

# Curriculum Vitae

Michael A. Fabrizio

January 2008

---

## A. Personal Information

Business Address: The Organization for Research & Learning  
1110 24<sup>th</sup> Avenue South  
Seattle, Washington 98144-3037

Electronic Address: michael@o4rl.com

Phone: (206) 930-1548

Fax: (206) 329-3044

## B. Educational History

West Virginia University, Morgantown, West Virginia

Major: Psychology

Advisor: Joseph Scotti, Ph.D.

Minor: Biology

Degree: B.A.

May 1992

West Virginia University, Morgantown, West Virginia

Major: Educational Psychology

Advisor: Julie S. Vargas, Ph.D.

Minor: Applied Behavior Analysis

Degree: M.A.

September 1995

University of Washington, Seattle, Washington

Major: Special Education

Advisor: Owen R. White, Ph.D.

Minors: Behavior Analysis, Instructional Design, Technical Communication,  
Autism

Degree: Ph.D.

September 2000 – present

## C. Professional Positions

1. *Teaching Assistant*, West Virginia University, Department of Educational Psychology, Morgantown, West Virginia, Fall 1991

Duties: preparation and presentation of supplemental lectures in the area of behavior analysis applied to education; evaluation of student progress on a criterion-based

mastery system; maintenance of student records; providing remedial instruction to students when necessary

Supervisor: Daniel E. Hursh, Ph.D., BCBA, Professor

2. *Research Assistant*, West Virginia University, Department of Psychology, Morgantown, West Virginia, Spring 1992 – Fall 1992

Duties: investigated the differences in maternal/infant interactions in injury prone and non-injury prone children ages birth to five years as a member of a five person research team; assisted in developing and implementing a behavioral coding system for data collection; conducting literature reviews; performing functional analyses; attending weekly research meetings

Supervisor: Judith Matthews, Ph.D., BCBA Associate Professor

3. *Special Needs Coordinator*, REM-West Virginia, Morgantown, West Virginia, Full-time, May 1992 – August 1992

Duties: worked with seven developmentally disabled adults, three with single sensory impairments and one with dual sensory impairments in a Morgantown area group home; assisted in the development and implementation of nonaversive behavioral support plans; conducted proactive treatment; conducted training in orientation and mobility; attended and participated in interdisciplinary team meetings; conducted treatment in the areas of independent living skills, communication, and leisure skills

Supervisor: Brenda Harmon, Program Manager

4. *Senior Educational Specialist*, West Virginia Autism Training Center, Marshall University, Huntington, West Virginia, Full-time, August 1992 – April 1996

Duties: conducted behavioral assessments and functional analyses; identified target behaviors for development; data collection and analysis; development of comprehensive behavioral support plans; teaching parents and public school staff members to implement training protocol; conducting in-service training presentations to school personnel, parents, and other professionals; serving on IEP and IPP committees; designing, conducting, and presenting clinical research; supervising undergraduate practicum students; conducting comprehensive educational and diagnostic assessments; developing and supervising comprehensive educational treatment programs in homes and schools; designed and supervised community-based treatment programs for feeding and swallowing disorders

Supervisor: Jennifer McFarland, Ph.D., Associate Director/Training

5. *Private Educational/Behavioral Consultant*, group homes, client homes, day treatment programs, hospitals, and school systems throughout West Virginia, Virginia, Ohio, and Pennsylvania, Part-time, November 1993 – April 1996

Duties: conducting functional analyses of problem behavior; developing treatment plans; conducting comprehensive educational and behavioral assessments; developing, implementing, and evaluating intervention programs; training staff; supervising treatment implementation; identifying and developing IEP and IPP goals and objectives; evaluating IEP and IPP documents

6. *Attending Behavior Analyst*, University Affiliated Center for Developmental Disabilities Feeding and Swallowing Clinic, West Virginia University, Morgantown, West Virginia, Part-time, January 1995 – April 1996

Duties: evaluating and making treatment recommendations for a variety of pediatric feeding and swallowing disorders as part of an interdisciplinary assessment/diagnostic team; designing and conducting treatment related to feeding problems; training staff, parents, and caregivers; presenting in-service training

Supervisor: Diane Findley, Ph.D., Clinical Coordinator

7. *Clinical Specialist*, Spectrum Center for Educational and Behavioral Development, Berkeley, California, Full-time, May 1996 – June 1997

Duties: provided clinical supervisory services as a member of a five-person clinical team to a private school campus of 90 children with varying disabilities; conducted functional analyses of problem behavior; developed and evaluated treatment plans; trained and managed educational staff to ensure quality of educational and behavioral programming; developed a comprehensive, multi-component staff training curriculum; developed computer-based staff training modules; conducted and presented clinical research; supervised educational programs across a range of behavior analytic instructional systems including: Direct Instruction, Precision Teaching, Discrete Trial Instruction, Personalized Systems of Instruction, and Programmed Instruction

Supervisor: Pamela J. Raymond, M.A., BCBA, Clinical Coordinator

8. *Head Teacher*, Morningside Academy, Seattle, Washington, Full-time, July 1997 – August 1999, Part-time August 1999 – August 2000.

Duties: teaching of children of multiple ages (K-8) using behavior analytic instructional strategies including Direct Instruction, Precision Teaching, Programmed

Instruction, and Personalized Systems of Instruction within the areas of reading, writing, mathematics, spelling, critical/analytical thinking skills, and study skills; supervising junior teachers; conducting and presenting clinical research.

Supervisors: Joanne Robbins, Ph.D., Principal and Kent R. Johnson, Ph.D., Director

9. *Lead Trainer/Consultant*, Morningside Academy Public School Improvement Project, Seattle, Washington, Part-time, July 1997 – August 1999, Full-time August 1999 – August 2000, Part-time, August 2000 – May 2003

Duties: staff training and development to K-12 public school systems across the United States and Canada in behavior analytic instructional technologies such as Direct Instruction, Precision Teaching, Programmed Instruction, and Personalized Systems of Instruction; supervision of school-wide implementations of specialized curricula designed to improve students' reading, writing, mathematics, and analytical thinking performance; training materials development and evaluation; supervision of graduate behavior analysis practicum students; data analysis and presentation; program development and assessment across entire schools; conducting and presenting clinical research

Supervisors: Kent R. Johnson, Ph.D., Director

10. *Full Partner and Clinical Services Supervisor*, The Organization for Research and Learning (formerly known as Fabrizio/Moors Consulting), Part-time, June 1998 – August 2000, Full-time August 2000 – August 2006, Part-time August 2006 – present.

Duties: providing individualized behavior analytic educational program design and consultation for children with autism and related disorders; supervising professional behavior analytic staff of ten who serve a client base of approximately 65 children with autism and related disabilities who ranged in age from 18-months to 16-years; program design, implementation, and monitoring across a range of instructional technologies including Direct Instruction, Precision Teaching, Incidental Teaching, and Discrete Trial Instruction within the curriculum areas of language, motor skills, social skills, self-help skills, reading, writing, and mathematics; training and supervising paraprofessional staff members; conducting weekly staff meetings; ensuring high levels of program validity and fidelity; preparing and presenting applied research; conducting comprehensive educational assessments; IEP document review and assessment; providing training and evaluation services to public school systems; instructional systems analysis and design

11. *Clinical Services Director*, Families for Effective Autism Treatment (FEAT) of Washington, Part-time, August 2006 - present

Duties: design and supervise clinical service programs offered by FEAT of Washington including a summer program for elementary school-aged students with autism, a year-round intensive preschool and kindergarten program for young children with autism and their socially typical peers, a year-round adolescent transitions program, and a summer adolescent service learning program for teens with HFA or Asperger's Syndrome; design and implementation of comprehensive formative and summative program evaluations; design, implementation, and presentation of applied clinical research

