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AUTISM

10th annual autism conference **2016**
new orleans louisiana

monday, **january 18** – wednesday, **january 20**
hyatt regency new orleans

Table of Contents

Letter From the SABA President	2
2014-2016 SABA Capital Campaign	4
2015 SABA Grants Progress Reports	6
2015 SABA Donors	12
Eighth International Conference Recap	14
Updates From ABAI Boards	18
Updates From ABAI's Affiliated Chapters	22
2015 Supporting and Sustaining Members	26
2016 Presidential Scholar Preview	28
10th Annual Autism Conference Preview	30
Calendar of Upcoming Conferences and Events	38

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Update From the SABA President

BY LINDA J. PARROTT HAYES

For more than 30 years the Society for the Advancement of Behavior Analysis (SABA) has been promoting the field of behavior analysis by supporting talented students, encouraging global dissemination of our science, and recognizing our most inspiring scholars and leaders. SABA depends on private financial gifts to do its important work.

This past year and extending through December 2016, SABA has launched a capital campaign to solidify the foundation needed to support three major goals:

- **Strengthening Student Support.** Since 1998 SABA has supported the work of emerging basic and applied researchers of exceptional promise at both the master's and the doctoral level. Student grants have supported projects across the full range of behavior analytic inquiry. However, the demand for research support has far exceeded our resources. In the last 17 years, we had to decline more than 500 excellent proposals from deserving students because of a lack of funds.
- **Expanding Global Outreach.** Since 1999 SABA has provided seed monies in support of training, research and practice in behavior analysis around the world. The reach of SABA's International Development Grant program truly has been global, with support for initiatives in Albania, Bahrain, Brazil, Bulgaria, Canada, China, Colombia, Finland, Georgia, Greece, Guyana, Hong Kong, Iceland, India, Ireland, Italy, Japan, Jordan, Kenya, Mexico, New Zealand, Northern Ireland, Poland, Romania, Saudi Arabia, South Africa, South Korea, Spain, Tanzania, the United Kingdom, and Zimbabwe. Still, SABA's grants have been small, just \$1,000 per project. There are many more promising initiatives that need our support.
- **Increasing Public Awareness.** SABA makes a regular Award for Effective Presentation of Behavior Analysis in the Mass Media and has planned other activities and partnerships with expert communicators and science advocates to more effectively educate the general public about our work and its accomplishments. SABA will allocate a portion of the proceeds from its capital campaign to support productive dissemination efforts. Never before have funds been earmarked for this effort. These funds will help to secure our future.

To achieve our financial objectives, we encourage you to make a gift as a single contribution, a pledge to contribute a sum of money over the next few years, or as a bequest in your will.

Major Donations

The legacy of major donors will be featured at the headquarters of the Association for Behavior Analysis International (ABAI) where SABA operations are handled. Gold, Silver, and Bronze level donors will be recognized on a donor recognition installation, Understanding behavior, transforming lives, shaping our future (2014–2016). Major donors will have glass tiles etched with their names, photos, and year of their donations in on this installation. Tiles will be specific to the level of giving, and will be created from custom architectural glass that floats on a wire cable system in front of ABAI's rough concrete block lobby wall. The donor wall can be disassembled and moved, should ABAI's headquarters ever change.

Major donors will also be recognized on the SABA website, with photos and the opportunity to describe, in their own words, what supporting the field in this way means to them. Major donors are categorized as follows:

- Gold—\$50,000 and above
- Silver—\$20,000 and above
- Bronze—\$10,000 and above

Richard Malott: Behavior Analysis and Training System (BATS) Program Trust

Our campaign success is due in great part to an incredible \$2 million planned bequest made by Dr. Richard Malott. Dr. Malott has entrusted SABA to establish the BATS Trust and act as its trustee. BATS is a lab in the Department of Psychology at Western Michigan University (WMU), currently under Dr. Malott's supervision. Over the years the BATS program has matriculated outstanding students and has the primary purpose to train behavior analysts at all levels (bachelor's to doctoral) to be practitioners, as there is a need for high-quality training of practitioners, just as there is a need for high-quality training of researchers.

Under the conditions of the bequest, each year SABA will give an amount to the WMU Foundation to be used exclusively by BATS. SABA will determine the maximum amount of annual funding that will keep the principal intact, and will provide oversight to ensure that the use of funds is in keeping with the purpose of BATS and the restrictions of the trust.





Michael Perone and Dorothy Vesper Bequest

Dr. Michael Perone has made a most generous planned gift of a portion of his retirement account, which, when added to his previous pledge of \$10,000, brings the total of his capital campaign donations to \$69,000. In making his original donation, Dr. Perone wrote, "My wife Dorothy and I are of modest means, with state-university salaries, a family to support, and many worthy causes that demand our time and resources. But my career is in behavior analysis, and ABAI has been an essential part of it ever since I started graduate school in 1975.... I hope others will join me in this opportunity to leave a legacy to our field and continue SABA's support of work to understand behavior, transform lives, and shape our future."



Aubrey Daniels International

Aubrey Daniels International made a very generous second donation of \$10,000 in September, to bring its total in capital campaign donations to \$25,000. We would like to express our gratitude to Audrey Daniels International for its commitment to the field and to SABA.



Jack Michael

Dr. Jack Michael used the royalties from his foundational text *Concepts and Principles of Behavior Analysis* to make a direct donation to the campaign of \$20,000. We appreciate Dr. Michael's innovation and generosity.

We are also grateful for the substantial donations of many others, including the following:

\$10,000

John & Jan Cone
Charitable Fund



Aubrey Daniels

Sigrid Glenn



Martha Hübner



Maria E. Malott



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Please consider making an online donation today, or you may communicate your intent to include SABA in your estate planning by completing the form on page 13 or calling (269) 492-9310.

Thank you.



Society for the Advancement of Behavior Analysis

Understanding Behavior
Transforming Lives
Shaping Our Future

2014 – 2016

Gold Level

Dick Malott
Michael Perone
and Dorothy Vesper

Silver Level

Aubrey Daniels International
Jack Michael

Bronze Level

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For more than 30 years the SABA has been promoting the field of behavior analysis by supporting talented students, encouraging global dissemination of the science, and recognizing our most inspiring leaders and giving them a platform to reach an even bigger audience. Your donations have helped make this happen. SABA depends on private financial gifts to do its important work. Thanks to all who have already donated.

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2015 SABA Grant Progress Reports

Starting in 2013, the SABA Board of Directors requested that grant winners provide progress reports by September 15 of the following year. There were nine grant winners for 2015:

- Thesis grant winner (applied), \$1,000: Skyler Rueb (University of North Texas)
- Thesis grant winner (basic/translational), \$1,000: Benjamin Libman (University of North Texas)
- Thesis grant winner (basic), \$1,000: Megan Arnold (Auburn University)
- Dissertation grant winner (applied/translational), \$2,000: Valdeep Saini (University of Nebraska Medical Center's Munroe-Meyer Institute)
- Dissertation grant winner (basic), \$2,000: Shea Lemley (University of Kansas)
- International development grant winner, \$1,000: Ana Barkaia (James Madison University)
- International development grant winner, \$1,000: James Ellis (Step by Step Behavioral Solutions)
- International development grant winner, \$1,000: Daniela Fazzio (Association for Science in Autism Treatment)
- International development grant winner, \$1,000: Jamie Hughes (Regional Center for Autism)

The following articles are summaries of the reports submitted by the 2015 awardees.

Master's Thesis Grant (Applied): Naturalistic Study of College-Aged Drinking

BY SKYLER RUEB

Skyler Rueb received her bachelor's degree in applied behavioral science from the University of Kansas (KU). She was introduced to the field of behavior analysis by Dr. Keith Miller when she took one of his classes. During her time at KU, Skyler had the opportunity to gain valuable hands-on experience in both clinical and research environments. She was a behavior therapist in Dr. James Sherman's Kansas Early Autism Program and a lead classroom teacher in Dr. Claudia Dozier's Educare Preschool Program. Skyler also participated as an undergraduate research assistant in the design, implementation, and evaluation of behavioral projects in Dr. Dozier's research laboratory.

Skyler is presently pursuing her master's degree at the University of North Texas. She has assisted with

multiple projects in Drs. Shahla Ala'i-Rosales and Jesus Rosales-Ruiz's North Texas Autism Project laboratory. These projects have consisted of improving staff training procedures, a system analysis of a local clinic, and the development of a lab training module.

Skyler is also an active member of Dr. Jonathan Pinkston's behavioral pharmacology laboratory, where she will conduct her thesis research. The purpose of Skyler's study is to determine whether novel handheld technology can be used to record reliably natural drinking patterns in college populations. More specifically, her research will determine the efficiency of remote prompts in conjunction with contingent monetary reward for obtaining breath-alcohol samples wirelessly over several weeks. The findings of this study may have implications for the development of remote/outpatient therapies to treat alcohol use disorders, which have the advantages of both reducing costs and increasing availability to treatment.

Master's Thesis Grant (Basic/Translational): The Effects of Caffeine on Response Effort

BY BENJAMIN LIBMAN

Benjamin Libman earned his bachelor's degree in psychology from the University of Florida, where he was first introduced to behavior analysis by Dr. Marc Branch. Inspired by the pragmatic approach and parsimonious explanations, Benjamin sought out hands-on experience applying behavior analysis to socially important issues, which ultimately led to work with Dr. Tim Vollmer addressing problems of special needs children. This was an invaluable experience for Benjamin because it provided him with experiences that would lead him to consider graduate work.

Benjamin is currently pursuing his master's degree at the University of North Texas (UNT). To date, he has participated in five research projects across three laboratories. Benjamin continues his academic journey with one foot in basic research and the other in application. He is the president of the Communities and Sustainable Societies Lab (CaSSL), a student organization focused on the improvement and development of sustainable communities. Through CaSSL, Benjamin has worked with Dr. Richard Smith developing volunteer opportunities for UNT's behavior analysis students and conducting community-based applied research. Benjamin is also a member of UNT's

behavioral pharmacology laboratory and conducts research in collaboration with Dr. Jonathan Pinkston.

Over the course of his work at UNT, Benjamin has become increasingly interested in the relationship between response effort, reinforcer value, and motivation. In his master's thesis, conducted in the behavioral pharmacology laboratory, Benjamin will evaluate the behavioral effects of caffeine from the perspective of behavioral economics. Several lines of research suggest that caffeine may have stimulating effects because it functionally reduces the work required to earn reinforcement, and this may be construed as reducing the cost-benefit ratio between responding and reinforcement. Benjamin will examine functional changes in rats' demand for food under various cost-benefit ratios. If caffeine reduces the functional price to obtain food, rats should become less sensitive to changes in price.

Master's Thesis Grant (Basic): Assessing the Validity of BALB/c as an Animal Model of Repetitive Responding in Autism

BY MEGAN ARNOLD

Megan Arnold is currently completing her Ph.D. in cognitive and behavioral sciences at Auburn University under the supervision of Dr. M. Christopher Newland. Her research focuses on differences in the effects of establishing a history of variable responding during adolescence on subsequent learning in adulthood in two mouse strains: C57BL/6 and BALB/c. BALB/c mice have some behavioral and neurological characteristics similar to individuals diagnosed with autism spectrum disorders (ASDs), such as reduced social approach, aggression, anxiety, and reduced global serotonin compared to other mouse strains such as the C57BL/6. As such, the BALB/c strain has been proposed as a murine model of ASDs. Megan's research will assess whether the BALB/c strain may also model invariant responding, which is characteristic of ASDs, by assessing differences between these two strains on an operant variability task. Invariant responding also impairs the acquisition of new tasks/behaviors that require novel responses or variable patterning of already learned responses. Establishing a history of behavioral variability in adolescence, a time when important brain development

occurs, could not only alter learning novel response chains in adulthood, but also permanently change sensitivity to drug probes, particularly dopaminergic drugs. In Megan's future research, she plans to assess the interaction of variability training and relevant neurochemical systems.

