

Funder	Project Title	Funding	Strategic Plan Objective	Institution
The New England Center for Children	An Evaluation of the Generalized Nature of Conditioned Reinforcers	\$5,895	4.2	The New England Center for Children
The New England Center for Children	Comparing the value of a token to that of its most potent backup	\$5,895	4.2	The New England Center for Children
The New England Center for Children	Use of a visual imagining procedure to teach remembering	\$5,895	4.2	The New England Center for Children
The New England Center for Children	Demand assessment using a progressive ratio with a fixed positive reinforcer	\$5,895	4.2	The New England Center for Children
The New England Center for Children	Continuous vs. Brief Stimulus Comparison using Second-Order Schedule of Reinforcement	\$5,895	4.2	The New England Center for Children
The New England Center for Children	Effects of response effort on resistance to extinction	\$5,895	4.2	The New England Center for Children
The New England Center for Children	Exchange Schedule Manipulations	\$5,895	4.2	The New England Center for Children
The New England Center for Children	Delay discounting with and without instruction	\$5,895	4.2	The New England Center for Children
The New England Center for Children	Evaluating the effects of isolated reinforcers on skill acquisition	\$5,750	4.2	The New England Center for Children
The New England Center for Children	Comparing the use of Video and Pictorial Stimuli in Paired Stimulus Preference Assessments	\$5,570	4.3	The New England Center for Children
The New England Center for Children	Training staff to conduct competing items assessments using enganced written instructions	\$5,570	5.3	The New England Center for Children
The New England Center for Children	Evaluating the Stability of Preference over Time in Individuals with Autism Spectrum Disorder	\$5,570	4.2	The New England Center for Children
The New England Center for Children	Further evaluation of motivating operations manipulations on skill acquisition	\$5,570	4.2	The New England Center for Children
The New England Center for Children	An Evaluation of Decreasing Vocal & Motor Stereotypy in Children with Autism	\$5,550	4.2	The New England Center for Children
The New England Center for Children	A behavioral analysis of anxiety in children with autism	\$5,550	4.1	The New England Center for Children
The New England Center for Children	From Public to Private Masturbation: An Assessment of Redirection Procedures & Discrimination Training	\$5,550	4.2	The New England Center for Children
The New England Center for Children	Teaching social initiations via direct instruction and preferred social consequences	\$5,550	4.2	The New England Center for Children
The New England Center for Children	Training DRA in different contexts to lower resistance to extinction of disruptive behavior	\$5,550	4.2	The New England Center for Children
The New England Center for Children	Teaching complex skills using observational learning with video modeling to children diagnosed with autism	\$5,550	4.3	The New England Center for Children
The New England Center for Children	Functional Analysis & Treatment Evaluation of Problem Behavior during Transitions	\$5,550	4.2	The New England Center for Children

Funder	Project Title	Funding	Strategic Plan Objective	Institution
The New England Center for Children	Teaching Verbal Behavior: A Response Prompt Evaluation	\$5,550	4.2	The New England Center for Children
The New England Center for Children	Teaching symbolic play using in-vivo video modeling and matrix training	\$5,500	4.2	The New England Center for Children
The New England Center for Children	Behavioral persistence during intervention	\$5,500	4.2	The New England Center for Children
The New England Center for Children	Increasing adherence to medical examinations for individuals with autism	\$5,035	4.2	The New England Center for Children
The New England Center for Children	Identifying reinforcers for use in the treatment of automatically reinforced behavior	\$5,035	4.2	The New England Center for Children
The New England Center for Children	Functional analysis & treatment of immediate echolalia	\$5,035	4.2	The New England Center for Children
The New England Center for Children	Effects of negative reinforcer value manipulations without extinction on escape-maintained problem behavior	\$5,035	4.2	The New England Center for Children
The New England Center for Children	Competing items for FCT schedule thinning	\$4,500	4.2	The New England Center for Children
The New England Center for Children	A comparison of mixed and multiple schedules for the treatment of pica	\$4,500	4.2	The New England Center for Children
The New England Center for Children	Using Delay and Denial tolerance training in the treatment of automatically maintained problem behavior	\$4,500	4.2	The New England Center for Children
The New England Center for Children	Increasing persistence in the context of treatment integrity failure	\$4,500	4.2	The New England Center for Children
The New England Center for Children	Transferring stimulus control to promote more independent leisure initiation	\$4,060	4.2	The New England Center for Children
The New England Center for Children	Comparative functions of preference assessments for leisure repertoire development	\$4,060	4.2	The New England Center for Children
The New England Center for Children	Using video modeling and video feedback to develop social skills during leisure activity	\$4,060	4.3	The New England Center for Children
The New England Center for Children	When teaching leisure skills isn't enough: Increasing the reinforcing value of leisure activities	\$4,060	4.2	The New England Center for Children
The New England Center for Children	Stimulus control of stereotypy	\$3,380	4.2	The New England Center for Children
The New England Center for Children	Identifying preferred break environments	\$3,380	4.2	The New England Center for Children
The New England Center for Children	Using video modeling and feedback to teach parents how to expand their child's language and play	\$3,225	4.3	The New England Center for Children
The New England Center for Children	A comparison of the use of video modeling with and without voiceover instruction to teach parents of children with autism	\$3,225	4.3	The New England Center for Children

