
#338 ABAI Expo

5/24/2009

10 p.m. - 12:00 a.m.

North Hall A

Accredited Graduate Programs

1. ABA M.A. Program at UMBC in Collaboration with the Kennedy Krieger Institute. SIGURDUR OLI SIGURDSSON (University of Maryland, Baltimore County), John C. Borrero (University of Maryland, Baltimore County), Iser Guillermo DeLeon (Kennedy Krieger Institute), SungWoo Kahng (Kennedy Krieger Institute)

Abstract: Applied behavior analysis includes accountability in its service delivery. The UMBC M.A. Program is responsive to the increasing call for such services and fills a gap in the availability of such programs in the mid-Atlantic region. The UMBC Department of Psychology together with the Kennedy Krieger Institute's Department of Behavioral Psychology are uniquely suited to developing and maintaining such a program. The program is accredited by the Association for Behavior Analysis International and is included in the list of programs approved by the Behavior Analysis Certification Board, so that students who have earned our M.A. degree and have completed their supervision requirements are qualified and well-prepared to sit for the BACB certification examination. Students complete course work in basic and applied analysis of behavior, behavioral treatment design and data evaluation, the ethics of behavioral interventions, and practicum placement for hands-on experience with relevant behavioral procedures.

2. Applied Behavior Analysis at California State University, Los Angeles. RANDY V. CAMPBELL (California State University, Los Angeles), Hank Schlinger (California State University, Los Angeles), Daniel B. Shabani (California State University, Los Angeles), Michele D. Wallace (California State University, Los Angeles)

Abstract: This poster will provide an overview of the Applied Behavior Analysis (ABA) program at California State University, Los Angeles (CSULA). The Master's program in ABA at CSULA (founded by Barry Lowenkron and G. Roy Mayer) was first accredited in 1994 by the Association for Behavior Analysis International (ABAI), and only the second graduate training program accredited by ABAI. In addition, the program's core curriculum has been approved by the Behavior Analyst Certification Board. The aim of the program is to provide comprehensive training in behavior analysis. Students are expected to develop both a theoretical understanding and a mastery of the application of behavior analysis. Both the Counseling [M.S. in Counseling and ABA Certificate] and Psychology [M.S. in Psychology] programs will be highlighted along with the faculty. In addition, admission as well as program requirements will be provided. Faculty and current students will be available to answer questions and meet prospective students.

3. Applied Behavior Analysis at St. Cloud State University. KIMBERLY A. SCHULZE (St. Cloud State University), Eric Rudrud (St. Cloud State University), John T. Rapp (St. Cloud State University), Chaturi Edrisinha (St. Cloud State University)

Abstract: St. Cloud State University provides a M.S. program as well as BCBA and BCABA courses in Applied Behavior Analysis in an on-campus and distance format.

4. Behavior Analysis at California State University, Stanislaus. WILLIAM F. POTTER (California State University, Stanislaus), Jane S. Howard (California State University, Stanislaus), Bruce E. Hesse (California State University, Stanislaus), Gary D. Novak (California State University, Stanislaus), Carrie M. Dempsey (California State University, Stanislaus)

Abstract: CSU Stanislaus has a unique MS program in that a student can work toward being a BCBA and a Licensed Master's Level Psychologist (MFT in California). We have both Licensed Psychologists and BCBA's on our faculty. We also have a variety of internship/job opportunities in school, NPA, community mental health and other locations.

5. Behavior Analysis at West Virginia University. LEIGH ANNE SCHRIMPF (West Virginia University), Allison Tetreault (West Virginia University), Lisa C. Winborn-Kemmerer (West Virginia University), Claire St. Peter Pipkin (West Virginia University)

Abstract: West Virginia University's behavior analysis graduate program exists to train students in basic research, theory, and applications of behavior principles. Through research, course work, and practica, students develop skills in the experimental analysis of animal and human behavior, as well as a strong methodological and conceptual background for developing behavioral technologies. The basic, conceptual, and applied areas are integrated in the curriculum; however, a student may emphasize either basic or applied research. The goal of the program is to produce a psychologist who is qualified to teach a variety of courses in psychology, who can function effectively in either an academic or an applied setting, and who can use the principles and findings of the science of behavior in solving significant problems of human behavior. Over the years, our faculty members have been recognized for their teaching, research, and professional service through the receipt of external research grants, major teaching and research awards given by both the university and by professional societies, service on boards of national and international organizations and journals, and editorships and associate editorships of major behavior analytic journals.

6. Behavior Analysis Training at the University of Nevada, Reno. W. LARRY WILLIAMS (University of Nevada, Reno), Mark P. Alavosius (University of Nevada, Reno), Patrick M. Ghezzi (University of Nevada), Linda J. Hayes (University of Nevada, Reno), Ramona Houmanfar (University of Nevada, Reno), Timothy C. Fuller (Washoe County School District), Christine M. Coffman (University of Nevada, Reno)

Abstract: Behavior Analysis training at the University of Nevada is conducted using a junior-colleague model. The program is accredited by the Association for Behavior Analysis and has BCBA certification. We train both Masters and Doctoral students. Currently, there are just under 50 students enrolled in these on campus programs.

Enrolled students receive supervised experience and instruction in:

- The philosophies of behaviorism
- The theory and methodology of behavior analysis
- Application of behavioral principles to organizational administration and consultation, workplace and community safety, instructional design and technology, parent and teacher training, and clinical populations,
- Participatory governance and fiscal management
- All students participate in the operations of our clinical, educational, and organizational consultation businesses.

The Behavior Analysis program at UNR also offers off-campus training in behavior analysis through their satellite programs. Both undergraduate and Masters' level course are offered. See the UNR Satellite Program display for more information.

7. Department of Applied Behavioral Science at the University of Kansas. GREGORY J. MADDEN (University of Kansas), Edward K. Morris (University of Kansas), Wesley H Dotson (University of Kansas), Daniel J. Schober (University of Kansas), Patrick S. Johnson (University of Kansas), Brooke Ashley Jones (University of Kansas), Jeffrey M Gordon (University of Kansas), Andrea B. Courtemanche (University of Kansas)

Abstract: The Department of Applied Behavioral Science at the University of Kansas will relate its vision, mission, and objectives; outline its administrative structure; list its regular and adjunct/courtesy faculty members and their area of teaching, research, and service; describe its undergraduate and graduate Master's and Doctoral programs in autism, early childhood, delinquency and juvenile justice, adults with disabilities, community health and development; and basic research and conceptual analysis.

8. Florida State University at Panama City Master's Program in Applied Behavior Analysis. Jon S. Bailey (FSU, BMC, FABA), Sarah A. Lechago (Florida State University at Panama City), H. ALLEN MURPHY (Florida State University at Panama City, FABA)

Abstract: The FSU-PC Master's program, in its tenth year, will be described.

9. Graduate Programs in Special Education at The Ohio State University. SHEILA R ALBER-MORGAN (The Ohio State University), Helen I. Cannella-Malone (The Ohio State University), Gwendolyn Cartledge (The Ohio State University), Ralph Gardner III (The Ohio State University), Terri Hessler (The Ohio State University), Moira Konrad (The Ohio State University), Nancy A. Neef (The Ohio State University), Diane M. Sainato (The Ohio State University)

Abstract: The M.A. and Ph.D. programs at The Ohio State University are accredited by the Association for Behavior Analysis International through 2012. Each program includes a course sequence pre-approved by the Behavior Analysis Certification Board as meeting the coursework requirements to sit for the BCBA examination. The M.A. program in Applied Behavior Analysis emphasizes the development, implementation, and evaluation of behavioral interventions for improving socially significant behavior. Full- and part-time M.A. students fulfill their practica and research program requirements in a wide variety of school, residential, employment, and other community settings. The Ph.D. program prepares full-time students for leadership positions in special education whose research and teaching are guided by the philosophical, scientific, and technological principles of applied behavior analysis. The curriculum develops each student's knowledge and skills in six competency areas: (a) conceptual analysis, (b) research and scholarship, (c) design and application of educational interventions, (d) professional communication, (e) administration and collegial relations, and (f) teaching and advising.

10. Learning Processes and Behavior Analysis at Queens College and the Graduate Center, CUNY. PATRICIA A. MOSS (The Graduate Center of CUNY), Kristen Alyssa Rost (The Graduate Center of CUNY)

Abstract: An overview of graduate studies in behavior analysis at Queens College and the Graduate Center of CUNY is presented. Opportunities are described for Doctoral study in the Learning Processes and Behavior Analysis Program, for Master's studies at Queens College in the Clinical Behavioral Applications in Mental Health Settings and in the General Psychology Program, and for the Advanced Certificate Program in Applied Behavior Analysis (a post-baccalaureate non-degree program offering in-depth training in applied behavior analysis and preparation for New York state or national certification exams). Faculty interests at the Doctoral level in applied behavior analysis research, learning theory, stimulus control, equivalence class formation, organizational behavior management, contingencies of reinforcement, developmental disabilities, and neural mechanisms of learning offer the student intensive training in a broad range of areas in basic and applied behavior analysis. The Doctoral program offers a specialization in Developmental Disabilities. For students with applied interests, practicum experiences in applied behavior analysis are available at a wide range of public and private institutions.

11. Master's and Doctoral Training in Behavior Analysis at Southern Illinois University. NICOLE HEAL (Southern Illinois University), Mark R. Dixon (Southern Illinois University), Anthony J. Cuvo (Southern Illinois University), Ruth Anne Rehfeldt (Southern Illinois University), Brandon F. Greene (Southern Illinois University), Paula K. Davis (Southern Illinois University)

Abstract: The graduate training opportunities at Southern Illinois University are vast for individuals interested in pursuing Master's or Doctoral degrees. We offer a comprehensive program that teaches students basic science, applied technologies, and the conceptual framework of radical behaviorism. Degree programs are available on-campus and off-site in the Chicagoland area, while five course sequences for BACB certification are offered online.

12. University of North Texas: Graduate Program in Behavior Analysis. RICHARD G. SMITH (University of North Texas), Sigrid S. Glenn (University of North Texas), Janet Ellis (University of North Texas), Jesus Rosales-Ruiz (University of North Texas), Manish Vaidya (University of North Texas), Shahla S. Ala'i-Rosales (University of North Texas), Einar Ingvarsson (University of North Texas)

Abstract: This poster provides an overview of the graduate program at UNT. The poster includes a description of faculty interests & expertise, courses and field experience, basic and applied research lab, and general information about the University of North Texas.

12a. Behavior Analysis at the Florida Institute of Technology. JOSE A. MARTINEZ-DIAZ (Florida Institute of Technology), Elbert Blakely (Florida Institute of Technology), Guy S. Bruce (Florida Institute of Technology), Ivy M. Chong (Florida Institute of Technology), Ada C. Harvey (Florida Institute of Technology), Mark T. Harvey (Florida Institute of Technology), Patrick E. McGreevy (Florida Institute of Technology), David A. Wilder (Florida Institute of Technology)

Abstract: The Behavior Analysis Program at the Florida Institute of Technology was founded in 1998. We have three different M.S. degree programs: ABA, OBM, and ABA+OBM. Students may complete either a thesis or a capstone project. The program is available both at our main campus in Melbourne or at our Orlando Satellite campus. Classes at the Orlando Center are offered on Fridays and weekends only. Students must enroll full-time. Our coursework and our practical training are pre-approved by the BACB as meeting both instructional and intensive practicum requirements for BCBA certification. Even though many of our students do their practica at our Scott Center for Autism Treatment, a variety of practicum sites are available close to both campuses. Graduate Student Assistantships and other types of financial awards are available. Applications are accepted only for the Fall Semester and must be received by February 15. We have an excellent record of placing students in jobs and preparing them for doctoral programs. A PhD program in Behavior Analysis is planned to begin no later than Fall 2010. Our M.S. degree program has been site-visited by the ABA Accreditation team, and we hope to be fully accredited by November 2008.

