

Welcome to the 34th Annual ABAI Convention in Chicago

By Dr. Maria E. Malott
ABAI Executive Director/Secretary Treasurer

The ABAI leadership, Program Committee, and staff are very excited once again to offer registrants of our annual convention in Chicago an outstanding program. This is ABAI's flagship event and has been a key venue for the dissemination of behavior analysis science, education, practice, and professional issues for 34 years. Over the past seven years, an average of 93% of respondents to our annual convention survey rated the ABAI convention as "excellent" or "very good." We appreciate such positive feedback and continue enhancing the program and services at the annual convention.

We anticipate over 4,000 participants from more than 40 countries. The convention serves as a network center for ABAI's 30 special interest groups, 58 affiliated chapters, organizational members, and graduate programs, including many of the 19 ABAI-accredited programs. The ABAI Expo highlights these groups, displaying 115 posters about accredited graduate programs, chapters, special interest groups, ABAI Boards and Committees, and many others. We also have a special event sponsored by the Student Committee for all members, the Behavioral Bash, and the annual ABAI Social, each providing an opportunity for ABAI members to socialize and celebrate.

This year we are honored to host the 2008 Presidential Scholar, Dr. Gary Stanley Becker from the University of Chicago. Dr. Becker is a Nobel Laureate in Economic Sciences and was awarded the Presidential Medal of Freedom in 2007. In his address, he illustrates his socioeconomic theory on aspects of marriage and divorce in the United States.

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 topics address research on social information processing in people with autism, presented by Dr. James McPartland (Yale Child Study Center), insights on the neurobiology of drug abuse from Dr. Drake Morgan (University of Florida), biochemical theories of mental illness as explained by Dr. Elliot Valenstein (University of Michigan), and perception systems of dolphins by Dr. Herbert Roitblat (DolphinSearch Inc.).

The opening event recognizes leaders in behavior analysis with the 2008 Society for the Advancement of Behavior Analysis (SABA) Awards. This year we celebrate the accomplishments of Dr. Edmund Fantino (Distinguished Service); Dr. Michael Keenan (Public Service); Dr. Linda Hayes (International Development); Dr. Murray Sidman (Impact of Science on Application); and the Kennedy Krieger Institute (Enduring Programmatic Contributions).

New this year is our "State of the Science" lecture series, which highlights ABAI's scientific foundation in specific domains of research and theory, including extensions to new areas of science and application within the field. Some highlights include: Dr. Edmund Fantino (University of

California, San Diego): "Choice and conditioned reinforcement;" Dr. Tony Nevin (University of New Hampshire): "Stimuli, reinforcers and private events;" Dr. Murray Sidman: "Reflections on stimulus control;" and Dr. Travis Thompson (University of Minnesota): "Behavioral and brain mechanisms of self-awareness." A total of 49 program events and over 100 posters pertain to experimental analysis of behavior. This year's program also includes a special event featuring Dr. Paige McDonald, chief of the Basic and Biobehavioral Research Branch at the National Cancer Institute (NCI).

Additionally, the Association for Psychological Science (APS), a large and well-respected Washington-based organization dedicated to the advancement of scientific psychology, will host its convention nearby at the Sheraton Chicago from May 22nd to the 25th, providing a unique and valuable opportunity for scholarly exchange. ABAI and APS have arranged for registered attendees of either convention to attend both conferences at no additional cost. All ABAI convention attendees will be able to visit the APS convention. This is a great opportunity, and if you are interested in attending APS, please let us know at convention@abainternational.org to help us coordinate logistics.

In support of practice, the program contains a wide variety of topics representing the breath of applied work in behavior analysis. There are 279 events that pertain to autism, 137 focus on developmental disabilities, 47 concern organizational behavior management, 148 center on education, and a significant number of additional events are in other areas of application.

Likewise, ABAI provides a home for updates about professional issues facing behavior analysts. Several talks highlight certification, legislation, and advocacy. Meetings and informational/training sessions will address the demand for credentials for behavior analysts and developments within the Behavior Analyst Certification Board® and the ABAI Practice Board, including proposed specialty credentials, non-U.S. certification, and new disciplinary standards for certificants.

On education, the convention offers over 30 events on teaching behavior analysis, as well as many opportunities to interact with behavior analysis programs.

Continuing education is one of the many advantageous features of the ABAI convention, and it will be offered again this year for both psychologists and certified behavior analysts. Another service that particularly benefits employers and professionals is job placement. You will be able to learn about career opportunities and receive assistance setting up 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. William L.

Heward, Program Board Coordinator, have once more assembled a very strong program with the dedicated time and contributions of the 24 Area Coordinators. Additional assistance was provided by Dr. Tom Critchfield, Dr. Tim Hackenberg, and Dr. Janet Twyman from the ABAI Council. Through their persistent efforts, our program has undergone a careful review (including revisions and rejections) to ensure high quality events. There will be 645 events, including 80 pre-convention workshops; 289 panels and symposia; 89 paper sessions with 246 papers; 26 invited addresses; 17

tutorials, including four SQAB tutorials; 13 special events; 59 business meetings; 18 reunions; and five poster sessions with 743 posters. Please see Dr. Housmanfar's article on page 3 for more information about the program.

The complete 2008 program is now available on the ABAI Web site. Look there also for access to the on-line scheduling option, which allows you to begin selecting presentations and developing your personalized convention schedule. We hope to see you in Chicago for another terrific convention!

Travel Information

United Airlines is the official carrier of the 34th annual ABAI convention. Discounts are available on all published fares for travel to Chicago from the United States and abroad between May 16th and June 3rd, 2008. To make your airline reservation, call United Airlines Meetings and Conventions at 800-521-4041, and refer to **Tour Code #578NR**.



The distance from **Chicago O'Hare International Airport** to the convention hotel is approximately 20 miles. Please note the following types of transportation to and from the airport (driving time is about 45 minutes) and the typical minimum charge:

- Bus Service: 25.00 USD
- Limousine: 70.00 USD
- Subway/Rail: 2.00 USD
- Taxi: 30.00 USD

The distance from **Chicago Midway Airport** to the convention hotel is about 12 miles. Please note the following types of transportation to and from the airport (driving time is about 25 minutes) and the typical minimum charge:

- Bus Service 20.00 USD
- Limousine 70.00 USD
- Subway/Rail 2.00 USD
- Taxi 25.00 USD

There's still time!

Register for the 2008 annual convention and pre-convention workshops by May 1, 2008.

Fill out page 49 or visit

<http://www.abainternational.org/convention/convreg/index.asp>

ABAI 2008 Convention Program Committee Report

By Dr. Ramona Houtmanfar, 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. The following is a brief overview of the ABAI 2008 program.

Program Growth

The total number of submissions for 2008 increased 4.8% from 2007. Major growth of the program this year occurred in poster and symposium submissions. It is important to note that the number of reunions, business meetings, and Expo posters still may increase as we arrange the associated events.

Area Coordinators

The hard work and effort of the program coordinators resulted in a maximum number (39) of invited presentation submissions and tutorials. Moreover, nine of the invited addresses and tutorials will be conducted by non-ABAI members. Our recruitment of this many invited presentations

by non-ABAI members is indicative of the Program Coordinators' continued support and participation in the B. F. Skinner Series initiative. Overall, we have experienced a gradual increase in the number of presentations, which demonstrates a healthy pattern of growth over time (see Figure 1).

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, Bill 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.

Number of Submissions by Year

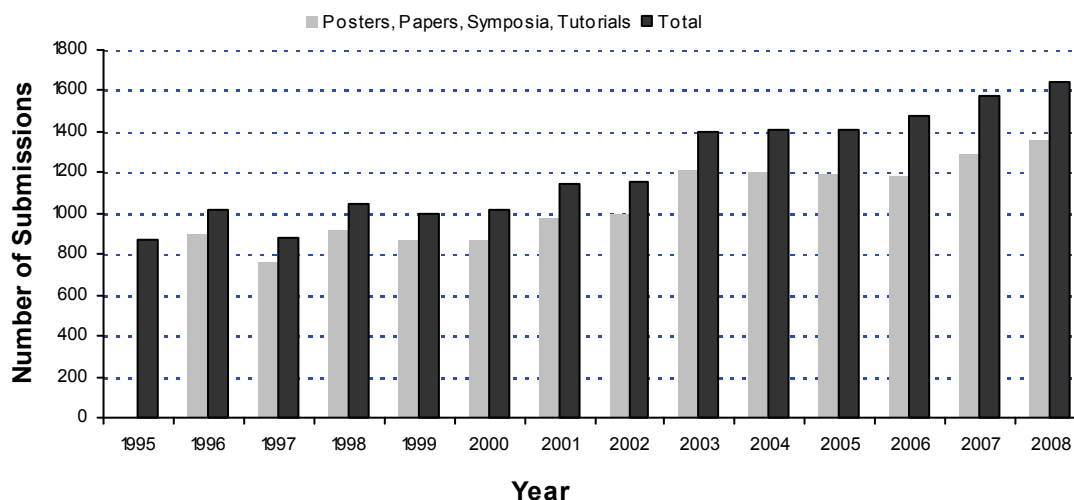


Figure 1

Your Personal Convention Schedule

Visit 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.

2008 Award Ceremony

2008 Opening Event and Award Ceremony

Chair: Dr. Thomas S. Crichtfield (Illinois State University)

Saturday, May 24; 11:30 a.m.

2008 SABA Awards

Award for Distinguished Service to Behavior Analysis: Edmund Fantino, Ph.D. (University of California, San Diego)



Dr. Edmund Fantino received his BA in mathematics at Cornell in 1961 and his doctorate in Experimental Psychology at Harvard in 1964. He is Distinguished Professor of Psychology and of the Neurosciences Group at the University of California, San Diego. He is former Editor of the *Journal of the Experimental Analysis of Behavior* and former

President of the Society for the Experimental Analysis of Behavior. His research interests lie in the field of learning and motivation, especially choice, conditioned reinforcement, self-control, temporal discounting, and sources of multiple stimulus control in humans and in pigeons. Currently he is interested in human reasoning, especially illogical thinking, problem solving, and in human observing, including the conditions under which information reinforces human behavior. He has recently developed an economic distribution game that he hopes will permit an experimental analysis of altruism. Another major interest concerns problem solving and the ease with which problem-solving behavior transfers to new situations as a function of the nature of the original learning (rule-governed or contingency-shaped). He continues his interest in operant analogues to foraging behavior, including assessment of behavioral ecology theories with operant choice technology and optimal choice in humans and pigeons. Dr. Fantino will present a talk titled "A Behavior Analyst Looks at Altruism."

Abstract: In *Anna Karenina*, Tolstoy denied the possibility of altruistic behavior. His argument might be echoed by some behavior analysts today: behavior has its causes, and if behavior analysts understand what is motivating the altruist they can see that the altruist's behavior is maintained by reinforcement and is therefore not altruistic. As a first step to understanding the contingencies maintaining altruism it would be desirable to develop a behavioral model of altruism. In the laboratory Dr. Fantino and colleagues have developed the Sharing Game in which a participant decides between two outcomes, for example seven dollars for himself and nine dollars for another unknown participant or five dollars for himself and three dollars for the other participant. Depending on various contingencies participants choose equitably, or competitively, or optimally (in terms of maximizing their own earnings). The following choice gives participants the possibility of demonstrating altruism: \$10 for the chooser and \$10 for the anonymous other or nothing for the chooser and \$100 for the anonymous other. About 20% of the subjects select the altruistic option. We are currently investigating the conditions (including gender of the chooser) that foster altruism.

Award for International Development of Behavior

Analysis: Linda Hayes, Ph.D. (University of Nevada, Reno)



Dr. Linda J. Parrott Hayes received her bachelor's degree from the University of Manitoba, and her Master's and doctoral degrees from Western Michigan University. Dr. Hayes was a member of the behavior analysis faculty at West Virginia University while completing her doctorate, after which she took a position at Saint Mary's University in Canada.

She founded the campus-based and satellite programs in behavior analysis at the University of Nevada, Reno on a self-capitalization model. Dr. Hayes has participated in the governance of ABAI throughout her career, serving as Coordinator of the Education Board, founder and Director of the Council of Graduate Programs in Behavior Analysis, and multiple terms as a member of the Executive Council, including its Presidency. She is actively involved in efforts to promote the development of behavior analysis around the world. Linda is best known for her work in behavior theory and philosophy. The presentation she will give is titled "Peace."

Abstract: Adopting a wholly naturalistic interpretation of human behavior has profound implications for individual and societal well-being, as well as facilitates more productive relations among scholarly enterprises than is possible in its absence. This approach to the understanding of human behavior has yet to flourish in many parts the world however, whereby its benefits have yet to be realized. External support for the spread of this approach is thereby needed. A number of strategies aimed at enhancing the growth and development of behavior science in areas where this approach is lacking have been implemented by well-meaning individuals and organizations over the years, some more effective than others. This address will identify those strategies with the greatest potential of achieving these aims and is intended to promote further efforts along these lines.

Award for Public Service in Behavior Analysis: Michael Keenan, Ph.D. (University of Ulster)



Dr. Mickey Keenan, is a Fellow of the British Psychological Society, a Senior Lecturer and Distinguished Community Fellow at the School of Psychology at the University of Ulster in Coleraine, Northern Ireland. He is the Founder of the charity PEAT (Parents Education as Autism Therapists; www.peatni.org) and he received the Award for Promoting

Equality of Opportunity from the British Psychological Society and the Personal Achievement Award from the New York State Association for Behaviour Analysis for his work of bringing ABA to children with ASD in Ireland. He is the father of four young children. Dr. Keenan's talk is titled "You'll Never Plow a Field by Turning it Over in Your Mind."

Abstract: In this presentation Dr. Keenan outlines some of the challenges in bringing a science of behaviour to a community. Of particular interest are the difficulties in dealing with the legacy of misrepresentation that plagues the discipline and which, in the case of autism, leads to the impression that behavioural science is for sale. This perception is not helped by the commercialisation of applied behaviour analysis. Despite the obstacles, progress has been made in Ireland over the past ten years. Dr. Keenan argues that things might have been easier if appropriate multimedia resources had existed to bridge the gap between theory and practice.

Award for Impact of Science on Application: Murray Sidman, Ph.D. (Retired)



Dr. Murray Sidman lived a happy but otherwise unremarkable boyhood in Boston from 1923 until 1940, when he started at Columbia University. After World War II military service, he returned in 1946 to complete his BA, and went on to a Ph.D. in 1952. His principal advisors, Fred S. Keller and W. N. Schoenfeld, had strong assistance from

Ralph Hefferline, Clarence Graham, and a small group of fellow graduate students. After that, he spent nine years in the exciting and productive interdisciplinary environment of the Neuropsychiatry Division at Walter Reed. He then joined the Neurology Service of the Massachusetts General Hospital for another nine years. His human and nonhuman behavioral research laboratories moved eventually to the E. K. Shriver Center and Northeastern University, where he remained as Professor of Psychology until he retired from Academe, continuing his research at the New England Center for Children. Although retired since 2001, he continues researching and writing. One outcome of his lifetime of research is his conviction that extending experimental results out of the laboratory not only adds an intrinsically valuable dimension to basic research, but is essential to its survival in a world of increasing competition for ever more limited resources. "The Impact of Science on Application: A One-Way Street?" will be the title of his talk.

Abstract: The relation between basic research and application is not a one-way street. As in every science, basic behavioral research is concerned with phenomena that are available to everyday observation. Everybody knows that people learn, that they remember, that symbols play important roles in our lives, that rewards and punishments influence what we do, that we interact socially, that we communicate through spoken and written words, and so on. These phenomena are as obvious to everybody as the rising and setting of the sun, the relation between clouds and rain, the dependence of life upon food, the fall of unsupported objects, and so on. Science does not accept the everyday descriptive language or the everyday techniques of observation that such phenomena have generated, but no science that ignores the phenomena and language of everyday life will keep on receiving public support. A science of behavior analysis must continue to derive its inspiration for basic research from phenomena that we observe outside the laboratory.

Award for Enduring Programmatic Contributions in Behavior Analysis: Kennedy Krieger Institute

Michael Cataldo, Ph.D. will accept the award on behalf of Kennedy Krieger Institute and present a talk titled, "Systemic Approach to the Implementation and Advancement of Behavior Analysis."

Abstract: The principles and basic research findings of operant learning offer considerable potential benefits to society, which can be hindered by a variety of factors, such as organizational structures and professional biases. Over a thirty-year period, a behavior analytic approach was applied to various structural, clinical, and academic variables at two institutions, one specializing in pediatric disorders of the central nervous system (Kennedy Krieger Institute) and the other involved in the entire spectrum of medicine (The Johns Hopkins Hospital and School of Medicine). Systemic "reinforcers" and "aversive conditions" affecting these variables were identified and systematically influenced. The outcomes included high rates of scientific productivity, professional development, programmatic growth, and financial success. A systemic approach to the use and promotion of behavior analysis should have generality to other institutions, organizational structures, and approaches to solving societal problems.

Award for Effective Presentation of Behavior Analysis in the Mass Media: Amy Sutherland (Journalist)



New England-based freelancer **Amy Sutherland's** June 25 column entitled *What Shamu Taught Me about a Happy Marriage* has had a remarkable run at the top of the *New York Times'* most e-mailed list and enjoyed wide circulation among behavior analysts. In it, Sutherland wrote about using the techniques exotic animal trainers use on

dolphins and other animals to improve her husband's domestic behavior. Ignore the bad behavior and praise the ones you want, she wrote, and just like you can teach an aquatic mammal to jump through hoops, you can teach a hubby to put his laundry in the hamper. Sutherland came upon the applicability of behavioral methods while researching her new book, *Kicked, Bitten and Scratched: Life and Lessons at the World's Premier School for Exotic Animal Trainers* (Viking, June 2006). Both the book and the column have raised public awareness of animal training and the behavioral principles used at the Exotic Animal Training and Management Program at California's Moorpark College – where she spent a year following new students as they learned to work with the exotic (baboons and cougars) and not-so-exotic animals (snakes and rats) in the teaching zoo. Ms. Sutherland spent most of her childhood in suburban Cincinnati and earned her Master's in journalism at Northwestern University, Medill School of Journalism. She has held staff positions at the *Portland Press Herald*, *Maine Sunday Telegram*, and the *Burlington Free Press*. Her articles have appeared in the *Boston Globe*, *Christian Science Monitor*, *Disney Magazine*, and the *Los Angeles Times*, among other notable publications. She has received numerous awards, including the Barnes and Noble Discover Great New

Writer Award and the John D. Donoghue Award for Arts Criticism. Her talk is titled, "To Shamu or Not to Shamu."