Dissertation Grant (Applied/Translational): Refining Noncontingent Reinforcement Treatments Using Behavioral Momentum Theory

BY VALDEEP SAINI

Valdeep Saini is a doctoral candidate at the University of Nebraska Medical Center's Munroe-Meyer Institute under the supervision of Dr. Wayne Fisher. Val's research interests are primarily centered on the translation of basic operant phenomena to areas of social importance, specific to the assessment and treatment of severe behavior disorders. The 2015 Innovative Student Research Dissertation Grant will assist Val in heading three studies that use behavioral momentum theory (BMT) to evaluate the variables that promote and diminish treatment relapse during and following noncontingent reinforcement (NCR). Using a human-operant preparation and guided by Shahan and Sweeney's (2011) model of resurgence based on BMT, Val has proposed three refinements to NCR designed to mitigate treatment relapse and promote enduring treatment gains. In Study 1, Val will evaluate procedures designed to increase the salience of the change from contingent reinforcement to NCR. Increasing the discriminability between contingent and noncontingent reinforcement should lead to faster reductions in destructive behavior and decrease the likelihood of relapse. In Study 2, Val will gradually expose the target behavior to increasingly long periods of extinction in which neither contingent nor noncontingent reinforcement is available to determine the extent to which gradual exposure to extinction mitigates relapse relative to an abrupt exposure to extinction. In Study 3, Val will evaluate whether NCR implemented with versus without extinction will reduce the likelihood of relapse. Preliminary findings of these studies are consistent with what BMT would predict about behavioral persistence and treatment relapse during and following NCR.

See LEMLEY on page 8

LEMLEY continued from page 7

Determining whether and to what degree these refinements of NCR are accurate is critically important because NCR is one of the most commonly prescribed interventions for destructive behavior. Minimizing persistent destructive behavior and treatment relapse are crucial for long-term positive outcomes in children who engage in destructive behavior, and BMT provides guidance on how to mitigate treatment relapse. Val continues to use BMT as a conceptual framework to investigate methods for improving NCR. These findings may be important for both behavioral research and clinical practice.

Doctoral Dissertation Grant (Basic):

A Parametric Examination of Two Dimensions of Cost in the Demand Paradigm

BY SHEA LEMLEY

In her doctoral studies at the University of Kansas, Shea Lemley is working with Dr. David Jarmolowicz in a lab that examines an array of problems using the tools of behavioral economics. Shea's previous research projects have included studies of delay and probability discounting of sexual outcomes, behavioral economic examinations of alcohol use, explorations of the sunk cost effect, and studies using human operant paradigms. For her dissertation, Shea will apply operant methods to compare two dimensions of cost in the demand paradigm with both human and nonhuman subjects. In behavioral economic demand, consumption is the primary dependent variable of interest and varies systematically as a function of cost. Cost has been defined as having two dimensions: fixed ratio and force. In most behavioral economic research, however, only the fixed ratio value is manipulated. Force remains relatively underexplored in behavioral economics, despite its potential import for understanding the full range of decision-making within the behavioral economic framework. The current project will examine a parametric range of force values while holding fixed ratio constant. Similarly, fixed ratio values will be manipulated while force is held constant. In conjunction, the procedures of this study will examine structural similarities between responding under effort and fixed ratio manipulations, and assess how such manipulations functionally differ across open and closed economies. This project may help in elucidating the interplay between dimensions of responding and may enhance the utility of behavioral economics in understanding and predicting a variety of socially significant behavioral problems.

International Development Grants:

Developing ABA Services for Children With Special Needs in Regions Of Georgia-Saqartvelo Through Communications Technology

BY ANA BARKAIA

SABA supported the initiation and development of ABA services in the nation of Georgia (Sakartvelo) through a 1999 International Development Grant to Dr. Barry Parsonson and Dr. JaneMary Castelfranc-Allen from New Zealand. This support was used to develop a curriculum and the first Georgian language ABA books. Drs. Parsonson and Castelfranc-Allen also established the NGO Children of Georgia in the capital, Tbilisi, where ABA services for children with developmental disabilities have been improving gradually.

Even with these improvements, there are no ABA services in the regions outside of Tbilisi. There is no understanding or appreciation that ABA may significantly enhance children's development and learning and also have a positive effect on family life. Therefore, the goal of this project is to pilot high-quality ABA services for children with special needs in western Georgia. The project has the following objectives: to train specialists in ABA techniques in schools in a rural part of the country; to establish distance consultation services between the NGO, which is the lead service agency, and schools; and to establish distance consultation services between trained teachers and other specialists and parents in the region.

First, one week of training will be implemented for teachers working with children with special needs in rural schools, during which they will learn basic ABA principles and techniques. After this training their work will be observed, coached, and supervised once a week by Children of Georgia specialists through telehealth consultation. In addition, once a month a discussion meeting will be conducted via telehealth. Trainings and supervision sessions will last six months and will include consultations with Dr. Trevor Stokes. After teachers are trained and supervised they will start to train and supervise and consult with other specialists and parents of special needs children in the region.

After implementation of this project, the region will have well-trained specialists to provide ABA services for special needs children. Distance consultation will serve as a model for improving services and will initiate the delivery of ABA to other underserved areas.

Introducing Applied Behavior Analysis to Guyana

BY JAMES ELLIS

In 2008, Jim Ellis began traveling to Georgetown, Guyana, three to four times a year to provide consultation for a young boy with autism whose family relocated there for a temporary placement with the British Embassy. Although his primary focus was developing and overseeing the educational program for this one young boy, Jim also volunteered to provide training and support to local families of children with autism, as well as to local professionals. The original family left Guyana in 2011, but Jim has continued to travel there and helped found the Step by Step Foundation (a Friendly Society, the Guyanese equivalent of a 501(c)3 nonprofit organization). The school is completely funded through donations and is currently located in an apartment above a car dealership. There are 13 children attending the school, and six individuals trained to serve as teachers. None of the teachers had formal training in special education nor any prior experience working with children with autism. Training has occurred through overlap with previously trained teachers, lecture-based trainings through Skype, and feedback via video samples and on-site observations.

Based on his experience in Guyana over the past six years, Jim reports there is limited awareness and understanding of autism, and even less understanding of applied behavior analysis. Similarly, there are no resources and no professionals or institutions to access for information or assistance. Through grassroots efforts at the Step by Step Foundation, applied behavior analysis has been introduced in Guyana. In addition to serving a handful of children through the school, the foundation is also working to educate other parents and professionals, as well as the general community.

Many families in Guyana do not have easy access to the Internet; therefore, a resource center, supported by a SABA International Development Grant, is the next step in bringing applied behavior analysis to Guyana, with the ultimate goal of developing training programs for local professionals to become Registered Behavior Technicians and others to become certified behavior analysts. We also anticipate that with the start of a resource center, we can get other local agencies and individuals to provide further support and donations.

Development and Dissemination of Information About Evidence-Based Practice to Foreign Journalists

BY DANIELA FAZZIO

I am delighted to represent the Association for Science in Autism Treatment (ASAT) as a board member and as the lead of the initiative that was awarded a SABA International Development Grant. ASAT, as an international nonprofit organization, reaches 12,000 people in more than 100 countries through its quarterly newsletter, *Science in Autism Treatment*, and another of its initiatives is Media Watch.

Members of the mass media can be some of our most important allies in the fight against pseudoscience, misinformation, and sensationalistic reporting. ASAT's Media Watch team closely monitors media outlets and responds to the dissemination of information about autism treatment, with an emphasis on behavior analytic treatment. The team attempts to correct inaccurate claims of causes and treatment effectiveness, and also praises writers for accurate depictions of evidence-based interventions for individuals with autism (www.asatonline.org/media-watch/colbertreport).

In addition to letters in response to American media, ASAT's Media Watch team has responded to articles from Canada, Ireland, the United Kingdom, France, and Australia (www.asatonline.org/media-watch/asat-responds-to-irish-times-french-film-ban-raises-autism-issue). But we want to do more to educate the global community about effective autism treatment through proactive contact with the media. To this end, we are delighted to accept SABA's International Development Grant to develop a resource booklet for journalists around the globe.

Many parts of the world lack resources to support evidence-based practice (e.g., fewer graduate programs in behavior analysis, fewer BCBA's, fewer ABA schools and centers). Furthermore, many countries are still influenced by psychodynamic models of autism treatment. As a result, there may be a dearth of information for international journalists to understand the relevance of evidence-based treatments and behavior analysis and the implications this has for reporting stories about autism treatment. Any and all education about evidence-based practice will point individuals to applied behavior analysis.

We hope that our booklet, which we will make downloadable from ASAT's website free, will help journalists from around the world more accurately inform their readers and increase awareness of science-based treatment that can lead to real hope for those impacted by autism. And we look forward to their feedback!

See SABA on page 10

SABA continued from page 9

Advancements in the Application and Dissemination of Behavior Analysis in Albania

BY JAMIE M. HUGHES

In 2010, the Albanian Children Foundation (ACF) established a center for children with autism in Farka, Albania. The Regional Center for Autism (RCA), one of the biggest centers for children with autism in the Balkans, serves as a model of the diagnosis and treatment of autism for other parts of the region. This national center serves families across Albania and also supports regional development through the Southeast European Autism Network (SEAN), which Autism Speaks launched with ACF and the Albanian Ministry of Health in 2010. The center delivers early intervention services based on the principles and methods of applied behavior analysis, as well as diagnostic services by trained multidisciplinary teams.

Grant funds were used to establish a collection of behavior analytic textbooks and training resources at the center, to support staff as they pursue the Registered Behavior Technician (RBT) credential. Staff will have direct access to the materials, allowing for maximum impact on the education of professionals in the newly emerging behavior analytic community.

The long-term impact of this grant will be dissemination and advancement of research, education, and practice of behavior analysis in Albania, thereby expanding access to and improving the quality of behavior analytic services for children and families affected by autism. Credentialing staff who work directly 1:1 with the children will strengthen the integrity of the application of applied behavior analysis principles. Currently, ACF is laying the foundation to establish necessary capacities for this model, which, after being consolidated, will be spread within the country and region. Therefore, it will be especially important to establish high-quality standards for all levels of treatment providers. This project provides a significant opportunity to promote the RBT credential and behavior analysis on a much larger scale, through SEAN.

Strengthening the Implementation of Behavior Analytic Interventions in Mexico Through Cloud-Based Telecommunications

BY LEE MASON

Lee L. Mason, Ph.D., BCBA-D, is an assistant professor of special education and director of the TEAM Center (www.utsa.edu/autism) at the University of Texas at San Antonio (UTSA). Over the past few years he has led multiple research teams to various parts of Mexico to investigate cultural variables related to the perception of autistic behavior and its treatment. Despite a substantial increase in the number of BACB certificants worldwide, presently there remain only two—one BCBA and one BCaBA—throughout Mexico's 31 federated states. Only 150 miles away, UTSA is ideally situated to promote greater behavior analytic activity through partnerships with educational agencies and organizations in Mexico's border states. However, recent violence has led to university restrictions on travel to, and through, this part of the country. Fortunately, technological advancements provide alternate means of collaboration.

The use of cloud-based conferencing equipment, such as Google's Chromebox for Meetings, affords the opportunity to consult with teachers and parents at educational facilities for children with disabilities in Mexico to address how environmental modifications can affect behavior. Dr. Mason and his colleagues at UTSA will train parents, teachers, and direct care providers in Monterrey, Nuevo León according to the BACB's newly developed Registered Behavior Technician (RBT) curriculum. Additionally, this international partnership will facilitate an existing line of behavioral phenomenological research on mentalistic explanations for autistic behavior and their effect on treatment selection.