13. Western Michigan University: Masters and Doctoral Programs in Behavior Analysis ALAN D. POLING (Western Michigan University), R. Wayne Fuqua (Western Michigan University), Cynthia J. Pietras (Western Michigan University), Ron Van Houten (Western Michigan University)

Abstract: This poster describes the ABAI accredited graduate training programs in behavior analysis at Western Michigan University.

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Graduate Training Programs

14. Western Michigan University: APA Accredited Doctoral Program in Clinical Psychology. SCOTT T. GAYNOR (Western Michigan University), Amy E. Naugle (Western Michigan University)

Abstract: This poster described the APA accredited doctoral program in Clinical Psychology at Western Michigan University. This program features a behavior analysis orientation and emphasizes behavior therapy and other evidence based interventions.

15. Western Michigan University: Industrial Organizational Psychology Masters Program. ALYCE M. DICKINSON (Western Michigan University), John Austin (Western Michigan University), Eric J. Fox (Western Michigan University)

Abstract: This poster describes the Industrial Organizational Masters Degree program at Western Michigan University. This program features a behavior analysis orientation to the IO discipline with specialized training in performance management, organizational behavior management and behavior based safety.

15a. ABA Training Opportunities at the New England Center for Children. RACHEL H. THOMPSON (New England Center for Children), Daniel Gould (New England Center for Children)

Abstract: The New England Center for Children (NECC) provides graduate and undergraduate training programs, post-masters degree program in behavior analysis, graduate assistantships, internships, field placements, research opportunities, and financial support for graduate study. Two on-site master's degree programs, one in applied behavior analysis (Northeastern University), and one in special education: severe special needs (Simmons College) and a PhD program in ABA (Western New England College) are offered at NECC. A post-masters degree training program in behavior analysis is also offered. An undergraduate training program, modeled after "semester abroad" programs, provides full academic credit plus extensive practical experience. NECC provides internships for numerous Boston-area graduate training programs in a variety of health-care disciplines. An active research program includes nationally and internationally recognized experts in autism and behavior analysis. In collaboration with senior program staff, the research department provides opportunities for research experience and supervision of theses and dissertations. Financial support for all students who are employees of NECC is provided, and ranges from partial tuition reimbursement to full support (including full tuition, housing, stipend, plus regular employee benefits).

15b. Advanced Certificate in Applied Behavior Analysis. John C. Neill (C.W. Post Campus Long Island University) David Roll (C.W. Post Campus Long Island University) Gerald Lachtner (C.W. Post Campus Long Island University)

Abstract: This program is designed for individuals who wish to receive a formal background in the theory and practice of Applied Behavior Analysis. Behavior analysis is used most widely with clinical populations in the area of developmental disabilities, including but not limited to clients diagnosed with mental retardation or autism spectrum disorders. The program requires the completion of 18 graduate credits, and is designed so that all requirements can be met within one calendar year (fall semester, spring semester, and summer session). The curriculum consists of 9 credits in basic courses in behavior analysis, 6 credits in advanced courses and 3 practicum credits. Applications are accepted until August 1. "The Behavior Analyst Certification Board, Inc. has approved the course sequence as meeting the coursework requirements for eligibility to take the Board Certified Behavior Analyst Examination. Applicants will have to meet additional requirements to qualify." The program consists of the following courses: Experimental Methods in Psychology I (PSY 607) - The treatment of problems in the design and execution of single-case research is emphasized in this course. It includes a consideration of controls, drawing inferences, and research techniques in both experimental and applied behavior analysis. Data presentation methods including the use of Microsoft Excel will be discussed. Behavior Analysis and Learning (PSY 651) - This course provides an introduction to the basic principles of conditioning and learning including reinforcement theory, stimulus control, and aversive control. In addition, it will introduce students to the history and philosophy of Behavior Analysis. The major focus will be on the basic underlying principles and current research. Applied Behavior Analysis (PSY 657) - This course involves an examination of the theory and practice underlying the application of the principles of classical and operant conditioning to the analysis and treatment of problems in human behavior. Practicum in Applied Behavior Analysis (PSY 658) - Students will work in the field under the supervision of a qualified behavior analyst in a setting of their choice. The time period will vary between six weeks (summer) or fourteen weeks (fall or spring term). Practicum settings include, but are not limited to, agencies serving people with developmental disabilities, consulting firms, research facilities, and schools. Advanced Issues I: Autism (PSY 704) - An advanced treatment of current issues in behavior analysis dealing with methods, ethics, and research with specific clinical applications such as performance enhancement in organized settings. Advanced Issues II: Development of Behavior Intervention Programs (PSY 705) - The focus of this course is on integrating the components of behavioral programming in applied settings. Students will conduct a functional assessment and analysis, create behavioral objectives, design intervention procedures and evaluation procedures. The final project will require a written document integrating all components of the intervention and evaluation program. For more information please contact: Dr. John C. Neill, B.A.C.B., Associate Professor, Department of Psychology, C. W. Post Campus of Long Island University,

John.Neill@liu.edu, 516-299-3431, or, Dr. Gerald Lachter, Chairperson, Department of Psychology, Gerald.Lachter@liu.edu ,516-299-2377.

16. Applied Behavior Analysis at the University of Houston, Clear Lake. DANIEL LESAGE (University of Houston, Clear Lake), Lillie Wilson (University of Houston, Clear Lake), Amanda Louellen Lewis (University of Houston, Clear Lake), Dorothea C. Lerman (University of Houston, Clear Lake), Jennifer N. Fritz (University of Houston, Clear Lake)

Abstract: The Behavior Analysis program at UHCL provides students with a well-rounded foundation in psychology and Applied Behavior Analysis through an integrated sequence of coursework, practicum, and research activities. Students obtain competency in the basic principles of learning and the application of these principles with particular emphasis on interventions for children with developmental disabilities. Practica and research experiences are provided in home, school and clinic settings. All students complete a major research project prior to graduation. The program includes a course sequence and practicum that have been approved by the Behavior Analyst Certification Board, Inc® as meeting the requirements for eligibility to take the BCBA exam. Graduate assistantships, paid internships and other forms of financial assistance are available to all students.

17. Applied Behavior Analysis Specialization in the Disability Disciplines Doctoral Program at Utah State University. THOMAS S. HIGBEE (Utah State University), Timothy A. Slocum (Utah State University), Charles L. Salzberg (Utah State University), Robert L. Morgan (Utah State University), Sarah E. Bloom (Utah State University), Andrew L. Samaha (University of Florida)

Abstract: Faculty from the Applied Behavior Analysis specialization in the Disability Disciplines Doctoral program will be available to talk about the program and answer questions from potential students.

18. Behavior Analysis and Behavior Therapy Graduate Training at Eastern Michigan University. JAMES T. TODD (Eastern Michigan University)

Abstract: Eastern Michigan University offers graduate education in clinical behavior analysis and behavior therapy at the Master's (2 years, thesis optional) and Doctoral levels (APA accredited; five years with four years of tuition and stipend support). The program is supported by seven behavioral faculty members with specialties in anxiety disorders, autism, basic behavior analysis, child and family therapy, sexual deviance treatment, and developmental disabilities. An on-campus psychology clinic and various laboratory facilities are available. The graduate course of study is BACB-certified and prepares the graduate for licensure at the masters and doctoral levels. A Master's in experimental psychology (thesis required) is available.

19. Behavior Analysis at California State University, Fresno. CRISS WILHITE (California State University, Fresno), Amanda Adams (California State University, Fresno), Marianne L. Jackson (California State University, Fresno)

Abstract: The Psychology Masters Program at Fresno State offers a specialization in ABA, and has been designed to meet the growing need for practitioners and researchers both in the state of California and nationally. It is housed in the Psychology Department within the College of Science and Mathematics. The department is located in a new building, which includes state-of-the-art training facilities for both clinical practice and research. In addition to providing a solid foundation of behavioral coursework, the program of studies has been designed to provide exposure to a breadth of topics and issues relevant to behavior analysis. We strive to prepare students for doctoral level work or for a career in various areas. Coursework is pre-approved by Behavior Analysis Certification Board and practicum placements allow students to meet experience requirements for certification as part of the program of studies. Students who satisfactorily complete the program will meet all requirements (coursework, experience, and degree) for taking the national Behavior Analysis Certification exam.

20. Behavior Analysis at California State University, Sacramento. BECKY PENROD (California State University, Sacramento), Caio F. Miguel (California State University, Sacramento)

Abstract: The program at California State University, Sacramento prepares students to practice as M.A. level behavior analysts, as well as enter Doctoral (Ph.D.) programs in Applied Behavior Analysis or Experimental Analysis of Behavior. Our graduates are extremely marketable in California and are typically employed by school districts, private schools, or agencies providing services to individuals with learning, emotional or developmental disabilities. Our research facilities include human and animal operant laboratories, a verbal behavior lab and a pediatric behavior problems/feeding lab. We have also established research partnerships with different schools in the region. There are numerous funded internships and job opportunities for behavior analysis students. Students may obtain clinical experience working closely with the behavior analysis professors at the UCP Autism Center for Excellence, the ABA Clinic, or the UC, Davis Children's Hospital. The ABA program coursework fulfills the requirements to sit for the national certification exam in behavior analysis.

20a. Behavior Analysis at Auburn University. JAMES E. CARR (Auburn University), Linda A. LeBlanc (Auburn University), M. Christopher Newland (Auburn University), Jennifer M. Gillis (Auburn University)

Abstract: The Department of Psychology at Auburn University offers a one-year, non-thesis master's program in Applied Behavior Analysis (ABA). Students are trained to provide ABA services to diverse consumers, including individuals with autism spectrum disorder, adults with mental retardation, children with academic and behavioral challenges, and other individuals in need of behavioral services. Behavior-analytic training at the doctoral level is available through programs in either Experimental Psychology or Clinical Psychology. Faculty members and graduate students in each of these programs are active in both basic and applied research.

20b. Behavior Analysis at Central Washington University. RYAN ZAYAC (Central Washington University), Wendy A. Williams (Central Washington University), Libby Street (Central Washington University), Dan Fennerty (Central Washington University)

Abstract: The Departments of Psychology and Education at Central Washington University are excited to now offer a master's program in applied behavior analysis. Graduates in this program will earn either a Master of Science or Master of Education degree and be eligible to sit for the examination to become a Board Certified Behavior Analyst (BCBA). Students are trained to provide applied behavior analysis services to diverse consumers, including individuals with autism spectrum disorders (ASD) and other developmental disabilities; school children with academic and behavioral challenges; aging adults with developmental disorders; and families facing varied challenges. Located in Ellensburg, WA in the beautiful Kittitas Valley, Central Washington University is a comprehensive, four-year public university that is dedicated to developing students' intellectual inquiry, exploration, and application of knowledge. Beyond outstanding education and research, Central offers small classes taught by first-rate professors who value learning above all else. Central is home to a vibrant student community that supports diversity and nurtures interaction and involvement.

21. Behavior Analysis at Rowan University. MICHELLE ENNIS SORETH (Rowan University), MaryLouise E. Kerwin (Rowan University)

Abstract: Rowan University is a selective, medium-sized public university located in Glassboro, New Jersey approximately 20 miles southeast of Philadelphia. Rowan University currently offers Behavior Analyst Certification Board, Inc.® (BACB) approved undergraduate and graduate coursework towards the BCaBA and BCBA. The Specialization in Behavioral Services for Children & their Families at Rowan consists of five courses designed to provide our psychology majors with the required coursework for the BCaBA as well as some supervised experience in applied behavior analysis. The Certificate of Graduate Study (COGS) in Applied Behavior Analysis fulfills the coursework requirement for the BCBA, and is a 15 credit hour program designed for individuals who already possess a graduate degree. Using the COGS in ABA coursework as a foundation, the new interdisciplinary Master's degree program in Applied Behavior Analysis is a 36 credit hour program anticipated to begin in Fall 2009. In addition to behavior analytic coursework, further experience in behavior analysis is provided by the variety of behavior analytic research and fieldwork opportunities available to both undergraduate and graduate students.