Abstract: As I describe a problem I'm having with a student in my class who consistently turns in papers late, Scott responds, "Is there a way you can Shamu it?"

Shamu the noun has become a verb in our house. It's become shorthand for using the principles of progressive animal training, a.k.a. behavior analysis, to solve a behavioral riddle. We Shamu friends, family and neighbors. We Shamu each other. "Did you just Shamu me?" my husband or I will ask the other. Even a couple of our friends have begun to Shamu, as they say. In fact it was a friend, a high school teacher, who first conjugated the word. She Shamued us into using it.

"But why Shamu?" I'm asked over and over. Isn't it demeaning, manipulative, to use the principles of animal training on humans, especially the noblest of beasts, husbands? Why not just tell someone—spouse, friend, co-worker or sibling—what you want? Not at all and I will explain why.

2007 International Development Grant Award

The Board of the Society for the Advancement of Behavior Analysis is very pleased to announce the winner of the 2007 International Development Grant, who will implement a project in South Africa: **Dr. Joanne Robbins (Morningside Academy)**

Project description: South Africa celebrates fourteen years of democracy in April 2008. This new nation continues to suffer deeply from its history of apartheid. The combination of post-apartheid segregation, its ensuing extreme poverty in the townships, and the HIV/AIDS pandemic creates a devastating effect on every aspect of life. Nelson Mandela cautioned that while the overthrow of the apartheid system was difficult, the most difficult challenge still lies ahead in the education of the disenfranchised so that full democratic participation can be a reality. This is the daunting task that lies before South Africa.

P.E.E.R. (Partnerships for Educational Excellence and Research) is a consortium of behavior analysts from the U.S. and the Active School Coalition from Port Elizabeth, South Africa. Active Schools is a group of dedicated South African educators and psychologists driven to improve the quality of life for students and their families living in impoverished township communities where unemployment and illiteracy rates typically exceed eighty percent.

For the past five years, P.E.E.R. International has focused on bringing effective, evidence-based educational practices based upon the experimental and applied analysis of behavior to the education system of South Africa. P.E.E.R. is currently sharing effective, behavior analytic teaching and learning practices with the faculty of several township schools in the Eastern Cape of South Africa with plans to spread those successes throughout South Africa.

The first meeting was at Morningside Academy in Seattle, Washington and was followed shortly thereafter by a week-long series of interviews in Port Elizabeth. Utilizing Israel Goldiamond's Constructional Questionnaire, P.E.E.R. was able

to ascertain achievable goals and identify important individual and societal consequences needed for program success. It was clear from the interviews that the strengths and passion of the South African educators would enable as much growth as the coaching and training team could foster.

This project intends to affect the quality of primary and secondary education available to disadvantaged students by applying behavior analytic principles to teacher training, student learning, and the development of instructional materials. Educators in the new South Africa are in need of inexpensive, radically effective and efficient procedures that will prepare their township students to become successful citizens and future leaders of their free and changing society. P.E.E.R.'s goal from the outset has been to move from training-the-teacher to training-the-trainer in order to promote self-sufficiency and maximize growth of behavioral methodologies in the city's township schools and then throughout the nation. The analysis, design and evaluation of classroom instruction, classroom management, and school performance management offered by behavior analysis provide great promise to these school communities and hopefully, one day, to the nation as a whole. Motivated by the dedication, hard work, and inspiration of its South African partners, P.E.E.R. is moving rapidly from promise to practice.

All behavior analysts or interested persons who believe they can contribute to these efforts are welcome to contact Joanne Robbins at joanne@peerinternational.org or Amy Weisenburgh at amy@peerinternational.org. For more information about P.E.E.R. go to www.peerinternational.org.

2008 Fellowship Awardees

2008 SABA Experimental Analysis of Behavior Fellowship Awardee: Carla Lagorio (University of Florida)



Originally from Wisconsin, **Carla Lagorio** received her Bachelor of Arts degree from the University of Wisconsin-Eau Claire with a major in Psychology and an emphasis in Behavior Analysis. While in Eau Claire, Carla worked closely with Dr. Gregory Madden where they pursued empirical questions involving self-control, risky choice, and temporal discounting.

These studies were conducted with humans, pigeons, and rats, providing Carla with exposure to differing research environments, bodies of literature, research questions, and experimental and quantitative techniques.

One of Carla's primary research interests has been examining behavior in a comparative context, assessing similarities and differences across humans and other animals. This interest has been developed further in Dr. Timothy Hackenberg's laboratory at the University of Florida, where Carla is completing her graduate work. In her first experiment along these lines, they studied risky choice – choices between fixed (certain) and variable (uncertain) delays to reinforcer delivery – in both humans and pigeons under closely analogous experimental conditions. The aim was to better align the methodologies used with different species to enable them to distinguish genuine species differences from differences in procedure. To that end, a token-reinforcement system was used with both species, in which arbitrary stimuli were earned and later exchanged for

consumable-type reinforcers: food for pigeons and video segments from favorite TV programs for humans. Results were roughly similar across species and indicated that when procedural differences were minimized, performances across species were brought into greater accord. These data, and this type of comparative analysis in general, provide important information about the continuity of choice patterns across species, and on the degree to which principles discovered in the animal laboratory can be extended to more complex human activity.

A related line of research that Carla hopes to pursue during her graduate career involves what is termed prospect theory: examining behavior when choices are made between gains and losses of differing probabilities. Carla is also currently exploring risky choice in a token-reinforcement context as an experimental analogue of gambling. Conceptualizing gambling as choice behavior has many advantages, including precise measurement of behavior in relation to known reinforcement variables, and quantification of behavior in relation to well-established models (such as unit price, matching, and optimization). Upon completion of her Ph.D., Carla hopes to pursue a faculty position where she can continue conducting research in behavior analysis.



**2008 SABA Experimental Analysis of Behavior Fellowship Awardee:
Amanda Calvert (Washington University)**

Amanda Calvert was first exposed to behavior analysis as an undergraduate majoring in music performance at Southern Illinois University, Carbondale. In an effort to become a better musician

and pedagogue by broadening her understanding of "learning" processes, she enrolled in the Learning course taught by Dr. Eric Jacobs. Much to her surprise, the course centered on non-human research, but the principles of learning taught in the course mirrored the most effective teaching methods that her teachers had been applying for years. The immediate application from textbook to real life inspired her to become more involved in basic research in behavior analysis. Under Dr. Jacobs' tutelage, she worked on choice research in both humans and non-human animals. After graduating with her bachelor's in music performance and psychology, Amanda entered the doctoral program at Washington University in St. Louis under the supervision of Dr. Leonard Green.

Broadly, Amanda's research interests lie in the analysis of basic processes of choice and behavioral economics. In collaboration with Dr. Green and Dr. Joel Myerson, she has spent a large part of the past two years investigating the complex choice situations characterized in delay and probability discounting. More specifically, she is concentrating on comparing both delay and probability discounting among rats, pigeons, and humans in situations that minimize differences between the laboratory procedures used across species. Some of her current work includes: a series of investigations into the parameters of reward value that determine the magnitude effect in non-humans and humans; a comparison of the processes involved in discounting of delayed and iterated probabilistic rewards in pigeons and humans; a series of studies on the effect of income on delay discounting

in non-humans; the beginning of an exciting area of research on the effects of "framing" on choice between two delayed rewards in pigeons.

Amanda hopes to continue her work on discounting, as well as other areas of choice and behavioral economics while at Washington University. Upon completing her Ph.D., she plans to pursue an academic position that includes both research and teaching responsibilities. Amanda wishes to thank the Society for the Advancement of Behavior Analysis for this award and the generosity of its members who make the fellowship possible.

**2008 Sidney W. and Janet R. Bijou Fellowship Awardee:
Jessica Frieder (Idaho State University)**



Jessica Frieder received her Bachelor of Science in Psychology from Allegheny College (2001), and credits the classes and guidance she received from Dr. Rodney D. Clark for her decision to pursue a career and lifelong goals in the field of Applied Behavior Analysis. While completing her studies there, she worked as a juvenile probation officer

and was in charge of coordinating community service activities and carried a unique caseload of individuals with special needs. That experience led Jessica to seek further education in behavior analysis. She completed her Master's degree in Applied Behavior Analysis/Special Education (2003) at The Ohio State University under the direction of Dr. Stephanie M. Peterson and Dr. Lloyd D. Peterson. During her training at Ohio State, Jessica was involved in a variety of research projects from effective interventions for individuals with severe problem behavior primarily motivated by escape to utilizing self-monitoring to increase on-task behavior in school-based settings. Jessica's thesis concentrated on implementing self-monitoring across different social skills for children in an elementary school setting who were at-risk for school failure and expulsion. Jessica also worked in the campus' Office for Disability Services, where she trained college students with disabilities to use adaptive technology and assistive devices.

Following her training at The Ohio State University, she worked as a behavior analyst for Western Psychiatric Institute and Clinic in Pittsburgh, PA on a highly specialized multi-disciplinary program called RESPOND under the direction of Dr. Bernie Fabry, Dr. Martin J. Lubetsky, and Dr. John J. McGonigle. During her stint there, she designed, implemented, and trained residential staff to deliver behaviorally based interventions for individuals with dual diagnoses and multi-system involvement. During this time Jessica also became a Board Certified Behavior Analyst.

In 2005, Jessica decided to pursue her doctorate degree under the primary supervision of Dr. Stephanie M. Peterson and Dr. Lloyd D. Peterson at Idaho State University. She has since had the opportunity to work on a variety of research projects. Currently, she is serving as the project coordinator for an Institute of Education Sciences (IES) grant under principal investigator, Dr. Stephanie Peterson, that is examining the effects of concurrent schedules of reinforcement and adjusting demand requirements on the communication, compliance, and problem behavior of children

with varying disabilities who display escape-maintained problem behavior in school-based settings. Jessica has also been instrumental in research on collaborating with educators to conduct functional analyses via the use of web-based technology and to design and implement reinforcement-based interventions. Jessica's other areas of interest include: effective social skills instruction, self-monitoring and self-management procedures as they relate to both academic and social behavior; the integrity with which behavioral strategies are implemented; and effective training for future teachers and other practitioners.

Following the completion of her doctorate, Jessica plans to continue her research interests in a higher education setting and to train future behavior analysts and teachers.

**2008 Sidney W. and Janet R. Bijou Fellowship Awardee:
Sara Kupzyk (University of Nebraska-Lincoln)**



Sara Kupzyk received her Master's degree in Applied Behavioral Science at the University of Kansas in 2006. Under the guidance of James Sherman and Jan Sheldon, Sara applied her knowledge of behavior analysis to various populations. Sara worked as an in-home family therapist for families with adjudicated youth or children who had been removed

from the home. Sara helped the families set goals that would help them be successful in their environment. Sara also systematically taught parenting and social skills and monitored the families' performance and skill generalization. In addition to working with families, Sara applied her skills to adults with developmental disabilities. For Sara's Master's thesis she developed and evaluated an exercise program for adults with developmental disabilities living in a community setting. The program included a motivational system for both the participants and teachers, along with scheduling of exercise. These varied experiences allowed Sara to see the generalizability of behavior analysis to many situations. Her focus then turned to development and implementation of interventions for children in educational settings and parent and teacher training.

To pursue these interests, Sara joined the School Psychology program at the University of Nebraska-Lincoln. Under the guidance of Edward Daly, Sara has expanded her knowledge of behavior analysis to its applications in educational settings. Sara enjoys working in educational settings because they provide an important setting for the delivery of effective interventions for students and families that may not otherwise seek services. On a broad level, Sara has been involved in the development and refinement of Nebraska's model for Response to Intervention. Response to Intervention provides schools with a framework for meeting the needs of students using a continuum of services and focuses on early intervention. The model encourages schools to operationally define problems, provide high quality instruction, continuously monitor progress, and make modifications to improve student success.

Specifically, Sara's research interests include the development and implementation of academic and behavioral interventions for children in school settings. Within the Response to Intervention framework, the implementation of effective instruction for students is central to student

success. Sara is interested in the refinement and application of brief experimental analysis in school and clinic settings, as well as the effects of student choice on the implementation of treatments. Additionally, Sara is interested in training parents and teachers to implement interventions and to use single-case designs to monitor and evaluate students' performance. Sara would also like to develop teacher training in behavioral principles, procedures, and methods, enabling them to deal with problem behaviors in classrooms, and implement good teaching tactics and strategies. Furthermore, Sara and her colleagues are working to develop a revised model of behavioral consultation for use in schools that incorporates technological innovations (e.g., performance deficit analyses, stimulus preference assessments, and brief experimental analysis) and makes the process more efficient for use in schools.

New Overflow Hotel:

Palmer House Hilton

17 East Monroe Street
Chicago, IL 60603

Phone: 312-726-7500 (direct) or

877-865-5321 (reservations)

Fax: 312-922-5240

<http://www.hilton.com>

Group Rates

Single/Double \$125

Additional person: \$20

The Palmer House Hilton is located approximately eight blocks from the convention hotel. To receive the discount when making your hotel reservations, please call and reference our Group/Convention Code: ABV or book online via the link above.

Convention Hotel:

Hilton Chicago

720 South Michigan Avenue
Chicago, IL 60605

Phone: 312-922-4400

Fax: 312-922-5240

<http://www.chicagohilton.com>

Room Block Status: **Sold out***

To receive the discount when making your hotel reservations, please use our Group Code: ABE.

Overflow Hotel:

The Blackstone, A Renaissance Hotel

636 South Michigan Avenue
Chicago, IL 60605,

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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



James McPartland

Quantifying the Qualitative: Empirical Measures of Social Information Processing in Autism
Dr. James McPartland (Yale Child Study Center)

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

Behavioral Pharmacology

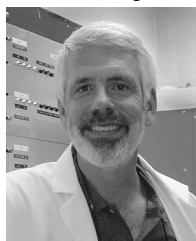


Drake Morgan

Neurobiology of Cocaine Self-Administration: Some Findings in Monkeys and Rats

Dr. Drake Morgan (University of Florida)

Sunday, May 25; 4:30 p.m.



William Woolverton

The Choice to Take a Drug of Abuse: Contributions of Research with Non-Humans

Dr. William Woolverton (University of Mississippi Medical Center)

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

Clinical; Family; Behavioral Medicine



Elliot Valenstein

Blaming the Brain

Dr. Elliot Valenstein (University of Michigan)

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

Developmental Disabilities



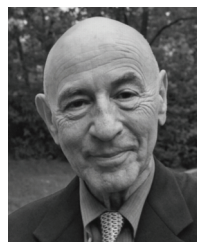
Tiffany Field

Massage Therapy Research

Dr. Tiffany Field (Touch Research Institute-University of Miami-Medical School)

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

Experimental Analysis of Behavior



Walter Mischel

Finding the Consistency of Social Behavior in its Stable Variability

Dr. Walter Mischel (Columbia University)

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



Herbert Roitblat

Object Recognition by Dolphins

Dr. Herbert Roitblat (DolphinSearch Inc.)

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

Other



Peter J. Richerson

Not by Genes Alone: How Culture Transformed Human Evolution

Dr. Peter J. Richerson (University of California, Davis)

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

Verbal Behavior



Frank Johnson

Brain Pathways for Behavioral Variation and Selection in a Vocal-Learning Songbird

Dr. Frank Johnson (Florida State University)

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

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Invited Events and Tutorials

Autism

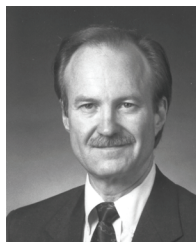


Wayne Fisher

Tutorial: Integrating Functional Analytic and Genetic Methods to Study Gene-Environment-Behavior Relations in Autism

Dr. Wayne Fisher (Munroe-Meyer Institute, UNMC)

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



Richard Foxx

Addressing the Challenging Behaviors of Adolescents with Autism: Successful Proactive Strategies, Methods and Skills Building Interventions

Dr. Richard M. Foxx (Pennsylvania State University)

Tuesday, May 27; 10:00 a.m.



Patrick Friman

Clinical Supervision in BA: Shaping the Knower to Know

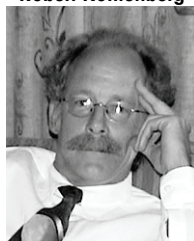
Chair: Dr. Barbara S. Kohlenberg (University of Nevada School of Medicine)

Tuesday, May 27; 10:30 a.m.

- Dr. Patrick C. Friman (Father Flanagan's Girls and Boys' Town)
- Dr. Robert J. Kohlenberg (University of Washington)
- Dr. Patrick M. Ghezzi (University of Nevada, Reno)
- Dr. Claudia Drossel (University of Nevada, Reno)



Robert Kohlenberg



Patrick Ghezzi



Claudia Drossel

Behavioral Pharmacology



Marc Branch

Tutorial: Drugs as Behavior-Analysis Tools

Dr. Marc N. Branch (University of Florida)

Saturday, May 24; 3:00 p.m.

Community Interventions; Social and Ethical Issues



Michael Weinberg

Tutorial: Licensure for Behavior Analysts: Has the Time Arrived?

Dr. Michael Weinberg (Orlando Behavior Health Services, LLC)

Monday, May 26; 4:00 p.m.

Clinical; Family; Behavioral Medicine



Michael Rapoff

Tutorial: Developing Adherence among Children with Chronic Health Conditions

Dr. Michael Rapoff (University of Kansas Medical Center)

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



Jerry Shook

Values in Behavior Analysis

Chair: Dr. Saul Axelrod (Temple University)

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

- Dr. Gerald L. (Jerry) Shook (Behavior Analyst Certification Board)
- Dr. Jon Bailey (Florida State University/Behavior Management Consultants, Inc./Florida Association for Behavior Analysis)



Jon Bailey

Values in Behavior Analysis

Exceptional Programming Educating Tomorrow's Leaders

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Maria Ruiz

(continued from page 10)

- Dr. Maria R. Ruiz (Rollins College)
- Dr. Erik Arntzen (Akershus University College), Dr. Jon A. Lokke, and Dr. Gunn Lokke (University College of Ostfold, Norway)



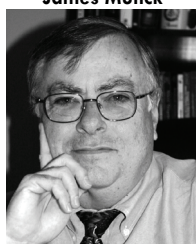
Erik Arntzen



Joe Layng



James Mulick



Michael Dorsey

Licensing of Behavior Analysts

Chair: Dr. Henry S. Pennypacker (University of Florida)

Monday, May 26; 2:30 p.m.