Funder	Project Title	Funding	Strategic Plan Objective	Institution
The New England Center for Children	Using the Early Skills Assessment Tool to Evaluate Outcomes in Children with Autism Spectrum Disorders	\$3,225	4.2	The New England Center for Children
The New England Center for Children	The use of video modeling to increase procedural integrity in incidental teaching	\$3,225	4.3	The New England Center for Children
The New England Center for Children	The use of video-modeling to increase procedural integrity across teachers	\$3,225	5.3	The New England Center for Children
The New England Center for Children	Evaluation of video feedback and self-monitoring to improve social pragmatics in individuals with ASD	\$3,225	4.3	The New England Center for Children
The New England Center for Children	Teaching Self-Advocacy when an item is Missing from the Environment in Individuals with ASD	\$3,225	4.3	The New England Center for Children
The New England Center for Children	Teaching Social Orienting in Children With Autism	\$3,225	4.2	The New England Center for Children
The New England Center for Children	Teaching Joint Attention Using Multiple Exemplar Training with Toddlers Diagnosed with Autism	\$3,225	4.2	The New England Center for Children
The New England Center for Children	Using general case instruction to establish repertoires of helping in children with autism	\$3,225	4.2	The New England Center for Children
The New England Center for Children	Use of Social referencing to teach safety skills to CWA	\$3,225	4.2	The New England Center for Children
The New England Center for Children	Thinning the Schedule of High-Quality Reinforcement for Prompted Responses in a Differential Reinforcement Procedure	\$2,345	4.2	The New England Center for Children
The New England Center for Children	Teaching Observational Learning to Acquire New Sight Words	\$2,345	4.2	The New England Center for Children
The New England Center for Children	A comparison of BST and enhanced instruction training for conducting reinforcer assessments	\$2,345	4.2	The New England Center for Children
The New England Center for Children	A parametric analysis of the effect of procedural integrity errors in delivering reinforcement on skill activities	\$2,345	4.2	The New England Center for Children
The New England Center for Children	Evaluation of Train to Code as a Remediation and Training Program for Training Teachers to Conduct Match-to-Sample Procedures	\$2,345	5.3	The New England Center for Children
The New England Center for Children	Instructional fading and the building of cooperation with medical procedures	\$1,830	4.2	The New England Center for Children
The New England Center for Children	Teaching a young man with autism to transition safely between environments: A constructive approach	\$1,830	6.Core/Other	The New England Center for Children
The New England Center for Children	Multiple Mands and the Resurgence of Behavior	\$1,830	4.2	The New England Center for Children

Funder	Project Title	Funding	Strategic Plan Objective	Institution
The New England Center for Children	Sensitivity to reinforcement: Effects on learning and physiological correlates	\$1,830	4.3	The New England Center for Children
The New England Center for Children	Examining the effects of response effort on resurgence	\$1,830	6.Core/Other	The New England Center for Children
The New England Center for Children	Teaching students with autism to use Augmentative and Alternative Communication: Addressing unanswered questions	\$1,830	4.3	The New England Center for Children
The New England Center for Children	Exploring a generative approach to teaching musical concepts	\$1,830	5.3	The New England Center for Children
The New England Center for Children	Building a solid foundation: Direct teaching of readiness and attending behavior	\$1,830	4.2	The New England Center for Children
The New England Center for Children	Multiple exemplar training and generality of prepositional concepts: Does training structure matter?	\$1,830	5.3	The New England Center for Children
The New England Center for Children	Using matrix training to promote generalization of foundational skills	\$1,830	4.2	The New England Center for Children
The New England Center for Children	Teaching children with autism to learn by listening -- Assessment and treatment of challenges in auditory discrimination	\$1,830	4.2	The New England Center for Children