22. Behavior Analysis at Temple University. Philip N. Himeline (Temple University), Saul Axelrod (Temple University), Donald A. Hantula (Temple University), James Connell (Temple University), Jean Boyer (Temple University), MATTHEW TINCANI (Temple University)

Abstract: Behavior analysts at Temple University work within several programs in the College of Liberal Arts and the College of Education. Students can acquire behavior analytic expertise through programs identified as Brain, Behavior, and Cognition; Special Education; Social Psychology; and School Psychology. Both Master's and Ph.D. degrees are available, including a specialized Master's degree in Applied Behavior Analysis.

Additional behavior analytic research and training opportunities are available in a variety of settings within Philadelphia and surrounding communities.

24. Behavior Analysis at UNC Wilmington. WILLIAM HOGAN (University of North Carolina Wilmington), Nicole A. Capik (UNC Wilmington), Craig Cummings (UNC Wilmington), Katherine Tinker (UNC Wilmington), Sophia Key (UNC Wilmington), Amber Thacker (UNC Wilmington), Emily Jones (UNC Wilmington)

Abstract: This poster will present information about the applied behavior analysis and general behavior analysis Master's degree programs at UNC Wilmington.

25. Behavioral Intervention in Autism: An Online BCBA Curriculum. RICHARD K. FLEMING (Shriver/UMass Medical School), Charles Hamad (UMASS Medical School), Richard Siegel (University of Massachusetts-Lowell), Charlotte Mandell (University Of Massachusetts Lowell)

Abstract: Behavioral Intervention in Autism is a five-course, online curriculum offered through a collaboration between the E. K. Shriver Center at UMASS Medical School and UMASS Lowell. The curriculum is approved by BACB to meet the coursework requirement at the BCBA and BCABA levels. Nationally recognized doctoral level experts in behavior analysis and autism teach the courses.

26. Clinical Health Psychology Doctoral Program with Specialty in Applied Behavior Analysis at East Carolina University. JEANNIE GOLDEN (East Carolina University)

Abstract: East Carolina University has a clinical psychology program of study that leads to a Ph.D. in health psychology and eligibility for licensure in North Carolina as a Licensed Psychologist. Students are admitted to one of two concentrations within the program: Behavior Medicine or Pediatric School Psychology. Students can elect to specialize in Applied Behavior Analysis and take a series of courses that will make them eligible for certification as a nationally Board Certified Behavior Analyst. The program is a five-year, full-time, post-baccalaureate program. The 105 semester hour curriculum includes the following components: a core curriculum focusing on the biological, social, and cognitive-affective bases of behavior, health psychology and behavioral medicine, and research (statistics and research design); courses specific to the student's chosen concentration, including courses on health assessment and intervention and applied behavior analysis; a series of research experiences culminating in an empirical dissertation and completion of a one-year pre-doctoral internship meeting the requirements of the APA and/or the Association of Psychology Pre-doctoral and Internship Centers.

27. Doctoral Program in Behavior Analysis at Western New England College. AMANDA KARSTEN (Western New England College), Gregory P. Hanley (Western New England College)

Abstract: Through a combination of coursework and supervised practical and research experiences, the aim of the Ph.D. in Behavior Analysis program at Western New England College is to train researchers and scientist-practitioners in the discovery, translation, and application of knowledge toward solving human behavior problems of societal importance (e.g., those associated with early childhood or autism and related disabilities). Faculty from Western New England College and the New England Center for Children collaborate to prepare students for academic and research careers, as well as careers in the delivery of behavior analysis services. This poster will present additional information about doctoral-level training at Western New England College including program philosophy, requirements, and faculty research interests.

27a. Graduate Internet Coursework in Behavior Analysis at the University of North Texas. LESLIE S. BURKETT (University of North Texas)

Abstract: The Department of Behavior Analysis at the University of North Texas offers a distance program in behavior analysis. This internet program is a sequence of five self-paced courses, designed by full-time faculty, to meet the needs of individuals who cannot obtain coursework in behavior analysis locally. The courses are multimedia, high interactive, and cover the academic content required by the Behavior Analysis Certification Board (BACB). Students may also earn a 15-SCH academic Certificate in Applied Behavior Analysis for completing the 5-course sequence.

28. Graduate Training in ABA at the University of Dublin, Trinity College. KRISTEN A. MAGLIERI (Trinity College Dublin), Maeve Bracken (Trinity College Dublin), Rita Honan (Trinity College Dublin)

Abstract: Trinity College Dublin offers two post-graduate training courses in Applied Behaviour Analysis (ABA) - a Post-Graduate Diploma (PG Dip) and Master's of Science in Psychology (MSc). Both the PG Dip and MSc are approved by the Behavior Analysis Certification Board. The PG Dip is an intensive one-year part-time course that provides professional and basic training in ABA for up to 30 students. Students accepted onto this course hold Bachelor's degrees in psychology or a related field. The MSc is a one-year full-time course for up to 10 students. Students enrolled in this course must have completed a PG Dip in ABA or the equivalent and hold an undergraduate degree in psychology. Applicants from Ireland as well as from other E.U. and non-E.U. countries who meet entrance criteria and are employed in Ireland in an educational or human service setting are welcome to apply. This course is equivalent to 60 ETCS credits.

29. Graduate Training in Applied Behavior Analysis at Caldwell College. TINA SIDENER (Caldwell College), Sharon A. Reeve (Caldwell College), Patrick R. Progar (Caldwell College), Kenneth F. Reeve (Caldwell College)

Abstract: Caldwell College, a private liberal arts college located in a quiet suburban New Jersey community 20 miles from New York City, is home to three graduate programs in Applied Behavior Analysis. The Post-Baccalaureate Certificate Program in ABA consists of a BACB-approved seven-course curriculum (21 credits). These same courses also make up the core of the 45-credit Master's program in ABA. Building on the success of our Master's program, Caldwell College will be launching a new 90-credit Ph.D. program in ABA in Fall 2009. Students in the M.A. program and Ph.D program are required to complete a research thesis and dissertation, respectively. Both graduate programs prepare students to work in a variety of applied and academic settings. New Jersey is home to many successful private agencies and public school programs that work with Caldwell College to support training for students in behavior analysis and to provide practicum experience. Caldwell College offers a low student/faculty ratio, small classes, and individualized attention.

30. Graduate Training in Behavior Analysis at Stephen F. Austin State University. ROBIN RUMPH (Stephen F. Austin University), Glen L. McCuller (Stephen F. Austin State University), Jennifer McGinty (Stephen F. Austin State University), Shauna Swinney (Stephen F. Austin State University), Summer Koltonski (Stephen F. Austin State University), Jerry Mullins (Stephen F. Austin State University), Jill Bonner (Stephen F. Austin State University), James Holland (Stephen F. Austin State University)

Abstract: Stephen F. Austin State University offers Master's programs in School and Behavioral Psychology & Special Education which provide training in behavior analysis leading to the BCBA and BCABA certifications. SFA has submitted a proposal for a PH.D. program in School & Behavioral Psychology, which is now pending approval at the Texas Higher Education Coordinating Board. If approved, we expect to have our first Doctoral cohort in the Fall of 2009. We invite you to visit with us so we can update you on this exciting program's status and describe fully our other training programs. Current graduate students and faculty will be available for questions.

31. Graduate Training in Special Education at Gonzaga University. KIMBERLY P. WEBER (Gonzaga University), Anjali Barretto (Gonzaga University), K. Mark Derby (Gonzaga University), Thomas Ford McLaughlin (Gonzaga University), Randy L. Williams (Gonzaga University)

Abstract: Gonzaga University offers graduate training in 1) Functional Analysis, 2) Early Childhood Special Education, 3) General special education content, and 4) A Master's of Initial Teaching (MIT) in special education. The functional analysis program focuses on clinical procedures and training of candidates. Individuals completing this program have taken content required for BCBA certification. The early childhood special education program provides instruction and application in working with young children with disabilities. The general special education program is designed for students who wish to extend their teaching area or are looking to work in non-certified positions. The MIT in special education is designed for candidates who are seeking teacher certification to work with students with disabilities.

32. Hunter College Applied Behavior Analysis Program. JOHN L. BROWN (Hunter College)

Abstract: Hunter College's ABA program includes a five-course sequence that is approved by the Behavior Analysis Certification Board to meet the coursework requirements for taking the Board Certified Behavior Analyst Exam. The purpose of the Applied Behavior Analysis program is to provide intensive training in applied behavior analysis to teachers working with children, youth, and adults with autism spectrum disorders as well as to the supervisors and administrators of the programs in which they work. The Hunter College program will prepare students to develop, deliver, and evaluate the effectiveness of applied behavior analytic intervention for learners with autism. Students who complete the program will be prepared to serve as professional behavior analysts who work with individuals ranging in age from infancy through adulthood and old age in settings that include schools, homes, day programs, communities, residential care settings, businesses and research laboratories. The mission of the Applied Behavior Analysis Program at Hunter College is to prepare professionals to conduct applied behavior analytic interventions for the benefit of individuals with autism and to conduct original research designed to expand the scientific knowledge base of behavior analytic autism intervention.

33. Masters Programme in Applied Behaviour Analysis at the University of Wales, Bangor, UK . J. CARL HUGHES (Bangor University, Wales), Steve Noone (University of Wales Bangor), Sandy Toogood (Wales Centre for Behaviour Analysis, School of Psychology, University of Wales, Bangor), Marguerite L. Hoerger (University of Wales, Bangor), Richard P. Hastings (University of Wales Bangor), Pauline Horne (University of Wales, Bangor), Corinna F. Grindle (University of Wales Bangor, UK)

Abstract: In 2003 we developed the first Masters course in Applied Behaviour Analysis in Europe. The course is designed and taught by Board Certified Behavior Analysts (BCBA) and has been approved by the Behavior Analysis Certification Board (BACB) as providing content eligibility for students to sit the full BCBA exam (3rd Task List). In line with the British University system, the course is offered at three levels: Post-graduate Certificate, Post-graduate Diploma, and Masters. In the design and running of the course we have attempted to use behavioural principles in the instructional materials, learning environments, and in the assessment of students learning. We utilise computer based instructional packages, direct instruction, and, Precision Teaching approaches, such as SAFMEDS and Standard Celeration Charting. The course can be taken in one year or on a part-time basis (either two or three years in duration). Each year we enrol approximately 30 students from a wide range of backgrounds: early autism intervention projects, challenging behaviour units, social services, special education, and new graduates. Our main aim is to make a significant contribution to training competent behaviour analysts in Europe.

34. The Chicago School of Professional Psychology. CHARLES MERBITZ (Chicago School of Professional Psychology), Traci M. Cihon (The Chicago School of Professional Psychology), John W. Eshleman (The Chicago School of Professional Psychology), John P. Smagner (University of Chicago), David

A. Pyles (Chicago School of Professional Psychology), Denise E. Ross (Chicago School of Professional Psychology), Diana J. Walker (The Chicago School of Professional Psychology)

Abstract: The Chicago School of Professional Psychology is a not-for-profit graduate school located in Chicago's beautiful downtown. The Department of Applied Behavior Analysis currently enrolls 100 students in our two-year full time Masters in Clinical Psychology with a Specialization in ABA, and 16 students in our inaugural ABA PsyD class. Our aim is to produce graduates with outstanding ABA and clinical skills. The MA and PsyD. have BACB approved course sequences, so that graduates are eligible for the BCBA Exam and credential. Supervised field placements in local and out-of-town settings are available. We use behavioral approaches to education, such as the "Keller Plan" aka the Personalized System of Instruction (PSI), and Precision Teaching. This year we are particularly pleased to report on our expansion to public education settings in Chicago public schools. Our faculty members Traci Cihon, Ph.D., BCBA; John Eshleman, Ed.D., BCBA; John Smagner Ph.D., BCBA; David Pyles, Ph.D., BCBA; Denise Ross, Ph.D.; Diana Walker, Ph.D., BCBA; and the Department Chair, Charles Merbitz, Ph.D., BCBA, welcome you to ABAAI and invite your questions. We are also very pleased to offer courses and/or supervision by Paul Holmes, Ph.D.; Yemonja Smalls, Ph.D., BCBA; Rachel Tarbox, Ph.D., BCBA; Kent Smallwood, PhD, and other talented behavior analysts. Further information is available at www.thechicagoschool.edu.

