

# Join Us at the 35<sup>th</sup> Annual ABAI Convention in Phoenix, AZ

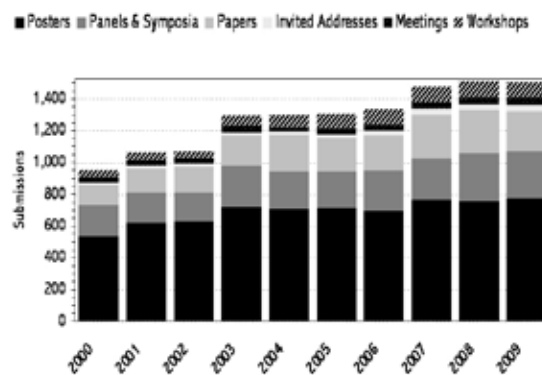
By Dr. Maria E. Malott, ABAI Chief Executive Officer

2009 Annual Convention

The ABAI leadership, Program Committee, and staff are very excited to offer registrants at our annual convention an outstanding program for 2009. This event is ABAI's most established conference and has been the key venue for the dissemination of behavior analysis science, education, practice, and professional issues for 35 years. The annual convention is the ideal place to learn of new developments in the field of behavior analysis.

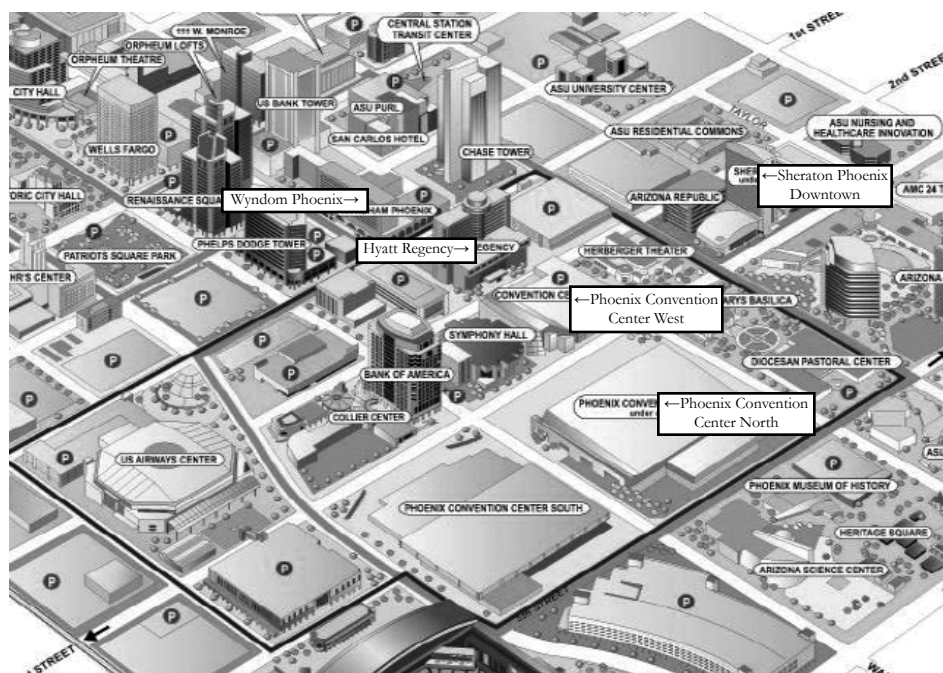
This year's program includes quality events across many areas of behavior analysis, including autism; behavioral pharmacology; clinical, family, and behavioral medicine; community interventions; social and ethical issues; developmental disabilities; human development and gerontology; experimental analysis of behavior; education; organizational behavior management; teaching behavior analysis; theoretical, philosophical, and conceptual issues; verbal behavior; and others. The program contains 1,633 events including posters, panels, symposiums, papers, invited addresses, workshops, and meetings. Figure 1 shows the trend of the convention programs and composition of types of events for the last 10 years.

The complete 2009 program is now available on the ABAI Web site, where you will also find access to on-line scheduling services, which allows you to select presentations and develop your personalized convention schedule.



**Figure 1.** Trends in number and types of submissions for the ABAI annual convention.

The 2009 annual convention is a city-wide event and ABAI has contracted state-of-the-art convention center facilities to offer a one of a kind experience. Figure 2 shows locations of annual convention facilities.



**Figure 2.** Phoenix convention center and surrounding hotels.

The core of the ABAI program will be conducted in the Phoenix Convention Center—one of the top 20 convention venues in the United States. The natural environment, history, and culture of Arizona inspired the design, decor, and construction materials for the Center. This newly completed facility is conveniently located just 10 minutes from the airport in the heart of Phoenix's Copper Square, which features 90 blocks of urban attractions that include numerous restaurants, bars, and markets. You will also find museums, live theater, and music all within a short walking distance.

Adjacent to the Center is ABAI's headquarter hotel, the Sheraton Phoenix Downtown. With 1,000 guest rooms, this 31-story hotel opened at the end of 2008 as the prototype hotel for upscale Sheraton facilities. Two additional hotels are nearly adjacent to the Convention Center: the Hyatt Regency Phoenix and the Wyndham Phoenix. For more information about hotels and additional overflow hotels, please visit: [www.abainternational.org/convention/info/hoteltravel.asp](http://www.abainternational.org/convention/info/hoteltravel.asp)

We anticipate over attendance from 4,000 participants from more than 40 countries. The convention serves as a network center for ABAI's 32 special interest groups, 65 affiliated chapters, organizational members, and graduate programs – including many of the 18 ABAI-accredited graduate programs. The ABAI Expo highlights these groups and others, displaying over 100 posters from behavioral organizations. We also have a special event sponsored by the Student Committee, the Behavioral Bash, and the annual ABAI Social; each provides an opportunity for all attendees to socialize and celebrate.

This year we are honored to host the 2009 Presidential Scholar, Dr. Lonnie Thompson. Dr. Thompson is Distinguished Professor of Earth Sciences at The Ohio State University and a noted paleoclimatologist who is the recipient of both the Tyler Prize for Environmental Achievement and the National Medal of Science. Dr. Thompson's presentation is titled, "Understanding Global Climate Change and the Human Response: A Paleoclimate Perspective from the World's Highest Mountains."

Integral to our program is ABAI's distinguished B. F. Skinner Lecture series, which was created to include leaders from complementary disciplines in

our program. This is a wonderful opportunity not only to learn from scholars outside our field, but to provide a comprehensive perspective of behavior analysis to them. This year's series features 12 lecture; among them a talk surrounding the considerations of autism spectrum disorders from Dr. G. B. Schaefer (University of Arkansas for Medical Sciences); Dr. Frederic Wagner (Department of Wildland Resources, Utah State University) speaking about the effects of global warming and the human solutions; Dr. Robert Cialdini's (Arizona State University) lecture on the roles of social factors on behavior change; and Dr. Fiona Cowie's address on the topic of the learnedness of language.

In keeping with the commitment of the Association to develop science and practice in tandem, the ABAI Science and Practice Boards have joined efforts to co-sponsor events on the translation of basic science to application. See pages 25 - 29 for highlights of events developed and promoted by the Science and Practice Boards both cooperatively and separately.

The opening event recognizes leaders in the field with the 2009 Society for the Advancement of Behavior Analysis (SABA) Awards. This year we celebrate the accomplishments of Dr. Brian Iwata (Distinguished Service); Dr. Thomas L. McKenzie (Public Service); Dr. João Claudio Todorov (International Development); Dr. Travis Thompson (Impact of Science on Application); Amos Rolider (Presentation in the Mass Media); and the Experimental Analysis of Behaviour Research Unit at the University of Auckland, New Zealand (Enduring Programmatic Contributions).

Continuing education (CE) is one of the many advantageous features of the ABAI convention and will be offered again this year for both psychologists and certified behavior analysts. Another service that particularly benefits employers and professionals is job placement. Guests will be able to learn about career opportunities and receive assistance arranging interviews. Furthermore, attendees will be able to peruse behavior analytic books in our bookstore, which will offer more than 500 titles, and will have the opportunity to meet many authors.

Drs. Ramona Houmanfar and William Palya, Program Committee Co-Chairs, with the support of

Dr. Raymond G. Miltenberger, Program Board Coordinator, have once more assembled a very strong program with the dedicated time and contributions of the 24 Area Coordinators. Through their persistent efforts, our program has undergone a careful review (including revisions and rejections) to ensure

high quality events. Please see Dr. Houmanfar's article on page 4 for more information about the program.

We hope to see you in Phoenix for another terrific convention!

### There's still time!

**Register for the 2009 annual convention and pre-convention workshops by May 1, 2009.**

**Fill out pages 92 and 93 or visit**

**[www.abainternational.org/convention.convreg/index.asp](http://www.abainternational.org/convention.convreg/index.asp)**

### Your Personal Convention Schedule

Visit [www.abainternational.org/convention/](http://www.abainternational.org/convention/) to view the convention program and create a **personalized schedule** of events that interest you.

Then print the schedule and carry it with you during the convention

### Travel Information

**United Airlines** is the official carrier of the 35<sup>th</sup> annual ABAI convention. Discounts are available on all published fares for travel to Phoenix from the United States and abroad between May 15<sup>th</sup> and June 2<sup>nd</sup>, 2009. To make your airline reservation, call United Airlines Meetings and Conventions at (800) 521-4041, and refer to **Tour Code #586CY**.

The distance from **Phoenix Sky Harbor International Airport** to the convention center and downtown hotels is approximately 6 miles. Please note the following types of transportation to and from the airport (driving time is about 20 minutes) and the typical minimum charge:



- Shuttle Service: \$12.00 USD
- Taxi: \$25.00 USD
- Limousine: \$45.00 USD (1-3 passengers)  
\$65.00 USD (5 or more)
- Light Rail: \$1.25 USD
- Public Bus Service: \$1.25 USD

More information regarding transportation options can be found either by referring to our travel page on our website [www.abainternational.org/convention/info/travelinformation.asp](http://www.abainternational.org/convention/info/travelinformation.asp) or by visiting the Phoenix Convention and Visitors Bureau website [www.visitphoenix.com](http://www.visitphoenix.com).

## ABAI 2009 Convention Program Committee Report

By Dr. Ramona Houmanfar, Program Committee Senior Co-Chair

We will experience another great convention this year at ABAI. As always, our accomplishment is a product of the contribution and support provided by the ABAI administration staff, the ABAI Council, and the Program Committee. We are looking forward to a very strong program this year, with a total of 1,633 submissions, including 765 posters, 295 panels and symposia, 236 papers, 26 invited addresses, 12 invited tutorials, 64 business meetings, 19 reunions, 14 special events, 109 Expo posters, and 93 workshops. Overall, we have maintained a healthy pattern of growth over time (see Figure 1).

### Area Coordinators

The hard work and effort of the program coordinators resulted in a maximum number (40) of invited presentation submissions and tutorials. Moreover, twelve of the invited addresses and tutorials will be conducted by non-ABAI members (The B. F. Skinner Lecture Series).

Our recruitment of these many invited presentations by non-ABAI members is indicative of the Program Coordinators' continued support and participation in the B. F. Skinner Series initiative. The successful recruitment of the new co-coordinators for a majority of areas would not be possible without the help and support of their senior co-coordinators. So, we are grateful to these colleagues for their contribution to the vitality of the ABAI Program.

As always, I would like to thank my co-chair, Dr. William Palya, for his invaluable collaboration, and all of the Program Coordinators and other members of the Program Committee for their outstanding efforts this year. In addition, on behalf of the ABAI Program Committee, I would like to thank Maria Malott and her exemplary staff members for their support and guidance.

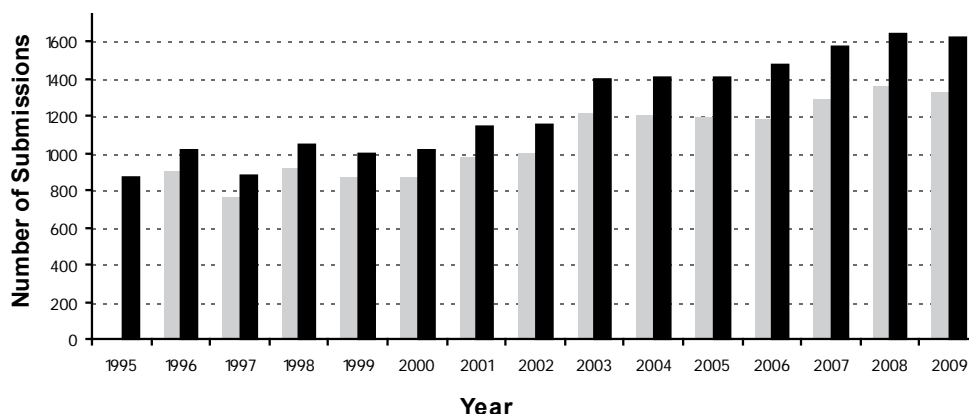


Figure 1. Number of submissions by year.



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## 2009 Award Ceremony

### 2009 Opening Event and Award Ceremony

Chair: Janet S. Twyman (Headsprout)

Saturday, May 23; 11:30 a.m.

### 2009 SABA Awards

#### Award for Distinguished Service to Behavior Analysis: Brian Iwata, Ph.D. (University of Florida)



**Dr. Brian Iwata** is Professor of Psychology and Psychiatry at the University of Florida, where he directs research programs on disorders of learning and behavior. He has published over 200 articles and chapters and has received over \$6 million in research grants to support that work. Brian is the former editor of the *Journal of Applied Behavior Analysis* and past president of the Association for Behavior Analysis, Division 33 of the American Psychological Association, the Florida Association for Behavior Analysis, the Society for the Advancement of Behavior Analysis, and the Society for the Experimental Analysis of Behavior. He has chaired study sections for both the National Institutes of Health and the National Institute of Mental Health, is an inaugural fellow in the ABA, and is also a fellow in the American Association on Mental Retardation, the American Psychological Association, and the American Psychological Society. Brian has received a number of significant awards for his work, including the D. F. Hake Award for Contributions to Basic and Applied Research as well as the Award for Applied Research from APA, the Award for Distinguished Contributions to Service from ABA, and the R. B. Dillard Award for Excellence in Research from AAMR. Brian is just as much a teacher of researchers as he is a researcher: Half of the recipients of the B. F. Skinner Award (APA Division 25) have been his former Ph.D. students.

**Abstract:** Service is simply helping behavior whose occurrence results from a history of consequences and whose form is determined by current circumstances. In these respects, I am no different than hundreds of ABA members, except for having a longer history than most and therefore more opportunities. I will use this occasion to summarize the experiences and circumstances that have been formative in the development of my “helping” repertoire.

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**Award for Impact of Science on Application: Travis Thompson, Ph.D. (University of Minnesota)**



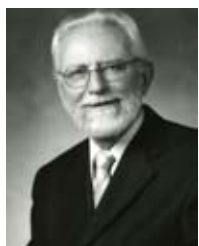
It may be said that **Dr. Travis Thompson** has been a major and often pioneering contributor to more areas relevant to behavior analysis than any other living researcher. Among these are behavior pharmacology, ethology and behavior analysis, complex stimulus control, genetic disorders and behavior analysis, behavioral treatment of developmental disabilities, and behavioral approaches to architectural design. He is the author of 26 books and more than 200 research articles and book chapters. The quality and impact of his research has resulted in millions of dollars in continuous grant funding spanning more than 40 years. He has received numerous honors and awards for his research contributions including Presidents of Divisions 28 and 33 of the American Psychological Association, the Don Hake Award, Career Scientist Award from the Academy of Mental Retardation, Earl Sutherland Prize, and the Edgar Doll Award. Dr. Thompson will present, “A Poet Gone Wrong.”

**Abstract:** The novelist and poet, George Meredith wrote, “The man of science is nothing if not a poet gone wrong.” I began my career as a laboratory scientist, but spend more time in the world of the poet and artist with each passing year. I have not abandoned science. Quite the contrary, I am more dedicated to the science of behavior than ever. But I find, as the distinguished astronomer Maria Mitchell commented, “We especially need imagination in science. It is not all mathematics, nor all logic, but it is somewhat beauty and poetry.” In my efforts to translate the tools of the science into practical solutions, I have had the good fortune to work with many doctoral students and postdoctoral trainees from whom I have learned, and who have made their own unique contributions. The pursuits of

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attempting to understand the nature of addiction, improving the lives of adults with intellectual disabilities in institutions, and providing novel learning opportunities for young children with autism and their families involve integrating the best of science with an understanding of what it means to be human. The degree to which those efforts have been successful is a measure of the impact of science on application.

**Award for International Dissemination of Behavior Analysis: João Claudio Todorov, Ph.D. (Universidade Católica de Goiás)**



**Dr. João Claudio Todorov** was born in Santo Anastácio, State of São Paulo, Brazil, on June 8, 1941. He obtained his undergraduate degree in psychology from the University of São Paulo in 1963. Admitted to the Master's

Program of the University of Brasília, he was a teaching assistant from 1964 to 1965, moving in August 1965 to the Ph.D. Program of Arizona State University, where he was Faculty Associate.

Returning to Brazil in 1969, he was Assistant Professor of Psychology at the Medical School of the University of São Paulo in Ribeirão Preto. From 1973 to 2000 he was a professor of the University of Brasília.

His publications include a book of readings, 10 chapters in books, and 80 articles published. He was editor of *Psicologia: Ciência e Profissão* and of the *Brazilian Journal of Behavior Analysis* and served on the editorial board of the *Journal of the Experimental Analysis of Behavior*, *Mexican Journal of Behavior Analysis*, *Behavior and Philosophy*, and *Psicologia: Teoria e Pesquisa*.

He is Professor of Psychology at the Catholic University of Goiás and Coordinator of the undergraduate course of psychology at the Instituto de Educação Superior de Brasília (IESB). Dr. Todorov's talk is titled "The Globalization of Academia."

**Abstract:** In spite of being in danger of becoming uninhabitable for us, the world is somewhat a better place to live now than fifty years before. Knowledge travels faster across borders and the number of people going places around the world, as tourists

or looking for work, is record breaking. In such a global world limitation of student formation within the borders of any country makes no sense. The further dissemination of behavior analysis will depend on the sharing of knowledge and the uniform development of one science of behavior.

I begin with thanks to the board of directors of SABA for this distinction. The prize for the International Dissemination of Behavior Analysis is an honor that I cherish. I must acknowledge, however, several people who were co-responsible for my deeds. I'll begin with Gil Sherman, my teacher in São Paulo, who recommended me to Carolina Bori, who invited me to join the Fred Keller gang that went to Brasília. I was supposed to apply for a Ph.D. in Columbia, but Keller convinced me to come to Arizona State University where I met, as teachers, Greenspoon, Bachrach, Brownstein, Pliskoff, Verhave, Jack Michael, Lee Myerson, and worked as teaching assistant with Keller and Gil Sherman developing the Personalized System of Instruction. My colleagues in the graduate program of the good old times are today in the list of "Who is Who" in behavior analysis: Rick Shull, Randy Flory, Donald Green, Jon Bailey, Scott Lawrence, Scott Woods, and Andre Fleming-Holland. With that quality of influence I had to do something good in life!

I also owe appreciation to my students from the US, where I started my teaching career at the Mary Washington College of the University of Virginia, invited by my former teacher James Russell Naz-zaro, then chair of the Department of Psychology. In Mexico, invited by Emílio Ribes, I had the chance to learn from Mexican, Colombian, and Venezuelan students. In Brazil, initially at the University of São Paulo – then the University of Brasília and now the Catholic University of Goiás and IESB – I was fortunate to meet excellent students, like Deisy das Graças de Souza and Elenice Hanna, some of them behind the movement that resulted in my nomination for the consideration of the Board of Directors of SABA.

As a teacher and researcher, I always prepared my students for a Ph.D. outside the country, even after our graduate programs were established. From the beginning, the students were directed to different countries (US, Mexico, Wales, Belgium) and differ-

ent research areas, trying to broaden their perspectives and disseminate their knowledge. Unfortunately, Brazil has gone the other way for the last 15 years and there are no longer scholarships available for a Ph.D. abroad if we have a similar program in Brazil. That is too bad for a country that speaks Portuguese. Brazilian researchers are staying in the country, publishing in Portuguese, as *monoglots* as American researchers (but in an unpopular language!). The present ceremony gives me the opportunity to begin another program for the dissemination of Brazilian behavior analysis abroad, asking my colleagues to at least publish in English! For that purpose, we have the *Brazilian Journal of Behavior Analysis*.

**Award for Effective Presentation of Behavior Analysis in the Mass Media: Amos Rolider, Ph.D. (Emek Yezreel College, Israel)**



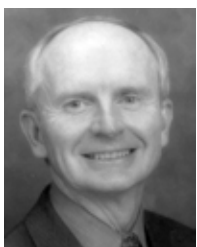
**Dr. Amos Rolider** is a professor of Behavioral Sciences and the chair of the Institute for Research and Prevention of Antisocial Behavior of Children in Educational Settings at the Emek Yezreel College. He also chairs the M.A.

Program in Educational Counseling. Dr. Rolider is currently the president of the newly established Israeli Association of Professional Behavior Analysts and heads the Graduate Behavior Analysis Certification program at the University of Tel Aviv. Dr. Rolider received his M.Sc. in Health Sciences and Physical Education from Brigham Young University and his M.A. and Ph.D. in Applied Behavior Analysis and Special Education from Ohio State University. He has been teaching, researching, and practicing behavior analysis for over 30 years in a variety of settings in North America and Israel. Dr. Rolider, a board certified behavior analyst, has published articles in major journals including *Journal of Applied Behavior Analysis*, *Behavior Therapy*, *Journal of Behavior Therapy and Experimental Psychiatry*, *Education & Treatment of Children*, *Child and Family Behavior Therapy*, and many other educational publications in Hebrew and English. He has presented more than 250 papers at professional conferences in Europe and North America. In the past few years, Dr. Rolider's research and clinical work have focused on studying anti-social behaviors of children in home and typical school settings. His popular lecture

series has led him to frequent guest appearances on Israeli television and radio. Recently, Dr. Rolider began hosting a weekly live television program and radio show that is gaining popularity among audiences. Dr. Rolider's talk is titled "Behavior Analysis in Every Home: Translating 'Cold Science' and Gaining National Acceptance."

**Abstract:** Perhaps nothing has been more frustrating to behavior analysts than the fact that the effective interventions they have developed have been met with hostility and apathy from other professionals and the public at large. As a result of this lack of acceptance, the field of behavior analysis, so far, has not been able to penetrate the walls of the general education system. Thus, millions of children, educators, and parents still only rarely take advantage of its scientifically well-documented effectiveness. I propose that one of the reasons for the rejection of behavior analysis by the general public is behavior analysts' use of technical language to communicate interventions to their consumers. Studies have shown that terms such as "negative reinforcement," "extinction," and "punishment" serve to inhibit popular acceptance of behavioral philosophy and application. One of my professional missions has been to translate the behavior analytic knowledge and experience I have into a user-friendly, conversational-style approach to dealing with problem behavior. A golden opportunity came when two and a half years ago I was asked to appear as a guest expert on the topics of parenting and education on Israeli's leading daily morning television news broadcast. After several guest appearances, the network responded to positive viewer feedback and requested that I appear weekly for a 15-minute segment on parenting. The weekly segment soon evolved into the opportunity to host a freestanding live television program called "Parenting 101", where I present behavioral issues and solutions using layperson terminology. As a result of the show's continued success – as is reflected by its ratings – there is a growing interest in behavior analysis and its applications to educating children at home and other typical educational settings. As of recently, I am able to reach an even larger audience via a weekly radio program, magazine column, on-line forum, and online newspaper blog.

**Award for Public Service in Behavior Analysis:  
Thomas L. McKenzie, Ph.D. (San Diego State  
University)**



**Dr. Thomas McKenzie** is Emeritus Professor of Exercise and Nutritional Sciences at San Diego State University and former Adjunct Professor, Department of Community Pediatrics, University of California, San Diego. Before coming to the USA, he was a school physical education and health teacher, coach, and administrator in Canada. He has authored or co-authored over 150 scientific papers and developed numerous assessment and curricular materials that are used nationally. He is a Fellow of four professional organizations and been a major investigator on 12 multidisciplinary research projects supported for over 30 million dollars by the National Institutes of Health. These projects have focused on increasing physical activity and health in numerous settings, including homes, schools, and community park and recreation centers. He has directed summer residential camping programs for obese children and for 16 years was a performance enhancement consultant to USA Volleyball National Teams. His expertise in designing and assessing physical activity programs for diverse populations is widely recognized. He has received numerous national and international awards, including the prestigious International Olympic Committee President's Prize for sport and physical education program development, research, and scholarship. He is currently a member of the Science Board, President's Council for Physical Fitness and Sports.

**Abstract:** I've always considered behavior analysis to be an approach to solving real-world problems. Early in my school career as an assistant principal of a school, I turned to what was then called behavior modification to solve discipline problems. Later, I applied the principles to teaching physical education and coaching sports, and my first-ever publication (1973) was titled, "The neglect of reinforcement theory in physical education." My maintenance to task has been high, and during the last 36 years I've been using behavior analytic techniques in an attempt to understand and solve behavior problems in

diverse school, physical activity, and sport settings. This presentation illustrates some of the challenges of applying behavioral principles and techniques in physical activity settings, initially to modify the behavior of individuals and more recently to modify population behavior. Society can no longer afford the potential of behavior analysis being limited primarily to individuals with severe problems. Given the epidemic increases in sedentary living and its accompanying health challenges such as obesity, diabetes, and heart disease, it is time to create environments that are conducive to active, healthy living.

**Award for Enduring Programmatic Contributions in Behavior Analysis: Experimental Analysis of Behaviour Research Unit at the University of Auckland, New Zealand**

**Michael Davison, Ph.D.** will accept the award on behalf of the Experimental Analysis of Behaviour Research Unit at the University of Auckland.

**Abstract:** It has been 40 years since this, the seed of this research unit, was sown. In this time it has had many formal names and probably even more informal names – including "The Ph.D. Factory" – and has had three locations. Still, some things have not changed: It has always been a cooperative lab with all academic staff and graduate students taking a weekly bird-running day; ensuring that no data are private and that everyone has equal responsibility. Also, from the very earliest days, the focus has not changed; indeed some are of the opinion that the experiment has not changed. We have always been interested in choice and behavior allocation; how this is affected by aspects of reinforcers, stimuli, and procedure; and how these processes can be understood quantitatively. If success is to be measured by formal "outputs" then we have outputted nearly 40 Ph.D.s, even more Master's and honors dissertations, and nearly 150 well-cited publications. However, much less quantifiable and far more gratifying, we have – I believe – enjoyed the whole business, the playfulness of doing research, and the realization that each year we have more and more questions that need to be answered. This award goes to everyone whom has contributed to the lab and its research over this long time.



## 2009 Fellowship Awardees

### 2009 SABA Experimental Analysis of Behavior Fellowship Awardee: Carlos Cancado (West Virginia University)



**Carlos Cancado's** initial contact and immediate interest in behavior analysis happened during his undergraduate years through introductory courses in experimental psychology. This interest was later developed during a 3-year

internship at the Behavior Analysis Laboratory at Universidade Federal de Minas Gerais, Brazil where he obtained his bachelor's degree in psychology in 2006. During that time, he conducted research on behavioral history under the supervision of Dr. Sergio Cirino and Andre Dias. The experimental analysis of schedules of reinforcement became a central interest for Carlos, especially the analysis of temporal and dependent relations between consequences and an organism's development in responding. After obtaining his degree, Carlos decided to pursue a career in basic research and worked as a research assistant, studying human schedule performance under the supervision of Dr. Carlos Eduardo Costa (Universidade Estadual de Londrina, Brazil). These experiences led him to West Virginia University, where he entered as a doctoral student in the fall of 2007, under the supervision of Dr. Andy Lattal. His research interests include historical and conceptual issues in behavior analysis, the analysis of schedules of reinforcement, and behavioral history effects.

Under Dr. Lattal's supervision, Carlos has been conducting research on the effects of response-independent events on behavior and on extinction-induced resurgence. He has been analyzing the effects of different proportions of response-independent events on responding maintained by variable and fixed-interval schedules of reinforcement. The experimental analysis of resurgence has been his main goal; it establishes a context to understand a basic behavioral principle and to clarify aspects involved in more complex behavior, such as problem solving and novel behavior. Carlos currently has been studying the variables that determine the resurgence of temporal patterns of responding. He also has published conceptual analyses of behavioral history and the history of behavior analysis.

These projects are directly related to Carlos' interests in understanding and contributing to historical and philosophical issues in behavior analysis, especially selectionism, and the relation of behavior-analytic theory and practice to other biological sciences. Carlos intends to obtain a solid education in research in behavior analysis during his years at West Virginia University and pursue a faculty position where he can continue to study behavior; contributing to behavior analysis through research and teaching. He would like to thank the Society for the Advancement of Behavior Analysis for arranging the contingencies for students to learn and contribute to the growth of the field by making this and other fellowships possible.

### 2009 SABA Experimental Analysis of Behavior Fellowship Awardee: Patrick Johnson (University of Kansas)



**Patrick Johnson** became interested in behavior analysis as an undergraduate at the University of Florida, where he received his B.S. in Psychology and B.A. in Anthropology. Working under the supervision of Dr. Timothy

Hackenberg and his graduate student colleagues, Patrick completed an honors thesis investigating human risky choice for video clip reinforcers viewable after fixed and mixed delays. This study closely approximated nonhuman methods of studying choice and results indicated risk-prone choice like that observed in other species. From these initial experiences, Patrick developed an appreciation for the role of basic research in our understanding of human behavior.

Upon graduating, Patrick entered the Applied Behavioral Science doctoral program at the University of Kansas, where he continues to pursue his research and teaching interests as a junior colleague to Dr. Gregory Madden. Patrick's research interests at KU focus broadly on nonhuman decision-making processes. A primary line of research is inspired by recent clinical reports linking the dopaminergic drug pramipexole to emergent impulsive behavior (e.g., pathologic gambling) in Parkinson's patients prescribed the drug. For his master's degree project, Patrick studied the effects of pramipexole on rats' choices for gambling-like behaviors or predictable

schedules of reinforcement in an animal model of gambling. He found that pramipexole significantly increased preference for gambling-like outcomes relative to saline when administered under a baseline of low gambling preference. To determine if pramipexole influences other forms of impulsivity (e.g., delay discounting), Patrick is examining drug effects on preference for large versus small reinforcers as delivery of the large reinforcer becomes increasingly delayed within a session.

Patrick is also engaged in an innovative line of behavioral economic research designed to explore conditions under which pigeons are likely to earn and save conditioned reinforcers (buttons on a touch-sensitive monitor) in exchange for food. His current and future studies are aimed at determining whether pigeons will spend conditioned reinforcers on gambling opportunities that probabilistically result in wins of additional conditioned reinforcers.

Upon earning his Ph.D., Patrick hopes to obtain a faculty position that will allow him to continue his research related to decision-making in both humans and nonhumans, as well as teach courses in basic behavior analysis.

#### **2009 Sidney W. and Janet R. Bijou Fellowship Awardee: Cara Phillips (University of Florida)**



**Cara Phillips** received a bachelor's degree in psychology from the College of William and Mary in Virginia. Her undergraduate career involved only a minimal exposure to behavior analysis, but her summer jobs working at

a camp for children with physical and developmental disabilities led her to accept a position with the New England Center for Children after graduation. There she discovered the field of Applied Behavior Analysis truly in practice, working with an adult developmentally disabled population whom exhibited severe problem behavior. Intrigued with the field, but often out-sized by her clients, Cara decided to examine the application of behavior analysis with additional populations. She worked in a supported housing program, in which behavioral contracting was used extensively, with individuals with chronic mental illness. She also worked as an integration aide for a 6-year old boy with Asperger's Syndrome in a kindergarten classroom before finding a home

with the Faison School for Autism in Richmond, Virginia. Cara worked as a lead teaching assistant for two years in this ABA based program. In addition, Cara served as lead therapist and program coordinator for home-based ABA programs during her three years in Richmond.

