

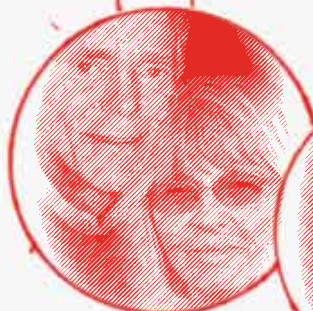
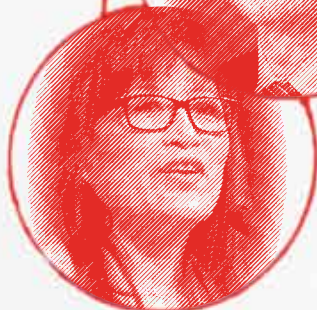


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Association for Behavior Analysis International

INSIDE BEHAVIOR ANALYSIS
NEWSLETTER OF THE ASSOCIATION FOR BEHAVIOR ANALYSIS INTERNATIONAL

VOLUME 8
No 3
DECEMBER
2016



Be the Early Bird.

The Association for Behavior Analysis International—more than 40 years providing value to members interested in the philosophy, science, application, and teaching of behavior analysis. We also set standards for the accreditation of educational programs in the field.

ABAI's 2017 membership year is NOW open. The earlier you join or renew, the more you can save on things like registration for ABAI events!



The Value of ABAI Membership—Member Benefits for 2017!

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Association for Behavior Analysis International

INSIDE BEHAVIOR ANALYSIS
NEWSLETTER OF THE ASSOCIATION FOR BEHAVIOR ANALYSIS INTERNATIONAL

VOLUME 8
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DECEMBER
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ON THE COVER: Our first thirteen who, through gifts and planned giving, have so generously contributed significant funds to SABA's capital campaign, *Understanding Behavior, Transforming Lives, Shaping Our Future*.

ILLUSTRATION: MARTIN BURCH

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YOUR
NAME
HERE
2016



UNDERSTANDING BEHAVIOR TRANSFORMING LIVES SHAPING OUR FUTURE

AN UPDATE *from the* SABA PRESIDENT

BY MARTHA HÜBNER

The Society for the Advancement of Behavior Analysis (SABA) has been promoting the field of behavior analysis for more than 30 years. The backing and donations of the ABAI community have helped with this important work, as SABA depends on private financial gifts to support talented students, encourage global dissemination of our science, and recognize our most inspiring scholars and leaders.

SABA is in the final stretch of a major fundraising effort—a 2-year capital campaign that was launched to solidify the society's foundations and support its major initiatives. Thanks to the tremendous support of the ABAI community, we are making inroads toward our goal, but we still have much to accomplish.

SABA's Goals

Strengthen Student Support. In the last 17 years, the society has had to decline over 500 excellent proposals from deserving students simply because the demand for research support has far exceeded our resources. Student grants can be used to support projects across the full range of behavior analysis inquiry and serve as an investment not only in our field's best and brightest, but also in the continued growth and vitality of the science and its applications. A donation can help SABA continue and even expand its efforts to support the work of emerging applied and basic researchers of exceptional promise at both the master's and the doctoral level.

Expanding Global Outreach. The reach of SABA's International Development Grant truly has been global, and awards have supported projects in 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 UK, and Zimbabwe. But our resources continue to be spread thin and each year the SABA Board has the difficult task of turning down many excellent initiatives simply for lack of funding. And our grants have been small, just a thousand dollars per project. With increased support, SABA could fund even more ventures around the world that promote behavior

analysis education, research, practice, publications, and networking in regions and organizations that need development and have personnel with the vision to define and pursue achievable projects.

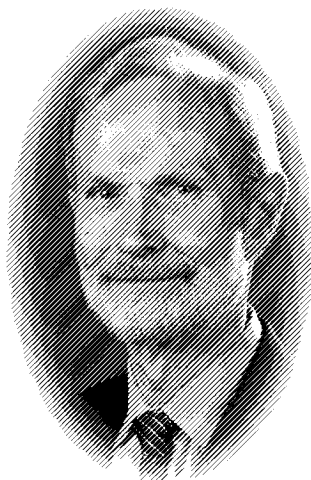
Increasing Public Awareness. In an effort to improve the public profile of behavior analysis, SABA makes a regular award for Effective Presentation of Behavior Analysis in the Mass Media. The board has planned other activities and partnerships with expert communicators and science advocates to promote our work and worldview. Part of our vision for the proceeds from the capital campaign is to create a fund to support creative dissemination efforts and inform communities all over the world on the contributions behavior analysis can make to education, health, prevention, organizations, and beyond. Never before have we allocated funds earmarked for this kind of effort, and the capital campaign will help us disseminate the work of those doing, teaching, and studying behavior analysis.

Major Donations

We intend to honor the legacy of major capital campaign donors at the ABAI headquarters, where SABA operations are handled. Gold, Silver, and Bronze level donors will be recognized on a donor recognition installation titled, "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. Tiles will be specific to the level of giving, and will be created from custom architectural glass suspended on a wire cable system in ABAI's lobby, which is open to the public. This "wall" can be disassembled and moved, should the headquarters ever change locations.

Major donors are also recognized on the SABA website, with photos and personal testimony of 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

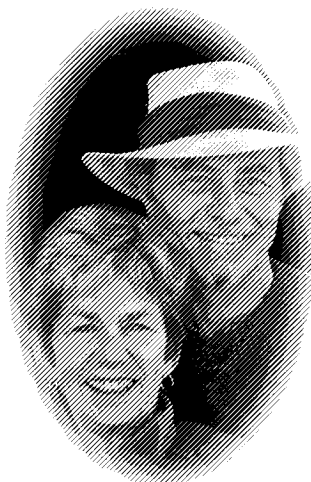
Dr. Richard Malott has made an incredible \$2 million planned bequest—a terrific show of support for SABA's efforts and mission. Dr. Malott has entrusted the society to establish the BATS Trust and act as its trustee. BATS is a lab in the Department of Psychology at Western Michigan University (WMU), 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.

SIGRID GLENN

"SABA is the closest thing behavior analysis has to a foundation with a mission to support the growth and well-being of the field. Of particular importance to me is SABA's support of students—who are the future of behavior analysis. Having demonstrated its capacity to build a strong financial base and to develop and fund its outreach programs, SABA tops my list of organizations worthy of significant levels of financial support."

Dr. Sigrid Glenn's passionate commitment to the future of behavior analysis has resulted in numerous contributions to her chosen field and she is widely recognized for her conceptual work on selection at behavioral and cultural levels. We are grateful for her strong support of the field in the form of a Bronze level donation to SABA.



PETER and MARY KILLEEN

"B. F. Skinner was a lighthouse in the murky terrain of psychology. Not always right, but typically brilliant, enlightening what seemed recondite problems to let us, time and again, see that they were mere culs. He called our attention first to the data, and always back to the data. He has passed, and it is now our turn to carry his light."

The promontory on which his lighthouse resides is called ABAI. It provides a footing for the torch, but has no candlepower itself. That will come from the next generations who might find grounding on its reaches, to build new different and more powerful searchlights. But like any outreach, ABAI is exposed to the tides and seasons. It needs to be maintained."

Because Fred said things that gave me new insight, because he changed the world view of so many of my undergraduates, because he gave a direction and challenge to my graduate students, because he showed the way to therapies that worked, I am in his debt. My wife is not a behaviorist, but an academic administrator. She attributes her success to what I have told her about behaviorism: Attend to behavior; attend to its context and consequences; and put data on the table. The best way to show our appreciation is to carry that message forward to each new generation. And when one has finished that phase of his or her life, the next best way to pay down our debt is to help maintain the society of behaviorists, personified in ABAI. That is why she and I gave what, in that context, is not a tithe but a tittle. Perhaps you can do better."

Bronze level contributors to the campaign, the Killeens' eloquent summary of their reasons for donating and the important role SABA plays in the field of behavior analysis is very kind and greatly appreciated.



KENT JOHNSON

Kent Johnson has made a bequest of \$25,000 in his will, for which we are extraordinarily grateful. Dr. Johnson's contributions to the field include his role as founder and executive director of Morningside Academy, a laboratory school for elementary and middle school children that investigates effective curriculum materials and teaching methods. Morningside has boosted behavior analysis's profile in education by providing training and consulting in instruction to more than 125 schools and agencies throughout the USA and Canada.

JACK MICHAEL

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



DARNELL and ANDY LATTAL

We are very grateful to Drs. Darnell and Andy Lattal for donating at the Silver level. Darnell is president and chief executive officer of Aubrey Daniels International and a specialist in the design and implementation of behavioral-based business strategies to achieve core initiatives. Kennon Andy Lattal is centennial professor of psychology at West Virginia University and an internationally recognized leader (and the 2016 recipient of SABA's International Dissemination of Behavior Analysis Award) in the experimental analysis of behavior.

RAYMOND PITTS and CHRISTINE HUGHES

We are also grateful for the Bronze level pledge of Raymond Pitts and Christine Hughes—two people who have dedicated their lives to behavior analysis research and education. Dr. Pitts has served on the Editorial Boards of the *Journal of the Experimental Analysis of Behavior* and *The Behavior Analyst* and routinely reviews for several other publications. His work has been supported by grants from the National Institute on Drug Abuse, and has been published in a variety of peer-reviewed journals. Dr. Hughes is currently an associate professor and graduate coordinator in psychology at the University of North Carolina at Wilmington and conducts translational research in the areas of punishment, schedules of reinforcement, and behavioral pharmacology, specifically the effects of prescription drugs on impulsive choices and on punished behavior. The importance of the involvement of active, leading scientists like Drs. Pitts and Hughes in SABA's efforts cannot be overstated.





AUBREY DANIELS

"SABA affords us a great opportunity to give back to the science that benefits all behavior analysts and the rest of the world."

Dr. Daniels further built upon the contributions of Aubrey Daniels International with a Bronze level donation of his own. The managerial methods Dr. Daniels has modeled and promoted over the years have a record of rapidly generating positive, significant benefits for every level of an organization, from small segments like management or investors to large corporations.

MARIA E. MALOTT

"Behavior analysis has the potential to change the world. But changing the world takes resources, and I have been so impressed over the decades with the creativity, vision, and passion of both those who have benefited from SABA and those who have supported it. SABA has made scores of student research projects possible, and has allowed our field to make inroads all across the globe. This is an organization that takes its mission seriously, and that operates with the utmost efficiency, and so I am truly proud to contribute to its work."

ABAI CEO, Maria E. Malott, has made SABA the beneficiary of an account totaling \$190,000 to support cultural studies from a behavioral perspective.



MICHAEL PERONE and DOROTHY VESPER BEQUEST

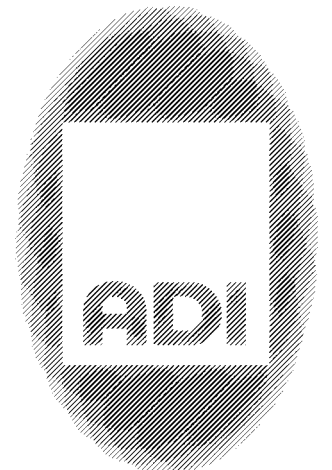
"My wife Dorothy and I are of modest means, with state-university salaries, a family to support, and many worthy causes that demand our time and resources. But my career is in behavior analysis, and ABAI has been an essential part of it ever since started graduate school in 1975. In the spirit of "charity begins at home," Dorothy and I are glad to be able to commit to the campaign. This is a lot of money for us, but we can manage it because we are spreading the contribution over five years. 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."

Dr. Michael Perone has made a most generous pledge, plus donations, totalling \$69,000, including a planned gift from a portion of his retirement account.



AUBREY DANIELS INTERNATIONAL

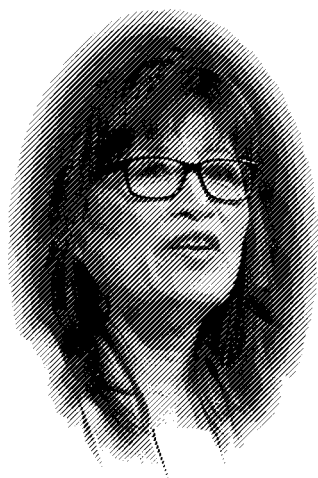
Aubrey Daniels International has made two generous donations for a total of \$25,000 in contributions to the capital campaign. We would like to express our gratitude to Aubrey Daniels International for its commitment to and work in the field and for its support of SABA.



JOHN and JAN CONE CHARITABLE FUND

"John and Jan Cone began their teaching careers at West Virginia University in 1970, he in psychology and she in behavioral medicine. Over the years their work was increasingly informed by behavior analysis. Concerned with the usefulness of large service delivery systems in a region of relative under-service, they came to appreciate the contribution the science of behavior could make to improving the quality of peoples' lives. Support for organizations such as SABA is vitally important for these contributions to continue. We are happy to help with this gift."

The John & Jan Cone Charitable Fund made a Bronze level contribution to the Capital Campaign. Dr. John Cone has made notable contributions to the study of behavior assessments and to the application of behavior analysis to large scale problems, in addition to being a co-founder and former editor of the journal *Behavioral Assessment*.

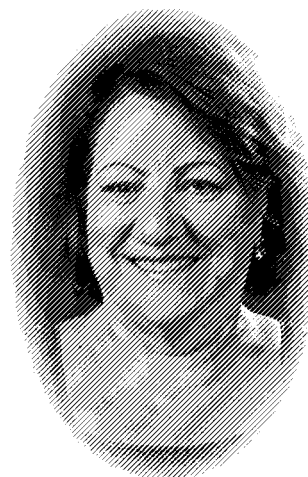


SHARON CHIEN

Sharon Chien, founder and chair of SEEK Education, Inc., has made a \$10,000 donation to the capital campaign. As SEEK is the recipient of the 2013 SABA Award for International Dissemination of Behavior Analysis, Dr. Chien knows first-hand the importance of SABA and her donation is a wonderful example of someone who is paying forward the support she has received.

MARTHA HÜBNER

Finally, I'd like to take a moment to talk about what SABA means to me personally: As someone who has been deeply involved with ABAI and SABA for many years, I am committed to promoting the mission of "Behavior Analysis Without Borders." Through its work of highlighting the best and brightest of our field, funding student research efforts, and boosting initiatives outside the United States, SABA has shown itself as an organization capable of breaking through not just the physical borders between nations, but also the metaphorical borders between disciplines within behavior analysis itself. For this reason, I am proud to see my name among the Gold, Silver, and Bronze level sponsors listed above.