The proximate goal of this project is to produce RBTs in Mexico who can work effectively with children with special needs and their families to implement individualized treatment plans. Specifically, the project will be measured according to the following objectives: (1) the number of RBT training courses offered over the course of one calendar year, (2) the number of individuals recruited/registered to receive RBT training, and (3) the number of individuals who pass the competency-based RBT exam at the completion of the 40-hour training. However, the ultimate goal of this project is to induce advanced studies in applied behavior analysis by these RBTs in hopes of ultimately producing more behavior analytic activity and certificants in Mexico. ❖

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Online applications are available for the International Development, Innovative Student Research, and Sidney W. & Janet R. Bijou grants. Visit the SABA website to learn more.

saba.abainternational.org

2015

SABA Donors

On behalf of the SABA Board, we are grateful for all the ABAI members who contributed to SABA in 2015 to help build our funds. These donations enable SABA to provide annual grants that support research in and the development of behavior analysis. This list reflects donations from January 1, 2014 through December 3, 2015.

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Please complete and return to: ATTN: Maria E. Malott, Ph.D., Secretary-Treasurer; SABA; 550 W. Centre Ave.; Portage, MI 49024

**global
momentum:
a recap of the
eighth
international
conference**

kyoto japan

BY MARIA E. MALOTT

In late September 2015, ABAI held its Eighth International Conference in one of Japan's most cherished cities—Kyoto, a designated UNESCO World Heritage site full of buildings and gardens of immeasurable historical value. The conference itself brought together more than 600 behavior analysts from five continents and 25 countries to discuss the latest developments in research and practice.

The conference provided an opportunity for some of our most distinguished colleagues from around the world to come together and celebrate the advances of our field. Dr. Martha Hübner, ABAI president and program committee member, opened the conference with an homage to Dr. Masaya Sato, ABAI's first president from outside the United

States, whose commitment to the international development of our field led to the establishment of an international representative to the ABAI Executive Council and the international conference, among other important initiatives. He was a beloved colleague, scholar, and Renaissance man whose presence, and loss, were felt throughout the conference. We remember him fondly and miss him a great deal.

Dr. Ingunn Sandaker, international representative to the council and program committee chair, addressed attendees about the global community's need for behavioral solutions and the cross-disciplinary academic acknowledgement of the evolutionary perspective on societal challenges. She spoke eloquently on the field's duty and ability to address major ills in the world—to be relevant on a global scale and bring the science of behavior analysis to issues of supreme importance.

Japanese ABA and its president, Takayuki Sakagami, provided support and partnership for the conference, and we thank them and Japanese ABA members who were in attendance. The success of the event itself was due in great part to the considerable efforts of Dr. Satoru Shimamune,



Photo: MAJDA SEUSS

who worked tirelessly to promote the conference throughout Japan, arrange for volunteer staff members at the conference, and coordinate logistics for the tours of the Primate Research Institute of Kyoto University, among many other tasks. We owe a debt of gratitude to Dr. Shimamune, and thank him kindly for his work. ABAI also extends its sincere thanks to volunteer staff from Japan who helped with registration, continuing education, attendee support and direction, and facilitation of communication. Volunteers at the convention were Hikaru Fukita, Fukuko Hasegawa, Kohei Hashimoto, Masataka Ito, Ana Kanaoka, Hiromi Kinugasa, Shuto Kohara, Naoki Mampuku, and Nobuhiro Watanabe.

We were especially pleased to partner with Dr. Tetsuro Matsuzawa to provide tours of the Chimpanzee Ai Project at the Primate Research Institute of Kyoto University. Dr. Matsuzawa has been studying chimpanzee intelligence in the laboratory and in the wild since 1976, and was featured as an invited speaker during the conference. His talk, “The Evolution of the Human Mind Can Be Understood Through the Study of Chimpanzees in the

Wild and the Laboratory,” presented possible evolutionary and ontogenetic explanations for aspects of cognition and behavior that are uniquely human. ABAI is very grateful to Dr. Matsuzawa for hosting the tours and sharing his research, to Dr. Shimamune’s assistance in arranging logistics, and to the volunteers who accompanied attendees to the institute: Kenta Kondo, Hirofumi Shimizu, Koji Takeuchi, Masako Yoshiaki, and Dr. Shimamune.

The introductory reception included a celebration of Japanese culture featuring traditional maiko (a geiko, or geisha, in training) and geiko performances of classical music and dance, followed by photos, sake, and *hors d’oeuvres*.

The conference itself was preceded by two tutorials delivered in Japanese and interpreted to English. Kazuchika Manabe’s “Challenges to New Species in the Experimental Analysis of Behavior: How to Conduct Animal Studies” covered several developmental stories of success and failure in animal experiments related to fundamental procedures:

See KYOTO on page 16

KYOTO continued from page 15

methods of deprivation, choice of response, ways of shaping, development of manipulanda, choice of reinforcer, and the development of a specialized feeder. The tutorial presented several tips for conducting animal studies and demonstrated how problems can be solved with a little ingenuity.

Kenji Okuda presented “The Errorless Teaching of Swallowing for a Child Vomiting Meals,” a case study of a 4-year-old girl who began to have difficulty swallowing after a mealtime accident and who, with the help of a behavior therapist using exposure, the errorless teaching approach, and some techniques of respondent conditioning, was able to eliminate food-spitting behavior and return to normal swallowing.

English interpretations of these tutorials was provided by Toshikazu Kuroda and Koji Takeshima. ABAI is grateful to both for making the content of these presentations more accessible to conference guests.

Conference sessions began Monday morning, including invited presentations by Dr. Matsuzawa; Dr. Hübner, “Verbal Behavior of Higher Order: Theoretical-Empirical Analysis of the Effects of Autoclitics Upon Nonverbal Behavior”; Dr. Paolo Moderato, “Science of Behavior and Humanity”; and Dr. Per Holth, “Novelty and Variability: Genuine Operants?” Additionally, the Monday sessions featured invited symposia with globally prominent speakers: “Selection of Social Environments and Selection of Cultures” with Dr. Linda J. Parrott Hayes, Dr. João Claudio Todorov, and Dr. Sandaker; “Improving Education in Every Classroom: Right Here, Right Now” with Dr. Janet S. Twyman, Dr. William L. Heward, and Dr. Shimamune; “Leadership and Behavior Systems Analysis” with Dr. Darnell Lattal, Dr. Maria E. Malott, and Dr. Ramona Houmanfar; and “Conceptual and Empirical Methods for Broadening the Relevance and Impact of Applied Behavior Analysis” with Dr. Wayne W. Fisher, Dr. Mitch Fryling, and Dr. Cathleen C. Piazza.

In addition to invited presentations, Monday was packed with submitted papers, symposia, and panels led by speakers traveling from all over the world to share their research and insights with their international colleagues. Monday concluded with poster sessions, further allowing the diverse group of behavior analysts in attendance to share and learn about the work occurring across continents.

Tuesday saw more excellent submitted talks and panels,



and invited presentations included the symposium “The Experimental Analysis of Change” with Takayuki Sakagami, Dr. Kennon Andy Lattal, and Dr. M. Jackson Marr; Dr. Koichi Ono’s talk, “Considering the Temporal Properties of Reinforcement: Past, Present, and Future”; and the panel “International Dissemination of Behavior Analysis,” which featured leading behavior analysts from five different continents: Dr. Eitan Eldar, Dr. Genevieve M. DeBernardis, Naoko Sugiyama, Dr. Vinca Rivi re, Dr. Sandaker, Dr. H bner, and Dr. Mar a Antonia Padilla Vargas.

The Eighth International Conference concluded with a celebration led by Dr. H bner, during which she expressed gratitude to our Japanese hosts for an incredible program and venue. Distinguished leaders in behavioral education, research, and practice provided parting thoughts on the future of behavior analysis around the world. Abstracts and descriptions of every presentation made during the conference, along with biographical summaries of our invited speakers, can found on our website (www.abainternational.org/events/international-2015.aspx).

1 Invited speaker Darnell Lattal delivers her presentation, “Beyond Behavior: Achieving Lasting Change.” **2** Janet Twyman and Satoru Shimamuni listen to a conference presentation. **3** Vinca Rivi re (left) and Ingunn Sandaker (right) participate in the invited panel “International Dissemination of Behavior Analysis.” **4** ABAI President Martha H bner and Mar a Antonia Padilla Vargas at an invited presentation. **5** Takayuki Sakagami shows data during his talk “Stability: Criterion, Operant, or Transient State?” **6** Ramona Houmanfar presents on the functions of organizational leaders in cultural change. **7** A chimpanzee at the Primate Research Institute of Kyoto University.



Update from ABAI Boards

Membership Board

BY MARK GALIZIO

The Membership Board would like to thank Jack Marr for his excellent efforts as coordinator and to congratulate him as he stepped down this year to assume his new position as ABAI president-elect. The Membership Board includes two committees: The Application Review Committee ensures the qualifications of applicants for full membership and the Student Committee facilitates the involvement and professional development of the ABAI student membership. The board thanks Andy Lattal for his service as Application Review Committee chair and Traci Cihon and Kevin Klatt for their continuing service as members. The board welcomes new committee member Barbara Metzger and new acting chair Richard Malott. The Student Committee includes Kenneth Jacobs, Jonathan Friedel and new member, Christina Peters. Zach Morford completed his 3-year term in May 2015. All four deserve our gratitude for their active and successful year. The Student Committee received nominations for the ABAI Outstanding Mentor Award and recognized four Outstanding Mentors:

- William Baum, University of California, Davis
- Nancy Neef, Ohio State University
- Stephanie Peterson, Western Michigan University
- Erin Rasmussen, Idaho State University

The Student Committee also organized 14 Professional Development Series events with student representatives and other ABAI student members serving as event chairs and organizers. Finally, they organized and hosted the well-received ABAI Student Event “Pavlov, Skinner, & Kantor Walk Into a Bar...” at last year’s ABAI social.

With respect to ABAI membership, the statistics continue to be very positive. As of August 2015 the ABAI membership stood at 6,061, more than double our membership in the year 2000. The record membership total set in 2014 (over 6,500) may yet be exceeded by year’s end. Membership composition includes roughly 26% full members, 42% affiliate members, and 32% student members. These percentages have been relatively stable over the past several years and strategies to increase the number of applicants who meet the criteria for full membership will be considered by the Membership Board. Other ABAI membership demographics are of some interest: ABAI members are largely female (over 70%), highly educated (more than 70% possess an MA or higher degree) and are relatively young (83% are between the ages of 25 and 49). Although the strong majority of ABAI members are from the US, the organization is truly international with members from over 50 different countries. That said, there is concern that the trend toward increasing international membership, which was evident through the first decade of the century,

seems to have peaked in 2011 with a total of nearly 1,200 non-US members and has since shown a decline with fewer than 1,000 non-US members as of August 2015. Thus, the Membership Board will explore the issue of international membership in the coming year and seek to develop ways to increase growth in countries other than the US. We welcome input from all members regarding other issues of concern.

Practice Board

BY JENNIFER ZARCONI, RONNIE DETRICH, AND ROBERT ROSS

ABAI Practice Board CPT Code Work Group

As part of its continuing efforts to support practicing behavior analysts, the Practice Board invited organizational members of ABAI, provider organizations and individual behavioral providers to a meeting to discuss the current CPT codes and some of the common issues being experienced by providers. This meeting took place last year at the ABAI Autism Conference. The meeting co-chaired by Practice Board Chair Jennifer Zarcone and member Robert Ross took place after the CPT Code training at the Autism Conference provided by Wayne Fisher. Approximately 50 provider organizations were represented at the meeting. The group discussed a number of concerns regarding the CPT codes and quickly focused on actions that could be taken to support practitioners who would be using the codes. These actions included the following:

- Develop educational supports to help explain the codes and how to correctly use them to provide services.
- Create a clearinghouse for resources that would enable providers to educate insurance companies about ABA services so that appropriate high quality standards of treatment can be maintained without each provider having to develop these resources themselves.
- Provide support to the larger ABA advisory group that works in support of the AMA CPT work group.