Following five years of learning about the principles of ABA through first-hand experience, Cara felt that her clinical growth required a stronger understanding of the theoretical foundations of the science of behavior analysis. Cara obtained a Master's Degree in Psychology with a specialization in Applied Behavior Analysis from Florida State University in 2003. While at FSU, Cara worked as a Behavior Assistant/Behavior Supervisor for a home-based service program for children with developmental disabilities affiliated with the university. Her time at FSU only further whetted Cara's appetite for information about the conceptual side of the field, leading her to continue her graduate studies at the University of Florida under the supervision of Dr. Timothy Vollmer. Cara is the site coordinator for one of Dr. Vollmer's research sites – a local elementary school.

Cara's primary research interests are related to skill acquisition in children diagnosed with autism, specifically the use of prompting procedures to teach relatively complex skills. Cara is particularly interested in how children with autism spectrum disorders learn generalized skill sets. She is in the process of conducting a series of studies on the stimulus control of different forms of prompts during task analyses. These studies are designed to encourage the participants to form a skill set of following a specific form of instructions (e.g. textual or pictorial) by engendering stimulus control by one form of prompts in order to facilitate – with that form of prompt – the following of generalized instruction. Also, related to skill acquisition, Cara is in the early stages of planning a series of studies examining computer-based Discrete Trial Training programs. A secondary focus of Cara's research is to properly evaluate autism treatments that are commonly used, but heretofore inadequately tested. This involves an estimation of the prevalence of behavioral and other treatments for problem behavior, as well as a functional analysis and treatment comparison of behavioral and alternative treatments.

**2009 Sidney W. and Janet R. Bijou Fellowship  
Awardee: Kevin Luczynski (Western New England College)**



**Kevin Luczynski** was first exposed to the natural science approach to understanding human behavior at Illinois State University with Dr. Tom Critchfield. Kevin then received training on the Neurobehavioral Unit at the Kennedy Krieger Institute. While at KKI, Dr. Sung Woo Kahng and Dr. David Kuhn provided Kevin with daily supervision on how to effectively assess and treat severe problem behavior. The intensity of the clinical services at KKI facilitated his understanding of single-subject methodology, environmental determinants of behavior, and the value of working within a community of clinical experts. While providing clinical services and participating in ongoing research at KKI, Kevin earned a Masters degree at the University of Maryland at Baltimore County.

To further his training in child development and behavior analysis, Kevin enrolled as a doctoral student at the University of Kansas under the supervision of Dr. Gregory Hanley. Kevin had the opportunity to co-design and implement effective and preferred classroom environments for young children with and without disabilities while facilitating the teaching skills of his practicum students as a supervisor in the university-based Child Development Center (CDC). His time in the CDC inspired research focused on determining the efficacy of and preference for different schedules of social interaction. Kevin's work demonstrated that children preferred contingent reinforcement (CR) to noncontingent reinforcement (NCR) under various conditions in which different schedules, response types, and reinforcers were arranged. Kevin also extended this work by demonstrating the boundaries of such preferences (e.g., children may prefer NCR when the CR schedule is leaned) and by evaluating children's preference for certain practical reinforcement schedules (e.g., multiple schedules versus signaled delays). Kevin's work at KU embodied the notion that identifying effective and preferred contexts is possible when designing healthy environments for young children.

Kevin transitioned to Massachusetts to complete his doctorate in the Western New England College Behavior Analysis Doctoral program when Dr. Hanley assumed the role of Director of this new program. Since coming to WNEC, Kevin gained experience teaching children with autism at the New England Center for Children and completed a study on the impact of inter-teaching intervals on the acquisition of mands. Recently, Kevin received one of two Fellowships from WNEC which provides support and opportunities for supervised teaching at the College and applied research in the Springfield area. As a Fellow, Kevin has allowed his work at KU and NECC to inform his new focus on studying the acquisition, generalization, and maintenance of critical social behaviors of preschoolers, such as requesting attention and assistance and tolerating delays for these same events. To that end, Kevin has designed a series of studies which will provide systematic replications of efficacious interventions while also serving as baselines from which to evaluate new independent variables for promoting generalization and maintenance of acquired social skills. After discovering conditions that result in lasting and generalized behavior change of preschoolers and completing his Ph.D. program, Kevin hopes to provide service, research, and teaching opportunities to his own students in an academic context that supports a behavior analytic approach to understanding child development.

**2008 International Development Grant  
Awardee: Dr. Morgan Chitiyo (Southern Illinois University)**



**Dr. Morgan Chitiyo**, who is originally from Zimbabwe, is a Board Certified Behavior Analyst and assistant professor of special education at Southern Illinois University, Carbondale. He received his Bachelor of Arts degree in education from Africa University in Zimbabwe. While in Zimbabwe he taught high school before moving to the United States to pursue graduate studies. He graduated from Tennessee Technological University with both an MBA and a Ph.D. in Applied Behavior and Learning. He completed his Ph.D. under the tutelage of Dr. John J. Wheeler, who exposed him to many research projects involving the application

of Positive Behavior Support (PBS) and its applied behavior analytic principles to children with disabilities; including autism, emotional behavioral disorders, and ADHD among others. This exposure gave him the opportunity to work extensively with schools in the United States providing consultation and technical assistance in the area of PBS. As a result, he developed keen interest in the utility and application of PBS across populations and cultures.

Dr. Chitiyo's research interests are in the development, implementation, and evaluation of behavioral interventions for children who display challenging behavior in both school and non-school settings. He is interested in the identification of efficient and cost-effective models to transmit best and effective practices in applied behavior analysis across populations and settings. He is also interested in promoting the adoption of applied behavior analysis principles in developing countries. Dr. Chitiyo believes that PBS, with its applied behavior analytic principles, can transform education systems around the world – particularly Africa – by equipping schools with the capacity to engage all students via positive learning environments capable of promoting active engagement of all learners regardless of disabilities.

As a result, Dr. Chitiyo endeavors to develop cost-effective education programs which focus on training parents and schoolteachers to implement behavioral interventions and evaluate their efficacy. In this regard, he would like to explore how to utilize technology to facilitate consultation and technical assistance which can promote the adoption and utilization of evidence-based practices internationally.

#### 2008 International Development Grant

**Awardee: Dr. Mihyun Grace Cho (Nam Seoul University)**



**Dr. Grace Cho**, Chief Professor of the BCBA Graduate Program of Nam Seoul University (NSU) and Director of the South Korean Institute of ABA (SKIABA), is a board certified behavior analyst and Liaison of South Korea

for the B. F. Skinner Foundation. She received her doctorate from the University of California, Los Angeles in the field of Special Education. Dr. Cho established the board approved graduate program

at NSU in Korea in 2007, which is the first program of its kind in Asia. Dr. Cho also provides teacher workshops every summer and winter for teachers of students with disabilities. These workshops were approved by the Department of Education in Korea. Since 2007, Dr. Cho has worked as a government researcher in Korea's Social Welfare Department. Her responsibilities include developing a service delivery system, a five-year project directed towards enhancing the lives of people with disabilities in Korea. Dr. Cho has chaired the International ABA Conference of Autism and ADHD for Professionals, People with Disabilities, and Parents in Seoul, Korea in 2007 and 2008.

Prior to working at NSU, Dr. Cho was Executive Director of the Los Angeles based Asian Pacific Community Services (APAC) from 1994 to 2004. APAC is a community-based adult day program which specializes in helping people with disabilities of cultural and ethnic minorities from 14 nationalities. Dr. Cho also provided numerous workshops for the parents of children with disabilities.

In the past year, there has been a growing awareness of the need to help people with disabilities in Korea. The Korean government recognizes that the nation has been lagging in the knowledge of the most recent development in ABA. For this reason, the Education Department requires teachers to take workshops for positive behavior intervention in the classroom. With an existing grant from the Korean government, Dr. Cho has already been able to provide teacher workshops for behavior intervention. One drawback is that Dr. Cho does not have the necessary training materials in the Korean language for these teachers. Recently, Dr. Cho received a grant from NSU for \$2,500 to cover the cost of translating *Classroom Management: A California Resource Guide*, which was developed and produced by the California Department of Education and the Los Angeles County Office of Education. It is a practical "how-to" manual that can be used with in-service training or as a teacher resource guide. The grant from NSU, however, will not cover the cost of publication of this translation.

With a SABA grant, Dr. Cho will be able to publish approximately 500 copies of this manual, which can be used during the workshops. Dr. Roy Mayer, the



principal author, has secured authorization from the Los Angeles County Office of Education to publish a translation of this book. He is personally committed to helping Dr. Cho with the translation and in providing the best teacher workshops for positive behavior intervention. Ultimately, their goal is to improve the Korean school environment.

**2008 International Development Grant  
Awardee: Erick Dubuque (University of  
Nevada, Reno)**



**Erick Dubuque** has attended the Association for Behavior Analysis Annual Conference every year of graduate school. In his first year, he was hired as an assistant director for the behavior analysis satellite pro-

grams under the advisement of Dr. Linda J. Hayes; he worked in Dr. W. Larry William's center for adults with developmental disabilities and taught a course in Dr. Ramona Houmanfar's Psychology 101 modified Personalized System of Instruction program. In his second year, he continued his work in the behavior analysis satellite programs; successfully defended his thesis (a basic human experiment investigating the adduction of composite responses from component repertoires); was elected as the Student Representative-Elect for the Association for Behavior Analysis International; and taught a summer undergraduate course in Radical Behaviorism. In his third year of graduate school, he continued his work with the satellite programs; worked on the Nevada Association for Behavior Analysis program committee and helped oversee their second conference; started his own business offering online continuing education units for certified behavior analysts; taught an undergraduate course in Radical Behaviorism; and taught a Master's degree practicum course in the first Middle Eastern Behavior Analysis program at the Jordanian University of Science and Technology.

In October of 2005, a delegation from the Association for Behavior Analysis International (ABAI) visited the Hashemite Kingdom of Jordan with the purpose of exploring and promoting the long-term development of behavior analysis in the region. The delegates included: Wayne Fisher, Ph.D., Linda

J. Hayes, Ph.D., Alexandra Logue, Ph.D., Maria E. Malott, Ph.D., and M. Jackson Marr, Ph.D. During their visit the delegation met with several prominent figures in government, education, and military including a visit with Her Royal Highness, Princess Muna Al Hussein, the mother of Jordan's King, His Majesty King Abdullah II bin Al Hussein (Association for Behavior Analysis Newsletter, 2005, Vol. 28, No. 3).

As a result of this meeting and follow-up discussions with ABAI representatives, the Hashemite Kingdom of Jordan established the first Middle Eastern Masters degree program in behavior analysis which began during the summer of 2007. The program is housed at the Jordan University of Science and Technology (JUST) in the Faculty of Nursing and there are currently 30 students enrolled across two cohorts in the Applied Behavior Health Analysis Master's Program. In the program, academic course instruction is delivered using a hybrid model of online and face-to-face formats. Recognized experts in behavior analysis are invited to teach in the program by the Program Coordinator, Linda J. Hayes, Ph.D.

In addition, to their academic coursework students are also required to successfully complete four practical training courses. Practical training differs from the other courses listed in the plan of study in that training takes place with two Master's level behavior analysts – face-to-face – over an eight to nine week period. Training is carried out in human service centers around Jordan primarily with developmentally disabled populations. Students work in these centers during the practicum course under the supervision of their instructors.

An important component of any practical training course is ensuring that students have the materials necessary to effectively provide behavioral therapy to the clients with whom they are working. These materials include items that assist with the facilitation of teaching, measuring, and delivering consequences. With the generous assistance of the Society for the Advancement of Behavior Analysis (SABA) International Development grant they were able to purchase \$1,000 of practicum materials for the Jordan University of Science and Technology Behavior Health Analysis Program. Specifically

Erick was able to use the SABA grant to purchase various timers, counters, resource manuals, flash-cards, puzzles, and games.

The first cohort of students is currently enrolled in their fourth and final practicum course and the second cohort of students will be starting their first practicum course this summer. The students and their instructors have already been reporting successfully gains with their clients at the Autism Academy of Jordan using these materials and have personally expressed thanks to SABA for their donation to better their training. On behalf of all of the students and instructors at the Jordan University of Science and Technology Erick would like to thank SABA for their commitment to supporting behavior analysis worldwide.

**2009 Doctoral Dissertation Grant Awardee:  
Nigel Vahey (Dept. of Psychology, Maynooth  
Co. Kildare)**



While studying for a single honors undergraduate degree in Mathematics at Trinity College Dublin, Ireland, **Nigel Vahey** gained experience working in care-giving roles with populations ranging from people with severe

learning disabilities and challenging behaviors to those incarcerated within the Irish prison system. These experiences coupled with his analytic training in studying mathematics inspired Nigel to further his education within the experimentally oriented undergraduate degree in Psychology provided by the National University of Ireland, Maynooth (NUIM). Nigel's undergraduate research provided the first examination of implicit self-esteem using the Implicit Relational Assessment Procedure (IRAP; see [http://psychology.nuim.ie/IRAP/IRAP\\_1.shtml](http://psychology.nuim.ie/IRAP/IRAP_1.shtml)), a measure conceptualized by Prof. Barnes-Holmes using Relational Frame Theory (RFT). The success of this research prompted Nigel to continue with similar research to Ph.D. level under the guidance of Prof. Dermot Barnes-Holmes at NUIM.

Implicit beliefs, as operationalized by the IRAP, are largely driven by immediate and relatively brief relational responses; they are conceptualized in contradistinction to self-report measures which reflect extended and coherent relational response networks. In more colloquial terms, the IRAP captures

spontaneous and automatic evaluations whereas self-report measures capture more carefully considered deliberative reactions. Given the compelling relevance of implicit measures to behaviors characterized by impulsiveness, Nigel decided to focus his Ph.D. research on examining the contributions of implicit processes to the psychological underpinnings of tobacco dependence.

In brief, Nigel's Ph.D. research has already provided the first evidence that implicit reinforcement expectancies support experientially avoidant processes psychologically important in maintaining tobacco-dependence (e.g. <http://psychology.nuim.ie/IRAP/SmokingStudies.zip>). Implicit reinforcement expectancies are implicit belief tendencies about the effectiveness of smoking as a means of regulating unpalatable feelings. In other words, to the degree that smokers implicitly believe that smoking can enhance their enjoyment (positively reinforce; e.g. "I enjoy smoking when I'm happy") and reduce their emotional distress (negatively reinforce; e.g. "I need to smoke when I'm upset") then they are more likely to automatically engage in smoking as a means of controlling and coping with fluctuating thoughts and feelings throughout the day.

By examining reinforcement expectancies, Nigel's research aims to provide a unique and efficient means of assessing two core progeny of RFT: relational responding and experiential avoidance. The smoking-IRAP's Nigel has so far developed with Prof. Barnes-Holmes appear to provide superior behavioral prediction relative to comparable self-reports or alternative implicit measures (see <http://psychology.nuim.ie/IRAP/SmokingStudies.zip>); Nigel's research has potential to substantially improve understanding of the role of implicit avoidant processes in maintaining smoking and in precipitating smoking-relapse. Upon completion of his Ph.D., Nigel wishes to conduct post-doctoral research to further pursue the role of implicit reinforcement expectancies in supporting addictive processes. The support provided by the SABA Doctoral Dissertation Grant will undoubtedly assist Nigel in achieving these goals and he would like to express his gratitude to the generous members of the Society for the Advancement of Behavior Analysis whose contributions make the grant possible.

**2009 Doctoral Dissertation Grant Awardee:  
Diann Gaalema (Georgia Institute of Technology, Zoo Atlanta)**



**Diann Gaalema** is a 5th year graduate student at the Georgia Institute of Technology. She is currently pursuing her Ph.D. in Experimental Psychology with a focus on animal behavior. Her unique program allows her access to animals at the local zoo and botanical gardens where she can apply the principles of behavior analysis to improve the care and management of exotic species. It was a long and interesting road that led to these current circumstances. While pursuing her undergraduate degree at Arizona State University Diann was first introduced to behavior analysis while working in the lab overseen by Dr. Peter Killeen. Her subsequent focus on reptile and amphibian research was a natural transition from the many hours of field work spent pursuing her minor in Biology where she surveyed and studied exotic species in the Sonoran desert and forests of Ecuador. A subsequent internship at the Phoenix Zoo demonstrated a significant opportunity to combine the two interests into a worthwhile career. Ample opportunity existed to use behavioral analysis in the zoo and the diversity of most herpetology departments provided opportunities for research that had high application value as well as the potential for interesting comparative results. At this point, Diann was informed that there was a graduate program available that would allow her to pursue her interest in working with exotic animals at the Georgia Institute of Technology. Once there, under the direction of Dr. M. J. Marr and Dr. Terry Maple, Diann began her work of applying behavioral principles to the exotic reptiles at Zoo Atlanta. Using operant techniques, she has trained large and potentially dangerous animals (Al-dabra tortoises and a Komodo dragon) to comply with various husbandry and veterinary procedures. Additionally, she was able to use these techniques for more basic research, studying the learning and discrimination abilities of various types of monitor lizards. Currently, Diann has shifted her focus from operant conditioning to Pavlovian and from reptiles to amphibians. For her dissertation work, she is attempting to use sexual conditioning – a type

of Pavlovian conditioning where the conditional stimulus signals access to a member of the opposite sex – to improve breeding outcomes in South American frogs. Recently, amphibians worldwide are suffering great extinction losses due to disease and changing global conditions. Scientists are scrambling to try and preserve at least some of these species for possible reintroduction. Breeding exotics in captivity is problematic, so Diann's current work is focused on trying to provide another tool to help improve these conservation efforts. After obtaining her degree, Diann hopes to find a faculty position where she can teach while continuing her research. Ideally, she would be able to find a position at a university located near an exotic animal facility where she could replicate the productive research relationship she currently enjoys. She could then establish new relationships between the university and other facilities and continue her work of applying research findings from Psychology to the care and management of exotic animals.

**2009 Master's Thesis Grant Awardee: Charlotte Carp (Texas Christian University)**

**2009 Master's Thesis Grant Awardee: Bess Puvathingal (Temple University)**



**Bess Puvathingal** received her undergraduate degree from Washington University in St. Louis with a double major in Psychology and Biology. While at Washington University, Bess worked as a service provider for children with autism, utilizing behavioral analytic principles to facilitate communicative, social, and academic skills. This experience piqued her academic interest in behavior analysis. Upon completing her undergraduate degree, she pursued her Master's degree in applied behavior analysis through the University of Nevada, Reno while working as an associate behavior analyst for the public school system. Following her training at UNR, Bess continued her work in the developmental disabilities sector by serving as a special education coordinator for behavior analytic services in St. Louis County.

In 2006, Bess began her doctorate in social psychology under the supervision of Dr. Donald A. Hantula at Temple University. Her research utilizes

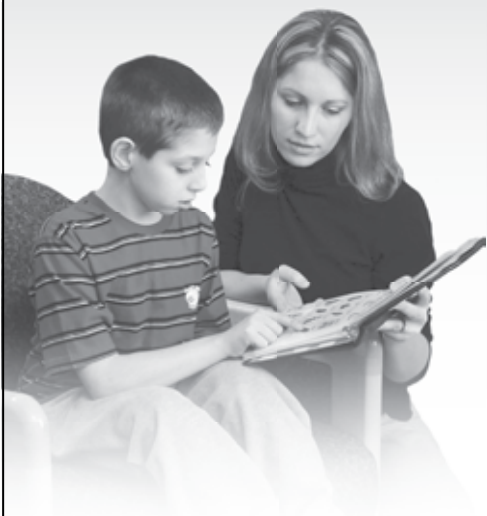
a behavioral economic paradigm to explore decision making under conditions of uncertainty. She studies escalation of commitment, defined as the recommitment of resources to a failing course of action. Escalation is often conceptualized as having “invested too much to quit.” An economics perspective suggests that it is irrational to consider prior costs in current decisions; future prospects should guide rational decision making. In stark contrast to this traditional economics perspective, the behavior analytic perspective suggests that prior events set the stage for decision making and that escalation is a rational strategy for making decisions under conditions of uncertainty. It is this perspective that serves as the framework for Bess’s research.

Her Master’s work at Temple extends the escalation literature by exploring the interaction between equivocality (i.e., random, unpredictable feedback) and sunk cost on escalation decisions. She utilizes a

temporal analysis to clarify when and to what extent equivocality and sunk cost influence behavior, and to what extent those behaviors are actually “irrational.” As an application of her behavioral economic research, Bess is particularly interested in political decision making processes framed as escalation decisions. A current line of research examines escalation theory as it applies to international conflict situations, including a case study of the Iraq War.

Bess plans to continue her research on escalation and political decision making for the remainder of her program at Temple University. Upon finishing her doctorate, she is interested in applying her behavioral perspective to policy research. Bess would like to thank the Society for the Advancement of Behavior Analysis for selecting her as a recipient of the Master’s Thesis Grant and for their generous support of graduate research.

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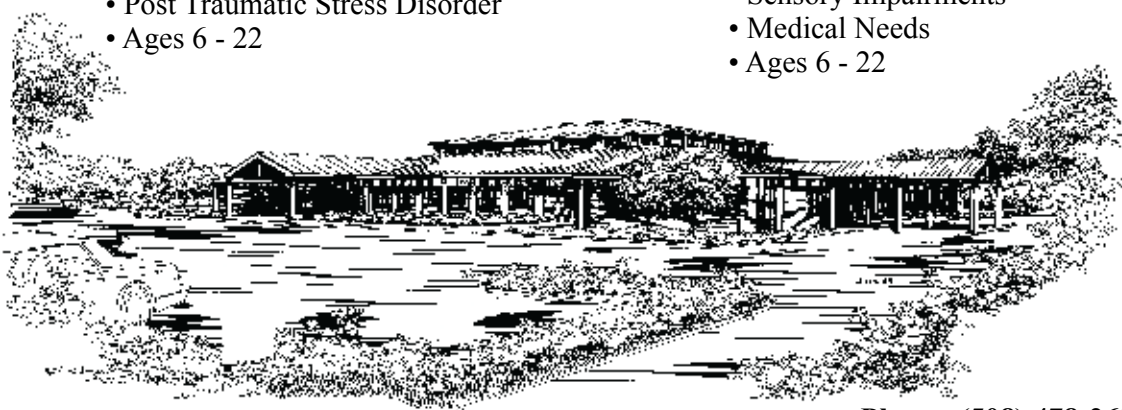
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## B. F. Skinner Lecture Series

The B. F. Skinner Lecture Series features distinguished speakers from fields other than behavior analysis. Presenters in this series were selected and invited by Area Coordinators.

### Autism



G. B. Schaefer

#### Considerations in Autism Spectrum Disorders

Dr. G. B. Schaefer (University of Arkansas for Medical Sciences)

Monday, May 25; 11:00 a.m.

### Community Interventions; Social & Ethical Issues



Frederic Wagner

#### Global-Warming Effects and Human Solutions

Dr. Frederic Wagner (Department of Wildland Resources, Utah State University)

Sunday, May 24; 1:30 p.m.

### Behavioral Pharmacology



Richard Foltin

#### Exploring Behavioral Mechanisms of Putative Therapeutic Interventions

Dr. Richard Foltin (New York State Psychiatry Institute)

Tuesday, May 26; 11:30 a.m.

### Education



Bruce Chorpita

#### Data-Based Decision Making and Evidence-Based Practice: A Systems Level Approach

Dr. Bruce Chorpita (UCLA)

Sunday, May 24; 1:30 p.m.

### Clinical; Family; Behavioral Medicine



William R. Miller

#### Motivational Interviewing: Humanistic and Behavioral Perspectives

Dr. William R. Miller (University of New Mexico)

Saturday, May 23; 3:30 p.m.



Daniel Reschly

#### Barriers to the Preparation of Highly Qualified Teachers in Reading

Dr. Daniel Reschly (Vanderbilt University)

Sunday, May 24; 2:30 p.m.



Robert B. Cialdini

#### The Role of Social Factors in Behavior Change

Dr. Robert B. Cialdini (Arizona State University)

Monday, May 25; 9:30 a.m.

### Experimental Analysis of Behavior



Bruce Chorpita

#### The Evolutionary Economics of Information Use: From Simple Signals to Learning

Dr. David Stephens (University of Minnesota)

Monday, May 25; 1:30 p.m.

## Human Development; Gerontology

Photo not available

### Experience, Learning, and Development: The Role of Reliable Resources in Natural Environments

Dr. Celia Moore (University of Massachusetts Boston)

Celia Moore

Monday, May 25; 10:00 a.m.

## Theoretical, Philosophical, and Conceptual Issues



Scott Kelso

### The Complementary Nature of Coordination Dynamics

Dr. Scott Kelso (Florida Atlantic University)

Sunday, May 24; 10:30 a.m.

## Teaching Behavior Analysis



Betina Jean-Louis

### Applications of Behavior Analysis in Urban Education

Dr. Betina Jean-Louis (Harlem Children's Zone, Inc.)

Sunday, May 24; 3:30 p.m.

## Verbal Behavior



Fiona Cowie

### Guess What? Language is Learned!

Dr. Fiona Cowie (California Institute of Technology)

Monday, May 25; 2:30 p.m.

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## Invited Events and Tutorials

### Autism



Mark Sundberg

#### **Why Children With Autism Often Fail to Acquire a Functional Intraverbal Repertoire**

Dr. Mark Sundberg (Sundberg and Associates)

Monday, May 25; 3:30 p.m.



Bridget Taylor

#### **"Do This," But Don't Do That: Moving Beyond Imitation to Observational Learning With Children With Autism**

Dr. Bridget Taylor (Alpine Learning Group)

Sunday, May 24; 2:30 p.m.

### Behavioral Pharmacology



Raymond Pitts

#### **Behavioral Mechanisms of Drug Action: What Are They and How Do We Identify Them?**

Dr. Raymond Pitts (University of North Carolina Wilmington)

Saturday, May 23; 1:00 p.m.



Thomas H. Kelly

#### **Biobehaviorally-Based Drug Abuse Prevention**

Dr. Thomas H. Kelly (University of Kentucky)

Sunday, May 24; 10:00 a.m.

### Clinical; Family; Behavioral Medicine



Kelly Wilson

#### **Mindfulness for Two: An Acceptance and Commitment Therapy Approach to Mindfulness in Psychotherapy**

Dr. Kelly Wilson (University of Mississippi)

Monday, May 25; 11:00 a.m.

### Community Interventions; Social & Ethical Issues



Scott Geller

#### **The Courage to Actively Care for People and Their Environment: How Behavior Analysis Can Do More to Save the World**

Dr. E. Scott Geller (Virginia Tech)

Sunday, May 24; 2:00 p.m.



Richard Rakos

#### **Belief in Agency: Is it "Human Nature?"**

Dr. Richard Rakos (Cleveland State University)

Tuesday, May 26; 9:00 a.m.

### Developmental Disabilities



W. Larry Williams

#### **The Assessment of Basic Learning Abilities (ABLA): Thirty Years in the Development of a Clinical and Research Tool**

Dr. W. Larry Williams (University of Nevada, Reno)

Saturday, May 23; 3:00 p.m.



Iser DeLeon

#### **Is Giving Stuff Away Such a Good Idea? Translational Explorations on Some Effects of NCR**

Dr. Iser Guillermo DeLeon (Kennedy Krieger Institute)

Tuesday, May 26; 10:00 a.m.



Catherine Piazza

#### **JABA and the Impact Factor**

Dr. Catherine Piazza (Munroe-Meyer Institute)

Sunday, May 24; 9:00 a.m.



## Human Development; Gerontology



Ruth Anne Rehfeldt

**On the Relation Between Stimulus Equivalence, the Naming Hypothesis, and Relational Frame Theory in the Analysis of Verbal behavior and Cognition**

Dr. Ruth Anne Rehfeldt (Southern Illinois University)

Monday, May 25; 2:30 p.m.



Paul Andronis

**The Bigger Picture from Infancy to Evolution: Genes, Development, and Behavior Analysis**

- Dr. Paul Andronis (Northern Michigan University)
- Dr. Celia Moore (University of Massachusetts Boston)
- Dr. David Moore (Pitzer College and Claremont Graduate University)
- Dr. Susan Schneider (Florida International University)

Photo not available

Celia Moore

Saturday, May 23; 2:00 p.m.



David Moore



Susan Schneider

## Experimental Analysis of Behavior



Joe Layng

**Mainstream Behavior Analysis: Do We Need to Go Back to Meet the Future in the 21st Century?**

Dr. T.V. Joe Layng (Headsprout)

Sunday, May 24; 10:00 a.m.

## Education



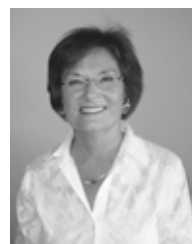
Richard West

**Five Things That Guarantee School Success and May Even Close the Achievement Gap for Disadvantaged Learners**

Dr. Richard West (Utah State University)

Saturday, May 23; 2:00 p.m.

## Organizational Behavior Management



Karolyn Smalley

**A Systemic Change in a Health Care Organization**

Dr. Karolyn Smalley (The Performance Puzzle)

Monday, May 25; 1:00 p.m.



John Austin

**OBM Research and OBM Practice: Shall Ever the Two Meet Again?**

Dr. John Austin (Western Michigan University)

Monday, May 25; 3:30 p.m.



Judy Johnson

**Culture Change that Delivered a 2:1 Return on Investment**

Dr. Judy Johnson (CLG)

Saturday, May 23; 1:00 p.m.

## Other



Kimberly Nix Berens

**Bringing Behavior Analysis into the Mainstream through the Private Sector**

Dr. Kimberly Nix Berens (Center for Advanced Learning, Inc.)

Sunday, May 24; 11:00 a.m.



Charles T. Merbitz

### **Mainstream Behavior Analysis: Eight Decades of Applications and Growing**

Dr. Charles T. Merbitz  
(Chicago School of Professional  
Psychology)

Sunday, May 24; 9:00 a.m.



Matthew Hancock

### **Building Community Support to Increase the Use of Applied Behavior Analysis in Urban Public Schools**

Dr. Matthew Hancock (Center  
for Polytechnical Education)

Tuesday, May 26; 11:00 a.m.



Mark Alavosius

### **Responding to Global Warming... or Not: The Green Behavior Deficit**

Chair: Anthony Biglan (Oregon  
Research Institute)

- Dr. Mark Alavosius  
(University of Nevada,  
Reno)
- Dr. Anthony Biglan  
(Oregon Research  
Institute)
- Dr. Richard Rakos  
(Cleveland State University)
- Dr. Robin Rumph (Stephen  
F. Austin University)



Anthony Biglan

Sunday, May 24; 2:30 p.m.



Richard Rakos



Robin Rumph

## **Theoretical, Philosophical and Conceptual Issues**



Michael Davison

### **The Quantitative Analysis of Behavior**

Dr. Michael Davison (University  
of Auckland)

Monday, May 25; 10:00 a.m.



Steven Hayes

### **Values, Verbal Relations, and Compassion: Facing Global Challenges Using Modern Behavioral Principles**

Dr. Steven Hayes (University of  
Nevada, Reno),

Tuesday, May 25; 9:00 a.m.