Of course, no amount is too small to help SABA with its very important work. On page 8-9, you'll find a complete list of individuals and organizations who agree that the capital campaign is worth supporting. Won't you join them? ❖



Society for the Advancement of Behavior Analysis

**Understanding Behavior
Transforming Lives
Shaping Our Future**

2014 – 2016

Gold Level

Richard W. Malott
Maria E. Malott
Michael Perone
and Dorothy Vesper

Silver Level

Aubrey Daniels International
Kent Johnson
Darnell and Andy Lattal
Jack Michael

Bronze Level

Sharon Chien
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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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2015–2016

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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, 2015 through December 6, 2016.

\$1,000 and above

Senior Student Presenters' Fund

Greg Stikeleather

Unrestricted Fund

Dagmar Hemmerich

Greg Stikeleather

\$250–\$499

Senior Student Presenters' Fund

Judah B. Axe

Teodoro Ayllon

Sigrid S. Glenn

R. Douglas Greer

Philip N. Hineline

Judi Komaki

Peter A. Lamal

Laura McKee

Raymond G. Miltenberger

Martha Pelaez

Naoki Yamagishi

Unrestricted Fund

Billy Baum

John Mabry

\$100–\$249

Senior Student Presenters' Fund

Erik Arntzen

Francisco J. J. Barrera

William M. Baum

David Bicard

Andy Bondy

Abigail B. Calkin

Jessica Cheatham

Darlene E. Crone-Todd

Alyce M. Dickinson

Corrine R. Donley

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William J. Helsel

Ann Axtell Kanter

Jordan Katz

Karen Kate Kellum

John H. Mabry

Jennifer J. McComas

Barbara Metzger

Neal Miller

Melissa L. Olive

Stephanie M. Peterson

\$100–\$249 (cont.)

Brady J. Phelps

W. David Pierce

April L. Rapp

Satoru Sekine

Tom Spencer

Criss Wilhite

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Donald R. Witters

Unrestricted Fund

Saul Axelrod

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William M. Baum

Andy Bondy

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Celia Wolk Gershenson

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Faunamin Jimenez

Jordan Katz

Jeff Kupfer

Wendy L. Littleton-Kozma

Kenji Okuda

David C. Palmer

Ellen Schleifer

Kathleen Bailey Stengel

Janet S. Twyman

Robert G. Vreeland

Charles C. Wills

\$50–\$99

Senior Student Presenters' Fund

Sheila Barnes

M. N. Hegde

Unrestricted Fund

Sheila Barnes

Douglas P. Beatty

Randy V. Campbell

Nicole R. Chandonnet

Marlene J. Cohen

Anthony DeFulio

Elizabeth A. Diviney

Robert Dlouhy

Mitch Fryling

Alayna T. Haberlin

\$50–\$99 (cont.)

Robert D. Holdsambeck

Erica Jowett Hirst

James Nicholson Meindl

Michael Miklos

Rita Olla

David W. Wesch

Amy D. Wiech

\$1–\$49

Unrestricted Fund

Julie A. Bates

Judy G. Blumenthal

Adam M. Briggs

Ned Carter

Jesse Dallery

Corrine R. Donley

Tara A. Fahmie

Stephen Foreman

Edward M. Framer

Laura Melton Grubb

Amy J. Henley

Sandy Alexandar Hobbs

Mary Elizabeth Hunter

Abdulrazaq A. Imam

Carolynn S. Kohn

Amanda P. Lapprime

Samantha McGonagle

Gerald C. Mertens

Richard S. Montier

Susan A. Petrie

Lisa M. Portelli

Richard F. Rakos

Derek D. Reed

Andrew Scherbarth

Kristin E. Skousgard

Lisa Hill Sostack

Melinda Sota

Kyoko Tamai

Sakurako Sherry Tanaka

Ronald S. Thomson

Kendra Thomson

Lisa M. Todd

Michele R. Traub

Cory Whirtley

Rachel L. White

Emily White

Dean C. Williams

2016 SABA Grant Reports

There were nine grant winners for 2016:

- **Thesis grant winner (basic), \$1,000:**
Jenny Ozga (West Virginia University)
- **Thesis grant winner (applied), \$1,000:**
Stephanie Smothermon (University of Houston-Clear Lake)
- **Dissertation grant winner (basic), \$2,000:**
Casey Frye (Utah State University)
- **Dissertation grant winner (basic), \$2,000:**
Rusty Nall (Utah State University)
- **International development grant winner, \$1,000:**
Mapy Chavez (Alcanzando)
- **International development grant winner, \$1,000:**
Felipe Epaminondas (Boteco Behaviorista)
- **International development grant winner, \$1,000:**
Luis Carlos Fonseca-León (University of Guadalajara)
- **International development grant winner, \$1,000:**
Tracy Yip (Social Bee)
- **International development grant winner, \$1,000:**
Jane Jihae Yoon (Ekisa Ministries International)

The following articles are summaries of the reports submitted by the 2016 awardees.

Master's Thesis Grant (Applied): Teaching Children With Autism to Talk About Private Events



BY STEPHANIE SMOTHERMON

Stephanie Smothermon is in her final year of the master's program in behavior analysis at the University of Houston-Clear Lake. She is completing her thesis project, "Teaching Children With ASD to Talk About Private Events," under the supervision of her

faculty advisor, Dr. Sarah Lechago. A multiple-baseline across participants design will be employed to examine the effects of motivating operation (MO) manipulations, echoic prompts, and a card exchange. Specifically, three private events will be targeted: (1) thirst, (2) hunger, and (3) boredom. The MO will be contrived (e.g., salty foods—thirst, food deprivation—hunger, 10 minutes of barren environment—boredom), and echoic prompts will be used to teach participants to answer questions (e.g., "Do you feel hungry?"—"Yes, I feel hungry"). After training the

intraverbal (answering questions about states of deprivation), the experimenter will offer choices of food, drink, and an activity via picture card selection to verify the presence of the putative relevant MO. Control conditions in the form of states of satiation will be interspersed to ensure appropriate responding under the influence of each MO. Results of this study will make contributions to the technology related to teaching individuals with language deficits to talk about private events, as well as to the conceptual analysis of verbal behavior, private events, and MOs.

Master's Thesis Grant (Basic): Effects of Social Housing and Acute Nicotine on Impulsive Choice in Lewis and Fischer 344 Rats



BY JENNY OZGA

Jenny Ozga is working toward her Ph.D. in behavior analysis at West Virginia University under the supervision of Dr. Karen G. Anderson. Her MS thesis focused on evaluating effects of environmental conditions and nicotine on delay discounting in two

genetically distinct rat strains. Specifically, she compared delay discounting of Lewis and Fischer 344 rats housed individually and in same-strain pairs following acute nicotine administration. Results from this project indicated that paired housing attenuated strain differences between Lewis and Fischer 344 rats; these results have been consistently replicated when rats are individually housed. Future research will help determine whether individual housing produces changes in neurochemical functionality, which may contribute to the observed strain difference.

Jenny received a pre-doctoral training grant (NIGMS T32) that has enhanced the diversity of her training through interdisciplinary research opportunities. In addition to her animal work with Dr. Anderson, Jenny works with Dr. Melissa D. Blank on human research projects involving tobacco users. One such project involves assessing patterns of dual-tobacco use in individuals who smoke cigarettes and use smokeless tobacco products. Another project involves assessing timing of varenicline treatment for smoking cessation in individuals with comorbid opioid-use disorders.

Jenny hopes to continue researching relations between impulse control and substance abuse, including the biological and environmental determinants of impulse control. Her other interests include dissociations between probability and delay discounting, drug tolerance, and neurobiological mechanisms of impulsive behavior. Jenny plans to finish her doctoral degree in behavior analysis and obtain a postdoctoral position in behavioral pharmacology. Ultimately, she would like to continue conducting both animal and human research as a principal investigator in an academic setting.

Jenny would like to thank SABA for supporting her master's thesis work, and for its continued dedication to graduate student research in behavior analysis. She would also like to thank her mentors, Dr. Anderson and Dr. Blank, as well as her lab-mates, for their unwavering support.

Doctoral Dissertation Grant (Basic): Is Nicotine to Blame for High Rates of Alcohol-Related Relapse? The Effect of Nicotine on Resurgence of Alcohol Seeking in Rats



BY CASEY FRYE

Casey Frye earned a BA in philosophy and a BS in psychology at Indiana University–Purdue University Indianapolis (IUPUI). At IUPUI he was a research assistant in Dr. Nicholas Grahame's laboratory, where he was involved in several delay discounting studies with high and low alcohol-preferring mice. Casey then went on to Southern Illinois University (SIU) to study in the brain and cognitive sciences program under the guidance of Dr. Eric Jacobs. At SIU he was trained in the philosophy of radical behaviorism and single-subject methodology. His research at SIU consisted of investigation of magnitude effects on percentile schedule performance, behavior on accumulation tasks (i.e., inhibition), and foraging behavior, all with rats as the subjects. He is completing his Ph.D. at Utah State University (USU) under the guidance of Dr. Amy Odum. At USU, his research has focused on delay discounting, development of an animal model of prescription opiate abuse, operant variability, and

animal models of relapse.

Casey's dissertation grant is for a project investigating the effects of nicotine on resurgence of ethanol seeking. One effect of nicotine ingestion is to increase the value of other environmental stimuli. Casey will assess the degree to which the reward-enhancing properties of ethanol influence resurgence of alcohol seeking. One group of rats will be continuously exposed to nicotine throughout the study (experimental group), and the other will be continuously exposed to saline (control group). Both groups will be run through a typical resurgence procedure to assess differences in resurgence of alcohol seeking. There is evidence that nicotine increases the value of ethanol and, if the study finds that continued nicotine exposure increases the probability and/or intensity of relapse toward alcohol seeking after successful treatment, then nicotine abstinence may be a future target for mitigating this relapse-inducing effect. A large proportion of people in treatment for alcohol use disorder use nicotine, which makes the implications of these findings socially relevant.

Doctoral Dissertation Grant (Basic):

Reductions in Resurgence by Multiple Sources of Alternative Reinforcement: Effects of Response Competition on Suppression and Resurgence of Target Behavior



BY RUSTY NALL

After learning about the simplicity and universal applicability of behavior analysis at Jacksonville State University (JSU), Rusty Nall knew he wanted to pursue the experimental analysis of behavior. His research career began at JSU under the direction of Drs. William Palya and Todd McKerchar, examining the influence of serial stimuli on behavior under fixed-time schedules. He also had the honor of teaching an introductory behavior analysis lab before leaving JSU to pursue his Ph.D. at Utah State University (USU).

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NALL continued from page 13

Under the advisement of Dr. Timothy Shahan, Rusty's work at USU is focused primarily on animal and quantitative models of relapse. More specifically, he studies the fundamental components of relapse, often using animal models of drug and alcohol self-administration. He examines variables commonly thought to influence human relapse episodes, such as aversive outcomes associated with problem behavior and competing sources of reinforcement, at the basic level. This reverse-translational approach could lead to improved animal models of relapse and a better understanding of the necessary and sufficient components that influence it. In turn, this approach could have implications for the treatment of problem behavior.

Treatment programs that encourage engagement with multiple sources of alternative reinforcement have been relatively successful at reducing relapse of problem behavior. There are two potential explanations for this success. Relatively high rates of alternative reinforcement made available by the multiple sources may reduce relapse. However, engaging in multiple reinforcing behaviors may reduce relapse regardless of reinforcer rate. With help from the SABA grant, Rusty intends to disentangle these ideas, and determine how each affects relapse following treatment.

After completing his Ph.D., Rusty intends to pursue a university research career. He hopes to continue work with animal and quantitative models of persistence and relapse. In addition, he is interested in models of addiction, choice, and foraging. Rusty also looks forward to sharing his passion for the experimental analysis of behavior with future students as an advisor and professor.

Rusty would like to thank his mentors, advisors, and colleagues for their guidance, as well as SABA and its contributors for providing grant opportunities for students.

International Development Grants: Register Behavior Technician and Autism Training and Resource Center



BY MAPY CHAVEZ

Dr. Mapy Chavez is a Board Certified Behavior Analyst and a CABAS Board Certified Assistant Research Scientist. She holds a Ph.D in applied behavior analysis (ABA) and the education of children with behavioral disorders from Teachers College, Columbia University

(New York City). She has spent more than 20 years studying, working, and conducting research in ABA and

autism, focusing mainly on the use of ABA in the education of children with autism, and teacher and family training. In 2008 Dr. Chavez founded Alcanzando, a first-of-its-kind not-for-profit organization based in Lima, Peru, which provides early intervention services based on the principles of ABA to children on the autism spectrum, their families, and professionals. Currently Dr. Chavez is the only certified behavior analyst in Peru, and her staff includes the only seven Registered Behavior Technicians in Peru.

In addition to providing direct services to children and their families, Alcanzando's objectives include serving as an educational and resource center for the community, and providing increased awareness and understanding of the importance of behavior analytic services throughout Peru.

The project the SABA grant will support is the development of the first Registered Behavior Technician and Autism Resource Center, to be housed at Alcanzando. The purpose of the resource center is to increase awareness and understanding of ABA principles and their relevance to the education of children on the autism spectrum by developing a high-quality, self-paced, low-cost, video-based training program for local professionals to meet the requirements to become Registered Behavior Technicians specialized in work with children on the autism spectrum.

Training additional professionals to work in the field of ABA is key to improving access to behavior analytic services in Peru. Having more well-trained professionals will lead to improved awareness and understanding of ABA principles and autism, stronger integrity in the application of ABA principles, and significant opportunities to promote training and appropriate credentials for those working in the field.

Boteco Behaviorista



BY FELIPE EPAMINONDAS

Boteco Behaviorista (translated as "Behaviorist Pub") is an informal, nonprofit initiative for the dissemination of behavior analysis in Brazil. It is a Youtube channel in which live web conferences are recorded using the Google

Hangouts platform. Scholars and professionals gather for discussions on hot topics in behavior analysis and radical behaviorism, providing diverse points of view with a laid-back approach. The channel was created in 2012 by Felipe Rosa Epaminondas and César Antonio Alves da Rocha, and now has more than 50 recorded episodes and more than 10,000 subscribers. The Facebook page has more than 19,000 likes. This success is due to the contributions of many colleagues, especially the psychologist Marcela Ortolan, who has participated in almost every recording since the beginning. The original idea emerged when, in

August 2012, Felipe and César were watching a live stream by NASA staff about the landing of the Curiosity rover on Mars. Felipe wondered, “What if we could benefit from this technology to transmit panel debates on topics concerning behavior analysis?” Since then, Boteco Behaviorista has gathered people from different areas: scientists researching basic processes in the experimental analysis of behavior, professionals whose work is based on applied behavior analysis, scholars who investigate philosophical aspects of behaviorism, as well as people from like areas, such as biology, psychiatry, philosophy, and so on. Autism, sexuality, stimulus equivalence, epigenetics, aversive control, drug abuse, relational frame theory, psychotherapy models, behavioral variability, feminism and behaviorism, verbal behavior, psychopathy, cultural evolution, and private events are some of the themes addressed in the panels. Important scholars from Brazil and around the globe have already participated in our “boteco,” and the project aims to continue both the dissemination of information about behavior analysis, and a broadening of dialogue between our field and others.