- Dr. Joe Layng (Headsprout)
- Dr. James A. Mulick (The Ohio State University)
- Dr. Michael F. Dorsey (The Vinfen Corporation and Gordon College)
- Dr. Joseph Cautilli (Children Crisis Treatment Center/St. Joseph's University)



Joseph Cautilli

Developmental Disabilities



Anthony Cuvo

Tutorial: Building A Transactional Systems Model of Services for Children with Autism

Dr. Anthony J. Cuvo (Southern Illinois University)

Tuesday, May 27; 12:00 p.m.



David Wacker

Long-Term Maintenance of Functional Communication Training

Dr. David P. Wacker (University of Iowa)

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



Henry Roane

Assessment and Treatment of Idiosyncratic Response Relations in Children with Autism Spectrum Disorder

Dr. Henry S. Roane (University of Nebraska Medical Center & Munroe-Meyer Institute)

Monday, May 26; 2:30 p.m.

Human Development; Gerontology



Peter Killeen

Tutorial: Evo-Devo

Dr. Peter Killeen (Arizona State University)

Monday, May 26; 1:30 p.m.



Howard Rachlin

Self-Control and Social Cooperation

Dr. Howard Rachlin (Stony Brook University)

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

Experimental Analysis of Behavior



Gregory Madden

Tutorial: Behavioral Economics

Dr. Gregory J. Madden (University of Kansas)

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

Continuing Education credits to for certified behavior analysts and licensed psychologists will be offered for many presentations.

Remember to sign in and out!

Education



David Tilly

Tutorial: Response To Intervention (RTI): Diagnosing the Learning Enabled

Dr. W. David Tilly III (Heartland AEA 11)

Saturday, May 24; 1:00 p.m.



Hill Walker

Evidence-Based Interventions for the Prevention of Destructive Behavior within School Settings

Dr. Hill Walker (University of Oregon)

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



Timothy Slocum

The Unit of Analysis in Evidence Based Practices

Dr. Timothy A. Slocum (Utah State University)

Dr. Susan Wilczynski (National Autism Center; May Institute)

Monday, May 26; 1:30 p.m.



Susan Wilczynski

Organizational Behavior Management



Kent Anger

Tutorial: Funding Behavioral Research

Dr. W. Kent Anger (Oregon Health & Science University)

Dr. Oliver Wirth (CDC/NIOSH)

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



Oliver Wirth



William Redmon

Meaningful Change at the Cultural Level: Behavioral Systems Revisited

Dr. William K. Redmon (Bechtel Group, Inc.)

Saturday, May 24; 3:00 p.m.

Other

(Pictured on page 8)

Tutorial: Behavior Analysis in the Mainstream of Human Life: Now Is the Time

Dr. Patrick C. Friman (Father Flanagan's Girls and Boys' Town)

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



Janet Twyman

Behavior Analysis, Certification, and the APA Model Licensing Act

Chair: Dr. Larry Alferink (Illinois State University)

Tuesday, May 27; 9:00 a.m.

- Dr. Janet S. Twyman (Headsprout)
- Dr. Gerald L. Shook (Behavior Analyst Certification Board) (Pictured on page 8)
- Dr. Terrence Koller (Illinois Psychological Association)



Terrence Koller

Teaching Behavior Analysis



Leslie Burkett

Tutorial: Creating and Managing Distance Learning Courses for Behavior Analysis

Dr. Leslie S. Burkett (University of North Texas)

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

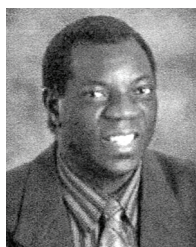


Bill Buskist

"Good-Bye, Teacher . . ." Forty Years Later

Dr. William F. Buskist (Auburn University)

Saturday, May 24; 4:00 p.m.



Edward Asikhia

Applied Behavior Analysis in Nigeria: Barriers and Progress
Dr. Edward Asikhia (Home-Link Trust Inc.)

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

Theoretical, Philosophical and Conceptual Issues



William Baum

Tutorial: A Molar View of Behavior
Dr. William M. Baum (University of California, Davis)

Tuesday, May 27; 9:00 a.m.



Allen Neuringer

What's Voluntary about the Voluntary Operant?
Dr. Allen Neuringer (Reed College)

Saturday, May 24; 4:00 p.m.



Per Holth

Autism, Joint Attention, and Verbal Behavior: Down To Basics of an Operant Analysis, Suggesting Technological Applications at Almost Every Step

Dr. Per Holth (Akershus University College)

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

Verbal Behavior



Tim Hackenberg

Tutorial: The Tacts of Life: Accuracy, Science and Pseudoscience
Dr. Timothy D. Hackenberg (University of Florida)

Tuesday, May 27; 11:00 a.m.



Mark Sundberg

The Role of the Listener in the Analysis of Verbal Behavior

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

Monday, May 26; 3:30 p.m.

- Dr. Mark L. Sundberg (Sundberg and Associates)
- Dr. David C. Palmer (Smith College)
- Dr. Philip N. Hinline (Temple University)
- Dr. Hank Schlinger (California State University, Los Angeles)



David Palmer



Philip Hinline



Hank Schlinger



Autism Clinical Specialist

The Regional Center of Orange County (RCOC) is a private non-profit corporation contracting with the State of California for the provision of services to persons with developmental disabilities.

RCOC has an immediate opening for an Autism Clinical Specialist. Primary responsibilities are the coordination and management of the clinical application of the Department of Developmental Services' *Autism Spectrum Disorder Best Practice Guidelines for Screening, Diagnosis, and Assessment*. The Autism Clinical Specialist is a member of the multidisciplinary team that determines the eligibility, developmental, and behavioral needs of individuals with diagnosed or suspected autism. Other responsibilities include: assisting in the development of guidelines for the provision of services for RCOC consumers with autism; providing technical assistance and training to RCOC staff, families and to local clinicians and service providers specializing in autism; and maintaining knowledge of state-of-the-art information on evidence-based treatments and interventions for persons with autism.

Ideal candidate will have completed an APA-accredited doctoral program in psychology with licensure in California (or license eligible). Three to five years experience in human services settings with an emphasis in autism also required. Board Certification in Behavior Analysis highly desirable. Competitive salary and benefits.

Send Resume w/ Salary History to:
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Human Resources
P.O. Box 22010
Santa Ana, CA 92702-2010
Email: jabernatha@rcocdd.com
FAX (714) 547-3433

Convention Highlights

2008 ABAI Presidential Address

"Why Be a Behavior Analyst?"

Monday, May 26; 5:00 p.m. – 6:00 p.m.; Grand Ballroom

Dr. William L. Heward (The Ohio State University)



William L. Heward, Ed.D., BCBA, is Professor Emeritus of Education at The Ohio State University (OSU) where he taught for 30 years. Internationally recognized for his work in applied behavior analysis and special education, Dr. Heward has served as a Visiting Professor of Psychology at Keio University in Tokyo and as a

Senior Fulbright Scholar in Portugal. His publications include more than 100 journal articles and book chapters and nine books, including the widely used texts, *Applied Behavior Analysis* (co-authored with John O. Cooper and Timothy E. Heron) and *Exceptional Children: An Introduction to Special Education*, which is in its eighth edition and has been translated into several foreign languages. In 1985, he received OSU's highest honor for teaching excellence: the Alumni Association's Distinguished Teaching Award. A Fellow of the Association for Behavior Analysis International, Dr. Heward received the 2006 Fred S. Keller Behavioral Education Award by Division 25 of the American Psychological Association. Dr. Heward's current research interests include "low-tech" methods for increasing the effectiveness of group instruction and adaptations of curriculum and instruction that promote the generalization and maintenance of newly learned knowledge and skills.

Abstract: In her 2007 Presidential Address, Janet Twyman urged us to think objectively about the status and health of behavior analysis as a science. For me, the most profound and important question she posed was this: "Why be a behavior analyst today and not something else?" Although in some respects our field has changed dramatically in recent decades, I believe the answer to this question has not. Consider that today's behavior analyst has access to conceptual tools, behavior change strategies, and measurement and evaluation tactics that are more powerful and sophisticated than ever before. As a result, behavior analysis has a greater capacity than ever before to help make the world a better place. Several examples of how behavior analysis is contributing to the betterment of humankind will be presented to illustrate this potential. In sizing up the contributions of contemporary behavior analysis, current and potential, it is easy to overlook the fact that the behavior analyst's toolkit, while quite different on the surface than that of several decades ago, is derived from fundamental principles and techniques that have long been part of our field's heritage. All behavior analysts, whether they work in the conceptual, basic, or applied branches of the science, share a common empirical and philosophical ancestry. One way to understand and communicate this heritage is to examine some of the wisdom about the study and practice of behavior analysis from our field's founders and

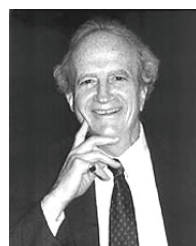
pioneering researchers. These axioms will be well known to this organization's veteran members (though it won't hurt any of us to review them). Such a review takes on special urgency in a growing organization with one half of its members having entered the field in the last decade. Some of ABAI's younger members—those whose work will determine the future directions, vitality, and usefulness of behavior analysis—may have had limited exposure to these timeless lessons about science, behavior, and the science of behavior. The process of examining some of the contributions of contemporary behavior analysis alongside the wisdom of those who made such advancements possible answers the question, "Why be a behavior analyst?"

2008 ABAI Presidential Scholar's Address

"Marriage, Divorce, and the Family"

Saturday, May 24; 5:00 p.m. – 6:00 p.m.; Grand Ballroom

Dr. Gary Stanley Becker (University of Chicago)



Dr. Gary Stanley Becker earned a BA at Princeton University and a Ph.D. in economics at the University of Chicago. Becker was a professor at Columbia University from 1957 to 1969. He now holds joint appointments with the department of economics and sociology and the graduate school of business at the University of Chicago.

Professor Becker has been applying economic analysis to understand consequential behavior of social significance for over fifty years. In addition, Becker was one of the founders of the principle that education is an investment in human capital.

In 1992, Professor Becker received the Nobel Prize in Economics "for having extended the domain of microeconomic analysis to a wide range of human behavior and interaction, including nonmarket behavior." He has received many other prestigious awards, including the John Bates Clark Medal of the American Economic Association, the National Medal of Science, and most recently, the Presidential Medal of Freedom.

Abstract: Professor Becker's research program is founded on the idea that the behavior of an individual adheres to the same fundamental principles in a number of different areas. The same explanatory model should thus be applicable in analyzing highly diverse aspects of human behavior. His explanatory model is based on what he calls an economic approach, which he has applied to one area after another. This approach is characterized by the fact that individual agents—regardless of whether they are households, firms or other organizations—are assumed to behave rationally, i.e., purposefully, and that their behavior can be described as if they maximized a specific objective function, such as utility or wealth. Professor Becker has applied the principle of rational, optimizing behavior to areas where researchers formerly assumed that behavior is habitual and often downright irrational. His first book in 1957 explored *The Economics of Discrimination*. For his presentation at this year's convention, Professor Becker will use economic analysis to explain marriage and divorce rates in the United States. Among the issues considered are the rise in divorce rates and the decline in marriage rates since the 1960's.

Celebrating and Expanding Our Scientific Foundations, State of the Science Address

Chair: Dr. Timothy D. Hackenberg (University of Florida)

Sunday, May 25; 4:30 p.m – 7:30 p.m.; Stevens 5

From its inception and through to the present day, progress in all areas of behavior analysis has been fueled by advances in basic science. With the successful application of behavioral principles to an ever-widening array of practical problems, however, the science behind the application is sometimes overlooked. To underscore the vital importance of science to our discipline, this year's convention will highlight and amplify the good science that has and continues to infuse the various branches of behavior analysis. The theme of this year's convention, *Celebrating and Expanding our Scientific Foundations*, weaves together a broad array of topics that speak to our scientific roots and to extensions to new areas of science and application. The keynote event in this track is a session that brings together luminaries in the field to give "State of the Science" lectures—presentations that trace the development of key ideas and concepts in a specific area of research and theory. The speakers have each made pioneering and enduring contributions to our science; at the same time, each remains active and well-positioned to comment on key developments for the future. The event promises to provide fascinating perspectives on the historical roots as well as the future directions of important scientific problems.

Choice and Conditioned Reinforcement

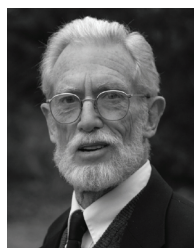
Dr. Edmund Fantino (California State University, San Diego)

(Biographical statement and photograph on page 3)

Abstract: Psychologists have always been intrigued with the rationales underlying our decisions. Similarly, the concept of conditioned reinforcement has a venerable history, particularly in explaining behavior not tied to obvious primary reinforcers. The studies of choice and conditioned reinforcement have often developed in lockstep. Over the past decades their study has become increasingly quantitative (even complex). Yet many contemporary approaches to these fundamental topics share an emphasis on context and relative value. We trace the evolution of thinking about the potency of conditioned reinforcers from stimuli that acquire their value by pairing with more fundamental reinforcers to stimuli that acquire their value by being differentially correlated with these more fundamental reinforcers. We discuss some seminal experiments that have propelled us to the conclusion that the strength of conditioned reinforcers, as measured in choice settings, is determined by their signaling a relative improvement in the organism's relation to reinforcement.

Stimuli, Reinforcers, and Private Events

Dr. John Anthony Nevin (University of New Hampshire)



Dr. John A. Nevin, known as Tony, studied marine engineering at Yale University and served five years in the Coast Guard before encountering experimental psychology, which proved to be surprisingly compatible with his background in engineering and physical science. His graduate studies at Columbia University combined human psychophysics and color vision with behavioral analyses of conditioned reinforcement in rats and matching to sample in pigeons. After receiving his Ph.D. in 1963, he taught at Swarthmore College until 1968. He returned to Columbia from 1968 until 1972, where he served two years as department chair. To the delight of his five children, he then moved to the relatively rural University of New Hampshire, where he remained until retirement in 1995. He now lives with his wife Nora on the island of Martha's Vineyard, where he engages in community and environmental conservation projects while maintaining research collaborations in Utah and New Zealand through the magic of electronic communication, supplemented by occasional visits. The post-retirement persistence of his research and theoretical work on behavioral momentum is itself an instance of momentum, based on the many reinforcers he has been privileged to enjoy throughout his life.

Abstract: Radical behaviorism asserts that private events are like public behavior in that they enter into similar lawful relations with similar variables. Therefore, private stimuli can enter into the control of overt behavior, and private activities can be affected by external reinforcers. Recent models of conditional discrimination propose that the private activities involved in attending to stimuli depend on reinforcement in the same way as overt responses, and that remembering involves attending to private stimuli derived from conditional cues. The same approach can be applied to the private events involved in expecting future reinforcers. In some cases, public behavior corresponding to attending, remembering, and expecting can be identified, measured, and invoked to explain aspects of discriminative performance. When public concomitants of private events cannot be identified, however, explanation can be achieved through quantitative models which assume that reinforcement affects private activities in the same way as public behavior.

Reflections on Stimulus Control

Dr. Murray Sidman (Retired)

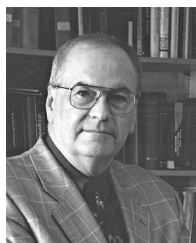
(Biographical statement and photograph on page 3)

Abstract: The topic of stimulus control is too broad and complex to be traceable within the time allowed here—less than an hour. It would probably take a two-semester course to cover just the highlights of that field's evolution. The more restricted topic of equivalence relations has itself become so broad that even an introductory summary requires more time than we have available. An examination of relations between equivalence and the more general topic of stimulus control, however, may reveal characteristics of both the larger and the more limited field that have not been generally discussed. Consideration of these features may in turn foster future developments within each area. I speak, of course, about features of stimulus control

that my own experiences have made salient to me; others would surely emphasize other characteristics of the field and it is my hope that cooperative interactions among researchers and theorists who approach stimulus control from different directions will become more usual than is currently the case.

Behavioral and Brain Mechanisms in Self-Awareness

Dr. Travis Thompson (Department of Pediatrics, University of Minnesota School of Medicine)



Dr. Travis Thompson received his doctoral training in psychology at the University of Minnesota and completed post-doctoral work at the University of Maryland with J.V. Brady and Cambridge University (UK) with Robert Hinde. His earliest work dealt with the relations among concepts from behavior analysis,

ethology and pharmacology. He was Director of the John F. Kennedy Center for Human Development at Vanderbilt University and Smith Professor of Psychiatry at the University of Kansas Medical Center before returning to Minnesota in 2003. He co-authored the first textbook in behavioral pharmacology with C.R. Schuster and has done basic and applied interdisciplinary research in developmental disabilities, including genetics, pharmacology and neuroscience. He was involved in developing one of the first large-scale behavioral intervention programs for individuals with intellectual disabilities, and for the past five years has directed home-based early intervention services for young children with autism in Minnesota. He has published 225 articles and chapters and 29 books. 48 doctoral students completed their training under his mentorship. Travis has received numerous awards, including APA Division 1 Ernest Hilgard Award, Division 25 Don Hake Award and Division 33 Edgar Doll Award. He is a Fellow of the Association for Behavior Analysis.

Abstract: Self-awareness refers to intraverbal responses based on the speaker's previous verbal behavior and discriminative responding based on the state of strength of one's own dispositions, i.e., autoclitic responding. According to cognitive and developmental theorists, a central feature of autism is lack of the ability to attribute mental states—beliefs, intents, desires, pretending, knowledge, etc.—to oneself and others, and to understand that others have beliefs, desires and intentions that are different from one's own. This has been called theory of mind. The lack of such ability has been called “mind blindness” by Utta Frith and Simon Baron Cohen. While a colorful metaphor, it does not lend itself to amelioration of the hypothesized deficit.

Intensive early behavior therapy ameliorates this deficit to a significant degree in at least half of children with autism spectrum disorders (Lovaas, 1987; Sallows and Graupner, 2005). Children with ASDs who have shown the greatest social gains are those who exhibited motor and/or vocal imitation at baseline. Imitation requires that specific structures in the Mirror Neuron System are at least partially functional. Wise et.al. (2001) has shown Wernicke's speech area is divided into several distinct

functional components. The posterior superior temporal cortex is necessary for mimicry of sounds, including being able to transiently represent phonetic sequences, whether heard or internally generated and rehearsed. Iacoboni et.al. (2005) studied brain activation of typical volunteers in response to brief video vignettes of an action without a context (reaching to pick up a cup), an action with an intended consequence (drinking tea from the cup) and a context without an intended consequence (cleaning up after having tea). Activation of the superior temporal sulcus occurs to seeing a cup grasped with or without a context, much as if the person had actually been grasping a cup, i.e., it is a brain area involved in responding to biological motion. In other words, the STS plays a role in both verbal and non-verbal imitation.