## **Teaching Behavior Analysis**



Henry Emurian

### **Programmed Instruction and Interteaching Applications to Information Technology Education**

Dr. Henry Emurian (University  
of Maryland, Baltimore Campus)

Monday, May 25; 9:00 a.m.

## **Verbal Behavior**



James Carr

### **Current Evidence and Methodological Recommendations**

Dr. James Carr (Auburn  
University)

Saturday, May 23; 2:00 p.m.



William Baum

### Behavior Analysis of Rule-Governed Behavior: Contrasting Views

- Dr. Willaim M. Baum (University of California, Davis)
- Dr. Hank Schlinger (California State University, Los Angeles)
- Dr. Carmen Luciano (University Almería, Spain)

Tuesday, May 26; 10:00 a.m.



Hank Schlinger



Carmen Luciano



Steven Stout

### Cue Competition in Pavlovian Conditioning

Dr. Steven Stout (Jacksonville State University)

Saturday, May 23; 2:00 p.m.



Timothy Shahan

### Conditioned Reinforcement

Timothy A. Shahan (Utah State University)

Saturday, May 23; 1:00 p.m.

## SQAB



William Baum

### Dynamics of Choice

Dr. Willaim M. Baum (University of California, Davis)

Saturday, May 23; 3:00 p.m.



Joel Myerson

### Cognitive Aging: A Behavior Theoretic Approach

Dr. Joel Myerson (Washington University)

Saturday, May 23; 4:00 p.m.



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## Convention Highlights

### 2009 ABAI Presidential Address

#### "Why Are We Not Acting to Save Lives?"

Monday, May 25; 5:00 p.m. – 5:50 p.m.;  
West 301 CD

Dr. Raymond G. Miltenberger (University of South Florida)



**Dr. Ray Miltenberger** received his Ph.D. in clinical psychology from Western Michigan University in 1985 after completing a pre-doctoral internship at the Kennedy Institute at Johns Hopkins University School of Medicine.

Currently, he is the director of

the Master's Program in Applied Behavior Analysis at the University of South Florida. Dr. Miltenberger serves on the Executive Councils of ABAI and FABA and is a member of the board of directors of SABA. He is on the editorial boards of *JABA*, *Behavioral Interventions*, and *Journal of Positive Behavioral Interventions* and serves as an associate editor for *Behavior Analysis in Practice* and *Education and Treatment of Children*. Dr. Miltenberger's research focuses on teaching safety skills to children and individuals with mental retardation, analysis and treatment of repetitive behavior disorders, and functional assessment and treatment of problem behaviors. He has published over 175 journal articles and chapters, has co-edited a text on analysis and treatment of tics and repetitive behavior disorders, and has written a behavior modification textbook that is now in its fourth edition. Dr. Miltenberger has received a number of awards for his teaching and research including the 2008 APA Division 25 Award for Distinguished Contributions to Applied Behavioral Research.

**Abstract:** Applied behavior analysis has a rich history of helping people change a wide range of socially significant behaviors. In spite of ABA's great success in changing behaviors to better people's lives, some life-or-death behaviors have not received as much attention from behavior analysts. Let's face it, many people regularly fail to engage in safe behaviors and instead, willingly engage in unsafe behaviors that can (and often do) result in death. Changing these behaviors has the potential not only

to better people's lives, but to save lives. If behavior analysts did a better job of saving lives, recognition of behavior analysis and its contributions to society would likely grow. In this address I will discuss what I believe to be important target behaviors for behavior analysts to address in future research and practice with the likely impact of saving lives. I will review some of my own work in safety skills training as an exemplar of this research and discuss important issues that need to be addressed in future research and dissemination efforts.

### 2009 ABAI Presidential Scholar's Address

#### "Understanding Global Climate Change and the Human Response: A Paleoclimate Perspective from the World's Highest Mountains."

Saturday, May 23; 5:00 p.m. – 6:00 p.m.;  
Grand Ballroom

Dr. Lonnie G. Thompson (The Ohio State University)



**Dr. Lonnie Thompson** is a Distinguished University Professor in the School of Earth Sciences and Senior Research Scientist at the Byrd Polar Research Center at Ohio State University. One of

the world's most renowned paleoclimatologists, Dr. Thompson has been described as an "ice hunter," and a "translator" who deciphers messages trapped in ice cores that tell the history of the world's climate. He has led more than 50 expeditions during the last 30 years to remote ice caps in Peru, Bolivia, China, Antarctica, Russia, Kenya, Indonesia, and other regions. His findings have resulted in major revisions in the field of paleoclimatology by demonstrating how tropical regions have undergone significant climate variability, countering the earlier view that higher latitudes dominate climate change. Dr. Thompson's research has been featured in hundreds of publications, including *National Geographic* and the *National Geographic Adventure* magazines, and is highlighted in *An Inconvenient Truth*; Al Gore's documentary film on global warming for which Thompson was a consultant. One of *Time* magazine's 2008 Heroes of the Environment, Thompson



was identified in the magazine's October 6 issue as one of six scientists and innovators whose work has been key in addressing global climate change. An elected member of *The National Academy of Sciences*, Thompson's numerous honors and awards include honorary doctorates in science from Colgate and Northwestern University, the Tyler World Prize for Environmental Achievement (2005) – the environmental sciences equivalent of a Nobel Prize, the Einstein Lecturer Award from the Chinese Academy of Sciences, and the U.S. National Medal of Science (2007) – the highest honor the United States bestows on an American scientist. In 2009, the American Alpine Club awarded Thompson and his colleague, Dr. Ellen Mosley-Thompson, the David Brower Conservation Award for outstanding service in mountain conservation. The story Dr. Thompson's data tells of the history of the Earth's climate and its implications for climatic change should be of great interest to ABAI's membership as one of the most pressing issues facing humankind is whether we will change our behavior sufficiently enough to protect the environment.

**Abstract:** Glaciers are among the first responders to global warming, serving both as indicators and drivers of climate change. Over the last 35 years ice core records have been recovered systematically from both polar regions as well as twelve high-elevation ice fields; eleven of which are located in middle and tropical latitudes. Analyses of these ice cores and of the glaciers from which they have been drilled have yielded three lines of evidence for abrupt climate change, both past and present. They are: (1) the temperature and precipitation histories recorded in the glaciers as revealed by the climate records extracted from the ice cores; (2) the accelerating loss of the glaciers themselves, specifically Quelccaya ice cap in Peru, Kilimanjaro in Africa, and Naimona'nyi of the Himalayas that will be updated with 2009 results; and (3) the uncovering of ancient plants and animals from the margins of the glaciers as a result of their recent melting, thus illustrating the significance of the current ice loss. The current melting of high-altitude, low-latitude ice fields is consistent with model predictions for a vertical amplification of temperature in the tropics. The ongoing global-scale, rapid retreat of mountain glaciers, and more recently, the margins of the Greenland and Ant-

arctic ice sheets is not only contributing to global sea level rise, but is also threatening fresh water supplies in many of the world's most populous regions. The current and present danger posed by ongoing climate change is clear. Climatologically, we are in unfamiliar territory and the world's ice cover is responding dramatically. The human response to this issue, however, is not so clear. Even though the evidence both from both data and models becomes more compelling each year—numerous documentations of global climate change such as in four reports by the Intergovernmental Panel on Climate Change (IPCC)—the rate of global carbon dioxide emissions continues to accelerate. As a society we have three options: (1) prevention, (2) adaptation, and (3) suffering. This lecture will explore the human response to environmental changes in the past and what makes the current issues surrounding global climate change different.

### Convention Highlights from the ABAI Practice and Science Boards

ABAI is pleased to recommend events in the program that were created as a result of strategic development efforts within its Practice and Science Boards and with the support and dedicated work of Chairs and members of their various committees.

The Practice Board focuses on matters of interest to agencies and providers of behavior analysis services. The Board's mission is to meet the needs of ABAI members and members of its affiliated chapters providing behavior analytic services to various constituencies consistent with the scientific foundations of behavior analysis. Committees managed by the Practice Board are the Continuing Education Committee, developing standards for provision of continuing education for licensed behavior analysts to permit continuation of licensure per individual state requirements; the Governmental Affairs Committee, representing the interests of practicing applied behavior analysts in governmental matters at both the Federal and state level; the Licensure Committee, pursuing licensure for applied behavior analysis practitioners; and the Committee on Research in Practice, investigating the state of practice, practitioner needs of behavior analysts, service recipients' needs, and evaluation of outcomes provided by behavior analysts with different credentials as well as by non-behavior analysts.

The Science Board's primary purpose is to promote research in behavior analysis. ABAI is committed to promoting excellence in basic behavior-analytic research and encouraging translation of fundamental research into the highest quality behavior-analytic practice. Such translational research is a distinctive strength of behavior analysis, and has emerged as a key priority in funding agencies. To underscore the importance of translational research to our discipline, this year's convention will include a special program track, Translating Basic Science to Application, emphasizing the cross-relations between science and practice.

Co-sponsored by the ABAI Science and Practice Boards, the keynote events in this track will be a pair of symposia addressing a particular topic from its basic science to its application. These keynote sessions follow in the model of last year's highly successful State of the Science Lectures, designed to provide integrative and accessible overviews of a given area of research and application.

### Science/Practice Board

#### Co-sponsored Events

The following translational events are co-sponsored by the ABAI Science and Practice Boards.

#### Symposium: Behavioral Momentum: Translational Research and Practice

EAB; Experimental Analysis

Chair: Timothy D. Hackenberg (University of Florida)

Saturday, May 23; 1:00 p.m. – 2:20 p.m.;  
North 228

Stimuli, Reinforcers, and the Persistence of Behavior. JOHN A. NEVIN (University of New Hampshire)

Differential Reinforcement of Alternative Behavior (DRA): Some Perverse Effects and How to Avoid Them. F. CHARLES MACE (University of Southern Maine)

The Effects of Stimulus Control on the Persistence of Negatively-Reinforced Problem Behavior and Compliance. JENNIFER J. MCCOMAS (University of Minnesota)

#### Symposium: Stimulus Control in Autism: Translational Research and Practice

AUT; Applied Behavior Analysis

Chair and Discussant: Travis Thompson (University of Minnesota)

Sunday, May 24; 9:00 a.m. – 10:20 a.m.;  
North 120 BC

Translational Behavior Analysis: From Laboratory Research to Intervention for Persons with Autism Spectrum Disorders. WILLIAM J. MCILVANE (University of Massachusetts Medical School)

Verbal Behavior: A Bridge Between the Conceptual, Experimental, and Applied Areas of Behavior Analysis. MARK L. SUNDBERG (Sundberg and Associates)

Using Motivational Orienting Cues to Facilitate First-Word Acquisition in Non-Responders with Autism. ROBERT L. KOEGEL, Larisa Shirotova, and Lynn Kern Koegel (University of California, Santa Barbara)

#### Science Board Events

In addition to the co-sponsored keynote sessions with the Practice Board, the ABAI Science Board is sponsoring several additional sessions on the theme of translational science. These sessions are designed to illuminate the reciprocal relations between science and practice, spanning the continuum from laboratories to applied settings.

#### Symposium: Science Board Translational Series: Lessons of Stimulus Relations Research for Creating Lessons for Sophisticated Learners

EDC; Applied Behavior Analysis

Chair: Thomas S. Critchfield (Illinois State University)

Saturday, May 23; 2:30 p.m. – 3:50 p.m.;  
North 122 BC

Examining the Generalization and Retention of Equivalence Relations Consisting of Course Content in the Undergraduate Rehabilitation Services Major. RUTH ANNE REHFELDT, Brooke Diane Walker, and Yors A. Garcia (Southern Illinois University)

Generalization, Perceptual Classes, and Equivalence Classes: Their Intersection and Applications. LANNY FIELDS and Patricia A. Moss (Queens College and The Graduate Center of CUNY)

Using Contextual Control to Promote “Conditional Reasoning” in Hypothesis Decision Making. THOMAS S. CRITCHFIELD (Illinois State University) and Daniel Mark Fienup (The May Institute)

Web-Based Accelerated Acquisition of Complex Mathematical Relations: An Artificial Neural Network Approach. CHRIS NINNESS, Jennifer McGinty, Robin Rumph, Glen L. McCuller (Stephen F. Austin State University), and Sharon K. Ninness (Nacogdoches ISD)

**Symposium: Science Board Translational Series: Delay Discounting and Drug Abuse**  
BPH; Experimental Analysis

Chair and Discussant: Amy Odum (Utah State University)

Saturday, May 23; 3:30 p.m. – 4:50 p.m.;  
North 226 C

Shared Heritability of Delay Discounting and Alcohol Abuse. SUZANNE H. MITCHELL and Clare J. Wilhelm (Oregon Health & Science University)

Impulsivity, a Predictor and Outcome of Drug Abuse: Animal Models. MARILYN E. CARROLL and Justin J. Anker (University of Minnesota), Jennifer L. Newman (McLean Hospital, Harvard Medical School), Jami L. Mach (University of Minnesota), and Jennifer L. Perry (Minneapolis Medical Research Foundation)

Delay Discounting: Comparison with Other Measures in the Prediction of Smoking Treatment Outcomes. WARREN K. BICKEL, Darren R. Christensen, Richard Y. Sheffer, Lisa Jackson, and Reid D. Landes (University of Arkansas for Medical Sciences), John E. McGeary (Brown University), and James MacKillop (University of Georgia)

**Symposium: Science Board Translational Series: History and Current Status of Translational Research in Behavioral Economics**

EAB; Experimental Analysis

Chair and Discussant: Gregory P. Hanley (Western New England College)

Sunday, May 24; 9:00 a.m. – 10:20 a.m.;  
North 226 AB

Behavioral Economics in the Clinic: Translational Research on Substitutability, Demand, and Unit Price in the Treatment of Behavior Disorders. ISER GUILLERMO DELEON, Michelle A. Frank, Mandy M. Triggs, Abbey Carreau, Meagan Gregory, and Melissa J. Allman (Kennedy Krieger Institute)

Preliminary Analyses of Price Manipulations: Commodity Type and Cost-benefit Constituents. JOHN C. BORRERO (University of Maryland, Baltimore County), Christopher E. Bullock (University of Nebraska Medical Center), and Michelle A. Frank and Nicole Lynn Hausman (Kennedy Krieger Institute)

Behavioral Economics in the Lab: Delay Discounting, Drug Taking, and Pathological Gambling. GREGORY J. MADDEN, Adam T. Brewer, Patrick S. Johnson, and Jonathan W. Pinkston (University of Kansas) and James H. Woods (University of Michigan)

**Symposium: Science Board Translational Series: The Science and Practice of Discrete-Trial Training**

AUT; Applied Behavior Analysis

Chair and Discussant: Kathryn Saunders (University of Kansas)

Sunday, May 24; 10:30 a.m. – 11:50 a.m.;  
North 120 BC

Why Some Procedures for Teaching Arbitrary-Matching-to-Sample Are More Effective Than Others. KATHRYN SAUNDERS (University of Kansas)

Strategies for Generating Arbitrary Match-to-Sample Performances. CAROL PILGRIM (University of North Carolina - Wilmington)

Modeling “Joint Abstraction” in Conditional Discrimination Procedures. WILLIAM J. MCILVANE (University of Massachusetts Medical School)

**Symposium: Science Board Translational Series: Choice**

EAB; Experimental Analysis

Chair and Discussant: Randolph C. Grace (University of Canterbury)

Monday, May 25; 9:00 a.m. – 10:20 a.m.;  
North 226 AB

Constructive or Antisocial Behavior: Doing What Works. JAMES SNYDER (Wichita State University)

From Human Social Behavior in Natural Environments to the Laboratory and Back. JACK J. MCDOWELL (Emory University)

Principles of Choice and Their Applications. EDMUND J. FANTINO (University of California, San Diego), Stephanie S. Stolarz-Fantino (University of California, San Diego)

**Symposium: Science Board Translational Series: Laboratory and Applied Perspectives on Token Reinforcement**

EAB; Experimental Analysis

Chair and Discussant: Timothy D. Hackenberg (University of Florida)

Monday, May 25; 2:00 p.m. – 3:20 p.m.;  
North 225

Token Reinforcement in the Laboratory and Beyond. TIMOTHY D. HACKENBERG (University of Florida)

Token Economies in Applied Settings: Suggestions for Bidirectional Interaction Along the Basic-Applied Continuum. JOHN C. BORRERO (University of Maryland, Baltimore County)

Voucher-Based Token Reinforcement in the Treatment of Drug Addiction. KENNETH SILVERMAN (Johns Hopkins University)

**Practice Board Events**

In addition to the keynote sessions co-sponsored with the Science Board, the ABAI Practice Board is offering several additional sessions highlighting the efforts being pursued on behalf of practice and practitioners.

**Business Meeting: ABAI Governmental Affairs Committee**

Chair: Michael F. Dorsey (The Vinfen Corporation and Endicott College)

Saturday, May 24; 7:00 p.m. - 7:50 p.m.;  
North 224 A

An open business meeting of the Governmental Affairs Committee to update ABAI members on the legislative agenda for ABAI for the coming year.

**Symposium: State of Practice in Behavior Analysis**

OTH; Applied Behavior Analysis

Chair: Maria E. Malott (Association for Behavioral Analysis International)

Sunday, May 24; 2:30 p.m. – 3:20 p.m.;  
North 120 D

Practitioner Trends among ABAI Members. MARIA E. MALOTT (Association for Behavioral Analysis International)

Consumer Assessments of ABA Services. MICHAEL DOUGHER (University of New Mexico)

Who Will Train Qualified Behavior Analysts in the Future? R. DOUGLAS GREER (Columbia University Graduate School and Teachers College)

**Special Event: Legal Reform and Autism: How to Shape Public Policy**

Chair: Jonathan J. Tarbox (Center for Autism and Related Disorders, Inc.)

Sunday, May 24; 4:00 p.m. - 5:20 p.m.;  
North 120 D

LORRI UNUMB (Senior Policy Advisor and Counsel, Autism Speaks)



**Panel Discussion: Licensing of Behavior Analysis: Protecting the Profession and the Public**

OTH; Service Delivery

Chair: Michael Weinberg (Orlando Behavior Health Services, LLC)

Monday, May 25; 4:00 p.m. – 4:50 p.m.;

North 120 D

MICHAEL F. DORSEY (The Vinfen Corporation and Gordon College)

THOMAS L. ZANE (Sage Colleges)

MICHAEL WEINBERG (Orlando Behavior Health Services, LLC)

**Business Meeting: Practice Board Meeting**

Chair: Linda J. Hayes (University of Nevada, Reno)

Monday, May 25; 7:00 p.m. – 7:50 p.m.;

North 121 BC

This meeting is open to members for discussion of Practice needs.

**International Development Brunch**

Chair: Randolph C. Grace (University of Canterbury)

Saturday, May 23; 10:00 a.m.

The international development brunch is scheduled for the first day of the convention to welcome international members and review the international development of behavior analysis being conducted at ABAI. All members are welcome.

**Closed Event: Special Interest Group (SIG) Leadership Training**

Chair: William L. Heward (Ohio State University)

Saturday, May 23; 8:00 a.m. - 10:00 a.m.; Estrella

Representatives of ABAI's Special Interest Groups will participate in training in support of legislative advocacy at the state level. This two-hour development seminar evolved at the request of SIG leadership. Topics to be addressed include building strong SIGs: Strategies for organizational development; engaging in legislative advocacy: How to support the field, practitioners, and consumers; licensing of behavior analysts: Issues at the (U.S.) state level and credentialing in countries other than the U.S.; and working together: collaborative opportunities among SIGs and communication strategies for organizational improvement. This event is closed; attendance is by invitation only.

**Closed Event: Affiliated Chapters Leadership Training**

Chair: Pamela G. Osnes (Headsprout)

Friday, May 22; 6:30 p.m. - 9:30 p.m.; Estrella

Representatives of ABAI affiliated chapters will participate in training in support of legislative advocacy at the state level. This three-hour development seminar evolved at the request of chapter leaders. Topics to be addressed include: building strong chapters: Strategies for organizational development; engaging in legislative advocacy: How to support the field, practitioners, and consumers; licensing of behavior analysts: Issues at the (U.S.) state level and credentialing in countries other than the U.S.; and working together: Collaborative opportunities among chapters and communication strategies for organizational improvement. This event is closed; attendance is by invitation only.

**Professional Development Series**

The professional development series is an initiative of the ABAI Student Committee. All convention attendees are welcome.

**Bridging the Gap between Basic and Applied Research: Schedules of Reinforcement**

Chair: Carlos Cançado (West Virginia University)

Saturday, May 23; 1:00 p.m.

- Kennon A. Lattal (West Virginia University)
- Claire St. Peter Pipkin (West Virginia University)
- Michael Perone (West Virginia University)

**Prominent Women in Behavior Analysis**

Chair: Jennifer A. Bonow (University of Nevada, Reno)

Saturday, May 23; 2:00 p.m.

- Janet S. Twyman (Headsprout)
- Maria E. Malott (ABAI)
- Ramona Houmanfar (University of Nevada, Reno)
- Amy Odum (Utah State University)

**Behavior Analysis Around the World**

Chair: Laura J. Seiverling (The Graduate Center and Queens College, CUNY)

Saturday, May 23; 4:00 p.m.

- Christos Nikopoulos (Brunel University)
- W. David Pierce (University of Alberta)
- Joseph E. Morrow (Applied Behavior Consultants)
- Paolo Moderato (Iulm University Italy)

## **Dissemination - Spreading the Word without Sounding the Alarm!**

Chair: W. Joseph Wyatt (Marshall University)

Sunday, May 24; 9:00 a.m.

- Susan G. Friedman (Utah State University)
- Bobby Newman (Room To Grow)
- Paul Chance (Dissemination Special Interest Group)
- W. Joseph Wyatt (Marshall University)

## **Future Perspectives of Behavior Analysis**

Chair: Timothy C. Fuller (University of Nevada, Reno)

Sunday, May 24; 1:30 p.m.

- Patrick C. Friman (Father Flanagan's Girls And Boys Town)
- David C. Palmer (Smith College)
- Alan D. Poling (Western Michigan University)

## **Introductory Series: Precision Teaching**

Chair: Emily Michelle Leeming (University of Nevada, Reno)

Sunday, May 24; 2:30 p.m.

- Kendra L. Rickard (University of Nevada, Reno, Center For Advanced Learning)
- Kent Johnson (Morningside Academy)
- Michael Fabrizio (Families for Effective Autism Treatment (FEAT) of Washington)

## **Giving Effective Professional Presentations**

Chair: Calvin J Gage (Western Michigan University)

Sunday, May 24; 3:30 p.m.

- Richard W. Malott (Western Michigan University)
- Timothy D. Ludwig (Appalachian State University)
- C. Baker Wright (Behavior Management Consultants, Inc.)
- Rebecca A. Markovits (Western Michigan University)

## **APA-Accredited Predoctoral Internship Programs in Behavior Analysis**

Chair: Jennifer Delaney Kowalkowski (Eastern Michigan University)

Sunday, May 24; 3:30 p.m.

- Amy Drayton (Eastern Michigan University)

- Rebecca K. Arvans (Munroe-Meyer Institute)
- Brett V. Mehtens (Munroe Meyer Institute)
- Jennifer L. Crockett (Kennedy Krieger Institute)

## **Introductory Series: Functional Analytic Psychotherapy**

Chair: Jordan T. Bonow (University of Nevada, Reno)

Sunday, May 24; 4:30 p.m.

- William C. Follette (University of Nevada Reno)
- Jonathan W. Kanter (Department of Psychology/University of Wisconsin, Milwaukee)
- Glenn M. Callaghan (San Jose State University)

## **How to Obtain Grant Funding**

Chair: Alayna Theresa Haberlin (The Ohio State University)

Sunday, May 24; 4:30 p.m.

- Karen G. Anderson (West Virginia University)
- Jennifer M. Gillis Mattson (Auburn University)
- Ron Van Houten (Western Michigan University)

## **Research in Non-University Settings**

Chair: Richard A. Stock (The University of British Columbia)

Sunday, May 24; 7:00 p.m.

- Ilene S. Schwartz (University of Washington)
- Andrew S. Bondy (Pyramid Educational Consultants)
- Vincent Joseph Carbone (Carbone Clinic)
- Patrick C. Friman (Father Flanagan's Girls And Boys Town)

## **Introductory Series: Quantitative Analysis of Behavior**

Chair: Sarah Cowie (University of Auckland)

Monday, May 25; 9:00 a.m.

- M. Christopher Newland (Auburn University)
- John A. Nevin (University of New Hampshire)
- Peter Killeen (Arizona State University)
- Armando Machado (University of Minho)

### Understanding the Publication Process

Chair: Kelly M. Vinquist (University of Iowa)

Monday, May 25; 3:00 p.m.

- Gregory J. Madden (University of Kansas)
- Dorothea C. Lerman (University of Houston, Clear Lake)
- Gregory P. Hanley (Western New England College)
- Jennifer R. Zarcone (University of Rochester Medical Center)

### Applying to Graduate School in Behavior Analysis

Chair: Alyson K Padgett (California State University, Fresno)

Monday, May 25; 7:30 p.m.

- W. Larry Williams (University of Nevada, Reno)
- Sheila R Alber-Morgan (The Ohio State University)
- Michael J. Cameron (Simmons College)
- Chelsea Wilhite (California State University, Fresno)

### Aspects of Being a BCBA

Chair: Erick M. Dubuque (University of Nevada, Reno)

Tuesday, May 26; 9:00 a.m.

- Jose A. Martinez-Diaz (Florida Institute of Technology & ABA Tech)
- Christine L. Ratcliff (BACB)
- Alicia N. Macaleese (University of Nevada, Reno)
- Melissa Nosik (Team Centers)

### Going Beyond Academia: How to Be an Effective Student

Chair: Alyson K Padgett (California State University, Fresno)

Tuesday, May 26; 9:00 a.m.

- Marianne L. Jackson (California State University, Fresno)
- Gina Green (San Diego State University)
- Sigrid S. Glenn (University of North Texas)
- Mark P. Alavosius (University of Nevada, Reno)

### How to Start and Run Your Own Behavior Analysis Business

Chair: Rachel Robertson (Vanderbilt University)

Tuesday, May 26; 10:30 a.m.

- Kenneth Macaleese (University of Nevada, Reno)
- Meeta R. Patel (Clinic 4 Kidz)
- Kimberly Nix Berens (Center for Advanced Learning, Inc.)
- Ginger Wilson (The Abrite Organization)

### Advice from the Recently Hired

Chair: Jason C. Vladescu (Central Michigan University)

Tuesday, May 26; 10:30 a.m.

- Marianne L. Jackson (California State University, Fresno)
- Ruth M. Debar (Sam Houston State University)
- Cristin D. Johnston (Behavioral Solutions, Inc)
- Corina Jimenez-Gomez (University of Michigan Medical School)

### Behavioral Bash

Chair: Erick M. Dubuque (University of Nevada, Reno)

Saturday, May 23; 10:30 p.m.

ABAI welcomes all of its members to Phoenix. Join us for a night of fun and entertainment, which will include videos submitted by student members, a skit competition, the Student Committee mentor awards, and entertainment from local talent. We hope to see you all there!

### Behavioral Fitness

Locations are listed in the program book and on the web under the names of the chairs.

### Health, Sport, & Fitness Activity: Pilates/Yoga Workshop

Chair: Amanda Adams (California State University, Fresno)

Saturday, May 23; 7:00 a.m.

This session, sponsored by the Health, Sport, and Fitness SIG, is open to all participants. Rejuvenate and relax with this barefoot workout led by certified instructors. No mat necessary - please wear comfortable clothing.

**Health, Sport, & Fitness Activity:**

**Cardiokickboxing**

Chair: Elise Cooke (E. K. Shriver Center/ UMASS Medical School)

Sunday, May 24; 7:00 a.m.

Incorporate some physical activity into your busy weekend. Discover how behavioral principles, kick-boxing routines, and upbeat music can combine into a heart-healthy cardio workout! Instruction will be differentiated to ensure that individuals of all fitness levels can be successful. Please bring your sneakers.

**Breathing for Optimum Performance**

Chair: Elise Cooke (Holliston Public Schools)

Sunday, May 24; 8:00 a.m.

This event, a meeting for the Health, Sports, and Fitness SIG, will teach participants an aggressive, hard-exhalation, “on-the-spot” breathing strategy that promotes diaphragmatic breathing and a short-term reduction in heart rate. Applications will be discussed and demonstrated for “precision” sports such as golf and billiards, as well as anaerobic and aerobic endurance sports, physical rehabilitation, and performance anxiety.

**Reunions and Receptions**

Locations of reunions and receptions are listed in the program book and on the web under the names of the chairs.

**The ABA Department at The Chicago School of Professional Psychology: Reunion for Alumni, Students, Faculty, and Friends**

Chair: Charles Merbitz (Chicago School of Professional Psychology)

Sunday, May 24; 8:00 p.m.

**Allegheny College Behavior Analysis Alumni, Students, and Friends**

Chair: Rodney D. Clark (Allegheny College)

Saturday, May 23; 8:30 p.m.

**Behavior Analysis Services Program**

Chair: Catherine E. Williams (Behavior Analysis Services Family Safety Program)

Sunday, May 24; 8:00 p.m.

**Behavior Analysis Training at the University of Nevada, Reno**

Chair: W. Larry Williams (University of Nevada, Reno)

Saturday, May 23; 8:30 p.m.

**B. F. Skinner Foundation**

Chair: Julie S. Vargas (B. F. Skinner Foundation)

Sunday, May 24; 8:00 p.m.

**Cambridge Center for Behavioral Studies**

Chair: Philip N. Chase (Cambridge Center for Behavioral Studies)

Sunday, May 24; 8:00 p.m.

**Columbia University and CABAS® Reunion**

Chair: R. Douglas Greer (Columbia University Graduate School and Teachers College)

Saturday, May 23; 8:30 p.m.

**Friends of Auckland University Operant Lab**

Chair: Michael C. Davison (University of Auckland)

Saturday, May 23; 8:30 p.m.

**NECC Reunion**

Chair: R. Scott Barnes (The New England Center for Children)

Sunday, May 24; 8:00 p.m.

**The Ogden R. Lindsley Standard Celeration Chart Share**

Chair: Malcolm D. Neely (Standard Celeration Society)

Sunday, May 24; 8:00 p.m.

**The Ohio State University**

Chair: Sheila R Alber-Morgan (The Ohio State University)

Saturday, May 23; 8:30 p.m.

**SABA Donors**

Chair: Janet S. Twyman (Headsprout)

Friday, May 22; 8:30 p.m.

**Simmons College**

Chair: Shari Daisy (Private Practice)

Saturday, May 23; 8:30 p.m.



### **The Southern Illinois University Reunion**

Chair: Maranda Trahan (Southern Illinois University Carbondale)

Saturday, May 23; 8:30 p.m.

### **Southwest Autism Research & Resource Center**

Chair: Daniel Adam Openden (Southwest Autism Research & Resource Center)

Sunday, May 24; 8:00 p.m.

### **UCSB Koegel Autism Center Reunion**

Chair: Daniel Adam Openden (Southwest Autism Research & Resource Center (SARRC))

Saturday, May 23; 8:30 p.m.

### **University of California, San Diego Fantino Lab Reunion**

Chair: Paul Romanowich (University of Texas Health Science Center San Anto)

Saturday, May 23; 8:30 p.m.

### **University of Florida Reunion**

Chair: Jennifer Rusak (University of Florida)

Saturday, May 23; 8:30 p.m.