Virtual Academy for Experimental Analysis of Behavior and Psychology



BY LUIS CARLOS FONSECA-LEÓN
Luis Carlos Fonseca-León, MSc, is a Colombian psychologist, researcher, and Ph.D. student in the Behavior Science Program at the Center for Behavior Studies and Research, University of Guadalajara.

In Colombia, Mexico, and other Latin American countries, psychology is studied as a liberal art and a profession separate from scientific research, and psychology students may obtain bachelor's degrees without exposure to the experimental analysis of behavior (EAB) or applied behavior analysis (ABA).

Unfortunately, the University of Guadalajara, a public university, can't meet the demand of students interested in psychology; in contrast, many private universities offer an undergraduate program in psychology that is authorized and periodically inspected by the University of Guadalajara. In none of these programs can you find courses in EAB or ABA. Some courses may make only fleeting mention of EAB or ABA, and experimental psychology is offered as an elective if there are enough students interested.

To address this situation, we have to start by changing the teaching of psychology, EAB, and ABA, and recognize the transformation required by researchers, teachers, and students, as well as academic organizations as a whole. Under the present circumstances, virtual media can help.

The SABA grant was used to purchase equipment in support of the Virtual Academy and Laboratory for the Experimental Analysis of Behavior and Psychology—a space for discussion and training in topics related to EAB, ABA, and experimental psychology, including recruitment of study participants. The Virtual Academy will offer online courses, via Google Hangouts, to undergraduate students and professionals in Guadalajara, Jalisco, Mexico and Bogotá, Colombia, interested in EAB, ABA, and experimental psychology.

Teaching Emotions to SEN Students in Local Chinese Schools



BY TRACY YIP

Teaching emotions to children with developmental delays is challenging in Hong Kong, especially since adequate teaching tools are not often available. Because of a strong focus on academics, the topic of emotions is frequently undervalued in Asian countries.

Through the SABA international grant, Tracy Yip, MSSc, BCBA, will be working with other BCBA's and BCaBA's to develop materials to share with secondary schools in Hong Kong to promote the importance of learning emotions for students with special education needs (SEN) and to provide a related tool for teachers using applied behavior analysis (ABA).

The materials will focus on teaching primary and secondary emotions to Chinese-speaking secondary school students with diagnoses of ADHD, ASD or other SEN. Currently, these students are underserved as there is a lack of ABA training for teachers, and misconceptions are commonly found. The teaching materials will include a 12-session instructional manual, lesson plans, data collection materials, and activities for students that focus on identification and understanding of emotions. A BCBA and/or BCaBa therapist (with BCBA supervision) will demonstrate the use of this packaged program with students in schools, which will serve as training for teachers. The package, which will be given to each school along with the training sessions, will allow teachers to continue serving current students as well as benefit future students. The impact will be significant as it will not only introduce ABA strategies but will allow schools to replicate the program.

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SABA continued from page 15

Enhancing ABA Services for Children in Uganda Living With Disabilities



BY JANE JIHAЕ YOON

For the majority of children with disabilities in Uganda, education is inaccessible at worst and inadequate at best. The Ugandan government estimates that 80% of children with intellectual and/or physical disabilities do not attend school. Ekisa Academy,

which opened its doors in February 2015, is affiliated with Ekisa Ministries International, an effective NGO registered in Jinja, Uganda, currently in its fifth year of operation.

The SABA grant will allow Ekisa Ministries International to enhance its ABA-related services for 45 children with disabilities currently enrolled at Ekisa Academy, one of the only schools in the nation that provides basic ABA services as well as appropriate, individualized education for children with special needs. In a country where

special education services and disability organizations are slowly but surely growing, Ekisa Academy serves as a model organization for future schools and centers. Assisting Ekisa Academy in enhancing its ABA services will catalyze further development of behavior analysis across the nation.

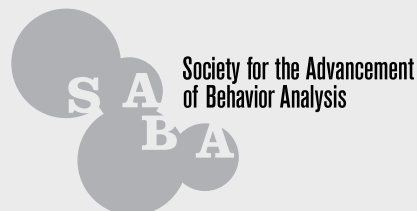
The grant will assist Ekisa in offering ABA more frequently to its 45 students by equipping its two behavior analysts with the necessary practicum materials to provide more effective services, as well as to train its five expatriate teachers and 15 Ugandan teacher assistants in basic principles of teaching as ABA.

The practicum materials, purchased using the grant, include evidence-based reading and math curricula, a variety of reinforcers, materials for implementing evidence-based protocols, and an eye gaze communication device for students who are physically impaired. These will equip Ekisa Academy staff to foster an environment where principles of ABA are embedded into instructional, transitional, and non-instructional times.

Ekisa Academy has the potential to be one of Uganda's leading schools in special education and behavior analysis education. ❖

Accepting grant applications!

SABA provides annual grants to support research in and the development of behavior analysis.



Two \$1,000 **International Development Grants** will be distributed annually to persons or organizations interested in developing behavior analysis internationally. In order to promote behavior analysis on a worldwide scale, SABA hopes to increase opportunities for people and organizations that do not have the necessary resources to expand important information and knowledge.

The **Innovative Student Research Grant** provides funding for two students per year in psychology or behavior analysis doctoral programs (\$2,000 each) and two students per year in psychology or behavior analysis master's programs (\$1,000 each) that can support applied or basic research in the experimental analysis of behavior.

The **Sidney W. and Janet R. Bijou Grant** provides funding for two students per year in psychology or education doctoral programs that can support research in behavioral child development. For each academic year, the endowment may provide up to two \$10,000 grants.

Online applications are available for the International Development, Innovative Student Research, and Sidney W. & Janet R. Bijou Grants. **The deadline to apply is March 1, 2017.**

Visit the SABA website to learn more.

saba.abainternational.org

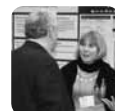


Special Interest Groups

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
- 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
- SIG Español
- Speech Pathology
- Standard Celeration Society
- Teaching Behavior Analysis
- Theoretical, Philosophical, and Conceptual Issues
- Translational Research
- Verbal Behavior



Learn more at

www.abainternational.org/constituents/special-interests

Behavior Analysis *in* Practice

Behavior Analysis in Practice is a peer-reviewed translational publication designed to provide science-based, best-practice information relevant to service delivery in behavior analysis. The target audience includes front-line service workers and their supervisors, scientist-practitioners, and school personnel. The journal's mission is to promote empirically validated best practices in an accessible format that describes not only what works, but also the challenges of implementation in practical settings. The inaugural issue was published in the spring of 2008.

Learn more and subscribe at
www.abainternational.org/journals/behavior-analysis-in-practice



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Updates From ABAI Boards

Behavior Analysis Accreditation Board: The Evolution of Behavior Analysis Accreditation

BY ERICK DUBUQUE

In the United States accreditation of higher education is a collegial process involving self- and peer-review of a training program's academic quality and transparency. This process requires that programs complete a self-study of their training in the context of approved quality indicators and submit to a site visit conducted by peer reviewers trained to clarify and verify the veracity of the data included in the self-study. Data collected from these activities is then reviewed by the members of the accrediting body and a decision about the program's accreditation status is made.

The Association for Behavior Analysis International (ABAI) began accrediting higher education training programs in 1993 (Hopkins & Moore, 1993). More than twenty years later, over thirty doctoral, masters, and bachelor-level programs have been accredited by ABAI. Several years ago, ABAI began laying the groundwork to pursue recognition for its accreditation system from the Council for Higher Education Accreditation (CHEA). In fall 2015, the ABAI Executive Council formally voted to establish the Behavior Analysis Accreditation Board (BAAB) of ABAI in an attempt to restructure its accreditation system so it was better aligned with CHEA's eligibility and recognition standards. BAAB is not currently recognized by CHEA and it still must take a number of steps before submitting an eligibility application.

The BAAB remains under the aegis of the Association for Behavior Analysis International and is the successor organization of the ABAI Education Board. Additionally, BAAB's current coursework accreditation standards are the same as the previous standards under the ABAI Education Board. As such, any programs previously accredited by ABAI are now accredited by BAAB.

Although some standards and procedures have remained the same during the transition to the new accreditation system, a number of significant updates were made with the establishment of BAAB. Perhaps the most significant change is that accreditation decisions are no longer made by the ABAI Executive Council. Instead, BAAB operates as an independent body within ABAI and BAAB members are charged with making all decisions related to accreditation. This includes decisions about which programs meet BAAB's accreditation standards, the policies and procedures used to govern the organization, and the process used to update accreditation standards.

Another change to the accreditation system is the introduction of a fee schedule. BAAB currently receives financial and administrative support from ABAI until

it is able to sustain its operations independently. The introduction of a fee schedule puts BAAB on par with accrediting organizations in other fields and will allow BAAB to eventually pursue its mission independent of ABAI's finances. Other changes introduced with the establishment of BAAB include new policies and procedures related to accreditation and becoming a BAAB Site Visitor. These updates do not include any changes to the previous accreditation coursework standards, however, they do tighten the accreditation process and are designed to align BAAB with the standards required for CHEA recognition.

This past year BAAB has hired an accreditation administrator and adopted new governance, site visitor, and accreditation policies and procedures. Additionally, with ABAI's assistance, BAAB has also developed a new website (baab.abainternational.org), established listservs, hosted accreditation information events, and adopted a new logo and accreditation seals. Most significantly, BAAB has begun accepting and processing applications for accreditation under its new standards.

Accreditation is a sign of excellence that acknowledges training programs that meet certain quality standards. For BAAB to continue to grow and protect the integrity of the field's training programs it needs the support of the behavior analytic community. If your training program is interested in becoming accredited, we encourage you to visit our website at baab.abainternational.org and review our eligibility requirements and accreditation handbook. Even for programs unable to meet the eligibility standards, understanding them now will help these programs develop the policies and procedures necessary to pursue accreditation at a later date.

Board Members

- **Michael Perone** (2015–2020; coordinator)
- **Sharon Brush** (2015–2020; community representative)
- **Claudia Dozier** (2015–2019)
- **Mitch Fryling** (2015–2021)
- **Jonathan Pinkston** (2015–2019)
- **Linda J. Parrott Hayes** (2015–2018; council liaison)
- **Maria Malott** (2015–2018; council liaison)

References

Hopkins, B. L. & Moore, J. (1993). ABA accreditation of graduate programs of study. *The Behavior Analyst*, 16(1), 117-121.

Membership Board

BY WENDY DONLIN WASHINGTON

The Membership Board has been carrying out its objective to “develop, improve, and disseminate best practices in the recruitment, retention and recognition of members.” The Membership Board includes two committees: The Application Review Committee, which ensures the

qualifications of applicants for Full membership and the Student Committee, who facilitates the involvement and professional development of the ABAI Student membership. The board would like to thank Mark Galizio for his service as membership board coordinator, as he is stepping down to join the ABAI Executive Council as a member-at-large. We would also like to extend thanks to Richard Malott, who recently completed his service as acting chair of the Application Review Committee. Both Mark and Richard have helped the board identify the need for clarification and simplification of full membership criteria, an effort that is being addressed by current members of the Application Review Committee over this coming year. We would like to welcome Ruth Anne Rehfeldt to her new position as chair for the Application Review Committee, on which she had previously served as a member. Rocio Rosales is beginning her service on that committee, joining continuing members Kevin Klatt and Barbara Metzger. This committee is diligently reviewing applications for membership to ABAI, and their goal is to provide timely feedback to applicants.

The Student Committee is comprised of Student Representative Christina Peters, Past Representative Kenneth Jacobs, and Representative-Elect Lorraine Becerra. The board would like to thank Jonathan Friedel for completing his three years of service to the Student Committee. All of these students have worked hard to increase the engagement and quality of student participation in ABAI. For example, the student committee organized the Professional Development Series for the annual conference in Chicago. The series included 13 panel discussions, covering topics such as working with special populations (i.e., veterans, students, individuals on the autism spectrum), teaching, addressing sustainability, conducting research, and presenting effectively. The committee will be reaching out to ABAI Fellows to participate in this fantastic professional development series in coming years. The Student committee also has been managing the Presidential Scholar essay contests, and the Outstanding Mentor program. This year, the committee is working on a list of frequently asked questions and answers on behavior analysis training to be included on the ABAI website in the future.

At the time of this article, the ABAI membership is on pace to break last year's record-setting high. In 2016, membership composition includes roughly 26% Full members, 45% Affiliate members, and 29% Student members. These percentages have been relatively stable over the past several years. A majority of ABAI members are female (>70%) and younger than 50 (>80%). Most members possess at least a master's degree. The board is currently reviewing criteria for Full membership qualifications. ABAI has 95 ABAI Fellows, five of which were granted Fellow status in 2016. Approximately 15% of ABAI members are from countries other than the US, representing 49 different countries. Ingunn Sandaker, the international representative,

is working to increase international membership participation in ABAI by developing more training opportunities outside of the USA, especially in developing countries. We would like to invite all ABAI members to raise other issues of concern regarding membership and engagement in ABAI.

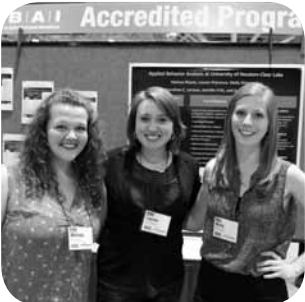
Practice Board

BY RONNIE DETRICH

The mission of the Practice Board is to develop, improve, and disseminate best practices in the application of behavior analysis. In the service of this mission the Practice Board is currently focusing on two initiatives.

The first initiative is to develop specialty guidelines that describe the level of training and experience necessary to deliver services that are likely to be intrusive and have increased risks for a client. The rationale for these guidelines is that it is very unlikely that any training program can provide the necessary training and experience to provide safe and responsible services for all of the challenges that clients may present. For example, a practitioner's training may have focused on functional assessments and interventions for severe challenging behavior. Clients with challenging behavior may also have other issues, such as feeding difficulties that were not a part of the practitioner's training. As service providers, we have an ethical responsibility to provide services that are within the scope of our training and experience; however, there are no established standards that specify the necessary level of training and experience required to responsibly provide those services. The guidelines are a step toward assuring that clients are receiving services from someone who has the proper training and experience to provide effective services.