Observing another person engaging in a movement produces sensations in the child doing the observing, that resemble those that occur had the child made the same movement her/himself (i.e., proprioceptive feedback). Teaching the child with an ASD to verbally tact those events becomes a component of self-awareness and other-awareness. These data, together with the foregoing IEBT findings suggest children with ASDs who have residual functioning of critical cells in the superior temporal sulcus of the Mirror Neuron System are amenable to profiting from therapy directed at self-awareness instruction, presumably by capitalizing upon neuroplasticity within those structures. These data, together with previous studies on the critical role of the amygdala (motivation) and orbitofrontal cortex (response-contingency relationships), suggest these three structures in combination can be enlisted through operant reinforcement procedures to create self-awareness as well as the ability to respond discriminatively to others' private events among children who otherwise are unable to exhibit such skills.

International Development Brunch

Chair: Dr. Simon Dymond (University of Wales, Swansea)

Saturday, May 24; 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. We expect conference attendees from 30 countries to join us for food and conversation.

Special Interest Group (SIG) Business Meeting with the ABAI Presidents

Chair: Dr. Janet Twyman (Headsprout)

Saturday, May 24; 8:00 a.m.; Williford A

The SIG business meeting serves to discuss issues related to ABAI's SIGs with SIG representatives. SIGs are a critical component of ABA International and provide additional services and support to members with specialized interests. SIGs provide a forum for information exchange and a vehicle to promote a particular area of interest.

Affiliated Chapters Meeting

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

Saturday, May 24; 9:00 a.m. – 9:50 a.m.; Williford A

Representatives of ABAI affiliated chapters meet to review the activities of the Affiliated Chapters Board, the status of chapters, and to network.

Special Event

Chair: Dr. Kathryn Saunders (University of Kansas)

Saturday, May 24; 4:00 p.m. – 4:50 p.m.; Stevens 2



Dr. Paige McDonald is chief of the Basic and Biobehavioral Research Branch of the Behavioral Research Program in the Division of Cancer Control and Population Sciences at the National Cancer Institute (NCI). A program director since joining NCI in 2001, Dr. McDonald has cultivated the growth of the branch's research

portfolio, focused on elucidating biological mechanisms of psychosocial effects on health and disease.

Prior to joining the NCI, Dr. McDonald was a research psychologist at Howard University Cancer Center (HUCC) and a faculty member in the Department of Medicine at Howard University College of Medicine. Her research interests included stress and immunity within a cancer risk context, the influence of behavioral factors on breast cancer risk and survival, and the perceptions and knowledge of breast cancer and early detection behaviors among women residing in public housing.

Dr. McDonald received her undergraduate degree in Psychology and her doctorate in Clinical Psychology from the University of Miami in Coral Gables, Florida. Her doctoral training included an emphasis on behavioral medicine and psychophysiology within the context of cardiovascular disease. Dr. McDonald completed her clinical psychology internship, with specialization in health psychology, at the Brown University Clinical Psychology Internship Consortium and postdoctoral fellowships at the Memorial Sloan-Kettering Cancer Center and the HUCC. In 2005, she received a Master of Public Health degree from Bloomberg School of Public Health at Johns Hopkins University. Dr. McDonald will give a presentation at the convention titled "The Behavioral Research Program at the National Cancer Institute: A Resource for the Scientific Study of Behavior."

Abstract: The Behavioral Research Program (BRP) initiates, supports, and evaluates a comprehensive program of behavioral research ranging from basic behavioral research to research on the development, testing, and dissemination of disease prevention and health promotion interventions in areas such as tobacco use, screening, dietary behavior, and sun protection. Our goal is to increase the breadth, depth, and quality of cancer prevention and control behavioral science. Dr. Paige McDonald will present the scientific mission of the program, highlight research priorities, and discuss funding

opportunities for the scientific study of behavior in a cancer control and population science context.

Autism Newcomer's Event: A Guide to the Autism Track at ABAI 2008

Chair: Dr. Jeffrey Tiger (Louisiana State University)

Saturday, May 24; 9:30 a.m.

This session is intended for newcomers to the ABAI convention, but anyone is welcome to attend. An event this large may seem overwhelming to newcomers—whether professionals or parents. The purpose of this event is to describe the types of events in the autism track as well as to highlight special events across all areas of the program that may be of particular interest to autism track attendees. The session will be chaired by Autism Program Area Co-coordinator, Jeffrey Tiger. Former Autism Program Area Coordinator, Jack Scott, and current Area Coordinator, Bill Ahearn will also provide comments and suggestions. A few minutes will be devoted to questions from the newcomers. We hope to help you make the most of this year's conference.

Professional Development Series

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

Advice from the Recently Hired

Chair: Robert C. Pennington (University of Kentucky)

Saturday, May 24; 1:00 p.m.

- Bryan J. Davey (ACCEL)
- Donald M. Stenhoff (University of Kentucky)
- Peter Alter (University of Louisville)
- Laura Ferguson (Home of the Innocents)

Presenters from a variety of different educational backgrounds and professional domains will provide information and advice on making the transition from graduate school to the professional community. Attendees will be encouraged to ask questions and participate in the discussion. Members of this panel will provide information and advice on making the transition from graduate student to member of the professional community. Panelists represent a variety of different educational backgrounds and professional domains.

Conversation Hour with Prominent Women in Behavior Analysis

Chair: Kendra L. Rickard (University of Nevada, Reno - Center for Advanced Learning)

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

- Dorothea C. Lerman (University of Houston-Clear Lake)
- Julie S. Vargas (B. F. Skinner Foundation)
- Carol Pilgrim (University of North Carolina - Wilmington)
- Linda A. LeBlanc (Western Michigan University)

Prominent women in behavior analysis will discuss their experiences in the field, challenges and achievements, and invite questions from attendees.

How to Give Effective Oral Presentations

Chair: Kristen Alyssa Rost (Queens College)

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

- Eric J. Fox (Western Michigan University)
- Raymond G. Miltenberger (University of South Florida)
- Matthew P. Normand (University of the Pacific)
- Gregory J. Madden (University of Kansas)

Presenters will give advice on giving effective oral presentations—what to avoid and personal tips. The audience will be invited to ask questions and hold discussions with the panel members.

Research in Non-University Settings

Chair: Ruth M. DeBar (The Ohio State University)

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

- Dean C. Williams (University of Kansas)
- David E. Kuhn (Kennedy Krieger Institute)
- D. Daniel Gould (New England Center for Children)
- Christina Whalen Dallaire (TeachTown, Inc.)

Presenters from four agencies will discuss their research in non-university settings. Attendees will be invited to ask questions and join in the discussion.

Applying for Post-Doctoral Positions

Chair: Aaron D. Lesser (Kennedy Krieger Institute)

Sunday, May 25; 4:30 p.m.

- Tiffany Kodak (Munroe-Meyer Institute, University of Nebraska Medical Center)
- Melissa Blanock Mower (Kennedy Krieger Institute)
- Jennifer Lynne Bruzek (Vanderbilt University)

For many students, the next step after obtaining a Ph.D. is a post-doctoral position. Presenters will speak from several perspectives on preparing for and completing post-doctoral fellowships.

Introduction to the Behavioral Pharmacology of Drugs that Act on Opioid and Dopamine Receptors

Chair: Corina Jimenez-Gomez (Utah State University)

Sunday, May 25; 7:00 p.m.

- James H. Woods (University of Michigan)
- Gail Winger (University of Michigan)

Four opioid receptors and five dopamine receptors have been described thus far. Drugs that act on the individual receptors within each class have sometimes similar and sometimes different behavioral effects. The underlying principles of drug-receptor interactions are clearly supported in both of these systems, but agonist-antagonist interactions are interestingly different in these two systems - or are they? Attendees will learn something of the history of behavioral pharmacology using drugs that act on these receptors; how behavioral pharmacology can support drug-classification schemes; what can be learned about agonist and antagonist interactions using behavior as an endpoint; how drugs that act on these receptors compare

as stimuli, and what is necessary for better understanding of drug-behavior interactions in the future.

Bridging the Gap between Basic and Applied Research: The Matching Law

Chair: Corina Jimenez-Gomez (Utah State University)

Sunday, May 25; 8:00 p.m.

- Thomas S. Critchfield (Illinois State University)
- Michael C. Davison (University of Auckland)
- Nancy A. Neef (The Ohio State University)

Although ABAI members share a common interest in understanding behavior, we have a wide range of backgrounds. Therefore, we often find ourselves disconnected from current developments within our field. The purpose of this event is to explore current research in an area of behavior analysis from basic and applied perspectives and provide a venue for attendees to learn about research with which they typically may not be in contact. In this year's "Bridging the Gap" event, presenters will discuss applications of the matching law.

Aspects on Being a Board Certified Behavior Analyst

Chair: Jennifer Sweeney (Columbus Children's Hospital Autism Center/Kent State University)

Monday, May 26; 1:30 p.m.

- Patrick M. Ghezzi (University of Nevada, Reno)
- Rita Honan (Trinity College Dublin)
- Christine L. Ratcliff (BACB)
- Karen A. Gould (May Institute/Northeastern)

As our field continues to grow and expand into many more applied areas, it is becoming increasingly important for practitioners to be held to professional standards. Presenters will discuss some of the important aspects of becoming a Board Certified Behavior Analyst.

Perspectives on the Future of Behavior Analysis

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

Monday, May 26; 3:00 p.m.

- Sigrid S. Glenn (University of North Texas)
- Linda J. Hayes (University of Nevada, Reno)
- Edward K. Morris (University of Kansas)

As behavior analysis continues to grow, it is important to understand where the field is headed. To encourage dialogues on the development of the field, this panel will discuss the history of the field, current research and application trends, and the directions that the panel members feel are most important for the continued evolution of the field.

How to Obtain Grant Funding

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

Monday, May 26; 4:00 p.m.

- Jesse Dallery (University of Florida)
- William V. Dube (UMMS Shriver Center)
- Kenneth Silverman (Johns Hopkins University)

There are a variety of funding options available for students. Presenters will discuss how to search for funding sources, how to write a successful grant proposal, and how to manage funding.

Presenters will give recommendations and advice drawn from their experience for being successful in the grant writing process.

Introduction to Direct Instruction for Behavior Analysts

Chair: Nicole C. Groskreutz (Utah State University)

Monday, May 26; 7:30 p.m.

Dr. Timothy A. Slocum (Utah State University)

Direct Instruction is a systematic and comprehensive approach to academic instruction. Direct Instruction is based on both Behavior Analysis and on logical analyses of communication and knowledge systems. As such, Direct Instruction provides an example of how behavioral principles, strategies, and tactics can be arranged to create broad and comprehensive programs of academic instruction that produce large and complex repertoires in learners. In addition, the fact that Direct Instruction also draws upon logical analyses of communication and structural analyses of knowledge systems, provides examples of how Behavior Analysis contacts other areas. The centerpiece of Direct Instruction is teaching for generalization under precise stimulus control. Direct Instruction programs feature integration of rule-governed and contingency-shaped behavior, and systematically build relational responding. Thus, Direct Instruction is important for behavior analysts involved with teaching complex repertoires to virtually any learners. The effectiveness of Direct Instruction programs is supported by a large and varied research base.

Behavioral Bash

Chair: Corina Jiménez-Gómez

Saturday, May 24; 10:30 p.m.

ABAI welcomes all of its members to Chicago. Join us for a night of entertainment and fun. We will have some talent from within our very own membership - yes Behavior Analysts do have other talents! This will include our ever popular skit competition, 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: Cardio-kickboxing

Chair: Elise Cooke (Holliston Public Schools)

Sunday, May 25; 7:00 a.m.

Take a break from sitting down all weekend! Discover how behavioral principles, kickboxing routines, and upbeat music can combine into a heart-healthy cardio workout! All ABAI members and guests are welcome; instruction will be differentiated to ensure that individuals of all fitness levels can be successful.

Health, Sport, & Fitness Activity: Pilates & Yoga Workout

Chair: Kim D. Lucker (Behavior Management Consultants)

Sunday, May 25; 7:00 p.m.

This workout session, sponsored by the Health, Sport, and Fitness SIG group, is open to all levels. The class will be

half Pilates and half Yoga. Great to invigorate tired muscles and get the rejuvenation you need to continue through the conference with rigor. Please wear comfortable clothing.

Reunions and Receptions

Locations of reunions and receptions are listed in the program book and on the Web under the names of the Chairs.

ACBS Gathering

Chair: Steven C. Hayes (University of Nevada, Reno)

Sunday, May 25; 8:00 p.m.

Behavior Analysis Services Program BASP

Chair: Catherine E Williams (Behavior Analysis Services Program)

Sunday, May 25; 8:00 p.m.

B. F. Skinner Foundation Reception

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

Sunday, May 25; 8:00 p.m.

Cambridge Center Reunion

Chair: Dwight Harshbarger (Cambridge Center for Behavioral Studies)

Sunday, May 25; 8:00 p.m.

Columbia University and CABAS

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

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

Florida Tech Friends and Alumni Reunion

Chair: Jose A. Martinez-Díaz (Florida Institute of Technology)

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

The May Institute Reception

Chair: Dennis C. Russo (The May Institute)

Sunday, May 25; 8:00 p.m.

The Ogden R. Lindsley Standard Celeration Chart Share

Chair: Malcolm D. Neely (Standard Celeration Society)

Sunday, May 25; 8:00 p.m.

The Ohio State University Reunion

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

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

Simmons College

Chair: Shari Daisy (Simmons College)

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

SKED Users Group and Friends of SKED Users

Chair: Margaret Vaughan (Salem State College)

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

St. Cloud State Friends

Chair: Gerald Mertens (St. Cloud State University)

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

University of Florida Reunion

Chair: David R. Maguire (University of Florida)

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

University of Kansas

Chair: Edward K. Morris (University of Kansas)

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

University of Nevada, Reno

Chair: Patrick Ghezzi (University of Nevada, Reno)

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

University of North Texas, Department of Behavior Analysis Reunion

Chair: Richard G. Smith (University of North Texas)

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

University of Wisconsin-Eau Claire

Chair: Kevin P. Klatt (University of Wisconsin, Eau Claire)

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

Welcome to Chicago Reception

Chair: Charles Merbitz (The Chicago School of Professional Psychology)

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

Western Michigan University: Reunion for Alumni, Students, Faculty and Friends

Chair: R. Wayne Fuqua (Western Michigan University)

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

Business Meetings

Locations of business meetings are listed in the program book and on the Web under the names of the Chairs.

ABA Spain Meeting

Chair: Javier Virués-Ortega (Instituto de Salud Carlos III & Universidad de Granada)

Monday, May 26; 7:30 p.m.

ABAI Student Committee Business Meeting

Chair: Corina Jimenez-Gomez (Utah State University)

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

Applied Animal Behavior Special Interest Group

Chair: Jennifer L. Sobie (American Society for the Prevention of Cruelty to Animals)

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

Autism SIG

Chair: Mary Jane Weiss (Rutgers University)

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

Behavior Analysis in Practice

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

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

Behavior Analyst Certification Board: International Certification Development

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

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

Behavior Analyst Certification Board: Introduction & Application

Chair: Christine L. Ratcliff (BACB)

Tuesday, May 27; 8:00 a.m.

Behavior Analyst Certification Board: Status and New Developments

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

Sunday, May 25; 7:00 p.m.

Behavior Analyst Certification Board: University Contact Faculty Meeting

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

Monday, May 26; 7:30 p.m.

Behavior Analyst Online SIG

Chair: Michael Weinberg (Professional Education Resources and Conference Services)

Sunday May 25; 7:00 p.m.

Behavioral Gerontology SIG

Chair: Paige Raetz (Western Michigan University)

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

Behavioral Medicine SIG

Chair: Craig Alenn Thomas (Mississippi Behavior Clinic)

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

Behaviorists for Social Responsibility SIG

Chair: Richard F. Rakos (Cleveland State University)

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

Behaviorists Interested in Gambling SIG

Chair: Jeffrey N. Weatherly (University of North Dakota)

Sunday, May 25; 7:00 p.m.

Chicago Association for Behavior Analysis

Chair: Charles Merbitz (Chicago School of Professional Psychology)

Tuesday, May 27; 8:00 a.m.

Clinical Behavior Analysis SIG

Chair: Thomas J. Waltz (University of Nevada, Reno)

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

Crime, Delinquency, and Forensic Behavior Analysis

Chair: Joseph D. Cautilli (Children Crisis Treatment Center/St. Joseph's University)

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

DEV SIG: Human Development Business Meeting

Chair: Martha Pelaez (Florida International University)

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

Dissemination of Behavior Analysis SIG

Chair: Josh Pritchard (University of Nevada, Reno)

Sunday, May 25; 7:00 p.m.

Editorial Board Meeting: Behavior and Social Issues

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

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

Education and Treatment of Children: Editorial Board Meeting

Chair: Dan Hursh (West Virginia University)

Monday, May 26; 7:30 p.m.

Evidence-Based Practices SIG Business Meeting

Chair: Teri Lewis-Palmer

Tuesday, May 27; 8:00 a.m.

Experimental Analysis of Human Behavior SIG

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

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

FABA Task Force for the Dissemination of Empirically Supported Treatment and Evidence Based Practice

Chair: Erin Petscher (University of Florida, Behavior Analysis Services Program)

Monday, May 26; 7:30 p.m.

Health, Sport and Fitness SIG Meeting

Chair: Michael A. Kirkpatrick (Wheeling Jesuit University)

Tuesday, May 27; 8:00 a.m.

Interbehaviorists in ABAI (SIG)

Chair: Yukiko Washio (University of Nevada, Reno)

Monday, May 26; 7:30 p.m.

Journal of Applied Behavior Analysis Board Meeting

Chair: Tiffany Kodak (Munroe-Meyer Institute, University of Nebraska Medical Center)

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

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

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

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

Mid-American Association for Behavior Analysis Business Meeting

Chair: Adam Derenne (University of North Dakota)

Sunday, May 25; 7:00 p.m.

Mississippi ABA

Chair: Craig A. Thomas (NBTS, LLC.)

Monday, May 26; 7:30 p.m.

Missouri Association for Behavior Analysis

Chair: Jenny Frisbee (Special School District)

Monday, May 26; 7:30 p.m.