### **University of Kansas Reunion**

Chair: Edward K. Morris (University of Kansas)

Saturday, May 23; 8:30 p.m.

### **Western Michigan University: Reunion of Alumni, Students, Faculty, and Friends**

Chair: R. Wayne Fuqua (Western Michigan University)

Saturday, May 23; 8:30 p.m.

### **Business Meetings**

Locations of business meeting are listed in the program book and on the web under the names of the chairs.

### **ABAI Business Meeting**

Chair: William L. Heward (Ohio State University)

Monday, May 25; 8:00 a.m.

### **ABAI Education Board**

Chair: Charles Merbitz (Chicago School of Professional Psychology)

Monday, May 25; 7:30 p.m.

### **ABAI Program Committee Meeting**

Chair: Ramona Houmanfar (University of Nevada, Reno)

Sunday, May 24; 8:00 a.m.

### **ABAI Publications Meeting**

Chair: Marc N. Branch (University of Florida)

Tuesday, May 26; 9:00 a.m.

### **ABA Spain**

Chair: Javier Virués-Ortega (ABA SPAIN)

Tuesday, May 26; 8:00 a.m.

### **Association for Behavior Analysis International Student Committee**

Chair: Erick M. Dubuque (University of Nevada, Reno)

Sunday, May 24; 8:30 p.m.

### **Applied Animal Behavior Special Interest Group**

Chair: Jennifer L. Sobie (University of Illinois)

Sunday, May 24; 8:00 a.m.

### **Autism Special Interest Group**

Chair: Ruth M. Donlin (Private Practice)

Saturday, May 23; 7:30 p.m.

### **Barrett Foundation Dinner**

Chair: Sigrid S. Glenn (University of North Texas)

Friday, May 22; 6:00 p.m.

### **Barrett Foundation Dinner**

Chair: Sigrid S. Glenn (University of North Texas)

Tuesday, May 26; 6:00 p.m.

### **Behavior Analyst Certification Board: International Certification Development**

Chair: Gerald L. Shook (Behavior Analyst Certification Board)

Sunday, May 24; 8:00 a.m.

### **Behavior Analyst Certification Board: Introduction & Application**

Chair: Christine L. Ratcliff (BACB)

Saturday, May 23; 7:30 p.m.

**Behavior Analyst Certification Board: Status and New Developments**

Chair: Gerald L. Shook (Behavior Analyst Certification Board)

Monday, May 25; 7:30 p.m.

**Behavior Analyst Certification Board: University Contact Faculty**

Chair: Gerald L. Shook (Behavior Analyst Certification Board)

Sunday, May 24; 7:00 p.m.

**Behavior Analysis Online Special Interest Group**

Chair: Michael Weinberg (Orlando Behavior Health Services, LLC)

Sunday, May 24; 8:00 a.m.

**Behavior Analysis in Practice**

Chair: Dorothea C. Lerman (University of Houston-Clear Lake)

Tuesday, May 26; 8:00 a.m.

**Behavior and Social Issues Editorial Board**

Chair: Mark A. Mattaini (Jane Addams College of Social Work-UIC)

Sunday, May 24; 8:00 a.m.

**Behavioral Coaching and Behavioral Counseling Special Interest Group**

Chair: Joseph D. Cautilli (Behavior Analysis and Therapy Partners)

Sunday, May 24; 8:00 a.m.

**Behavioral Gerontology Special Interest Group**

Chair: Jonathan C. Baker (Western Michigan University)

Monday, May 25; 7:30 p.m.

**Behavioral Medicine Special Interest Group**

Chair: Craig A. Thomas (TCLC MS Behavior Clinic)

Monday, May 25; 7:30 p.m.

**Behavioral Technology Special Interest Group**

Chair: Christina Whalen (Jigsaw Learning)

Sunday, May 24; 7:00 p.m.

**Behaviorists for Social Responsibility**

Chair: Richard F. Rakos (Cleveland State University)

Saturday, May 23; 7:30 p.m.

**Board Coordinator Meeting**

Chair: William L. Heward (Ohio State University)

Sunday, May 24; 12:00 p.m.

**Central Mississippi Association for Behavior Analysis**

Chair: Craig A. Thomas (TCLC MS Behavior Clinic)

Sunday, May 24; 7:00 p.m.

**Charter Association of Behavior Analysis**

Chair: Charles Merbitz (Chicago School of Professional Psychology)

Saturday, May 23; 7:30 p.m.

**Crime, Delinquency, and Forensic Behavior Analysis Special Interest Group**

Chair: Joseph D. Cautilli (Behavior Analysis and Therapy Partners/ Saint Joseph's University)

Sunday, May 24; 7:00 p.m.

**Developmental Behavior Analysis Special Interest Group**

Chair: Martha Pelaez (Florida International University)

Sunday, May 24; 7:00 p.m.

**Dissemination of Behavior Analysis Special Interest Group**

Chair: Josh Pritchard (University of Nevada, Reno)

Monday, May 25; 7:30 p.m.

**Direct Instruction Special Interest Group**

Chair: Cathy L. Watkins (California State University, Stanislaus)

Sunday, May 24; 8:00 a.m.

**Education and Treatment of Children: Editorial Review Board**

Chair: Jenny Frisbee (Special School District)

Sunday, May 24; 8:00 a.m.

**Evidence-Based Practices Special Interest Group**

Chair: Teri Lewis-Palmer (Independent Consultant)

Sunday, May 24; 7:00 p.m.

**Experimental Analysis of Human Behavior  
Special Interest Group**

Chair: Eric A. Jacobs (Southern Illinois  
University-Carbondale)

Saturday, May 23; 7:30 p.m.

**Health, Sport, and Fitness Special Interest  
Group**

Chair: Marianne L. Jackson (California State  
University, Fresno)

Saturday, May 23; 7:30 p.m.

**Information and Recruitment Session for the  
First Middle Eastern Master's Degree Program  
in Behavior Analysis**

Chair: Erick M. Dubuque (University of Nevada,  
Reno)

Sunday, May 24; 8:00 a.m.

**Iowa Association for Behavior Analysis**

Chair: John Pokrzywinski (Woodward Resource  
Center)

Sunday, May 24; 8:00 a.m.

***Journal of Applied Behavior Analysis* AE  
Meeting**

Chair: Valerie M. Volkert (Munroe-Meyer Institute)

Sunday, May 24; 8:00 a.m.

***Journal of Applied Behavior Analysis* Business  
Meeting**

Chair: Valerie M. Volkert (Munroe-Meyer Institute)

Saturday, May 23; 8:00 a.m.

***Journal of Behavioral Education* Editorial  
Board**

Chair: Brian K. Martens (Syracuse University)

Saturday, May 23; 7:30 p.m.

***Journal of the Experimental Analysis of  
Behavior: Meeting for Authors, Prospective  
Authors, and Board Members***

Chair: James E. Mazur (Southern Connecticut State  
University)

Sunday, May 24; 8:00 a.m.

***Journal for Experimental and Applied Analysis  
of Verbal Behavior***

Chair: Craig A. Thomas (TCLC MS Behavior Clinic)

Saturday, May 23; 7:30 p.m.

***Journal of Organizational Behavior Manage-  
ment* Editorial Board**

Chair: Timothy D. Ludwig (Appalachian State  
University)

Monday, May 25; 7:30 p.m.

**Kentucky ABA (KABA) First Annual Business  
Meeting**

Chair: Thomas L. Sharpe (Educational Consulting,  
Inc.)

Sunday, May 24; 7:30 p.m.

**Mid-American Association for Behavior  
Analysis**

Chair: Adam Derenne (University of North Dakota)

Sunday, May 24; 7:00 p.m.

**Military and Veterans' Issues**

Chair: Joseph D. Cautilli (Behavior Analysis and  
Therapy Partners)

Monday, May 25; 7:30 p.m.

**Ohio ABA**

Chair: Terri Hessler (The Ohio State University,  
Newark)

Sunday, May 24; 7:00 p.m.

**Organizational Behavior Management Network**

Chair: John Austin (Western Michigan University)

Monday, May 25; 7:30 p.m.

**Parent Professional Partnership Special Interest  
Group**

Chair: David A. Celiberti (Association for Science in  
Autism Treatment)

Sunday, May 24; 8:00 a.m.

**Parents and Professionals Sharing the Confer-  
ence Experience**

Chair: Pamela H. Gorski (Reaching Potentials Inc.)

Sunday, May 24; 7:00 p.m.

**Positive Behavior Support Special Interest  
Group**

Chair: Bob F. Putnam (The May Institute, Inc.)

Sunday, May 24; 7:00 p.m.

# 2009 Annual Convention

## Practice Board

Chair: Linda J. Hayes (University of Nevada, Reno)  
Monday, May 25; 7:30 p.m.

## Practitioner Issues in Behavior Analysis Special Interest Group

Chair: Michael Weinberg (Orlando Behavior Health Services, LLC)

Saturday, May 23; 7:30 p.m.

## Sex Therapy and Educational Programming Special Interest Group

Chair: Bobby Newman (Room to Grow)

Saturday, May 23; 7:30 p.m.

## Special Interest Group Meeting

Chair: William L. Heward (Ohio State University)

Saturday, May 23; 8:00 a.m.

## Speech Pathology Special Interest Group

Chair: Barbara E. Esch (ESCH Behavior Consultants, Inc.)

Saturday, May 23; 7:30 p.m.

## Standard Celeration Society

Chair: William J. Helsel (AGILE Learner's Program/PLEA)

Sunday, May 24; 8:00 a.m.

## Teaching Behavior Analysis Special Interest Group

Chair: Christine Hoffner Barthold (University of Delaware)

Sunday, May 24; 7:00 p.m.

## Verbal Behavior Special Interest Group

Chair: William F. Potter (California State University, Stanislaus)

Monday, May 25; 7:30 p.m.



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## The Department of Defense Enhanced Access to Autism Services Demonstration

The Demonstration expands the types of providers eligible to provide hands-on Applied Behavior Analysis (ABA) therapy to TRICARE beneficiaries with an autism spectrum disorder (ASD).

Board certified behavior analysts and board certified associate behavior analysts who specialize in autism have the opportunity to:

- Increase access to ABA therapy for 8,500 military dependents diagnosed with an ASD
- Support their profession by supervising/mentoring paraprofessionals (tutors)
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For more information on becoming a provider:

### TRICARE North Region

visit: <https://www.hnfs.net/common/caremanagement/Autism+Services+Demonstration.htm>  
e-mail: [AutismDemonstrationProject@healthnet.com](mailto:AutismDemonstrationProject@healthnet.com)  
call: 1-916-985-5818

### TRICARE South Region

visit: [www.humana-military.com/south/provider/initiatives/autism.asp](http://www.humana-military.com/south/provider/initiatives/autism.asp)  
call: 1-502-301-6676

### TRICARE West Region

visit: [www.triwest.com/provider](http://www.triwest.com/provider) (click on Autism Demonstration Project)  
call: 1-602-564-7405 or 1-602-564-7407





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Tom Sharpe, M.S., Ed.D., BCBA, ESE  
Professor and Program Director  
502-585-9911 ext. 2750  
tsharpe@spalding.edu

**Spalding University**

**845 S. 3rd Street**

**Louisville, Kentucky 40203**

## ABAI's Continuing Education Program

### General Information

One of ABAI's primary objectives is to provide educational opportunities for members and other professionals to review recent research, discuss current theoretical issues, and learn new methods in the application of behavior analysis to societal problems. While ABAI does not require participation in the continuing education program for Association membership, involvement in the program is encouraged.

The continuing education program is designed to meet needs for self-improvement and to provide continuing academic training for psychologists and behavior analysts as required by many licensing associations and specialty boards. ABAI will maintain records of all continuing education credits.

### Workshop Registration Instructions

You may pay membership dues and register for workshops and the convention by mail, using the forms included in this newsletter, or on-line at [www.abainternational.org](http://www.abainternational.org).

Workshops are subject to cancellation due to low enrollment, so advance registration is advised.

### Detailed Instructions

Review workshop offerings on the following pages. Descriptions of all workshops are located on the ABAI Web site at [www.abainternational.org/convention](http://www.abainternational.org/convention). Continuing Education credit is \$10/hour in addition to workshop registration fees (\$30 for 3-hour workshops and \$60 for 6-hour workshops). If you are registering via mail, indicate your selections on the Convention and Workshop Registration Form on page 92. Calculate total fees for all workshops selected, indicate the type of CE credit you would like, and enter the total fees on the Convention and Workshop Registration Form (page 92).

If you are also paying membership dues or registration for the convention, please mail all forms and payment in the same envelope. Payment for all items may be made with one check or credit card charge. All payments must be made in U.S. funds.

### Cancellations and Refunds

Registrants may cancel convention registration and tickets for workshops or other events up to May 1, 2009. A handling fee of \$25 per cancellation will be deducted from all refunds. After May 1, 2009 no refunds will be granted.

### Ethics

The Association for Behavior Analysis International expects its members to uphold the highest standards of personal and professional behavior in the conduct of their work and the advancement of behavior analysis. ABAI embraces the diversity of professions within its membership; thus each ABAI member should adhere to the ethical standards that have been defined for his or her profession. Examples include, but are not limited to: The American Psychological Association's "Ethical Principles of Psychologists and Code of Conduct;" The Association for Clinical Researchers' "Code of Ethics;" The Association for Institutional Research's "Code of Ethics;" Behavior Analyst Certification Board's "Guidelines for Responsible Conduct for Behavior Analysts;" The National Association of School Psychologists' "Professional Conduct Manual;" The National Association of Social Workers' "Code of Ethics;" and The National Education Association's "Code of Ethics of the Education Profession."

### ABAI CE Credit for Behavior Analysts

The Association for Behavior Analysis International will provide continuing education for Behavior Analyst Certification Board (BACB) Certified Behavior Analysts and Board Certified Associate Behavior Analysts at the 2009 convention in Phoenix.

### Workshops

CE for certified behavior analysts will be available for many pre-convention workshops. Sign in and out sheets and all other documentation will be available at the workshops.

### Convention Sessions

Sessions being offered for CE for behavior analysts may be previewed on the ABAI Web site at [www.abainternational.org](http://www.abainternational.org), along with their abstracts. If

you wish to earn CE for convention sessions, pick up a CE Packet, which contains all necessary information, from the ABAI Continuing Education Desk prior to attending sessions.

The intended audience for CE for convention sessions is Board Certified Behavior Analysts and Board Certified Associate Behavior Analysts.

There is a \$10 per credit hour fee for continuing education credit.

### Continuing Education for Psychologists

The Association for Behavior Analysis International is approved by the American Psychological Association to offer continuing education for psychologists. The Association for Behavior Analysis maintains responsibility for this program and its content.

Continuing education for psychologists will be available for select pre-convention workshops. Sign in and out sheets and all other documentation will be available at the workshops. There is a \$10 per credit hour fee for continuing education for psychologists.

ABAI will provide documentation of conference attendance and workshop attendance, at no additional charge, to attendees who request it. This documentation can either be claimed on site at the Continuing Education Desk or mailed, at your request.

Note: ABAI does not offer continuing education for psychologists for regular convention sessions.

Questions?

Contact the ABAI office at (269) 492-9310 or by e-mail at [mail@abainternational.org](mailto:mail@abainternational.org).

### Proposal for Practicum on Quantitative Methods and Data Analysis

Co-Sponsored by ABAI Science Board, ABAI Student Committee, and SQAB

The ABAI Science Board, ABAI Student Committee, and SQAB are please to announce the **Practicum on Quantitative Methods and Data Analysis**, conducted by Dr. Randolph C. Grace. This practicum will attempt to demystify quantitative methods by showing how they can be used to detect patterns in data. We will cover fundamental techniques of exploratory data analysis, model development, parameter estimation, and model comparison. A framework for understanding inferential statistics as model comparison will also be presented. Participants will gain hands-on experience with quantitative methods based on a variety of real-world examples. (Note: Participants should bring a laptop with Excel or Open Office spreadsheet software).

This event will take place on Saturday May 23, 2009 during the annual ABAI convention in Phoenix, Arizona. Because of the hands-on format of the practicum, attendance will be limited to 30 participants. If you are interested in participating, please send the following information by Monday April 13 to Tim Hackenberg: [hack1@ufl.edu](mailto:hack1@ufl.edu):

**Name:**

**Highest degree earned:**

**Current position:** Undergraduate student (specify year)

Graduate student (specify year)

Post-doctoral fellow (specify year)

**Institution:**

**Area of research:**

**Briefly describe why you wish to participate:**

**Briefly describe how the knowledge attained in this event will benefit your work:**



## ABAI Pre-Convention Workshops

Please see the ABAI website ([www.abainternational.org/convention](http://www.abainternational.org/convention)) for detailed workshop information including descriptions, learning objectives, activities, and recommended audience. This information will also be included in the *ABAI Program Book*. Select pre-convention workshops are available for continuing education credit for behavior analysts certified by the Behavior Analyst Certification Board (CE: BACB) and for psychologists licensed by the American Psychological Association (CE:PSY). Continuing Education credits are **\$10/credit hour (\$30 for 3-hour workshops and \$60 for 6-hour workshops)**, in addition to the cost of registration.

**Friday, May 22**  
**10:00 a.m. – 1:00 p.m.**

### **#1 Integrating Speech Generating Devices (SGD) into ABA Programs for Children with Autism**

MICHAEL FABRIZIO (Organization for Research and Learning), Kelly J. Ferris (Organization for Research and Learning), Holly Almon-Morris (Organization for Research and Learning)  
CE: PSY/BACB  
Member: \$90; Nonmember: \$105

### **#2 Supporting Parents of Children Diagnosed with Autism with Acceptance and Commitment Training**

JOHN TANNER BLACKLEDGE (Morehead State University)  
CE: PSY/BACB  
Member: \$90; Nonmember: \$105

**Friday, May 22**  
**10:00 a.m. – 5:00 p.m.**

### **#3 Functional Behavioral Assessment in Early Childhood**

ERIN E. BARTON (University of Oregon), Renee K. Van Norman (University of Oregon), Cynthia M. Anderson (University of Oregon), Scott A. Spaulding (University of Oregon)  
CE: PSY/BACB  
Member: \$145; Nonmember: \$160

### **#4 Asperger's Syndrome: Behavioral Characteristics and Treatment in Schools and the Community**

C. BAKER WRIGHT (Behavior Management Consultants, Inc.)  
CE: PSY/BACB  
Member: \$155; Nonmember: \$170

### **#5 Developing Successful Programs to Meet the Needs of Adolescents and Adults with ASD**

FRANK R. CICERO (Eden II Programs), Peter F. Gerhardt (Organization for Autism Research), Joanne Gerenser (Eden II Programs), Nicole Weidenbaum (Nassau-Suffolk Services for Autism)  
CE: PSY/BACB  
Member: \$145; Nonmember: \$160

### **#6 Behavior Analytic Consultation to Schools: The BACS Model**

MICHAEL M. MUELLER (Southern Behavioral Group), Ajamu Nkosi (Southern Behavioral Group, Inc.)  
CE: PSY/BACB  
Member: \$145; Nonmember: \$160

### **#7 Analyzing Autism Interventions: Critiques of Popular Autism Intervention and Combination that Work**

TERESA A. GRIMES (Whole Child Consulting, LLC), Steven J. Ward (Whole Child Consulting), Cindy Cooper (private practice)  
CE: BACB  
Member: \$145; Nonmember: \$160

### **#8 Using the Developmental Play Assessment to Guide in the Identification and Teaching of Developmentally Appropriate Play Skills**

JAMES T. ELLIS (Melmark New England), Barbara O'Malley Cannon (Melmark New England), Kristi Lombardo (Melmark New England), Christine D. Almeida (Newton Public Schools)  
CE: PSY/BACB  
Member: \$145; Nonmember: \$160

**#9 Mand Training: Beyond Asking for Items, Intervention Strategies and Tactics for Students with Autism**

AMIRIS DIPUGLIA (PaTTAN/ PA Verbal Behavior Project), Michael Miklos (Pennsylvania Training and Technical Assistance Net)  
CE: PSY/BACB  
Member: \$145; Nonmember: \$160

**#10 Developing the Social Skills of Students with ASD Served in Inclusive Settings**

ROBERT F. PUTNAM (The May Institute, Inc.), Marisa Petrucci (May Institute)  
CE: PSY/BACB  
Member: \$145; Nonmember: \$160

**#11 Prescriptive Assessment in Intensive Early Autism Treatment: Evaluating Progress and Outcomes to Support Funding**

ERIC V. LARSSON (Lovaas Institute Midwest)  
CE: PSY/BACB  
Member: \$149; Nonmember: \$164

**#12 Facilitating Generative Verbal Behavior in EIBI Programs Using Relational Frame Theory**

JOHN D. MCELWEE (Pennsylvania Verbal Behavior Project), Ian T. Stewart (National University of Ireland, Galway), Siri Morris Ming (Humboldt County Office of Education)  
CE: PSY/BACB  
Member: \$145; Nonmember: \$160

**#13 We Can Test That! Determining the Function of Problem and Replacement Behaviors in Applied Settings**

KEVEN M. SCHOCK (Pennhurst)  
CE: PSY/BACB  
Member: \$145; Nonmember: \$160

**#14 Impact of Learning History: Assessment & Treatment of Emotional & Immoral Behaviors of Children**

JEANNIE GOLDEN (East Carolina University)  
CE: PSY/BACB  
Member: \$145; Nonmember: \$160

**#15 A Functional Approach to Outpatient Behavioral Activation for Adults with Depression**

JONATHAN W. KANTER (Department of Psychology/University of Wisconsin, Milwaukee), Cristal E. Weeks (Department of Psychology/ University of Wisconsin-Milwaukee)  
CE: PSY/BACB  
Member: \$145; Nonmember: \$160

**#16 Adult-Focused Components of Family Behavior Therapy for Substance Abuse within Child Welfare**

BRAD DONOHUE (University of Nevada Las Vegas), Holly B. LaPota (University of Nevada Las Vegas), Kendra Tracy (University of Nevada of Las Vegas), Ruwida Abdel-Al (University of Nevada Las Vegas), Diana Caldas (University of Nevada Las Vegas)  
CE: PSY  
Member: \$145; Nonmember: \$160

**#17 Running Effective Behavior Analytic Social Skills Groups**

KATHERINE A. JOHNSON (Advances Learning Center), Elizabeth Paige Adams (Advances Learning Center), Jennifer Blankenship (Advances Learning Center)  
CE: PSY/BACB  
Member: \$145; Nonmember: \$160

**#18 Acceptance and Commitment Training for Preschool Educators**

ANTHONY BIGLAN (Oregon Research Institute), Georgia L. Layton (Early Education Program, Inc.)  
CE: PSY/BACB  
Member: \$145; Nonmember: \$160

**#19 Cumulative Hierarchal Learning Operant Evaluation: From Assessment to Treatment**

Craig A. Thomas (TCLC MS Behavior Clinic), KIMBERLY P. RAY (TCLC MS Behavior Clinic)  
CE: PSY/BACB  
Member: \$145; Nonmember: \$160

## **#20 Designing and Implementing Effective and Comprehensive Behavior Intervention Plans: A Guide for Practitioners**

JOSE D. RIOS (BehaviorLogix, Inc.), Isaac L. Bermudez (ACES, Inc.), F. Elizabeth Davidson (IECP), Howard Hazard-Tsernov (IECP), Natalie Stafford (IECP), Ruth A. Tello-Di Leva (Familias First)  
CE: PSY/BACB  
Member: \$145; Nonmember: \$160

## **#21 How to Conduct Systematic Reviews and Meta-Analyses of Single-subject Experimental Designs**

OLIVER WENDT (Purdue University), Ralf Schlosser (Northeastern University)  
CE: none  
Member: \$145; Nonmember: \$160

## **#22 Using Physical Activity to Enhance Learning, Social Skills and Self-Control with Autistic and Regular Populations**

EITAN ELDAR (Zinman College, Israel)  
CE: PSY/BACB  
Member: \$155; Nonmember: \$170

## **#23 Using Performance Improvement Methods to Start and Manage an ABA Service Provider Organization**

JOSEPH D. CAUTILLI (Behavior Analysis and Therapy Partners), Michael Weinberg (Orlando Behavior Health Services, LLC)  
CE: BACB  
Member: \$154; Nonmember: \$169

## **#24 Engineering Organizational Performance to Produce Desired Client and Stakeholder Outcomes**

GUY S. BRUCE (Florida Institute of Technology & Appealing Solutions, LLC)  
CE: PSY/BACB  
Member: \$125; Nonmember: \$140

## **#25 Punish or Perish: Providing a Full Spectrum of Ethical and Effective Treatment**

GARY WILKES (Arizona State University)  
CE: none  
Member: \$145; Nonmember: \$160

## **#26 Private Practice Model - Into Action, Starting Your Own Business in ABA**

TERENCE G. BLACKWELL (Verbal Behavior Inst.)  
CE: BACB  
Member: \$145; Nonmember: \$160

## **#27 Supervision: Theories and Practices for Behavior Analysts**

RITA HONAN (Trinity College Dublin)  
CE: PSY/BACB  
Member: \$153; Nonmember: \$168

## **#28 TAGteach: A Tool for the Entire Village**

LAUREN WASANO (STE Consultants), Theresa Mckee (TAGteach International)  
CE: BACB  
Member: \$145; Nonmember: \$160

## **#29 Precision Teaching & Standard Celeration Charting**

CLAY M. STARLIN (International Educational Systems Project), John W. Eshleman (The Chicago School of Professional Psychology), Henry S. Pennypacker (University of Florida), Jesus Rosales-Ruiz (University of North Texas), Abigail B. Calkin (Calkin Consulting Center)  
CE: BACB  
Member: \$180; Nonmember: \$195

## **#30 Training Teachers, Classroom Staff, Other Educational Professionals To Deliver BA Technology in Classroom Settings**

JANET ELLIS (University of North Texas), Matthew Weatherford (University of North Texas, Department of Behavior Analysis), \ Michelle Carpentieri (University of North Texas, Department of Behavior Analysis), Sandy Magee (University of North Texas)  
CE: PSY/BACB  
Member: \$145; Nonmember: \$160

## **#31 How Behavior Analysts Should Interact with the Media: Dissemination Strategies**

Chelsea Wilhite (California State University, Fresno), Josh Pritchard (University of Nevada, Reno), MELISSA NOSIK (University of Nevada, Reno)  
CE: none  
Member: \$145; Nonmember: \$160

**#32 Making Training Videos Using Software You Probably Already Have**

KAREN R. WAGNER (Behavior Services of Brevard, Inc)  
CE: BACB  
Member: \$155; Nonmember: \$170

**#33 The VB-MAPP Barriers Assessment: An Analysis of 24 Learning and Language Barriers and Possible Intervention Strategies**

MARK L. SUNDBERG (Sundberg and Associates)  
CE: PSY/BACB  
Member: \$195; Nonmember: \$210

**#34 It's Just Good Teaching: The Application of the Learn Unit, Verbal Behavior, and Verbal Developmental Milestones**

SHIRA A. ACKERMAN (Columbia University Teachers College), Dawn M Sidell (Northwest Autism Center), Joshua Fouts (Northwest Autism Center)  
CE: none  
Member: \$145; Nonmember: \$160

**Friday, May 22**

**2:00 p.m. – 5:00 p.m.**

**#35 What are the Top Ten Ethical Problems for Behavior Analysts?**

R. M. (DUKE) SCHELL (J. Iverson Riddle Developmental Center)  
CE: PSY/BACB  
Member: \$95; Nonmember: \$110

**#36 Software Tools and Evaluation Procedures for Direct Observation: Hands on Learning of the BEST Tools**

THOMAS L. SHARPE (Educational Consulting, Inc.), John Koperwas (Educational Consulting, Inc.), Wayne S. Robb (ARC of Indian River County)  
CE: BACB  
Member: \$125; Nonmember: \$140

**Friday, May 22**

**6:00 p.m. – 9:00 p.m.**

**#37 The Challenge: Facilitating a Successful Transition into Adulthood for Individuals with Autism and Severe Behavior Challenges**

LISA ANNE STUDER DUNN (Melmark New England), Helena L. Maguire (Melmark New England), Rita M. Gardner (Melmark New England)  
CE: PSY/BACB  
Member: \$90; Nonmember: \$105

**#38 Assessment and Treatment of Joint Attention in Young Children with Autism**

REBECCA P. F. MACDONALD (The New England Center for Children), Diana E. Parry-Cruwys (The New England Center for Children), Heejean G. Yang (The New England Center for Children)  
CE: PSY/BACB  
Member: \$90; Nonmember: \$105

**#39 HI-STEP: A Summer Program for Children with Social Skills Impairments**

MICHAEL C. SELBST (Behavior Therapy Associates, P.A.)  
CE: none  
Member: \$110; Nonmember: \$125

**#40 Small Group and Individual Activities Targeting Social and Communication Deficits in Children with Autism and Language Delays**

Melanie Allison Rose (Southern Illinois University, Carbondale), JENNY C. MARTIN (Southern Illinois University), Leigh Karole Grannan (Southern Illinois University, Carbondale)  
CE: PSY/BACB  
Member: \$90; Nonmember: \$105

**#41 ABA in Public Schools: How Behavior Analysts Can Make District-Wide Changes**

Laura Kenneally (Advance Inc.), KATHLEEN MCCABE-ODRI (Advance, Inc./Partners in Learning Inc.)  
CE: none  
Member: \$90; Nonmember: \$105



**#42 Performance Management in Service Delivery for Children with Autism: Measuring and Attaining Exemplary Staff Performance**

KRISTIN N WILKINSON (Organization for Research and Learning), Kelly J. Ferris (Organization for Research and Learning), Krista Zambolin (Organization for Research and Learning)  
CE: PSY/BACB  
Member: \$115; Nonmember: \$130

**#43 First Three Months of Early Intensive Behavioral Intervention for a Child with Autism: Major Goals and Challenges**

MONIKA M. SUCHOWIERSKA (Warsaw School of Social Psychology)  
CE: PSY/BACB  
Member: \$90; Nonmember: \$105

**#44 Transition for Students with an Autism Spectrum Disorder: Adolescence to Adulthood**

RAYNI L. ANDERSON (NHS Human Services), Karen P. Markle (NHS Human Services)  
CE: PSY/BACB  
Member: \$90; Nonmember: \$105

**#45 Developing Social Skills In Learners with ASD: From Assessment to Intervention**

ERIN SPARACIO (Eden II Programs/ The Genesis School)  
CE: PSY/BACB  
Member: \$205; Nonmember: \$220

**#46 The Treatment of Feeding Challenges in Individuals with Autism Spectrum Disorders**

MARK J. PALMIERI (The Center for Children with Special Needs), Kristen Powers (The Center for Children with Special Needs), John D. Molteni (The Center for Children with Special Needs)  
CE: PSY/BACB  
Member: \$90; Nonmember: \$105

**#47 Systematic Assessment of Teaching Programs In ABA Settings**

ANNE S. HOLMES (Eden Services)  
CE: PSY/BACB  
Member: \$90; Nonmember: \$105

**#48 Behavioral Relaxation: Training and Scale**

VICTORIA STOUT KUBAL (UCSF-Fresno Dept. of Family & Community Medicine), P. John Georgio (UCSF-Fresno Dept. of Family and Community Medicine)  
CE: PSY/BACB  
Member: \$90; Nonmember: \$105

**#49 Evidence-Based Practice in Behavioral Parent Training**

MARK D. SHRIVER (Munroe-Meyer Institute), Keith D. Allen (Munroe-Meyer Institute)  
CE: PSY/BACB  
Member: \$90; Nonmember: \$105