Since that initial meeting, web-based meetings have taken place weekly or bi-weekly. The work group is currently comprised of the following members: Robert Ross, Wayne Fisher, Laura McKee, Tim Courtney, Steve Woolf, Chiovaughn Jones, Meagan Kirby, Megan Miller, Laura Stacey, Jana Sarno, and Jonathan Tarbox. Thanks to the efforts of Tim Courtney, a wiki site was created where the group works collaboratively on the items listed above. The site has a section where each CPT code’s current function and purpose is described in detail along with issues/concerns regarding the code. The site also includes recommendations for modification of each code. After extensive editing and review by multiple practitioner providers, this information was shared with the larger CPT code advisory group and presented as part of their feedback to the AMA workgroup.

The group is currently developing a list of the common problems providers have expressed regarding the codes,

or problems encountered with insurance company interpretation of the codes and service authorization/denials. The work group has begun systematically addressing these concerns by developing a series of “white papers” that clearly articulate the problem, provide research support for the services and resources necessary to provide a high quality ABA-based treatment service, and describe potential solutions that providers can use to address the problem. These papers focus on offering practitioners and their organizations potential solutions that have been identified by other insurance companies and providers that have enabled them to solve many of these common CPT code issues. We hope to avoid duplication of effort by providers all over the country and allow the field to speak with a common voice is viewed as an essential mission of the workgroup and consistent with the mission of the Practice Board to provide resources to ABAI practitioner members.

The group is in regular contact with the CPT Code advisory group thanks to Wayne Fisher. He keeps the committee abreast of recent developments within the AMA CPT Code group so that we can focus our efforts in areas that best support the advisory group.

The work group is presenting a workshop at the 2016 ABAI Autism Conference in New Orleans titled “Ethical Issues in Assessment and Treatment in ABA Clinical Services”. This workshop will focus on two areas, first on how to ensure that providers are aware of how to ensure that the treatment they provide is in compliance with professional and ethical guidelines, and second how to use the CPT codes and still provide high quality ABA services in a professional and ethical manner. The resources developed by the workgroup will be shared at this presentation.

The work group is also looking at ways to more broadly disseminate these resources to the practitioner community and will be working with the Practice Board and ABAI to discuss potential options.

Any practitioner organization or individual who would like help in using the CPT codes or with insurance billing issues related to the codes, is encouraged to attend the ABAI Autism Conference in New Orleans on January 18-20 and in particular the pre-conference workshop on January 18. Additionally, if you are interested in supporting this work, we encourage you to contact Bob Ross (BRoss@beaconservices.org).

Other initiatives

Working with ABAI, Gordon Borland, coordinator of the Affiliated Chapters Board, and CQ Roll Call, the Practice Board has contributed to the development of the legislative tracking initiative that is now on the ABAI website. Members can track federal and state legislation that is relevant to their state or area of interest. It is also possible to track legislation across states. The promises to be a

valuable resource or all members who are concerned about issues that can affect their practice.

Specialty Guidelines

This past year, one of our members, Meeta Patel has been working with several other specialists in developing a set of guidelines for the treatment of feeding disorders. In addition to treatment guidelines, there will be guidelines for consumers to use to identify a specialist in the assessment and treatment of feeding disorders.

Using the feeding guidelines as a template, the Practice Board would like to help ensure that practice specialization areas within behavior analysis are clearly defined for consumers and payers of behavior analytic services. While developing these guidelines, the board hopes to not only develop a clear definition of each area, but to also make sure that we are not restricting providers’ scope of practice.

Consortium for Citizens with Disabilities

ABAI is an active member of the Consortium for Citizens with Disabilities, with Susan Wilczynski serving as the current ABAI representative and who also participates on the Autism and Developmental Disabilities task forces.

Behavioral and Cognitive Psychology Specialty Council

The specialty of behavioral and cognitive psychology emphasizes an experimental-clinical approach to the application of behavioral and cognitive sciences to understanding human behavior and developing interventions to enhance the human condition. In addition to ABAI, members of the Specialty Council include representatives from the American Board of Cognitive and Behavioral Psychology, the Academy of Cognitive and Behavioral Psychology, Division 25 of the American Psychological Association, the Association for Behavioral and Cognitive Therapies, the Association of Professional Behavior Analysts (APBA), and the Behavior Analyst Certification Board (BACB). Jennifer Zarcone currently serves as the ABAI Representative on this board.

Publications Board

BY ANNA INGEBORG PETURSDOTTIR

ABAI publishes four journals, *The Behavior Analyst* (TBA), *The Analysis of Verbal Behavior* (TAVB), *Behavior Analysis in Practice* (BAP), and *The Psychological Record* (TPR). Their publication is overseen by the Publication Board, which consists of the editors of the four journals, a publication board coordinator, and a Council liaison. Current members are Matt Normand (TBA), James E. Carr (TAVB), Mark Dixon (TBA), Ruth Anne Rehfeldt (TPR), Anna Petursdottir (board coordinator), and Jack Marr (Council liaison).

2014 marked the first year the journals were published under ABAI’s co-publishing agreement with Springer.

See PUBLICATIONS on page 20

PUBLICATIONS continued from page 19

The four journals published a total of 146 articles; TPR published four issues and the other journals published two issues each. The journals continue to be published with the same frequency in 2015, but we are pleased to announce that BAP will be published quarterly beginning in 2016. Recent developments that affect all four journals include a transition to double-blind review, and the adoption of Springer's guidelines on publishing ethics. The editors continue to work closely with Springer's managing editors to facilitate review and production processes.

Individual journal initiatives in the past year have included the addition of new submission categories. TAVB now considers for publication brief reviews that focus on emerging lines of contemporary research, published within the last 10 years. BAP has added a category of brief practices reports on the application of behavior analysis in a practice context. In addition, BAP now devotes space to invited submissions of work presented each year at the ABAI Autism Conference.

Matt Normand concludes his term as editor of TBA at the end of 2015, and Don Hantula has been appointed to succeed him. The Publication Board welcomes Dr. Hantula, who is already hard at work on the 2016 volume. Mark Dixon begins his second term as editor of BAP in 2016. New associate editor appointments include Tom Critchfield and Erin Rasmussen for TBA; Alice Shillingsburg and Amber Valentino for TAVB; Yvonne Barnes-Holmes, Terry Falcomata, Linda LeBlanc, and James Luiselli for BAP, and Mitch Fryling for TPR.

Journal content less than two years old is available by subscription only, and ABAI members are reminded to ensure that their subscriptions to journals of interest are up to date so that they will continue to have access. As always, the Publication Board also encourages ABAI members to consider the ABAI journals as outlets for their work. Manuscript processing times have decreased with the transition to Springer, and accepted manuscripts are now published online within weeks of final acceptance, making the journals an excellent choice for authors who want to disseminate their work quickly.

Special Interest Group Board

BY CHRISTY ALLIGOOD

Since 1977, ABAI has promoted diverse interests within the field of behavior analysis through its special interest groups (SIGs). ABAI now provides support and services to thirty-six SIGs, each focusing on the dissemination of behavior analysis within a specific interest area. The Special Interest Groups (SIGs) Board was established in November 2013 and is designed to support SIGs as a critical component of ABAI and to assist the Executive Council in strategically promoting diversity of interests within the field of behavior analysis. We thank SIG Board member Cynthia Anderson for her service on the board and welcome new board member Florence DiGennaro Reed, who joins members Heather McGee and Josh Pritchard.

Over the past two years, the SIGs Board has gathered input from SIG leaders via informal discussions and an online survey. Based on this input, we have worked to ensure that SIG leaders can easily communicate with each other and that they have easy access to the resources they need. With help from the ABAI office, we have established and monitored a list serve for SIG leaders, and established a special "SIG Leaders" portal tools section on the ABAI website with links to several resources including a library of slides from past SIG Leader Training events. We have also organized presentations and discussions at the training events with topics based on input from SIG leaders.

While continuing to work on fostering communication and facilitating access to resources, the SIGs Board is also working on developing ways to assist SIGs with their organizational goals, and looking for ways to promote visibility of SIG business meetings at the ABAI annual convention.

We encourage ABAI members to explore and connect with SIGs by visiting the Special Interest Groups section of the ABAI website and by attending a SIG meeting at the ABAI annual convention. ❖



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Updates From ABAI's Affiliated Chapters

Asociación Latinoamericana de Análisis, Modificación del Comportamiento

BY EDGARD FERNANDO PACHECO LUZA

Original Spanish

La Asociación Latinoamericana de Análisis, Modificación del Comportamiento y terapia cognitivo conductual ALAMOC, desde el 19 de febrero de 1975 Hace 39 años, Es Una de las Comunidades Científicas Más representativas de Latinoamérica, No Solo Por Sus Aportes en todos Estós años, también Porque sino- ha Logrado Tener un posicionamiento expectante en La Segunda Década del siglo XXI, TENEMOS Poder de decisión Sobre los congresos Mundiales en la comunidad consultora Mundial de terapias conductuales cognitivos. This posicion lograda Hace Pocos años, Exige de parte de Nosotros alcalde ONU posicionamiento de Liderazgo párrafo Marcar las Pautas requeridas por el modelo Que practicamos from Una perspectiva Basada en Evidencias.

Es El Momento de mirar Hacia el futuro from Una posicion Mucho Más Eficiente y Efectiva, con sustento teórico y técnico con bases epistemológicas integradoras. Se Hace Necesario Que Comencemos un Manejar las Mismas simbolizaciones Que Nos permitan Manejar Los Mismos significados y Realizar las INTERPRETACIONES con Coherencia del Uso del Mismo lenguaje.

En Términos de Producción del Conocimiento la psicología Científica, no ha un dado gran salto desde La Década de los 60. DEBEMOS considerar Importante la Reflexión de Nuestra ciencia de Nuestra Práctica, salir de la rutina y Liderar Una reorientación de la Necesidad de Nuestros Profesionales en la búsqueda del Bienestar de las Personas Que Hacen USO de Nuestros Servicios. La Experiencia ha demostrado, por EJEMPLO desde la epistemología Que uno de los Problemas de la psicología ha Sido la Explicación desde el positivismo, no ha Servido de nada párrafo Solucionar los Problemas cotidianos. No hay TENEMOS ESA Herramientas Que Nos permita ligar las Situaciones Reales Con Los Problemas cotidianos. No sé si parafraseando una Kuhn si Haga Necesario Una revolución paradigmática, o Tal Vez A que sea TENEMOS Que explicar our practical aceptando Que No somos Efectivos (Tal Como la gente espera) ante los Problemas de Nuestras sociedades.

La Integración De La Psicología Involucra lo mas problematico Que es el Orden epistemológico, teórico, y despues El Problema Del abordaje de los Procedimientos. : Por ello El Método comprensivo Seria Mucho Más Importante Que El explicativo. La Explicación Es Un Procedimiento muy restrictivo Porque Requiere ubicar la causa de. En ESE SENTIDO El Método Más verosímil

párr abordar los fenómenos psíquicos integralmente Tendria Que Ser El Método comprensivo.

This Será Una Tarea Que Nos involucro por lo Menos en los Próximos 20 años, Generar un paradigma integrador de la psicología latinoamericana en el siglo XXI. Ahora ya TENEMOS La Ventaja, somos CAPACES de Darnos Cuenta A Donde Apuntar epistemológicamente.