The second initiative is to develop brief reviews of published systematic reviews. A systematic review is a critical survey of the existing literature to determine the effectiveness of a specific intervention for a defined population of clients and setting. The reviews have explicit criteria for inclusion and exclusion of studies in the review. These criteria may specify the types of research methods (single participant designs or randomized clinical trials) that are acceptable for inclusion in the review. The inclusion/exclusion criteria are likely to specify the characteristics of the population (ages, presence/absence of diagnostic status), and the setting in which the intervention occurred (public school, clinic, home). The inclusion/exclusion criteria can have significant implications for the outcomes of the review. Since these systematic reviews are published in many different journals, it is unlikely that a practitioner will have access to all relevant publications. The Practice Board is developing a process for summarizing the reviews and the implications for practitioners. Once these reviews are completed they will be disseminated to practitioners through multiple sources including publication in *Behavior Analysis in Practice* and posted on the Practice Board website. ❖



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Accredited Programs

The Behavior Analysis Accreditation Board (BAAB) is the governance body responsible for the accreditation of training programs in behavior analysis at the bachelor's, master's, and doctoral levels. The accreditation process is designed to encourage, support, and recognize exemplary training of behavior scientists and scientist-practitioners in the experimental and theoretical foundations of behavior analysis and in ethical and evidence-based practice, and to promote continuous improvement through voluntary accreditation.

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Updates From ABAI's Affiliated Chapters

ABA Colombia

BY CAMILO HURTADO-PARRADO, WILSON LÓPEZ-LÓPEZ,
AND CONSTANZA AGUILAR

Ten years ago, Lopez, Pérez-Acosta, Gamboa, Hurtado-Parrado, and Aguilar (2006) analyzed the history, impact, and perspectives of behavior analysis in Colombia by surveying publications, local and international academic events, undergraduate and graduate programs, existing laboratories, and basic and applied research groups over a three-decade period. Two of their main conclusions were as follow: (1) despite its long presence, behavior analysis has never been the predominant approach in Colombian psychology, and (2) the establishment and early development of this discipline in Colombia was strongly related to the efforts of several generations of academics to promote basic and applied scientific psychological research in a context in which dominant approaches were non- or even anti-experimental (e.g., psychoanalysis). In this process, behavior analysts joined efforts with researchers who valued both the processes and outcomes of implementing scientific methods to understand psychological phenomena, but had fundamentally different conceptual backgrounds. As a result of this and other related factors, behavior analysis in Colombia was, and to a certain degree continues to be, equated with dissimilar research areas that range from neuroscience to cognitive-behavioral therapy. This situation has had its positive effects on the growth of behavior analysis in Colombia. For instance, several undergraduate and graduate programs have been created during the past decades with this “experimentalist” spirit, and in doing so, have allowed for the development, to different degrees, of experimental and applied behavior analysis courses, research programs, and laboratories. However, the lack of a clear identity for the field has also meant that behavior analytic discourse is not easily disseminated and/or accepted in the Colombian psychological community. A series of misconceptions—not unique to the Colombian context (e.g., Hurtado-Parrado, 2006; O'Donohue, Callaghan, & Ruckstuhl, 1998)—have particularly favored this situation. For instance, behavior analysts in Colombia dedicate considerable efforts to arguing in academic forums against their purported causal determinism, logical positivism, reductionism, and mechanical explanations, which clearly do not correspond to the mainstream approach of the field.

Today, behavior analysis continues to be the minority approach in Colombian psychology, and misrepresentations of it still abound. However, a reflection on López et al.'s (2006) final remarks dedicated to the factors that they foresaw as related to the future growth and dissemination of behavior analysis in Colombia shows promise when the present context is considered. First, the recent creation of several graduate programs in Colombia has increased the

return of researchers who obtained their degrees in major international behavior analytic programs to join faculties in different universities. The fact that some of these recently created programs are among the first to offer Ph.D. degrees in Colombia, and thus are explicitly oriented toward research, will contribute to the growth and dissemination of behavior analysis. Of particular relevance is the fact that some of these graduate programs have an explicit emphasis on experimental analysis of behavior, which is in contrast to the previous generation reviewed by Lopez et al., which were mostly related to applied areas (e.g., clinical behavior analysis and behavior modification).

Second, current debates regarding the poor quality and misrepresentation of applied behavior analysis for the treatment of autism spectrum disorders in Colombia have started to raise awareness of the need to make efforts to clarify the identity of the field in different forums, including collegiate (e.g., Colombian board of psychologists) and public health agencies.

Third, and related to the previous, there are current efforts toward creating the first BACB approved course sequence in the country, which represents the first step in the direction of increasing the number of certified behavior analysis (to date there are fewer than five in Colombia).

Fourth, the number of theoretical and empirical publications in international behavior analytic journals is expected to increase as the recently created graduate programs are explicitly requiring that their students publish high-quality research as part of the degree requirements.

Fifth, as part of the effects of creating new graduate programs, there has been, and will continue to be, an increase in the number of visiting behavior analytic experts who will promote the dissemination of basic and applied research through specialized or general-interest events, and more international academic exchanges (e.g., doctorate internships abroad, which are a prerequisite in the majority of the Ph.D. programs).

Lastly, Colombian behavior analysts, though still a small group, continue to attend not only ABAI's annual conventions and biennial international conferences, but also other forums in which locally produced basic and applied research continues to be disseminated.

ABA Colombia will continue contributing to the growth and dissemination of behavior analysis in Colombia and Latin America by working along some of these aforementioned fronts: (a) ABA Colombia's recognition in our country has been greatly favored by its online presence, but the last important update to our platform was conducted more than six years ago; accordingly, a new website is currently under design, which is expected to improve access to resources (bulletins, events, ABA services, etc.) and online forums; (b) ABA Colombia will continue

aiming for the publication of material that is relevant to the development of behavior analysis, and more generally, scientific psychology in Latin America; for instance, a catalogue of scientific publications in psychology was recently published in collaboration with Red de Revistas Científicas de América Latina y el Caribe, España y Portugal (REDALYC), and the International Federation of Associations of Psychology (FIAP); (c) ABA Colombia will continue scheduling events—or collaborating with other academic and professional institutions—that promote the dissemination of behavior analysis in our country (e.g., applied behavior analysis training for different types of problem behavior and populations); and (d) ABA Colombia will continue serving as the organization that will link established and recently arrived and trained behavior analysts, thus promoting academic debate, collaboration, and ultimately the growth of the academic community.

A decade after López et al. (2006) surveyed the history and status of behavior analysis in Colombia and summarized the opinions of experts regarding what was needed/wished for the growth of the field in our country, we reflect on the changes that have occurred in our academic and professional community and have reasons to be optimistic.

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Washington ABA

BY CHARNA MINTZ AND CHRISTOPHER JONES

The Washington Association for Behavior Analysis (WABA) has enjoyed much success since its formation 3 years ago. We continue to be encouraged every day as our membership grows, participation increases, and new and experienced behavior analysts join our cause. We held our second conference, reaching an even larger audience than the year before; created an Education Committee with the mission of providing information about ABA and WABA to the community at large; and successfully passed a licensure bill for BCBA-Ds, BCBAs, BCaBAs, and RBTs. We are excited to share the details of our accomplishments!

Membership

Our membership has grown this year, but not to the degree that we experienced in our first 2 years. As of March, WABA had 245 members, up almost 50 members from last year. However, at the peak, membership was as high as 315. The decline is due to lapsed membership following our 2014 conference. As the annual ABPA convention was

held in Seattle that year, we speculated that some members may have chosen to attend that event rather than renew their membership to attend WABA's 2015 conference. We are hoping to regain some of these lapsed members through phone calls, emails, and the advertisement of our 2016 conference. We also initiated 3-year memberships to retain our members for longer than a single year. WABA also aims to grow by attracting new members. As of March, there are 417 BCBA-Ds, BCBAs, and BCaBAs and 406 RBTs in the state, and our goal is to have all of them as members of our association. We will continue to host membership drives with a targeted push for newly credentialed individuals.

Annual State Conference

Our annual conference was held August 28, 2015. We had 143 attendees, up from 96 at our 2014 conference. This is due, in part, to securing a larger venue. Invited speakers included Dr. James Mulick, Dr. Cathy Watkins, and Dr. William Helsel, and topics included the treatment of repetitive and restrictive behaviors, direct instruction, and neurodevelopmental processes in ASD. Drs. Ilene Schwartz and Nancy Rosenberg from the University of Washington also presented on ethics in behavior analysis. Data from the satisfaction surveys indicated a successful conference across the board, and the association netted more than \$12,000. These profits provided the remaining funds necessary to cover the costs of our lobbyist. Our 2016 conference is scheduled for August 12, 2016, and presenters include Dr. Jonathan Tarbox.

Public Relations

WABA's Public Relations Committee has been successful at helping to make WABA an even stronger and more unified voice for our field in Washington. They are responsible for maintaining our social media presence and our website (www.washingtonaba.org). This year we added a calendar that allows any member to view upcoming meetings, committee activities, and local events. The committee also manages a closed Google Group for our members. This forum allows individuals to ask questions about services, research, and community events. It is used multiple times each month and has been reported to be a useful tool.

Educational Outreach

The Education Committee was formed in late 2015 to meet an initial agreement to provide mental health training to BCBAs specific to dual diagnosis. This was an agreement made with outside stakeholders who presented concerns with our licensure bill during the 2015 legislative session. The committee coordinated their first free webinar in January 2016, which was hosted by a licensed psychologist with expertise in dual diagnosis. Evaluations revealed that this webinar was very favorably received by many younger clinicians. Based on the need and requests from

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CHAPTERS continued from page 25

our membership, WABA is committed to hosting more of these webinars in 2016–2017. In addition, the committee has created regular coffee chats designed to reach students in behavior analysis programs and those new to the field. The chats provide an informal forum for asking questions and hearing from some of the more seasoned providers across the state. Each event is hosted by at least two different volunteer WABA members. Two events have been held to date with more scheduled. WABA is very excited about the potential of this committee and the new directions they are going.

Fundraising

WABA raised sufficient funds to cover the cost of our lobbyist for the entire length of the legislative session and beyond. This success is a result of the hard work and dedication of our Fundraising Committee. As the primary mission of the committee was met, there has been discussion about folding some of the remaining job duties (e.g., participation in local events) into the duties of the Public Relations and Education Committees. This discussion was the result of a recent membership poll, which suggested that primary interests include inexpensive CEUs, classes and webinars, and networking opportunities.

Public Policy

WABA successfully sponsored and passed a bill mandating licensure for RBTs, BCaBAs, and BCBAs in the state of Washington. It includes protections for both title and

scope of practice, and WABA is grateful that we will now be able to better protect the consumers of our services. The remainder of 2016 will focus on the development of the corresponding rules. This process is driven by the Department of Health, and the formation of the committee is currently underway. The committee will consist of three BCBAs, one BCaBA, and one community member. It is preferable for one of the BCBAs to also have a license in a mental health field. The Public Policy Committee has continued to meet to discuss possibilities of future projects, which may include enhancing our role in the school system, aiding in improving collaboration between our current agency licensing board and the state payer, and improving communication between providers and insurance companies.

It has been both productive and successful year so far. As we look to the upcoming months and beyond, we recognize that there will be some significant changes. Our first president, Dr. Christopher Jones, moved into an advisory position as past president, and our incoming president, Dr. Charna Mintz, took over following the ABAI annual convention in May. All BCBA-Ds, BCBAs, BCaBAs, and RBTs will have to undergo the licensing process beginning January 2017. Finally, we will need to source new leadership and elect a new president-elect and secretary for 2016–2017. We will continue to strive for growth with a goal of 100 additional members this year as well as continued member participation in committee activities, WABA activities, and community events. As always, we will strive to disseminate behavior analysis to the public at large in Washington.



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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 Africa, 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.

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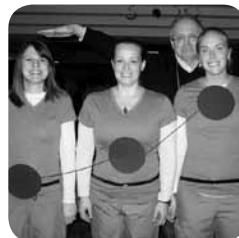
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Updates From ABAI's Special Interest Groups

Clinical

BY EMILY THOMAS JOHNSON AND THOMAS WALTZ

The Clinical SIG is the group for those who have an interest in clinical applications of behavior analysis. We pride ourselves on being one of the oldest SIGs still in existence. Established in 1979, the Clinical SIG works to help practitioners connect with one another. Clinical behavior analysts work in both research and applied settings applying behavior analytic principles to just about any situation that may involve psychological distress. It is our intent to facilitate discussions and action related to how to promote our work at ABAI events and beyond. Members have the opportunity to network and discuss their areas of interest as well as training opportunities, research projects, and conceptual struggles and developments, and plan activities for the next year at each ABAI annual convention. Everyone is welcome to join and learn more about this exciting area of behavior analysis. We currently have 205 members enrolled in the listserv and 58 members enrolled through Facebook.

Check our group listing and sign up for the listserv at http://tech.groups.yahoo.com/group/Clinical_SIG/. To join the Clinical SIG, please contact us using the link at www.abainternational.org/constituents/special-interests/special-interest-groups.aspx or find us on Facebook and request membership.

Gambling

BY G-SIG OFFICERS

The Gambling Special Interest Group (GSIG) has had a productive year, and its membership has continued to grow. However, we are always interested in new members and new points of view. Our mission is to foster the growth of gambling research in behavior analysis through collaborative research efforts, the coordination of researchers and ideas, and the sharing of resources for the mutual benefit of the field, its adherents, and those who are impacted by such endeavors.

Over the past year, we have moved much of our business online and continued to improve our online presence. Our members presented research at the ABAI annual convention, as well as other gambling conferences. Continuing with our initiatives from last year, we invite interested parties to join the GSIG for free; whether your interest relates to research, treatment, policy, all of the above, or more broadly about risk and choice, we bet you will find the GSIG resources and literature on the behavioral analysis of gambling rewarding. Our website (gig.squarespace.com) is where prospective members can get information about the GSIG and join our group. The website also houses research software. Each program represents hours of work or finances staked by a behavioral researcher, and each program is completely free to our members. The programs simulate gambling with control over features of the games. As always, GSIG members are encouraged to download these programs, experiment with their features, and incorporate them into their own research.

Also available through the website is our newsletter, *The Handle*, which is available to members with back issues archived online. *The Handle* offers members stories and news that are not readily available in journals and conferences, and thus serves as an additional source of useful information. This year, we added an online discussion board that is freely available for members to interact with each other and officers concerning GSIG business, planning for conferences, research, and more.

We are always interested in more members, new ideas, new initiatives, and collaboration among our members. Membership in the GSIG is open to any ABAI member who requests GSIG membership. Membership is also open to non-ABAI members. If you have an idea related to gambling, join the GSIG and discuss it with other behavior analysts. If you have ideas for projects the GSIG could assist with, let us know. Join us at gig.squarespace.com and on our discussion board, or at upcoming conferences, or the ABAI convention. The SIG continues to grow and can always benefit from active participation by new, interested members.