#### **D. Membership in Professional Associations**

Autism Society of America	1992 - 1997
West Virginia Society for Autistic Children	1992 – 1996
Northern California Association for Behavior Analysis	1996 - 1999
Supporting Member - Association for Behavior Analysis	1992 - present
Full Member - Northwest Association for Behavior Analysis	1997 - present
Full Member - Association for Direct Instruction	1998 - present
Sustaining Member - Standard Celeration Society	1999 – present
Supporting Member - Cambridge Center for Behavioral Studies	2000 – present
Professional Member – Council for Exceptional Children	2001 – 2002

#### **E. Associations and Divisions**

##### Committee and Council Memberships

1. Member, Advisory Council, Eastern Panhandle Chapter, Autism Society of America, Martinsburg, West Virginia, September 1992 – January 1995
2. Member, Behavior Management Committee, Community Alternatives, Inc., Martinsburg, West Virginia, July 1993 – April 1996
3. Program Committee Chairperson, Annual West Virginia Society for Autistic Children Fall Conference, December 1993 – November 1994
4. Member, Clinical Roundtable, Spectrum Center for Educational and Behavioral Development, May 1996 – June 1997
5. Member, Board of Trustees, Step by Step Academy, Columbus, Ohio, April 2002 – May 2003
6. Member, Scientific Advisory Council, Organization for Autism Research, Arlington, Virginia, May 2002 – present
7. Member, Program Committee, 15<sup>th</sup> annual International Precision Teaching Conference, Harrisburg, Pennsylvania, June 2002 - November 2002

8. Chairperson, Program Committee, 16<sup>th</sup> annual International Precision Teaching Conference, Columbus, Ohio, March 2003 – November 2003
9. Member, Board of Directors, Supporting Families Educational Dreams, Portland, Oregon, February 2004 – September 2006
10. Member, Staffing and Admissions Committees, FEAT of Washington Transitions Program, Seattle, Washington, February 2005 – June 2005

#### Editorial Affiliations

1. Contributing Editor, *Journal of Precision Teaching and Celeration*, May 2000 – present
2. Editorial Review Board Member, *Journal of Early and Intensive Behavior Intervention*, June 2005 – present
3. Guest reviewer, *Journal of Applied Behavior Analysis*, Summer 2005
4. Guest reviewer, *Behavior Analyst Today*, Summer 2005
5. Associate Editor, *Journal of Experimental Analyses of Verbal Behavior*, May 2006 - present

#### Faculty Affiliations

1. Adjunct Faculty, Department of Behavior Analysis, University of North Texas, Denton, Texas, April 2002 – present
2. Adjunct Faculty, Chicago School of Professional Psychology, Clinical Master's Program in Applied Behavior Analysis, Chicago, Illinois, February 2005 – January 2008

#### Thesis Committee Affiliations

1. Schooley, K.A. (Summer 2005). *Shaping: From art to science*. University of North Texas, Department of Behavior Analysis. Committee: Rosales-Ruiz, J., Ala'i-Rosales, S., & Fabrizio, M.
2. Young, C.R. (Fall 2006). *An analysis of language component skills necessary for reading comprehension*. University of North Texas, Department of Behavior Analysis. Committee: Rosales-Ruiz, J., Ala'i-Rosales, S., & Fabrizio, M.

3. Wheatley, B. (Fall 2006). *The experimental analysis of the differential effects of practice, response rate, and reinforcement*. University of North Texas, Department of Behavior Analysis, Committee: Glenn, S., Ellis, J., & Fabrizio, M.
4. Isley, S. (Spring 2007). *Towards a functional analysis of goal setting*. University of North Texas, Department of Behavior Analysis. Committee: Rosales-Ruiz, J., Fabrizio, M., & Glenn. S.

#### Other Affiliations

1. Member, West Virginia Positive Behavior Support State Training Team, May 1993 – April 1996
2. Registered Behavior Analyst, California Association for Behavior Analysis, May 1996 – October 1999
3. Coordinator, Seventh, Eighth, and Ninth Annual Summer Institutes, Morningside Public Schools Improvement Project, February 1998 – August 2000
4. Board Certified Behavior Analyst (Charter Certificant, National Certification #1-00-0044), Behavior Analyst Certification Board, June 2000 – present
5. Instructional Design Consultant, TUCCi Learning Solutions, Aptos, California, October 2000 – March 2003
6. Recipient, New Contributions Award, Standard Celeration Society, May 2000
7. Member, Autism Special Interest Group, Association for Behavior Analysis, May 2002 – present
8. President, Standard Celeration Society, Special interest group of the Association for Behavior Analysis, May 2003 - May 2007
9. Member, Parent and Professional Partnership Special Interest Group, Association for Behavior Analysis, May 2004 - present
10. Member, Ogden R. Lindsley Memorial Archives Committee, October 2004 - present

#### **F. Invited Addresses and Keynote Addresses**

1. Fabrizio, M. “Identifying autism – Where do we go from here?” Invited presentation at the West Virginia School for the Deaf and Blind Fall Conference, October 1993

2. Fabrizio, M. "Precision teaching in the public school special education classroom." Invited presentation for the Kent Unified School District, Kent Washington, January 2000
3. Fabrizio, M. "Fluency based instruction for learners with autism: Designing and monitoring highly effective instruction" Invited presentation to the staff of the Fred S. Keller School and Columbia University's Teacher's College, New York, New York, March 2000; invited presentation to Supporting Autism and Families Everywhere, Wilkes-Barre, Pennsylvania, June 2000; invited keynote address to Families for Early Autism Treatment (FEAT) of North Carolina annual meeting, Charlotte, North Carolina, October 2000; invited address at the annual conference of the Association for Science in Autism Treatment, San Diego, California, March 2001; invited address for Families for Early Autism Treatment (FEAT) of Oregon, Portland, Oregon, June 2001; invited address for the Ontario Association for Behavior Analysis, Toronto, Ontario, November 2003; (with Kelly Ferris) invited workshop at the annual conference of the California Association for Behavior Analysis, San Francisco, California, February 2004
4. Fabrizio, M. (May 2002). Applied Behavior Analysis and Autism Treatment: Accurate and Effective Dissemination of Information. Paper presented as an invited address at the annual convention of the Association for Behavior Analysis, Toronto, Ontario
5. Fabrizio, M. (November 2003). Characteristics of quality measurement, assessment, and evaluation in autism intervention programs. Paper presented as an invited address at the annual convention of the Ontario Association for Behavior Analysis, Toronto, Ontario
6. Fabrizio, M. (November 2003). Navigating the course of instruction: Identifying and evaluating instructional aims for children with autism and other special needs. Invited address presented at the annual International Precision Teaching Conference, Columbus, Ohio.
7. Fabrizio, M. (February 2004). Understanding families of children with autism who receive early intensive behavior analytic intervention: Do the extant data inform? Paper presented as an invited address at the annual conference of the California Association for Behavior Analysis, San Francisco, California.
8. Fabrizio, M. (May 2004). The application of precision teaching with children with autism: Perceived problems and possible solutions. Paper presented as an invited tutorial at the annual conference of the Association for Behavior Analysis, Boston, Massachusetts, May 2004
9. Fabrizio, M. & Moors, A. (November 2004). Precision teaching and us: Lessons learned. Paper presented as an invited address at the annual International Precision Teaching Conference, Naperville, Illinois.