35. The Chicago School of Professional Psychology, Los Angeles. RACHEL S. F. TARBOX (Chicago School of Professional Psychology, Los Ang)

Abstract: The Chicago School of Professional Psychology, Los Angeles houses two programs in Applied Behavior Analysis; a Masters degree program and a Doctoral degree program. Both programs are designed to help students develop expert knowledge in behavior analytic theory, research, and practice. Graduates will be equipped to serve as leaders in educational, clinical and business settings. The program is designed to prepare students to contribute to research and practice that further advances an integrated, scientific understanding of the complexities of human behavior. The new Los Angeles campus is exclusively designed for full-time working professionals.

36. The Low Incidence Disabilities and Autism Program at Sam Houston State University.

TIFFANY ANN HAMMER (Aldine ISD), Charish Mahoney (Spring Independent School District), Barbara A. Metzger (Sam Houston State University), Ruth M. DeBar (Sam Houston State University), Cynthia G. Simpson (Sam Houston State University)

Abstract: The Department of Language, Literacy and Special Populations in the College of Education at Sam Houston State University offers a MA in Special Education with a focus in Low Incidence Disabilities and Autism (LIDA). The LIDA program emphasizes Applied Behavior Analysis in the teaching methodology and philosophy. Upon completion of the program, students will be qualified to take the examination for Board Certification in Behavior Analysis. The 2-year program is designed for working professionals across a variety of fields, including psychology and special education. Courses are offered in the evenings and during the summer.

37. The Special Education Program at Penn State. BROOKS R. VOSTAL (Penn State University), Brooke Eifert (Penn State University), Dana Garner (Penn State University), Sarah Douglas (Penn State University), Allison Hirsch (Penn State University), Cheryl Ostry (The Pennsylvania State University), Bethany McConnell (Penn State University)

Abstract: Currently, there is a serious shortage of special education teachers and related personnel. This shortage spans from classroom teachers to those faculty who prepare teachers and conduct research. The Special Education Program at Penn State prepares teachers and higher education faculty to meet these ongoing demands. Graduate students at both masters and doctoral levels can design courses of study that emphasize work with students with low incidence or high incidence disabilities all within a behavior analytic

framework. Master's-level students work through a research-based curriculum whereby skills learned in university-based settings are applied early and often in k-12 settings during practicum. The focus on generalization of skills is also emphasized in the PhD program where students move through the CONE (Criteria of Next Environment) model, whereby skills required of higher education faculty are explicitly taught and practiced. Funding is often available for qualified students. For more information please contact David Lee (davidlee@psu.edu).

38. University of Kentucky Special Education Doctoral Program in Applied Behavior Analysis and Distance Teacher Preparation. DONALD M. STENHOFF (University of Kentucky), John W. Schuster (University of Kentucky), Belva C. Collins (University of Kentucky), Karen D. Hager (University of Kentucky), Ann Katherine Griffen (University of Kentucky), Robert Pennington (University of Kentucky)

Abstract: The University of Kentucky is inviting applications for individuals interested in pursuing their doctorates in special education with a focus on Applied Behavior Analysis (ABA). The goal of the program is to integrate a focus in Applied Behavior Analysis and special education teacher preparation with a distance education component in special education. Student support includes a \$25,000 per year stipend, travel to conferences, health insurance, tuition waiver, and book allowance for four years. Applicants must have an undergraduate or Master's degree in low or high incidence special education or related field, have admission to the University of Kentucky Department of Special Education doctoral or post-doctoral program, be a resident or citizen of the United States, and work in special education or a related field for two years for every one year of support. Post-doctoral stipends also are available for 12 hours of coursework resulting in a Graduate Certificate in Distance Education. Post-doctoral hours can be completed on-campus or at a distance over the course of a year. Qualification: Earned doctorate in special education. Support: \$15,000 for one semester and 12 credit hours of tuition.

39. University of Minnesota - Department of Educational Psychology. AMANDA C. BESNER (University of Minnesota), Jennifer J. McComas (University of Minnesota)

Abstract: The University of Minnesota Department of Educational Psychology offers Master of Arts (M.A.) and Doctor of Philosophy (Ph.D.) degrees in educational psychology. The department offers five tracks including counseling and student personnel psychology (CSPP), school psychology, special education, psychological foundations of education, and quantitative methods in education (QME). Students at the University of Minnesota have access to faculty, many of whom are leaders in the field of education, and who specialize in behavioral sciences, school psychology, and special education. Students will receive a well-rounded, research-based graduate education through high-quality coursework and collaboration with professors and fellow students. Students and faculty both contribute to the state, nation, and international community in all areas of educational psychology. The impact of the department's scholarship can be seen in schools and universities, community mental health agencies, business and industrial organizations, early childhood programs, and government agencies. Graduates of the program go on to successful careers as leaders in the field of educational psychology.

40. University of South Florida Masters in Applied Behavior Analysis Program. STEPHANIE TOELKEN (University of South Florida), Alysia S Gilliam (University of South Florida), Victoria Fogel (University of South Florida), Ashley Tomaka (Human Development Center/ ABA Masters USF)

Abstract: The University of South Florida Masters in ABA program is a full-time, two year program that has as its goals to provide both didactic and experiential training to students through coursework and a variety of community engaged practicum sites. The curriculum and practica are approved through the BACB and thus facilitates our students taking the BCBA exam upon graduation. The program requires a thesis project as a capstone and is conducted in the second year of study. Program faculty are Raymond Miltenberger, Director; Timothy Weil, Practicum Coordinator; Trevor Stokes; Rusty Clark; and, Kwan-Sun Cho Blair.

41. Utah State University: Behavior Analysis Training in the Department of Psychology. TIMOTHY A. SHAHAN (Utah State University), Amy Odum (Utah State University)

Abstract: This poster provides an overview of the training program in behavior analysis in the department of psychology at Utah State University. Laboratory facilities and the current research interests of faculty will be described. In addition, opportunities for applied experiences will be discussed. An overview of admissions and funding opportunities will be provided.

42. Westfield State College. JORGE RAFAEL REYES (Westfield State College), Roger M. Tudor (Westfield State College)

Abstract: Westfield State College in Westfield, Massachusetts has a new Master's program in Applied Behavior Analysis. The program at Westfield State College is affiliated with the May Institute, which provides numerous opportunities for students to attain a wide variety of practical experiences. Upon completion of the Master's program, students will be qualified to take the Behavior Analysis Board Certification exam.

#340 ABAI Expo

5/24/2009
10 p.m. - 12:00 a.m.
North Hall A

ABAI Boards and Committees

42a. ABAI's Affiliated Chapters Board; What we do. PAMELA G. OSNES (Headsprout)

Abstract: ABAI's Affiliated Chapters Board; What we do.

43. Update on ABAI's Education Board Activities. CHARLES MERBITZ (Chicago School of Professional Psychology), Jennifer L. Austin (University of Glamorgan), John C. Borrero (University of Maryland, Baltimore County)

Abstract: This poster will describe progress on the Education Board's goals for 2008-2009, including activities of the Accreditation Board and the student committee. Data from selected goal areas will be presented.

43a. ABAI Student Committee. ERICK DUBUQUE (University of Nevada, Reno)

Abstract: This poster summarizes the activities and accomplishments of the ABA Student Committee over the past year and future goals for the upcoming year. We also will provide information for ABA student members to become involved.

#341 ABAI Expo

5/24/2009
10 p.m. - 12:00 a.m.
North Hall A

ABAI Affiliated Chapters

44. ABA of Brazil: 18 Years MARIA MARTHA COSTA HUBNER (University of Sao Paulo, Brazil)

Abstract: The Brazilian Association of Psychotherapy and Behavioral Medicine (ABPMC) was founded on November, 4th, 1991. Its objective is to congregate psychologists, researchers, professors, and students that are interested in the scientific and technological development in Behavior Analysis.

ABPMC, the Brazilian ABA chapter, currently has 4,000 names registered in its mailing list. Each year for the past five years, 1,600 people have attended its convention, which typically occurs in the month of September. In 2004, ABPMC had the honor to organize the second international meeting of ABA, which 2,420 people attended. Today, ABPMC has 1,450 members that have paid for 2008 membership.

The ABPMC's members come from all over Brazil, from north to south of the country. Many regional meetings have been held over the past six years, with around 400 people attending each one. We have the Center-West Region meeting and meetings in the State of São Paulo (city of Campinas and São Carlos), São Luis State, Goiania, Bauru, Rio Verde, Vitoria, and Salvador, among others.

For the years of 2008 and 2009, the ABPMC central office is located in São Paulo, the largest city in Brazil. According to its bylaws, every two years the chapter's directory board has to be changed. The ABPMC central office has already been located in the cities of Campinas (SP), Rio de Janeiro, Brasília and Londrina.

Since 1999, ABPMC also publishes a regular journal called *Revista Brasileira de Terapia Comportamental e Cognitiva* (Brazilian Journal of Behavior and Cognitive Therapy), which is nationally recognized and very well received by the academic community. In 2007 the Brazilian ABA chapter published an article in this journal describing the relationship among scientific associations in Brazil, which includes the history of ABPMC and ABA, as well as the foundation of our chapter. Coherent with this initiative, behavior analysts have been discussing better political ways of representation of the area among government institutions, in order to increase the power and the inclusion of the area in the mainstream of the decisions that support the development of research and the diffusion of the knowledge produced by behavior analysis.

The most relevant works are published in a book series named *Sobre Comportamento e Cognição* (About Behavior and Cognition), which has already published 19 volumes.

Since its foundation, ABPMC has organized an annual meeting where members and interested people present papers and promote the most important advances in many areas of Behavior Analysis. In 2008, for the XVII Annual Meeting 1,800 people came to the national conference that was held in São Paulo, from 25th to 28th of August.

This year, the XVI annual meeting of ABPMC will be from September 27th to 30th. The president of the association is Wander Silva and the president of the annual meeting is Gilberto Hazaña de Godoy. To submit papers to the convention or to get more information about it, go to www.abpmc.org.br

45. ABA India: Changing Trends In the Profile of Peoples Growing Interest in ABA in India. SMITA AWASTHI (ABA India)

Abstract: ABA India became an affiliated chapter of ABA international in 2006 . India had its first BCBA in 2005 . The author of this study has conducted nearly 42 workshops. Initial interest in ABA was observed in special educators who worked with children with autism. However in the recent past interest in ABA was observed in OT PT, SLP, Psychologists, etc whose attendance at awareness workshops have gradually shown a change in trend.

46. ABA Spain: Training Opportunities in Behavior Analysis in Spain and Latin America. Luis A. Perez-Gonzalez (University of Oviedo, Spain), Maria Rebollar (University of Oviedo, Spain), Jose Julio Carnerero Roldan (Centro Al-Mudaris, Spain), Tomás J. Carrasco Giménez (Universidad de Granada), JAVIER VIRUÉS-ORTEGA (ABA SPAIN)

Abstract: The poster and the presenters will help attendees learn about the training opportunities that ABA España offers for Spanish-speaking students and professionals. ABA Spain is the only organization that assists students from Spain and other Spanish-speaking countries in gaining access to BACB credentials.

47. Alabama Association for Behavior Analysis

VIRGINIA L TOTHEROW (Auburn University), Jennifer M. Gillis Mattson (Auburn University)

Abstract: The Alabama Association for Behavior Analysis (ALABA) serves as a scientific and professional reference group that embraces the principles and practices of behavior analysis. Our goal is to promote research that will advance the understanding of behavior and to identify and promote the use of effective and humane behavioral procedures that meet the educational and habilitative needs of individuals. In addition, ALABA strives to serve as a resource for political, legislative, and policy-making bodies in Alabama in ways that support the scientific and professional interests of behavior analysis.