Desde Nuestra posicion DEBEMOS considerar los Siguientes puntos Que Nos permitan alcalde ONU posicionamiento del ya Logrado.

- Auspiciar el Intercambio institucional y regional de información Que permita el avance Científico de la ASOCIACIÓN.
- Facilitar, Realizar y PROMOVER la Investigación y Difusión Científica en Relación al Objeto de la ASOCIACIÓN Y Sus Aplicaciones en las Diversas áreas del Desarrollo Humano y su Relación con el contexto.
- Conferencias, Simposios una organizadora, congresos, Seminarios, cursos y eventos Así Como PROMOVER la Publicación de libros, revistas, Artículos y Trabajos ELABORADOS Por Sus Miembros.
- Asesorar a Individuos e Instituciones en el área del avance, Desarrollo Científico y Aplicaciones en Relación al Objeto de Estudio Científico de la ASOCIACIÓN.
- Otorgar premios Científicos un los Miembros Que se destaquen o contribuyan al Desarrollo Científico en el marco de los Objetivos de la ASOCIACIÓN.
- Financiar eventos, Programas y Acciones Destinados a Cumplir los multas y Objetivos de la ASOCIACIÓN.
- Cooperar con las Demás Asociaciones Científicas en El Mundo, especialmente en América Latina, Cuyos Objetivos sean Afines con los de la ASOCIACIÓN.
- Velar por el Cumplimiento de las Normas éticas en el Ejercicio y Aplicación de Nuestras Disciplinas Científicas por parte de los Miembros e Instituciones creditadas por la Asociación de Acuerdo al código y reglamento CREADOS párrafo el efecto.
- Contribuir al avance Científico, cultural, social y educativo de Latinoamérica.
- Establecer, de un Acuerdo reglamento, convenios con Instituciones de Educación Superior o Centros de Especialización Para La Formación de recursos humanos y Profesionales en el marco del Objeto del estudio Científico y avance de la ASOCIACIÓN.
- Avalar, Reconocer y acreditar Un Especialistas, Programas, cursos, Centros e Instituciones de Formación, difusión y Especialización de Acuerdo al Objeto de Estudio Científico de la ASOCIACIÓN en la base al reglamento Correspondiente.

English Translation

Since February 19, 1975, the Asociación Latinoamericana de Análisis, Modificación del Comportamiento, y Terapia Cognitivo Conductual (ALAMOC), has been one of the communities in Latin America most representative of science, not only for its contributions over all these years, but also because it has achieved an important position in the second decade of this century; we have the power to make decisions at global conferences with the world community of consultant cognitive behavioral therapies. This position, achieved a few years ago, requires from us leadership positioning to set the tone required by the model we practice from a perspective based on evidence.

It is time to look to the future from a position much more efficient and effective, with theoretical and technical support to integrate the epistemological basis. Symbols allowing us to manage the same meanings are necessary for interpretations using the same language.

In terms of producing knowledge of scientific psychology, there has not been a great leap since the early 1960s. We should consider it important for our science to be reflected in our practice, for people who make use of our services. Experience has shown, for example, from the epistemology that one of the problems of psychology has been the explanation from positivism, which has not helped solve everyday problems. There are tools that will allow linking actual situations with everyday problems. We do not know whether—paraphrasing Kuhn himself—a paradigmatic revolution becomes necessary, or perhaps it is we who have to explain our practical acceptance that we are not (such as people expect) able to solve the problems of our societies.

Integration of psychology involves the more problematic epistemological, theoretical order, and then the problem of addressing the procedures. Comprehensive methods therefore would be much more important than explanatory. The explanation is a very restrictive procedure because it requires locating the cause. In this sense the method that most likely comprehensively addresses the psychic phenomena should be the method chosen.

This will be a task that will occupy us for at least the next 20 years, generating an integrative paradigm of Latin American psychology in the 21st century. Now that we have the advantage, we know where to target epistemologically.

From our position we should consider the following goals:

- Fostering the institutional and regional exchange of information that allows scientific breakthroughs of the association.
- Facilitating, conducting, and promoting scientific research and dissemination in relation to the purposes of the association and applications in various areas of human development and its relation to various contexts.
- Organizing conferences, symposia, seminars, courses, and events and promoting the publication of books, magazines, articles, and papers written by members.

- Advising individuals and institutions in the area of advancement, scientific development, and applications in relation to scientific study.
- Providing scientific awards to members who excel at or contribute to scientific development in the framework of the objectives of the association.
- Financing events, programs, and actions designed to meet the objectives of the association.
- Cooperating with other scientific associations in the world, especially in Latin America, whose objectives are allied with the association.
- Ensuring compliance with ethical standards in practice and enforcement of our scientific disciplines by members and institutions accredited by the association pursuant to the code and rules.
- Contributing to scientific advancement and cultural, social, and educational development in Latin America.
- Establishing a regulation agreement and agreements with higher education institutions or centers of expertise for the formation of human and professional resources under the purpose of scientific study and advancement of the association.
- Endorsing, recognizing, and accrediting specialists, programs, courses, training centers and institutions, dissemination, and specialization according to the objective of scientific study of the association on the basis of corresponding regulations.

ABA Colombia

BY WILSON LÓPEZ LÓPEZ, MARÍA CONSTANZA AGUILAR BUSTAMANTE, CAMILO HURTADO-PARRADO, AND LUIS MANUEL SILVA

Colombia is currently experiencing a set of complex transitions that involve dimensions of behavior analytic training and professional practice with social and health issues. A case in point is the assessment and treatment of autism spectrum disorder (ASD), which requires very specialized training and careful and continued work by therapists and parents alike. In Colombia, few therapists are trained in applied behavior analysis (ABA), and only a few undergraduate programs offer some kind of behavior analytic training; the situation is currently not much better at the postgraduate level. Many of the individuals who claim to use methods based on ABA in our country are in fact licensed psychologists who graduated from programs with few hours devoted to philosophical, conceptual, methodological, and technical issues in behavior analysis, and whose hands-on experience does not meet the stringent criteria for international certification in the area.

This insufficient training has led to a situation in which many professionals improvise treatments for clients with ASD by using techniques that not only are not part of ABA, but sometimes are even contradictory. This creates

See COLOMBIA on page 24

COLOMBIA continued from page 23

deep confusion with detrimental effects for clients and for financial decision-making agents, which in turn leads to harmful decisions such as payment refusal for these treatments. Even though the Colombian state is still obligated to provide payment, it continues to look for ways to avoid covering the costs of ABA therapies.

Recently, ABA Colombia, along with the Colombian Board of Psychologists (Colegio Colombiano de Psicólogos), has taken part in discussions about this sensitive issue, given that it is our responsibility toward families living with ASD and that the solution to this problem requires documenting what ABA really is and what is involved when its methods are implemented. As part of this process we need to gather the evidence for ABA and show it to the relevant agents, and discuss treatment protocols that have been recently published by the Ministry of Health based on negative evidence for ABA. We also need to continue working with the judicial system, inform them about ABA, and encourage them to keep financial support for ABA treatments mandatory. Finally, we understand that we need to foster and strengthen training processes in behavior analysis in undergraduate degrees, and to support universities in the development of postgraduate programs in behavior analysis. This is due to the fact that the Colombian educational model is a 5-year professionalizing model, which means that a fully fledged practicing license is attained after a 5-year undergraduate degree, without any requirement for postgraduate or continued training. This is also the case for ABA—any licensed psychologist can conduct behavior analytic therapy with no specific certification, which is complicated by the fact that we have very few BCBA-certified professionals.

Therefore, ABA Colombia will need to seek the following: (1) to participate in ABA training processes that universities might create; (2) to strengthen communication processes that inform the general public of what ABA is and is not; (3) to work together with other entities such as the Colombian Board of Psychologists and universities in conducting research that can provide further, better evidence supporting ABA treatments for ASD and other developmental disorders; (4) to encourage the creation of public policy to strengthen the work currently done with ABA methodologies and set the foundations for certification entities and processes; and (5) to continue our participation in discussions related to the subject with entities such as the Colombian College of Psychologists, universities, the Ministry of Health, the Ministry of Labor, NGOs, and health service providers.

Given the complexity of this situation, it becomes clear, as we have stated in previous reports, that the support of ABAAI is both a necessity and an opportunity.

Japanese ABA

BY SATORU SHIMAMUNE

We just completed our 2-year celebration of the 30th anniversary of J-ABA. To celebrate we held a unique convention in Kumano, held symposia at annual conventions, and published a special issue of the J-ABA journal that included interviews with past presidents and chief editors.

We also published our position paper on corporal punishment as well as related review papers on basic and applied research.

2014 was a year of big transitions for us. We registered our association as a government-recognized entity, making us responsible for socially meaningful contributions to society. That also means we can now manage our own bank account, and royalties from our book publications will be recognized as direct taxable income.

Mexican Society for Behavior Analysis

BY KATE LEWIS

This year was especially reinforcing to the Mexican Society for Behavior Analysis (MSBA), given that we celebrated 40 years since its foundation. In addition to this milestone, we also published the *Mexican Journal of Behavior Analysis* (MJBA, ISSN-0185-4534). MJBA is published three times per year, June, September, and December. MJBA publishes original basic or applied research reports relevant to the behavior of nonhuman animals and humans. Review or theoretical articles are also considered for publication. MJBA is a bilingual journal, publishing papers in Spanish or English. Abstracts in both languages are also included for each article. Copyright of the papers published in MJBA is held by MSBA. Anyone wishing to reprint a paper partially or in full must secure written permission of the editor, and must give full credit to the copyright holder.

The celebration of our 40-year anniversary occurred in the same place, Xalapa-Veracruz, where the first meeting was celebrated in 1975. In that same year a group of psychologists including Emilio Ribes, Florente Lopez, Victor Corral, Ely Rayek, Victor Alcaraz, Juan Jose Sanchez, and Laura Hernandez founded MJBA. The first volume included 12 articles with the contributions of prolific authors such as Sidney W. Bijou, Jacob Robert Kantor, H. M. Jenkins, Ramón Bayés, James J. Holland, Roger E. Ulrich, and Adrian Aguirre, who wrote a critical review of the t-tau system of William N. Schoenfeld and Brett K. Cole. Since its beginning MJBA has been a journal characterized by its methodological procedures and systematic research about psychological problems and theory. In the context of these past 40 years it is important to mention MJBA because, along with our annual meeting, it is one of our most important activities.

The annual meeting is an event where many Mexican and foreign students learn about new methods, new findings in the experimental analysis of behavior, and new technologies and apparatus to facilitate observation and experimentation in more than one context. During the last meeting, information about three-dimensional printing was especially attractive to students because it is a very cheap option to create an experimental environment with the potential to reproduce basic to sophisticated procedures. Undoubtedly, new technologies are available to help us answer our research questions, instead of our questions being limited by technology. This was the core of these presentations and posters that were included in the program schedule.

Another important activity of the most recent annual meeting was the election of the new MJBA editor. We congratulate Rogelio Escobar, Ph.D., who will serve as editor from January 1, 2016 through December 31, 2019. Dr. Escobar will have the support of Kennon A. Lattal, Ph.D., as an English-language editor. His work will reinforce the activity of all Mexican researchers who have contributed to MJBA during these first 40 years. We also thank Alicia Roca, Ph.D., who served successfully as editor for the last four years. Her efficient efforts gave MJBA particular distinction. ❖

The BEHAVIOR ANALYST

The Behavior Analyst is the official publication of ABAI. In addition to articles on theoretical, experimental, and applied topics in behavior analysis, it includes literary reviews, re-interpretations of published data, and articles on behaviorism as a philosophy.