10. Fabrizio, M. (March 2005). The empirical evaluation of learning outcomes for children with autism. Invited paper delivered at the annual conference of the International Behaviorology Society, Philadelphia, Pennsylvania
11. Fabrizio, M. & Moors, A. (May 2005). Contributions of the Standard Celeration Chart to intervention programming: Moving data from post hoc rationale to elegant measurement, assessment, and evaluation. Invited paper delivered at the annual conference of the Association for Behavior Analysis, Chicago, Illinois.
12. Fabrizio, M. (November 2005). You are special! The uniqueness of precision teaching and precision teachers. Invited address delivered at the annual International Precision Teaching Conference, Pittsburgh, Pennsylvania.
13. Fabrizio, M. (April 2006). Do I have to give up being me to be taught by you? Eliminating coercion from behavior analytic intervention for children with autism. Invited presentation delivered at the Autism Education Network's Best Practices in Autism Treatment conference, San Jose, California.
14. Fabrizio, M. (March 2007). Applied behavior analysis and autism treatment: A research summary and practice guidelines. Invited presentation delivered to the medical staff of Mary Bridge Hospital, Tacoma, Washington.
15. Fabrizio, M. (October 2007). Early Intensive Behavioral Intervention for Young Children with Autism: What Have We Learned? Invited address delivered at the annual conference of the National Association of Autism Training and Technical Assistance Programs, Columbus, Ohio.
16. Fabrizio, M. (October 2007). Effective educational decision making. Keynote address delivered at the annual Applied Autism Research Conference, Washington, D.C.

### **G. Colloquia and Workshops**

1. Fabrizio, M. "Cerebellum functioning and autism" and "The fundamentals of neural transmission." Presented to graduate students seeking their Autism Teaching Endorsements, Marshall University, October 1992
2. Fabrizio, M. "The instructional characteristics of children with autism." Presented to the staff of Berkeley County Public Schools, Martinsburg, West Virginia, November 1992
3. Fabrizio, M. "Functional mainstreaming." Presented to the staff of Tucker County Schools, Follansbee, West Virginia, January 1993

4. Fabrizio, M. "Autism classroom aide training." Presented to classroom aides, teachers, and parents to assist in partial fulfillment of Autism Mentor classification requirements, Morgantown, West Virginia, November 1993
5. Fabrizio, M. & McFarland, J. "Including students with autism in regular education settings." Presented to the staff of Berkeley County Schools, Martinsburg, West Virginia, June 1994
6. Fabrizio, M., McFarland, J., & Babbitt, R. "Addressing issues in the feeding behavior of people with autism: Strategies for change". Presented at the annual conference of the Autism Society of America, Las Vegas, Nevada, July 1994
7. Pinkney, S. & Fabrizio, M. "Structuring preschool classrooms environments to support prosocial behavior." Presented at the annual conference of the West Virginia Early Intervention Project, Charleston, West Virginia, July 1994
8. Fabrizio, M. & Hickman, W. "Guided learning: Combining percentile schedules of reinforcement and precision teaching techniques in the special education classroom". Presented at the annual conference of the West Virginia Council for Exceptional Children, Parkersburg, West Virginia, November 1994
9. Fabrizio, M. & Reed, M. "Effective strategies with students with autism." Presented at the annual conference of the West Virginia Council on Aging Services, Buckhannon, West Virginia, May 1995
10. Fabrizio, M. "An overview of feeding disorders in children with developmental disabilities." Presented to the Southern West Virginia Chapter of the Autism Society of America, Beckley, West Virginia, May 1995
11. Findley, D., Ford, P., Fabrizio, M., McNees, P. & Brown, K. "Identifying and treating pediatric dysphagia in children with disabilities." Presented at the annual conference of the West Virginia Early Intervention Project, Martinsburg, West Virginia, June 1995
12. Fabrizio, M. "Behavioral intervention with pediatric feeding problems: From assessment to effective treatment." Presented to the staff of Valley Comprehensive Community Mental Health, Morgantown, West Virginia, June 1995
13. Fabrizio, M. & Hickman, W. "Accessing, evaluating, and utilizing computer-mediated instruction for learners with autism." Presented at the annual conference of the Autism Society of America, Greensboro, North Carolina, July 1995
14. Fabrizio, M. & Ford, P. "Form and function: Effectively combining behavior analysis and speech therapy services". Presented at the annual conference of the West Virginia Speech and Hearing Association, June 1996

15. Fabrizio, M. "Time on-task versus response rate: Monitoring student engagement in the special education classroom". Presented to the staff of Spectrum Center for Educational and Behavioral Development, Concord, California, October 1996
16. Fabrizio, M. "Critical curriculum components for children with autism." Presented at the annual West Coast Special Education Conference, Anaheim, California, November 1996
17. Johnson, K., Kevo, H., Frances, E., Fabrizio, M. & Manring, J. "Learning to learn with precision." Presented at the semiannual conference of the Precision Teaching Society, Hartford, Connecticut, October 1997
18. Fabrizio, M. "Monitoring student progress on a minute-by-minute basis" and "Talk aloud problem solving." Presented to the staff of Seattle Public Schools, Seattle, Washington, July 1998
19. Fabrizio, M., Kevo, H. & Manring, J. "Diagnostic and prescriptive teaching: Identifying and remediating student skill deficits". Presented to attendees of the 8<sup>th</sup> annual Morningside Academy Summer Institute, Seattle, Washington, August 1998
20. Fabrizio, M. "Developing fluency in mathematics tool skills." Presented to the staff of Nechako Lakes School District, British Columbia, August 1998
21. Fabrizio, M., Moors, A., Becker-Cottrill, B. & McFarland, J. "Ensuring effective service delivery for children with autism: Procedures for staff training and supervision". Presented at the annual conference of the Association for Behavior Analysis, Chicago, Illinois, May 1999
22. Fabrizio, M. "Real world strategies for teaching analytical thinking skills." Presented at the annual conference of the Association for Behavior Analysis, Chicago, Illinois, May 1999
23. Fabrizio, M. "Developing fluency in reading tool skills." Presented to attendees of the Morningside Summer Institute, Seattle, Washington, July 1999
24. Fabrizio, M. & Frances, E. "Reading comprehension in Direct Instruction reading curricula." Presented to attendees of the Morningside Summer Institute, Seattle, Washington, July 1999
25. Fabrizio, M. "Phonological coding: Developing phonemic awareness in emerging readers through precision teaching". Presented to the staff of Seattle Public Schools, October 1999
26. Fabrizio, M. "Developing critical thinking skills during elementary reading instruction." Presented to the staff of Seattle Public School, Seattle, Washington, January 2000

27. Fabrizio, M., Moors, A., & Polhamus-Reed, A. "Developing fluent foundation skills in children with autism." Workshop delivered at the annual convention of the Association for Behavior Analysis, New Orleans, Louisiana, May 2001; Workshop presented at the second annual international conference of the Association for Behavior, Campinas, Brazil, August 2004
28. Fabrizio, M. "Performance management in service delivery to children with autism: Attaining superior service delivery." Delivered to the faculty and students of the Department of Behavior Analysis, University of North Texas, Denton, Texas, March 2002
29. Fabrizio, M. & Pahl, S. "Beyond the basics: Advanced topics in the instruction of children with autism and related disorders." Workshop presented at the semi-annual conference of Families for Effective Autism Treatment of Washington, Bellevue, Washington, September 2001
30. Fabrizio, M., Moors, A., Pahl, S., King, A. Performance management in service delivery for children with autism: Measuring and attaining exemplary staff performance. Workshop presented at the annual convention of the Association for Behavior Analysis, Toronto, Canada, May 2002; annual convention of the Association for Behavior Analysis, San Francisco, May 2003; Workshop presented at the second annual international conference of the Association for Behavior, Campinas, Brazil, August 2004
31. Fabrizio, M., Calkin, A., Moors, A., Pennypacker, H.S., Rosales-Ruiz, J., & Starlin, C. An overview of the Standard Celeration Chart. Workshop presented at the annual convention of the Association for Behavior Analysis, San Francisco, May 2003; Workshop presented at the annual conference of the Association for Behavior, Boston, Massachusetts, May 2004, Chicago, Illinois, May 2005, and Atlanta, Georgia, May 2006.
32. Fabrizio, M., Pahl, S., Ferris, K., & Almon, H. Developing fluent intermediate and advanced language skills in children with autism. Workshop presented at the annual convention of the Association for Behavior Analysis, San Francisco, May 2003.
33. Fabrizio, M., Moors, A., Ferris, K., Schirmer, K., & Pahl, L. Effectively correcting student errors during instruction. Workshop presented at the annual conference of the Association for Behavior, Boston, Massachusetts, May 2004; Workshop presented at the second annual international conference of the Association for Behavior, Campinas, Brazil, August 2004
34. Fabrizio, M., Ferris, K., & Pahl, S. Data-based decision making and the Standard Celeration Chart. Workshop presented at the annual International Precision Teaching Conference, Naperville, Illinois, November 2004.