Also this year, a peer-reviewed journal that began in 2007 with participation of GSIG members celebrates its 10th volume. Visit *Analysis of Gambling Behavior* at <http://repository.stcloudstate.edu/agb> for the latest articles. The GSIG has had a long relationship with *Analysis of Gambling Behavior*, as many GSIG members have supported the journal in various roles over the years.

Teaching Behavior Analysis

BY CHRISTINE HOFFNER BARTHOLD

This has been a big year of changes in the Teaching Behavior Analysis (TBA) SIG. There has been a restructuring of the TBA SIG to include new leadership positions and more opportunities to become involved. Over the summer of 2015, we created and accepted a set of bylaws, which will increase the number of leadership roles in the SIG. Special thanks to Steve Eversole of Behavioral Development Solutions, who donated CEU courses to the SIG this year. Voters were entered into a drawing to win the CEU courses. We had a robust voter turnout and thoughtful comments. The final draft was submitted to ABAI in August and minor edits were made. The final draft of our bylaws can be found at www.teachbehavioranalysis.com/teaching-behavior-analysis-bylaws/. You will also see a slight change to our mission statement. It is important to note, though, that we continue to welcome members from all facets of behavior analysis. Students, parents, consumers, researchers, and educators are all welcome.

In spring of 2016, our first-ever elections were held online. An email calling for votes was distributed via our listserv, website, and Facebook page. The following offices were filled: (1) president, (2) president-elect, (3) past president, (4) listserv manager, (5) web manager, and (6) secretary/treasurer.

We also held elections for the TBA board. Having new leadership and more distributed leadership roles will allow the TBA SIG to have more varied offerings for its members. Officers were announced at the annual TBA SIG business meeting at the ABAI convention in Chicago.

At present count, there are 899 members of the listserv. The listserv remains active and vibrant, with topics ranging from basic principles to clinical applications. As in previous years, several symposia were organized for the ABAI convention through the listserv. To become a member of our listserv, please visit our website at www.teachbehavioranalysis.com/archives/listserv-archive/, scroll to the right, and select the "subscribe" link. Any issues with signing up can be addressed by Pat Williams at deadmantest@gmail.com.

We have also had 50 individuals sign up via our website. (To choose this option, please visit www.teachbehavioranalysis.com/sign-up-for-the-tba-sig/.) The majority of members are teaching in higher education, 9 are currently employed in the public schools, and 32 have

spent some of their time in clinical work. Most members indicating that they have conducted research say they've done applied work. There are also behavior analysis students and entry-level practitioners who have become members.

Our website has been completely re-designed and continues to be updated. Special thanks to Amy Wiech, who has provided space on Google Docs for resource sharing. We encourage members to submit teaching materials, syllabi, and documents that will help people teach others the science of behavior. Questions about submitting materials can be sent to Chris Barthold at chrisbarthold@bartholdautism.com.

In addition to our website and listserv, we manage an active Facebook group. At present, 3,235 people are members of our group. Please visit and join our page to participate in the discussion.

At present, membership is free. Now is the time to join. You can join by visiting <http://teachbehavioranalysis.com> or by emailing Christine Barthold. We look forward to seeing you in the TBA SIG. ❖

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*Behavioral Assessment and
Intervention Across the
Lifespan in Autism: Translating
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■ 11th ANNUAL

autism

CONFERENCE

2017 SAN JUAN PUERTO RICO

ABAI's 11th Annual Autism Conference: Behavioral Assessment and Intervention Across the Lifespan in Autism: Translating Research Into Best Practices will be held January 31–February 2, 2017 at the Sheraton Puerto Rico Hotel & Casino in tropical San Juan, Puerto Rico—minutes away from the walled city of Old San Juan, a UNESCO World Heritage Site.

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 Puerto Rico!

PHOTO: Patrick Sweeney

Symposia

Teaching Complex Language and Cognition to Individuals With Autism

Chair: Ruth Anne Rehfeldt

Moving Beyond Skinner's Basic Verbal Operants to Promote the Emergence of Advanced Knowledge in Persons With Autism Using Relational Frame Theory

Mark R. Dixon



Dr. Mark R. Dixon, BCBA-D, is professor and coordinator of the Behavior Analysis and Therapy Program at Southern Illinois University. His interests include the study of complex operant behavior, gambling behavior, and organizational behavior. Mark has published 3 books

and over 100 peer reviewed journal articles. He has served as associate editor for *Journal of Applied Behavior Analysis* and *Journal of Organizational Behavior Management*, the editor for the *Analysis of Gambling Behavior*, and a reviewer for over 20 nonbehavioral journals. Dr. Dixon has generated over 1.5 million dollars in funding to infuse behavior analysis within local schools and treatment facilities, and create a behavioral therapy clinic for persons suffering from problem gambling or obesity. Mark's research and/or expert opinions have been featured in *Newsweek*, *Time*, *The New York Times*, *National Public Radio*, *This American Life*, a *New York Times* best seller, and regional affiliates of ABC, CBS, and PBS.

ABSTRACT: Within the field of applied behavior analysis (ABA), there are a variety of specific techniques which can be utilized to improve the verbal abilities of children with autism. Until recently, most ABA treatments have been based on traditional Skinnerian approaches to language and understandings of behavior. Such ABA has accomplished fantastic things, and countless children with autism have benefited. However, more careful exploration of the types of skills targeted, the repertoire depth, and the sophistication of cognitive abilities reveal that these sorts of ABA techniques can be improved upon. Furthermore, an unexpected side effect of developing language and cognition for persons with autism is that once the children begin to close developmental gaps, the same worries, anxieties, and fears that plague their neurotypical peers start to emerge. When such a child expands their ability to think abstractly, the troubles of the world (both real and perceived) come into play. In this presentation a conceptual foundation will be discussed which suggests

that the most functional account of language can be found in contemporary behavioral approaches such as relational frame theory. A series of studies will be presented which showcase how to first assess a child for relational language deficits, and then how to link the results of the assessment to standardized treatment protocols.

Key Social Reinforcers for Social and Verbal Development

R. Douglas Greer



Dr. R. Douglas Greer is Professor of Psychology and Education at the Graduate School of Arts and Sciences and Teachers College of Columbia University where he heads the MA and Ph.D. programs in behavior analysis and the education of students with disabilities. He has

served on the editorial boards of 10 journals, published over 200 research and theoretical articles in more than 20 journals and is the author of 13 books in behavior analysis. Two of his most recent books are translated into Korean, Spanish, and Italian. Greer has sponsored 216 doctoral dissertations taught over 2,000 teachers and psychologists, originated the CABAS model of schooling used in the USA, Ireland, Italy, England and founded the Fred S. Keller School (www.cabasschools.org). He has done basic and applied experimental research in schools with students, teachers, parents, and supervisors as well as pediatric patients in medical settings. He and his colleagues have identified verbal behavior and social developmental cusps and protocols to establish them when they are missing in children. He is a recipient of the Fred S. Keller Award for Distinguished Contributions to Education from the American Psychology Association, a Fellow of the Association for Behavior Analysis International, recipient of May 5 as the R. Douglas Day by Westchester County Legislators. He has served as guest professor at universities in China, Spain, Wales, England, Japan, Korea, India, Ireland, Italy, USA, and Nigeria.

ABSTRACT: Many of the key components for advancing verbal and social development have been identified in research, as have several protocols to establish missing development. This presentation will outline a few of these and explain how each of these is related to learned social reinforcers. Verbal behavior is social and social behavior is verbal. The foundations for social and verbal behavior consist of a hierarchy of learned reinforcers.

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Assessing and Training Derived Relational Responding in Children With Autism

Ian T. Stewart



Ian Stewart received his Ph.D. from the National University of Ireland, Maynooth (NUIM) in 2001. After spending one additional year doing postdoctoral research, he was appointed to the School of Psychology at NUI Galway in August, 2002. His research

focuses on the investigation of derived relational responding as a core skill underlying human language and complex behavior and he has published over 70 peer reviewed journal articles and contributed to several books and book chapters in this area. One key strand of his work has involved developing and testing procedures for assessing and training derived relational responding in children with autism and other forms of developmental delay as a means of promoting generative language and adaptive functioning.

ABSTRACT: Early intervention allows many individuals with autism to develop a generative language repertoire in which they can readily understand and produce totally novel linguistic constructions. In many other cases, individuals continue to require intensive teaching and exhibit language repertoires that are rigid or rote. Research on derived relational responding (DRR), including derived equivalence as well as other patterns (e.g., distinction, opposition, comparison, etc.), suggests that focusing on DRR can help remediate such deficits and establish and strengthen generative language and intellectual potential. Using relational frame theory (RFT) as a background, the current presentation will consider studies on equivalence and other varieties of DRR that demonstrate strong links between the capacity for DRR and linguistic and cognitive performance and that not only illustrate generativity via already established repertoires of DRR but suggest the capacity for DRR itself to be trained and the potential outcomes of doing so.

Recent Research on Teaching Executive Function Skills to Children With Autism

Jonathan Tarbox



Dr. Tarbox is the Director of Research and Regional Clinic Director at FirstSteps for Kids, in the greater Los Angeles area. Dr. Tarbox has published two books on autism treatment, as well as over 60 peer-reviewed articles and chapters in scientific texts. Dr. Tarbox is a past member of the editorial boards of

the *Journal of Applied Behavior Analysis* and *Research in Autism Spectrum Disorders* and a current member of the editorial boards of *The Analysis of Verbal Behavior*, *Behavior Analysis in Practice*, *Behavioral Development Bulletin*, and *Behavior Modification*. Dr. Tarbox's research interests include teaching complex language, social, and cognitive skills, as well as the assessment and treatment of feeding disorders and severe challenging behaviors.

ABSTRACT: Ample empirical research has demonstrated the effectiveness of behavioral intervention procedures for decreasing challenging behaviors and establishing relatively simple skills. Significantly less research has been published on teaching children with autism complex verbal behavior and skills referred to as "cognitive" by the general psychology and educational communities. Executive functioning is a skill domain that is documented to be delayed in many individuals with autism but has been the subject of very little skill acquisition research. This presentation proposes a radical behavioral basis for the assessment and treatment of executive function skills and presents data from recent studies on establishing problem solving skills and flexibility in children with autism.



El Morro Fort in Old San Juan, Puerto Rico

PHOTO: ANISH_Y on Flickr.com

Training Parents and Technicians to Implement Behavioral Protocols With High Integrity

Chair: Wayne Fisher

A Review of Best Practice Strategies on the Kennedy Krieger Institute's Neurobehavioral Unit: Improving Direct Care Performance and Caregiver Participation

Lynn G. Bowman



Lynn is the Director of Direct Care Services and a Senior Behavior Analyst at the Kennedy Krieger Institute's Neurobehavioral Unit (NBU), and is an Assistant Professor in the department of Psychiatry and Behavioral Sciences at the Johns Hopkins University School of Medicine. Lynn supervises behavior teams employing functional analysis and behavior analytic interventions aimed at addressing the severe behavior disorders of children with autism and related developmental disabilities. In addition, she oversees the NBU Direct Care Managers, the staff training team, the recruitment team, and approximately 120 direct care staff. Lynn's research interests range from clinical practice (e.g., the interactive effects of pharmacologic and behavioral interventions) to questions related to organizational behavior and performance management (e.g., staff training and recruitment, hospital departmental policies and procedures, infection control, stakeholder satisfaction).

ABSTRACT: The incidence rate for severe behavioral disorders is higher for individuals with autism and related disorders than for other populations (Smith, Russo, & Lee, 1999). The Neurobehavioral Inpatient Unit at Kennedy Krieger specializes in the assessment and treatment of approximately 40 such individuals and their families per year, and employs a variety of staff including approximately 120 entry-level direct care technicians. Successful treatment outcomes in the clients we serve are dependent not only on well-devised behavioral plans based on functional analysis results, but also on the integrity with which the treatment is implemented by staff and parents. A high level of expertise and

training is often needed for plan implementation; however, paraprofessionals and parents often have little experience performing such plans prior to employment/admission.

System-wide approaches, as well as more targeted efforts used on the NBU will be discussed, and attendees will learn staff management ideas to utilize in human service settings. Strategies include utilizing best practice recommendations and data to drive staff recruitment and training projects, as well as improve parent participation.

Developing Early Social Skills in Children With Autism: Training Parents and Professionals to Implement Social Skills Protocols

Rebecca P. F. MacDonald



Dr. Rebecca MacDonald is a Licensed Psychologist and a Board Certified Behavior Analyst who specializes in the education and treatment of children with autism through her work at the New England Center for Children. For the past 15 years she served as the Director of the Early Intensive Instructional Program providing EIBI to the youngest children with an ASD diagnosis at the center. She has faculty appointments at Simmons College and Western New England University. Dr. MacDonald received her doctorate in Developmental and Child Psychology from the University of Kansas. She regularly presents her research at national and international conferences and has published numerous articles and book chapters focusing on teaching social skills to children with autism. Her work has been supported by both federal (NICHD) and private (OAR) grant sources. She recently served as a federal D.O.E. grant reviewer for the "Race to the Top" birth to 5 competitions. Her current research interests include assessing and teaching joint attention, the use of video modeling as a method of instruction for both children and teachers, and measuring clinical outcomes of early intensive behavior intervention.

ABSTRACT: Some of the earliest identification markers that precede a diagnosis of autism are deficits in social behavior.

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Lack of eye contact, joint attention, and social referencing are the hallmarks of the disorder. Best outcomes have been achieved with early intensive behavior analysis which by definition involves implementation of behavioral protocols by skilled clinicians and parents. In our current work, we have found video modeling to be more effective than written instructions to teach both clinicians and parents to provide effective instruction in the area of joint attention. We have achieved high procedural integrity on a variety of protocols and children acquire the targeted skills quickly. The components of the video modeling instructional videos will be reviewed and a discussion of the importance of each element will be discussed.

Training Parents to Implement Treatments for Pediatric Feeding Disorders

Cathleen C. Piazza



Cathleen C. Piazza, Ph.D., is a professor of pediatrics and director of the Pediatric Feeding Disorders Program at the University of Nebraska Medical Center in Omaha. She previously directed similar programs at the Marcus Institute in Atlanta and at the Johns Hopkins University School

of Medicine in Baltimore. Dr. Piazza and her colleagues have examined various aspects of feeding behavior and have developed a series of interventions to address one of the most common health problems in children. Her research in this area has been among the most systematic in the field and has firmly established behavioral approaches as preferred methods for assessment and treatment. In her roles as clinical, research, and training director, Dr. Piazza has mentored a large number of interns and fellows who have gone on to make significant contributions to the field. Highly regarded for her general expertise in research methodology, Dr. Piazza is a former editor of the *Journal of Applied Behavior Analysis*.