The Analysis of VERBAL BEHAVIOR

The Analysis of Verbal Behavior primarily features original publications of experimental or theoretical papers relevant to a behavioral analysis of verbal behavior. Manuscripts are typically relevant to topics ranging from elementary verbal operants to the history of verbal behavior analysis.

Behavior Analysis in Practice

Behavior Analysis in Practice provides science-based, best-practice information relevant to service delivery in behavior analysis and covering a range of contents from empirical reports to critical reviews of books and products aimed at practitioners and/or consumers.

The Psychological Record

Founded in 1937 by renowned interbehaviorist J. R. Kantor, *The Psychological Record* includes empirical and conceptual articles related to the field of behavior analysis, behavior science, and behavior theory. The journal welcomes investigations of basic behavioral processes, as well as translational studies that bridge experimental and applied analyses of behavior.

ABAI
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accredited programs

ABAI's rigorous accreditation program helps ensure the integrity of behavior analysis education.

ABAI standards encourage and support exemplary training of behavior scientists and scientist-practitioners in the experimental and theoretical foundations of behavior analysis and in ethical and evidence-based practice.

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42nd Annual Convention Presidential Scholar

Miguel Nicolelis

We are pleased to announce that Dr. Miguel Nicolelis, MD, Ph.D., is our presidential scholar for 2016. Dr. Nicolelis is the Duke School of Medicine Distinguished Professor of Neuroscience at Duke University; a professor of neurobiology, biomedical engineering and psychology and neuroscience; and founder of Duke's Center for Neuroengineering. His research has earned international recognition and includes work on brain-machine interfaces and neuroprosthetics; multidisciplinary approaches to study neurological and psychiatric disorders such as epilepsy, Parkinson's disease, schizophrenia, and attention deficit disorder; the neurophysiological basis of social behaviors in non-human primates; and the neuronal basis of tactile perception.

He leads the Walk Again Project, an international consortium of scientists and engineers, dedicated to the development of an exoskeleton device to assist severely paralyzed patients in regaining full body mobility. In 2014, Walk Again's efforts culminated in enabling a young man with complete paraplegia of the lower limbs and lower trunk to give the symbolic kickoff at the World Cup while wearing an exoskeleton controlled by his brain activity.

Dr. Nicolelis has given several TED talks and has been featured on the *Today Show* and *The Daily Show with Jon Stewart*. His website (www.nicolelislab.net) showcases many of his appearances and research highlights.

We are honored that Dr. Nicolelis has chosen to join us in downtown Chicago and look forward to his address on May 29, 2016. In this talk, "Brain-Machine Interfaces: From Basic Science to Neurological Rehabilitation," he will describe how state-of-the-art research on brain-machine interfaces makes it possible for the brains of primates to interact directly and in a bi-directional way with mechanical, computational, and virtual devices without any interference of the body muscles or sensory organs. He will also review a series of recent experiments using real-time computational models to investigate how ensembles of neurons encode motor information and will describe evidence indicating that continuous operation of a closed-loop brain machine interface, which utilizes a robotic arm as its main actuator, can induce significant changes in the physiological properties of neural circuits in multiple motor and sensory cortical areas. This research raises the hypothesis that the properties of a robot arm, or other neurally controlled tools, can be assimilated by brain representations as if they were extensions of the subject's own body. ❖



Chapters

Chapters are membership organizations associated with ABAI through their interest in the dissemination and growth of behavior analysis. They are defined by a geographical boundary—city, state/province, region, or country. ABAI maintains a mutually beneficial relationship with chapters in Asia, Australia, Europe, and North and South America. Affiliated chapters often hold conferences, sponsor lectures, and offer continuing education opportunities. Reduced ABAI membership and conference fees are available to members of affiliated chapters.

Non-U.S.A. Chapters

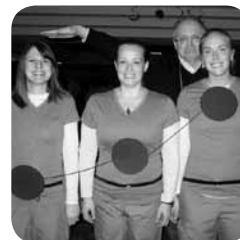
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Ireland	Análisis de la Conducta
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AUTISM

10th annual autism conference 2016 new orleans louisiana

ABAI's 10th Annual Autism Conference: Translating Research Into Evidence-Based Practice will be held January 18–20, 2016 at the Hyatt Regency New Orleans—one mile from the legendary French Quarter, which boasts a notable arts and culture scene, restaurants operated by world-renowned chefs, and the famed nightlife of Bourbon Street.

This conference will feature topics developed specifically for practitioners, scientists, and parents of children with autism. Additionally, poster sessions will offer conference attendees the opportunity to review the foremost autism research being conducted around the world. Attendees will also be able to visit a bookstore and exhibit booths throughout the event. We look forward to seeing you in New Orleans!

Symposium: *Expanding Access to ABA Services via the Latest Telehealth Technologies*

Chair: Wayne W. Fisher

Discussant: Cathleen C. Piazza



Kevin C. Luczynski

Preliminary Results of a Randomized Clinical Trial of a Web-Based Program for Training Parents With a Child With an Autism Spectrum Disorder to Implement Early Intensive Behavior Intervention Kevin C. Luczynski

Dr. Kevin Luczynski is an assistant professor at the University of Nebraska Medical Center and the director for the recently initiated Virtual Care Program at the Munroe Meyer Institute. From 2004–2006, Dr. Luczynski worked as a clinical specialist at the Johns Hopkins University School of Medicine's Kennedy Krieger Institute where the intensity of the clinical services improved his understanding of within-subject methodology, environmental determinants of behavior, and the value of working within a community of clinical experts. During this period, he also earned a master's degree in applied behavior analysis from the University of Maryland at Baltimore County. Dr. Luczynski earned his Ph.D. in Behavior analysis at Western New England University under the supervision of Dr. Gregory P. Hanley in 2011 and completed a pre-doctoral fellowship at the

TRANSLATING RESEARCH INTO EVIDENCE-BASED PRACTICE: A PREVIEW OF THE INVITED SPEAKERS

Munroe-Meyer Institute under the mentorship of Dr. Wayne Fisher in the same year.

Currently, he specializes in leveraging web-based technologies to provide parent training, early intervention services, and assessment and treatment of sleep disturbances to families who live in areas where there are few or no professionals trained in applied behavior analysis. This direction for expanding services in applied behavior analysis is supported, in part, by a grant from the Department of Defense, because access to high-quality services is very important to military families—especially those serving in remote areas—with a child with autism. In 2013, Dr. Luczynski and colleagues partnered with Autism Action Partnership to leverage web-based technologies to provide teacher training and assist in designing and monitoring skill-acquisition and behavior-management programs to schools throughout Nebraska.

Kevin's area of service delivery had led to several new lines of research: (a) comparing the accuracy, reliability, and efficiency of different measurement systems for scoring child-parent interactions in their home over extended observation periods; (b) determining the accuracy and reliability of infrared-capable cameras with motion-detection software for measuring children's nighttime sleep disturbances and comparing the additive and interactional effects of behavioral and pharmacological treatments for improving children's sleep; and (c) evaluating the extent that parent-training procedures promote generalization and maintenance of parents' ability to teach functional-communication and delay-tolerance skills at home and identify potential barriers to sustained treatment implementation.

ABSTRACT: Estimates indicate that autism affects about 1 in 68 American children. Research has shown that early intensive behavioral interventions (EIBI) are effective when implemented by appropriately trained and supervised technicians. In addition to services provided by technicians, parents often contribute to their child's EIBI

programming by extending teaching opportunities throughout the day. However, few empirically supported programs are available for training parents who include performance-based measures. We are conducting a randomized clinical trial to evaluate a 20-hour, web-based, e-learning program for training parents in EIBI protocols. The two primary dependent variables are the Behavioral Implementation Skills for Play Activities (BISPA) and the Behavioral Implementation Skills for Work Activities (BISWA). To date, 10 participants have completed pre-test and post-test assessments on these measures, three in the treatment group and seven in the control group. Mean component skills implemented correctly on the pre-test and post-test for the treatment and control groups for the BISPA were 4.0%, 6.1%, 89%, and 0%, respectively. For the BISWA, the results were 23.6%, 16.9%, 100%, and 27.3%, respectively. The results provide strong preliminary support for the efficacy of our web-based program, which can be delivered to parents anywhere in the world that has broadband internet access.

Treatment of Pediatric Feeding Problems: Comparison of Follow-Up Outcomes in Clinic Versus via Telehealth

Kathryn M. Peterson

Kathryn Peterson, Ph.D., BCBA-D, is an assistant professor at the University of Nebraska Medical Center's Munroe-Meyer Institute. Dr. Peterson earned her master's degree in applied behavior analysis from Pennsylvania State University in 2008 and spent several years working as a behavior consultant specializing in the assessment and treatment of severe problem behavior in children with autism spectrum disorder (ASD). During that time, Dr. Peterson also served as the editorial assistant for *Behavioral Interventions*. Dr. Peterson then earned her doctoral degree in applied behavior analysis from the University of Nebraska Medical Center's (UNMC) Munroe-Meyer Institute under the mentorship of Drs. Valerie Volkert and Cathleen Piazza. Dr. Peterson currently serves as a research faculty member and case manager within the Pediatric Feeding Disorders Program at UNMC, where she conducts research on the assessment and treatment of pediatric feeding disorders. She has published in the *Journal of Applied Behavior Analysis* and has secured grant awards through UNMC's Pediatrics and Diversity funds to conduct research on effective treatments for food selectivity in children with ASD. Dr.

Peterson recently served as the president of the Heartland Association for Behavior Analysis.

ABSTRACT: Many children with ASD have feeding difficulties, such as food selectivity (i.e., consumption of a limited variety of foods by type or texture). Inadequate dietary intake is associated with learning and behavior problems. If left untreated, children with ASD and feeding difficulties also may suffer from weight loss or malnutrition. Currently, treatments for pediatric feeding disorders based on ABA research have the most empirical support (Volkert & Piazza, 2012). However, there are a limited number of clinics and professionals in the country that specialize in the behavioral treatment of pediatric feeding disorders. Telehealth methods allow a professional in one location to provide services to a patient in another. Research has not yet evaluated the effectiveness of using telehealth methods to treat pediatric feeding disorders using behavioral techniques. In the current study, we compared the outcomes (e.g., levels of acceptance, mouth clean [product measure of swallowing], inappropriate mealtime behavior) of children discharged from an intensive day treatment program who were followed up in the clinic versus via telehealth. The children's parents implemented treatment with both methods. Results suggest that clinically relevant outcomes can be achieved regardless of the location of outpatient follow-up.



Kathryn M. Peterson

Training Community Mental Health Providers to Conduct Quality Functional Behavior Assessments Using Teleconsultation Strategies: Outcomes and Issues

Stephanie M. Peterson

Stephanie M. Peterson, Ph.D., is a professor of psychology and chair of the Department of Psychology at Western Michigan University. She earned her doctorate in special education at The University of Iowa in 1994. Her primary research interests are choice making, functional communication training, reinforcement-based interventions for children with problem behavior, and concurrent schedules of reinforcement in the treatment and functional analysis of severe problem behavior. She also has interests in applications of behavior analysis to educational interventions and teacher training. She currently serves on the editorial board of the *Journal of Applied Behavior Analysis*, and she is a senior editor for *Education and Treatment of Children*. She also



Stephanie M. Peterson

See AUTISM on page 32

AUTISM continued from page 31

serves on the board of directors for the Behavior Analyst Certification Board.

ABSTRACT: This presentation will describe an ongoing project, in which we are attempting to train community mental health workers in Michigan to conduct quality functional behavior assessments, including functional analyses, using web-based technologies for teleconsultation. The procedures we are using will be discussed, and outcome data for selected children as well as summary data for trainees will be presented. Issues, problems, and positive developments from the project will also be discussed.