48. Behavior Analysis Association of Michigan (BAAM). JAMES T. TODD (Eastern Michigan University), Jennifer Delaney Kowalkowski (Eastern Michigan University), Nicole J. Henriksen (Eastern Michigan University), Tamara L. Pawich (Eastern Michigan University), Zina A. Eluri (Eastern Michigan University)

Abstract: The Behavior Analysis Association of Michigan (BAAM) has been organized to support and promote scientific research on the basic principles of behavior and the extension of those principles to create demonstrably effective and humane outcome-based therapies with the primary goal of establishing and enhancing functional independent living skills. The Behavior Analysis Association of Michigan conducts an annual convention supporting all aspects of behavior analysis in Michigan and the surrounding region. BAAM's growing website offers a variety of resources for behavior analysts and all those interested in behavior analysis.

49. California Association for Behavior Analysis (CalABA). LEEANN CHRISTIAN (Regional Center of Orange County), Michele D. Wallace (California State University, Los Angeles), R. Gregory Nunn (San Diego City Schools), Hank Schlinger (California State University, Los Angeles)

Abstract: The California Association for Behavior Analysis (CalABA) is one of the largest affiliated chapters in the Association for Behavior Analysis International, boasting a membership of 942 from a variety of disciplines including psychology, education, social work, speech and language pathology, biology, ethology, and related medical fields interested in using behavior analysis to improve lives and better our understanding of behavior.

The CalABA mission is to advance the profession and practice of behavior analysis by advocating for behavior analysis services and the profession, promoting quality assurance in behavior analysis service provision and training, providing resources and information related to behavior analysis, and promoting and providing professional development activities for behavior analysts.

CalABA hosts the top regional conference on behavior analysis in the U.S. and regularly features well-known researchers and clinicians from all over the country. CalABA is the primary clearinghouse for research and training in behavior analysis in the Western region of the United States.

50. Charter Association for Behavior Analysis. CHARLES MERBITZ (Chicago School of Professional Psychology), Janet C. Radcliffe (Molloy Education Center/Chicago School of Professi), Kerin Ann Weingarten (The Chicago School of Professional Psychology), David A. Pyles (Chicago School of Professional Psychology)

Abstract: This Expo Poster marks another year for CABA. Serving Chicago and the midwest, CABA is one of the oldest ABA organizations in the USA. The CABA President, Charles Merbitz, PhD, BCBA, CABA officers, and CABA members welcome you to ABAI and to the CABA Poster. We invite your questions and comments.

51. The Connecticut Association for Behavior Analysis. JOHN D. MOLTENI (The Center for Children with Special Needs)

Abstract: The Connecticut Association for Behavior Analysis is a statewide organization whose purpose is to develop and advance the field of behavior analysis within the state of Connecticut through research, education, and dissemination of information.

52. The Experimental Analysis of Behaviour Group (EABG) - UK and Europe. J. CARL HUGHES (Bangor University, Wales)

Abstract: The Experimental Analysis of Behaviour Group (EABG) is the UK's leading behaviour analysis organisation. With over 400 members we have organised international meetings for over four decades. In the recent past our meetings have been held in the University College London and continue to provide an exciting forum for the dissemination and discussion of high quality behaviour analytic research from across Europe. The EABG now works in collaboration with the European Association for Behaviour Analysis (EABA) and holds biennial meetings. The next meeting of the EABG will be held in London Easter, 2009. Recently we published the first peer reviewed special edition of the European Journal of Behavior Analysis (EJOBA) that was devoted to the April 2007 meeting of the EABG. The 2009 meeting will also be marked by a special edition of the EJOBA. The evidence from the EABG meetings suggests that behaviour analysis in Europe is faring well. The European Association for Behaviour Analysis, and its allied Journal the European Journal of Behaviour Analysis, mark exciting endeavours in the continuing development of behaviour analysis across Europe.

53. Florida Association for Behavior Analysis. MARY M. RIORDAN (BMC), Janet L. Montgomery (University of Florida, BASP), H. Allen Murphy (Florida State University at Panama City, FABAA)

Abstract: The current activities of the Florida Association for Behavior Analysis (FABA) will be presented.

54. Four Corners Association for Behavior Analysis. ANNE S. KUPFER (Arizona State University)

Abstract: Information sharing about behavior analysis in Arizona, Colorado, New Mexico and Utah.

55. Georgia Association for Behavior Analysis. JESSICA PUGH (North Georgia Autism Center, Inc.)

Abstract: The Georgia Association for Behavior Analysis (GABA) was founded in 2001 to provide: (1) a professional network and resource for behavior analysts in Georgia; (2) a forum for members to collaborate, disseminate recent research, share ideas, and discuss needs; (3) a voice to promote the ethical and effective use of behavior analysis; (4) a resource for those seeking ABA services in Georgia; (5) the organization of an annual regional ABA conference; and (6) a provider of continuing education for professionals in Georgia.

56. Hawaiian ABA Chapter JESSIE MITCHELL (BCRC)

Abstract: Hawaiian ABA Chapter

57. Heartland Association for Behavior Analysis. TAMI L. MCDOWELL (Columbus Organization at Glenwood Resource Center), Valerie M. Volkert (Munroe-Meyer Institute), Henry S. Roane (Univ. of

Nebraska Medical Center, Munroe-Meyer Ins), Anney Weiland (Heartland ABA), Lera Joyce Johnson (Columbus Organization at Glenwood Resource Center), Andrea Clements Stearns (Munroe-Meyer Institute, Univ. of Nebraska Medical)

Abstract: To promote the analytical science of behavior and its associated technologies within the Heartland area by: Serving as a professional reference group for all in the Heartland whose work involves the principles and practices of behavior analysis; promoting research that will advance the understanding of human behavior; identifying and promoting the use of effective treatment procedures in meeting the educational, therapeutic, and habilitative needs of persons in the Heartland within the ethical guidelines set forth by the BACB®; organizing and sponsoring training events that serve as a forum for the presentation of technological achievements in behavior analysis; promoting the development and expansion of education, training, and employment in the field of behavior analysis; and supporting efforts of allied organizations in providing behavior analytic services.

58. Icelandic Association for Behavior Analysis (ICEABA). KRISTIN GUDMUNDSDOTTIR (University of Akureyri), Anna-Lind Petursdottir (University of Iceland, School of Education), Atli F. Magnússon (State Diagnostic and Counseling Centre, Iceland), Thorhalla Gudmundsdottir (Service Centre of Miðborg and Hlíðar, Reykjavík, Iceland), Einar Ingvarsson (University of North Texas), Z. Gabriela Sigurdardottir (University of Iceland, School of Health Sciences), Gudridur Adda Ragnarsdottir (Behavior Analysis and Teaching Consultation, Iceland), Iris Arnadottir (Private Consulting, Reykjavík, Iceland)

Abstract: The Icelandic Association for Behavior Analysis (ICEABA) was founded in Reykjavík, Iceland on August 15, 2004. ICEABA is a forum for people interested in the growth and development of behavior analysis in Iceland and its mission is to disseminate and promote behavior analysis in Iceland. ICEABA's members are students, teachers, social education workers, psychologists, parents, and behavior analysts. The members have access to a discussion board (Ísabar) that has generated 4,835 messages since its foundation in October 1999. Some of ICEABA's current projects include the development of a lexicon of behavior analytic terms in Icelandic, the publication of a peer reviewed web journal in behavior analysis and further development of ICEABA's web site, www.atferli.is.

59. Iowa Association for Behavior Analysis. JOHN POKRZYWINSKI (Woodward Resource Center), Susan M. S. Smith (Woodward Resource Center), Jeffrey R. Luke (University of Iowa), Kelly M. Vinqvist (University of Iowa)

Abstract: The Iowa Association for Behavior Analysis (Iowa ABA) is organized as a chapter of the Association for Behavior Analysis International for professional, scientific, and education purposes. Iowa ABA will serve as a scientific and professional reference group for all in the state of Iowa who identify themselves as scientists or practitioners in disciplines that embrace the principles and practices of behavior analysis. Iowa ABA supports the development of professional credentialing for the practice of behavior analysis within the state of Iowa. Iowa ABA will support the development of standards of practice for behavior analysis within the state of Iowa. Iowa ABA will identify and promote the use of effective and humane behavioral procedures in meeting the educational and habilitative needs of both normal and intellectually disabled persons within the state of Iowa. Iowa ABA will educate and advise political, legislative, and policy-making bodies with respect to all matters pertaining to behavior analysis in the state of Iowa. Iowa ABA promotes and supports the conduct of behavior analytic research within the state of Iowa.

60. Israeli Association for Behavior Analysis. EITAN ELДАР (Zinman College, Israel), Orit Hetzroni (University of Haifa, Israel), Michael Ben Zvi (Zinman College)

Abstract: IABA was established in 2003, held its 5th annual conference on January 2008 and has been preparing the 6th conference for the upcoming spring. IABA has over 50 Behavior Analysts, of whom more than 25 members are Board approved BCBA & BCABA, all doing their best to support ABA in various

academic and clinical fields. There are about 100 more professionals taking part in IABA activities, and over 100 students are enrolled in two graduate certification programs. Approved programs are offered by the University of Tel Aviv, led by Dr. Amos Rolider, and the Zinman College, led by Dr. Eitan Eldar.

IABA is offering opportunities for CE credits to the certified behavior analysts who participate and present in conferences held in both institutes throughout the year. IABA published the Hebrew version of ABA terms and ethical principles. Most of the students who have graduated from the above programs found positions in a variety of educational and clinical agencies. IABA goals are to: Promote ABA as a leading science in human Behavior, achieve recognition of the discipline as a distinct and unique profession by the Ministries of Health and Education, have more members and friends join the IABA, establish an ABA journal in Hebrew, establish more approved ABA programs in other universities and graduate programs in ABA, promote both experimental and applied ABA research in Israel, and strengthen our ties with the Behavior Analyst Certification Board and ABA international, and encourage more Israelis to participate as ABA members.

61. A New Spring for Behavior Analysis in Italy. Giovambattista Presti (IULM University, Milan / IESCUM, ABA Italian Chapter), Giovanni Miselli (IESCUM, ABA Italian Chapter), Cristina Copelli (IESCUM, ABA Italian Chapter), Francesco Pozzi (IESCUM, ABA Italian Chapter), Elisa Rabitti (Iulm University - Iescum), Rossana Somalvico (Iulm University - IESCUM), PAOLO MODERATO (IULM University ITALY)

Abstract: A new spring for Behavior Analysis is flowering in Italy; many fruits have come from the seeds of the main tree IESCUM the Italian Chapter. IESCUM was established to translate into specific actions a vision of science in Italy, both on the educational and on the research side. Many BA projects, programs and interventions spacing from autism to education to health behavior, from training courses to psychotherapy are now available in Italy including: FoodDudes, MIPIA, Epsyfor, ACT-Italia, ABAutismo and a two years BCBA approved Master Program in BA. Different factors contributes to this fruitful development; including a) the interest and involvement in BA of new and young students, scholar and professional, b) the favorable climate towards ABA approach and interventions to autism and c) the increasing international collaboration with the visit of many International scholars.

The Italian spring still have shadows and lights but the recent developments of BA that will be presented testifies that Italy is moving in a good direction.

62. Japanese Association for Behavior Analysis. NAOKO SUGIYAMA (Yamawaki Gakuen College)

Abstract: Japanese ABA was established in 1981 with around 100 members. In 2009, we have almost 800 members and have lots of activities: holding annual convention, publishing journals, publishing Newsletters, and so on. In this poster, we will show you the history and current activities of our association.