ABSTRACT: Children with autism spectrum disorder often display feeding problems (Schreck, Williams, & Smith, 2004). These feeding problems may result in diets that are nutritionally deficient and may place the child at risk for health, learning, and behavior problems. Treatments for pediatric feeding disorders based on applied behavior analysis are the only ones that have empirical support in the literature. Although these treatments are effective, caregiver training and follow through is a critical factor in maintaining their long-term efficacy. This presentation will show data on training caregivers to implement treatments for pediatric feeding disorders in clinic, home, and virtual settings.

Keynote Presentations

Evidence for Neural Circuitry

Dysfunction in Autism Spectrum Disorders

Sophia A. Colamarino



Sophia Colamarino, Ph.D., is a neuroscientist with over a decade of involvement in the non-profit autism research community. She currently works in private philanthropy where she serves as the Director of the Science & Health Program for the John & Marcia Goldman Foundation, which

seeks funding opportunities focused on the autism spectrum and autoimmune disease spaces. Dr. Colamarino is also a Consulting Professor in the Department of Psychiatry and Behavioral Sciences at Stanford University Medical School and teaches a course on autism spectrum disorder in the undergraduate Human Biology Program.

Prior to joining the Goldman Foundation, Dr. Colamarino served from 2004–2011 as the Vice President of Research for Autism Speaks and as the Science Program Director for Cure Autism Now, where she developed several important research initiatives including new efforts in neuropathology, innovative technology, and translational biology. While at Autism Speaks, Dr. Colamarino spearheaded development of a public access policy for publications resulting from the foundation's funded research, the first such policy for a US advocacy organization, for which she testified to Congress and was appointed to the NIH's National Library of Medicine advisory board for the PubMed Central science archive. She also spends much of her time providing public science lectures for the autism community and has served on many autism boards and science committees.

Dr. Colamarino graduated with a BS in Biological Sciences and an AB in Psychology from Stanford University. She received her Ph.D. in Neurosciences from the University of California, San Francisco, where she studied brain development with neuroscientist Marc Tessier-Lavigne, Ph.D. After receiving her Ph.D., Dr. Colamarino conducted research on the genetic disorder Kallmann Syndrome at the Telethon Institute for Genetics and Medicine in Milan, Italy, led by human geneticist Andrea Ballabio, MD. She then returned to the US to work at the Salk Institute in La Jolla, CA, studying adult neural stem cells and brain regeneration in the laboratory of stem cell pioneer Fred H. Gage, Ph.D.

ABSTRACT: Despite the striking behaviors that encompass autism, one of the most perplexing things from a neurobiological standpoint is that, at first pass, the brain structurally looks relatively normal. For decades, researchers have been trying to pinpoint where autism is located in the brain, usually focusing on individual brain

structures. However, no single region has so far been shown to underlie all of autism's symptoms. This lecture will provide a brief review of the emerging and converging evidence that autism is a disorder involving neural connectivity, where changes in the structure/function of brain connectivity may disrupt the ability to process information across different brain regions. Finally, these changes might be more widespread than would be predicted from the discrete domains of behavioral symptomatology.

How Is It That People With Autism in Peru Are Economically and Meaningfully Supporting Their Families? Liliana Mayo



Dr. Liliana Mayo received her doctoral training in the Department of Applied Behavior Science at the University of Kansas. She is the founder and executive director of Centro Ann Sullivan del Peru (CASP), in Lima, Peru, which serves more than 400 students with different abilities (especially those with

the most severe limitations) and their families. Dr. Mayo is a professor of special education at the Universidad Peruana Cayetano Heredia and the Universidad Catolica, in Peru, and an Adjunct Faculty Member in the Department of Applied Behavior Sciences at the University of Kansas. Also she is a member of the National Council of Education in Peru. She is the representative of CASP in the formal co-operative agreement between CASP and the Schiefelbusch Institute for Research in Life Span Studies at the University of Kansas, in the United States.

Dr. Mayo has received numerous awards and recognitions due to her contributions to the development of successful practices that promote progress and full inclusion of people with different abilities in society through the high participation of parents in the School of Families, and the implementation of effective educational programs following a Functional Natural Curriculum. Among them are the Queen Sofia of Spain 1999, Award for Rehabilitation and Integration, the International Dissemination of Applied Behavior Analysis award in 2000, the Peruvian Government that is the Order "El Sol del Peru" in the Commander Grade in 2007. She was honored by the government of Panama with the Order "Maria Ossa de Amador" in the Grade of Grand Medal in 2012 and for the government of Dominican Republic, with "Christopher Columbus' Heraldic Order" in 2014.

ABSTRACT: How is it that the best businesses in Peru hire people with autism, some who have worked for 20 years continuously? Because they have found that people with autism are good workers, don't gossip, ask for more work, and are loyal to the business where they work. Centro Ann Sullivan del Perú (CASP) has more than 100 students working in 43 businesses; 60% of them have autism. All

receive the same pay and benefits as other employees and are included in all social activities in their work places. Many help their families economically by paying for utilities like water and electricity, paying for the medication of their parents, or even starting the construction of their own home. CASP students/workers receive the same social benefits as all Peruvian workers. It is important that persons with autism, especially those from extreme poverty, work in a supported employment program because it leads to including them in all aspects of society and because it leads to poverty reduction.

Observational Learning and Children With Autism: Clinical Applications Across the Age Span Bridget A. Taylor



Dr. Bridget A. Taylor is co-founder and executive director of Alpine Learning Group and is Senior Clinical Advisor for Rethink. Dr. Taylor has specialized in the education and treatment of children with autism for the past 27 years. She holds a

Doctorate of Psychology from Rutgers University, and received her Master's degree in Early Childhood Special Education from Columbia University. She is a Board Certified Behavior Analyst and a Licensed Psychologist. She is an Associate Editor for the *Journal of Applied Behavior Analysis* and serves on the editorial board of *Behavioral Interventions*. She is a member of the Behavior Analyst Certification Board and serves on the Autism Advisory Group for the Cambridge Center for Behavioral Studies. Dr. Taylor also serves on the Scientific and Community Advisory Board for SPARK, a new program at the Simon's Foundation Autism Research Initiative. Dr. Taylor is active in the autism research community and has published numerous articles and book chapters on effective interventions for autism. She is a national and international presenter and serves in an advisory capacity for autism education and treatment programs both locally and abroad.

ABSTRACT: Observational learning is the acquisition of new behavior that results from observing the behavior of others and the consequences of that behavior (Catania, 1998). Observational learning has significant educational, economic, and social implications. If children with autism can learn new behaviors by watching others, this could result in a reduction in intensive individual instruction and alleviate financial burdens on families and education providers. Additionally, observational learning can lead to the acquisition of academic and socially relevant behavior and potentially provide individuals with autism more opportunities for inclusion in typical learning and employment environments. An overview of emerging research in the area of observational learning will be presented, as well as clinical applications

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to improve the observational learning skills of individuals with autism across the age span.

Breakout Sessions

Improving the Efficacy and Practicality of Functional Communication Training

Brian D. Greer



Brian Greer is an Assistant Professor at the University of Nebraska Medical Center and a Case Manager in the Severe Behavior Disorders Program at the Munroe-Meyer Institute's Center for Autism Spectrum Disorders (CASD). He received a Bachelor of Science in Psychology from the University of

Florida in 2008. In 2011, Dr. Greer obtained a Master of Arts in Applied Behavioral Science from the University of Kansas, where he later completed doctoral training in 2013. During his tenure at the University of Kansas, Dr. Greer received the Baer, Wolf, and Risley Outstanding Graduate Student Award for excellence in teaching, research, and service. He later completed a post-doctoral fellowship at the University of Nebraska Medical Center's Munroe-Meyer Institute under the direction of Dr. Wayne Fisher. He has served on the Board of Editors for the *Journal of Applied Behavior Analysis* and as ad-hoc reviewer for the *Journal of Applied Behavior Analysis*, *The Psychological Record*, *Behavior Analysis in Practice*, *Journal of Behavioral Education*, *International Journal of Developmental Disabilities*, *Translational Issues in Psychological Science*, and the *European Journal of Pediatrics*. Dr. Greer currently supervises two R01 grants from the National Institute of Child Health and Human Development (NICHD) on stimulus-control refinements of functional communication training and preventing relapse of destructive behavior using behavioral momentum theory.

ABSTRACT: Functional communication training (FCT) is widely cited as the most common function-based intervention for treating socially reinforced destructive behavior, capable of demonstrating significant reductions in the destructive response while also promoting adaptive communication skills. Recent research has revealed a number of refinements to FCT that can help guide best practice. These empirically supported modifications to FCT include (a) minimizing exposure to the establishing operation(s) that occasion destructive behavior, (b) programming discriminative stimuli to facilitate the rapid thinning of reinforcement schedules and to promote generalization of treatment effects, (c) introducing alternative sources of reinforcement when needed, and (d) utilizing strategies that mitigate the recurrence of destructive behavior (i.e., treatment relapse) when caregivers fail to implement the treatment as designed. This presentation will cover some of the research supporting these modifications to FCT,

as well as provide behavior analysts with suggestions for their implementation.

Effective Strategies for Promoting Complex Social Play in Children With Autism

Tom S. Higbee



Dr. Thomas S. Higbee is a Professor of Special Education and Rehabilitation at Utah State University and Director of the Autism Support Services: Education, Research, and Training (ASSERT) program, an early intensive behavioral intervention program for children with autism that he founded in 2003.

He is a doctoral-level Board Certified Behavior Analyst (BCBA-D) and a Licensed Behavior Analyst in the state of Utah. His research focuses on the development of effective educational and behavioral interventions for children with autism spectrum disorders and related disabilities as well as the development of effective training strategies for teaching parents and professionals to implement effective interventions. He is a former associate editor for the *Journal of Applied Behavior Analysis* and a current associate editor for the *European Journal of Behavior Analysis* and the *International Journal of Behavior Analysis and Autism Spectrum Disorders*. Dr. Higbee is committed to the dissemination of effective behavioral interventions and has helped to create intensive behavior analytic preschool and school programs for children with autism and related disorders in Brazil, Russia, Portugal, and throughout his home state of Utah. He is the past president of the Utah Association for Behavior Analysis (UtABA) and currently serves as a member of the Practice Board of the Association for Behavior Analysis International and the Psychologist Licensing Board of the state of Utah.

ABSTRACT: Play serves an important function in the lives of young children. Through play, children learn about the world around them and come to understand the social rules and conventions that define the human experience. Many young children with autism spectrum disorders, however, do not develop the skills necessary to play appropriately with other children or even when alone. Over the past several years, behavioral researchers have developed support strategies to teach young children with autism to play using a visual cuing system called photographic activity schedules, in combination with social scripting and script fading. In the current presentation, strategies for using activity schedules and script fading to promote both independent and complex social play will be described and discussed. Recent research illustrating the effective use of activity schedules and script fading to promote complex social play between children with autism and their typically developing peers will also be presented and discussed.

Graphical Practices in Behavior Analysis: Adverse Effects of Nonstandard Line Graphs

Richard M. Kubina, Jr.



Richard M. Kubina, Jr., has a bachelor's degree (psychology) from Youngstown State University and a masters and a doctoral degree (special education) from The Ohio State University. Kubina is a Professor of Special Education at The Pennsylvania State University and teaches courses on

methods for teaching reading, informal assessment, behavior analysis, and single case design. Kubina conducts wide-ranging research in the area of applied behavior analysis and precision teaching. Kubina is a Board Certified Behavior Analyst, Doctoral level (BCBA-D) and serves on a number of editorial boards for behavioral and special education journals. He was the past editor of the *Journal of Precision Teaching and Celeration*.

ABSTRACT: Few of us would attend a hospital where 85% of the doctors made a judgment error. Yet a recent study revealed an 85% error rate in graph construction for 4,313 graphs across 11 behavior journals. Another study showed that trend analysis in behavioral journals has widespread variability; qualifications of trends such as "rapidly" and "moderately increasing" expose the price of subjectively embraced by behavior analysts. The fundamental data-driven process involving line graphs occur within fieldwork, theses, dissertations, lectures, conference presentations, and journal articles. Therefore, the problems with rampant graph constructor error and subjective determinations of key analytical techniques such as trend analysis require a meaningful solution. The current presentation will share data and discuss how foundational assessment procedures involving line graphs can improve with standard ratio charts.

Sex Education for Individuals Diagnosed With Autism Spectrum Disorders: What to Do, What to Avoid

Bobby Newman



Bobby Newman is a Board Certified Behavior Analyst, Licensed Behavior Analyst, and Licensed Psychologist. Affectionately known as the Dark Overlord of ABA, Bobby is the first author on 13 books regarding applied behavior analysis, the philosophy of behaviorism, autism spectrum

disorders, and utopian literature. He has published over two dozen articles in professional journals, as well as numerous popular magazine articles, and has hosted two series of radio call-in shows. Bobby is the Past-President of the Association for Science in Autism Treatment and the New York State Association for Behavior Analysis. A popular

speaker, Bobby also provides direct treatment, staff training, and consultation around the world, and has been honored for this work by several parent and professional groups. He is the director of Room to Grow. Bobby is also a certified personal trainer and marathoner and is an Ambassador for the Great Sportsmanship Programme. In addition to his other clinical work, Bobby teaches non-violent crisis intervention philosophy and techniques for agencies and families and is an instructor for the Our Whole Lives Sex Education curriculum.

ABSTRACT: Individuals diagnosed on the autism spectrum, and with developmental disabilities more generally, are often not provided with even basic sex education. Misconceptions regarding the sexuality of such individuals is often highly misunderstood, leading to further confusion and restrictions. Socially inappropriate behavior, both as a result of this lack of education and as a result of aspects of some disabilities, is unfortunately common and can lead to very serious social and even legal consequences. This presentation discusses these issues, and suggests means for addressing them through a comprehensive applied behavior analytic approach.

Augmentative and Alternative Communication for Individuals With Autism Spectrum Disorder

Mark F. O'Reilly



Mark O'Reilly, Ph.D., holds the Audrey Rogers Myers Centennial Professorship in Education and is Chair of the Department of Special Education at the University of Texas at Austin. His research interests include assessment and treatment of severe challenging behavior in individuals

with autism spectrum disorders, design and assessment of assistive technology for individuals with multiple disabilities, and communication/social skills intervention for individuals with autism spectrum disorders.

