

Funder	Project Title	Funding	Strategic Plan Objective	Institution
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	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	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	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	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
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

Funder	Project Title	Funding	Strategic Plan Objective	Institution
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	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	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 enhanced 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	Multiple Mands and the Resurgence of Behavior	\$1,830	4.2	The New England Center for Children
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

Funder	Project Title	Funding	Strategic Plan Objective	Institution
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
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	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	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	An Evaluation of Decreasing Vocal & Motor Stereotypy in Children with Autism	\$5,550	4.2	The New England Center for Children

Funder	Project Title	Funding	Strategic Plan Objective	Institution
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	Behavioral persistence during intervention	\$5,500	4.2	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
The New England Center for Children	Teaching Verbal Behavior: A Response Prompt Evaluation	\$5,550	4.2	The New England Center for Children