NeuroSIG: Neuroscience Special Interest Group

Chair: Simon Dymond (Swansea University)

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

Nevada Association for Behavior Analysis

Chair: Ramona Houmanfar (University of Nevada, Reno)

Tuesday, May 27; 8:00 a.m.

New York State Association for Behavior Analysis

Chair: Helen Bloomer (H Bloomer Consulting)

Monday, May 26; 7:30 pm

Organizational Behavior Management (OBM) Network SIG Business Meeting

Chair: Angela R. Lebbon (Western Michigan University)

Monday, May 26; 7:30 p.m.

Parents and Professionals Sharing the Convention Experience

Chair: Jack Scott (Florida Atlantic University)

Sunday, May 25; 7:00 p.m.

Parent Professional Partnership SIG

Chair: David A. Celiberti (Private Practice)

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

Positive Behavior Support SIG

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

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

Professional Issues in Behavior Analysis

Chair: Joseph D. Cautilli (Children Crisis Treatment Center/St. Joseph's University)

Monday, May 26; 7:30 p.m.

Rehabilitation & Independent Living SIG

Chair: Michael P. Mozzoni Ph.D./BCBA (Learning Services Corporation)

Monday, May 26; 7:30 p.m.

Sex Therapy and Educational Programming SIG (STEPSIG)

Chair: Bobby Newman (Room to Grow)

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

SIG Español

Chair: Mapy Chavez-Brown (Wagner College)

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

Speech Pathology SIG (SPABA)

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

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

Standard Celeration Society SIG Business Meeting

Chair: Michael Fabrizio (Fabrizio/Moors Consulting)

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

Teaching Behavior Analysis SIG

Chair: Patrick S. Williams (University of Houston-Downtown)

Monday, May 26; 7:30 p.m.

Technology SIG

Chair: Christina Whalen (University of Florida, Behavior Analysis Services Program)

Sunday, May 25; 7:00 p.m.

Verbal Behavior SIG

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

Sunday, May 25; 7:00 p.m.

WisABA-Wisconsin Association for Behavior Analysis

Chair: Roger F. Bass (Carthage College)

Monday, May 26; 7:30 p.m.

2008 Education Conference

Evidence-Based Practice, Scientifically-Based Instruction, and Educational Effectiveness

September 5 - 7, 2008

Hyatt Regency Reston in Reston, Virginia

This event will provide an outstanding opportunity to gather those interested in best practices in education, including certified behavior analysts from multiple educational settings, stakeholders, and government officials and policy makers. The conference will include a training and focus session for participants interested in legislation issues and advocacy for the adoption for behavior analysis within school systems. ABAI will bring representatives from Federal agencies to the meeting to discuss Federal initiatives and priorities and to learn about the work being done by ABAI practitioners, scholars, and researchers. We are also planning a trip to Capitol Hill for those interested in learning more about successful lobbying for resources.

Please let us know about your interest in this special event at <http://www.abainternational.org/educonf/index.asp> so we can better plan for your participation.

A call for posters will be launched in late February. Attendees will have a unique opportunity to review others' research and present their own to a targeted audience, as well as hear invited presentations from leading scholars and policy makers on the application of behavior analysis in education. Descriptions of programs (private and public) that use evidence-based practices to achieve measurably superior student outcomes are also welcome.

Call for Posters and registration information:
www.abainternational.org/educonf

UF & USF Behavior Analysis Services Program

Investigators

Timothy Vollmer, PhD

Rusty Clark, PhD

Carole Van Camp, PhD

Glen Dunlap, PhD

Objective & Results

The Behavior Analysis Services Program has been providing classroom trainings in behavior analysis, child behavior assessments, and other consultative services to foster caregivers and children since 2001. We believe that foster caregivers who are professionally trained in behavior management skills are likely to experience less stress and to interact with children more thereby improving children's placement stability within the system, reducing the need for restrictive placements and use of psychotropic drugs and inappropriate punitive strategies. We scored between seven and nine behavior management skills for 382 caregivers who took our 15-hour or 30-hour training in 2006. The skills were measured during live role plays before and after the training. The average percentage of steps demonstrated correctly across the seven to nine skills increased from 42% to 81% -- a promising outcome for children.

"With my parents' old parenting style, it was like I was blind, deaf and dumb but with the new BASP parenting, I'm involved in everything. I matter."

- Foster Child -

Career Opportunities

We offer behavior analysts faculty positions at UF and USF with supervision for board certification within 15 months of hire, mentorship and research opportunities in applied behavior analysis, 15 locations across Florida, and a full benefits package including health, retirement and 4+ weeks vacation. A PhD or Master's in Behavior Analysis is preferred but those with a Bachelor's and experience in Behavior Analysis will be considered.

Contact Us

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UF Coordinator

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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.

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. 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 45. 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 45).

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 2, 2008. A handling fee of \$25 per cancellation will be deducted from all refunds. After May, 2, 2008, 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 2008 convention in Chicago.

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, 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.

ABAI Pre-Convention Workshops

Please see the ABAI Web site (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 23

10 a.m. – 5 p.m.

#1 A Functional Approach to Behavioral Activation in Adult Depression

JONATHAN W. KANTER, Keri R. Brown Popp, Andrew Busch, Laura C. Rusch, Rachel Manos, Cristal E. Weeks, and William Bowe (Department of Psychology/University of Wisconsin-Milwaukee)

CE: PSY, BACB

Cost to ABAI Members: \$165; Nonmembers: \$180

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

C. BAKER WRIGHT (BMC, Inc)

CE: PSY, BACB

Cost to ABAI Members: \$175; Nonmembers: \$190

#3 Developing Effective School-Based Programs for Individuals with Autism Spectrum Disorder

SHARON A. REEVE (Caldwell College) and Mary Ellen McDonald (Hofstra University)

CE: PSY, BACB

Cost to ABAI Members: \$180; Nonmembers: \$195

#4 Developing the Private Practice Model

TERENCE G. BLACKWELL and Whitney Pubylski (Verbal Behavior Institute)

CE: BACB

Cost to ABAI Members: \$165; Nonmembers: \$180

#5 Emotional Difficulties in Children: Increasing Maintenance & Generalization of Treatment Gains by Focusing on Emotional Development

JEANNIE GOLDEN (East Carolina University)

CE: PSY, BACB

Cost to ABAI Members: \$165; Nonmembers: \$180

#6 Enhance Teaching and Learning with an Acoustic Marker and a Positive Format

THERESA MCKEON (TAG Teach International), Janet L. Montgomery (University of Florida, BASP) and Victoria Fogel (University of South Florida)

CE: PSY, BACB

Cost to ABAI Members: \$165; Nonmembers: \$180

#7 Functional Analysis and Treatment of "Psychotic" Topographies in Typically Developed Adults

TOMÁS J. CARRASCO GIMÉNEZ (Universidad de Granada) and Javier Virués-Ortega (Instituto de Salud Carlos III)

CE: PSY, BACB

Cost to ABAI Members: \$165; Nonmembers: \$180

#8 Functional Assessment and Intervention for Children, Adolescents, and Adults with Autism

DIANE BANNERMAN JURACEK (Community Living Opportunities, Inc.), Nanette L. Perrin (Early Childhood Autism Program – CLO) and Amanda L. Little (Community Living Opportunities)

CE: PSY, BACB

Cost to ABAI Members: \$165; Nonmembers: \$180

#9 Human Performance Engineering to Achieve Desired Results

GUY S. BRUCE (Appealing Solutions, LLC)

CE: PSY, BACB

Cost to ABAI Members: \$200; Nonmembers: \$215

#10 Incorporating Relational Frame Theory into EIBI Programs for Facilitating Generative Verbal Behaviour

JOHN D. MCELWEE (HASD) and Ian T. Stewart (National University of Ireland, Galway)

CE: PSY, BACB

Cost to ABAI Members: \$190; Nonmembers: \$205

#11 Introduction to the York System of Quality Assurance and the York Measure of Quality of IBI

JULIE L. KOUDYS, Helen E. Flanagan, E. Alice Prichard, Kate Sheese, and Adrienne M. Perry (York University)

CE: PSY, BACB

Cost to ABAI Members: \$165; Nonmembers: \$180

#12 Language Training and Relational Responding

CARMEN LUCIANO and Sonsoles Valdivia-Salas (University of Almería)

CE: PSY, BACB

Cost to ABAI Members: \$165; Nonmembers: \$180

#13 Precision Teaching & Standard Celeration Charting

CLAY STARLIN (University of Oregon), John Eshleman (The Chicago School of Professional Psychology), Henry Pennypacker (University of Florida), Jesus Rosales-Ruiz (University of North Texas) and Abigail Calkin (Calkin Learning Center)

CE: BACB

Cost to ABAI Members: \$210; Nonmembers: \$225

#14 Prevent-Teach-Reinforce (PTR): A Protocol for Tertiary Level Supports that are Manageable and Effective in Classrooms

PATRICIA OLIVER (University of Colorado at Denver) Phil Strain (University of Colorado at Denver and Health Sciences Center), Kelly Wilson (University of Colorado at Denver and Health Sciences Center), Rose Iovannone (University of South Florida/Florida Mental Health), and Carrie L. English (University of South Florida)

CE: BACB

Cost to ABAI Members: \$165; Nonmembers: \$180

#15 Procedural and Legal Aspects of Evaluating Educational Programs for Children with Autism Spectrum Disorders

MICHAEL F. DORSEY (The Vinfen Corporation and Gordon College) and Erik A. Mayville (Connecticut Center for Child Development)

CE: PSY, BACB

Cost to ABAI Members: \$165; Nonmembers: \$180

#16 Running Effective Behavior Analytic Social Skills Groups

KATHERINE A. JOHNSON, Elizabeth Paige Adams and Jennifer Blankenship (Advances Learning Center)

CE: PSY, BACB

Cost to ABAI Members: \$165; Nonmembers: \$180

#17 Skittles or Beans: Translating ACT/Behaviorism into the Real World

LESLIE ROGERS (University of Mississippi) and Lisa Coyne (Suffolk University)

CE: PSY, BACB

Cost to ABAI Members: \$165; Nonmembers: \$180

GRADUATE RESEARCH FUNDING AVAILABLE IN EVIDENCE-BASED EDUCATION



The Wing Institute provides funding for graduate students doing research in evidence-based education.

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Application deadline: March 1, 2008
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The Wing Institute is an independent, non-profit foundation dedicated to the promotion of evidence-based practices and policies.

For more information e-mail: funding@winginstitute.org or go to our web site at www.winginstitute.org to download the application.

#18 Social Skills Groups Utilizing the Principles of Applied Behavior Analysis for Students with Autism

JILL E. MCGRALE MAHER, Josh Plavnick, Linda J. Lockhart (McGrath and Associates), and Cheryl J. Davis (Consultant)

CE: PSY, BACB

Cost to ABAI Members: \$165; Nonmembers: \$180

#19 Teaching Outside "The Box": Challenges in Implementing Empirically-Based Strategies in the Classroom

Cara M. Cappalli, Jill G. Emmerich, Krystl Giordano, Coral E. Lee, Caryn Mello-Kennedy, Lisa Tereshko, JAMES A. HOKO (ACES – EIBI), and Menika S. Schulte (Eastern Connecticut State University)

CE: PSY, BACB

Cost to ABAI Members: \$165; Nonmembers: \$180

#20 The Language Matrix in Intensive Early Intervention: Developing Generative Natural Social Language in Challenging Cases

ERIC V. LARSSON (Lovaas Institute Midwest)

CE: PSY, BACB

Cost to ABAI Members: \$165; Nonmembers: \$180

#21 Training the Mand: Intervention Strategies and Tactics for Use with Students with Autism

AMIRIS DIPUGLIA (ABACARD, LLC) and Michael Miklos (Pennsylvania Training and Technical Assistance Network)

CE: PSY, BACB

Cost to ABAI Members: \$165; Nonmembers: \$180

#22 Using Behavioral Systems Analysis to Design Sustainable Interventions

HEATHER M. MCGEE (Western Michigan University), Lori H. Diener (Ardent) and Caio F. Miguel (California State University, Sacramento)

CE: PSY, BACB

Cost to ABAI Members: \$165; Nonmembers: \$180

#23 Using Performance Improvement Methods to Start and Manage an ABAI Human Services Organization

MICHAEL WEINBERG (Orlando Behavior Health Services, LLC), Joseph D. Cautilli (Children Crisis Treatment Center/St. Joseph's University) and Shane Isley (FEAT of Washington)

CE: PSY, BACB

Cost to ABAI Members: \$165; Nonmembers: \$180

#24 Using Signs Rather than Picture Selection as the Primary Communication Response Form for Hearing Children and Adults with Developmental Disabilities Including Autism

PATRICK E. MCGREEVY (Patrick McGreevy, Ph.D., P.A.), Colleen Cornwall (ABLE, Inc.) and Troy Fry (The Holland Center)

CE: PSY, BACB

Cost to ABAI Members: \$165; Nonmembers: \$180

#25 Visual Stimulus Prompts: Increasing Independence for Learners with Autism

MARLENE COHEN and Donna L. Sloan (Rutgers University)

CE: PSY, BACB

Cost to ABAI Members: \$165; Nonmembers: \$180

Friday, May 23

10 a.m. – 1 p.m.

#26 Caregivers as Therapists: How to Train Caregivers to Conduct Functional Behavioral Assessment and Develop Treatments

JULIA T. O'CONNOR (The Kennedy Krieger Institute) and Dipti Mudgal (The May Institute)

CE: PSY, BACB

Cost to ABAI Members: \$115; Nonmembers: \$130

#27 Developing a Comprehensive Program for Social Skills Instruction within a Public School Environment

JESSICA EVERETT, James T. Ellis (Melmark New England), Lori Hodgins Brazell, Jennifer McGowan, and Christine D. Almeida (Newton Public Schools)

CE: PSY, BACB

Cost to ABAI Members: \$110; Nonmembers: \$125

#28 Toilet Training Children with Autism: Case Studies and Procedures

LEIGH KAROLE GRANNAN (Scarab Behavioral Health Services, LLC) and Melanie Allison Rose (Southern Illinois University Carbondale, Center for Autism Spectrum Disorders)

CE: PSY, BACB

Cost to ABAI Members: \$110; Nonmembers: \$125

Friday, May 23

2 p.m. – 5 p.m.

#29 Evidence-based Practice: Implications for Practitioners

RONNIE DETRICH (Wing Institute) and Teri Lewis-Palmer

CE: PSY, BACB

Cost to ABAI Members: \$110; Nonmembers: \$125

#30 Professional Consulting: 25 Essential Skills & Strategies for Behavior Analysts

Jon S. Bailey (FSU, BMC, FABA) and MARY R. BURCH (BaileyBurch.com Workshops)

CE: BACB

Cost to ABAI Members: \$120; Nonmembers: \$135

#31 RFT 101: An Introduction to Relational Frame Theory

DANIEL J. MORAN (Trinity Services) and Patricia Bach (Illinois Institute of Technology)

CE: PSY, BACB

Cost to ABAI Members: \$110; Nonmembers: \$125

#32 Toilet Training for ASD Children and Encopretic Children: Data-based Bio Behavioral Intervention

MICHAEL BEN-ZVI (Private Practice)

CE: PSY, BACB

Cost to ABAI Members: \$120; Nonmembers: \$135

Friday, May 23

6 p.m. – 9 p.m.

#33 Analyzing Autism Interventions: Critiques of Popular Autism Interventions and Combinations that Work

Steven J. Ward, TERESA A. GRIMES (Whole Child Consulting) and Cindy Cooper (Private Practice)

CE: BACB

Cost to ABAI Members: \$110; Nonmembers: \$125

#34 Applying Behavior Analysis to Improve Health, Fitness, Diet, Healthy Lifestyles and to Optimize Athletic Performance

STEPHEN RAY FLORA (Youngstown State University)

CE: PSY, BACB

Cost to ABAI Members: \$110; Nonmembers: \$125

#35 Assessment and Treatment of Feeding Problems in Children with Autism

JOHN D. MOLTENI, Kristen Powers and Mark J. Palmieri (The Center for Children with Special Needs)

CE: PSY, BACB

Cost to ABAI Members: \$110; Nonmembers: \$125

#36 Behavioral Counseling: Assessment and Intervention Techniques

JOSEPH D. CAUTILLI (Children Crisis Treatment Center/St. Joseph's University) and Michael Weinberg (Orlando Behavior Health Services, LLC)

CE: PSY, BACB

Cost to ABAI Members: \$110; Nonmembers: \$125

#37 Behavioral Diagnostics in Mental Illness

KEVEN M. SCHOCK (Rplus) and Holly Ayn White (University of the Pacific)

CE: PSY, BACB

Cost to ABAI Members: \$110; Nonmembers: \$125

#38 Behavioral Relaxation: Training and Scale

VICTORIA STOUT KUBAL (UCSF-Fresno Dept. of Family & Community Medicine) and Vanessa Stout Huaman (Fitness Supervisor, ACSM Certified, Loyola Center for Health and Fitness at Loyola Medical Hospital)

CE: PSY, BACB

Cost to ABAI Members: \$110; Nonmembers: \$125

#39 Behavioral Strategies to Create Student Centered IEPs

ELIZABETH A. SWATSKY (Stanislaus County Office of Education)

CE: BACB

Cost to ABAI Members: \$110; Nonmembers: \$125

#40 Creating and Evaluating Educational Opportunities in Applied Animal Behavior

JENNIFER L. SOBIE (ASPCA) and Elizabeth Anne McBride (University of Southampton)

CE: BACB

Cost to ABAI Members: \$110; Nonmembers: \$125

#41 Creating Quality Social Skills Programs on a Shoestring

Colleen Davis, Christina Bracewell Lovaas (Tucci Learning Solutions, Inc.) and DAN HURSH (West Virginia University)

CE: PSY, BACB

Cost to ABAI Members: \$120; Nonmembers: \$135

#42 Developing Effective Class-wide Positive Behavior Support Interventions in Public Schools

ROBERT F. PUTNAM (The May Institute, Inc.)