35. Ferris, K., Fabrizio, M., Almon-Morris, H., & Lucas-Pahl, L. Instructional design for children with special needs: Identifying critical and variable attributes of instructional stimuli. Workshop presented at the annual conference of the Association for Behavior Analysis, Chicago, Illinois, May 2005.
36. Fabrizio, M., Zambolin, K., Ferris, K., King, A., & Laino, K. Combining direct instruction and precision teaching for children with autism. Workshop presented at the annual conference of the Association for Behavior Analysis, Atlanta, Georgia, May 2006.
37. Fabrizio, M., Zambolin, K., & Ferris, K. Beyond typical programming: Advanced topics in behavior analytic intervention for children with autism. Workshop presented at the annual conference of the Association for Behavior Analysis, Atlanta, Georgia, May 2006.
38. Fabrizio, M., Almon-Morris, H., Ferris, K., & Zambolin, K. Ask the experts: Questions and answers regarding precision teaching-based intervention for learners with autism and related disabilities. Workshop presented at the annual International Precision teaching Conference, Kansas City, MO, November 2007.

#### **H. Papers and Data-Based Applied Research Posters Presented**

1. Hursh, D., Weigle, K. & Fabrizio, M. (May 1993). Establishing conceptual behavior with a person with autism. Data-based poster presented at the annual convention of the Association for Behavior Analysis, Chicago, Illinois
2. Fabrizio, M. & McFarland, J. (May 1994). The effects of differential reinforcement and changing criterion contingencies on the feeding behavior of a young child with autism. Data-based poster presented at the annual convention of the Association for Behavior Analysis, Atlanta, Georgia
3. Krik, K., Lewis, J., Hursh, D. & Fabrizio, M. (May 1994). The effects of a direct instruction reading curriculum on the conceptual behavior of students with learning difficulties. Data-based poster presented at the annual convention of the Association for Behavior Analysis, Atlanta, Georgia
4. Fabrizio, M., Pinkney, S., Lake, D. & McFarland, J. (July 1994). Improving the feeding behavior of a child with autism through restraint fading and reinforcement schedule manipulation. Data-based poster presented at the annual convention of the Autism Society of America, Las Vegas, Nevada
5. Fabrizio, M & McFarland, J. (May 1995). Using imitation and transfer of stimulus control to teach chewing behavior to a child with autism. Data-based poster presented at the annual convention of the Association for Behavior Analysis, Washington, D.C.

6. Reed, M., Fabrizio, M. & McFarland, J. (May 1995). Improving the chewing behavior of a young child with autism: An analysis of stimulus control. Data-based poster presented at the annual convention of the Association for Behavior Analysis, Washington, D.C.
7. Fabrizio, M. & McFarland, J. (July 1995). Using linear regression and reinforcer potentiation to facilitate toilet training. Data-based poster presented at the annual convention of the Autism Society of America, Greensboro, North Carolina
8. Fabrizio, M. & Connet, M. (November 1996). Effectively supervising special education paraprofessionals: Attaining measurably superior service delivery. Paper presented at the annual conference of the Association for the Severely Handicapped, New Orleans, Louisiana
9. Fabrizio, M. (May 1998). Towards a technology of teaching effective problem solving repertoires. Paper presented at the annual convention of the Association for Behavior Analysis, Orlando, Florida
10. Fabrizio, M. (chair) for Favell, J. (May 1998). Twenty years in developmental disabilities: Lumps, leaps, and lessons. Paper presented at the annual convention of the Association for Behavior Analysis, Orlando, Florida
11. Fabrizio, M. & Moors, A. (May 1999). The use of fluency-based instruction to ensure skill generalization in children with autism. Data-based poster presented at the annual convention of the Association for Behavior Analysis, Chicago, Illinois
12. Moors, A. & Fabrizio, M. (May 1999). A generalized teaching procedure for establishing conceptual behavior in young children with autism. Data-based poster presented at the annual convention of the Association for Behavior Analysis, Chicago, Illinois
13. Fabrizio, M. & Frances, E. (October 1999). Using precision teaching to improve educational staff performance. Paper presented at the semiannual conference of the International Precision Teaching Society, Provo, Utah
14. Fabrizio, M. (October 1999). Celeration versus frequency as a predictor of the outcomes of fluency. Paper presented at the semiannual conference of the International Precision Teaching Society, Provo, Utah
15. Fabrizio, M. & Robbins, J. (May 2000). Establishing discriminative repertoires as an effective means of error correction. Data-based poster presented at the annual convention of the Association for Behavior Analysis, Washington, D.C.
16. Fabrizio, M. & Moors, A. (May 2000). Learning from our mistakes: skill generalization failure as a function of inappropriate stimulus control. Data-based

poster presented at the annual convention of the Association for Behavior Analysis, Washington, D.C.

17. Fabrizio, M., Robbins, J. & Malmquist, S. (May 2000). Achieving exemplary writing performance through precision teaching. Data-based poster presented at the annual convention of the Association for Behavior Analysis, Washington, D.C.
18. Fabrizio, M. & Moors, A. (May 2000). Linking language assessment to treatment through precision teaching for children with autism. Paper presented at the annual convention of the Association for Behavior Analysis, Washington, D.C.
19. Fabrizio, M. & Robbins, J. (May 2000). Attaining a high level of mathematics performance through a combination of precision teaching and analytical thinking skills instruction. Paper presented at the annual convention of the Association for Behavior Analysis, Washington, D.C.
20. Fabrizio, M. (Discussant). (May 2000). The Competent Learner Model: Developing requisite repertoires in young children with disabilities. Invited symposium presented at the annual convention of the Association for Behavior Analysis, Washington, D.C.
21. Kaufman, C. & Fabrizio, M. (May 2001). Developing fluent reading comprehension foundation skills through precision teaching. Data-based poster presented at the annual convention of the Association for Behavior Analysis, New Orleans, Louisiana
22. Moors, A. & Fabrizio, M. (May 2001). Setting performance criteria as a function of task type: The role of learning channels in establishing frequency aims. Paper presented at the annual convention of the Association for Behavior Analysis, New Orleans, Louisiana
23. Fabrizio, M. & Moors, A. (May 2001). Using cybernetic data-based feedback systems to improve the efficiency of programmed instruction for children with special needs. Paper presented at the annual convention of the Association for Behavior Analysis, New Orleans, Louisiana
24. Ferris, K. & Fabrizio, M. (May 2002). Enhancing the auditory discrimination and articulation of a child with autism through precision teaching. Data-based poster presented at the annual convention of the Association for Behavior Analysis, Toronto, Canada
25. Fabrizio, M., Zambolin, K., & Isley, S. (May 2002). Developing intraverbal conversation component skills in a child with autism through fluency-based instruction. Data-based poster presented at the annual convention of the Association for Behavior Analysis, Toronto, Canada

