CONTRIBUTORS

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**Erik Drasgow, PhD, BCBA,** is an associate professor of special education and is the coordinator of the Severe Disabilities Program at the University of South Carolina. He has been in the field of special education for almost 25 years and is a nationally recognized expert in autism, early language intervention, and positive behavior support. Dr. Drasgow has more than 55 publications and has published in the *Journal of Applied Behavior Analysis, Journal of Autism and Other Developmental Disorders,* and *Focus on Autism and Other Developmental Disabilities.* He has conducted workshops and given presentations across the country in his areas of expertise and has provided technical assistance for more than 20 years to families, teachers, related practitioners, and paraprofessionals. Dr. Drasgow currently serves as an associate editor of *Evidence-Based Communication Assessment and Intervention.*

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**Adrienne Fitzer, MA,** is a Board-Certified Behavior Analyst. She has worked with learners with autism and special needs for more than 10 years in a vari-
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**Erika Ford, MA,** is a registered psychologist and has completed the post graduate diploma in applied psychology through the University of Auckland’s ABA program. Erika has extensive clinical experience in early intensive behavioral intervention and is currently working as a clinical supervisor for the Centre for Autism and Related Disorders, New Zealand. Ms. Ford’s research and clinical interests have centered on verbal behavior and staff training in functional analysis methodology.

**James W. Halle, PhD,** has been involved in research related to communication and language development of children with disabilities for more than 30 years. He has published more than 50 articles and chapters related to communication assessment and intervention. His program of research has focused on examining both social communication of young children with significant intellectual disability and the ecological factors that facilitate and discourage communicative growth. He has also developed interventions to encourage more effective and efficient communication by these children. His early work was influential in moving the location of communication assessment and intervention from therapy rooms to learners’ natural environments. He has conducted a series of studies on delayed prompting (time delay) that became part of incidental or milieu language training. His research has been supported by federal grants for the past 20 years, and he is a past associate editor of the *Journal of Applied Behavior Analysis.*

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Michael Lane, MS, is originally from Kalamazoo, MI, and received his bachelor of science in psychology from Western Michigan University (2005) and his master’s degree in behavior analysis and therapy from Southern Illinois University Carbondale. Michael’s interests in the field of behavior analysis include functional assessment and treatment of aberrant behavior, verbal behavior, skill acquisition, staff training, and the application of behavior analysis as it pertains to families. Michael has worked in a variety of settings in the community, including preschools for children with autism, group homes and vocational workshops for adults with developmental disabilities, and homes of families with a history of child abuse or neglect or that may be at risk for acquiring such a history.

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Ruth Anne Rehfeldt, MA, PhD, is an associate professor in the rehabilitation services undergraduate program and an affiliated faculty member in the behavior analysis and therapy program. She holds a PhD (1998) and MA (1995) from the behavior analysis program (in psychology) at the University of Nevada and a BA (1993) in psychology from the University of Puget Sound.
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