CE: PSY, BACB

Cost to ABAI Members: \$110; Nonmembers: \$125

#43 Effective Math Coaching

MARCY STEIN and Diane Kinder (University of Washington, Tacoma)

Cost to ABAI Members: \$110; Nonmembers: \$125

#44 Effective Treatment: Vital Elements, Systems Approaches and Quality Assurance

JAMES F. MCGIMSEY, Gretchen S. Thwing, Terry J. Page, David M. Wilson, and Cheryl L. Ecott (AdvoServ)

CE: PSY, BACB

Cost to ABAI Members: \$110; Nonmembers: \$125

#45 Efficient Use of Microsoft Excel for Behavior Analysis and Practitioners to Graphically Communicate Outcomes

BRYAN J. DAVEY (ACCEL), Donald M. Stenhoff (University of Kentucky) and Eleazar Vasquez, III (Utah State University)

CE: BACB

Cost to ABAI Members: \$120; Nonmembers: \$135

#46 Getting Children with Autism and their Teachers Started in Fluency Based Instruction

KELLY J. FERRIS (Organization for Research and Learning), Holly Almon-Morris (Fabrizio/Moors Consulting), Kathleen S. Laino [Organization for Research & Learning (ORL)], and Krista Zambolin (Fabrizio/Moors)

CE: PSY, BACB

Cost to ABAI Members: \$110; Nonmembers: \$125

#47 Helping Parents of Children with Autism or Developmental Delays: An Acceptance and Commitment Training Approach

DANIEL J. MORAN (Trinity Services), John Tanner Blackledge (University of Wollongong) and Patricia Bach (Illinois Institute of Technology)

CE: PSY, BACB

Cost to ABAI Members: \$110; Nonmembers: \$125

#48 Helping Timmy Tact Toys: A Systematic Approach to Teaching Concepts for Applied Behavior Analysts

ERIC J. FOX, Jeana L. Koerber, Sarah Vanstelle, and Scott Latour (Western Michigan University)

CE: PSY, BACB

Cost to ABAI Members: \$135; Nonmembers: \$150

#49 Inner Behavior: Changing Thoughts, Feelings & Urges

ABIGAIL B. CALKIN (Calkin Consulting Center) and Emma F. Douglas (TreeHouse School)

CE: PSY, BACB

Cost to ABAI Members: \$125; Nonmembers: \$140

#50 Interventions for Adolescents with Aspergers Syndrome

ROBERT K. ROSS (BEACON Services)

CE: PSY, BACB

Cost to ABAI Members: \$110; Nonmembers: \$125

#51 More Case Studies in Ethics for Behavior Analysts

R. M. (DUKE) SCHELL (J. Iverson Riddle Developmental Center)

CE: PSY, BACB

Cost to ABAI Members: \$115; Nonmembers: \$130

#52 Motivating Human Service Staff: Maximizing Work Effort and Work Enjoyment

DENNIS H. REID (Carolina Behavior Analysis & Support Center, Ltd.) and Carolyn W. Green (JIRDC)

CE: PSY, BACB

Cost to ABAI Members: \$110; Nonmembers: \$125

#53 Motivating Learner Participation Without the Use of Escape Extinction

ROBERT SCHRAMM [Institute Knospe-ABA (Germany)]

CE: PSY, BACB

Cost to ABAI Members: \$110; Nonmembers: \$125

#54 Promoting Behavior Analysis Research in Evidence-Based Practice: What Can the Researcher Do?

MARK D. SHRIVER (Munroe-Meyer Institute), Cynthia M. Anderson (University of Oregon) and Timothy A. Slocum (Utah State University)

CE: PSY, BACB

Cost to ABAI Members: \$110; Nonmembers: \$125

#55 Schedule-Induced Behaviors: Origins of Problem Behaviors & Procedures to Minimize their Influence

JEFF KUPFER (Jeff Kupfer, PA)

CE: PSY, BACB

Cost to ABAI Members: \$125; Nonmembers: \$140

#56 Supervision: Theories and Practices for Behavior Analysts

RITA HONAN (Trinity College Dublin)

CE: PSY, BACB

Cost to ABAI Members: \$118; Nonmembers: \$133

#57 Using an Integrated Curriculum to Achieve Effective Programming with Challenging Learners

DONNA LEFEVRE (Pennsylvania Training and Technical Assistance Network), Jawantey K. Morris and Rachel Tololi (Tucci Learning Solutions, Inc.)

CE: BACB

Cost to ABAI Members: \$135; Nonmembers: \$150

#58 Using Neurotypical Children to Determine Appropriate Social Skill Objectives for Children with Autism

KELLY MCKINNON (Kelly McKinnon & Associates)

CE: PSY, BACB

Cost to ABAI Members: \$110; Nonmembers: \$125

#59 www.AimChart.com: Celeration Charts Over the Web

CHARLES MERBITZ (Chicago School of Professional Psychology) and Ben Merbitz (aimchart.com)

CE: BACB

Cost to ABAI Members: \$110; Nonmembers: \$125

Saturday, May 24**8 a.m. – 11 a.m.****#60 "Why Should I?" Implementing Individualized Motivational Systems with Challenging Learners**

KARRIE GRAMA, Aaron Wood (Tucci Learning Solutions, Inc.) and Dan Hursh (West Virginia University)

CE: PSY, BACB

Cost to ABAI Members: \$110; Nonmembers: \$125

#61 Activity Schedules: Beyond Independent Activities

JOSEPH M. VEDORA, David M. Corcoran and Robert K. Ross (BEACON Services)

CE: PSY, BACB

Cost to ABAI Members: \$110; Nonmembers: \$125

#62 Applying Group Contingencies in Classrooms to Prevent and Remedy Academic and Behavior Problems

CHRISTOPHER SKINNER (University of Tennessee)

CE: PSY, BACB

Cost to ABAI Members: \$110; Nonmembers: \$125

#63 Assessing and Teaching Functional Skills for Continued Progress

BRUCE G. HAUSER, Lisa N. Britton, Nicole Bryant, and Brad Assenzio (Spectrum Center Schools and Programs)

CE: PSY, BACB

Cost to ABAI Members: \$110; Nonmembers: \$125

#64 Case Conceptualization in Acceptance and Commitment Therapy

DANIEL J. MORAN (Trinity Service) and Patricia Bach (Illinois Institute of Technology)

CE: PSY, BACB

Cost to ABAI Members: \$110; Nonmembers: \$125

#65 Designing Effective Behavior Intervention Plans for Residential, Educational and Community Settings

JOSE D. RIOS (Private Practice) and Holly Park (Pacific Child and Family Associates, APC)

CE: PSY, BACB

Cost to ABAI Members: \$110; Nonmembers: \$125

#66 Designing Effective Instructional Materials for Students with Autism and Related Developmental Disabilities

KELLY J. FERRIS (Organization for Research and Learning), Rebecca Phillips (FEAT of Washington), Krista Zambolin and Heidi Calverley (Fabrizio/Moors Consulting)

CE: PSY, BACB

Cost to ABAI Members: \$110; Nonmembers: \$125

#67 Developing Successful Programs to Meet the Needs of Adults with ASD

Joanne Gerenser (Eden II Programs), Peter F. Gerhardt (Organization for Autism Research), Erin Sparacio (Eden II Programs/The Genesis School), Randy I. Horowitz and FRANK R. CICERO (Eden II Programs)

CE: PSY, BACB

Cost to ABAI Members: \$110; Nonmembers: \$125

#68 Don't Shoot the Trainee: Functional Assessment of Non-adherence in Applied Environments

KATHLEEN MCCABE-ODRI (Advance, Inc./ Partners in Learning Inc.) and Laura Kenneally (Advance Inc.)

CE: PSY, BACB

Cost to ABAI Members: \$110; Nonmembers: \$125

#69 Engineering Highly Effective Learning Environments

CHRISTINA BRACEWELL LOVAAS, Rae-Ann Lepitzki and Rebecca L. Franklin (Tucci Learning Solutions, Inc.)

Cost to ABAI Members: \$120; Nonmembers: \$135

#70 Enhancing Behavior Analytic Practices with Feminist Principles

MARIA R. RUIZ (Rollins College)

CE: PSY, BACB

Cost to ABAI Members: \$110; Nonmembers: \$125

#71 Generalization in Treatment for Autism Spectrum Disorders

Christina Whalen Dallaire (TeachTown, Inc.), Many C.R. Vaupel (Spectrum Circles) and SHANNON CERNICH (TeachTown, Inc.)

CE: PSY, BACB

Cost to ABAI Members: \$110; Nonmembers: \$125

#72 How to Use Curriculum Based Measurement (CBM) with Children with Learning Disabilities

HALINA DZIEWOLSKA (Private Practice/ Behavior Analyst Online), Joseph D. Cautilli (Children Crisis Treatment Center/St. Joseph's University) and Michael Weinberg (Orlando Behavior Health Services, LLC)

CE: PSY, BACB

Cost to ABAI Members: \$110; Nonmembers: \$125

#73 Improving Your Interpersonal Effectiveness as a Behavior Analyst

RAYMOND G. MILTENBERGER and Stacie Neff (University of South Florida)

CE: BACB

Cost to ABAI Members: \$110; Nonmembers: \$125

START

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- Search for job and internship opportunities
- Receive interview requests from employers
- Send resumes to interested employers
- Schedule interviews at the ABAI annual convention
- Search graduate training programs
- Receive weekly job alerts (optional)

Employer Services

- Advertise job or internship opportunities
- Search for behavior analyst resumes by level of training & interest level
- Request to interview applicants
- Receive resumes from interested applicants
- Schedule interviews at the ABAI annual convention
- Receive weekly applicant alerts (optional)

For more information, visit:

<http://www.abainternational.org/start>

#74 Overcoming Severe Deficits in Vocal Behavior with The Association Method

Judy Pollard-Licklider (Pollard Licklider Clinic) and
TERESA A. GRIMES (Whole Child Consulting)

CE: PSY, BACB

Cost to ABAI Members: \$110; Nonmembers: \$125

#75 Solving Ethical Dilemmas in the Practice of Applied Behavior Analysis

WEIHE HUANG (Regional Center of the East Bay,
California)

CE: PSY, BACB

Cost to ABAI Members: \$110; Nonmembers: \$125

#76 Teaching The Whole Class To Behave: Classroom Wide Behavior Management Strategies

JILL E. MCGRAL MAHER (McGrale and Associates),
Cheryl J. Davis (Mansfield Public Schools), Josh Plavnick
(McGrale & Associates and Michigan State), and Linda J.
Lockhart (McGrale & Associates and Eastern Michigan
University)

CE: BACB

Cost to ABAI Members: \$110; Nonmembers: \$125

#77 The ABC's of Consulting in School Districts

KRISTEN M. VILLONE (Melmark) and Noelle M. Green
(Haddonfield School District)

CE: PSY, BACB

Cost to ABAI Members: \$110; Nonmembers: \$125

#78 Using the Verbal Behavior Approach to Teach Children with Autism

MARY L. BARBERA (PA Verbal Behavior Project)

CE: PSY, BACB

Cost to ABAI Members: \$110; Nonmembers: \$125

#79 Verbal Behavior for Speech Pathologists – Enhancing Outcomes with ABAI

LINDAJEANNE SCHWARTZ (Director of ABA CDCH
Schools)

CE: BACB

Cost to ABAI Members: \$115; Nonmembers: \$130

#80 Visual Stimulus and Response Modifications in Programming for Children with Autism

SCOTT BRAUD and Jonathan J. Tarbox (Center for
Autism and Related Disorders, Inc.)

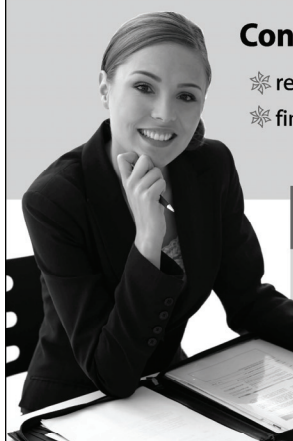
CE: PSY, BACB

Cost to ABAI Members: \$110; Nonmembers: \$125

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SQAB

Society for the Quantitative Analyses of Behavior

31st Annual Meeting, May 22 – 24, 2008; Hilton Chicago, Chicago, IL, USA

Thursday, May 22: 5:00 p.m. – 9:00 p.m. 1st Poster Session, Cash bar, Registration

Friday, May 23:

Randolph Grace	<i>University of Canterbury.</i> President's introduction.
Michael Davison & William M. Baum	<i>University of Auckland & University of California-Davis.</i> Modeling the dynamics of choice.
Donald S. Blough	<i>Brown University.</i> Reaction time reflects response bias differently than do choice percentages.
Susan Schneider	<i>Florida International University</i> Molar and molecular matching in rats, pigeons, and quail chicks.
Randolph Grace, D. R. Christensen, & E. G. K. Kyonka	<i>University of Canterbury.</i> Choice as cumulative discrimination: A model for response allocation in transition and steady-state.
Paulo Guihardi	<i>Brown University.</i> Applications of a modular theory of learning and performance.
José Larrauri & Néstor Schmajuk	<i>Duke University.</i> Attentional, associative, and configural mechanisms in extinction.
Fabián Soto & Edward Wasserman	<i>University of Iowa.</i> Application of an elemental model of associative learning to perceptual categorization in pigeons
Ron Weisman	<i>Queen's University.</i> Quantitative analysis of absolute pitch in birds.
David Stephens	<i>University of Minnesota.</i> The evolution of impulsive choice: discounting or ecological rationality.
Derek Hamilton	<i>University of New Mexico.</i> The relative influence of direction and place in rodent and human spatial navigation.
Herbert Terrace	<i>Columbia University.</i> Ordinal Knowledge.
Terje Sagvolden	<i>University of Oslo.</i> ADHD as a reinforcement disorder.

Friday evening, May 23: 5:00 p.m. – 9:00 p.m. 2nd Poster Session, Cash bar

Saturday morning, May 24: *SQAB Preeminent Panel with Commentators*

Reinforcement Principles Today: Theory Wars or the Cafeteria Line? A moderated discussion identifying historical areas of consensus, convergence, and competition

Panelists with diverse views will compare what people were thinking in the 60s and 70s to the way they view their work today. What do we know now after the last 40 years of research? Have we reached consensus on some issues? How should textbooks today differ from those of prior years? We especially invite discussion of the following topics: strengthening, attraction, associative structure, behavior regulation, molar vs. molecular, economic approaches, comparative cognition, and genetic and neural influences. Should we alter the way we think about our work?

Panelists:	Commentators:
J. E. R. Staddon	Randolph Grace
John A. Nevin	Armando Machado
William Timberlake	Peter Killeen
Geoffrey Hall	C. R. Gallistel

Saturday afternoon, May 24: *SQAB Invited Preeminent Tutorials: From Basics to Contemporary Paradigms*

Time	Author	Affiliation	Title	Chair
1:00	C. R. Gallistel	<i>Rutgers University</i>	The hierarchical organization of behavior	Alex Kacelnik, <i>Oxford University</i>
2:00	John Staddon	<i>Duke University</i>	Behavior analysis since 1960	C. R. Gallistel, <i>Rutgers University</i>
3:00	Alex Kacelnik	<i>Oxford University</i>	Facts and theories in decision making: <i>Sturnus vulgaris</i> vs. Benjamin Franklin	J. E. R. Staddon, <i>Duke University</i>
4:00	Jack McDowell	<i>Emory University</i>	Mining Wolfram's "A New Kind of Science"	Jack Marr, <i>Georgia Institute of Technology</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.

4th International Conference: Sydney, Australia

By Dr. Maria E. Malott, ABAI Executive Director/Secretary Treasurer

Sunday, August 12th through Tuesday the 14th, 2007, were exciting days for conference attendees who convened in beautiful Sydney, Australia for the 4th International ABAI Conference. In addition to many worthwhile educational events, attendees had wonderful opportunities to enjoy Australia's famous arts and entertainment and explore the picturesque countryside. One of the most popular destinations was the Sydney Opera House (Figure 1) with its incredible architectural design and performers. Other sight-seeing tours included the Sydney Harbour Coffee Cruise, Blue Mountains, Cairns Great Barrier Reef, and Hunter Valley Wine Country.



Figure 1. The Sydney Opera House on Bennelong Point.

Sydney was the star of the conference and earned a 96% "excellent" to "very good" rating in the post-conference survey. Many attendees commented that Sydney had been the best location to date for our international conference. Other high scorers in the survey include ABAI staff, volunteers, and registration, each earning a 93% "excellent" to "very good" rating. Presenters were appreciative, as well, of the availability of computers in the meeting rooms, which earned a 91% rating. Attendees also enjoyed the coffee and snack breaks throughout the day.

The conference was launched with an opening reception featuring an auction of B. F. Skinner memorabilia, cash bar, music, and hors d'ouvres. This event was made possible by the generous sponsorship of the B. F. Skinner Foundation. The auction was facilitated by Dr. Simon Dymond and featured a manuscript page, an autographed book, and several other B. F. Skinner memorabilia, which were provided through the efforts of Drs. Julie and Ernie Vargas (Figure 2).



Figure 2. Drs. Earnest and Julie Vargas at the opening reception and B. F. Skinner Foundation auction.

The program included a rich variety of topics on science, practice, education and professional issues. The following are our nine invited presenters and the topics they addressed: Dr. Joseph Ciarrochi (human cruelty from the perspective of experimental behavior analysis); Dr. Michael Davison (behavioral reinforcement); Dr. Marc Branch (drug tolerance effects on fixed-interval and fixed-ratio performance); Dr. Francis Mechner (the analysis of behavioral contingencies); Dr. Thomas Brigham (contributions of behavior analysis to AIDS education); Dr. Marjorie Charlop-Christy (behavioral interventions for children with autism); Dr. Matthew Sanders (a public health approach to parenting); Dr. Mark Mathews (treatment of dementia); Dr. William Heward (contributions of behavior analysis to education); and Dr. Julie S. Vargas (Skinner's insights on social and ethical issues).

A total of 171 posters covered topics including the experimental analysis of multiple species, verbal behavior in humans, development of new technologies in applied behavior analysis, quantitative analysis and others (Figure 3).



Figure 3. Presenters in an evening poster session.

The paper presentations were equally diverse in topic, including 49 impressive talks on science; 33 on practice; 23 on education; and 16 on theoretical or ethical issues.

More than 360 attendees and presenters from 19 countries—Australia, Brazil, Canada, China, Germany, India, Ireland, Japan, Korea, Mexico, New Zealand, Norway, Portugal, Singapore, Spain, Sweden, Thailand, Turkey, the United Kingdom and the United States—participated in the conference. ABA International was represented in Sydney by President Dr. Janet Twyman, who gave the opening address (Figure 4), and President-Elect Dr. William Heward, who provided the concluding remarks (Figure 5), as well as other members of the ABAI Council. Some of our Brazilian members are pictured in Figure 6.



Figure 4. Dr. Janet Twyman, ABAI President.



Figure 5. Dr. Bill Heward, ABAI President-Elect, and Dr. Marjorie Charlop-Christy.



Figure 6. From left, Dr. Lucia Williams, Prof. Paula Debert, and Dr. Martha Hübner.