**#50 Child-Focused Components of Family Behavior Therapy for Substance Abuse within Child Welfare**

BRAD DONOHUE (University of Nevada Las Vegas), Heather H. Hill (University of Nevada Las Vegas), Kendra Tracy (University of Nevada of Las Vegas), Suzanne Gorney (University of Nevada Las Vegas), Rhiannon Rager (University of Nevada Las Vegas)  
CE: PSY/BACB  
Member: \$145; Nonmember: \$160

**#51 Determining the Function of Aggressive Behavior: Experimental Demonstrations**

ENNIO C. CIPANI (National University)  
CE: PSY/BACB  
Member: \$98; Nonmember: \$113

**#52 Changing Thoughts, Feelings, & Urges**

ABIGAIL B. CALKIN (Calkin Consulting Center), Emma F. Douglas (The Treehouse Trust)  
CE: PSY/BACB  
Member: \$105; Nonmember: \$120

**#53 "Doing" On-Site BCBA Assessments: Packaging Informant, Setting, and Behavioral Information For Client and Caregiver**

THOMAS L. SHARPE (Educational Consulting, Inc.), Wayne S. Robb (ARC of Indian River County), John Koperwas (Educational Consulting, Inc.)  
CE: PSY/BACB  
Member: \$95; Nonmember: \$110

**#54 Applying Behavior Analysis to Achieve Optimal Physical Fitness and Health, Peak Personal Athletic Performances, Healthy Weight Maintenance and Diet**

STEPHEN RAY FLORA (Youngstown State University)  
CE: PSY/BACB  
Member: \$90; Nonmember: \$105

**#55 A Review of Ethical Challenges Facing Applied Behavior Analysts: How Ethical Guidelines Can Be Used to Navigate and Resolve Dilemmas**

David A. Celiberti (Association for Science in Autism Treatment), Mary Jane Weiss (Rutgers University), Thomas L. Zane (The Center for Applied Behavior Analysis at The Sa), SUZANNE LETSO (Connecticut Center for Child Development)  
CE: PSY/BACB  
Member: \$90; Nonmember: \$105

**#56 Developing a Community Independence Training Curriculum for Children in Community Living Programs**

HELENA L. MAGUIRE (Melmark New England), Kimberly L. Mayer (Melmark New England), Tiffaney M. Esposito (Melmark New England)  
CE: PSY/BACB  
Member: \$90; Nonmember: \$105

**#57 Do the Right Thing: Ethical Considerations in Clinical Practice**

ADA C. HARVEY (Florida Institute of Technology), Guy S. Bruce (Florida Institute of Technology & Appealing Solutions, LLC), Mark T. Harvey (Florida Institute of Technology)  
CE: PSY/BACB  
Member: \$110; Nonmember: \$125

**#58 Taking Money for Services: Identifying and Resolving Ethical Dilemmas**

SHANNON CERNICH (Jigsaw Learning), Manya Vaupel (Jigsaw Learning)  
CE: PSY/BACB  
Member: \$90; Nonmember: \$105

**#59 What's My Motivation?**

AARON WOOD (Tucci Learning Solutions, Inc.), Karrie Grama (Tucci Learning Solutions, Inc.), Colleen Davis (Tucci Learning Solutions, Inc.)  
CE: BACB  
Member: \$100; Nonmember: \$115

**The "Self & Match" System: Self-Monitoring for the Classroom and Beyond**

JAMIE SIDEN SALTER, ED.S., BCBA, NCSP (Saddleback Valley Unified School District), Katharine M Croce (Bucks County Intermediate Unit # 22)  
CE: PSY/BACB  
Member: \$100; Nonmember: \$115

**#61 The Electronic Daily Behavior Report Card (e-DBRC) System**

MACK D. BURKE (Texas A&M University), Kimberly Vannest (Texas A&M University)  
CE: PSY/BACB  
Member: \$140; Nonmember: \$155

**#62 Training Supervisors How to Train, Supervise, and Motivate Support Staff**

DENNIS H. REID (Carolina Behavior Analysis & Support Center, Ltd.), Marsha B. Parsons (J. Iverson Riddle Center), Carolyn W. Green (Carolina Behavior Analysis and Support Center)  
CE: PSY/BACB  
Member: \$90; Nonmember: \$105

**#63 Successful Careers and Ethical Challenges: Conversations from the Cambridge Center for Behavioral Studies**

ROBERT D. HOLDSAMBECK (Holdsambeck and Associates, Inc.), Henry S. Pennypacker (University of Florida), Darnell Lattal (Aubrey Daniels International), Andrew S. Bondy (Pyramid Educational Consultants)  
CE: BACB  
Member: \$90; Nonmember: \$105

**#64 Generalizing Across Species: I am a BCBA/Behaviorist! How Do I Apply My Skills to Animals?**

TERRI M. BRIGHT (Simmons College  
MSPCA)  
CE: BACB  
Member: \$90; Nonmember: \$105

**#65 Teaching Teens Tools for Terrific Transitions**

KIMBERLY CROSLAND (University of  
South Florida), Stacie Neff (University of South  
Florida), Jessica Thompson (Centre for Neuro  
Skills (CNS))  
CE: PSY/BACB  
Member: \$90; Nonmember: \$105

**#66 RFT 101: An Introduction to Relational Frame Theory**

Patricia Bach (Illinois Institute of Technology),  
DANIEL J. MORAN (Trinity Services)  
CE: PSY/BACB  
Member: \$90; Nonmember: \$105

**Saturday, May 23**

**8:00 a.m. – 11:00 a.m.**

**#67 Overcoming Severe Deficits in Vocal Behavior with The Association Method**

TERESA A. GRIMES (Whole Child Consulting,  
LLC), Judy Pollard-Licklider (Pollard-Licklider  
Clinic)  
CE: PSY/BACB  
Member: \$90; Nonmember: \$105

**#68 Using the Verbal Behavior Approach to Teach Children with Autism**

MARY L. BARBERA (Barbera Behavior Con-  
sulting)  
CE: PSY/BACB  
Member: \$90; Nonmember: \$105

**#69 Teaching the Language of Emotions: How Skinner's Analysis Can Help**

LORI A. FROST (Pyramid Educational Consul-  
tants)  
CE: PSY/BACB  
Member: \$100; Nonmember: \$115

**#70 Current Advancements for Students with Autism in Inclusive Environments: Pragmatic Applications of Behavior Analysis**

KATHLEEN MCCABE-ODRI (Advance, Inc./  
Partners in Learning Inc.), Laura Kenneally  
(Advance Inc.)  
CE: PSY/BACB  
Member: \$90; Nonmember: \$105

**#71 A Behavior Analytic Approach to Using Social Stories to Increase Appropriate Behavior in Individuals with Autism**

DAWN ALLISON BAILEY (Behavior Manage-  
ment Consultants, Inc.)  
CE: PSY/BACB  
Member: \$105; Nonmember: \$120

**#72 Evidenced-Based Practice in the Promotion of Healthy Lifestyles with ASDs Across the Lifespan**

JEFFREY JACOBS (Caldwell College), Allyson  
Sudol (Bernards Township)  
CE: PSY/BACB  
Member: \$110; Nonmember: \$125

**#73 Toilet Training Children with Autism: Case Studies and Procedures**

MELANIE ALLISON ROSE (Southern Illinois  
University, Carbondale)  
CE: PSY/BACB  
Member: \$90; Nonmember: \$105

**#74 Small Group Instruction; Readiness Assessment, Curriculum and Instruction for Children with Autism**

ANN FILER (BEACON Services), Katie  
Artiano (BEACON Services), Sarah Kingery  
(BEACON Services), Amie Hahn (BEACON  
Services), Robert K. Ross (BEACON Services)  
CE: PSY/BACB  
Member: \$90; Nonmember: \$105

**#75 A Behavioral Approach to Teach Developmental Play Skills to Children with Autism Spectrum Disorders**

NANCY J. CHAMPLIN (Autism Concepts,  
Inc.), Suzanne Taylor (Autism Concepts, Inc.)  
CE: PSY/BACB  
Member: \$110; Nonmember: \$125

**#76 Addressing Challenging Behaviors: Practical Application for Working with Individuals with Autism**

RAYNI L. ANDERSON (NHS Human Services), Karen P. Markle (NHS Human Services)  
CE: PSY/BACB  
Member: \$90; Nonmember: \$105

**#77 Encouraging Happy Learner Participation in ABA Programming: Teaching Assent Withdrawal and Self-Advocacy Skills**

HOLLY ALMON-MORRIS (Organization for Research and Learning), Kristin N. Schirmer-Foley (Organization for Research and Learning), Kristin N. Wilkinson (Organization for Research and Learning), Rebecca E. Phillips (Organization for Research and Learning)  
CE: PSY/BACB  
Member: \$90; Nonmember: \$105

**#78 Using the Teaching Interaction Procedure to Teach Social Skills to Children and Adolescents with Autism and Asperger's**

JUSTIN B. LEAF (University of Kansas), Wesley H. Dotson (University of Kansas), Misty L. Oppenheim (University of Kansas), Andrea B. Courtemanche (University of Kansas)  
CE: PSY/BACB  
Member: \$100; Nonmember: \$115

**#79 Ethical Considerations for Behavior Analysis Treatment of Children, Adolescents, and Adults with Autism and Other Developmental Disabilities**

DIANE BANNERMAN JURACEK (Community Living Opportunities, Inc.), Nanette L. Perrin (Early Childhood Autism Program - CLO), Stephanie Thorne (Community Living Opportunities, Inc.)  
CE: PSY/BACB  
Member: \$90; Nonmember: \$105

**#80 Behavioral Marriage and Family Therapy: Nuts and Bolts Content You Can Use**

BRYAN CRISP (East Carolina University)  
CE: PSY/BACB  
Member: \$175; Nonmember: \$190

**#81 Behavioral Counseling: Assessment and Intervention Techniques**

JOSEPH D. CAUTILLI (Behavior Analysis and Therapy Partners), Michael Weinberg (Orlando Behavior Health Services, LLC)  
CE: PSY/BACB  
Member: \$96; Nonmember: \$111

**#82 Case Conceptualization in Acceptance and Commitment Therapy**

Patricia Bach (Illinois Institute of Technology), DANIEL J. MORAN (Trinity Services)  
CE: PSY/BACB  
Member: \$90; Nonmember: \$105

**#83 Issues of Control and Counter-control in Applied Behavior Analysis and Service Delivery**

ALLEN J. KARSINA (The New England Center for Children), Susan N. Langer (The New England Center for Children)  
CE: PSY/BACB  
Member: \$90; Nonmember: \$105

**#84 Use of Behavioral Techniques to Address Personal Hygiene and Adolescent Puberty in Individuals with Disabilities**

TIFFANEY M. ESPOSITO (Melmark New England), Silva Orchanian (Melmark New England), Kimberly L. Mayer (Melmark New England)  
CE: PSY/BACB  
Member: \$90; Nonmember: \$105

**#85 Conducting Indirect and Descriptive Assessments of Challenging Behaviors**

LISA N. BRITTON (Spectrum Center), Amy Crye (Spectrum Center), John J. Healey (Spectrum Center Schools)  
CE: PSY/BACB  
Member: \$90; Nonmember: \$105

**#86 Application of Behavior Analysis Procedures in De-Escalation Situations**

DAVID B. LENNOX (QBS Inc.), Kristofer van Herp (QBS, Inc.), David Rourke (QBS, Inc.)  
CE: PSY/BACB  
Member: \$90; Nonmember: \$105



**#87 Why We're Heading For Trouble:  
Evidence-Based Practice And The Behavior  
Analyst**

SUSAN WILCZYNSKI (National Autism Center), Timothy A. Slocum (Utah State University),  
Ronnie Detrich (Wing Institute)  
CE: PSY/BACB  
Member: \$90; Nonmember: \$105

**#88 Using Behavior Systems Technology in  
Teacher Education Programming: Principles,  
Practice, and Hands-On Applications**

THOMAS L. SHARPE (Educational Consulting, Inc.), John Koperwas (Educational Consulting, Inc.)  
CE: PSY/BACB  
Member: \$95; Nonmember: \$110

**#89 Parenting 101: Teaching Parents Behavior  
Analytic Skills**

AMOS E. ROLIDER (Emek Yezreel College, Israel)  
CE: PSY/BACB  
Member: \$95; Nonmember: \$110

**#90 Developing an Individualized Curricula  
System to Maximize Student Outcomes and  
Improve Organizational Efficiency**

HELENA L. MAGUIRE (Melmark New England), Ginette Wilson-Bishop (Melmark New

England), Amy Klinch (Melmark New England)  
CE: PSY/BACB  
Member: \$90; Nonmember: \$105

**#91 Using Excel for Displaying and Analyzing  
Treatment Outcomes in Applied Settings**

DONALD M. STENHOFF (University of Kentucky), Bryan J. Davey (ACCEL), Eleazar Vasquez, III (University of Central Florida)  
CE: BACB  
Member: \$95; Nonmember: \$110

**#92 Measuring Fidelity in Single-Subject Case  
Studies: Practical Approaches for Implementing  
Evidence-Based Interventions**

Michelle A. Duda (University of North Carolina), SHELLEY CLARKE (University of South Florida)  
CE: PSY/BACB  
Member: \$100; Nonmember: \$115

**#93 Teaching Conversational Skills to Children  
With Autism**

CHERISH TWIGG (Establishing Operations, Inc.), Holly R. Kibbe (Establishing Operations, Inc.)  
CE: PSY/BACB  
Member: \$100; Nonmember: \$115

## Upcoming Event?

Does your group have a conference you want to  
include on our events calendar?

Contact the ABA International staff at: [mail@abainternational.org](mailto:mail@abainternational.org)

Let us know and we'll make sure it is in our next newsletter!

## Participate in the Governmental Affairs Committee!

State chapter presidents are asked to contact the person on their chapter board who is primarily responsible for coordinating the legislative activities for the board. Please, ask that person to e-mail Dr. Thomas Zane, ([zanet@sage.edu](mailto:zanet@sage.edu)), who is the coordinator of state chapters on the Governmental Affairs Committee for ABAI. Dr. Zane will be creating a network exclusively for discussion with state chapter legislative representatives for the purpose of facilitating and supporting state legislative issues.

# SQAB

## Society for the Quantitative Analyses of Behavior

32<sup>nd</sup> Annual Meeting, May 21 – 23, 2009

Valley of the Sun Ballroom, Sheraton Phoenix Downtown, Phoenix, AZ, USA

Thursday, May 21: 5:00-8:00 pm – 1<sup>st</sup> Poster Session, Registration, Cash bar

8:00-9:00 pm – “Drilling the Stars” – An informal moderated discussion organized by the SQAB Student Council.

Friday, May 22:

<b>Randolph Grace</b>	<i>University of Canterbury</i> – President’s introduction.
<b>Mark E. Bouton</b>	<i>University of Vermont</i> . Toward an associative analysis of temporal learning.
<b>Mika L. M. MacInnis</b>	<i>Brown University</i> . A 100-year-old confound: A reexamination of classical and instrumental conditioning.
<b>Douglas Ellife &amp; Michael Davison</b>	<i>The University of Auckland</i> . Four-alternative choice.
<b>Greg Jensen &amp; Allen Neuringer</b>	<i>Reed College</i> . Extending generalized matching.
<b>J. Mark Cleaveland</b>	<i>Vassar College</i> . The Active Time model of concurrent choice.
<b>J. Moore</b>	<i>University of Wisconsin-Milwaukee</i> . Some effects of procedural variables on the dynamics of operant choice.
<b>Chris Newland</b>	<i>Auburn University</i> . Bouts, drugs, and poisons: Applications of log-survivor analyses in behavioral toxicology and pharmacology.
<b>Bruce Curry, Gordon Foxall &amp; Valdimar Sigurdsson</b>	<i>Cardiff University &amp; Reykjavik University</i> . The tautology of the matching law in consumer behavior analysis.
<b>Steven R. Hursh &amp; Ralph Spiga</b>	<i>Institutes for Behavior Resources &amp; Johns Hopkins University</i> . Exponential demand and cross-price demand interactions: Extensions for multiple reinforcers.
<b>Ido Erev</b>	<i>Technion</i> . Learning and the economics of small decisions.
<b>Christopher A. Podlesnik &amp; Timothy A. Shahan</b>	<i>University of Michigan &amp; Utah State University</i> . Extinction, relapse, and behavioral momentum.

Friday evening, May 22: 6:00-9:00 pm – 2<sup>nd</sup> Poster Session, Cash bar

Saturday morning, May 23:

<b>Ron Weisman</b>	<i>Queen’s University</i> . A quantitative analysis of absolute pitch in birds.
<b>K. Geoffrey White &amp; Glenn Brown</b>	<i>University of Otago</i> . A reinforcement-context model for remembering.
<b>SQAB Keynote Speaker:</b>	<p><b>From Brain Dynamics to Consciousness: How Matter Becomes Imagination</b></p> <p><b>Gerald M. Edelman, M.D., Ph.D.</b> Nobel Laureate in Physiology or Medicine <i>The Neurosciences Institute, San Diego, California</i></p>

## SQAB Invited Preeminent Tutorials: From Basics to Contemporary Paradigms

Saturday afternoon, May 23: *Phoenix Convention Center: North 120D*

Time	Author	Affiliation	Title	Chair
1:00	Timothy A. Shahan	<i>Utah State University</i>	Conditioned Reinforcement	Marc Branch, <i>University of Florida</i>
2:00	Steven Stout	<i>Jacksonville State University</i>	Cue Competition in Pavlovian Conditioning	Peter Killeen, <i>Arizona State University</i>
3:00	William M. Baum	<i>University of California, Davis</i>	Dynamics of Choice	Michael Davison, <i>University of Auckland</i>
4:00	Joel Myerson	<i>Washington University, St Louis</i>	Cognitive Aging: A Behavior Theoretic Approach	Celia Gershenson, <i>University of Minnesota</i>

For further information, visit the **SQAB** website at: <http://sqab.psychology.org> or contact Alliston Reid, **SQAB** Program Chair, at [Alliston.Reid@wofford.edu](mailto:Alliston.Reid@wofford.edu)

## Calendar of Upcoming Conferences

For more details, please visit the  
Web sites indicated and  
the Affiliated Chapters section  
of the ABAI web site.

### March 2009

#### Pennsylvania ABA

March 26–27

Hershey, PA

Hershey Lodge and Convention Center

[www.pennaba1.org](http://www.pennaba1.org)

#### Virginia ABA

March 29

Harrisonburg, VA

James Madison University

[www.v-aba.org](http://www.v-aba.org)

### April 2009

#### Connecticut ABA

April 4

Cromwell, CT

Crowne Plaza Hotel

[www.ctaba.org/index.html](http://www.ctaba.org/index.html)

#### Four Corners ABA

April 6–7

Sedona, AZ

Radisson Poco Diablo Resort

[www.4caba.org](http://www.4caba.org)

### May 2009

#### 35th Annual ABAI Convention

May 22–26

Phoenix, AZ

Phoenix Convention Center & Sheraton Phoenix

Downtown

[www.abainternational.org](http://www.abainternational.org)

### August 2009

#### 5th International ABAI Conference

August 7–9

Oslo, Norway

Radisson SAS Plaza Hotel

[www.abainternational.org](http://www.abainternational.org)

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2009 Upcoming Events

## Opportunities for Behavior Analysts

Other opportunities are available on the ABAI Web site: [www.abainternational.org/start/jobs.aspx](http://www.abainternational.org/start/jobs.aspx).

### BEACON SERVICES

#### Faculty/Staff Development Opportunity

BEACON Services, a private ABA practice employing over 120 staff and serving over 300 families throughout the Massachusetts area, is seeking doctoral level staff to teach BCBA approved University coursework and provide some staff training/supervision. Responsibilities include: teaching graduate level coursework at a BEACON affiliated university, conducting quarterly staff trainings, participating in the publication and presentation of behavioral research, and providing organizational support and supervision to employees seeking BCBA certification. Applicants should have some basic skills relative to web-based training. A doctoral degree in applied behavior analysis or related field and BCBA certification is required. BEACON offers a very competitive compensation model, incentives, and provides numerous professional growth opportunities. Applicants should e-mail curricula vitae to Steve Woolf, Vice President of Operations and Program Development, at [swoolf@beaconservices.org](mailto:swoolf@beaconservices.org).



For anyone charting a career course in the dynamic field of autism and developmental disabilities, there is no better place to work than **The New England Center for Children, Inc. (NECC)**®. Nowhere else will you attain the same kind of experience, expertise, and opportunity for growth from an internationally recognized center for the treatment and study of autism spectrum disorders.

NECC provides a supportive work environment, an outstanding benefits package, and professional development opportunities that are unequalled in our field. In the past five years alone, more than 600 NECC staff members have graduated from one of our on-site degree programs in special education or behavioral psychology (ABA).

NECC is a recipient of the 2005 SABA Award for

Enduring Contributions to Behavior Analysis and the National Award for Model Professional Development from the US Department of Education.

To learn more about NECC visit our web site at <http://www.NECC.org>



#### Senior Behavior Analyst

##### QUALIFICATIONS:

- PhD. in Education, Psychology (Behavior Analysis emphasis preferred)
- Experience training staff in the use of ABA
- Experience providing training to programs serving individuals with developmental disabilities and behavior problems
- Experience training empirical classroom management systems and data guided teaching

##### RESPONSIBILITIES:

Train and mentor Educational Coordinators for Spectrum Center in Behavior Analysis, functional assessments, empirical classroom management, and data guided teaching.

#### Education Coordinator

##### QUALIFICATIONS:

- BA Degree in SPED, or Psychology (MA preferred)
- Special Education Credential (desirable)
- Experience using ABA
- Supervisory experience in SPED settings

##### RESPONSIBILITIES:

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## 2009 ABAI Autism Conference

By Dr. Maria E. Malott, ABAI Chief Executive Officer and Dr. William L. Heward, ABAI President

Building on the successes of its 2007 and 2008 conferences, ABA International certainly maintained its standard of excellence for the 2009 Autism Conference. Titled *Research to Practice: Making Real Changes in the Lives of People with Autism*, the conference took place on February 6-8 at the Hyatt Regency Jacksonville-Riverfront against the beautiful back-drop of Jacksonville, Florida. The conference events focused on pragmatic, research-based “how to” information that practitioners and parents could use to improve the lives of children with autism. This year’s conference was attended by 495 people from 12 countries and 43 states. As seen in figure 1, the turn-out for this event was excellent.



**Figure 1.** A large audience listens intently at one of the conference’s panel sessions.

This year’s conference was made possible by the support and assistance of several hard-working components of ABA International: The Parent-Professional Partnership Special Interest Group, which serves both parents of children with autism and related disabilities and interested professionals; ABAI’s Practice Board, which focuses on matters of interest to agencies and providers of behavior analysis services; and the Autism Special Interest Group, which brings together individuals who specialize in or have an interest in the application of behavior analysis to the education and treatment of autism.

In addition to these groups, a great deal of credit for the conference is due to dedicated sponsors, organizational members, and exhibitors. This year’s conference was sponsored by BEACON Services, an organization that uses clinical practices of applied behavior analysis (ABA) to provide intensive

instruction to children with autism, and The Evergreen Center, a private non-profit residential treatment center serving children and adolescents with autism and other developmental disabilities. The ABAI organizational members that contributed to the conference were The May Institute, which has set a national standard for providing comprehensive, research-validated services to children and adults with autism and other mental health care needs; and The National Autism Center, an organization dedicated to serving children and adolescents with Autism Spectrum Disorders by supporting effective, evidence-based treatment approaches.

This year’s exhibitors included Accelerations Educational Software; Autism New Jersey/COSAC; Behavior Change Consultants, LLC; the Florida Institute of Technology ABA Online Program; Montcalm Schools; NSU Mailman Segal Institute for Early Childhood Studies; Pacific Child and Family Associates; and TRICARE Management Activity Department of Defense Enhanced Access to Autism Services Demonstration.

Accelerations Educational Software offers effective and affordable educational software for individuals with Autism and other learning disabilities. Autism New Jersey/COSAC is a non-profit agency dedicated to ensuring that all people with autism receive appropriate and effective services to maximize their growth potential and to enhance the general public’s overall awareness of autism. Behavior Change Consultants, LLC is a small company in Pinellas County, Florida that provides person-centered applied behavior analysis services. The Florida Institute of Technology ABA Online Program offers a comprehensive program in behavior analysis, with all courses taught at the Master’s level. Montcalm Schools is a private, therapeutic residential program that helps troubled teens through the use of strength-based practices and positive peer culture. NSU Mailman Segal Institute for Early Childhood Studies showcases best practices in the fields of early childhood education, special education, family support, and parenting education. Pacific Child and Family Associates offers applied behavior analysis services for children and adults with autism and other develop-

mental disabilities. TRICARE Management Activity Department of Defense Enhanced Access to Autism Services Demonstration is designed to increase access to ABA therapy for 8,500 eligible dependents of active duty service members by allowing reimbursement for ABA therapy. The enthusiastic support of these groups significantly contributed to the robustness of this year's conference.

The conference featured nine invited speakers whom offered their insight into a wide variety of topics related to autism. Dr. Diane M. Sainato's presentation focused on empirically validated strategies for teaching independent performance skills to young children with autism. Dr. Bridget A. Taylor reviewed responses that comprise joint attention and reciprocal language as she outlined the research-based strategies necessary to teach these important skills. Drs. Lynn Kern Koegel and Robert L. Koegel provided an overview of several pivotal areas – such as responsivity to multiple cues, motivation to initiate and respond to social and environmental stimuli, and self-regulation of behavior – that, when changed, result in positive changes in other areas. Dr. Peter F. Gerhardt gave an overview of the efficacy of ABA-based interventions across a variety of skill and instructional domains with older learners, with particular attention paid to instructional strategies beyond discrete trial instruction. Dr. Adrienne M. Perry's presentation focused on the distinction between efficacy and effectiveness in a review of the research surrounding intensive behavioral intervention for young children with autism. Dr. Thomas Zane delivered a presentation on the behalf of Suzanne Letso and discussed the development, management, and leadership of ABA services for individuals with autism and related disorders. Dr. Samuel L. Odom emphasized the selection of practices that may be most useful for promoting learning and inclusion in general education and community settings. Dr. Brian A. Iwata provided an overview of methods for identifying the environmental determinants of problem behavior and for developing systematic and individualized treatment programs with emphasis on experimental approaches to assessment and how these approaches may be adapted for a wide range of situations. Brief articles by Dr. Sainato, Dr. Taylor, Drs. Lynn Kern Koegel and Robert Koegel, Dr. Gerhardt, Dr. Perry, Mrs.

Letso, and Dr. Odom are included in this issue of the *ABAI Newsletter* (see pages 61-82).

As with previous conferences, a bookstore served as a forum for presenters to sign their publications.

On Friday and Saturday evenings, poster sessions served to further inform attendees. This year, 89 posters presented autism-related research and information that covered the categories of experimental analysis, applied behavior analysis, service delivery, and theory. Please see figure 2.



**Figure 2.** Poster presentations like those enjoyed by attendees above were a key component of this year's event.

In addition to the invited presenters and poster sessions, this year's Autism Conference featured three expert panel sessions that gave attendees the opportunity to pose questions and raise issues that most concerned them.

*Recent Developments in Behavioral Programming & Interventions* featured panelists Peter Gerhardt, Lynn Koegel, Robert Koegel, Diane Sainato, and Bridget Taylor and was moderated by Mary Jane Weiss. This discussion centered on state-of-the-art educational and behavioral interventions for individuals with autism. Please see figure 3.



**Figure 3.** From left to right, Peter Gerhardt, Diane Sainato, Bridget Taylor, Lynn Kern Koegel, and Robert Koegel.

*Using Science to Guide Autism Treatment* featured panelists Brian Iwata, Sam Odom, Adrienne Perry, and Susan Wilczynski and was moderated by James Carr. This discussion focused on the use of scientific-practices in selecting and modifying autism treatment. Please see figure 4.



**Figure 4.** Dr. James Carr moderating an expert panel.

*Current Status, Challenges and Opportunities in Legislation of Behavior Analytic Autism Services: Observations and Recommendations from Professionals and Parent Advocates* featured panelists Mandy Davani, Michael Dorsey, Kim Lucker, and Eric Prutsman and was moderated by Jack Scott. This panel focused on discussing legislative actions at the state and federal level and their impact on the quality and availability of behavior analytic services. Please see figure 5.



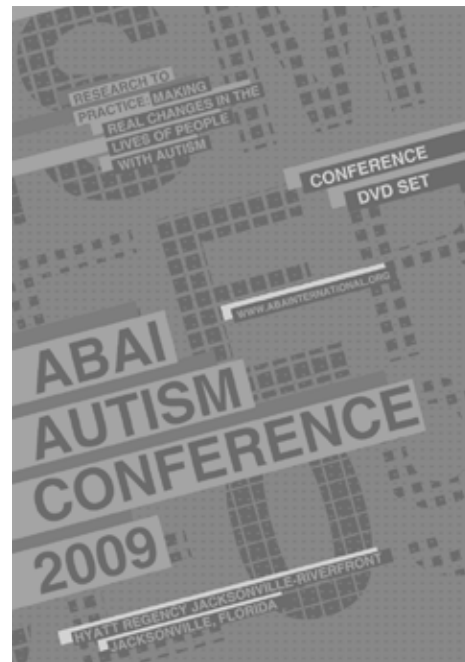
**Figure 5.** From left to right, Michael Dorsey, Eric Prutsman, Kim Lucker, and Mandy Davani.

The interaction between panelists and attendees made possible by these sessions led to many enriching and informative experiences such as the one shown in figure 6.



**Figure 6.** Dr. Ronnie Detrich poses a question while Dr. William Heward, ABAI President, looks on.

A DVD/Webcast package of the 2009 Autism Conference is available from ABAI. Please see figure 7.



**Figure 7.** 2009 Autism Conference DVD cover.

The DVD contains audio and slides of each invited speaker's presentation and is available for purchase through the ABAI store at <http://apps.abainternational.org/store/> or by completing and mailing the form on page 96. Board Certified Behavior Analysts who purchase the DVD/Webcast package have the option of earning continuing education credits.

The conference would have not been possible without the dedicated work of the Program Committee: Dr. James E. Carr, Dr. David Celiberti, Dr. Marianne L. Jackson, Dr. Jack Scott, Dr. Mary Jane

Weiss, Dr. Susan Wilczynski, and Dr. William L. Heward. The ABAI Council is especially grateful to Dr. William Heward, whom has worked tirelessly both in the Program Committee and in the development of the Autism Conference for the last three years, contributing outstanding work and leadership to the field. He has been an integral part of this event has helped make it both extremely effective and popular.

We are now in the planning stages for the 2010 Autism Conference, which will be soon announced. Dr. Travis Thompson, representing the ABAI Practice Board, and Dr. Gregory P. Hanley, representing the ABAI Science Board, will be co-chairing the program committee for the 2010 Conference. Watch for an announcement of this event to be made soon. To learn more about the conference program, go to:

[www.abainternational.org/autconf/index.asp](http://www.abainternational.org/autconf/index.asp)



**Figure 8.** From left to right, *Front:* Diane Sainato, Robert Koegel, Lynn Koegel, Bridget Taylor, Peter Gerhardt, Adrienne Perry, and Brian Iwata.

*Back:* Susan Wilczynski, Jack Scott, Samuel Odom, James Carr, Bill Heward, Marianne Jackson, Linda LeBlanc, Kim Luckner, Mandy Davani, and Maria Malott.