David P. Wacker

Treating Severe Behavior Problems via Telehealth
David P. Wacker

Dr. David Wacker is a professor in the Departments of Pediatrics and Special Education at the University of Iowa, where he has directed one of the country's leading clinical research programs in developmental disabilities for more than 20 years. He and his students have conducted important research on a number of topics, but he is best known for his pioneering work in behavior disorders. His brief functional analysis, an experimental approach to assessment in outpatient clinics, has revolutionized outpatient research by replacing the clinical interview as the basis of treatment with an empirical model whose utility has been established in dozens of studies. Most recently, he has extended the impact of the brief functional analysis beyond his clinic's boundaries through the creative use of real-time video conferencing. He is a past editor of the *Journal of Applied Behavior Analysis*, a Fellow of the American Psychological Association (APA), a Fellow of ABAI, and a recipient of distinguished research awards from both APA and the Arc of the United States.



Robert Horner

ABSTRACT: This presentation will provide a summary of how we have used telehealth to implement functional analyses and functional communication training to assess and treat the severe behavior problems of young children with autism. The participants were 30 children with diagnosed autism spectrum disorders who ranged in age from 21–84 months. All assessment and treatment sessions were conducted by parents in their homes with remote coaching provided by behavior analysts located at a tertiary level hospital. The functional analyses were

conducted within multi-element designs and social functions were identified for all children. Functional communication training (FCT) was then implemented by the parents and matched to the identified functions of problem behavior. FCT was most often conducted during 1-hour weekly sessions, with individual cases conducted within a reversal design, and the overall group analysis conducted within a randomized clinical trial (3 month delay for second group). The average reduction in problem behavior was 97% (range=77–100%). Interobserver agreement was conducted on approximately 30% of sessions and averaged over 90%. A description of the telehealth and behavioral procedures conducted in the project will be presented with video case examples.

Implementing ABA at Scales of Social Importance: Positive Behavioral Intervention and Supports
Robert Horner

Rob Horner is professor of special education at the University of Oregon. He also is the co-director—with Dr. George Sugai—of the OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (SWPBIS), and co-director of the OSEP Technical Assistance Center on State Implementation and Scaling of Evidence-based Practices (SISEP) with Drs. Sugai, Dean Fixsen, and Karen Blase. Dr. Horner was an associate editor of the *Journal of Applied Behavior Analysis* and *American Journal on Mental Retardation*, in addition to being the former editor of the *Journal of the Association for Persons With Severe Handicaps* and *Journal of Positive Behavior Interventions*. His research has focused on stimulus control, instructional design for individuals with severe disabilities, generalization, positive behavior support, data-based decision-making, single-case research design, and the implementation and scaling of evidence-based practices.

ABSTRACT: This session will focus on scaling up implementation of applied behavior analysis. Emphasis will be given to lessons learned from implementing PBIS across 20,000 schools in the United States. Participants will leave with information about the key role of fidelity measures, organizational systems needed to support effective practices, and the linking of coaching with effective training.

Assessing and Programming for Emergence of Verbal Behavior in Children With ASD and Language Delays

Alice Schillingsburg

Dr. Schillingsburg received her Ph.D. in clinical psychology at Auburn University. She is currently an assistant professor in the division of Autism and Related Disorders in the Department of Pediatrics at Emory University and the program director of the Language and Learning Clinic at the Marcus Autism Center. Dr. Schillingsburg is a licensed psychologist and Board Certified Behavior Analyst at the Doctoral level. Her clinical expertise includes developing language and behavioral programming to address a variety of behavioral difficulties and communication deficits associated with developmental disabilities and autism spectrum disorders (ASD). Dr. Schillingsburg is associate editor and editorial board member of *The Analysis of Verbal Behavior* and former editorial board member of the *Journal of Applied Behavior Analysis*. Her current research interests include theoretical and practical applications of verbal behavior and the assessment and treatment of language deficits, particularly strategies to promote language acquisition in children with autism.

ABSTRACT: Children with ASD often exhibit deficits in language development. While typically developing children demonstrate adult-like language production by age 5 (Luinge, Post, Wit, & Goorhuis-Brouwer, 2006), expressing abstract and hypothetical ideas across a variety of topics (Tager-Flusberg et al, 2009), children with ASD often have difficulty with more complex language that has not been directly taught. Furthermore, studies have found that some children with autism do not combine known words at the same time as typically developing peers (Paul, Chawarska, Klin, and Volkmar, 2007; Weismer et al., 2011) pointing to a deficit in generative language. Strategies to promote the emergence of untrained verbal operants are of critical importance for learners with ASD. However, few procedures have been developed to program and test for emergence of untrained skills. Additionally, few studies have addressed remediation strategies when emergence fails to occur. The current presentation will present several lines of research focused on assessing the emergence of untaught verbal behavior during treatment as well as strategies to promote emergence and generative language. Specific interventions to promote

emergence of listener and tact skills as well as intraverbals will be presented.

The Evolution of Certification Standards for Behavior Analysts: A History

Jim Carr

Jim Carr received his Ph.D. from Florida State University and currently serves as CEO of the Behavior Analyst Certification Board (BACB). In this important leadership role, he has advanced the status of applied behavior analysis and its parent discipline, behavior analysis, to new levels of visibility, acceptance, and respect. His professional service record is long and varied, comprising work on behalf of several state, national, and international behavior analysis organizations as well as some autism service programs and the BACB. In his role as a professor at the University of Nevada, Reno; Western Michigan University; and Auburn University, Dr. Carr has trained and inspired a cadre of professional behavior analysts, many of whom have established outstanding research and academic careers. Dr. Carr has also made sustained scholarly contributions to the field, with more than 100 articles in peer-reviewed journals both within and outside of behavior analysis. The majority of these articles report experimental evaluations of behavior analytic interventions designed to improve the functioning and quality of life for children and adults with developmental or acquired disabilities. He has also served on the editorial boards and as an associate editor of a number of leading behavior analysis journals, including the *Journal of Applied Behavior Analysis*, *The Behavior Analyst*, *The Analysis of Verbal Behavior*, and *Behavior Analysis in Practice*.

ABSTRACT: The BACB has been certifying and developing professional standards for behavior analysts since it emerged in 1999 from the state of Florida's behavior analyst certification program, which had been in operation for two decades earlier. In 2007, the BACB's board certified behavior analyst (BCBA) and board certified assistant behavior analyst (BCaBA) credentials were accredited by the National Commission for Certifying Agencies (NCCA). The NCCA accredits certification programs that adhere to the best practices of the credentialing and testing industries, including highly prescribed procedures for establishing and revising key standards. In this presentation, I will describe the evolution of

See AUTISM on page 34



Alice Schillingsburg



Jim Carr

AUTISM continued from page 33

certification standards in behavior analysis over the decades, including the systematic NCCA-mandated procedures the BACB has followed to develop and revise its standards over the years. This process has been akin to shaping and has allowed behavior analyst certification to grow and flourish alongside consistently increasing standards toward an eventual steady state. Special focus will be paid to standards where the steady state appears to have been reached. Finally, I will describe how BACB certification standards align with the licensure of behavior analysts in approximately two dozen US states.

**Naomi Swiezy**

Parent Training in Young Children With ASD and Disruptive Behavior: A Multisite Randomized Trial
Naomi Swiezy

Dr. Swiezy specializes in applied behavior analysis, caregiver training, and autism spectrum disorders (ASD). She is the Alan H. Cohen Family Scholar of Psychiatry and a professor of clinical psychology and clinical psychiatry as well as the founder and director of the HANDS in Autism Interdisciplinary Training and Resource Center at the Indiana University School of Medicine. The HANDS in Autism framework and curriculum provides engaging and interactive training of the comprehensive curriculum and process for serving those with ASD and related neurodevelopmental and behavioral disorders to a range of consumers and disciplines. Participants at the center learn through shadowing, coaching and mentoring for a more active learning processes. Bridging information and resources across the community facilitates collaboration, local capacity, and sustainability of efforts toward supporting the growth, development, and success of individuals with ASD. Dr. Swiezy provides consultation relevant to the lifespan in clinic and community through state and local contracts and collaborations. Dr. Swiezy has served as a board member and committee member to a number of hospital, university, and community organizations and is currently an editorial board member of the peer-reviewed journal, *Research in Autism Spectrum Disorders*. She also serves as a standing member on an NIH review committee (SERV). Dr. Swiezy's research interests focus on implementation science and efforts toward the empirical support for HANDS-developed measures, process and programming, and implementation and local capacity building with ABA-based strategies and procedures in

community-based settings. Dr. Swiezy presents and publishes widely on the subject of autism and the development of the HANDS program.

ABSTRACT: Autism spectrum disorder (ASD) presents as a major public health concern. In addition to the core features of ASD, available evidence suggests that as many as 70% of children with ASD exhibit disruptive behaviors such as tantrums, noncompliance, aggression, and self-injury. Such behaviors can significantly limit the child's ability to make use of educational and other services, thereby interfering with the acquisition and performance of daily living skills as well as the exacerbation of social isolation. Given the rising prevalence of ASD and lack of accessibility to adequately trained specialists, our multisite network determined that the development of an exportable and cost-effective intervention was essential. Parent training (PT) has already been well-established and empirically supported as an intervention for children with disruptive behavior uncomplicated by ASD, but not in those with ASD. Single-subject designs have established that behavior modification can be effectively trained to parents to reduce the behavioral problems of children with ASD. Dr. Swiezy's presentation will describe more about the premise for the multisite development and testing of the manualized and potentially exportable PT model as a stand-alone intervention for young children with ASD and disruptive behaviors.

What's the Emperor Wearing These Days? Communication, SGDs, Apps, and PECS
Andy Bondy

Andy Bondy, Ph.D., has more than 40 years of experience working with children and adults with autism and related developmental disabilities. For more than a dozen years, he served as the director of a statewide public school program for students with autism. He and his wife, Lori Frost, pioneered the development of the Picture Exchange Communication System (PECS). He designed the Pyramid Approach to Education as a comprehensive combination of broad-spectrum behavior analysis and functional communication strategies. He is a co-founder of Pyramid Educational Consultants, Inc., an internationally based team of specialists from many fields working together to promote the integration of the principles of applied behavior analysis within functional activities and an emphasis on developing functional communication skills.

**Andy Bondy**

ABSTRACT: Over 25 years ago, PECS was developed and used a training protocol that incorporated Skinner's analysis of verbal behavior to help rapidly establish manding and other key verbal operants in students with ASD and other developmental issues. Many research reviews describe PECS as an evidence-based practice, including a recent publication in the journal *Pediatrics*. In that 2012 publication, which supported the strong evidence in support of ABA, it also noted that was as yet no evidence for the effectiveness of "AAC devices." However, with the advance of technology involving the use of speech generating devices (SGDs) and iPad apps, many parents and professionals are convinced that the technological advances and the voice associated with such devices will help lead to better communication skills as well as speech. This talk will review recent research regarding such devices as well as apps. We also will review why the PECS protocol is effective with regard to the rapid development of verbal behavior—behavior under the stimulus control of the audience (or listener). We will then use a similar analysis to review whether some of the uses of SGDs and apps ensures that verbal behavior is being established. We will end by pointing out some simple ways to demonstrate whether an electronic device is being used as a toy or as part of a communication strategy.

CPT Training Update

Travis Thompson

Dr. Travis Thompson received his doctoral training in psychology at the University of Minnesota and completed postdoctoral work at the University of Maryland with Joseph V. Brady and at Cambridge University (UK) with Robert Hinde. His earliest work dealt with the relations among concepts from behavior analysis, ethology, and pharmacology. He was director of the John F. Kennedy Center for Human Development at Vanderbilt University and Smith Professor of Psychiatry at the University of Kansas Medical Center before returning to Minnesota in 2003.