26. Fabrizio, M., & Pahl, S. (May 2002). The experimental analysis of error correction procedures in fluency-based instructional programs. Paper presented at the annual convention of the Association for Behavior Analysis, Toronto, Canada
27. Fabrizio, M. & Pahl, S. (May 2002). Precision teaching money skills to a child with autism. Data-based poster presented at the annual convention of the Association for Behavior Analysis, Toronto, Canada.
28. Fabrizio, M., Pahl, S., & Schirmer, K. (May 2002). Assessment on a larger scale: Measuring and evaluating the progress of children with autism through curricular sequences with precision. Paper presented at the annual convention of the Association for Behavior Analysis, Toronto, Canada
29. Fabrizio, M., Moors, A., Pahl, S., & King, A. (May 2002). Precisely evaluating learning outcomes in children with autism: Empirically validating instruction. Paper presented at the annual convention of the Association for Behavior Analysis, Toronto, Canada
30. Fabrizio, M. & Pahl, S. (May 2002). Assessing the instructional efficiency and social validity of untimed and timed practice for children with autism and related disabilities. Paper presented at the annual convention of the Association for Behavior Analysis, Toronto, Canada
31. Moore, A. & Fabrizio, M. (May 2002). When discrete trials are not enough: Embedding fluency-based instruction into a school and home program. Paper presented at the annual convention of the Association for Behavior Analysis, Toronto, Canada
32. Fabrizio, M. (Discussant) (May 2002). Enhancing applied behavior analysis services for children with autism using precision teaching procedures. Paper presented at the annual convention of the Association for Behavior Analysis, Toronto, Canada
33. Fabrizio, M. & Moors, A. (November 2002). It's not an "either-or" situation: Combining a verbal behavior analysis of language and precision teaching in services to children with autism and related disorders. Paper presented at the semi-annual International Precision Teaching Conference, Harrisburg, Pennsylvania
34. Moors, A. & Fabrizio, M. (November 2002). Integrating speech language pathology and precision teaching to improve intervention services to children with autism. Paper presented at the semi-annual International Precision Teaching Conference, Harrisburg, Pennsylvania
35. Fabrizio, M., Kenna, K., Scarborough, M., Schoonover, R. & Rothweller, L. (November 2002). Precision Teaching in the Public Schools: The Morningside Model of Generative Reading Instruction in the Penn Manor School District. Paper presented

at the semi-annual International Precision Teaching Conference, Harrisburg, Pennsylvania

36. Fabrizio, M. & Moors, A. (November 2002). Developing requisite language component skills for reading comprehension in children with autism. Paper presented at the semi-annual International Precision Teaching Conference, Harrisburg, Pennsylvania
37. Fabrizio, M. & Pahl, S. (May 2003). Monitoring in-home programming effectiveness with the Standard Celeration Chart. Paper presented at the annual convention of the Association for Behavior Analysis, San Francisco.
38. Fabrizio, M., King, A., Schirmer, K., & Diakite, A. (May 2003). Developing fluent imitation skills in a toddler with autism. Data-based poster presented at the annual convention of the Association for Behavior Analysis, San Francisco.
39. Moors, A., Fabrizio, M., & Ferris, K. (May 2003). Improving the social skills performance of a child with autism through precision teaching. Data-based poster presented at the annual convention of the Association for Behavior Analysis, San Francisco.
40. Moors, A., Fabrizio, M., & King, A. (May 2003). Developing fluent motor skills in children with autism. Paper presented at the annual convention of the Association for Behavior Analysis, San Francisco.
41. Fabrizio, M., Moors, A., & Schirmer, K. (May 2003). Developing fluent imitation skills in children with autism. Paper presented at the annual convention of the Association for Behavior Analysis, San Francisco.
42. Fabrizio, M., Moors, A., & Ferris, K. (May 2003). Developing fluent basic language skills in children with autism. Paper presented at the annual convention of the Association for Behavior Analysis, San Francisco.
43. Fabrizio, M. & Johnson, K.R. (May 2003). Precision teaching in public school general and special education. Paper presented at the annual convention of the Association for Behavior Analysis, San Francisco.
44. Fabrizio, M., Zambolin, K., & Isley, S. (May 2003). Using text reconstruction, cloze reading, and precision teaching to enhance the reading comprehension performance of a child with autism. Data-based poster presented at the annual convention of the Association for Behavior Analysis, San Francisco.
45. Moors, A., Fabrizio, M., Pahl, S., King, A., Ferris, K., & Schirmer, K. (May 2003). Empirically validating frequency aims for children with autism. Data-based poster presented at the annual convention of the Association for Behavior Analysis, San Francisco.

46. Schirmer, K., Fabrizio, M., & Pahl, S. (November 2003). Applying precision teaching to the measurement of group instruction skills for children with autism. Paper presented at the annual International Precision Teaching Conference, Columbus, Ohio.
47. Moors, A., Ferris, K., Schirmer, K., Pahl, S., King, A., Zambolin, K., & Fabrizio, M. (November 2003). Using the Standard Celeration Chart to monitor the social skills progress of learners with autism. Paper presented at the annual International Precision Teaching Conference, Columbus, Ohio.
48. Fabrizio, M., Almon, H., & Ferris, K. (November 2003). Precision teaching and staff performance: Measuring and shaping exemplary performance in human services. Paper presented at the annual International Precision Teaching Conference, Columbus, Ohio.
49. Fabrizio, M. (May 2004). Ethics and the behavior analytic supervisor. Paper presented at the annual conference of the Association for Behavior Analysis, Boston, Massachusetts.
50. Fabrizio, M., Zambolin, K., Ferris, K., Almon, H. (May 2004). Empirically validating through precision teaching interventions to improve the imitation skills of children with Autism. Data-based poster presented at the annual conference of the Association for Behavior Analysis, Boston, Massachusetts.
51. Zambolin, K., Fabrizio, M., & Calverley, H. (May 2004). Using fluency-based instruction to teach functional money skills to a child with autism. Data-based poster presented at the annual conference of the Association for Behavior Analysis, Boston, Massachusetts.
52. Moors, A., Fabrizio, M., Pahl, S., King, A., Ferris, K., Schirmer, K., Almon, H. Empirically validating frequency aims for children with autism. Data-based poster presented at the annual conference of the Association for Behavior Analysis, Boston, Massachusetts.
53. Ferris, K. & Fabrizio, M. (May 2004). Using a child's preference for instruction to evaluate the social validity of intervention procedures. Data-based poster presented at the annual conference of the Association for Behavior Analysis, Boston, Massachusetts.
54. King, A., Moors, A., & Fabrizio, M. (May 2004) A frequency-based analysis of the component skills needed to teach typing skills to a child with autism. Data-based poster presented at the annual conference of the Association for Behavior Analysis, Boston, Massachusetts.

55. Almon, H., Fabrizio, M., Zambolin, K., Ferris, K. (May 2004). Teaching children with autism to respond to unfamiliar stimuli and mand for additional information. Data-based poster presented at the annual conference of the Association for Behavior Analysis, Boston, Massachusetts.
56. Fabrizio, M. & Schirmer, K. (May 2004). Teaching children with autism prepositions using fluency-based instruction across multiple learning channels. Data-based poster presented at the annual conference of the Association for Behavior Analysis, Boston, Massachusetts.
57. Isley, S., Almon, H., Pahl, S., & Fabrizio, M. (May 2004). Enhancing the autoclitic repertoire of a child with autism through fluency-based instruction. Data-based poster presented at the annual conference of the Association for Behavior Analysis, Boston, Massachusetts.
58. Fabrizio, M. & Pahl, S. (May 2004). Teaching children with autism to gain skills from large-group instruction: Using precision teaching to measure instruction of skills related to the development of an attending repertoire. Paper presented at the annual conference of the Association for Behavior Analysis, Boston, Massachusetts.
59. Ferris, K. & Fabrizio, M. (May 2004). Using precision teaching to measure language skills instruction involving an augmentative communication device. Paper presented at the annual conference of the Association for Behavior Analysis, Boston, Massachusetts.
60. Fabrizio, M., Pahl, S., & Schirmer, K. (May 2004). Shaping speaker, listener, and speaker-own-listener skills through fluency-based instruction. Paper presented at the annual conference of the Association for Behavior Analysis, Boston, Massachusetts.
61. Moors, A., Fabrizio, M., Schirmer, K., King, A., & Pahl, S. (August 2004). Evaluating learning outcomes for children with autism and related disabilities. Paper presented at the second international conference of the Association for Behavior Analysis, Campinas, Brazil.
62. Fabrizio, M., Pahl, S., Pahl, L., Almon, H., & Moors, A. (August 2004). Combining Skinner's analysis of verbal behavior and precision teaching to improve intervention services for children with autism. Paper presented at the second international conference of the Association for Behavior Analysis, Campinas, Brazil.
63. Almon, H., Pahl, S., & Fabrizio, M. (August 2004). Teaching attending skills to children with autism and related disabilities. Paper presented at the second international conference of the Association for Behavior Analysis, Campinas, Brazil.
64. Fabrizio, M. & Isley, S. (November 2004). Multiple practices: The history, measurement, and effects of multiple timings in precision teaching. Paper presented at the annual International Precision Teaching Conference, Naperville, Illinois.

