

Products - DT Trainer - Dr. Stromer's Research

Dr. Robert Stromer's Research

Robert Stromer is an experienced school psychologist, clinician, teacher, and researcher. Currently, as a member of the faculty of the Centre for Community Services and Development at George Brown College (Toronto, ON), he works with students studying behavioral science and its application in educational and clinical settings. He is also involved in the research and development of computer-based technologies for teaching children with autism and related disorders. Support for his research has included grants from the National Institute of Child Health and Human Development and the Organization for Autism Research. He is widely published and served on the editorial boards of The Behavior Analyst and the Journal of the Experimental Analysis of Behavior and as both a board member and associate editor for the Journal of Applied Behavior Analysis.

The following are some of his computer-related studies and writings:

- Dauphin, M., Kinney, E. M., & R. Stromer (2004). Using video enhanced activity schedules and matrix training to teach sociodramatic play to a child with autism. Journal of Positive Behavior Interventions, 6, 238-250.
- Geren, M. A., Stromer, R., & Mackay, H. A. (1997). Picture naming, matching to sample, and head injury: A stimulus control analysis. Journal of Applied Behavior Analysis, 30, 339-342.
- Gutowski, S. J., & Stromer, R. (2003). Delayed matching to complex samples by individuals with and without mental retardation: An analysis of the role of naming. Journal of Applied Behavior Analysis, 36, 487-505.
- Kimball, J. W., Kinney, E. M., Taylor, B. A., & Stromer, R. (2003). Lights, camera, action! Using engaging computer-cued activity schedules. TEACHING Exceptional Children, 36, 40-45.
- Kimball, J. W., Kinney, E. M., Taylor, B. A., & Stromer, R. (2004). Video enhanced activity schedules for children with autism: A promising package for teaching social skills. Education and Treatment of Children, 27, 280-298.
- Kinney, E. M., Vedora, J., & Stromer, R. (2003). Computer-presented video models to teach generative spelling to a child with an autism spectrum disorder. Journal of Positive Behavior Interventions, 5, 22-29.
- Maguire, R. W., Stromer, R., Mackay, H. A., & Demis, C. A. (1994). Matching to complex samples and stimulus class formation in adults with autism and young children. Journal of Autism and Developmental Disorders, 24, 753-772.
- Maydak, M., Stromer, R., Mackay, H. A., & Stoddard, L. T. (1995). Stimulus classes in matching to sample and sequence production: The emergence of numeric relations. Research in Developmental Disabilities, 16, 179-204.
- Rehfeldt, R. A., Kinney, E. M., Root, S., & Stromer, R. (2004). Creating activity schedules using Microsoftâ PowerPointâ. Journal of Applied Behavior Analysis, 37, 115-128.
- Stromer, R., Kimball, J. W., Kinney, E. M., & Taylor, B. A. (2006). Activity schedules, computer technology, and teaching children with autism spectrum disorders. Focus on Autism and Other Developmental Disabilities, 21, 14-24.
- Stromer, R., & Mackay, H. A. (1992). Delayed constructed-response matching improves the spelling performances of students with mental retardation. Journal of Behavioral Education, 2, 139-156.
- Stromer, R., & Mackay, H. A. (1992). Spelling and emergent picture-printed word relations established with delayed identity matching to complex samples. Journal of Applied Behavior Analysis, 25, 893-904.
- Stromer, R., & Mackay, H. A. (1993). Delayed identity matching to complex samples: Teaching students with mental retardation spelling and the prerequisites for equivalence classes. Research in Developmental Disabilities, 14, 19-38.
- Stromer, R., Mackay, H. A., Howell, S. R., McVay, A. A., & Flusser, D. (1996). Teaching computer-

based spelling to individuals with developmental and hearing disabilities: Transfer of stimulus control to writing tasks. Journal of Applied Behavior Analysis, 29, 25-42.

- Stromer, R., Mackay, H. A., McVay, A. A., & Fowler, T. (1998). Written lists as mediating stimuli in the matching-to-sample performances of individuals with mental retardation. Journal of Applied Behavior Analysis, 31, 1-19.
- Stromer, R., & Oross, S, Ill. (2000). Teaching cognitive and literacy skills to people with developmental disabilities: Applications of learning principles and computer technologies. Proceedings of the International Conference on Development of Mind (pp. 12-19). Keio University, Tokyo, Japan.
- Vedora, J., & Stromer, R. (in press). Computer-based spelling instruction for students with developmental disabilities. Research in Developmental Disabilities.