63. Kansas Association for Behavior Analysis. EDWARD K. MORRIS (University of Kansas), Linda S. Heitzman-Powell (University of Kansas), Nanette L. Perrin (Early Childhood Autism Program - CLO), Jessica A. Royer (Partners in Behavioral Milestones)

Abstract: The Kansas Association for Behavior Analysis (KansABA) will describe its vision, mission, and objectives, as well as its administrative structure, in serving the state of Kansas and the Kansas City metropolitan area and in advancing behavior analysis throughout this region. Its current activities include a monthly meeting of the Executive Committee; moving and updating its website; sponsoring workshops, colloquia, and reading groups; and disseminating information to the public. Future directions will also be addressed.

64. Manitoba Association for Behaviour Analysis (MABA). KIRSTEN M. WIRTH (St. Amant), Daniela Fazzio (University of Manitoba and St. Amant)

Abstract: The Manitoba Association for Behaviour Analysis (MABA) is an organization founded in September, 2005. We were officially approved for affiliate status from the larger international Association for Behavior Analysis in May, 2006. Our purpose & mission is to develop and disseminate knowledge about behaviour analysis as a science. MABA's interests lie in basic science focusing on principles governing human and nonhuman behaviour (i.e., the experimental analysis of behavior) as well as applied science focusing on application of those principles for improvement of socially important problems (i.e., the applied behaviour analysis), and disseminating this information to stimulate interest in and correct misunderstandings of behaviour analysis. To this end we are producing 2 newsletters a year and advertising key articles with non-behaviour analytic educators. We have held a conference for 3 consecutive years with very well-known behavioural speakers. We are also considering various ways to provide behaviour analytic services to the general public.

65. Mexican Society for Behavior Analysis: Call for Papers for the Mexican Journal of Behavior Analysis. ROCIO HERNANDEZ-POZO (FES - Iztacala; UNAM - Mexico), Oscar Garcia Leal(Universidad de Guadalajara), Carlos Flores Aguirre(UNAM,Universidad de Guadalajara)

Abstract: The Mexican Journal of Behavior Analysis (MJBA) (ISSN-01 85-4534) is published twice a year (June and December) by the Mexican Society for Behavioral Analysis. The MJBA published original basic or applied research reports relevant to the behavior of animals or humans. Review or theoretical articles are also considered for publication. The MJBA is a bilingual journal, publishing papers in either Spanish or English. Abstracts in both languages are also included. Manuscripts submitted to MJBA should conform to the standard style described in the Publication Manual of the American Psychological Association. Manuscripts should be sent via email as files in WORD or PDF for Windows XP, attached to a message to the following address. The body of the message should contain the formal request to consider the manuscript for review. More information and authors guidelines could be found at:
http://smac.org.mx/index_files/RMACmain.htm, Submissions in Spanish should be addressed to: editor@smac.org.mx Submissions in English should be sent to Dr. Jackson M. Marr to: mm27@prism.gatech.edu Currently the Mexican Journal of Behavior Analysis is indexed in: Redalyc, Latindex, Psycodoc, Dialnet, PsycInfo, CLASE and EBSCO.

66. Mid-American Association for Behavior Analysis. ADAM DERENNE (University of North Dakota), Fawna Stockwell (The Chicago School of Professional Psychology), Kevin P. Klatt (University of Wisconsin, Eau Claire), Mark R. Dixon (Southern Illinois University)

Abstract: The Mid-American Association for Behavior Analysis (MABA), a regional affiliate of the Association for Behavior Analysis International, is a membership organization devoted to promoting scholarly interchange in behavior analysis through its annual convention. The annual convention follows a single-track format with invited talks by prominent researchers from across the United States. Talks focus on recent developments in the experimental analysis of behavior or applied behavior analysis. The 9th annual MABA convention was held October 3rd-4th, 2008, in Champaign, Illinois. More than 150 people attended the convention, with graduate and undergraduate students comprising the majority of attendees. This poster will describe the organization's goals, the most recent conference, and tentative plans for the 10th annual meeting to be held in October 2009. The poster will also describe how interested persons can become involved in MABA. The current president of MABA is Dr. Kevin Klatt (University of Wisconsin-Eau Claire), President-Elect is Dr. Mark Dixon (University of Southern Illinois), and the Operations Coordinator is Dr. Adam Derenne (University of North Dakota).

67. Minnesota Northland Association for Behavior Analysis. TIMOTHY R. MOORE (University of Minnesota)

Abstract: The Minnesota Northland Association for Behavior Analysis (MNABA) was founded in 2005 and officially became a chapter of ABAI in 2008. The mission of MNABA is to provide: (1) a professional network and resource for behavior analysts in the Northland; (2) a forum for members to collaborate, disseminate recent research, share ideas, and discuss needs; (3) a voice to promote the ethical and effective use of behavior analysis; (4) a resource for those seeking ABA services in the Northland; (5) the organization of an annual regional ABA conference; and (6) a provider of continuing education for professionals in the Northland.

On October 10, 2008 MNABA held its first annual conference with over 100 attendees and 10 presentations ranging from empirical research to conceptual models of problem behavior to legal issues important to behavior analysts. MNABA looks forward to flourishing as a local and regional resource for behavior analysis services and supports, and to being a part of the growing community of behavior analysis internationally.

68. The New Jersey Association for Behavior Analysis. LORI E. BECHNER (EPIC)

Abstract: The New Jersey Association for Behavior Analysis (NJABA) was founded in 2004 to promote the advancement of the discipline of behavior analysis. To fulfill this mission, NJABA is specifically committed to:

1. Promote the ethical and effective application of sound behavior analytic principles in meeting the educational and habilitative needs of persons within New Jersey.
2. Promote the activities related to conducting and disseminating basic and applied research in behavior analysis.
3. Support the activities of the International Association for Behavior Analysis.
4. Support and encourage the certification process of behavior analysts by the Behavior Analyst Certification Board™.
5. Provide informational resources in basic and applied behavior analysis to professionals, families, and the community at large.
6. Support and promote the development of higher education certificate and degree programs in basic and applied behavior analysis.
7. Advocate for the implementation of behavior analysis services.
8. Promote and provide professional development activities for behavior analysts.
9. Sponsor an annual meeting of NJABA to disseminate information about the activities of the chapter as well as to provide a forum for discussion.
10. Sponsor an annual conference to serve as a forum for the presentation of research, application, and issues related to behavior analysis.
11. Publish and distribute a newsletter devoted to dissemination of research, application, issues and achievements related to behavior analysis, and other matters of interest to the NJABA membership and community.
12. Develop and maintain a web site to provide information about NJABA, its activities, and resources relevant for behavior analysts and the community.
13. Advocate for the fair representation of behavior analysis in the media and in professional materials outside of the field of behavior analysis.
14. Form an alliance between the fields of behavior analysis and education in order to bridge the gap between research and practice.

69. New York State Association for Behavior Analysis. DEBORAH A. NAPOLITANO (University of Rochester)

Abstract: New York State Association for Behavior Analysis

69a. The North Carolina Association for Behavior Analysis. RUTH M. HURST (University of North Carolina Wilmington), Jennifer Deacon (Private Practice), Ya-Yu Lo (University of North Carolina at Charlotte), Beth Schmitt (Murdoch Center), Kelly Sutton (J. Iverson Riddle Developmental Center), Mark Stafford (Murdoch Center), April L. Mustian (NSTTAC/UNC Charlotte), Jamie Clary (J. Iverson Riddle Developmental Center)

Abstract: The North Carolina Association for Behavior Analysis affiliated state chapter celebrated its 20th anniversary at our conference in February, 2009. Our expo poster will describe our mission to the field and share highlights from our first 20 years.

70. Norwegian ABA. TERJE GUNDHUS (Norwegian ABA), Jon A. Lokke (University College of Ostfold, Norway), Erik Arntzen (Akershus University College)

Abstract: The Norwegian ABA is a registered non-profit organization. Membership is open to anyone interested in behavior analysis and its application. At present it has 900 members, and its steadily growing. The organization is run by a Board of eight members with full executive powers, chaired by a president. There are several regional affiliated chapters and two special interest groups. The Board is elected at the annual General Assembly. The Norwegian Association is an affiliated chapter of the ABA International and the ABAI International conference are going to be held in Norway in 2009.

71. Polish Association for Behavior Analysis (PABA). MONIKA M. SUCHOWIERSKA (Warsaw School of Social Psychology), Rafal J. Kawa (University of Warsaw), Agnieszka Aksamit-Ramotowska (Center for Early Intervention Step by Step, Polish), Magda Strzyz (Center for Early Intervention Step by Step)

Abstract: The poster presents the mission, structure and history of the Polish Association for Behavior Analysis (PABA). Selected events and accomplishments in the years 2000-2008 are listed. The poster also includes a list of topics covered in lectures organized by PABA on behavior analysis. The first specialization in ABA (in Poland) is described. Lastly, future plans are listed.

72. CANCELLED: Polish Association for Behavioral Therapy: Let's Talk About The Parents. EWA KULIGA- MUSIO³ (Polish Association of Behavioral Therapy)

Abstract: In behavioral therapy for children with developmental disorders it is usually assumed that cooperation with the parents, the continuous raising of their readiness and involvement in the therapy process of the child constitutes a fundamental component of any action and is indispensable for any potential success of the patient. The paper presents the basic specific and non-specific factors, affecting the parents' approaches to behavioral therapy and their involvement in the therapy process of their own child. Another issue presented is the results of the PBTA's own research conducted among the parents of children with autism attending behavioral therapy in three large behavioral therapy centers in Poland.

73. Swedish Association for Behavior Analysis. NED CARTER (SALAR, Stockholm, Sweden)

Abstract: This poster will describe the origin, development, and current activities of the Swedish Association for Behavior Analysis (SWABA). SWABA is devoted to supporting behavior analysts in Sweden and to promoting the internationalization of behavior analysis. From its creation in 1996, SWABA has grown to over 150 members. SWABA has an additional 150 "virtual" members from around the world. These "virtual" members both join and re-new their memberships at the ABA Around the World Expo. A "virtual member of the year" is selected at the Expo and the winner receives a SWABA t-shirt. SWABA also holds an auction for a unique SWABA t-shirt with the proceeds being donated to the ABA International Development Fund. SWABA continues revising its routines and procedures with the goals of improving service and efficiency at the lowest possible cost (we will continue to be free for the foreseeable future). Over the years, SWABA has co-sponsored an international conference and arranged numerous seminars and meetings.

74. Taiwan ABA Expo. HUA FENG (National Chang-hua University of Education), Shu-Hwei Ke (SEEK/Taiwan ABA Learning Center), Chia-Yu Chou (SEEK Education, Inc.- Taipei, Taiwan), Charlie Chen (SEEK Education, Inc.- Taipei, Taiwan), Sharon W. Chien (SEEK Education, Inc.), Yingfeng Huang (Changhua Hsiu-chunag Hospital)

Abstract: This expo will display the mission, history and hopeful seeds, BCBA course sequence, learning center, conference and workshops, and the vision and future plan of TABA. The expo will also share the growth and spreading of ABA knowledge to different professionals such as special educators, physical therapists, occupational therapists, language pathologists, and clinical psychologists. Additionally, this expo will show that TABA has planted seed for professionals in China. With sponsorship by SEEK Education and TABA, the Wu-han Hospital held an international ABA conference and invited speakers, which included Dr. Heward, Dr. Shook, and Dr. Feng. Now, Wu-han has established an ABA based intervention center for children with autism. The seed has grown and it is highly expected that there will be fast growth in ABA in Taiwan and China.

75. Texas Association for Behavior Analysis. MANISH VAIDYA (University of North Texas)

Abstract: The poster will present information on the activities of the Texas Association for Behavior Analysis. The chapter hosts an annual convention as well as a series of workshops and other events throughout the year. The poster will describe these activities. TxABA also provides an opportunity for leadership training and networking. The poster will provide information on the current leadership in the organization as well as describe opportunities to get involved in the organization.

76. Virginia Association for Behavior Analysis. SHERRY L. SERDIKOFF (James Madison University)

Abstract: This poster will highlight the activities of the Virginia Association for Behavior Analysis during the past year.