65. Fabrizio, M. (November 2004). The use of celeration in data-based decision making for children with autism. Paper presented at the annual International Precision Teaching Conference, Naperville, Illinois.
66. King, A., Ferris, K., Fabrizio, M., Marion, C., & Meilahn, K. (November 2004). Developing attending skills in a young child with autism through precision teaching. Data-based poster presented at the annual International Precision Teaching Conference, Naperville, Illinois.
67. Ferris, K., Fabrizio, M., Marion, C., Gentry, D., Barclay, S., & Carriere, D. (November 2004). Using student work choices to inform instructional programming for children with autism. Data-based poster presented at the annual International Precision Teaching Conference, Naperville, Illinois.
68. Fabrizio, M. & Schirmer, K. (November 2004). Teaching sound frequency imitation to a child with autism. Data-based poster presented at the annual International Precision Teaching Conference, Naperville, Illinois.
69. Pahl, S., Reihl, C., Lucas-Pahl, L., & Fabrizio, M. (November 2004). Using precision teaching to measure the instruction of attending skills involving non-vocal stimuli with children with autism. Data-based poster presented at the annual International Precision Teaching Conference, Naperville, Illinois.
70. Almon-Morris, H., Fabrizio, M., & Diakite, A. (May 2005). Teaching peers to conduct functional assessments of inappropriate behavior in classroom settings. Data-based paper presented at the annual conference of the Association for Behavior Analysis, Chicago, Illinois.
71. Schirmer, K., Almon-Morris, H., Fabrizio, M., Abrahamson, B., & Chevalier, K. (May 2005). Using precision teaching to teach storytelling to a young child with autism. Data-based poster presented at the annual conference of the Association for Behavior Analysis, Chicago, Illinois.
72. King, A., Ferris, K., Fabrizio, M., & Greenberg, K. (May 2005). Using precision teaching to measure language development on an augmentative communication device with a young child with autism. Data-based poster presented at the annual conference of the Association for Behavior Analysis, Chicago, Illinois.
73. Calverley, H., Zambolin, K., & Fabrizio, M. (May 2005). Using fluency-based instruction to improve the bilateral coordination and functional play skills of a child with autism. Data-based poster presented at the annual conference of the Association for Behavior Analysis, Chicago, Illinois.
74. Ferris, K., Fabrizio, M. & Marion, C. (May 2005). Using direct instruction to teach a non-vocal student with autism to read through discrimination training. Data-based

- poster presented at the annual conference of the Association for Behavior Analysis, Chicago, Illinois.
75. Almon-Morris, H., Schirmer, K., Diakite, A., & Fabrizio, M. (May 2005). Building reading comprehension component skills in a child with autism. Data-based poster presented at the annual conference of the Association for Behavior Analysis, Chicago, Illinois.
  76. Zambolin, K., Ferris, K., & Fabrizio, M. (May 2005). The use of antecedent manipulations and monitoring using the Standard Celeration Chart to decrease problem behavior with a child with autism. Data-based poster presented at the annual conference of the Association for Behavior Analysis, Chicago, Illinois.
  77. Lucas-Pahl, L., King, A., Fabrizio, M., & Diakite, A. (May 2005). When the “Big 6” isn’t enough: Extending the scope and sequence to the “Little 6”. Data-based poster presented at the annual conference of the Association for Behavior Analysis, Chicago, Illinois.
  78. Fabrizio, M. (October 2005). Voting with their feet: The role of child assent in behavior analytic intervention for children with autism. Paper presented at the annual Organization for Autism Research Applied Research conference, Washington, D.C.
  79. McInnis, S., Zambolin, K., & Fabrizio, M. (November 2005). Teaching a Child with Autism to Answer Personal Information Questions Using Fluency-Based Instruction. Data-based poster presented at the annual International Precision Teaching Conference, Pittsburgh, Pennsylvania.
  80. Fabrizio, M. (November 2005). Developing instructional sequences for teaching basic motor skills. Paper presented at the annual International Precision Teaching Conference, Pittsburgh, Pennsylvania.
  81. Ferris, K. & Fabrizio, M. (May 2006). Precise Reading Instruction for Non-Vocal Students with Autism. Paper presented at the annual conference of the Association for Behavior Analysis, Atlanta, Georgia.
  82. Ferris, K., Zambolin, K., & Fabrizio, M. (May 2006). Precision Teaching Functional Communication Skills to a Young, Low-skilled Child with Autism. Paper presented at the annual conference of the Association for Behavior Analysis, Atlanta, Georgia.
  83. McInnis, S., Zambolin, K., Calverley, H., & Fabrizio, M. (May 2006). Teaching Social Skills to Children with Autism in a Group Setting. Data-based poster presented at the annual conference of the Association for Behavior Analysis, Atlanta, Georgia.
  84. Zambolin, K., Calverley, H., & Fabrizio, M. (May 2006). Teaching Object Imitation as a Component Skill for Expressive Prosodic Skills. Data-based poster presented at the annual conference of the Association for Behavior Analysis, Atlanta, Georgia.

85. Ferris, K., Schirmer, K., & Fabrizio, M. (May 2006). Simultaneously Teaching Two Languages to a Child with Autism. Data-based poster presented at the annual conference of the Association for Behavior Analysis, Atlanta, Georgia.
86. King, A., Pahl, S., Fabrizio, M., & Wilkinson, K. (May 2006). Teaching a Second Language to a Child with Autism across Multiple Learning Channels through the Use of Technology. Data-based poster presented at the annual conference of the Association for Behavior Analysis, Atlanta, Georgia.
87. Pahl, S., Fabrizio, M., & Moors, A. (May 2006). Validating Frequency Aims for Children with Autism. Data-based poster presented at the annual conference of the Association for Behavior Analysis, Atlanta, Georgia.
88. Isley, S., Rosales-Ruiz, J., & Fabrizio, M. (May 2006). Differentially improving best performance through goal setting. Data-based poster presented at the annual conference of the Association for Behavior Analysis, Atlanta, Georgia.
89. Calverley, H., Ferris, K., & Fabrizio, M. (May 2006). Using precision teaching to increase intraverbal and other appropriate verbal responding in a young child with autism. Data-based poster presented at the annual conference of the Association for Behavior Analysis, Atlanta, Georgia.
90. Fabrizio, M. (Chair & Discussant). (November 2006). Adoption of scientific technique to practice. Paper presented at the annual International Precision Teaching Conference, Lisle, Illinois.
91. Ferris, K., Fabrizio, M., & King, A. (November 2006). Using an alternating treatments design to evaluate two procedures for establishing vocal tacts for a child with autism. Paper presented at the annual International Precision Teaching Conference, Lisle, Illinois.
92. Ferris, K., Fabrizio, M., & Lucas-Pahl, L. (November 2006). Analyzing the effects of antecedent and postcedent events on the direction following of a young child with autism. Paper presented at the annual International Precision Teaching Conference, Lisle, Illinois.
93. Calverley, H., Ferris, K., & Fabrizio, M. (November 2006). The effects of different reinforcement contingencies on the work production and level of misbehavior of a child with autism. Paper presented at the annual International Precision Teaching Conference, Lisle, Illinois.
94. Fabrizio, M. (November 2006). Training scientist-practitioner repertoires: A strategy for research and development in precision teaching. Paper presented at the annual International Precision Teaching Conference, Lisle, Illinois.