We were also given the honor of having Past Presidents and Council Representatives in attendance: Dr. Marc Branch, Dr. Michael Davison, Dr. Sigrid Glenn, Dr. Gina Green, Dr. Linda Hayes, Dr. Kennon (Andy) Lattal, Dr. Richard Malott, Dr. Masaya Sato, and Dr. Rachel Tarbox, among others. Several attendees are attentively listening to a speaker in Figure 7.



Figure 7. Dr. Linda Hayes (center foreground) and Dr. Richard Malott (right foreground) among other distinguished members during a presentation.

Figures 8 and 9 below show attendees Drs. Greg Stikeleather, Doleen-Day Keohane, and Doug Greer. You can also see Drs. Kenneth Hunter and Linda Hayes enjoying some of the sights in downtown Sydney in Figure 10.



Figure 8. Dr. Greg Stikeleather.



Figure 9. Drs. Doleen-Day Keohane and R. Douglas Greer.



Figure 10. Drs. Kenneth Hunter and Linda Hayes, downtown Sydney.

Figure 11 shows conference attendees enjoying the choices from one of the extensive buffets included in the registration fees.



Figure 11. From left, Drs. Marc Branch, Martha Pelaez, Joe Morrow, and Jack Marr enjoying brunch.

The Sydney conference would not have been possible without the assistance of many individuals, who generously gave their time and expertise to make this event a success. Cynthia and John Tanner Blackledge with the Australian Association for Cognitive Behaviour Therapy offered valuable assistance with marketing and planning the conference, along with colleague Dr. Ross Menzies, President. ABAI also wishes to thank Elizabeth Watson for her assistance in coordinating volunteers. Dr. Dick Malott's slide show during the closing event was a big hit. We'd like to thank him for sharing his time and skill in highlighting the accomplishments of our talented presenters.

ABAI would also like to recognize The Center for Autism and Related Disorders (CARD) for their generous contribution towards the buffet lunch that was held on Monday of the conference. Figure 12 shows Dr. Rachel Tarbox and other representatives from CARD.



Figure 12. From left, Karen Wong, Aarathy Kumar, and Rachel Tarbox of the Center for Autism and Related Disorders.

New Zealand ABA was very generous in combining its annual meeting with the ABAI conference and sponsored 23 posters, papers, panels and symposia. A total of 45 New Zealanders made the trip to Sydney. Dr. David Harper, a member of the Program Committee for the conference (pictured in Figure 13 with the other Program Committee members), and Michael Davison deserve special thanks for their encouragement of presenters and students at the conference.



Figure 13. International conference organizers: (from left) Drs. Simon Dymond, David Harper, Maria Malott, Cynthia Blackledge, and J. T. Blackledge.

Finally, we would like to thank the entire ABAI staff for over a year of hard work which helped make this important event a delightful success.

Akershus Think Tank on Experimental and Conceptual Analysis of Cultural Change

By Dr. Ingrid Sandaker

In Oslo, Norway, from September 17-21, 2007, a number of scholars from various universities in the United States, Brazil and Norway met for a follow-up to the Campinas Think Tank on cultural selection in 2005 and the ABAI annual convention symposia on the same theme.

Following publication in *Behavior and Social Issues* (2004, Vol 13, No. 2) of a target article by Sigrid Glenn and Maria Malott with wide-ranging commentaries by behaviour analysts, a Think Tank on metacontingencies and the selection of cultural systems was arranged in Campinas, Brazil. Organized by Joao Claudio Todorov and Maria E. Malott, the event was sponsored by the Associação Brasileira de Psicoterapia e Medicina Comportamental (ABPMC ABA, Brazil) and Instituto Brasileiro de Analise do Comportamento (IBAC), with the collaboration of the Universidade Catolica de Goias and the Association for Behavior Analysis International.

At the ABAI conference in Atlanta 2006, several participants in the Campinas Think Tank presented their thoughts on cultural selection, later published along with related articles in *Behavior and Social Issues* (2006, Vol 15, No. 1) in a special section: "On Advancing Cultural Analytic Science."

In February 2007, students and researchers in Sigrid Glenn's Culture and Behavior Laboratory (initiated spring 2006) hosted a small group of researchers from Brazil and Norway for the purpose of establishing an international research consortium for the experimental analysis of culture and behavior change. At this meeting, it was decided that a next step might be to invite people interested in advancing experimental and conceptual analysis of cultural systems to a new Think Tank, this time hosted by Akershus University College of Norway, during September 2007 in collaboration with—and with generous support of—the University of North Texas.

Selected scholars with a stated interest in the field were invited to participate in the *Akershus Think Tank on Experimental and Conceptual Analysis of Cultural Change*, the goals of which were to develop a preliminary common language and to extend the research consortium to other universities and researchers with similar interests. (See Figure 1).



Figure 1. Think Tank participants: (Back row, left to right) Emmanuel Tourinho, Maria Amalia Andery, Mark Alavosius, Ramona Houmanfar, Sigrid Glenn, Ingunn Sandakar, Mark Mattaini, Anthony Biglan, Joao Todorov (front row, from left) Gunnar Ree, Maria Malott, ArneTerje Gulbrandsen, Leslie Burkett, and Britt Anderson.

The general plan for this Think Tank was to describe and review the phenomena of interest to the participants, and entertain questions and discussion by the group as a whole. This initial sequence of presentations and discussions was followed by a session dedicated to developing a preliminary agreement regarding conceptual language to use for different kinds of phenomena. We then broke into two groups of participants interested in discussing conceptual and applied questions respectively, and worked on developing research plans. On the final day, we all met to brainstorm on ways to continue collaboration among all of the groups.

The discussions during the Think Tank will be summed up in a forthcoming issue of the *European Journal of Behavior Analysis*.



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Save the Date: 5th International Conference in Oslo, Norway

By Dr. Maria E. Malott, ABAI Executive Director/Secretary Treasurer

The 5th ABA International Conference is scheduled to be held August 7-10, 2009 in beautiful Norway in collaboration with the Norwegian chapter of behavior analysis. This is another ABAI meeting offering numerous opportunities to network and share new research from Europe and around the world. Attendees will have the chance to see some of the most breathtaking coastline in the world (Figure 1).



Figure 1. The Norwegian coast.

The leadership of the Norwegian chapter, Norsk atferdsanalytisk forening, (pictured in Figure 2) is collaborating with ABAI to create another outstanding international conference. We look forward to the opportunity to work together to create a very successful event.



Figure 2. Members of Norsk atferdsanalytisk forening.

The conference will be held in downtown Oslo, pictured in Figure 3. There are a number of attractions within walking distance of the hotel. A variety of museums are centrally located, including the National Gallery, which houses a wonderful collection of art and is home to the original version of Edward Munch's *The Scream*. Oslo also features a lively main street, Karls Johan Gate, with enjoyable architecture and shops ranging in variety from department stores to one-of-a-kind specialty shops. Karls Johan Gate includes open-air restaurants, a number of bars, and other dining options. The

Royal Palace, also located in the heart of Oslo, is home to the King and Queen of Norway and is open to tours during the summer months. The month of August in Oslo is one of the best months for visiting as the average temperatures are near 20°C or 68°F.



Figure 3. Downtown Oslo, Norway.

International conferences provide opportunities for ABAI to work closely with international affiliated chapters and other behavioral organizations to encourage the wide dissemination of our science. The call for papers will be sent out in late 2008, so you will hear more in the coming months about your chance to participate. We look forward to seeing you in Oslo in 2009!

Future ABAI Events

2008 ANNUAL CONVENTION

MAY 23-27, 2008 ♦ CHICAGO, IL

EDUCATION CONFERENCE: *EVIDENCE BASED PRACTICES, SCIENTIFICALLY-BASED INSTRUCTION, AND EDUCATIONAL EFFECTIVENESS*

SEPTEMBER 5-7, 2008 ♦ RESTON, VA

2009 ANNUAL CONVENTION

MAY 22-26, 2009 ♦ PHOENIX, AZ

5TH INTERNATIONAL CONFERENCE

AUGUST 7-10, 2009 ♦ OSLO, NORWAY

2010 ANNUAL CONVENTION

MAY 28-JUNE 1, 2010 ♦ SAN ANTONIO, TX

2008 ABAI Organizational Members

This section of the newsletter introduces ABAI's organizational members. ABAI is pleased to announce the new 2008 organizational members: BEACON Services, Evergreen Center, and SEEK. Organizational members prepare a description of their work and services to introduce themselves to the larger ABAI community. The inclusion of this material is not an endorsement, authorization, sponsorship, or affiliation by ABAI of these members or their work and services or of the content of the material they present.

BEACON Services

Behavioral Education, Assessment, and Consultation Inc. (BEACON Services) is a private group practice dedicated to using only empirically validated teaching procedures for the treatment of young children with autism or developmental disabilities. BEACON is headquartered in Milford, Massachusetts, (35 miles from Boston) with satellite offices in Lawrence, Springfield, and Brockton, MA.

BEACON's treatment philosophy is heavily influenced by the research of Lovaas and colleagues at the University of California, Los Angeles. As early educational and behavioral research continues to develop, BEACON further develops and refines its supervision and treatment models to support high quality early educational services for children and families using the principles of applied behavior analysis (ABA). BEACON uses ABA techniques exclusively in all areas of the practice including management, training, and employee supports.

BEACON provides a variety of services including intensive home-based education, 1:1 inclusion supports, behavioral consultation, behavioral assessment, and ABA training services for early interventionists, parents, and public school staff. BEACON also works closely with public schools and has developed partnership programs, in which pre-school students diagnosed with autism receive intensive behavioral instruction within public school settings, while parent training occurs in the home setting. The staff at BEACON also provides behavioral supports to developmentally disabled adults and chair professional review committees for a variety of community-based service providers.

Staff Supervision:

BEACON values quality behavioral supervision of its educators implementing behavioral instruction to young children. Each behavioral educator receives a minimum of one hour of weekly overlap/supervision per child. BEACON's supervision model is based on empirically validated research incorporating best practice methods for instructing young children with autism. BEACON supervisors must meet strict educational criteria, experience level, and must achieve professional performance competencies to attain a supervisor's position. Supervision occurs in the primary treatment setting, where data sheets, graphs, program books, and demonstration of teaching techniques are observed. The practice's executive clinical team that includes Board Certified Behavior Analysts (BCBA) routinely reviews graphs and progress notes.

Training:

All BEACON staff receive training in ABA treatment techniques upon hire. Training is competency-based and consists of both lectures on the basic principles of ABA and hands-on experience applying ABA principles with young children with autism. BEACON's training department completes competency skill checklists on each new employee to assist in the development of individualized training plans to enhance their professional development. Following initial training, Regional Directors work intensively with new staff during their early employment. Subsequently, on-going clinical supervision is regularly provided to all staff.

Additional in-service training is provided for staff at quarterly training meetings. Topics for meetings are based on the most recent behavioral research and review of staff performance assessments. Speakers from outside BEACON's executive staff are contracted to present at these quarterly training meetings.

Research:

BEACON facilitates participation in on-going behavioral research through its Research Committee. BEACON's commitment to research extends to all employees and has resulted in over 150 presentations at local and national behavioral/educational conferences, including regular talks at the ABA International convention. BEACON staff also assist graduate ABA students to obtain their Master's degrees by providing tuition support, participating on university theses committees, and providing Behavior Analyst Certification Board (BACB)® supervision.

Developing Independence:

BEACON implements educational programming and parent training that is focused on developing age-appropriate personal independence. Although BEACON provides intensive educational programming relative to functional academics, programming to promote adaptive skills and communication is also a priority. BEACON has developed specific curricula to teach young children self care, social, and safety skills essential for personal independence.

Errorless Teaching:

The educational curriculum focuses on the use of "errorless teaching" procedures at the early stages of treatment. Emphasis is placed on learning skills correctly and systematically fading instructional support as skills are acquired. BEACON employs most-to-least prompting procedures to minimize errors and the use of correction procedures that may be inadvertently reinforcing for some individuals. BEACON considers high levels of errors and frequent correction at the early stages of instruction to be

a non-preferred instructional strategy for achieving student outcomes. As a result, the practice emphasizes generalization principles where skills are transferable across instructors and settings.

Future Directions:

BEACON is currently seeking a doctoral level Senior Clinician to further develop our supervision and professional development model. The practice also integrates a Web-based training model to more flexibly meet the professional development needs of employees. BEACON views the development of this training capacity as crucial to efforts to deliver quality behavior analytic training and supervision to settings where geographic considerations limit the availability of ABA services.

Evergreen Center

In the early 1980's there were only a handful of residential schools dedicated to the exclusive use of applied behavior analysis to address the educational and behavioral needs of children with autism and other developmental disabilities; the Evergreen Center was one of them. Celebrating their 25th anniversary this year, the school is just a short 30-minute drive from Boston, scenically located on a hill overlooking wooded areas and the town of Milford, Massachusetts. The school has 92 enrolled day and residential students who range in age up to 22 years old and live in 12 Evergreen Center community homes within a ten-mile radius of the school. Since 1982, 192 students have graduated from the school, many of whom successfully live in community settings and maintain jobs, based on skills acquired at the Evergreen Center.

School Program

The school consists of two programs, the Center for Basic Skills and the Center for Behavior Development. Students in the Center for Basic Skills are typically diagnosed with autism or mental retardation and may also have physical disabilities, or medical needs. They may also have mild or low intensity behavior problems. Students in the Center for Behavior Development may also be diagnosed with autism or mental retardation but also have a diagnosis of mental illness, traumatic brain injury and posttraumatic stress disorder or have severe maladaptive behaviors. The educational and behavioral needs of the students in these two programs are managed by Educational Team Supervisors who are Board Certified Behavior Analysts (BCBA)®. In addition, severe maladaptive behaviors and treatment resistant behaviors are addressed by Behavior Educators, who are also BCBAs. The Behavior Educators are assigned to specific classrooms to develop behavior plans and instruct and supervise the teachers and residential staff in accurate implementation of the behavioral procedures.

Educational Curriculum

The students at the Evergreen Center are taught individually and in small groups. Academic skills including reading, spelling, writing, and math are taught using Direct Instruction (DI), a structured behavioral-based

methodology, which has a history of research demonstrating effectiveness with special populations dating back to the 1960's. All staff is trained in DI, not only to teach basic academics, but also because the teaching methods and instructional strategies inherent in DI increase the overall efficiency of teaching. Within the first year of employment at the Evergreen Center all staff complete initial training in DI and must pass a written competency to receive certification. Staff progress through levels of behavioral competencies as DI teachers finally achieving the status of advanced level instructor after one year of observation, feedback, and supervision by a DI mentor.

Data is collected on each student's DI session so that data-based decisions can be made regarding student progress. Students who have not acquired the pre-academic skills necessary to participate in DI receive instruction through discrete trial training.

Students also receive instruction, utilizing well-established behavioral procedures, in functional daily living and social skills such as tooth brushing, pedestrian skills, dining skills and greeting skills to increase independence in community, residential, and school settings. Functional daily living and social skills taught in the school setting are often also practiced in the residences or other community locations resulting in effective generalization across settings. Students are also taught residential specific skills in the home including domestic, self-care, and leisure skills such as meal preparation, showering and dressing and expressing personal preferences and choices. Data is collected and graphed on all student goals in the school and residences and reviewed regularly to adjust goals and procedures based on student performance.

The Evergreen Center's pre-vocational and vocational programs have proven to be very successful in teaching relevant skills necessary for many students to acquire and maintain community employment. Students are taught how to complete job applications and to perform some basic employment tasks in the school such as photocopying, delivering mail, recycling and associated job relevant social skills. In addition, contained within the school is a small functioning store that is used to train students in the pre-vocational skills of monetary transactions and job relevant social skills. Students also earn the privilege of making small purchases in the store as part of an individualized motivational system that may be implemented to address behavior problems within their classroom and residence. Vocational coaching is also provided to some students working for community businesses in the surrounding neighborhoods where they have earned high ratings of employer satisfaction. Pre-vocational and vocational skills are taught using effective behavioral procedures and data collection on skill acquisition to assess student progress.

For some students, severe maladaptive and treatment-resistant behaviors significantly interfere with their education. Their curriculum includes a specific behavior plan developed on the basis of formal testing, observation, and data collection that is designed to decrease their maladaptive behaviors and teach positive

replacement behaviors, which enable them to increase their functional skills and independence.

All staff are required to participate in institutes designed to teach and enhance their effectiveness in implementing treatment programs based on the principles of applied behavior analysis during their initial period of employment and throughout their career at the Evergreen Center. In their first week, staff receive instruction in positive and negative reinforcement techniques that are used to increase appropriate behaviors displayed by the students. In addition, they are instructed in Crisis Prevention Institute (CPI) techniques that are used to safely and non-punitively decrease and discourage potentially harmful behaviors displayed by students such as self-injury, property destruction, or physical aggression. Following their initial orientation training, staff participate in advanced trainings on topics in applied behavior analysis that include readings and discussion of the principles and procedures and guided classroom and residence assignments in which they apply the principles that were reviewed. In addition, staff are encouraged to participate in ongoing research projects and a research discussion group, in which topics in applied behavior analysis are comprehensively reviewed.

Research Initiatives

The Evergreen Center places a major emphasis on conducting research intended to evaluate and extend knowledge of effective behavioral procedures that may be useful for enhancing skill teaching and reducing problem behaviors of the students and contributing to advancement of the field of applied behavior analysis; as a result all staff are encouraged to participate in research projects. Currently, the Evergreen Center is carrying out research in three areas: 1) Effective procedures to reduce maladaptive and problem behaviors; 2) Experimental validation of DI procedures adapted to students with developmental disabilities; and 3) Development of supplementary curriculum components and student assessment techniques.

Recent Developments

The Evergreen Center has recently added a state of the art observational area used to conduct functional analysis of behavior and focused observation and analysis of maladaptive and treatment-resistant behaviors. In addition, the Evergreen Center is evaluating an online training methodology that will allow more efficient and convenient staff training.

SEEK

At SEEK, each child's individual needs and the interests of the family are our highest concern. SEEK works closely with family members, schools, regional centers, and other community organizations in order to provide the most comprehensive treatment for each child. Our professional staff receives ongoing training by leaders in the field and academic realm to provide the highest level of quality services for our clients.