77. Wisconsin Association for Behavior Analysis (WisABA). ROGER FRANK BASS (Carthage College)

Abstract: The Wisconsin Association for Behavior Analysis is a state chapter reflecting the broad interests of its membership: advocacy at all levels and in all areas where behavior analysis applies. We welcome all interested parties-- even those from outside Wisconsin. Stop by our Expo table and talk about what we have in common and how our efforts can complement each other.

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Special Interest Groups

78. ABA Technology SIG. SHANNON CERNICH (Jigsaw Learning), Manya Vaupel (Jigsaw Learning), Christina Whalen (Jigsaw Learning)

Abstract: Increasing trends in technology have meant more assessments, interventions and research are employing the latest technology to help consumers. Although there are a great deal of technology-based tools being purchased and implemented in schools, homes, workplaces, and in the community, many of these tools are not based on the principles of behavior analysis and thus, do not necessarily offer what they are intending. Several products exist that are grounded in ABA and it is expected that a large increase will be seen in the

upcoming years. The purpose of the ABA Technology SIG is to increase awareness around technology in ABA, promote and educate ABA through the use of technology, discuss standards for product development and implementation for the ABA community, and to provide a forum for those interested in technology in ABA for sharing ideas and developing accepted practices for this type of ABA. This new SIG hopes to bring together a larger group of members, publish a new web site in 2009, and plan for presentations on this topic at future ABA events.

79. Applied Animal Behavior Special Interest Group. TERRI M. BRIGHT (Simmons College), Jennifer L. Sobie (University of Illinois)

Abstract: The Applied Animal Behavior (AAB) Special Interest Group (SIG) of the Association for Behavior Analysis International (ABAI) was created to promote research and application of behavior analytic principles to the field of animal management. Members of the AAB SIG are interested in or involved in animal handling across a wide range of animals, both domestic (e.g., dogs, horses) and exotic (e.g., zoo animals). The AAB SIG also takes an active role in support and advancement of behavior analytic research in applied animal behavior, providing members and non-members research tools to aid in the design, implementation and dissemination of results of studies in the area. The SIG also supports data-based and theoretical AAB papers and posters at the annual ABA convention. This support includes dissemination of the titles, presentation times, locations, authors and abstracts all AAB related presentations, and annual presentation of the Marion Breland Bailey Award for Student Research and Scholarship (MMBA). This poster will display SIG member activities and photos of animal facility tours from past conferences, and will include the compellation of animal related and MMBA nominated presentations scheduled for the 2009 conference. Officers from the Applied Animal Behavior SIG will be available during the poster session to discuss the SIG's activities and goals with interested ABAI members.

80. Introduction to the Behavioral Counseling and Coaching Special Interest Group. JOSEPH D. CAUTILLI (Behavior Analysis and Therapy Partners), Halina Dziewolska (Private Practice/ Behavior Analyst Online)

Abstract: This poster will describe the history of behaviorism in counseling and coaching. Behavioral advances will be highlighted in both research and interventions. This poster will outline the SIG's mission and agenda for the upcoming year. Since several of the SIG's members have expressed interest in standards for defining behavioral coaching, initial progress in this area will be highlighted.

81. Current Status of the BAO SIG and Journals. MICHAEL WEINBERG (Orlando Behavior Health Services, LLC)

Abstract: The BAO is publisher of the Behavior Analyst Today, JEIBI, ICBCT, BDB, SLP-ABA, JBAHSFM, JOBA-OVTP, and Behavioral Development Bulletin. The BAO is operated by a governing board and also offers a forum for discussion of issues for practitioners and researchers in the field of behavior analysis. The poster will update current status and initiatives of the BAO SIG and Journals.

82. Behavioral Development Bulletin (BDB) and other Developmental Behavior Analysis SIG 2009 Goals. MARTHA PELAEZ (Florida International University), Gary D. Novak (California State University, Stanislaus)

Abstract: In this poster we describe the goals and mission of The Behavioral Development Bulletin (BDB) and of our Developmental Behavior Analysis Special Interest Group of ABA. The journal is published annually in on-line format by Martha Pelaez, Editor, and is one of the current BAO journals. The BDB journal is a publication of general circulation to the scientific community.

The mission of the Behavior Development Bulletin journal is to provide behavior analysts with peer reviewed scientific information of interest to the behavior community, including research in cognitive development, child emotional development, developmental theory and socialization.

In this poster we outline the 2009 goals for the SIG and the BDB journal, including the continuous publication of articles of an inter - and multidisciplinary nature including areas of socio-biology and behavioral methodology.

The BDB journal is especially relevant to behavior analysts who study the developmental processes responsible for behavior changes and their progressive organization. The Developmental SIG hopes to provide answers by looking at the biological and environmental factors that affect behavioral development, while maintaining primarily interest in the role of environmental contingencies in behavior change.

83. Behavioral Gerontology Special Interest Group. ALLISON A. JAY (University of Colorado, Colorado Springs), Linda A. LeBlanc (Western Michigan University), Jonathan C. Baker (Western Michigan University), Stacey M. Cherup (University of Nevada, Reno), Nicholas Mui Ker Lik (Southern Illinois University)

Abstract: Behavioral Gerontology is the application of behavior analysis to aging and age-related issues (LeBlanc, Raetz, & Feliciano, in press). By the year 2030, nearly 20% of the American population will be over the age of 65. Nearly every specialty area within the field of behavior analysis will be affected, as most areas have an older population. As individuals get older, they are forced to deal with the various issues that are unique to this time in life. However, many of the clinicians trained to work with certain populations do not have the additional training to deal with the behavioral issues that occur in aging settings. The mission of the Behavioral Gerontology Special Interest Group is to provide intellectual, clinical, and organizational support to professionals interested in aging and to foster behavior analytic research in aging. Additionally, we provide support to professionals in other areas of behavior analysis to help them affectively deal with aging issues.

84. Behaviorists for Social Responsibility (BFSR). Richard F. Rakos (Cleveland State University), ANGELA MARIE SANGUINETTI (CSU Stanislaus), Patty L. Polster (St. Louis University), Amy E. Scrima (Western Michigan University)

Abstract: Many behavior analysts entered the field because they wished to act to contribute to their world, and in particular to further social justice, human rights, and environmental action, and to challenge oppression. The goals of BFSR include: (a) Expanding and strengthening the community of behavior analytic scientists working in areas of social importance, providing mutual stimulation and reinforcement for this work, and supporting and challenging each other in deepening it; (b) Encouraging advances in the emerging subdiscipline of cultural analysis, in which many promising approaches to dealing with important social issues are grounded; (c) Encouraging behavior scientists and practitioners to take practical action to challenge oppression, in solidarity with those who are most at risk; (d) Expanding public awareness of behavior analytic and cultural analytic principles and practices that can contribute to addressing social issues; (e) Expanding presentations and programming related to social issues at the annual Association for Behavior Analysis: International convention, and other scientific and professional venues. All are invited to join us.

85. What is Clinical Behavior Analysis? THOMAS J. WALTZ (University of Nevada, Reno)

Abstract: Clinical Behavior Analysis is where ABA intersects with the broader field of licensed clinical psychology. This poster describes employment and application opportunities within the broad field of Clinical Behavior Analysis.

86. Dissemination of Behavior Analysis SIG. JOSH PRITCHARD (University of Nevada, Reno), Linda J. Parrott Hayes (University of Nevada, Reno), Melissa Nosik (University of Nevada, Reno)

Abstract: A review of the first year of this SIG whose mission is to disseminate the science of human behavior to the public at large through the promulgation of easy to understand explanations of what exactly this science is, and help society realize the potential of this science as well as dispel myths which detract from its positive image.

87. Evidence-Based Practices Special Interest Group. Randy Keyworth (The Wing Institute), TERI LEWIS-PALMER (Private Consultant)

Abstract: The purpose of the Evidence-based Practice SIG is to promote socially important behavior by facilitating effective and sustainable practices in real world settings. Our goal is to develop a SIG that reflects member input and focuses on a select number of activities that can be completed within the year. Come by to learn about past and future activities and find out how you can become involved with our SIG.

88. Experimental Analysis of Human Behavior SIG. CYNTHIA J. PIETRAS (Western Michigan University), Eric A. Jacobs (Southern Illinois University-Carbondale), Manish Vaidya (University of North Texas), Gabriel Daniel Searcy (Western Michigan University)

Abstract: The EAHB-SIG aims to promote the development of the experimental analysis of behavior with human subjects. The SIG maintains an online journal for the publication of human research, sponsors a yearly student paper competition, and at ABA delivers an EAHB Distinguished Career Award.

89. Current Activities and Future Directions of the Health, Sport and Fitness SIG. MARIANNE L. JACKSON (California State University, Fresno), Amanda N Adams (California State University, Fresno), Michael A. Kirkpatrick (Wheeling Jesuit University)

Abstract: Discussion of the current activities of the SIG, membership data, and plans for future growth in both areas.

90. The Organizational Behavior Management (OBM) Network. Sarah Vanstelle (Western Michigan University), JAMES L. SQUIRES (Western Michigan University)

Abstract: The poster will describe OBM Network activities over the past year and encourage membership in the organization.

91. Positive Behavior Support Special Interest Group. ROBERT F. PUTNAM (The May Institute, Inc.)

Abstract: The Association for Behavior Analysis Positive Behavior Support Special Interest Group dedicated to promoting research-based strategies that combine applied behavior analysis and biomedical science with person-centered values and systems change to increase quality of life and decrease problem behaviors. The goal of the PBS SIG to promote the use of positive behavior support interventions in schools, communities, agencies and in homes and support practitioners in its use.

92. Rehabilitation and Independent Living SIG MICHAEL P MOZZONI (Learning Services NeuroBehavioral Institute of Colorado)

Abstract: The Rehabilitation and Independent Living SIG is designed to encourage behavior analysts working in this area or interested in this area to learn about behavioral applications in multi-disciplinary environments. Our aim is to review the literature and make recommendations for practice guidelines in the treatment of persons with acquired brain injury. A secondary, but equally important goal is to exchange treatment ideas and interest students in internship opportunities at neurorehabilitation facilities around the country. Come, visit, learn and contribute.

93. Sex Therapy and Educational Programming Special Interest Group (STEPSIG). BOBBY NEWMAN (Room to Grow)

Abstract: The Sex Therapy and Educational Programming SIG is a Special Interest Group of ABA International. It brings together clinicians, educators, consumers, and families who are concerned with issues of sexuality education and sex therapy.

94. Speech Pathology Special Interest Group (SPABA). BARBARA E. ESCH (ESCH Behavior Consultants, Inc.)

Abstract: 2008 goals/activities and membership information for the Speech Pathology SIG will be showcased in our annual poster.

95. Teaching Behavior Analysis Special Interest Group of ABAI. CHRISTINE HOFFNER BARTHOLD (University of Delaware), Patrick S. Williams (University of Houston-Downtown)

Abstract: If you teach others to change behavior, this SIG is for you! Teaching Behavior Analysis (TBA) is a special interest group of the Association for Behavior Analysis International. TBA's purpose is simple-- to improve the teaching and learning of the principles and applications of behavior analysis in any setting where those activities occur. Our members are not limited to individuals who teach in traditional colleges and universities; we come from a variety of settings. Those settings include formal classrooms; agencies and organizations that design behavioral interventions for children, adults, and animals; business concerns that provide performance management training for their personnel or consultees; and homes where the main concerns are caring and effective child-raising, supportive family relationships, and enjoyable, well-mannered pets. Our activities include an active email listserv (TBA-L) and a social networking site. Collaborations that began on TBA-L have resulted in presentations at ABAI and other professional meetings. Please stop by and check out what we are all about!

96. Autism Special Interest Group. RUTH M. DONLIN (Private Practice)

Abstract: The Autism SIG has three primary purposes: 1) To promote behavior analytic research and the exchange of scientific information in the area of autism treatment; 2) To advocate for and promote high standards in the application of behavior analytic treatments; and 3) To support consumers of ABA services. We provide information for educators, parents, and clinicians regarding scientifically supported interventions with individuals with autism. Anyone can attend to find out more information about the Autism Special Interest Group, and interested members of ABA can sign up to join the group at that time.