ABSTRACT: Many individuals with autism spectrum disorders (ASD) are candidates for augmentative and alternative communication (AAC). This presentation will review two current trends in AAC research involving persons with ASD. The first trend is the use of smartphone and tablet devices in AAC interventions. The second trend is the direct comparison of the relative efficacy of differing AAC options (e.g., comparing the use of manual signs versus picture-based communication systems versus speech-generating devices). Studies in the first group suggest that this relatively new technology can be effectively used in AAC intervention. Studies in the second group indicate differences in how quickly some individuals have learned to use different

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options and difference in preference for the various options. Both research trends suggest possible new directions in AAC intervention such as facilitating choice, enhancing more sophisticated communication repertoires, and promoting greater inclusion in regular life settings.

Behavior Analytic Services in Puerto Rico:**Hard Work, Bright Future**

Marta Riviere



Marta Riviere received her Bachelor of Science with a major in mathematics from the University of Puerto Rico in 1985. She was concurrently certified as a high school math teacher. She completed her master's degree in special education from Rutgers University, New Jersey in 1987. It was then that she had

her first experience working with children with autism at the Douglass Developmental Disabilities Center. From this experience, she grew an interest in the field of autism and a desire to help families in Puerto Rico, where services for this population are limited. Combining her two interests, math and special education, she pursued behavior analysis studies becoming one of the first Board Certified Behavior Analysts in Puerto Rico in December 2014. She has worked for the Department of Defense Schools for 26 years as a special education teacher where she has had the opportunity to work with a full range of levels and disabilities.

After receiving her certification, she has been promoting ABA in the island through meetings and communications with the Puerto Rico Department of Education, health insurances, private schools, support groups and other behavior analysts, as well as organizing seminars for parents and professionals in collaboration with the "Alianza de Autismo." She trained the first local group of Registered Behavior Technicians and has contributed in the organization of behavior analysts in Puerto Rico. She founded the non-profit organization "Arcoiris de Esperanza" following a life-long dream to help individuals with autism and their families. The goal of this organization is to offer efficient and quality services to individuals with autism and other developmental disabilities through their lifespan.

ABSTRACT: Behavior analytic services have been almost non-existent in Puerto Rico until recently. Although some organizations have used the term "ABA therapy" as part of their services, in most cases, these have not been provided by Board Certified Behavior Analysts. Colleges and universities in the island do not offer behavior analysis as a field of study. Health insurance providers do not recognize ABA therapy as an alternative of service for their clients. Many parents of children with autism have not heard of this therapy either. Developing behavior analytic services in the island will

require a great effort and energy in order to educate parents, agencies, and the general public in what ABA is and how it can make a difference by transforming lives. Steps have been taken in this direction, bringing hope to many families looking for effective interventions.

The Concept of Automatic Reinforcement: Implications for Assessment and Intervention

Timothy R. Vollmer



Timothy R. Vollmer received his Ph.D. from the University of Florida in 1992. From 1992 until 1996 he was on the psychology faculty at Louisiana State University. From 1996 to 1998 he was on the faculty at the University of Pennsylvania Medical School. He returned to the University of Florida

in 1998 and is now a Professor of Psychology. His primary area of research is applied behavior analysis, with emphases in developmental disabilities, autism, reinforcement schedules, and parenting. He has published over 140 articles and book chapters related to behavior analysis. He is an ABAI fellow, he was the recipient of the 1996 B. F. Skinner New Researcher award from the American Psychological Association (APA), and received another APA award in August, 2004, for significant contributions to applied behavior analysis. He was the Editor-in-Chief of the *Journal of Applied Behavior Analysis* from 2014-2016.

ABSTRACT: A great deal of emphasis has been placed on socially mediated reinforcement contingencies maintaining problem behavior displayed by individuals with autism spectrum disorders and related disabilities. However, there is strong evidence that some problem behavior occurs and maintains in the absence of social reinforcement contingencies. In fact, most repetitive stereotypies appear to be maintained in the absence of social reinforcement. To the extent such behavior is operant, and to the extent it is not socially reinforced, it is maintained by automatic reinforcement. The presenter will review origins and historical usage of the term "automatic reinforcement," scientific implications of the concept, and clinical implications for behavioral assessment and treatment. He will also present research from his applied laboratories, including published studies and work in progress.

Workshops

Language Assessment in Early Intervention for Children With Autism: Identifying Treatment Priorities

Mark L. Sundberg



Mark L. Sundberg, Ph.D., BCBA-D, received his doctorate degree in Applied Behavior Analysis from Western Michigan University (1980), under the direction of Dr. Jack Michael. He is the author of the Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP), and co-author of the original ABLLS assessment program, and the book *Teaching Language to Children with Autism or Other Developmental Disabilities*. He has published over 50 professional papers and 5 book chapters. He is the founder and past editor of the journal *The Analysis of Verbal Behavior*, a twice past-president of The Northern California Association for Behavior Analysis, a past-chair of the Publication Board of ABAI, and has served on the Board of Directors of the B. F. Skinner Foundation. Dr. Sundberg has given hundreds of conference presentations and workshops nationally and internationally, and taught 80 college and university courses on behavior analysis, verbal behavior, sign language, and child development. He is a licensed psychologist with over 40 years of clinical experience who consults for public and private schools that serve children with autism. His awards include the 2001 "Distinguished Psychology Department Alumnus Award" from Western Michigan University, and the 2013 "Jack Michael Outstanding Contributions in Verbal Behavior Award" from ABAI's Verbal Behavior Special Interest Group.

ABSTRACT: Given that deficits in social communication and social interaction constitute the primary diagnostic criteria for autism spectrum disorders, an effective language and social skills assessment and intervention program is an essential component of an individual treatment program. The assessment process is necessary for identifying a child's strengths and weaknesses across a wide range of skills, and for comparing his skills to those of typically developing children. The assessment results should then guide the intervention. The current presentation will focus on a behavioral approach to assessment based on Skinner's (1957) analysis of verbal behavior. Participants will learn how an assessment tool based on Skinner's work, the VB-MAPP, can be used to identify a child's language, learning, and social skills, as well as potential barriers that may be impeding skill acquisition. Participants will then learn how to use the results of the assessment to identify a child's immediate and long-term intervention priorities, as well as potential intervention strategies that might be most beneficial for the child.

Effective School Consultation:


Getting in the Door, Staying in, and Making a Difference

Cynthia M. Anderson



Cynthia M. Anderson earned her Ph.D. in Clinical Child Psychology from West Virginia University, and is the Senior Vice President of Applied Behavior Analysis and Director of the National Autism Center at the May Institute. In addition to her service to ABAI on the SIGs Board and Program Committee, she is Representative-At-Large for APA Division 25 and associate editor for the *Journal of Behavioral Education*.

ABSTRACT: Behavior analysts supporting children and adolescents are often asked by parents or other care providers to provide support in public schools. Although behavior analysts have much to offer education, it can be difficult to build a collaborative and effective working relationship with teachers and other educational professionals. In this workshop, we will delineate proven strategies for initiating a consultation relationship and building a collaborative working relationship. Attendees will build skills in developing and using two collaborative models, one for supporting a specific student and the second for building classroom and/or school-wide capacity in supporting students with autism spectrum disorder. ❖



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Invited Presenters

A Brief History of Basic Behavior-Analytic Research on Human Language and Cognition: From Skinner to Derived Relations and Beyond

Dermot Barnes-Holmes



Dr. Dermot Barnes-Holmes received his D.Phil. in behavioral analysis and behavioral biology from the University of Ulster, Coleraine, N. Ireland. He currently serves as Senior Full Professor and Odysseus Laureate at Ghent University, Belgium, having previously served on the faculties of the

National University of Ireland, Maynooth, and University College Cork. Dr. Barnes-Holmes is an extraordinarily prolific researcher who has made extensive contributions to the behavior analytic literature, especially in the areas of

language and cognition. The competitive and prestigious Odysseus Laureate awarded to Dr. Barnes-Holmes in 2015 is just the most recent recognition of the esteem in which his work is held among behavioral scientists internationally. He contributed substantively to the development of Relational Frame Theory and has been a major source, either directly or through his more than 35 doctoral students, of the frequently cited empirical studies that support the theory. Since 1989, Dr. Barnes-Holmes has published 224 peer-reviewed articles, 40 book chapters, and 7 books or edited volumes. His work is known for its creativity and breadth in addressing complex questions about human language and cognition, with a coherent conceptual and methodological approach. This work has received more than €3.5 million in competitive funding since 2000, and has resulted in a number of prestigious awards and recognitions.

ABSTRACT: The history of basic research in behavior analysis on human language and cognition could be traced back to the publication of Skinner's (1957) *Verbal Behavior* and to the distinction that he made subsequently between contingency-shaped versus rule-governed behavior in *An Operant Analysis of Problem Solving* (Skinner, 1966). Although basic research studies were slow to emerge from the former work, the latter publication was critical in generating a whole plethora of studies that were directly relevant to the behavior analytic study of human language

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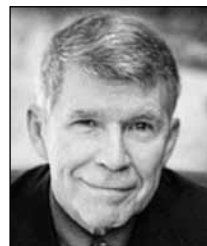
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and cognition. The seminal research on equivalence relations by Sidman (1994) and colleagues, which commenced in the early 1970s and led to the development of relational frame theory (Hayes, Barnes-Holmes, & Roche, 2001), provided another critically important source of inspiration for basic research in this area. The current paper will present an overview of this 60-year-old unfolding research story and will consider some empirical and conceptual issues that appear to require focused attention as the story continues to unfold across the coming decades.

The Growing Impact of Behavioral Science on Cultural Evolution

Anthony Biglan



Anthony Biglan, Ph.D., is a senior scientist at Oregon Research Institute. He is the author of *The Nurture Effect: How the Science of Human Behavior Can Improve our Lives and Our World*.

Dr. Biglan has been conducting research on the development and prevention of child and adolescent problem behavior for the past 30 years. His work has included studies of the risk and protective factors associated with tobacco, alcohol, and other drug use; high-risk sexual behavior; and antisocial behavior. He has conducted numerous experimental evaluations of interventions to prevent tobacco use both through school-based programs

and community-wide interventions. And, he has evaluated interventions to prevent high-risk sexual behavior, antisocial behavior, and reading failure.

In recent years, his work has shifted to more comprehensive interventions that have the potential to prevent the entire range of child and adolescent problems. He and colleagues at the Center for Advanced Study in the Behavioral Sciences published a book summarizing the epidemiology, cost, etiology, prevention, and treatment of youth with multiple problems (Biglan et al., 2004). He is a former president of the Society for Prevention Research. He was a member of the Institute of Medicine Committee on Prevention, which released its report in 2009 documenting numerous evidence-based preventive interventions that can prevent multiple problems. As a member of Oregon's Alcohol and Drug Policy Commission, he is helping to develop a strategic plan for implementing comprehensive evidence-based interventions throughout Oregon.

Information about Dr. Biglan's publications can be found at www.ori.org/scientists/anthony_biglan.

ABSTRACT: In the past 70 years, the behavioral sciences achieved knowledge of human behavior and cultural evolution that is beginning to reap significant benefits in terms of improving human well-being. This presentation will provide a brief overview of the knowledge we have gained with special emphasis on the behavior analytic

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roots of much of that progress. I will then provide specific and diverse examples of how effective interventions are being implemented around the world at a scale that is beginning to affect the well-being of entire populations.

Fifty Years of Research in Complex Human Reinforcers

R. Douglas Greer



Dr. R. Douglas Greer is professor of psychology and education at the Graduate School of Arts and Sciences and Teachers College of Columbia University where he heads the MA and Ph.D. programs in behavior analysis and the education of students with disabilities. He has served on the editorial boards of 10 journals, published over 200 research and theoretical articles in more than 20 journals, and is the author of 13 books in behavior analysis. Two of his most recent books are translated into Korean, Spanish, and Italian. Greer has sponsored 216 doctoral dissertations taught over 2,000 teachers and psychologists, originated the CABAS model of schooling used in the USA, Ireland, Italy, England and founded the Fred S. Keller School (www.cabasschools.org). He has done basic and applied experimental research in schools with students, teachers, parents, and supervisors as well as pediatric patients in medical settings. He and his colleagues have identified verbal behavior and social developmental cusps and protocols to establish them when they are missing in children. He is a recipient of the Fred S. Keller Award for Distinguished Contributions to Education from the American Psychology Association, a Fellow of the Association for Behavior Analysis International, and May 5 has been dedicated as R. Douglas Day by Westchester County Legislators. He has served as guest professor at universities in China, Spain, Wales, England, Japan, Korea, India, Ireland, Italy, USA, and Nigeria.

ABSTRACT: After over five decades of research in behavior analysis devoted to behaviors of making and choosing music, learning of behaviors, teaching behavior and a cybernetic teaching system, as well as verbal behavior and its development, I think I have really been studying reinforcers rather than behavior. I shall describe why I think that identifying and establishing reinforcers that humans can learn (or not learn) to contact suggests the sources of multiple responses to single stimuli and single responses to multiple stimuli. Build reinforcers and the reinforcers will continue to add new responses, new motivational conditions, and numerous discriminative stimuli. Learned reinforcers and motivational conditions make complex human behaviors and contextual control possible.

From the Clinic to the Lab and Back

Per Holth



Professor Per Holth received his license to practice psychology in 1983, and his Ph.D. in 2000, with a dissertation on the generality of stimulus equivalence. His clinical work has been in services for people with autism and developmental disabilities, in psychiatric units, and in the military services. His research

activities span basic research, on stimulus equivalence and joint attention, as well as applied work and management of large research projects. Per Holth has taught classes in behavior analysis and learning principles at the University of Oslo and Oslo and Akershus University College (OAUC) since 1982, and joined the faculty of OAUC and the program for learning in complex systems, as an associate professor in 2004 and as full professor in 2006. He teaches classes in all behavior-analytic education programs at OAUC. He has written for peer-reviewed publications on basic research, applied work, and philosophy of science; served on several editorial boards; and he has a member of the editorial troika of the *European Journal of Behavior Analysis* for 15 years. He has been a program co-coordinator of the TPC area of ABAI, is currently a program co-coordinator for the development area, and he is on the board of directors of the B. F. Skinner Foundation. His current research interests have drifted in the direction of basic experimental work with animals and humans.

ABSTRACT: An important modern challenge concerns how to make sure that we use the behavioral science that we already have. However, it is also a challenge to make sure we have the basic science that we need. For example when working with children with autism, both of these challenges are continuously relevant. Although basic behavioral science may in some areas be far more advanced than what we have thus far been able to implement in the general services for children with autism, there are also some striking holes in our basic knowledge. The present paper will address some of these shortcomings. For example, when children with autism deviate from other children in what reinforce their behavior, a highly relevant question concerns how, most effectively to establish new stimuli as conditioned reinforcers. We do not really know. Further, if we simply establish standard reinforcing stimuli as such, can the children learn standard things from the natural environment, like other children, without much contrived "teaching?" Shaping requires behavioral variability. How is such variability most effectively established?