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## 2009 ABAI Autism Conference – Jacksonville, Florida

### Invited Presenter Summary Articles

*The viewpoints contained in the following articles represent the perspectives of each individual speaker and should not be considered the official position of the Association for Behavior Analysis International. Reproduction of any portion of this material without the express written permission of ABA International is prohibited.*

#### Fostering Independent Performance Skills in Young Children with Autism

Diane M. Sainato, Ph.D., The Ohio State University



#### Introduction

The development of independent performance is the cornerstone of all education. Young children with autism may be especially dependent on adult direction and prompting. While language, social, and adaptive behavior interventions have demonstrated positive outcomes, this may not be enough to ensure that children with autism be fully included in age appropriate settings without specialized support. When children with autism are able to perform more skills independently, including working or playing in groups, making transitions within and across activity settings, and participating in inclusive educational settings with their peers, they may be more likely to encounter natural communities of reinforcement. Three promising strategies for teaching young children with autism independent performance skills are described.

#### Correspondence Training and Photographic Activity Schedules

Independent performance is valued in educational settings and in society at large. In the classroom, children who are more independent and may be perceived to be more competent have increased opportunities for peer interaction and instruction. One effective strategy for promoting independent performance in children with autism is correspondence training. The correspondence literature suggests a connection exists between what an individual says she will do and what she actually does (Odom & Watts, 1991). The objective for the child becomes the match of saying and doing, with reinforcement given for accurate matches. This strategy has been used to increase behaviors in young children such as toy play, social interaction, and clean up time in early

childhood environments (Odom & Watts, 1991; Osnes, Guevremont, & Stokes, 1986). In order to enhance the effectiveness of a correspondence training strategy for young children with autism, we paired this strategy with a photographic activity schedule. Photographic activity schedules are often used for children with autism with much success (Bryan and Gast, 2000). Photo activity schedules may provide additional visual cues to students who struggle with verbal instructions; additionally, they are both inexpensive and transportable, allowing for their use across settings and with multiple people.

*We investigated a combined strategy using correspondence training and photographic activity schedules to improve the independent toy play of preschoolers with autism during playtime in an inclusive setting (Morrison & Sainato, BenChaaban, and Endo, 2005). Children were asked to indicate a sequence of play choices with the photographic activity schedule. Then they were asked to go and play. At the end of the playtime, children were asked to report their activity choices. A multiple baseline across subjects was employed to investigate the effectiveness of correspondence training and activity schedules on the on-task and play correspondence behavior of four preschoolers with autism. Results of the study indicated that participants' on-task and play correspondence behavior increased, while experimenter prompts gradually decreased. The success of implementing this strategy in an inclusive preschool classroom for young children with autism suggests that correspondence training paired with photographic activity schedules could serve as a non-intrusive means of facilitating the independence of preschoolers with autism during playtime.*

#### Using High Probability Request Sequences

One of the distinguishing characteristics of young children with autism is their lack of social interaction skills. Many strategies have been documented to increase these social behaviors including the use of peer-mediated interventions (Tsao & Odom, 2006). However, it is noted these strategies focus

on training peers to initiate to children with autism, often yielding prompt-dependent behavior and limitations in generalization and maintenance (Krantz, 2000). Among the variety of effective instructional strategies, the high-probability request sequence has also been demonstrated as an antecedent and non-aversive procedure that is well incorporated into classroom routines. The high-probability request intervention includes the delivery of simple requests delivered immediately prior to a difficult request (or low probability behavior) that the child does not perform fluently (Davis & Brady, 1993). High-probability requests can provide increased opportunities for reinforcement as a result of the rate of increased responding. These combined response and reinforcement rates create a behavioral momentum that increases the possibility of children's responses to low-probability requests (i.e. social initiations to peers). Few studies on the use of the high probability request sequence have addressed the social behaviors of young children with autism with peers in their natural environment.

In Jung, Sainato, & Davis, (2008) we examined the effects of high-probability request sequences with embedded peer modeling on the compliant responding to social requests in young children with autism. This study also measured the increase in the social interactions of these children toward their typically developing peers in the intervention and generalization settings. Using the children's favorite play materials during a center time in an inclusive classroom, the high-probability request sequence intervention was first delivered to the peers as a model and then delivered to the target children. Dependent variables were the percent correct responses to the low-probability requests and number of intervals of social initiations and responses toward other children. The effects of the intervention on these variables were monitored using a single subject multiple baseline design across subjects and measures of procedural integrity, accuracy, and social validity were collected.

The results of this study indicated that all three children's compliant responding to low-probability requests and social initiations and responses increased during the intervention condition. Furthermore, the target children's social initiations and responses

generalized with their peers and in generality settings. This study suggests that typical peers have the potential to be effective intervention agents for observational learning and facilitating positive social relationships for children with autism in inclusive settings.

### Script Training Using Storybooks and Puppets

Early social skill interventions for young children with autism employed such strategies as adult-directed teaching and prompting of child behaviors by typical peers. While these interventions often resulted in positive changes in social behavior, children with autism often did not use newly acquired skills in a spontaneous manner or generalize their use to situations where behavior is not cued by physical or verbal prompts (Brown, Odom, & Conroy, 2001). It is understood that for any intervention to be successful it must be sustainable within the typical classroom environment.

Another tactic that shows promise for young children with autism in the development of independent social behavior is that of socio-dramatic script training. Research has shown that preschool children organize experiential information in a script-like fashion that tends to define the order of events within familiar themes and situations (Goldstein & Cisar, 1992). Accordingly, scripts have the potential to facilitate appropriate social interaction by establishing common behavioral repertoires allowing children to gain experience with conventional social exchanges according to a predetermined script (Goldstein & Cisar, 1992). As such, a more effective strategy may be one that combines proven strategies such as script training and instruction in socio-dramatic play, harnesses the strengths of children with autism, notably their preference for non-transient visual stimuli, and fits within typical classroom settings.

With the implementation of socio-dramatic script training, improvements in social and communicative interactions have been shown when children were prompted to remain in their respective roles (Goldstein, Wickstrom, Hoyson, Jamison, & Odom, 1988). Additionally, increases in (Goldstein & Cisar, 1992) and maintenance of total social behavior (Neely, Neeley, Justen, & Tipton-Sumner, 2001) have been documented. In our study, we analyzed

the effectiveness of script training to teach socio-dramatic play skills on the frequency and quality of social interaction behaviors of preschool children with autism with their typically developing peers (Salmon & Sainato, 2006). The study combined socio-dramatic script training with storybooks and puppets and strategies of generality to guide an efficient approach for increasing appropriate social interactions in the natural environment. Scripts were embedded in storybooks and triads of children learned to enact each script using puppets. The children's social initiations and responses were also monitored on a regular basis during the generality sessions that occurred during the classroom's scheduled play time.

Using a multiple baseline design across scripts, the specific dependent variables measured were theme related verbal or nonverbal initiations and responses, initiations and responses that were an elaboration of the scripts or unrelated to the scripts, non-social behavior, and targeted facilitative responses involving puppet manipulation. Additionally, measures of procedural integrity, accuracy, and social validity were collected.

The results of this study indicated that preschool children with autism were successful in learning the socio-dramatic scripts and acting them out with their peers and could do this with low rates of adult prompting. All of the children also demonstrated increased social interactions with trained and untrained peers during generality sessions. The intervention package used was found to be acceptable and sustainable in the inclusive environment with available resources.

In summary, intervention specialists should strive to use interventions for young children with autism that are not only effective and efficient, but promote independent responding in social and adaptive behavior across settings, persons, and circumstances. The use of correspondence training procedures, high probability requests, and socio-dramatic script training with storybooks and puppets has been demonstrated to increase language, social, and interaction skills in young children with autism, but the ability to perform these skills with less adult direction and intervention is also important.

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### Improving Joint Attention and Reciprocal Language Skills in Children with Autism

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"Look Mommy, an airplane!"

Hearing that phrase, a mother is likely to look at the airplane, look back at her child, and comment on the airplane (e.g., "Yes honey, that's a big airplane! It's flying high in the sky."). In this example, the mother and child jointly share in the experience of seeing an airplane. The child's initiation, referred to as a "bid for joint attention," not only occasions social interaction with his mother, but also creates an opportunity for learning language. Through this social interaction, the child may be introduced to

new vocabulary (e.g., "big," "flying," "sky"), and may incorporate those new words into his repertoire for future use. Research appears to support this, as studies have demonstrated an association between better joint attention skills and increased vocabulary acquisition (Morales et al., 2000), as well as general language development (Bono, Daley, & Sigman, 2004). For the child with autism, these types of meaningful reciprocal interactions are notably lacking (MacDonald et al., 2006). In fact, deficits in joint attention are among the earliest diagnostic markers in young toddlers with autism (Baron-Cohen, Allen, & Gillberg, 1992). The lack of such responses comes at no small expense: failure to engage in reciprocal exchanges may thwart the development of more complex social interaction and language skills.

Two forms of joint attention are outlined in the literature: (a) responses to another person's bid for joint attention (e.g., the child looks at the object the adult is pointing to) and (b) initiations for joint attention (e.g., the child points at an object and says "Look!") (Jones & Carr, 2004; Mundy & Crowson, 1997). In the first nine to eighteen months of a young child's development, these responses may take the form of gaze shifting between an object and an adult, and may function as a means to gain access to the item (e.g., a baby shifts his gaze between a bottle on the counter and his mother's eyes) (Bakeman & Adamson, 1984). Later, these responses begin to serve social functions, enabling the child to share in an experience with another person. For example, a child who sees a funny clown points to it, looks up at his father, and they both laugh together. In this case, the child is seeking to attract his father's attention to meet a social goal: sharing the experience of the clown.

From a behavior analytic perspective, the interesting item or event is discriminative for the child to initiate to his parent about the item (e.g., he points to the item) and his parent's consequence of social attention (e.g., looking at the object and back the child and smiling) serves as a positive reinforcer for the child's initiation. Further, the child's monitoring of the adult's attention to the interesting item or event is likely maintained by generalized positive social reinforcers (e.g., smiling, approval, positive verbalizations) or negative reinforcers (e.g., in the



case of a potentially aversive or anxiety-provoking situation, adult's response indicating to the child that nothing is wrong) (Dube et al., 2004). Consider, for example, a child who, while walking in the park with his father, who upon seeing a very large dog, experiences a degree of "fear." He immediately looks up at his father and back at the dog. In order to determine whether the dog is something to be fearful of, the child looks back and forth between his father and the dog; if the father smiles, laughs, and says, "That's a big furry doggie!," the child will relax. In this case, the child's gaze shifting between his father and the dog led to the negative reinforcer of relief: relief from the discomfort and fear he felt upon first seeing the dog.

In recent years, applied research has demonstrated that children with autism can learn a number of responses associated with joint attention (Brunnsma, Koegel, & Koegel, 2004). For example, Whalen and Schreibman (2003) used gestural and physical prompts, along with access to toys, to teach children with autism to follow the point and gaze of an adult to an object in the room. Kasari and colleagues (2005) increased the joint attention skills of 20 young children with autism using a systematic prompt-fading and reinforcement procedure to teach the children to coordinate eye gaze between objects and adults, and then to show objects to the adults. Compared to a control group receiving no intervention, the children with autism showed greater improvement in both initiating and responding to bids for joint attention. MacDuff, Ledo, McClannahan, & Krantz (2007), used a script fading procedure to increase bids for joint attention towards objects in the environment, reinforcing successful bids by giving the child access to the item. Taylor and Hoch (2008) demonstrated that prompt fading procedures and the provision of social reinforcers alone (e.g., adult attention without access to the items) could increase responses to bids for joint attention, comments about the objects, and coordinated gaze shift between the object and the adult. Initiations of joint attention bids, however, increased only when systematic instruction was introduced. This indicated that children who learn to respond to bids for joint attention will not necessarily begin to initiate such bids on their own unless specifically taught to do so.

The prompting and reinforcement procedures used to address joint attention skills are no different than those used to shape other important skills of children with autism. Special emphasis, however, is placed on enticing the interest of the child by placing novel or provocative objects within the child's view (e.g., a big red balloon tied to the back of the child's chair, a colorful wig placed on a familiar doll, a scary mask) and providing improved social attention for engaging in the joint attention responses (e.g., exaggeratedly "fun" social interaction, improving the value of the toy or object). The novelty of the objects increases the child's motivation (Michael, 1993) to notice and talk about what he sees.

To teach the child to respond to the adult's bid for joint attention, the child is provided gestural and physical guidance to turn in the direction of the adult's point toward the interesting item. An echoic prompt (a vocal model) of a comment about the object is provided (e.g., "That's a big balloon!"), and gestures are used to prompt the child to look back at the adult. Exaggerated social praise and interaction are provided to shape the targeted responses. To teach the child to initiate bids for joint attention, rather than simply to respond to others' bids, the child is brought to the location where the objects are placed and the teacher waits a few seconds to see if the child notices the novel objects. If the child does not take note, the adult provides a model for the child to point toward the object, make a comment, and look back at the adult. The adult may then allow the child to engage with the object, but the adult improves the value of the object (e.g., makes the balloon fly around), to reinforce the child's initiation. By improving the value of the object, the adult becomes a conditioned reinforcer that the child is more likely to seek out when he sees an interesting item or event.

Joint attention skills serve as a foundation for other topographies of reciprocal social interactions. For example, initiating questions (Taylor & Harris, 1995), commenting about toys (Taylor & Levin, 1998), and initiating requests to peers (Taylor, Hoch, & Potter, 2005) all require the child with autism to visually attend to objects in the environment, or to attend to a topic and coordinate their attention between the object or topic and their communicative

partner. By cultivating the skills associated with joint attention (e.g., eye contact, coordinated gaze shifting, commenting, and initiating these interactions with adults and peers), we create the conditions for children with autism to broaden their gestural and verbal vocabularies and to participate in dynamic social interactions. In short, by addressing joint attention we confront the core symptoms of autism at their root, and set the stage for children with autism not just to engage in reciprocal exchanges, but to appreciate and engage the world around them.

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## Pivotal Responses in the Treatment of Autism

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Pivotal responses are responses that affect very widespread areas of functioning (Koegel & Koegel, 2006). The Pivotal Response approach to the treatment of autism was developed as a response to children demonstrating extremely slow gains during intervention (Koegel, O'Dell, & Koegel, 1987). Not only did the children not make the gains necessary to lead independent lives, but very few service providers had the time and patience necessary to implement the multitude of trials



necessary to make even small gains (Koegel, Koegel, Shoshan, & McNerney, 1999). Moreover the cost of intervention and the strain on the children was prohibitive for most families when individual target behaviors had to be treated one at a time (Koegel & LaZebnik, 2004).

Initially, we began this line of research into the identification of keystone, or pivotal responses, because nonverbal children frequently did not learn to acquire speech, and those who did acquire some speech could require as many as 90,000 trials to learn a single word (Lovaas, 1977). The first pivotal behavior delineated focused on motivation as a pivotal behavior to produce speech use in nonverbal children with autism. This early work (Koegel, O'Dell, & Koegel, 1987; Koegel, O'Dell, & Dunlap, 1988), focusing entirely on speech use, was called the Natural Language Paradigm. Later, as researchers began to realize that these motivational procedures could be applied to a variety of areas of functioning beyond just speech and language, the approach began to be referred to as the "Pivotal Response" approach to treatment, because motivation appeared to be pivotal in affecting wide areas of functioning (Koegel & Koegel, 1988; Koegel, Schreibman, Good, Cerniglia, Murphy, & Koegel, 1989). Further, in addition to helping the children, certain pivotal responses such as motivation have proven to decrease disruptive behaviors (Koegel,

Koegel, & Surratt, 1992) and to decrease parental stress (Koegel, Bimbela, & Schreibman, 1996), commonly evidenced in families who have a child with a disability (Bristol & Schopler, 1983; 1984; Moes, Koegel, Schreibman & Loos, 1992). Thus, incorporating pivotal behaviors into parent education programs can create an ideal learning environment for the child, in which the parents become active intervention agents in their child's habilitation process (Koegel, Koegel, & Carter, 1998).

Since the initial work on pivotal responses, some other pivotal behaviors that have been discussed in the literature as very likely to be critical in the children's development, include joint attention (Mundy & Crowson, 1997) child-initiations (L. Koegel, 1995; Koegel & LaZebnik, 2004), empathy (Koegel & LaZebnik, in press), self-management (Koegel & Koegel, 1995) and attention to multiple cues (Schreibman & Koegel, 1996). If intervention research is to result in the necessary gains the children need to overcome the symptoms of autism, it appears critical that the identification of pivotal behaviors continues to occur, such that socially significant widespread and rapid gains in functioning can take place.

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### **Applied Behavior Analysis and Adults with Autism: Applications to Promote Competence and Quality of Life**

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The past decade has seen dramatic reports citing the increase in the prevalence of autism and related disorders. From an earlier prevalence estimate of approximately two-five cases per 10,000 individuals (2.5 per 1,000) (DSM-IV, 1994); the figure most often cited today is approximately four-seven cases per 1,000 individuals with the higher estimate resulting in the one case per 150 individuals most recently identified by the Centers for Disease Control, 2007. While the reasons behind this increase remain unclear (e.g., Gernsbacher, Dawson, & Goldsmith, 2005; Shattuck, 2006) and at times, controversial (e.g., Kirby, 2005; Williams, Mellis, & Peat, 2005), what is generally accepted is that there are greater numbers of learners being diagnosed with autism spectrum disorders (ASD) in general and, subsequently, of adolescent and young adult learners in particular in need of appropriate, evidence-based interventions and services than ever before.

With this increase in prevalence has come an increased demand for appropriate and effective services for adolescents and young adults with ASD. Unfortunately, the need in both areas continues to far exceed the available resources leaving a generation of learners with ASD and their families in a programmatic, financial, and personal limbo

(e.g. Howlin, et al, 2004). The reasons behind this disparity between needs and services are myriad and include, but are not limited to:

- Poorly implemented transition services required under IDEA;
- A continued misunderstanding as to the potential of individuals with ASD to be employed, contributing, and active members of their community when the appropriate interventions and supports are provided;
- A lack of coordination between the educational, behavioral, mental health, vocational rehabilitation, and MR/DD systems intended to support individuals into adult life and, most relevant to this discussion;
- A pervasive and inaccurate belief that interventions based upon principles of applied behavior analysis (ABA) are no longer applicable to adolescent and adult learners.

Given even the challenges of this abbreviated list, it seems reasonable to argue that the potential of adults with ASD to become employed and engaged adults is limited more by the inadequacies of the system charged with supporting them than by the challenges presented by their disability. And the economic cost of these systemic inadequacies is not inconsequential and, in fact, is rather far reaching. As Ganz, (2007), notes "Autism is a very expensive disorder costing our society upwards of \$35 billion in direct (both medical and nonmedical) and indirect costs to care for all individuals diagnosed each year over their lifetimes." (p. 343). Absent a concerted effort on behalf of all stakeholders (i.e., parents, professionals, employers, society at large) to correct these inadequacies, these costs can only be expected to grow in the coming years.

There are, however, things that can be done. Among the many interventions currently available to educate individuals with autism, those based upon the principles of ABA are the most well documented and empirically validated (Rosenwasser & Axelrod, 2001) with over 35 years of research support. Unfortunately, behavior analytic research specifically addressing the instructional needs of older learners is less available which can present a major challenge to those interested in supporting adolescents and adults on the spectrum. And while much of the re-

search targeting younger learners can be generalized, with some modification, to use with older individuals this, in practice, would appear to be more the exception than the rule.

For those who know how to look for it, there is a broader research base supporting the use of behavior analytic interventions with adults on the spectrum. Take, for example, a study by Hagner & Cooney (2005). In this study, the authors interviewed the supervisors of 14 successfully employed individuals on the spectrum to determine effective supervisory practices. A qualitative analysis found that a specific set of supervisory strategies were associated with employment success. Their results, presented below, are not necessarily surprising. But what may be surprising is that despite being discussed by the authors in less than behavior analytic terms, all of the identified strategies are well documented behavior analytic interventions. For example:

Hagner & Cooney (2005) Findings	... in Behavior Analytic Terms
Maintaining a consistent schedule and set of job responsibilities	Activity schedule and task analysis
Using organizers to structure the job	Visual supports
Reducing idle or unstructured time	Environmental modifications and/or providing instruction in appropriate use of idle time
Being direct when communicating with the individual employee	Provide a clear and accurate Sd
Providing reminders and reassurances	Prompting, shaping, and reinforcement

So if the research exists, why are such potentially effective behavior analytic interventions not used as frequently as would seem to be appropriate? One reason may be the continued confusion regarding the relationship of discrete trial teaching (DTT) to ABA. In brief, ABA is a field of inquiry dedicated to investigating and modifying behavior in a systematic way. ABA is data-based, analytical, able to be replicated, contextual, accountable, and results

in socially valid behavior change. (Sulzer-Azaroff & Mayer, 1991). DTT, on the other hand, is simply one instructional intervention that meets these criteria. The persistent idea that “since we don’t do DDT with adults we can’t be doing ABA” is, quite simply, wrong. These same criteria are also associated with a broad range of behavior analytic interventions (e.g., modeling, prompting, reinforcement, pivotal response treatment, shaping, relaxation training, chaining, precision teaching, etc.) that can be used to the benefit of adults on the spectrum. The potential applications of behavior analytic interventions with adults are as diverse as the challenges they are intended to address once a broader and more accurate understanding of ABA is put into place.

A second reason may be that the response effort associated with the effective use of behavior analytic interventions with older learners may be significantly greater than that required by other, less documented (and less effective), instructional interventions. And absent that effort, previously effective interventions may no longer produce significant outcomes. In less technical terms, it is probably safe to assume that for a typical five-year old child with autism, DTT would be the method of choice to teach color discrimination. Let’s also assume that for this particular learner 1,000 such trials were required in order for him or her to master the expressive and receptive discrimination of all 64 colors in the big box of Crayola crayons. Not all that much, actually, and so the response effort on the part of the instructor is relatively low (i.e., sit at a desk, present Sd, prompt, reinforce, and collect data) and the intervention (DTT) would be regarded as effective.

Now assume this same learner is 16 years of age and instead of color discrimination, the instructional goal is independent purchasing of lunch at McDonald’s. If the resources are available to provide direct community instruction just once every other week, it would take approximately 40 years for the same number of instructional opportunities to be presented as were necessary to acquire a simple discrimination task (color ID) much earlier in life. So the low response effort in this case (one instructional opportunity every other week) would be insufficient to produce significant results—independent responding—and the implication would be that

behavior analytic interventions (i.e., task analysis, shaping, chaining, prompting, and reinforcement) are ineffective with older learners. However, with a higher response effort, (e.g., daily instructional opportunities) independent purchasing of lunch may be acquired (particularly given the reinforcing value of task) and the associated interventions regarded as effective.

### ABA and Quality of Life

Quality of life for persons with autism or other developmental disabilities is not a new concept to behavior analysis and should, in fact, be considered central to the socially valid application of behavioral interventions. Further, programming to promote a more positive quality of life is not contrary to active instruction and habilitative intervention (e.g. Bannerman, et al, 1990) and is perhaps best understood as complimentary to such instruction. As noted by Green, Gardner, & Reid, (1997) “ensuring that individuals experience enjoyment or happiness with certain aspects of their lives” (p. 217) should be a key concern for behavior analysts working with adults with complex learning and behavior challenges as increased measures of happiness if long term positive outcomes are to be realized.

### Summary

As children with autism become adolescents with autism who become adults with autism, the instructional challenges become increasingly diverse and complex. And as behavior analysts we have an ethical obligation to our clients and their families to provide treatment and intervention that is research-based and, thereby, most likely to be effective in addressing these challenges. This can be accomplished in a number of ways including the use of a diverse cohort of behaviorally-based interventions (1) in a way that is congruent with the current research and (2) with sufficient response effort (i.e., instructional intensity) to result in significant and socially valid behavior change. Or, in real life terms, an improved quality of life.

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## Early Intensive Behavioral Intervention for Children with Autism: What Does the Research Tell Us?

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### Background

Early Intensive Behavioral Intervention, often called Intensive Behavioural Intervention (IBI), is widely regarded as “best practice” for young children with autism (e.g., NYSDOH, 1999; Schreibman, 2000) because it is the strongest evidence-based treatment option among a myriad of treatments available for autism (Perry & Condillac, 2003). The purpose of this paper (and accompanying presentation) is to review briefly what the research tells us about this kind of intervention and, in particular, to describe some research on the Ontario IBI program, where this approach has been taken “to scale” in a large, community-based implementation.

Terminology is sometimes confusing for parents and professionals in this field. Applied Behaviour Analysis or ABA is the broader discipline or approach that includes many techniques of assessment and intervention, which can be helpful for many human problems. However, ABA is not limited to any age group or diagnosis and is not necessarily intensive. IBI, on the other hand, is defined as a specialized form of intervention designed for young children with autism, based on the principles of ABA. IBI involves very intensive teaching intended to alter children’s developmental trajectories in the hope that they will be able to function effectively in typical environments within two or three years.

IBI can be recommended based on research that has examined children’s response to intervention in terms of gains in cognitive functioning or IQ, adaptive behaviour, and language (and sometimes also diagnostic severity). The classic IBI study was reported by Lovaas (1987) who showed that very young children with autism receiving very intensive intervention for about two years made substantial gains compared to a control group of children receiving a minimal amount of intervention. In

fact, 47% of the children demonstrated “best outcomes”, i.e., average cognitive functioning and the ability to participate in a regular education setting without support. Follow up with these children (McEachin, Smith, & Lovaas, 1993) indicated their gains were maintained over the longer term.

Since that classic study, other researchers have essentially replicated these findings of large gains in cognitive and adaptive functioning (e.g., Sallows & Graupner, 2005) in other small, model programs (see Handleman & Harris, 2008 for a description of such programs), sometimes in different settings, different countries, and with slightly older children. At this point, it seems reasonable to conclude that IBI has well-established efficacy for young children with autism or PDD-NOS compared to: (a) low intensity treatment (e.g., Smith, Groen, & Wynn, 2000); (b) “eclectic” community services (Cohen, Amerine-Dickens, & Smith, 2006; Howard, Sparkman, Cohen, Green, & Stanislaw, 2005); and c) equivalent amounts of high quality special education (Eikeseth, Smith, Jahr, & Eldevik, 2002; 2007; Howard et al., 2005), which tells us that it is not just the intensity but the behavioral technology underlying the intervention which seems to be crucial.

In treatment outcome research, there is an important distinction between “efficacy” (whether a treatment can be shown to work under ideal conditions) and “effectiveness” (whether a treatment works under routine clinical conditions). We know from the body of literature mentioned above that IBI has efficacy when evaluated in carefully controlled conditions (children may be selected, parents may be selected, therapists are carefully trained and supervised, treatment is implemented faithfully, etc.). However, we know much less about the “effectiveness” of IBI as it is typically implemented outside of these small, model programs, because such studies are rarely done. It might be expected that effectiveness will be more modest when children are less optimal candidates, training and supervision is less optimal, and so on (e.g., Bibby, Eikeseth, Martin, Mudford, & Reeves, 2002), although two small studies evaluating IBI as implemented in the community have showed very favorable results (Remington, et al., 2007; Sheinkopf & Siegel, 1998).



### The Ontario IBI Program

IBI has been publicly funded in the province of Ontario, Canada, since the year 2000 through nine regional programs covering the entire province (415,000 square miles; population: 12 million). Service may be delivered via the public program or by approved private providers and may take place in a variety of settings (center-based, home-based, or in child care settings, etc.). Approximately 1,000 children are in service at any one time. For more information on the background to the Ontario program, please see Perry (2002) and Perry et al. (2008).

### The Ontario Outcome Study

A study was recently published in the journal *Research in Autism Spectrum Disorders* (Perry et al., 2008) examining children's outcomes in the Ontario IBI Program. It was a large, retrospective file review study. Available data from intake and exit assessments (diagnostic and developmental measures) were used together with program variables such as age and duration. It was a study of the effectiveness of IBI under "real-world" conditions in Ontario. These conditions were less optimal than those in the small, model programs cited above for several reasons: (a) the children were older and more severe; (b) parents were highly diverse socioeconomically and culturally; and (c) there were substantial capacity-building challenges (e.g., hiring and training) involved in mounting such a large program.

**Measures.** Measures included the Childhood Autism Rating Scale (CARS; Schopler, Reichler, & Renner, 1988), which is a standard observational measure often used in psychological/diagnostic assessments, measuring severity of autism symptoms; the Vineland Adaptive Behavior Scales (Sparrow, Balla, & Cicchetti, 1984), which is a parent interview measure regarding everyday skills in several domains of development (communication, self-help, social, and motor skills); and a cognitive or intellectual test administered to the child (various tests depending on the child's age and ability level).

**Participants.** The data used in the study came from 332 files of children in the program (80% boys). Children were between 20 and 86 months old at intake, with an average age of about 4½ years. The duration of IBI received ranged from 4 months to

4 years with an average of 18 months. Many of the children had substantial developmental disabilities as well as autism. They were functioning, on average, at or below a 2-year level. However, there was a wide range of ability levels and so children were divided into 3 subgroups based on their initial level of functioning on the Vineland (Group A over 60, Group B in the 50s, and Group C below 50).

**Results.** (a) *Autism Symptom Severity.* Children showed significant reduction in autism symptom severity (CARS Total score). That is, children had less repetitive behaviour, related better to people, had better verbal and nonverbal communication skills, and improved imitation abilities, etc. at the time of exit compared to their initial scores. About half the children changed enough to fall into a milder category on this instrument. Of those who were in the mild/moderate autism range at intake, 41% improved so that they were in the non-autism range at exit. Of those in the severe autism range at intake, 59% improved to the mild/moderate range and 15% improved very substantially to the non-autism range.

(b) *Cognitive and Adaptive Behaviour Level.* Cognitive level (IQ and mental age) based on various cognitive tests, improved significantly for children, in some cases dramatically so (but these scores were unavailable for many children). Further, children gained significantly in developmental skills (increased age equivalents) in all areas of adaptive behaviour (communication skills, self-help skills, social skills, and motor skills). Standard scores, which are corrected for age, also increased significantly (though modestly) for communication and socialization, two key areas of difficulty for children with autism, but decreased slightly for daily living skills.

(c) *Rate of Development.* Children's rate of development (based on the Vineland age equivalent scores) during IBI was approximately double their rate prior to IBI, and this was true for all three subgroups. This suggests that the developmental trajectory of children was altered during their participation in the IBI program.

(d) *Range of Progress/Outcome.* There was considerable heterogeneity in outcome, as would be expected given the population. Children were classified into seven categories of progress/outcome: aver-

age functioning, substantially improved, clinically significantly improved, less autistic, minimally improved, no change, and worse. The majority of children (75%) showed some measurable benefit or improvement during IBI. This included 11% of the children who achieved average functioning (similar to those described as “best outcome” in the efficacy literature). However, 25% did not seem to show improvement (the last two categories combined) at least on the available measures (some anecdotal evidence suggests that some of these children may have improved in problem behaviour).

Predictors of progress/outcome were also examined in this data set and are included in a forthcoming paper (Perry et al., in preparation). In brief, children’s progress/outcome was clearly related to their initial functioning levels, on average, though not totally. Group A children showed outcomes relatively similar to those in studies from model programs. Children who started IBI before age four did better than those who started after age four on all scores at the exit assessment. Children with poor outcomes were not substantially different from other children in the sample, suggesting that other factors such as treatment quality or family variables may account for some of the variability.