95. Binder, C., Haughton, E., Johnson, K., & Fabrizio, M. (November 2007). My most interesting curriculum explorations. Paper presented at the annual International Precision Teaching Conference, Kansas City, Missouri.
96. Isley, S., Fabrizio, M., & Rosales-Ruiz, J., (November 2007). An experimental parametric analysis of goal setting in precision teaching. Paper presented at the annual International Precision Teaching Conference, Kansas City, Missouri.
97. Fabrizio, M. (May 2007). Developing performance standards for children with autism. Paper presented at the annual conference of the Association for Behavior Analysis, San Diego, California.
98. Calverley, H., Zambolin, K., & Fabrizio, M. (May 2007). Increasing appropriate social skills of a young child with autism in a preschool setting. Paper presented at the annual conference of the Association for Behavior Analysis, San Diego, California.
99. Ferris, K., Fabrizio, M., Moors, A. (May 2007). Modifying existing curricular sequences for use with augmentative communication devices. Paper presented at the annual conference of the Association for Behavior Analysis, San Diego, California.
100. King, A., Ferris, K., & Fabrizio, M. (May 2007). The effects of modifying augmentative communication device layout on the vocabulary acquisition and spontaneous device use of a child with autism. Paper presented at the annual conference of the Association for Behavior Analysis, San Diego, California.
101. Fabrizio, M. (May 2007). Shaping staff repertoires critical to fully competent service delivery. Paper presented at the annual conference of the Association for Behavior Analysis, San Diego, California.
102. Pahl, S., Fabrizio, M. & Deer, L. (May 2007). Improving the mathematics performance of fourth grade students: Results of a school-based group tutoring project. Paper presented at the annual conference of the Association for Behavior Analysis, San Diego, California.
103. Fabrizio, M. & Isely, S. (October 2007). The vital role of performance improvement in delivering quality clinical services to persons with autism. Paper presented at the annual conference of the National Association of Autism Training and Technical Assistance Programs, Columbus, Ohio.
104. Fabrizio, M., Schirmer-Foley, K., & Phillips, R. (November 2007). First-year outcomes data of a precision-teaching-based preschool and kindergarten program for children with autism and their socially typical peers. Paper presented at the annual International Precision Teaching Conference, Kansas City, Missouri.

105. Isley, S., Pahl, S., Wilkinson, K., & Pahl, S. (November 2007). A report on the first year of a behavior analytic adolescent intervention program: Challenges faced and lessons learned. Paper presented at the annual International Precision Teaching Conference, Kansas City, Missouri.
106. Pahl, S., Syvertsen, D., Isely, S., & Fabrizio, M. (November 2007) Pragmatics and adolescents: What are they really saying?. Paper presented at the annual International Precision Teaching Conference, Kansas City, Missouri.

## **I. Publications and Other Professional Writings**

1. Fabrizio, M. (Fall 1993). Facilitated communication comes under fire. *Behavior Analysis Digest*
2. Fabrizio, M. (May 1993). The use of Naltrexone with people with autism. *Autism Training Center Newsletter*, p. 9
3. McFarland, J., Fabrizio, M., Harbert, J., Meredith, D.C., Pescavis-Smith, L. & Reed, M. (1993). Positive behavior support training: Integrating technologies for positive futures (Workbook to accompany training materials)
4. Fabrizio, M. & McFarland, J. (1993). Pre-Training feeding questionnaire (Assessment Tool)
5. Fabrizio, M. (Winter 1994). Key to evaluating software for learners with autism. *Autism Training Center Newsletter*, p. 9
6. Fabrizio, M. & McFarland, J. (1994). Autism Training Center undergraduate practicum placement handbook (Program Overview/Guidelines)
7. Fabrizio, M., Raymond, P & Colucci, B. (1996). The Emphasis Academics Program: Providing children with developmental disabilities effective and functional academics instruction (Funded Grant Proposal)
8. Fabrizio, M., Pahl, S. & Moors, A. (2002). Improving Speech Intelligibility through Precision Teaching. *Journal of Precision Teaching and Celeration*, 18(1), 25-27.
9. Moors, A. & Fabrizio, M. (2002). Using tool skill rates to predict composite skill frequency aims. *Journal of Precision Teaching and Celeration*, 18(1), 28-29.
10. Fabrizio, M. & Schirmer, K. (2002). Teaching visual pattern imitation to a child with autism. *Journal of Precision Teaching and Celeration*, 18(2), 80-82.
11. Fabrizio, M., Schirmer, K., & Ferris, K. (2002). Tracking curricular progress with precision. *Journal of Precision Teaching and Celeration*, 18(2), 78-79.

12. Fabrizio, M., Schirmer, K., Vu, E., Diakite, A., & Yao, M. (2003). Analog analysis of two variables related to the joint attention of a toddler with autism. *Journal of Precision Teaching and Celeration*, 19(1), 41-44.
13. King, A., Moors, A., & Fabrizio, M. (2003). Concurrently teaching multiple verbal operants related to preposition use to a child with autism. *Journal of Precision Teaching and Celeration*, 19(1), 38-40.
14. Fabrizio, M. & Moors, A. (2003). Evaluating mastery: Measuring instructional outcomes for children with autism. *European Journal of Behavior Analysis*, 4(1), 23-36.
15. Bank, N., Duy, L., & Fabrizio, M. (2004). The precision teaching of food acceptance to a child with cerebral palsy. *Journal of Precision Teaching and Celeration*, 19(2), 35-36.
16. Zambolin, K., Fabrizio, M., & Isley, S. (2004). Teaching a child with autism to answer informational questions using precision teaching, *Journal of Precision Teaching and Celeration*, 20(1), 22-25.
17. Almon-Morris, H.A., Fabrizio, M., Foley, K. & Abrahamson, N. (2005). Teaching a child with autism to respond to unfamiliar stimuli by asking for additional information. *Journal of Precision Teaching and Celeration*, 21, 25-27.
18. Isley, S., Fabrizio, M., Almon-Morris, H., & Pahl, S. (2005). Improving the syntax of a child with autism's spoken language. *Journal of Precision Teaching and Celeration*, 21, 28-32.
19. Fabrizio, M. & Stahr, R. (2005). The role of initial frequencies in evaluating student performance in curricular sequences with indefinite ranges. *Journal of Precision Teaching and Celeration*, 21, 19-21.
20. Foley, K. & Fabrizio, M. (2005). Teaching sound frequency imitation to a child with autism. *Journal of Precision Teaching and Celeration*, 21, 22-24.
21. Fabrizio, M. & Pahl, S. (2007). An experimental analysis of two error correction procedures used to improve the textual behavior of a child with autism. *Behavior Analyst Today*, 8(3), 260-272.
22. King, A., Fabrizio, M., Pahl, S., & Wilkinson, K. (Under review). Using video modeling to teach second-language tacts to a child with autism. *Journal of Precision Teaching and Celeration*.
23. Ferris, K., Fabrizio, M., & Foley, K. (Under review). The differential effects of second language tact instruction. *Journal of Precision Teaching and Celeration*.