Heart and Soul**Peter Killeen**

Dr. Peter Killeen is professor of psychology at Arizona State University, and has also been visiting scholar at the University of Texas, Cambridge University, and the Centre for Advanced Study, Oslo. He is a Fellow of the Society of Experimental Psychologists, has held a Senior Scientist Award from the National Institute of Mental Health, has been president of the Society for the Quantitative Analyses of Behavior (from which organization he appropriately received the Poetry in Science Award in 2002), held the American Psychological Association F. J. McGuigan Lectureship on Understanding the Human Mind, and received the Ernest and Josephine Hilgard Award for the Best Theoretical Paper (Killeen & Nash, 2003). Dr. Killeen has made many highly innovative and fundamental contributions to the experimental and quantitative analysis of behavior. His major work includes the development of incentive theory, culminating in the mathematical principles of reinforcement (*Behavioural and Brain Sciences*, 1994), and the behavioral theory of timing (*Psychological Review*, 1988). He is the author of 80 peer-reviewed papers, many of which have been heavily cited. He has served on the boards of editors of the *Journal of the Experimental Analysis of Behavior*, *Behavioural Processes*, *Journal of Experimental Psychology: Animal Behavior Processes*, *Psychonomic Bulletin & Review*, *Psychological Review*, *Brain & Behavioral Functions*, and *Comparative Cognition & Behavior Reviews*. Dr. Killeen's quantitative and conceptual developments have enriched behavior analysis and the world beyond.

ABSTRACT: Words that mean so much to all of us—either as the center of our meaningful existence—or as four-letter words writ large. Blaise Pascal understood that, “The heart has reasons that Reason cannot know.” “And needn’t know!” is quickly echoed by radical behaviorists. Here, in the City of Love, I ask if they could possibly be right; whether to be a good science, ours must be a heartless science. Physics and chemistry cannot be other. Must behaviorism? Bemused with Carneaux in experimental chambers, is there room for behaviorists in the labyrinthine chambers of the heart? In this talk I begin to unweave the rainbow of heart and soul; hoping—and you shall judge if I succeed in showing the possibility—that once experimentally analyzed, some reasons can be found that reason can know; and that some life, indeed, some mystery, still lives in the analysts.

Temporal Control:**A Spencean Model, Its Strengths and Limitations****Armando Machado**

Dr. Armando Machado obtained his Ph.D. in 1993 from Duke University. His doctoral research examined the conditions in which pigeons generate highly variable, random-like behavior, and received a Behavior Analysis Dissertation Award from Division 25. Dr. Machado currently teaches and

conducts research at the University of Minho in the north of Portugal, where he continues to study a variety of issues related to behavior and learning (e.g., time and number discrimination, choice). His studies contrast the results of laboratory experiments with the predictions of simple mathematical models of behavior and learning. In addition to the psychology of learning, Dr. Machado's interests include mathematics, evolutionary biology, philosophy, and the history of psychology. His work has been funded by the National Institutes of Mental Health (USA) and the Portuguese Foundation for Science and Technology and published in *Animal Cognition*, *Behavioural Processes*, *Journal of the Experimental Analysis of Behavior*, and others. He has served as the program chair and president for the Society for the Quantitative Analysis of Behavior, and as president of the Portuguese Association of Experimental Psychology.

ABSTRACT: I present a Spencean, synthetic approach to interval timing in animals, an approach grounded on the hypothesis that temporal generalization gradients may combine to produce complex forms of behavior. The hypothesis is instantiated by the Learning-to-Time (LeT) model. First, I will review how LeT accounts for the generalization gradients obtained in prototypical timing procedures. Then, I will show how, by combining these gradients, LeT accounts for more complex data and some surprising findings. Finally, I will discuss some current obstacles to our understanding of timing, including the boundary conditions of generalization gradients, the possibility of inhibitory temporal gradients, and how temporal memories are created, accessed, and retrieved.

Aesthetic Responses as**Synergetic Phenomena: A Behavioral Analysis****Francis Mechner**

Francis Mechner received his doctorate in 1957 from Columbia University under Professors F. S. Keller and W. N. Schoenfeld, and continued on the teaching faculty until 1960. He did much of his work on the behavioral analysis of aesthetics during his years at Columbia.

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In 1961, he developed an instructional technology based on behavioral analysis, which he then used to create instructional programs for high schools, medical schools, teaching hospitals, and industry. Under a federal contract, he led the establishment of a prototype Job Corps Training Center for a nationwide network of such centers. In 1968, Mechner founded and operated the first Paideia School. In 1970, he participated in the original design of *Sesame Street* with the Children's Television Workshop. With support from the Department of Health, Education, and Welfare he created educational daycare systems for four states, and testified before the U.S. Senate Finance Committee in support of the Comprehensive Child Development Act of 1971. With endorsement from the Organisation for Economic Co-Operation and Development, several countries, including Brazil, implemented Mechner's manpower development technology.

Besides his analysis of aesthetic phenomena, Mechner's work has included laboratory research on operant behavior and resurgence, development of a formal symbolic language for codifying behavioral contingencies, founding and operating innovative schools, and a continuing R&D program in educational technology.

ABSTRACT: Aesthetic responses are ubiquitous in human behavior and therefore deserving of scientific study. The responses we call aesthetic are instances of synergetic phenomena. Pervasive in biology, synergetic phenomena have transformative effects when certain elements interact. Depending on the art form or discipline, the interacting elements may be sounds, visual stimuli, words, actions, sensations, or abstract concepts. Artists, composers, poets, writers, performers, architects, mathematicians, or chefs create aesthetic effects by assembling such elements as ingredients of synergetic brews. Synergetic interactions take place in the behavioral repertoires of individuals who have a relevant priming history—familiarity with the elements of the brew and with the memes of the relevant culture. Aesthetic responses normally include surprise-tinged emotions.

Every art form or discipline generates its own particular types of aesthetic responses, with its particular profile of component attributes. That is why the concept of aesthetics is described as “fuzzy.” Component attributes of its many variants may be termed “beautiful,” “moving,” “elegant,” “awesome,” “parsimonious,” “funny,” “delicious,” or “powerful,” according to art form or discipline. Aesthetic phenomena nonetheless lend themselves to laboratory modeling and scientific analysis. I will provide examples of such models and how each art form or discipline achieves its aesthetic effects by the use of devices that rely on synergetic interactions.

Psychopathology as Adaptation to Aversive Control:

Experimental Analyses

Robert Mellon



Robert C. Mellon, Ph.D., BCBA, is professor of the Department of Psychology at the Panteion University of Social and Political Sciences in Athens, Greece, where he established a seven-semester undergraduate course of studies in behavioral philosophy and science, and directs the Laboratory of

Experimental and Applied Behavior Analysis. He received his doctorate from the University of North Carolina at Greensboro in 1987, where he trained in both the clinical psychology and experimental analysis of behavior programs. He completed the Clinical Psychology Internship Program at New York University-Bellevue Hospital Center. Mellon was a postdoctoral research fellow at the Center for Developmental Psychobiology at the State University of New York at Binghamton, and an National Institute of Mental Health National Research Service Award fellow at the New York State Psychiatric Institute and Columbia University. For four years, he travelled Asia, the Middle East, and Europe teaching in the Overseas Programs of the University of Maryland. Since 1995 he has lived and worked in Greece, initially at the Hellenic Republic University of Crete. Mellon's empirical and theoretical work, principally in behavioral variability, resistance to change and aversive control, and the implications of these processes in understanding the provenance and treatment of problematic patterns of behavior, has been published in both behavior-analytic and mainstream psychology journals. He is also author of numerous behavior-analytic texts in the Hellenic language, and has collaborated on translations of canonical works of B. F. Skinner, including *Walden Two* and *About Behaviorism*. Mellon currently serves as past president on the Board of Directors of the European Association for Behaviour Analysis, and is founding president of the Hellenic Community for Behavior Analysis. He is an associate editor of the *European Journal of Behavior Analysis*.

ABSTRACT: Pernicious patterns of behavior termed thought, anxiety, mood, and personality “disorders” have long been recognized to be related to social punishment, but the relationship remains poorly specified, limiting the effectiveness of preventative and therapeutic interventions. This presentation reviews findings of a series of experiments supporting a view that seemingly maladaptive patterns of behavior such as stereotypic repetition, self-denigration, and idiosyncratic perception serve to terminate stimuli produced in the inchoate emission of socially punished response forms, a process in which aspects of effective avoidance are reinforced adventitiously.

Behavior Analysis in a Complex World

Paolo Moderato



Paolo Moderato is professor of psychology at the University Institute for Modern Languages of Milan (Italy), where he chairs the Department of Behaviour, Consumers and Communication. He is president of European Institute for the Study of Human Behavior (Istituto Europeo per lo Studio del Comportamento Umano, IESCUm)—the Italian Chapter of ABAI and the European Association for Behavior Analysis—where he directs the postgraduate program BACB approved in applied behavior analysis. He is past-president of the European Association for Behaviour and Cognitive Therapies. He has been the Italian editor of *Acta Comportamentalia* since the time of its foundation, has been associate editor for the *Mexican Journal of Behavior Analysis*, and editor of the *Psychology Series* by McGraw-Hill Italia. At present, he is the editor of the *Series Behavior and Cognitive Practice* by Francoangeli Publishing. His books include *Pensieri, Parole e Comportamento*, which is the first Italian systematic presentation and discussion of Skinnerian and post-Skinnerian analysis of verbal behavior (co-edited with Philip N. Chase and G. Presti); *Human Interactions*, a contextualistic behavior analytic handbook of general psychology; and *Roots & Leaves*, an anthology of papers on behavior analysis and therapy. Paolo has served the field of behavior analysis through his editorial work and as a member of the Board of Trustees for the Cambridge Center for Behavioral Studies. In 2002, he received the SABA Award for the International Development of Behavior Analysis.

ABSTRACT: This presentation will address the theme of complexity and the need and possible contribution of the science of behavior to cope with complex problems in a rapidly changing world.

Real Determinants of Human Operant Behavior

Koichi Ono



Dr. Koichi Ono is professor of psychology at Komazawa University in Tokyo, where he has conducted research and taught behavior analysis for 33 years. His scholarly publications, authored in Japanese and English, have appeared in journals from four different continents. Professor Ono was among the first to demonstrate the effects of a “superstitious behavior” in humans (*Journal of the Experimental Analysis of Behavior*, 1987). He subsequently developed a conceptual analysis of superstitions as false rules. Three other major

themes in Dr. Ono’s research have been (1) the effects of the history of contingency-controlled behavior on subsequent performance, (2) an analysis of conditions under which “free choice” is preferred over “forced choice,” and (3) complex stimulus control. His work has also involved careful cross-species comparisons. For example, in an important paper in *Behavioural Processes*, Dr. Ono and colleagues used an ingeniously simple matching-to-sample task to reveal different controlling relations in humans and pigeons. Dr. Ono has provided significant leadership and service to the large and active Japanese Association for Behavior Analysis (J-ABA). He was editor of the *Japanese Journal of Behavior Analysis* (1994–1997), and served as president of J-ABA for six years (1997–2003). As a visiting research fellow in Wales and the United States, Dr. Ono has also brought knowledge from Japanese behavior analysis to the international community.

ABSTRACT: Principles of behavior ought to be common between humans and non-human animals. However, many studies have demonstrated that behavior of humans in particular circumstances often differs from that of animals in the same circumstance. This discourse explores more realistic controlling variables of human behavior.

The most critical feature of human operant behavior is that verbal and nonverbal behaviors are intermingled with each other on a temporal sequence. Each verbal and nonverbal behavior may be a part of three-term contingencies of reinforcement and punishment. For example, prior presentation of verbal stimuli evokes emotional bodily changes and works effectively as an establishing operation. Consequently, bad verbal message spoken or written by others is likely to make people engage in various avoidance behavior. Verbal events can also function as discriminative stimuli or reinforcing stimuli, as shown in our daily life. Thus, integrated perspective of human behavior that includes both verbal and nonverbal behaviors is needed to clarify controlling variables of human operant behavior. ❖

Calendar of Upcoming Conferences

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

2017

January

Texas ABA Regional Conference on Behavior Analysis

January 26–29
Austin, TX
Sheraton Austin Hotel at the Capitol
www.txaba.org

ABAI 11th Annual Autism Conference

January 31–February 2
San Juan, PR
Sheraton Puerto Rico Hotel & Casino
www.abainternational.org

February

California ABA 35th Annual Western Regional Conference on Behavior Analysis

February 10–12
Anaheim, CA
Anaheim Marriott +
Anaheim Convention Center
www.calaba.org

Behavior Analysis Association of Michigan Convention

February 16–17
Ypsilanti, MI
Eastern Michigan University
www.baam.emich.edu

North Carolina ABA 28th Annual Conference

February 22–24
Wrightsville Beach, NC
Holiday Inn Resort
www.nc-aba.org

March

Connecticut ABA 13th Annual Conference

March 2–3
Hartford, CT
Hartford Marriott Downtown
www.ctaba.org

New Jersey ABA Annual Conference

March 31
Somerset, NJ
The Imperia
www.njaba.org

April

Illinois ABA Annual Conference

April 7–8
St. Charles, IL
Hilton Garden Inn St. Charles
www.ilaba.net

Ohio ABA Seventh Annual Conference

April 7–8
Columbus, OH
Columbus Convention Center
<http://ohaba.org>

Virginia ABA 13th Annual Conference

April 7–8
Richmond, VA
Four Points by Sheraton
www.virginiaaba.org

May

Norsk Atferdsanalytisk Forening (Norwegian ABA) Seminar

May 3–7
Gol, Norway
www.atferd.no

ABAI 43rd Annual Convention

May 25–29
Denver, CO
Colorado Convention Center
www.abainternational.org

October

Florida ABA 37th Annual Conference

October 4–7
Daytona Beach, FL
Hilton Daytona Beach Resort
www.fabaworld.org

Japanese ABA 35th Annual Conference

October 6–8
Fukushima, Japan
www.j-aba.jp

Alabama ABA 26th Annual Convention

October 18–20
Birmingham, AL
Doubletree Hotel
www.alabamaaba.com

Australian Association for Cognitive and Behaviour Therapy National Conference

October 26–28
Sydney, Australia
www.aacbt.org

November

Iowa ABA Fifth Annual Conference

November 3
West Des Moines, IL
Hilton Garden Inn
<http://iowaaba.com>

ABAI Ninth International Conference

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