related disabilities. Support development and implementation of three-tiered preschool support model.

**Duration:** July 1, 2004-June 30, 2008

**Amount:** \$207,148

**Agency:** Lincoln County School District #2, Afton, WY.

**Role:** Principal Investigator (PI)

**Purpose:** Design school-based programs for children with autism in grades K-12. Provide staff training and mentoring in best practice interventions for students with autism.

**Duration:** July 1, 2004-June 30, 2006

**Amount:** \$27,757

**Agency:** Preston School District, Preston, ID.

**Role:** Principal Investigator (PI)

**Purpose:** Design school-based programs for children with autism in grades K-5. Provide staff training and mentoring in best practice interventions for students with autism. Train autism specialist and provide consultative support

**Duration:** 2003-2004

**Amount:** \$4,000

### **INTERNATIONAL LEADERSHIP & SERVICE**

**Project:** Ilha Azul Centro de Atendimento de Crianças com Autismo (Ilha Azul Autism Treatment Center)

**Date:** March 2015

**Location:** São Luis, MA, Brazil

**Role:** Treatment Center Designer and Lead Staff Trainer

**Description:** The Ilha Azul Centro de Atendimento de Crianças com Autismo (Ilha Azul Autism Treatment Center) is a project initiated by a group of parents and grandparents of children with autism in São Luis, MA, Brazil. The treatment center provides intensive Behavior Analytic intervention services to children with autism. I helped the group to design the treatment center, provided them with the clinical and administrative infrastructure to start the center, and provided initial training to the professionals working in the center. I will provide periodic ongoing consultation on the project in collaboration with other professionals in the U.S. and Brazil who are also providing consultation on the project.

**Project:** Escola São Paulo de Ciência Avançada: Autismo (São Paulo School for Advanced Science: Autism)

**Date:** January 2012

**Location:** Sao Carlos, SP, Brazil

**Role:** Member of Organizing Committee

**Description:** The Escola São Paulo de Ciência Avançada: Autismo (Sao Paulo School for Advanced Science: Autism) was a week-long conference, funded by FAPESP (the

state research foundation of São Paulo, Brazil), that brought together international experts in genetics, molecular medicine, and behavior analysis, as well as graduate students from these fields, to discuss current research and practice in autism spectrum disorders. I, along with Dr. Celso Goyos (Chair) and Dr. Caio Miguel, served on the organizing committee that obtained the grant to fund the conference, selected the invited speakers, and organized the event.

Project: Firefly Kids

Dates: October 2010, January 2012, April 2014, November 2014

Location: St. Petersburg and Nizhny Novgorod, Russia

Role: Consultant and Staff Trainer

Description: Firefly is a not-for-profit organization that provides training and assistance to parents and professionals of children with disabilities in Russia. During four, week-long visits to St. Petersburg and Nizhny Novgorod, I have provided individual consultation and large-group training to educational professionals at a specialized school for children with disabilities.

## **NATIONAL LEADERSHIP & SERVICE**

### **National Committees**

Committee: Practice Board of the Association for Behavior Analysis International (ABAI)

Role: Committee Member

Description: The ABAI practice board is an advisory board of the Association for Behavior Analysis, the largest professional organization of Behavior Analysts, that meets monthly to discuss issues and initiatives related to the practice of Behavior Analysis. Members of the board are appointed by the executive council of ABAI.

Dates of Service: May 2014-present

## **STATE/REGIONAL LEADERSHIP & SERVICE**

### **Professional Boards**

Board: Utah Psychologist Licensing Board

Role: Board Member-Behavior Analysis

Description: The Utah Psychologist Licensing Board works with the Department of Professional Licensing to oversee licensed psychologists and behavior analysts in the state of Utah. Members are appointed to the board by the governor of Utah.

Dates of Service: 2015-present

### **State Committees**

Committee: Autism Council of Utah

Role: Committee member

Description: The Autism Council of Utah is an independent council of parents and professionals working to foster collaboration, communication, and learning among families and agencies affected by autism.

Dates of Service: 2006-present

Committee: Utah Autism Initiative

Role: Committee member

Description: The Utah Autism Initiative is an interagency work group convened by the Utah department of health. Its mission is to promote collaboration between state agencies serving individuals with autism.

Dates of Service: 2007-present

### **State/Regional Leadership**

Committee: Leadership Council of the Utah Association for Behavior Analysis

Role: Vice President/President Elect/President

Description: The Utah Association for Behavior Analysis is a state professional organization whose mission is to promote intellectual exchange and professional development in the field of behavior analysis

Dates of Service: 2010-2015

Committee: Leadership Council of the Nevada Association for Behavior Analysis

Role: At-large representative

Description: The Nevada Association for Behavior Analysis is a regional professional organization whose mission is to promote intellectual exchange and professional development in the field of behavior analysis

Dates of Service: 2009-2010

### **EDITORIAL SERVICE**

- Associate Editor, *Journal of Applied Behavior Analysis*, 2009-2013
- Associate Editor, *International Journal of Behavior Analysis and Autism Spectrum Disorders*, 2013-present
- Associate Editor, *European Journal of Behavior Analysis*, 2014-present
- Guest Associate Editor
  - *Journal of Applied Behavior Analysis*
  - *Behavior Analysis in Practice*
- Editorial Board Member
  - *Journal of Applied Behavior Analysis*, 2007-2008, 2014-present
  - *Behavior Analysis in Practice*, 2007-2009
- Guest Reviewer
  - *Journal of Applied Behavior Analysis*
  - *Autism*
  - *The Psychological Record*
  - *Education and Treatment of Children*
  - *Research in Developmental Disabilities*
  - *Research in Early Childhood Special Education*

### **MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS**

2010- Utah Association for Behavior Analysis

1995- California Association for Behavior Analysis

1995- Association for Behavior Analysis International

2002- Council for Exceptional Children