Dr. Thompson co-authored, with Charles R. Schuster, the first textbook in behavioral pharmacology and has done basic and applied interdisciplinary research in developmental disabilities, including genetics, pharmacology, and neuroscience. He was involved in developing one of the first large-scale behavioral intervention programs for individuals with intellectual disabilities, and for the past several years has

directed home-based early intervention services for young children with autism in Minnesota.

Dr. Thompson's publications include 225 articles and chapters and 29 books. A total of 48 doctoral students have completed their training under his mentorship. He has received numerous awards, including the APA Division 1 (Society for General Psychology) Ernest Hilgard Award, Division 25's Don Hake Award, and the Division 33 (Intellectual and Developmental Disabilities) Edgar Doll Award. He is a Fellow of the Association for Behavior Analysis International.

ABSTRACT: For the past several years, ABAI has been working with the American Medical Association (AMA) to establish new billing procedures for ABA-related services for children and youth with autism. Recently, the AMA adopted Current Procedural Terminology (CPT) Category III codes. The AMA codes recognize that applied behavior analysis is an empirically supported and medically necessary intervention. Dr. Travis Thompson, who was instrumental in the approval of these codes, is the instructor for this training, which will explain how the new codes define procedures and services performed by behavior analysts. These codes will improve access to ABA services for families of children with autism and severe behavior disorders, reduce financial burdens on these families, result in systematic and standardized valuation of ABA services, and gradually simplify and streamline the billing and collection processes for ABA services (e.g., facilitate electronic billing).

Symposium: Global Autism Public Health Initiative and Autism Researchers Without Borders

Chair: Kara Reagon

Discussant: Andy Shih

Behavior Analytic Introduction to Global Autism Public Health Initiative and Autism Researchers Without Borders

Kara Reagon

Kara Reagon is the associate director of Dissemination Science for Autism Speaks, where she leads the organization's international clinical program development and related capacity building efforts. She received her doctoral degree from Utah State University in disability disciplines with an emphasis in applied behavior analysis, and is a doctoral-level board certified behavior analyst and has worked with individuals

See AUTISM on page 36



Travis Thompson



Kara Reagon

AUTISM continued from page 35

with autism across the lifespan in a variety of settings for over 15 years. Kara has published her research in journals including the *Journal of Applied Behavior Analysis*, and had served a guest editor for peer-reviewed professional journals. She was a 2007 Mel Karmazin Fellow at the Princeton Child Development Institute and served as the assistant director of Adult and Community Living Programs for 5 years. Kara was an adjunct faculty member at Rider University, and previously ran her own private clinical practice evaluating programs. Her current interests include advocacy for and dissemination of science-based interventions, scaling up and task shifting approaches in low resource settings, the treatment and prevention of severe problem behavior, and ongoing assessment of social validity.

Abstract: This presentation will use Stokes and Baer's 1977 seminal article on generalization and Wolf's 1978 paper on social validity as platforms to discuss why behavior analysts should consider a public health framework for dissemination of ABA principles in the treatment of autism globally and correcting some of the misconceptions of behavior analysis. Strategies and tactics for promoting acceptance, implementation, and dissemination of evidence-based practices in low-resource settings will be reviewed. Theories of why global acceptance of ABA has not occurred—and, more importantly, why behavior analytic misconceptions still exist in the world—will be examined. Strategic planning steps for students, families, practitioners, researchers, and organizations to influence public health policy and educational reform will be outlined. The need for both single-subject design research and randomized-controlled trials will be proposed in evaluating low-intensity/large-scale programs, and the training of non-specialist facilitators in low-resource settings to meet the treatment gap needs of individuals and families affected by autism spectrum disorders.



Amy M. Wetherby

Improving Developmental Trajectories of Toddlers with Autism Spectrum Disorder: Strategies for Bridging Research to Practice

Amy M. Wetherby

Amy M. Wetherby, Ph.D., CCC-SLP, is a Distinguished Research Professor in the Department of Clinical Sciences, the Laurel Schendel Professor of Communication Disorders, and director of the Autism Institute at the Florida

State University College of Medicine. She has over 30 years of clinical experience and is a Fellow of the American Speech-Language-Hearing Association. Dr. Wetherby has published extensively and presents regularly at national conventions on early detection and early intervention for children with autism spectrum disorders (ASD). She is the project co-director of Doctoral Training in Research, Autism, and Interdisciplinary Leadership (TRAIL), funded by the U.S. Department of Education, and is the executive director of the Florida State University Center for Autism and Related Disabilities. She served on the National Academy of Sciences Committee for Educational Interventions for Children with Autism and on the DSM-5 Neurodevelopmental Workgroup of the American Psychiatric Association. Dr. Wetherby is director of the FIRST WORDS Project, a longitudinal research investigation on early detection of ASD and other communication disorders, funded by the US DOE/ OSEP, NIDCD, NICHD, and CDC. She was co-PI of three randomized controlled trials: the Early Social Interaction Project, an early treatment study teaching parents of toddlers with ASD how to support social communication and play in everyday activities funded by Autism Speaks and NIMH; the Classroom SCERTS Intervention Project for school-age children funded by the US DOE/ IES; and one of 5 collaborative research entities that form the Autism Intervention Research Network on Behavior Health (AIR-B) funded by HHS/HRSA. Dr. Wetherby is co-developer of Autism Navigator®, an innovative collection of courses and tools designed to bridge the gap between science and community practice using a highly interactive web platform with extensive video footage to illustrate effective evidence-based practice. She is co-PI on a new multisite health services grant funded by NIMH using Autism Navigator for primary care with an automated screening tool, the “Smart” Early Screening for Autism and Communication Disorder (ESAC), which will have important implications for mobilizing communities to improve family action, participation, and engagement in early screening and diagnosis of ASD and entry into early intervention. The over-arching goal of the collective efforts of Dr. Wetherby's research is to build the capacity of healthcare systems to improve early detection and provide access to cost-efficient early intervention that is feasible for far-reaching community implementation.

ABSTRACT: The need for community-viable, evidence-based intervention strategies for toddlers with ASD is a priority with earlier diagnosis. The Early Social Interaction Project (ESI) uses the SCERTS curriculum to teach parents of toddlers with ASD how to embed evidence-based intervention strategies and supports in everyday activities in natural environments to promote their child's active engagement. Research findings from the randomized controlled trial of ESI, funded by Autism Speaks and NIMH, will be presented. Plans for rolling out Autism Navigator will be highlighted.

Developing a Parent Skills Training Program for Non-Specialist Facilitators in Low- and Middle-Income Countries

Stephanie Shire

Stephanie Shire is a postdoctoral Fellow in psychiatry at the University of California, Los Angeles (UCLA) where she coordinates randomized trials focusing on interventions for children with autism spectrum disorder (ASD). Her research interests include community-based research and training for caregivers and school personnel who are supporting children with developmental disabilities. Specifically, recent work includes international program development

for families of children with developmental challenges in low and middle income countries. Originally from Calgary, Canada, she received her master's in educational psychology at the University of Alberta before moving to Los Angeles to pursue doctoral studies in Human Development and Psychology at UCLA.

Abstract: Review of epidemiological data demonstrates that ASD is a global public health matter (Elsabbagh et al., 2012). Although intervention science has led to the development of efficacious parent-mediated early intervention programs, these services are resource intensive and available to a select few of the many who could benefit from them. For children with ASD who are growing up in low- and middle-income countries (LMICs), few if any services may be available to target the core social communication challenges experienced by many children with ASD. This presentation will focus on the process of development of a parent skills training program designed to be delivered by non-specialist facilitators in LMICs. Considerations and challenges regarding the development and scientific evaluation of the trainer intervention model will be discussed. ❖



Stephanie Shire

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Calendar of Upcoming Conferences

For more details, please visit the websites indicated and the Chapters section of the ABAI website.

2016

January

ABAI 10th Annual Autism Conference

January 18–20
New Orleans, LA
Hyatt Regency New Orleans
www.abainternational.org

February

Behavior Analysis Association of Michigan Annual Conference

February 18–19
Ypsilanti, MI
Department of Psychology
Eastern Michigan University
www.baam.emich.edu

North Carolina ABA 27th Annual Conference

February 24–26
Wilmington, NC
Riverside Hilton
www.nc-aba.org

CalABA 34th Annual Western Regional Conference on Behavior Analysis

February 26–28
Santa Clara, CA
Santa Clara Convention Center
www.calaba.org

March

Connecticut ABA 11th Annual Conference

March 3–4
New Haven, CT
www.ctaba.org

Heartland ABA 10th Annual Conference

March 3–4
Omaha, NE
DoubleTree Hotel
www.ctaba.org

March (cont.)

Texas ABA Regional Conference

March 3–6
Fort Worth, TX
The Worthington Renaissance Fort Worth Hotel
www.txaba.org

British Columbia ABA Eighth Annual Conference

March 11–12
North Vancouver, BC, Canada
Capilano University
<https://bc-aba.org>

New Jersey ABA 11th Annual Conference

March 18
East Windsor, NJ
Windsor Ballroom & National Conference Center
www.njaba.org

April

Vermont ABA Annual Conference

April 1
Burlington, VT
Sheraton Hotel
www.vtaba.org

Four Corners ABA Ninth Annual Conference

April 8–9
Loveland, CO
Embassy Suites
www.4caba.net

Ohio ABA Sixth Annual Conference

April 8–9
Columbus, OH
Hilton Downtown Columbus
www.4caba.net

Illinois ABA Fifth Annual Conference

April 14–15
Downers Grove, IL
Chicago Marriott Suites Downers Grove
www.ilaba.net

April (cont.)

Virginia ABA Annual Conference

April 15–16
Newport News, VA
Newport News Marriott at City Center
www.virginiaaba.org

Norsk Atferdsanalytisk Forening (Norwegian ABA) Seminar

April 20–24
Gol, Norway
Storefjell Mountain Hotel
www.atferd.no

May

ABAI 42nd Annual Convention

May 27–31
Downtown Chicago, IL
Hyatt Regency Chicago
& Swissôtel Chicago
www.abainternational.org

June

Eighth World Congress of Behavioural and Cognitive Therapies

June 22–25
Melbourne, Australia
Melbourne Convention & Exhibition Centre
www.aacbt.org

July

ALAMOC 26th Conference

July 28–30
Panama City, Panama
Department of Psychology
University of Panama
<http://clamocpanama2016.com>



Special Interest Groups

Special interest groups (SIGs) are a critical component of ABAI and provide additional services and support to members. SIGs are initiated by members and promote their specialized interests by organizing presentations at ABAI's annual convention, producing publications, encouraging study in their particular area of interest, and providing discussion forums online and at conferences and other events.

Special Interest Groups

Applied Animal Behavior
 Autism
 Behavior Analysis and Selectionist Robotics
 Behavior Analysis and Technology
 Behavior Analysis and the Arts
 Behavior Analysis for Sustainable Societies
 Behavior Analysis in Military and Veterans' Issues
 Behavior Analyst Online
 Behavioral Development
 Behavioral Gerontology
 Behavioral Medicine
 Behaviorists for Social Responsibility
 Clinical
 Crime, Delinquency, and Forensic Behavior Analysis
 Direct Instruction
 Dissemination of Behavior Analysis
 Ethics and Behavior Analysis
 Evidence-Based Practice
 Experimental Analysis of Human Behavior
 Gambling
 Health, Sport, and Fitness
 History of Behavior Analysis
 Multicultural SIG: Multicultural Alliance of Behavior Analysts
 Neuroscience
 Organizational Behavior Management Network
 Pediatric Feeding Disorders
 Positive Behavior Support
 Practitioner Issues in Behavior Analysis
 Rehabilitation and Independent Living
 Sexual Behavior: Research and Practice
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Detail of a Buddhist Temple in Kyoto, Japan—host city for ABAI's Eighth International Conference.