There are both strengths and limitations of this study (as with any study). The primary limitation is that the study has no Comparison group, which means gains cannot be conclusively attributed to the IBI program, per se, as opposed to maturation, other treatments, or unknown factors. Other limitations are that there is no measure of treatment quantity or quality, family involvement, or problem behaviour; assessments were only at intake and exit rather than at regular intervals; assessments were not independent of treatment providers; and we have no follow-up information on whether gains were maintained. The principal strength of the study is that it is the largest (and one of the only) studies which demonstrates the effectiveness of IBI in a large and diverse community sample.

### **Research in Progress Extending these Findings**

We have recently completed a waitlist comparison group controlled study in one region of the Ontario program (Flanagan & Perry, in progress), involving 67 matched pairs of children (equal on age and de-

velopmental and diagnostic severity at Time 1). Results indicate superior outcomes for children in the IBI group versus the waitlist group at Time 2 (correcting for the different duration and age at Time 2). Results for a subset of children (19 matched pairs) who are similar to children in the model programs were very similar to results from the efficacy studies with about half of these children classified as “best outcomes” (Flanagan, Perry, & Freeman, 2008).

Another study is examining the specific developmental trajectories of children during IBI, using the ABLIS data collected by program staff at multiple points during intervention (Sullivan & Perry, in progress). Preliminary results show that some children progress quickly initially and that initial mastery of imitation skills predicts skill level on subsequent assessments (Sullivan, Perry, Freeman, & Bebko, 2007).

We are also following up with children after they have been discharged from IBI (from one to five years) to see whether their gains are maintained (Prichard & Perry, in progress). Preliminary results suggest that children who progressed very well in IBI do seem to maintain their cognitive and adaptive gains as well as maintain their lack of autism symptomatology (Prichard & Perry, 2008).

Finally, we are beginning a new prospective study using a waitlist comparison group (Dunn Geier, Freeman, Perry, Barrowman, & Gaines, in progress). This study will address a number of the limitations of the previous research. It will include 60 children in IBI and 60 waitlist children in a stratified age-cohort design, all of whom will be assessed at Time 1 and again after 12 months of either IBI or “treatment as usual” while waiting for IBI. Measures will consist of standardized developmental and diagnostic measures, including cognitive, adaptive, language, and diagnostic severity. In the IBI group, there will also be measures of the quantity and quality of treatment received (using the York Measure of Quality of IBI [YMQI; Perry, Flanagan, & Prichard, 2008]) to rate monthly videotapes of IBI sessions) and a measure of parent involvement (Solish & Perry, 2008; Solish & Perry, in progress). These latter measures will help us address the issue of heterogeneity of outcomes more fully by examining the proportional contribution of child factors, family factors, and treatment factors.

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## Author Notes

*Disclaimer: The views expressed here are those of the author and do not represent the views of the Ontario Ministry of Children and Youth Services.*

## Defining, Designing, and Delivering ABA School Programs for Students with Autism Spectrum Disorders

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### Introduction

There is now a substantive and growing body of research that clearly demonstrates that the application of educational strategies based on applied behavior analytic learning principles can result in significant learning outcomes for children diagnosed with autism spectrum disorders (Sallows & Graupner, 2005; Howard, Sparkman, Cohen, Green, & Stanislaw, 2005; Eikeseth, Smith, Jahr, & Eldevick, 2002; Green, Brennan, & Fein, 2002; Smith, Groen, & Wynne, 2000; Weiss, 1999; Smith, 1999; Matson, Benavidez, Compton, Paclawskyj, & Baglio, 1996; Perry, Cohen, & De Carlo, 1995; Birnbrauer & Leach, 1993; McEachin, Smith, & Lovaas, 1993; Lovaas, 1987; Anderson, Avery, DiPietro, Edwards, & Christian, 1987; Fenske, Zalenski, Krantz, & McClannahan, 1985). This body of evidence has fueled the demand for educational services based on applied behavior analysis (ABA), which has dramatically increased over the last two decades, particularly for students with autism. Both public and private agencies are striving to create new educational programs, and to increase both the quality and availability of behaviorally-based services to meet this growing demand.

### Defining ABA Programs

In general, private ABA school programs for children with autism are conceived as a special education classroom within a special education campus, and in-district public school programs are typically either a special education classroom within a regular education campus, or a pre-school classroom with both typical and special needs students (Leaf, Taubman, & McEachin, 2008, p. 17). Although there are some significant differences in the design and implementation of private versus public schools, there are a number of factors that remain constant across both program categories. In either situation, program developers must garner and sustain admin-



istrative and parent support; develop a management and leadership philosophy; generate individualized programming; determine staffing levels, structure, and implement a staff training protocol; allocate space, curriculum, and materials; develop accountability systems; and identify and measure student outcomes. Accomplishing all these requirements is no small feat, particularly for those with no previous experience in system development and the lack of published guides or manuals detailing the program development process specific to this educational genre and student population.

### The Planning Process

Far too frequently, the planning process begins and ends with development of an individual student's Individualized Education Plan (IEP). Regardless of whether a program is being designed for a single student or a multi-classroom school program, effective educational programs require a great deal of planning and preparation beyond the goals and objectives identified in an IEP to ensure success. In addition to this misconception, there are a number of other common obstacles that can inhibit success of program design or implementation.

There is often the perception that ABA can operate as a separate design component offered independent from other services such as speech therapy, occupational therapy, or other special education instructional strategies. Each specialist may design unique goals, objectives, and instructional strategies based upon their discipline's unique educational philosophies and competing problem solving models. Rather than generating a true team approach to education, this model results in educational "silos" that inhibit collaboration and comprehensive programming. The "Tell Me What's Wrong" model of supervision also persists, where a behavior analysts periodically checks in on student progress, problems are identified, and solutions proposed, rather than a thorough assessment of student needs, development of customized instructional strategies, and staff trained to competently implement instruction and measure behavior change.

Some educators or administrators believe discrete trial instruction (DTI) to be synonymous with ABA or data collection; that data collection cannot occur in the general education environment; or assume

that a one-to-one ratio of staff-to-students is always required regardless of the student's individual profile. On the other hand, the expectation that one-to-one support can be provided throughout a school day with one paraprofessional assigned per student can also limit functional implementation of goals and objectives when daily scheduling of lunch and staff breaks, staff outages, or staff turnover functionally reduce the staffing ratio available to teach throughout the day.

School policies, such as limiting paraprofessional schedules to the hours of the school day when children are present, hinder the ability to adequately prepare materials, preclude graphic display of accumulated data and subsequent analysis, forestall staff updates regarding program modifications, and limits daily opportunities for staff training.

It is not uncommon for those in the process of developing a new classroom or program to try to replicate the administrative and clinical structure other successful programs. While it is important to assess the common characteristics of effective ABA programs, actual replication may either not be possible, or ineffective. Since the goal of an ABA program is to design unique solutions to human performance problems, grafting an existing model onto a different environment that encompasses unique student and staff needs may ultimately be less successful than customizing services within a novel program configuration. One alternative approach is to ensure that the basic design elements of an ABA program (Baer, Wolf, & Risley, 1968) are embodied in the program, and those design elements are modified as needed to meet the emerging needs of a growing and changing student population including:

- Applying individualized programming that targets socially important skills and generating socially significant outcomes across environments and the lifespan;
- Behavioral definitions that are observable and measurable;
- Analytic assessment based on direct observation, systematic data collection, and display for all behaviors of interest, in all environments of interest, and utilized to modify both instructional targets and teaching methods; Technologically valid instructional methods, and interpretation of relevant aspects of behavior change;

- Conceptually systematic strategies selected from empirically validated basic principles and teaching procedures;
- Effective interventions that produce new, socially valued repertoires of skills including skills that are only utilized in home or community settings; develop competence and independence; and reduce dangerous, maladaptive, stereotypic, and disruptive behaviors that interfere with life and learning;
- Generalization strategies designed to translate into other environments beyond the school setting, and across different people and conditions.

Publicly funded special education requires that a team assemble to develop an (IEP) based on an assessment of a student's current level of performance; need for special education services; and identification of specific goals, objectives, and resources to adequately implement the student's IEP. No additional planning or team collaboration is required, although generally imperative to successful implementation. Not only should additional planning occur for an individual child, but a written plan of action should be developed so that all of the team knows what will be done and who is responsible for accomplishing specific tasks regardless of whether the program is developed for one student, one class, or an entire school program. A written plan delineates the scope of the program, creates a time line, identifies staffing requirements, determines costs of human and other resources required, facilitates identification of differences of opinion or interpretation, helps build consensus, and solidifies team member support of the activities and resources needed to achieve the desired results. The plan could include the following components:

- Student population, i.e., age, functioning level, and number of children;
- Location, configuration, and space requirements;
- Staffing requirements and credentials;
- Job descriptions for every person necessary for IEP implementation;
- Staff training plan and competency measures;
- Internal/external inspections and approvals, i.e., Fire Marshall, Health Department, State Department of Special Education, or school superintendent;
- Furniture, equipment, materials, and curricula;
- Timeline, man hours, milestones, and start date;
- Staffing ratios and schedules;
- Hierarchy and accountability systems;
- The cost of implementing versus not implementing the program;
- Getting the program up and running versus sustaining the program.

## Effective Staff Training

A critical aspect of program development and operation is design and implementation of an effective staff training protocol. There is a large body of research supporting the need for direct, hands-on training, and includes task clarification, modeling, prompting, performance feedback in addition to didactic instruction (Welsh, Miller, & Altus, 1994; Neef, 1995; Cook & Dixon, 2005; Mozingo, Smith, Riordan, Reiss, & Bailey, 2006; Seligson, Petscher, & Bailey, 2006; Gravina, VanWagner, & Austin, 2008). "The key to developing people is to pinpoint the behaviors that are critical to any job function and provided guided practice of those behaviors," (Daniels & Daniels 2005, p. 176).

This is not to say that didactic training is completely without merit. Didactic instruction may be useful to foster a shared verbal repertoire, and identify classroom priorities. Common staff development elements might include delineation of signs and symptoms of autism and secondary diagnoses, discussion of what ABA is, how it is applied, basic concepts and terms, overview of basic strategies, defining socially significant outcomes and utility for staff, student, family, and community success.

Aspects of staff training and on-going supervision that may enhance direct instruction in a classroom setting include:

- Staff instruction occurring in the environment where the behavior will be needed;
- Focuses on basic behavioral strategies such as shaping and modeling;
- An initial focus on behavior that is needed with the highest frequencies to work with students such as delivering positive reinforcement and data collection methods;
- Begins with what staff can either already do, or are predicted to be successful at most of time;

- Builds from short to longer periods of staff independence;
- Builds from easy to more complex skills;
- Customized to students' current level of performance;
- Clearly defined behaviors of interest for improved staff performance;
- Competency based measurement of both staff behaviors and student impact;
- Practice until staff achieve mastery;
- Pyramidal training or "teaching to teach others" (Page, Iwata, & Reid, 1982; Shore, Iwata, Vollmer, Lerman, & Zarcone, 1995; Parsons & Reid, 1995).

### System Development

Although staff development is a major component of programmatic success, it is not synonymous with overall system development. System development includes generation of new resources and methods of creating or improving staff credentials and competencies so that either reliance on external resources such as consultants are reduced, or additional students or services can be added to the program. Administrative buy-in and support appear to be integral to the process of system development, although definitive research supporting this perspective is limited at this time because the social significance of administrative functions are difficult to measure, and direct effects on student welfare are hard to pinpoint (Reid, Parsons & Green, 1989, pp. 171-196).

### Developing Motivational Systems

Motivating staff, parents, and the school community as well as students is an essential aspect of an ABA program. Data collection and measurement of both staff and student performance is not only a necessary for objective evaluation of results, but can become an integral component of effective motivational systems. Visual display of either staff or student progress can be a potent motivating factor. Determining other possible methods of reinforcing staff behavior is necessary, and pre-selection of personnel that appear to be intrinsically motivated by student performance may contribute to high rates of staff reinforcement.

### Parent Involvement

Maintaining parent involvement is sometimes a challenge, particularly when a program is still evolving, or student progress is stalled. It is important to remember that a parent's job description can be quite extensive and include a number of different areas of responsibilities such as teaching, parenting, evaluating progress, and program administration. Therefore, a clear understanding of the parent's role and responsibilities may go a long way to ensuring clarity of purpose and reduction of conflict with school personnel. Select targets that positively impact quality of life for the student and family may also foster parent participation in training and home instruction. While student progress is a potent reinforcer for parents, it is not the only motivating variable and parents will benefit from positive feedback as much as the staff. Maintaining positive parent and school staff communications is also critical to ongoing collaboration and parental support.

### Program Evaluation

Measuring individual student outcomes, staff performance, and overall program parameters generates tools to ensure the continuing support of parents, employees, administrators, and the broader community. Data collection and accountability systems can ensure that team has a means of identifying problems before they become major issues, or are identified by outsiders rather than identified and addressed by the program leadership. Elements of program operation that can be measured include observable staff competencies following training, student progress, staff turnover, actual costs versus budgeted costs, task completion as compared to the written program development plan, parent satisfaction questionnaires or rate of accessing administrative remedies such as due process, and employee satisfaction surveys. An evaluation conducted by an external reviewer can also contribute useful information to ensure that the program remains viable and sustainable over time.

### IDEA versus Professional Codes of Ethics

As professionals, we are each bound by our own code of ethics, which generally states that we will all strive to give our best efforts to those we serve. This is in direct contrast with our IDEA mandate

that states that we shall provide a (minimally) appropriate education to students with disabilities. Is our professional code of ethics in conflict with our federal mandate? If so, then the challenge for us is to ensure that we continue to meet our legal and ethical obligation to provide the best services we can, and to work to enlighten and change the systems that imply that our best efforts are not vital to our student's education and wellbeing.

For some learners, including many with autism, excellence is the only standard of instruction that is minimally appropriate. Otherwise these children may not be able to learn very much, or anything at all. The onus is on us not only to strive for professional excellence ourselves, but to inspire professional excellence in others. "The best leaders produce the most new leaders," (Daniels & Daniels, (2005) p. 84). Together we can create improved educational programs and a brighter future for children with autism.

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## Now That We Know What to Do, How Do We Do It? Implementation Science and Applied Behavior Analysis

Samuel L. Odom, Ph.D., University of North Carolina



The purpose of this presentation is to describe the origins of evidence-based practices, propose criteria for identifying practices from behavioral research with learners having autism spectrum disorders (ASD), discuss the role of implementation, and suggest approaches to promote implementation. The presentation is based on three papers that are either in press or under review and the reader is referred to those papers for more specific discussion of these topics with references (Odom, in press; Odom, Boyd, Hall, & Hume, 2009; Odom, Collet-Klinkinberg, & Roger, in press).

Evidence-based practice has become a standard for service provisions for learners with ASD and their families. Emerging from the field of evidence-based medicine, a great emphasis is now placed on establishing the research evidence for both comprehensive treatment models and focused intervention practices. Applied behavior analysis techniques have been identified as some of the most promising and efficacious intervention and instructional practices. To date, however, there has not been a uniformly agreed upon approach for identifying EBP. Drawing from the precedents set by professional associations that have established criteria for assessing quality of research articles and levels of evidence needed to verify a focused intervention practice as evidence-based, colleagues from the National Professional Development Center on Autism Spectrum Disorders (NPDC) proposed criteria for evidence needed. To be established as evidence-based, there needs to be at least (a) two experimental or quasi-experimental studies, (b) five single-subject design studies, or (c) a combination of one group design and three single subject design studies. The research must be conducted by two or three different research groups and all studies have to meet acceptable criteria for quality. Using this process, investigators with the NPDC reviewed the research literature and identified 24 focused intervention practices. The specific

practices may be found in Odom et al. (in press) and are listed on the NPDC website:

(<http://www.fpg.unc.edu/~autismpdC/>).

The identification of EBP is only one factor in the process of moving science to practice. An issue that looms as large as the identification of practice is service providers' implementation of the practices. Implementation science reveals the complexities of establishing and manualizing an intervention well enough to be used by others. A common phenomenon that occurs after initial training is that providers adapt intervention practices to fit their specific content and learners, which may well affect the implementation defined by the researchers. Factors that are likely to positively affect implementation are ongoing coaching, video feedback, administrative and organizational support for using the practice, peer support, and the development of a community of practice.

Although the identification of evidence-based practices from the research literature is essential, it is not sufficient for moving science into practice. Factors associated with ongoing support for implementation is a critical feature of the science to practice process.

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## Dr. Peter Harzem, Behavioral Psychologist, 1929-2008

Peter Harzem, formerly of the University of Bangor, died peacefully at his home in Auburn, Alabama, on May 26, 2008 after a long illness. He was aged 78.

Peter was born in Istanbul, Turkey on Dec. 31, 1929, the only child of Sukru and Saime Harzem. His professional life began in his teens when he became a newspaper reporter in Istanbul. During this time, he also published poetry and short stories. His passion for writing never waned throughout his life, and he was working on another book at the time of his death.

He moved to London in the 1940s shortly after the end of World War II to attend Birkbeck College. After his first year he took work at a hospital as a registered nurse to support himself; eventually becoming a teacher of nursing. A few years later, he received a First Class Honours degree in psychology from the University of London: one of only three from more than 350 graduates to receive this distinction. He was invited to do graduate work at Oxford, but chose to go to the University of Wales Bangor, to be a member of the newly formed Department of Psychology under the headship of Professor Tim Miles. Here he obtained the degree of Ph.D. with the title Temporal Organisation of Behaviour.

One of his earliest achievements at Bangor was to implement an 'operant studies' laboratory. In their early years at Bangor, Peter and his colleagues carried out many experiments on rats, and they were able to demonstrate a wide range of behavioral regularities provided experimental conditions were set-up with sufficient care. Later, as in many psychology departments, the emphasis shifted to the study of humans, where the techniques of applied behavior analysis have produced a wide range of fascinating results.

During his time at Bangor, Peter's research caught the attention of B. F. Skinner. As a result Skinner made several visits to Bangor and delivered a number of lectures. Peter also made the acquaintance of Fergus Lowe, a correspondence that continued even after he had left for the USA.

Although Peter has many publications to his name, it seems likely that he will be remembered chiefly for the inspiration that he provided for others.

From the start of his time at Bangor, he guided the research of a large number of individuals, several of whom later became highly distinguished in the field. Among those influenced by Peter is Professor Fergus Lowe, a graduate of Dublin University, who in 1987 succeeded Tim Miles as Head of Department at Bangor. Fergus developed a program that encourages healthy eating habits in children which is now being delivered widely both in Ireland and across the UK. In collaboration with Dr. Pauline Horne, Fergus has also undertaken important work in the field of verbal behavior.

Other Bangor students have included Professor Chris Cullen, who has been at the forefront in using behavior analytic techniques to help those with various forms of learning disability; Dr. Peter Woods who has organized services for the learning disabled in North Wales and is currently Head of Clinical Psychology services in North West Wales; and Dr Peter Higson, who has worked primarily with mentally ill patients in North Wales and was at one stage responsible for setting-up a token economy in the North Wales Hospital. Dr. Higson is now the Director of the Health Care Inspectorate, Wales. Additionally, Bangor graduates, Lawrence Tennant and John Hattersley, trained as clinical psychologists and took behavior analysis into applied settings.

Others who were influenced by Peter Harzem include Bangor students Max Taylor and Graham Davey, both of whom were later appointed to professorships in psychology. Peter also collaborated with Tim Miles on a book entitled *Conceptual Issues in Operant Psychology*. The book was influenced not only by the writings of B. F. Skinner, but also by those of the Oxford philosopher, Gilbert Ryle. Although the work is uncompromising in its defense of behavior analytic principles, the authors insist that there need be nothing in them which could be regarded as inhumane or 'soulless.'

Peter always set the highest standards for both himself and others and his influence continued to be felt many years after his departure to North Amer-

## Dr. Peter Harzem

ica. Fergus Lowe, Pauline Horne and Neil Dugdale have made many contributions to the field, particularly in the *Journal of the Experimental Analysis of Behaviour* and the *Journal of Applied Behaviour Analysis*. More recently, Professor Richard Bentall, who also undertook a Ph.D. in Bangor under the supervision of Fergus, has returned to Bangor as Professor of Clinical Psychology. Richard is a leading expert on psychosis and verbal behavior.

Others influenced by Peter's legacy included former Bangor students Edmund Sonuga-Barke, now a Professor at Southampton University and a current staff member at Bangor and Dr Carl Hughes, now responsible for organizing a Masters' degree in Applied Behaviour Analysis. Many of the students on this course have been involved in working with children with autistic spectrum disorders.

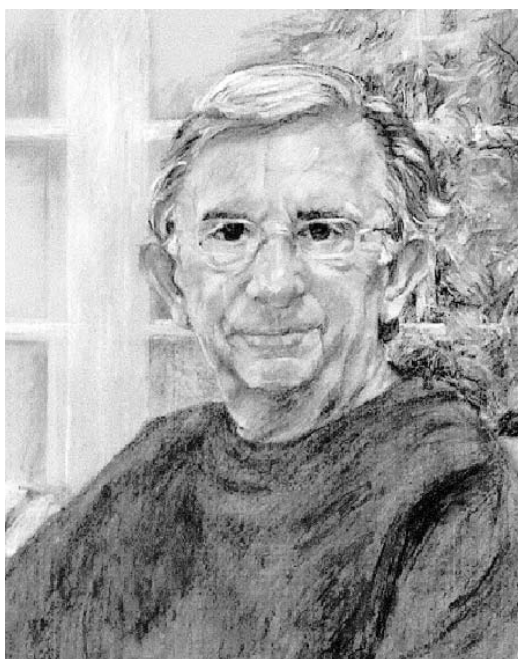
The work at Bangor has recently been very much strengthened by the research of Professor Judy Hutchings. At an early stage she worked alongside Peter Woods, Peter Higson, and Chris Cullen. Judy's work at The Incredible Years Centre, Wales, involves teaching behavioral principles to parents of children at risk of developing conduct disorder.

The program, which has been funded by the Welsh Office, is internationally known and respected. All these developments were influenced, to a greater or lesser extent, by the stimulation which had been provided many years earlier by Peter Harzem.

Peter moved from Bangor in 1978 to take up a post at Auburn University, Alabama, where he remained until his retirement in 2006. Soon after his arrival he was made Hudson Professor of Psychology and while at Auburn he established the behavioral division of the Psychology Department. He served as Head of this Department for four years. From Auburn he continued to organize conferences in various parts of the world, including Mexico and Spain. It was characteristic of his loyalty to old friends that colleagues from Britain were regularly invited to these conferences.

Peter was twice married. His second wife, Anne, a Bangor graduate who stayed on to complete the degree of Ph.D., was his constant companion over the last 40 years. She survives him along with their daughter, Emma.

Peter Harzem, behavioral psychologist, was born on Dec 31, 1929 and died on May 26, 2008, aged 78.



Dr. Peter Harzem  
December 31, 1929 - May 26, 2008





## Society for the Advancement of Behavior Analysis (SABA) Donations

### *General Information*

SABA was chartered in 1980 as a non-profit corporation devoted to the welfare and future of behavior analysis. SABA exists to secure and administer private funds in support of behavior analysis. These activities include, but are not limited to, the advancement of basic knowledge about behavior analysis and the applications of that knowledge to problems of developmental disabilities, and other areas.

SABA supports behavior analysis through both independent projects that it initiates and through underwriting activities of the Association for Behavior Analysis (ABA). The nine Directors of SABA also are members of the Executive Council of ABA.

### *Contributions*

Individuals can donate to specific SABA funds or make unrestricted donations. As well, a \$59 donation to the Student Presenters Fund sponsors the registration of one senior student presenter for the ABA convention. Planned giving through SABA's Legacy program allows you to arrange gifts of cash, securities, or other property for the benefit of behavior analysis. The Society's Board of Directors works with specific programs to be supported with funds received by SABA.

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### Full Members

Full membership dues help support the involvement of undergraduate and graduate students in behavior analysis.

*Additional Benefits:* voting rights on ABAI business matters, to participate in the nominations and election of officers, and a subscription to the journal, *The Behavior Analyst*.

*Requirements:* A Master's degree in experimental or applied behavior analysis or contributions to the field of behavior analysis. Submissions are subject to review by the Full Member Application Review Committee. When requesting this status, submit a vita that contains all the information requested on the "Application for Full Member Status Checklist" on the next page for the one category under which you are applying, as well as the accompanying checklist.

### *Emeritus Full Members*

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### *Emeritus Affiliate Members*

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### *Supporting and Sustaining Affiliate Members*

Sustaining & Supporting Affiliate memberships provide additional support to encourage the involvement of undergraduate and graduate students in the science and practice of behavior analysis through increased membership dues.

*Additional Benefit:* Citation in the *ABAI Newsletter* and the Convention Program Book.

#### RECOMMENDATION FROM A 2009 ABAI FULL MEMBER FOR AFFILIATE MEMBERSHIP

I, \_\_\_\_\_, believe the interests/studies of the applicant meet ABAI's Affiliate membership requirements.

Date: \_\_\_\_\_

Full Member Signature: \_\_\_\_\_

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Chapter/Adjunct membership is for individuals who are members of an ABA International affiliated chapter.

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#### VERIFICATION OF ABAI-AFFILIATED CHAPTER MEMBERSHIP

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Date: \_\_\_\_\_

Chapter Officer Signature: \_\_\_\_\_

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Student membership is for full-time undergraduate or graduate students, residents, or interns.

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*Requirement:* Send proof of full-time student, intern, or resident status or complete the "Verification of Full-Time Student Status" section below. Students who do not send proof with their application will be charged the fee for and classified as Affiliate members until verification is received.

#### VERIFICATION OF FULL-TIME STUDENT STATUS

I, \_\_\_\_\_, certify the applicant is a full-time student, intern, or resident at (insert institution name): \_\_\_\_\_

Date: \_\_\_\_\_

Faculty Signature: \_\_\_\_\_

# ABA International 2009 Full Member Application

## Requirements and Checklist

Full membership in the Association for Behavior Analysis International (ABAI) requires the minimum of a Master's degree in psychology, behavior analysis, or a related discipline and a demonstration of competence in either the experimental analysis of behavior or applied analysis of behavior. When requesting this status for the first time, select the one category from the checklist below for which you are qualified and submit the required documentation. Applications are subject to review by the Application Review Committee; applicants will be classified as Affiliate Members until a decision is made by the Committee.

**PRINT YOUR NAME:** \_\_\_\_\_

### ☐ **CATEGORY 1: Experimental Analysis of Behavior**

I have the minimum of a Master's degree in psychology, behavior analysis, or a related discipline and my attached vita demonstrates competence in the experimental analysis of behavior via evidence that my training included a minimum of one year's supervised laboratory research and that my graduate project, thesis, or dissertation was an investigation based in the experimental analysis of behavior.

### ☐ **CATEGORY 2: Applied Analysis of Behavior**

I have the minimum of a Master's degree in psychology, behavior analysis, or a related discipline and my attached vita demonstrates competence in the applied analysis of behavior via evidence that my training included a minimum of one year's supervised practicum and that my graduate project, thesis, or dissertation was an investigation based in the applied analysis of behavior.

### ☐ **CATEGORY 3: Other Competence in Experimental Behavior Analysis**

I do not have the minimum of a Master's degree in psychology, behavior analysis, or a related discipline but my attached vita demonstrates competence in experimental behavior analysis via evidence of two or more years supervised experience in the experimental analysis of behavior.

### ☐ **CATEGORY 4: Other Competence in Applied Behavior Analysis**

I do not have the minimum of a Master's degree in psychology, behavior analysis, or a related discipline but my attached vita demonstrates competence in applied behavior analysis via evidence of two or more years supervised experience in the applied analysis of behavior.

### **Required Documentation for Categories 1 - 4**

For the above selections, please provide the following documentation:

A) For the terminal degree, the vita must include:

- Date degree was conferred
- Degree granting institution
- Title of the graduate project, Master's thesis or doctoral dissertation
- Name of applicant's graduate advisor (if there was no advisor include the name of a graduate faculty member in the program who can serve as a reference).

B) For the supervised research or practicum, the vita must include:

- Dates it took place
- Research topic
- Name of the institution at which it was supervised
- Supervisor's name, e-mail, phone number, and mailing address

**Note:** unsupervised job experience does not meet the requirement for supervised research experience.

C) If selecting Categories 1 or 2 (Experimental or Applied Analysis of Behavior) please also include:

- The title and a 100-word abstract of the graduate project, Master's thesis or doctoral dissertation
- A 50-word description of the supervised research activities, appended as the last page of the vita

D) If selecting Categories 3 or 4 (Other Competence in Experimental or Applied Behavior Analysis) please also include:

- A 250-word description of the two years of supervised experience in the analysis of behavior, appended as the last page of the vita

### ☐ **CATEGORY 5: Significant Contributions to Behavior Analysis**

I do not meet the requirements for Categories 1 – 4, above; however I have made significant contributions to knowledge in behavior analysis as evidenced by research publications or any such other meanings as may be determined by the ABAI Membership Board.

### **Required Documentation for Categories 5**

For the selection of Category 5 (Significant Contributions to Behavior Analysis), please provide the following documentation:

A) For the terminal degree, the vita must include:

- Date degree was conferred
- Degree granting institution
- Title of the graduate project, Master's thesis or doctoral dissertation
- Name of applicant's graduate advisor (if there was no advisor include the name of a graduate faculty member in the program who can serve as a reference)

B) For evidence of significant contributions to knowledge in behavior analysis, the vita shall normally include multiple reports of empirical research, literature reviews, or conceptual analyses published in well-cited, peer-refereed journals, chapters, or books. Conference presentations and posters alone will rarely suffice.

C) The names, e-mails, phone numbers, and mailing addresses of two professional references who can comment on the significance of the applicant's contributions to knowledge in behavior analysis.



# ABA International 2009 Membership Form

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Please circle Membership Type:	Category A		Category B		Category C		Category D	
	1-Yr	3-Yr	1-Yr	3-Yr	1-Yr	3-Yr	1-Yr	3-Yr
Sustaining Affiliate	\$308	\$893	\$231	\$670	\$185	\$536	\$123	\$357
*Sustaining Full								
Supporting Affiliate	\$167	\$485	\$126	\$364	\$100	\$291	\$67	\$194
*Supporting Full								
Affiliate	\$126	\$366	\$95	\$274	\$76	\$219	\$50	\$146
*Full								
Chapter/Adjunct	\$50	\$144	\$45	\$131	\$45	\$131	\$45	\$131
Emeritus	\$50	\$144	\$45	\$131	\$45	\$131	\$45	\$131
Student	\$50	N/A	\$45	N/A	\$45	NA	\$45	N/A

\*First-time Full Member applicants have additional requirements. Please submit all documentation listed on preceding Membership Information form.