97. Parent Professional Partnership SIG. DAVID A. CELIBERTI (Association for Science in Autism Treatment)

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Other Organizations

98. Association for Science in Autism Treatment. DAVID A. CELIBERTI (Association for Science in Autism Treatment)

Abstract: Association for Science in Autism Treatment.

99. Advanced Training at the Kennedy Krieger Institute and the Johns Hopkins University School of Medicine. Cindy Graham (Kennedy Krieger Institute, Johns Hopkins Univ.), JULIE DAVIDSON (Kennedy Krieger Institute, Johns Hopkins Univ.), Jennifer L. Crockett (Kennedy Krieger Institute), Michael F. Cataldo (Kennedy Krieger Institute)

Abstract: The Department of Behavioral Psychology at the Kennedy Krieger Institute and Johns Hopkins University School of Medicine provides training in behavioral psychology as it applies to individuals with developmental disabilities and pediatric problems. This training program, which has been in existence for over 30 years, is comprised of an American Psychological Association (APA) accredited pre-doctoral internship program (APA accredited since 1988) and a post-doctoral fellowship program. Since the inception of this program, it has become one of the leading training programs in applied behavior analysis and behavioral psychology. Over 350 individuals have completed a predoctoral internship or a postdoctoral fellowship. The Department is committed to providing a training environment that facilitates the development of future leaders in the field of behavioral psychology. We maintain a distinguished faculty who serve as role models for trainees. Our faculty, who hold academic appointments at the Johns Hopkins University School of Medicine, have a highly regarded record of research in the areas of severe behavior disorder, functional assessment and analysis, pediatric feeding problems, behavioral pediatrics, parent training, drug and behavior interactions, and functional MRI.

100. Association of Professional Behavior Analysts. JAMES M. JOHNSTON (Auburn University)

Abstract: The Association of Professional Behavior Analysts is an organization with a primary mission of supporting the interests and needs of ABA practitioners. This poster will highlight activities and accomplishments: To represent the interests of BACB-credentialed and other professional behavior analysts; to provide support and resources to BACB-credentialed professional behavior analysts; to work with federal, state, governmental, and third party entities to enhance recognition of BACB-credentialed professional behavior analysts; to work with federal, state, governmental, and third party entities to support the needs of BACB-credentialed professional behavior analysts; to provide education opportunities to BACB-credentialed professional behavior analysts; to provide resources to professionals in other fields and to consumers of behavior analytic services concerning the practice of Applied Behavior Analysis; to bring professionals, consumers, and vendors together at national and regional meetings; to support improvements in and access to services provided by BACB-credentialed professional behavior analysts, and to promote public understanding of the professional practice of behavior analysis.

101. Autism Behavioral Research Individualized Treatment & Education (ABRITE). JANICE DONEY FREDERICK(The ABRITE Organization), Ginger R. Wilson (The ABRITE Organization), Rebecca S. Raas (The ABRITE Organization), John M. Frederick (The ABRITE Organization)

Abstract: ABRITE provides early intervention services to children with autism and other developmental disabilities throughout Santa Cruz County, California. ABRITE utilizes the principles and methods of Applied Behavior Analysis (ABA) by analyzing a child's specific needs and developing an individualized learning environment and program of instruction. The ABRITE treatment model consists of several instructional strategies based on the principles of behavior analysis including: discrete trial and natural environment teaching, function-based communication training, rate building, and verbal behavior instruction. In addition to intensive home-based services, ABRITE provides children and families with several other forms of assistance including: (1) function based assessment and treatment of undesirable behaviors, (2) parent training, and (3) classroom assistance.

ABRITE is comprised of a compassionate team of individuals who care deeply about children and who believe that autism does not define a child. Instead, we take the position that every child shows strengths and weaknesses and it is our job after years of studying the principles of learning to help each child. ABRITE offers a number of employment and training opportunities to undergraduates, graduates, and postgraduates.

101a. Center for Advanced Studies. DENNIS C. RUSSO (May Institute)

Abstract: The May Institute will discuss The Center for Advanced Studies which provides professional development through a wide array of educational programs designed to meet your needs at every stage of your education and career.

102. Clinic 4 Kidz: Intensive Home-Based Pediatric Feeding Disorders Program. MEETA R. PATEL (Clinic 4 Kidz), Jennifer Leigh King (Clinic 4 Kidz), Michelle L. Waddell (Clinic 4 Kidz), Angela Pruett (Clinic 4 Kidz)

Abstract: Clinic 4 Kidz is a home-based pediatric feeding disorders program with a small percentage of our practice also providing intensive treatment to children with autism. We provide services for children from birth to 12 years of age. We treat children with a variety of feeding problems such as tube dependence, food refusal, texture and type selectivity, bottle dependence, ritualistic eating patterns etc. Diagnoses include (but are not limited to) failure to thrive, developmental disabilities (e.g., autism, down syndrome etc.), prematurity, gastroesophageal reflux, and other gastrointestinal problems. Treatment is provided in the child's natural environment (e.g., home, school, restaurants etc.). Our clinicians travel all over the country to provide state of the art feeding therapy to children with a variety of difficulties. Clinic 4 Kidz strives to provide quality clinical services as well as conduct clinically significant research. The clinical research that is conducted focuses on the assessment and treatment of feeding problems in children. We also have a long-term outcome measures research project that all clinicians are involved in. We are always looking to hire behavior analysts who have both clinical and research interest in the area of pediatric feeding disorders and/or autism.

103. Division 25 of American Psychological Association. ERIC A. JACOBS (Southern Illinois University-Carbondale)

Division 25 was founded in 1964 to promote basic research in the experimental analysis of behavior, to encourage applications of such research to human affairs, and to cooperate with other divisions whose interests overlap with the Division. Division 25 is also the voice of behavior analysis within the APA. If behavior analysts are not strongly represented in APA, then APA is unlikely to advocate for us when they speak with government officials, funding agencies, and to the general public. The stronger our numbers, the louder our voice. Stop by the poster at this year's expo to learn more about Division and about how you can help simply by joining. With annual dues as low as \$22, the time to join Division 25 is now.

104. Electronic Record Technology as a Strategic Management Tool. ROBERT A JR NASS (Devereux)

Abstract: Risk management is an ongoing concern for all organizations in the behavioral health care business. In addition to being able to respond to the unique needs of each individual with challenging behaviors, providers need to be able to base decisions on aggregate data. The flexibility in two applications is presented to display four features, which could enhance any provider's ability to address the risk of the "unknown." The record audit allows instantaneous review of record completion across all clients in a clinical program. Managers quickly identify data gaps in records, reducing time and resources previously expended in routine auditing. Time and human resources are one of the most valued health care commodities; all clients for whom risk factors are identified through assessment can be presented on a single screen. A diversified mix of customers is desirable for the health care provider, since it can reduce the stress exerted by any given

revenue stream on fiscal operations. This same mix can be difficult for treatment team members who provide reports to meet individual agency requirements. Finally, business intelligence solutions by Oracle allow utilization of data in a dashboard format, allowing time and effort savings while keeping a “pulse” on service delivery.

105. Highfield Centre, England. Centre based behavioural treatment combined with mainstream placement for children with autism. ALISON SHARLAND (Highfield Centre), Sigmund Eldevik (Highfield Centre), J. Carl Hughes (Bangor University, Wales)

Abstract: A new model of provision has been developed for children with autism at Highfield Centre which combines behavioural intervention at the centre with part-time placement in preschool or school (depending on the child's age). Treatment is offered from age 2, is intensive (30-40 hours per week) for 49 weeks per year and long term. The children typically follow ca 40 hours a week and it is individually determined how much time should be spent working with targets in school and at the centre each week. One to one discrete trial instruction and naturalistic learning opportunities are provided by staff trained and certified by Highfield. Treatment and supervision of the children's programmes is provided by a behaviour analyst at the centre. Annual outcome measures are used to evaluate progress and make adjustments in treatment. Parent training is used to support the children's skill acquisition and generalisation at home.

106. Training Opportunities at the Westchester Institute for Human Development. DAVID E. KUHN (Westchester Institute for Human Development), Stephanie A. Contrucci Kuhn (Westchester Institute for Human Development)

Abstract: The training program at the Westchester Institute for Human Development emphasizes the development, implementation, and evaluation of behavioral interventions in home, school and community settings. Pre-doctoral trainees along with MA students at nearby Behavior Analysis Master's programs fulfill their practicum requirements under the direction of supervisors who are both licensed psychologists and board certified behavior analysts. In addition, the pre-doctoral interns participate in the LEND (Leadership Education in Neurodevelopmental and related Disabilities) training program at WIHD which provides additional training that prepares interns for leadership positions in the field of developmental disabilities. The Westchester Institute for Human Development is committed to providing a diverse training experience that teaches trainees how to apply the principles of behavior analysis to socially significant behaviors in both clinical and non-clinical settings.

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Around the World

107. Cambridge Center for Behavioral Studies PHILIP N. CHASE (Cambridge Center for Behavioral Studies)

Abstract: The Cambridge Center for Behavioral Studies is an international organization dedicated to advancing the scientific study of behavior and its humane application to the solution of practical problems, and the prevention and relief of human suffering. As such it attempts to connect the public to high quality behavioral services, information, and instruction. The Center hosts a heavily-used website, sponsors small specialized conferences, provides video instruction, accredits safe practices in the work place, and has a highly active on-line store. The store sells a variety of books, monographs, journals, and other select information on behavior analysis. New initiatives have begun in accrediting human services, evaluating curricula, and linking

people throughout the world to behavior analysis. Through these activities the Center successfully serves the public as a primary source of information on evidence-based behavioral practices.

108. Canada's First Bachelor's Degree in Behavioural Psychology. GARY A. BERNFELD (St. Lawrence College), Sheelagh Jamieson (St. Lawrence College), Marie Line Jobin (St. Lawrence College), Andrew W. McNamara (St. Lawrence College), Deborah K. Smith (St. Lawrence College)

Abstract: St. Lawrence College has offered a new Bachelor of Applied Arts (Behavioural Psychology) degree since September 2004. This program provides the most comprehensive training in the behavioural sciences at the undergraduate level in Canada. Students are trained in the latest behavioural techniques used in a variety of areas such as acquired brain injuries, autism, addictions, developmental disorders, psychiatric disorders, and special education, as well as adult and youth corrections. Graduates may pursue additional post-secondary education (e.g. graduate school in this area, as well as in teaching, social work, etc).

The major areas of study within the program are ABA and cognitive behaviour therapy, as well as behaviourally-orientated courses in Abnormal and Developmental Psychology, Statistics, etc. Classroom based courses combined with three practicum opportunities [totaling over 1,100 hours] ensure both knowledge and skill development in assessing behavioural patterns and designing effective programs to achieve behavioural change and skill development. The program has received strong support from past ABA presidents as well as recognised leaders in both research and applied settings across North America. For more information, see <http://www.stlawrencecollege.ca>. First go to 'Full-time Studies', then select 'Degree Programs' and select 'Bachelor of Applied Arts Degree in Behavioural Psychology'.

109. European ABA. ERIK ARNTZEN (Akershus University College), Giovambattista Presti (IULM University, Milan / IESCUM, ABA Italian Chapter), Javier Virués-Ortega (ABA SPAIN), Ricardo Pellon (Universidad Nacional de Educación a Distancia), Neil T. Martin (The Treehouse Trust)

Abstract: The objective of the current poster is to present and promote the European Association for Behavior Analysis. EABA's goals are: to disseminate and promote behavior analysis throughout Europe; to provide an international forum within Europe for the study and discussion of matters relevant to behaviour analysis; to encourage high quality education and professional certification throughout Europe; to organize congresses/conferences in experimental and applied behaviour analysis; to establish and maintain relations between behaviour analysis organizations inside and outside Europe and to publish and disseminate the European Journal of Behaviour Analysis.