24. Ferris, K. & Fabrizio, M. (In press). A Comparison of Error Correction Procedures Involving a Speech-Generating Device to Teach a Child with Autism New Tacts. *Journal of Speech-Language Pathology and Applied Behavior Analysis*
25. Celiberti, D., Fabrizio, M., & Taylor, B. (In preparation). Technology dissemination at the crossroads in applied behavior analysis and autism treatment: Building synergy and avoiding schisms. *The Behavior Analyst*
26. Cohen, M., Binder, C., & Fabrizio, M. (Eds.) (In preparation for Springer Publishing). *Precision Teaching for Persons with Autism Spectrum Disorders*. Expected publication date of January 2007.

#### **J. University Graduate Courses Designed and Taught**

1. *Functional Behavior Assessment* (master's course, 3 credits), University of Washington, Area of Special Education, Winter 2003, Winter 2004, Winter 2005, Winter 2006
2. *Verbal Behavior* (graduate special topics seminar, 1-3 credits), University of Washington, Area of Special Education, Winter 2003; (master's course, 1 credit), Chicago School of Professional Psychology, Chicago, Illinois, Fall 2006, Fall 2007.
3. *Applied Verbal Behavior* (graduate special topics seminar, 1-3 credits), University of Washington, Area of Special Education, Spring 2003
4. *Applied Behavior Analysis and Autism III: The Analysis of Instructional Content for Children with Autism and Related Disabilities* (master's course, 3 credits), University of North Texas, Department of Behavior Analysis, Summer 2003, Summer 2005, Summer 2007.
5. *Applied Behavior Analysis and Autism IV: Performance Management in Human Services* (master's course, 3 credits), University of North Texas, Department of Behavior Analysis, Summer 2004; Summer 2006
6. *The Analysis and Arrangement of Instructional Content for Children with Disabilities* (master's course, 3 credits), Chicago School of Professional Psychology, Chicago, Illinois, Summer 2005, Spring 2006, Fall 2007
7. *The Canonical Writings of B.F. Skinner*, (master's course, 1 credit), Chicago School of Professional Psychology, Chicago, Illinois, Spring 2006
8. *Ethics and Issues for Applied Behavior Analysts*, (master's course, 3 credits), Chicago School of Professional Psychology, Chicago, Illinois, Fall 2006

9. *Radical Behaviorism*, (master's course, 1 credit), Chicago School of Professional Psychology, Chicago, Illinois, Fall 2006, Fall 2007.
10. *The Behavior Analysis of Instruction*, (master's course, 3 credits), Chicago School of Professional Psychology, Chicago, Illinois, Spring 2007.

\*\*copies of all student course evaluations are available upon request

## **K. References**

### References from Academic Supervisors

1. Julie S. Vargas, Ph.D., Professor, Department of Advanced Educational Studies, West Virginia University, 608 Allen Hall, Morgantown, West Virginia, 26506, (617) 519-0384, email: jsvargas@mac.com
2. Owen R. White, Ph.D., Professor, College of Education, Area of Special Education, University of Washington, 102 Miller Hall, Box 353600, Seattle, Washington, (206) 543-1827, email: owhite@u.washington.edu

### References from Professional Colleagues

1. Shahla Ala'i-Rosales, Ph.D., BCBA, Assistant Professor, Department of Behavior Analysis, University of North Texas, P.O. Box 310919, Denton, Texas, 76203-0919, (940) 565-2274, email: Shahla-ar@charter.net
2. Abigail Calkin, Ph.D., Calkin Learning Center, P.O. Box 238, Gustavus, Alaska, 99826, (907) 697-2825, email: AbiCalkin@aol.com
3. Susan Malmquist, Ph.D., NLSP, BCBA, Autism Spectrum Treatment and Research Center, 330 Fairview Avenue North, Seattle, Washington, 98109, (206) 332-1646, email: skmalmquist@comcast.net
4. Brenne Schario, Executive Director, Families for Effective Autism Treatment (FEAT) of Washington, 17171 Bothell Way Northeast, PMB 207, Seattle, Washington, 98155, (206) 790-5672, email: brenne@schario.com
5. Peter Gerhardt, Ed.D., President, Organization for Autism Research, 2000 North 14th Street, Suite 480, Arlington, Virginia 22201, (703) 243-9710, email: pfgerhardt@aol.com
6. Charles Merbitz, Ph.D., BCBA, CRC, Director, Applied Behavior Analysis Program, Chicago School of Professional Psychology, 325 North Wells Street, Chicago, Illinois 60610, (312) 329-6600, email: cmerbitz@csopp.edu

7. Janice Tornow, Director of Special Education, Kent School District, 12033 SE 256th Street, Kent, Washington, 98030-6643, (253) 373-7000, email: Janice.tornow@kent.k12.wa.us

#### References from Former Employment Supervisors

1. Jennifer M. McFarland, Ph.D., Associate Director/Training, West Virginia Autism Training Center, Marshall University, 400 Hal Greer Boulevard, Huntington, West Virginia, 25755-2430, (304) 696-2332, email: mcfarlan@marshall.edu
2. Kent R. Johnson, Ph.D., Director, Morningside Academy, 1633 12<sup>th</sup> Avenue, Seattle, Washington, 98122, (206) 329-9412, email: kent@morningsideacademy.org
3. Barbara Becker-Cottrill, Ed.D., Executive Director, West Virginia Autism Training Center, Marshall University, 400 Hal Greer Boulevard, Huntington, West Virginia, 25755-2430, (304) 696-2332, email: beckerco@marshall.edu
4. Pam Raymond, M.A., BCBA, Executive Director, Spectrum Center for Educational and Behavioral Development, 2855 Telegraph Avenue, Suite 312, Berkeley, California, 94705, (510) 845-1321, email: praymond@spectrumcenter.org

#### References from Supervised Staff Members:

1. Sara Pahl, BCABA, Consultant, The Organization for Research and Learning, 5809 4<sup>th</sup> Avenue Northwest, Seattle, Washington, 98107, (206) 226-7919, email: sarapahl@msn.com
2. Kelly Ferris, M.Ed., BCBA, Consultant, The Organization for Research and Learning, 1701 South Atlantic Street #A, Seattle, Washington, 98144, (206) 427-7697, email: kjf519@cablespeed.com
3. Kristin Schirmer, Program Manager, The Organization for Research and Learning, 9667 54<sup>th</sup> Avenue South, Seattle, Washington, 98118, (206) 551-4202, email: kristinschirmerk@msn.com
4. Holly Almon-Morris, M.S., BCBA, Consultant, The Organization for Research and Learning, 232 174<sup>th</sup> Place Northeast, Bellevue, WA, 98008, (206) 650-7951, email: hollymorris@comcast.net
5. Krista Zambolin, M.Ed., Consultant and Program Manager, The Organization for Research and Learning, 23210 123<sup>rd</sup> Avenue, Maple Ridge, B.C., V2X0R2, (778) 322-0949, email: kzambolin@telus.net

6. Heidi Calverley, Program Manager, The Organization for Research and Learning, Ground Floor, 2722 Carolina Street, Vancouver, B.C., V5T3TZ, (604) 787-9835, email: heidical@shaw.ca

References from Clinical Client Family Members

1. Dr. Ying Li, email: yingli@microsoft.com
2. Dr. Harry Teicher, email: scopeboy88@yahoo.com
3. Paul and Jasmina Naleid, email: jpnaleid@comcast.net
4. Roxanna Stahr, (570) 384-1254, email: rstar@fast.net
5. Suzanne Barclay, email: barclay3@telus.net
6. Dr. Shelin Tkatch, email: tkatch@shaw.ca

References from Current and Past Graduate Students

1. Shane Isley, University of North Texas, email: sdisley@telus.net
2. Vicky James, Chicago School of Professional Psychology, email: vjames@csopp.edu
3. Jamie (Rose) Feddock, Chicago School of Professional Psychology, email: jfeddock@csopp.edu
4. Jennifer Sobacki, M.S., OTR/L, Chicago School of Professional Psychology, email: jensobacki@yahoo.com
5. Kate Laino, University of North Texas, email: bbagels@cox.net