- Membership fees for international members: ABA International offers discounted fees for members with permanent residency in countries with per capita income of less than 75% of the United States'. ABAI determines members' permanent residency based on members' mailing addresses. Fees have been divided into four categories. Income per capita information was obtained from the World Bank Group, 2007. Source data is available at <http://www.worldbank.org/data/quickreference/quickref.html>. If your country is not listed above, but you feel you qualify for reduced dues based on the income per capita of your resident country, contact the ABAI office.
- Category A: For countries with income per capita of 75%-100% of the US, including **Australia, Austria, Belgium, Bermuda, Canada, Denmark, Finland, France, Germany, Iceland, Ireland, Japan, Luxembourg, Netherlands, Norway, Qatar, Sweden, Switzerland, United Kingdom**, and all other countries not listed in categories B, C, and D.
- Category B: For countries with income per capita of 50%-75% of the US, including **Cyprus, Greece, Hong Kong, Italy, Kuwait, New Zealand, Singapore, Spain, and the United Arab Emirates**. (Members in Category B receive a 25% discount on membership dues).
- Category C: For countries with income per capita of 25%-50% of the US, including **Bahrain, Czech Republic, Hungary, Israel, Korea, Portugal, Saudi Arabia, and Slovak Republic**. (Members in Category C receive a 40% discount).
- Category D: For countries with income per capita of <25% of the US, including **Albania, Argentina, Bangladesh, Benin, Brazil, Chile, China, Colombia, Costa Rica, Ecuador, Egypt, Georgia, India, Jordan, Malaysia, Mexico, Nigeria, Oman, Pakistan, Paraguay, Peru, Philippines, Poland, Russian Federation, South Africa, Thailand, Turkey, and Venezuela**. (Members in Category D receive a 60% discount).

### PERSONAL INFORMATION

TITLE (CIRCLE): Dr. / Prof. / Ms. / Mrs. / Mr.  
 FIRST NAME: \_\_\_\_\_  
 PREFERRED FIRST NAME: \_\_\_\_\_  
 MIDDLE INITIAL: \_\_\_\_\_  
 LAST NAME: \_\_\_\_\_  
 AFFILIATION: \_\_\_\_\_  
 DATE OF BIRTH: \_\_\_\_\_  
 GENDER (CIRCLE): Male / Female  
 ADDRESS (CIRCLE): Home / Work  
 STREET: \_\_\_\_\_  
 CITY: \_\_\_\_\_  
 STATE/PROVINCE: \_\_\_\_\_  
 POSTAL ZIP CODE: \_\_\_\_\_ COUNTRY: \_\_\_\_\_  
 CITIZENSHIP: \_\_\_\_\_  
 E-MAIL: \_\_\_\_\_  
 WORK TELEPHONE #: \_\_\_\_\_  
 HOME TELEPHONE #: \_\_\_\_\_  
 CELL #: \_\_\_\_\_  
 FAX # (Home / Work): \_\_\_\_\_

*Personal information such as age and annual income will be kept confidential. This information is collected for the purpose of membership data analysis only.*

### JOURNAL SUBSCRIPTIONS

	<i>Student</i>	<i>Individual</i>
<i>The Analysis of Verbal Behavior</i>	<input type="checkbox"/> \$23	<input type="checkbox"/> \$32
<i>Behavior Analysis in Practice</i>	<input type="checkbox"/> \$25	<input type="checkbox"/> \$35
<i>The Behavior Analyst*</i>		<input type="checkbox"/> \$49

Dues for all membership categories **except Chapter/adjunct** INCLUDE subscriptions to *The Behavior Analyst*.

**International orders** must add \$10 for TAVB and/or \$20 for TBA or BAP shipping

### PAYMENT DUE

AMOUNT FOR DUES: \_\_\_\_\_ SUBSCRIPTIONS: \_\_\_\_\_ TOTAL = \_\_\_\_\_

If payment is received in the ABAI office by December 10, 2008 you may deduct \$20 for Affiliate, Full, Supporting, and Sustaining members, or \$10 for Emeritus, Student, and Chapter-Adjunct members.

*If paying by credit card, please complete the following:*

☐ American Express ☐ Discover ☐ MasterCard ☐ Visa

NAME ON CARD: \_\_\_\_\_

CARD NUMBER: \_\_\_\_\_

EXPIRATION DATE: \_\_\_\_\_

SIGNATURE: \_\_\_\_\_

*Payment of dues is subject to current federal, state and local tax regulations. To determine the tax-exempt status of your payment, contact your local office of federal, state, or local tax information. All funds are in U.S. dollars. Overpayments and discounts not taken by the applicant will be considered donations to SABA unless a request for a refund is received by the ABAI office in writing within 45 days. Requests for membership cancellations will not be granted. Please be advised that full payment in U.S. dollars must be received by the ABAI office before services will be granted. Payment may be made by check (payable to ABA International), credit card, or money order.*

## ABA International 2009 Membership Form pg. 2

### Student Member Information

- ☐ High School                      ☐ Undergraduate  
☐ Master's                           ☐ Doctoral  
☐ Post Doctoral

Name of School You Attend: \_\_\_\_\_

Program Name: \_\_\_\_\_

Expected Grad Date: \_\_\_\_\_

### Reason for Membership or Renewal

- ☐ Encouraged by University Program  
☐ Family Members Exposed to Behavioral Treatment  
☐ Maintain Certification Status  
☐ Obtain *The Behavior Analyst*  
☐ General Interest in Behavior Analysis  
☐ Required by Employer  
☐ Other: \_\_\_\_\_

### Degree Held

Most Recent Degree Received: \_\_\_\_\_

Conferring Institution: \_\_\_\_\_

Year Received: \_\_\_\_\_

### Certification

Are you a certified behavior analyst?      ☐ Yes      ☐ No

If yes, by whom? \_\_\_\_\_

BACB #: \_\_\_\_\_

### Languages Spoken

First Language: \_\_\_\_\_

Second Language: \_\_\_\_\_

Third Language: \_\_\_\_\_

### Position Title

Please check one box that most closely describes your job title:

- ☐ Administrator  
☐ Student  
☐ Consultant/Staff Trainer  
☐ Professor/Academic  
☐ Psychologist/Therapist  
☐ Researcher  
☐ Social Worker  
☐ Speech/Language Pathologist  
☐ School Teacher  
☐ Parent  
☐ Other: \_\_\_\_\_

### Primary Activity

Please check the one box that most closely describes your work:

- ☐ Administrative/Management  
☐ Clinical/Therapeutic Service  
☐ Consulting  
☐ Research  
☐ Social Service  
☐ Staff/Parent Training  
☐ Teaching (Primary Education/K-12)  
☐ Teaching  
☐ Training or Continuing Education  
☐ N/A (I am retired, a student, not currently employed, etc.)  
☐ Other: \_\_\_\_\_

### Primary Discipline

Check the one box that most closely describes your field of study:

#### Behavior Analysis

- ☐ Applied Behavior Analysis  
☐ Behavior Theory and Philosophy  
☐ Experimental Analysis of Behavior  
☐ Organizational Behavior Management

#### Psychology

- ☐ Behavioral Psychology  
☐ Clinical Psychology  
☐ Counseling Psychology  
☐ Developmental Psychology  
☐ Educational Psychology  
☐ Experimental Psychology  
☐ Industrial/Organizational Psychology  
☐ School Psychology  
☐ Social Psychology

#### Counseling

- ☐ Education  
☐ Medicine  
☐ Neuroscience

#### Psychiatry

- ☐ Public Policy and Administration  
☐ Rehabilitation/Rehabilitation Science  
☐ Special Education  
☐ Speech Pathology/Speech-Language-Hearing Sciences  
☐ Social Work  
☐ Sociology  
☐ Other: \_\_\_\_\_

### Annual Income Range:

- ☐ <\$15,000                      ☐ \$15,000-\$35,000  
☐ \$35,001-\$55,000           ☐ \$55,001-\$75,000  
☐ \$75,001-\$100,000          ☐ \$100,001-\$150,000  
☐ >\$150,000                   ☐ Do not wish to share data

**During the past 12 months have you served as a member of a grant review committee?**      ☐ Yes      ☐ No

**During the past 12 months did you receive funding for behavioral research?**      ☐ Yes      ☐ No

Note: This information may be shared with persons or agencies/organizations engaged in efforts to support & promote behavioral research.

What source provided the funding?

\_\_\_\_\_

What was the amount of funding?

\$ \_\_\_\_\_ over (# of) \_\_\_\_\_ year(s)

What is the subject of your funded research? \_\_\_\_\_

**May we have your permission to contact your institution or university library on your behalf to advertise our journals?**

If yes, please provide name of institution and contact information:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Participation is needed on ABAI Boards & Committees.**

**Please indicate where you would like to volunteer:**

- ☐ Affiliated Chapters  
☐ Education  
☐ Membership – Recruitment & Retention  
☐ Program – Program Committee  
☐ Practice  
☐ Publications  
☐ Science

## ABA International 2009 Membership Form pg. 3

**Special Interest Groups (SIGs)** are a critical component of ABA International and provide additional services and support to members with specialized interests. SIGs are initiated by members to provide a forum for information exchange and a vehicle to promote a particular area of interest.

Please indicate which SIGs of which you are a member of and which you are interested in. Mark those you are a member of with **M** and those you are interested in with **I**.

- |   |   |
|---|---|
| <input type="checkbox"/> Applied Animal Behavior                            | <input type="checkbox"/> Health, Sports & Fitness                       |
| <input type="checkbox"/> Autism   | <input type="checkbox"/> Instructional Design                           |
| <input type="checkbox"/> Behavior Analyst Online                            | <input type="checkbox"/> Interbehaviorists                              |
| <input type="checkbox"/> Behavioral Gerontology                             | <input type="checkbox"/> Neuroscience                                   |
| <input type="checkbox"/> Behavioral Medicine                                | <input type="checkbox"/> OBM Network                                    |
| <input type="checkbox"/> Behavioral Technology                              | <input type="checkbox"/> Parent-Professional Partnership                |
| <input type="checkbox"/> Behaviorists for Social Responsibility             | <input type="checkbox"/> Positive Behavior Support                      |
| <input type="checkbox"/> Behaviorists Interested in Gambling                | <input type="checkbox"/> Practitioner Issues in Behavior Analysis       |
| <input type="checkbox"/> Child Welfare                                      | <input type="checkbox"/> Rehabilitation & Independent Living            |
| <input type="checkbox"/> Clinical   | <input type="checkbox"/> Sex Therapy and Educational Programming (STEP) |
| <input type="checkbox"/> Crime, Delinquency, and Forensic Behavior Analysis | <input type="checkbox"/> SIG Español                                    |
| <input type="checkbox"/> Development & Behavior Analysis                    | <input type="checkbox"/> Speech Pathology                               |
| <input type="checkbox"/> Direct Instruction                                 | <input type="checkbox"/> Standard Celeration Society                    |
| <input type="checkbox"/> Dissemination of Behavior Analysis                 | <input type="checkbox"/> Teaching Behavior Analysis                     |
| <input type="checkbox"/> Evidence-Based Practice                            | <input type="checkbox"/> Verbal Behavior                                |
| <input type="checkbox"/> Experimental Analysis of Human Behavior (EAHB)     |   |

**Affiliated chapters** are membership organizations associated with ABA International through their interest in the dissemination and growth of behavior analysis. They are defined by a geographical boundary; for instance, a state, a region, or a country. ABA International maintains a mutually beneficial relationship with 64 affiliated chapters in Asia, Australia, Europe, and North and South America. These chapters often hold conferences, sponsor lectures, and offer continuing education opportunities.

Please indicate which ABAI affiliated chapter(s) you are a member of or are interested in. Mark those you are member of with **M** and those you are interested in with **I**.

- |   |  |
|---|--|
| <input type="checkbox"/> ABA Colombia   | <input type="checkbox"/> Korean ABA                                      |
| <input type="checkbox"/> ABA India  | <input type="checkbox"/> Louisiana ABA                                   |
| <input type="checkbox"/> ABA of Argentina   | <input type="checkbox"/> Manitoba ABA                                    |
| <input type="checkbox"/> ABA of Brazil  | <input type="checkbox"/> Maryland ABA                                    |
| <input type="checkbox"/> ABA of Italy (IESCUM)  | <input type="checkbox"/> Massachusetts ABA                               |
| <input type="checkbox"/> Alabama ABA  | <input type="checkbox"/> Mid-American ABA                                |
| <input type="checkbox"/> Asociación Latinoamericana de Analisis y Modificación del Comportamiento | <input type="checkbox"/> Middle East ABA                                 |
| <input type="checkbox"/> Asociación para el Avance de la Ciencia de la Conducta: ABA España       | <input type="checkbox"/> Minnesota Northland ABA                         |
| <input type="checkbox"/> Australian Association for Cognitive Behaviour Therapy                   | <input type="checkbox"/> Missouri ABA                                    |
| <input type="checkbox"/> Behavior Analysis Association of Michigan                                | <input type="checkbox"/> Nevada ABA                                      |
| <input type="checkbox"/> Behaviour Analysis in Ireland  | <input type="checkbox"/> New Jersey ABA                                  |
| <input type="checkbox"/> Berkshire Association for Behavior Analysis and Therapy                  | <input type="checkbox"/> New York State ABA                              |
| <input type="checkbox"/> British Columbia ABA   | <input type="checkbox"/> New Zealand ABA                                 |
| <input type="checkbox"/> California ABA   | <input type="checkbox"/> Norsk Atferdsanalytisk Forening (Norwegian ABA) |
| <input type="checkbox"/> Charter ABA  | <input type="checkbox"/> North Carolina ABA                              |
| <input type="checkbox"/> Chinese ABA  | <input type="checkbox"/> Northwestern ABA                                |
| <input type="checkbox"/> Connecticut ABA  | <input type="checkbox"/> Ohio ABA  |
| <input type="checkbox"/> Delaware Valley ABA  | <input type="checkbox"/> Ontario ABA                                     |
| <input type="checkbox"/> Experimental Analysis of Behaviour Group UK                              | <input type="checkbox"/> Pennsylvania ABA                                |
| <input type="checkbox"/> Florida ABA  | <input type="checkbox"/> Philippines ABA                                 |
| <input type="checkbox"/> Four Corners ABA   | <input type="checkbox"/> Polish ABA                                      |
| <input type="checkbox"/> Georgia ABA  | <input type="checkbox"/> Polish Association of Behavioral Therapy        |
| <input type="checkbox"/> Hawai'ian ABA  | <input type="checkbox"/> Sociedad Mexicana de Analisis de la Conducta    |
| <input type="checkbox"/> Heartland ABA  | <input type="checkbox"/> South Carolina ABA                              |
| <input type="checkbox"/> Hoosier ABA  | <input type="checkbox"/> Southeastern ABA                                |
| <input type="checkbox"/> Iceland ABA  | <input type="checkbox"/> Swedish ABA                                     |
| <input type="checkbox"/> Iowa ABA   | <input type="checkbox"/> Taiwan ABA                                      |
| <input type="checkbox"/> Israel ABA   | <input type="checkbox"/> Tennessee ABA                                   |
| <input type="checkbox"/> Japanese ABA   | <input type="checkbox"/> Texas ABA                                       |
| <input type="checkbox"/> Jordanian ABA  | <input type="checkbox"/> Vermont ABA                                     |
| <input type="checkbox"/> Kansas ABA   | <input type="checkbox"/> Virginia ABA                                    |
|   | <input type="checkbox"/> Wisconsin ABA                                   |



# ABA International 2009 Pre-Convention Workshop Registration Form

Mail form and payment to: 550 West Centre Avenue, Suite 1; Portage, MI 49024-5364  
Telephone: (269) 492-9310; Fax: (269) 492-9316

## CONTACT INFORMATION

Title: ☐ Dr. ☐ Prof. ☐ Ms. ☐ Mrs. ☐ Mr.  
First Name & M.I.: \_\_\_\_\_  
Last Name: \_\_\_\_\_  
Affiliation: \_\_\_\_\_  
Address: ☐ Home ☐ Work  
\_\_\_\_\_  
City: \_\_\_\_\_  
State/Province: \_\_\_\_\_  
Postal Zip Code: \_\_\_\_\_  
Country: \_\_\_\_\_  
E-Mail: \_\_\_\_\_  
Telephone #: \_\_\_\_\_

## METHOD OF PAYMENT

Please be advised that full payment in U.S. dollars must be received by the ABAI office before services will be granted. Payment may be made by check, credit card, or money order.

Make checks payable to *ABA International* or charge your:

☐ Am. Express ☐ MasterCard ☐ Visa ☐ Discover

**If paying by credit card, please complete the following:**

Name on card: \_\_\_\_\_

Card Number: \_\_\_\_\_

Expiration Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Billing Address (if different from left):  
\_\_\_\_\_  
City: \_\_\_\_\_

State/Province: \_\_\_\_\_

Postal Zip Code: \_\_\_\_\_

Country: \_\_\_\_\_

Overpayments and discounts not taken will be considered donations to ABAI unless a request for a refund is received by the ABAI office in writing within 90 days of payment. Requests for membership cancellations will not be granted.

**Cancellation Policy:** Requests for registration refunds, minus a \$30 processing fee, received by midnight (EST) May 1, 2009 will be met. Refund requests received after the deadline, except for those made as a result of a death in the immediate family, will not be granted. Cancellation due to death must be submitted to the ABAI office in writing; ABAI reserves the right to request legal verification of the death. Requests for registration transfers (attendee replacements) received by midnight (EST) May 1, 2009 will be processed in the ABAI office prior to the convention. Requests made after this date will be processed on-site at the Registration Counter. There will be a \$30 processing fee for transfers.

### How to Earn BACB CE for Pre-convention Workshops:

- Attend the entire workshop. Partial credit cannot be granted.
- Sign in and out of the event.
- Complete and return the evaluation form provided by the room volunteer.
- Provide a BACB certificant number.

Certificates for APA and BACB credits will be posted on the attendees' ABAI Portal Account within 15 business days of ABAI's receipt of payment after all requirements have been met.

## CONTINUING EDUCATION

Will you be attending convention events to earn BACB credits?

☐ Yes ☐ No Certificant #: \_\_\_\_\_

## WORKSHOP REGISTRATION

Continuing education (CE) credit is \$10/hour in addition to workshop registration fees. There is no additional cost to receive both APA and BACB credit, but not all workshops are available for both types of CE. A discount is available for early payment of workshop registration fees until March 30, 2009. After this date workshop fees will increase by \$25 each.

Workshop # \_\_\_\_\_ \$ \_\_\_\_\_

CE for ☐ APA ☐ BACB (check one or both) .....\$ \_\_\_\_\_

Workshop # \_\_\_\_\_ \$ \_\_\_\_\_

CE for ☐ APA ☐ BACB (check one or both) .....\$ \_\_\_\_\_

Workshop # \_\_\_\_\_ \$ \_\_\_\_\_

CE for ☐ APA ☐ BACB (check one or both) .....\$ \_\_\_\_\_

Workshop # \_\_\_\_\_ \$ \_\_\_\_\_

CE for ☐ APA ☐ BACB (check one or both) .....\$ \_\_\_\_\_

Donation to support Student Presenters ..... \$ \_\_\_\_\_

**Total Payment Enclosed.....\$ \_\_\_\_\_**





## ABA International 2009 Annual Convention Registration Form

Mail form and payment to: 550 West Centre Avenue, Suite 1; Portage, MI 49024-5364

Telephone: (269) 492-9310; Fax: (269) 492-9316

CONVENTION REGISTRATION					
	Entire Convention		One Day Registration		
	(Sat., May 23 – Tues., May 26)		<input type="checkbox"/> Sat., May 23 <input type="checkbox"/> Mon., May 25 <input type="checkbox"/> Sun., May 24 <input type="checkbox"/> Tues., May 26		
	Until 3/18	3/19 – 4/30*	Until 3/18    3/19 – 4/30*		
Sustaining, Supporting, Full or Affiliate Member	<input type="checkbox"/> \$137	<input type="checkbox"/> \$157	Select Day Above	<input type="checkbox"/> \$69	<input type="checkbox"/> \$79
Emeritus or Student Member	<input type="checkbox"/> \$69	<input type="checkbox"/> \$79	Select Day Above	<input type="checkbox"/> N/A	<input type="checkbox"/> N/A
Chapter/Adjunct Member	<input type="checkbox"/> \$177	<input type="checkbox"/> \$197	Select Day Above	<input type="checkbox"/> \$92	<input type="checkbox"/> \$102
Non-member	<input type="checkbox"/> \$325	<input type="checkbox"/> \$345	Select Day Above	<input type="checkbox"/> \$121	<input type="checkbox"/> \$131

**To register for the convention at the member rates, including if you are a student, you must be a 2009 member of ABAI for the 2009 calendar year.** To renew your membership, please fill out the separate ABAI 2009 Membership form. If you do not wish to renew your membership for 2009, you must register as a non-member.

*Name Badges will be required for entry to all convention events. All attendees, including presenters, must register for the convention.*

**\*On-site Registration:** Pre-registration will end April 30, 2009. Registration forms received after this date will be processed on-site during the convention. On-site registration will open at 5:00 PM on Thursday, May 21.

All Student, Emeritus, and one-day registration fees will increase by \$10 on-site. Affiliate, chapter/adjunct, full, sustaining, supporting, and non-member registration fees for the entire convention will increase by \$20.

### PERSONAL INFORMATION

TITLE (CIRCLE): Dr. / Prof. / Ms. / Mrs. / Mr.

FIRST NAME & M.I.: \_\_\_\_\_

PREFERRED FIRST NAME: \_\_\_\_\_

LAST NAME: \_\_\_\_\_

AFFILIATION: \_\_\_\_\_

ADDRESS (CIRCLE): HOME / WORK

\_\_\_\_\_

CITY: \_\_\_\_\_

STATE/PROVINCE: \_\_\_\_\_

POSTAL ZIP CODE: \_\_\_\_\_ COUNTRY: \_\_\_\_\_

E-MAIL: \_\_\_\_\_

WORK TELEPHONE #: \_\_\_\_\_

HOME TELEPHONE #: \_\_\_\_\_

WORK FAX #: \_\_\_\_\_

HOME FAX #: \_\_\_\_\_

CELL #: \_\_\_\_\_

**Cancellation Policy:** Requests for registration refunds, minus a \$30 processing fee, received by 12:00 midnight (EST) May 1, 2009 will be met. Refund requests received after the deadline, except for those made as a result of a death in the immediate family, will not be granted. Cancellation due to death must be submitted to the ABAI office in writing; ABAI reserves the right to request legal verification of the death. Requests for registration transfers (attendee replacements) received by 12:00 midnight (EST) May 1, 2009 will be processed in the ABAI office prior to the convention. Requests made after this date will be processed on-site at the Registration Counter. There will be a \$30 processing fee for transfers.

### PAYMENT DUE

Donation to support Student Presenters ..... \$ \_\_\_\_\_

**Total Payment** ..... \$ \_\_\_\_\_

Please be advised that full payment in U.S. dollars must be received by the ABAI office before services will be granted. Payment may be made by check, credit card, or money order.

Make checks payable to *ABA International* or charge your:

☐ American Express ☐ Discover ☐ MasterCard ☐ Visa

NAME ON CARD: \_\_\_\_\_

CARD NUMBER: \_\_\_\_\_

EXPIRATION DATE: \_\_\_\_\_

SIGNATURE: \_\_\_\_\_

BILLING ADDRESS (IF DIFFERENT FROM ABOVE):

\_\_\_\_\_

CITY: \_\_\_\_\_

STATE/PROVINCE: \_\_\_\_\_

POSTAL ZIP CODE: \_\_\_\_\_ COUNTRY: \_\_\_\_\_

Overpayments and discounts not taken will be considered donations unless a request for a refund is received by the ABAI office in writing within 45 days. Requests for membership cancellations will not be granted.

**Special Accommodations Policy:** ABAI makes accommodations for convention attendees with disabilities. We ask that individuals requiring special arrangements at the convention submit their need in writing and follow up with the ABAI office accordingly. Arrangements are not guaranteed for requests made after 12:00 midnight (EST) April 1, 2009.

# Behavior Analysis *in* Practice

*Behavior Analysis in Practice (BAP)* is ABA International's new peer-reviewed journal for practitioners and the people who train and supervise them. Published twice annually, *BAP* promotes empirically-validated best practices in an accessible, colorful format and describes not only what works but also the challenges of implementation in applied settings. Articles and topics published in *BAP* will include empirical evaluations of behavior-analytic procedures and programs; discussion papers on professional and practice issues; technical articles on methods, data analysis, and instrumentation; tutorials on terms, procedures, and theories relevant to best practices; and critical reviews of books and products that are aimed at practitioners or consumers of behavior analysis.

## Order Form

Quantity	Description	Unit price			Total
		Individual	Student	Institution	
	Volume 2 (2009)	\$35.00	\$25.00	\$88.00	
	Volume 1 (2008)	\$35.00	\$25.00	\$88.00	\$
	International shipping fee, per annual subscription*	\$20.00	\$20.00	\$20.00	\$
6% Sales Tax (Michigan Residents Only) SUBTOTAL x .06 =					\$
*(Prices include domestic shipping and handling) <b>Total Cost Included =</b>					\$

Name: \_\_\_\_\_

E-mail: \_\_\_\_\_

Street Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_

Country: \_\_\_\_\_ ZIP Code: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

☐ Visa ☐ MasterCard ☐ Amex ☐ Discover Credit Card Authorization #: \_\_\_\_\_

Credit Card #: \_\_\_\_\_ Expiration: \_\_\_\_\_

Signature: \_\_\_\_\_

Mail or fax form and payment to: ABAI; 550 West Centre Avenue; Suite 1;  
Portage, MI 49024

Fax: (269) 492-9316; Telephone (269) 492-9310; E-mail: [mail@abainternational.org](mailto:mail@abainternational.org)

## *The Analysis of Verbal Behavior* Order Form

Make checks payable to: ABAI, 550 West Centre Avenue; Suite 1Portage, MI 49024-5364

Order online at: <https://apps.abainternational.org/store/>

*Prices include domestic shipping and handling*

		Unit Cost			
Separate Volumes	Individual	Student	Institution Qty.		Total
Volume 24 (2008) .....	\$32.00	\$23.00	\$75.00 x _____	= \$	_____
Volume 23 (2007) .....	\$32.00	\$23.00	\$75.00 x _____	= \$	_____
Volume 22 (2006) .....	\$32.00	\$23.00	\$75.00 x _____	= \$	_____
Volume 21 .....	\$32.00	\$23.00	\$75.00 x _____	= \$	_____
Volume 20 .....	\$32.00	\$23.00	\$75.00 x _____	= \$	_____
Volume 19 .....	\$32.00	\$23.00	\$75.00 x _____	= \$	_____
Volume 18 .....	\$32.00	\$23.00	\$75.00 x _____	= \$	_____
Volume 17 .....	\$32.00	\$23.00	\$75.00 x _____	= \$	_____
Volume 16 .....	\$32.00	\$23.00	\$75.00 x _____	= \$	_____
Volume 15 .....	\$32.00	\$23.00	\$75.00 x _____	= \$	_____
Volume 14 .....	\$32.00	\$23.00	\$75.00 x _____	= \$	_____
Volume 13 .....	\$32.00	\$23.00	\$75.00 x _____	= \$	_____
Volume 12 .....	\$32.00	\$23.00	\$75.00 x _____	= \$	_____
Volume 11 .....	\$32.00	\$23.00	\$75.00 x _____	= \$	_____
Volume 10 .....	\$32.00	\$23.00	\$75.00 x _____	= \$	_____
Volume 9 .....	\$32.00	\$23.00	\$75.00 x _____	= \$	_____
Volume 8 .....	\$32.00	\$23.00	\$75.00 x _____	= \$	_____
Volume 7 .....	\$32.00	\$23.00	\$75.00 x _____	= \$	_____
Volume 6 .....	\$32.00	\$23.00	\$75.00 x _____	= \$	_____
Volume 4 .....	\$32.00	\$23.00	\$75.00 x _____	= \$	_____
Volume 1, 2, & 3 bound together .....	\$32.00	\$23.00	\$75.00 x _____	= \$	_____

### ***The Analysis of Verbal Behavior Set***

Volumes 1- 24 ..... \$ 395.00 \$ 395.00 \$ 1015.00 x \_\_\_\_\_ = \$ \_\_\_\_\_  
*(Volume 5 is unavailable)*

**SUBTOTAL**.....= \$ \_\_\_\_\_

**International Shipping: \$10 per issue \$20 per subscription \$95 per complete set .....**= \$ \_\_\_\_\_

**6% Sales Tax** (Michigan Residents Only).....= \$ \_\_\_\_\_

**TOTAL (Make Checks Payable to ABA International in U.S. funds)**.....= \$ \_\_\_\_\_

Name: \_\_\_\_\_ Affiliation: \_\_\_\_\_

Street Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Country: \_\_\_\_\_ ZIP Code: \_\_\_\_\_

Credit Card #: \_\_\_\_\_ Expiration: \_\_\_\_\_

☐ Visa ☐ MasterCard ☐ AmEx ☐ Discover Signature: \_\_\_\_\_

## 2009 Autism Conference DVD/Webcast Order Form

Mail this form to: ABAI; 550 West Centre Ave., Suite 1; Portage MI 49024-5364

Or fax to (269) 492-9316

The Association for Behavior Analysis International is pleased to offer the 2009 Autism Conference, *Research to Practice: Making Real Changes in the Lives of People with Autism* on DVD and webcast.

An access code for the webcast will be e-mailed after the conference. In addition, the DVD will be mailed the shipping address that is provided below. Place your order now for delivery in March.

This conference exposed providers of home and school-based behavior analysis services, parents and family members, caregivers, researchers, teacher trainers, and students to the most current, scientifically validated information about behavior analysis in autism treatment. The single-track conference featured 11 invited presentations and question and answer sessions by prominent researchers and authorities on the treatment of autism.

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## Why Should I Join ABAI?

The Association for Behavior Analysis International has more than 5,000 members from 40 countries. ABAI's members include scientists who conduct basic and applied research, practitioners in a wide range of human service professions whose work is enhanced by the findings of behavior analysis research, professors who teach behavior analysis, undergraduate and graduate students, and consumers of behavior analysis services.

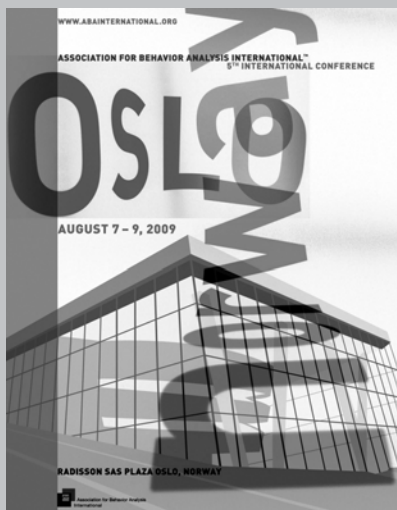
### ABAI membership would give me...

- Opportunities to expand and enhance my knowledge and skills about the science and/or practice of behavior analysis through attending conventions, workshops, and conferences; reading ABAI journals; etc.
- Opportunities to share the results of my research and practice efforts with other ABAI members.
- Access to a worldwide network of scientists, practitioners, and others who are committed to increasing our understanding of behavior and how that knowledge can help create a better world.
- Recognition as part of the world's largest and most widely respected organization of behavior analysts.

### Membership benefits include:

- Reduced registration fee for annual convention and pre-convention workshops.
- FREE subscription\* to *The Behavior Analyst*, ABAI's peer-review journal of conceptual and review papers on topics of interest to researchers and practitioners. (\*for all members excluding Chapter/Adjunct).
- Reduced subscription fee to *Behavior Analysis in Practice*, ABAI's peer-reviewed journal translating research to practice for practitioners. Inaugural issue published Spring 2008.
- Reduced subscription fee to *The Analysis of Verbal Behavior*, ABAI's peer-reviewed journal of research and conceptual articles on verbal behavior.
- FREE subscription to the *ABAI Newsletter*, ABAI's peer published three times per year with news, etc.
- Access to members-only portions of the ABAI Web site, such as the Membership Directory and selected employment services.

To learn how to become a member of ABAI, see the ABAI 2008 Membership Form on page 49 or go to [www.abainternational.org/member/index.aspx](http://www.abainternational.org/member/index.aspx).



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