SEEK was founded in 2000 by a group composed of local parents of developmentally disabled children. These

parents first began as SEEK Fellowship, a support group that met regularly at Evangelical Formosan Church in El Monte, California, and served as a source of mutual understanding and collective strength. These early members shared both sympathetic encouragement as well their individual experiences with practical treatments and educational methods. They found applied behavior analysis to be a crucially effective treatment in addressing and alleviating their children's disabilities. Unfortunately, most agencies that provide the ABA treatment are hampered by long waiting lists, often making services less accessible to those in need of them. The SEEK Fellowship was inspired in turn to create an organization that would make this influential treatment available to greater numbers of families.

As a non-profit agency, SEEK works to contribute a vital service to the community through the growth of quality programs for children with developmental disabilities. SEEK has grown tremendously in the past seven years. We currently have roughly 120 employees, both full-time and part-time, serving more than 220 families in Southern California.

At SEEK, we specialize in providing applied behavior analysis interventions and functional skills teaching programs for people with autistic spectrum disorders, Asperger's syndrome, cerebral palsy, Down syndrome, mental retardation, and attention deficit disorders. We also offer a social skills program and an after school program.

SEEK Education, Inc. follows the philosophy of positive programming. Through the implementation of this philosophy, our clinical staff will train family members to address behavioral deficits while simultaneously reducing behavior excesses. Our agency's goal is to teach the principles of applied behavior analysis to parents of consumers with special needs to enhance the quality of the consumer's life. SEEK provides interventions in the home, school, and community in order to have the most comprehensive treatment plan for the consumer. This research-based intervention provides the primary caretakers, family members, and school staff with a team that works in close communication with all its members, and allows the supervisor of the consumer's behavioral program to monitor his/her progress on a consistent basis. This intervention includes functional assessment, training of primary caretaker's family members and/or school staff under the guidance of our Behavior Consultant. Also, SEEK Education, Inc. adheres to the "trainer of trainers" model, in that primary caretakers and family members will be trained to target deficit skills in areas such as social, self-help, play, and functional communication skills as well as in the implementation of applied behavior analysis principles to reduce behavior excesses with the child with special needs. Behavior excess will be addressed through the implementation of positive behavior intervention plans designed throughout the program.

DISCRETE TRIAL TRAINING AND FUNCTIONAL SKILLS TEACHING SERVICE (DTT AND FST)

This is an intensive treatment program that can be provided in the home and/or school environments for:

1. A consumer, aged 2-22, who meets the DSM-IV-TR (APA, 2000) criteria or is diagnosed with developmental disorders and/or displays disruptive or maladaptive behaviors such as stereotypic, perseverative, ritualistic and/or dangerous behaviors that interfere with communication, self-help, socialization, and functional skills.
2. A consumer demonstrating deficits in functional communication skills, social and play skills, independent living and generalization skills and/or those with behavior excesses that interfere with learning and/or socialization may qualify for DTT programs, FST programs, and/or behavior modification programs focusing on community integration and vocational skills (depending on the needs of the individual consumer).
3. A consumer is in good health without chronic or sensory deficits that would preclude from full participation in treatment.

4. A consumer's home environment supports the behavior intervention program.

Seek Care is an after school social recreation program. It provides children (from the ages of four years and seven months to 13 years) a safe environment to have the opportunity to interact with peers with and without disabilities. It is where children with disabilities can also develop better functional and communication skills. We will supply the child's existing educational, social and recreational goals and objectives as established by the family, school or agencies such as Regional Center.

Connect with Me is a social skills training program designed to meet the needs of school age clients, beginning at three and one half years of age, who have deficits in the area of social development, secondary to other developmental disabilities. Schools, service coordinators, and professionals who have worked with the special needs of these clients can make referrals.

Making a World of Difference

Pacific Child and Family Associates offers applied behavior analysis services for children and adults with autism and other developmental disabilities. We are committed to providing the highest quality, scientifically based services, built on a foundation of respect for those we serve.

We are always looking for enthusiastic, creative behavior analysts to join our team of dedicated professionals.

Please email inquiries to caraentz@pacificchild.com



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www.pacificchild.com

Calendar of Upcoming Conferences

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

March 2008

Virginia Association for Behavior Analysis 4th Annual Meeting

March 1
James Madison University, VA
www.v-aba.org

TXABA Regional Conference

March 7 – 8
Dallas, TX
www.unt.edu/behv/txaba

Behavior Analysis Association of Michigan

March 13 – 14
Ypsilanti, MI
www.baam.emich.edu

NJABA Workshop

March 14
Caldwell, NJ
www.njaba.org

10th Annual PennABA Conference

March 27 – 28
Hershey, PA
www.pennaba1.org

April 2008

Four Corners ABA First Annual Conference

April 4 – 5
Boulder, CO
www.4caba.org

Connecticut Association for Behavior Analysis 4th Annual Meeting

April 5
Cromwell, CT
www.ctaba.org

Norsk Atferdsanalytisk Forening (Norwegian ABA) Nafo-seminaret 2008

April 23 – 27
Storefjell høyfjellshotell
www.seminar.atferd.no/seminar/generic.aspx?ldDocument=19

May 2008

34th Annual ABA International Convention

May 24 – 27
Chicago, IL
www.abainternational.org

Fall 2008

ABA International Education Conference: Evidence Based Practices, Scientifically-Based Instruction, and Educational Effectiveness

September 5 – 7
Reston, VA
www.abainternational.org

Fourth Conference of the European Association for Behaviour Analysis

September 9 – 12
Madrid, Spain
www.cienciaconducta.com/eaba08/eaba08.htm

Florida ABA

September 17 – 20
Hyatt Regency Coconut Point
Bonita Springs, FL
fabaworld.org

AACBT National Conference

September 17 – 21
Sebel Playford, SA, Australia
www.aacbt.org.au

First Annual GABA Conference

September 19
Atlanta, GA
www.georgia-aba.com

Mid-American ABA 2008 Convention

October 3 – 4
Champaign, IL
www.uwec.edu/maba

Coming soon...

Call for posters for the 2008 Education Conference, *Evidence Based Practice, Scientifically-Based Instruction, and Educational Effectiveness*.

Stay up-to-date on the Web site:
www.abainternational.org/educonf/index.asp.



For more than 50 years, we have been a leader in providing comprehensive, research-based services to children and adults with autism and other developmental disabilities, brain injury, mental illness, and behavioral healthcare needs.

CAREER OPPORTUNITIES FOR BEHAVIOR ANALYSTS

Due to continued national expansion, we are actively seeking talented and motivated people to join our team. We have current and anticipated openings in locations across the country for behavior analysts, particularly those with Certification.

We offer a full benefits package, including competitive salaries, tuition reimbursement, and the opportunity to work with national experts.

*Proud recipient of the
2007 SABA Award for Enduring
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Opportunities for Behavior Analysts

Applied Behavior Consultants (ABC) (www.abcreal.com) has an immediate opening for an administrator/clinician for its 90-student school in Sacramento, California. A Master's plus experience in school administration and training in applied behavior analysis is highly desired. It is expected that the position holder would eventually be a BCBA. Salary and benefits are commensurate with experience and training. Additionally, ABC has openings for behavior analysts in both northern and southern California. Contact: Brenda Terzich at: bterzich@appliedbehavior.com or Joseph Morrow at: jmorrow223@aol.com.

Melmark, located in Berwyn, PA (a western Philadelphia suburb) provides a full range of human services for children and adults with developmental disabilities, autism spectrum disorders, acquired brain injuries, and other neurological and genetic disorders.

Melmark is presently seeking a behavior analyst who will be responsible for the training and implementation of the clinical behavioral interventions and teaching strategies for school-aged children in the residential setting. He/she will develop the interventions in conjunction with educational coordinators and program managers.

The salaried position requires a Master's degree in a related field, with an emphasis in ABA; BCBA or BCBA eligible preferred. Minimum of three (3) years teaching and supervising experience in a setting that serves individuals with developmental disabilities is required.

For specific information, please call Michelle Lisman at (610) 325-4950; e-mail: MichelleLisman@melmark.org. Melmark's Web site is: www.Melmark.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 500 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 National Award for Model Professional Development from the U.S. Department of Education and the 2005 SABA Award for Enduring Contributions to Behavior Analysis.

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

Behavior Analysts—Great Opportunities Await You!

As we continue our national expansion, we are actively seeking behavior analysts to join our team. We have current and future openings for licensed psychologists, board certified behavior analysts (BCBAs), and board certified associate behavior analysts (BCABAs) in locations across the country.

Behavior analysts will work with our team to provide consultation services to individuals with intensive behavioral needs. Responsibilities include functional behavior assessments and training for children and families. Opportunities exist for participation in applied research, ongoing projects, and publications and professional development activities.

Ph.D., BCBA, or BCABA required. We offer competitive salaries, an excellent benefit package, and many exciting career opportunities.

The Behavior Analyst Certification Board ("BACB") does not sponsor, approve or endorse the May Institute, the materials, information or sessions identified herein.

ABOUT MAY INSTITUTE

- Northeast partner to the National Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS)
- Sponsoring organization of the National Autism Center
- Recipient of the 2007 Programmatic Contributions to Behavior Analysis Award from the Society for the Advancement of Behavior Analysis (SABA)

For more information, you may contact:

Craig Barry, Recruitment Specialist
41 Pacella Park Drive
Randolph, MA 02368
E-mail: abajobs@mayinstitute.org

The **Evergreen Center** is a private nonprofit residential treatment center founded in 1982 that serves children and adolescents with autism and other developmental disabilities. Evidence-based services at the Evergreen Center are provided by the Center for Basic Skills designed to teach functional daily living, pre-academic and early academic skills and the Center for Behavior Development that utilizes applied behavior analytic procedures to address challenging behavior problems. For more information visit our Web site at www.evergreenctr.org.

Spectrum Center has been serving children with special education needs since 1975. We operate non-public schools and satellite programs that provide services to students in the San Francisco Bay Area. Our programs are designed for students ages 3-22 who have challenging behavior and special educational needs representing a wide array of disabilities, including severely handicapped, autism, and emotionally disturbed(ED). We provide a menu of educational services that are outcome driven, research-based, and utilize positive behavior management strategies. Our ultimate goal is to facilitate the student's successful transition back into public schools.

Due to our continued growth, we are looking for behavior analysts to fill Education Coordinator positions.

Please submit your resume/vita to
hr@esa-education.com
Spectrum Center
16360 San Pablo Ave
San Pablo, CA 94608

For more information please visit our Web site at
www.spectrumschools.com, or call Janet Medina
at 510-741-5440.

VICE PRESIDENT OF PROFESSIONAL DEVELOPMENT

BEACON Services is creating a new Vice President of Professional Development position. Responsibilities include: implementing and monitoring training to existing employees, developing professional improvement plans for employees, conducting/organizing quarterly staff trainings, completing assessments to target specific areas of staff development, participating in the publication and presentation of behavioral research, and providing organizational support and supervision to employees seeking BCBA certification.

Qualifications

A doctoral degree in applied behavior analysis or related field and BCBA certification is preferred. However, applicants with a BCBA and extensive training experience are encouraged to apply.

Salary/Benefits

BEACON Services offers a highly competitive salary commensurate with local and national standards. Contracts may include student loan repayment programs, relocation incentives, and productivity incentives.

Contact Information

Applicants should e-mail curricula vitae to Steve Woolf, Vice President of Operations and Program Development, at BEACON Services swoolf@beaconservices.org.

At **SEEK**, each child's individual needs and interests of the family are our highest concern. SEEK works closely with family members, schools, regional centers, and other community organizations in order to provide the most comprehensive treatment for each child. Our professional staff receives ongoing training by leaders in the field and academic realm to provide the highest level of quality services for our clients. Our ABA department is led by Randy V. Campbell, Rh.D., BCBA. We specialize in providing applied behavior analysis interventions and functional skills teaching programs to people with autistic spectrum disorders, Asperger's syndrome, cerebral palsy, Down syndrome, mental retardation, and attention deficit disorders. SEEK Education, Inc. follows the philosophy of positive programming. Through the implementation of this philosophy our clinical staff will train family members to address behavioral deficits while simultaneously reducing behavior excesses. Our agency's goal is to teach the principles of applied behavior analysis to parents of consumers with special needs to enhance the quality of the consumer's life.

SEEK Education also provides social skill services to our consumer. *SEEK CARE* is an after school social recreation program. It provides children from the ages of four years and seven months to 13 years a safe environment to have the opportunity to interact with peers with and without disabilities. It is where children with disabilities can also develop better functional and communication skills. *Connect with Me* is a social skills training program designed for children who have deficits in the area of social development, secondary to other developmental disabilities. We will support the child's existing educational, social and recreational goals and objectives as established by the family, school or agencies such as Regional Center.

Visit the ABAI Bookstore on site during the convention

Located in the Northeast Exhibit Hall
of the Hilton Chicago

- Open daily
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- Author signing events by prominent scholars and invited presenters
- Convention t-shirts, sweatshirts, and mugs
- Videos and DVDs of past events
- Educational tools

Preview bookstore offerings now by visiting ABAI's on-line bookstore:

<https://apps.abainternational.org/store/>

ABA International Membership Information

MEMBERSHIP BENEFITS

Members of ABA International enjoy reduced convention registration fees, subscriptions to *The ABAI Newsletter*, and access to on-line membership services through the ABAI Portal. Additional benefits are included in the member type description.

FULL MEMBERS Full member 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 Behavior Analyst*.

Requirement: 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 Membership Committee. When requesting this status for the first time, send vita and course records along with the "Full Member Status Determination" checklist below. First time applicants will be classified as Affiliate members until a decision is made by the Membership Committee.

EMERITUS FULL MEMBERS for individuals who have been approved for full membership status and are over the age of 65.

Requirement: Send verification of age when applying for this status for the first time.

SUPPORTING & SUSTAINING FULL MEMBERS Through increased dues, Sustaining and Supporting Full members encourage the involvement of undergraduate and graduate students in the science and practice of behavior analysis.

Additional Benefit: Citation in *The ABAI Newsletter* and the Convention Program Book.

FULL MEMBER STATUS DETERMINATION

First time applicants for full, supporting full, or sustaining full membership must show evidence of at least a Master's degree in psychology or a related discipline. Your application must include your vita and the following completed check list (please check one and include the requested information):

- ☐ My training included a minimum of one year's supervised experience in behavior analysis, and my graduate project, thesis, or dissertation was in experimental or applied behavior analysis. Applicant's vita must include a description of supervised experience, as well as specific topic areas to which the applicant was exposed.
Name of supervisor: _____
Organization in which supervised experience occurred: _____
- ☐ I have had two or more years of supervised experience in experimental or applied behavior analysis. Applicant's vita must include a description of the experimental or applied experience, as well as specific topic areas to which the applicant was exposed.
Name of supervisor: _____
Organization in which supervised experience occurred: _____
- ☐ I have made significant contributions to the knowledge in behavior analysis as evidenced by research publications, presentations at professional conventions, or by other comparable means, as reflected in my attached vita.

Please note that additional information regarding the nature of supervised experience may be requested before voting member status can be determined.

Name: _____
Affiliation: _____

AFFILIATE MEMBERS for individuals who have an interest in behavior analysis or have completed undergraduate credit, but do not meet the full member education requirements. Dues help support the involvement of undergraduate and graduate students in the science and practice of behavior analysis.

Additional benefit: subscription to *The Behavior Analyst*.

Requirement: Send a letter of recommendation from a voting member of ABA International or complete the "Recommendation from a 2008 ABAI Full Member" section below.

EMERITUS AFFILIATE MEMBERS for individuals who are over the age of 65 but do not have voting rights.

Requirement: Send verification of age when applying for this status for the first time.

SUPPORTING & SUSTAINING AFFILIATE MEMBERS Through increased membership dues, Sustaining and Supporting Affiliate members provide additional support to encourage the involvement of undergraduate and graduate students in the science and practice of behavior analysis.

Additional Benefit: Citation in *The ABAI Newsletter* and the Convention Program Book.

RECOMMENDATION FROM A 2008 ABAI FULL MEMBER

I, _____, believe the interests/studies of
(insert applicant name) _____ meet
ABA International's membership requirements. Date: _____
Full Member Signature: _____

CHAPTER/ADJUNCT MEMBERS members of an ABAI-affiliated chapter.

Requirement: Send proof from the chapter confirming current chapter membership or complete the "Verification of ABAI-Affiliated Chapter Membership" section below. If purchasing a three-year membership, proof must be sent annually at the time of ABAI membership renewal.

VERIFICATION OF ABAI-AFFILIATED CHAPTER MEMBERSHIP

I, _____, certify that _____
is a current member of (insert chapter name) _____
Date: _____
Chapter Representative Signature: _____

STUDENT MEMBERS full-time undergraduate or graduate students, residents, or interns.

Additional benefits: subscription to *The Behavior Analyst* and free resume posting in the on-line job placement directory.

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 and classified as Affiliate members until verification is received.

VERIFICATION OF FULL-TIME STUDENT STATUS

I, _____, certify that _____
is a full-time student, intern, or resident at (insert institution name) _____
Date: _____
Faculty Signature: _____

ABAI 2008 Membership Form

Mail form and payment to: 1219 South Park Street; Kalamazoo, MI 49001; Telephone: (269) 492-9310; Fax: (269) 492-9316

MEMBERSHIP DUES

Please circle:	Category A		Category B		Category C		Category D	
Membership Type:	1-Yr	3-Yr	1-Yr	3-Yr	1-Yr	3-Yr	1-Yr	3-Yr
Sustaining Affiliate								
Sustaining Full	\$308	\$893	\$231	\$670	\$185	\$536	\$123	\$357
Supporting Affiliate								
Supporting Full	\$167	\$485	\$126	\$364	\$100	\$291	\$67	\$194
Affiliate Full	\$126	\$366	\$95	\$274	\$76	\$219	\$50	\$146
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

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 **Hong Kong, Italy, Kuwait, New Zealand, Singapore, Spain, and the United Arab Emirates**.

Category C: For countries with income per capita of 25%-50% of the US, including **Bahrain, Cyprus, Czech Republic, Greece, Israel, Korea, Portugal, and Saudi Arabia**.

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**.

PERSONAL INFORMATION

TITLE: ☐ Dr. ☐ Prof. ☐ Ms. ☐ Mrs. ☐ Mr.

FIRST NAME & M.I.: _____

LAST NAME: _____

AFFILIATION: _____

GENDER: ☐ Male ☐ Female

DATE OF BIRTH: _____

ADDRESS: ☐ Home ☐ Work

CITY: _____

STATE/PROVINCE: _____

POSTAL ZIP CODE: _____

COUNTRY: _____

CITIZENSHIP: _____

E-MAIL: _____

WORK TELEPHONE #: _____

HOME TELEPHONE #: _____

WORK FAX #: _____

HOME FAX #: _____

CELL #: _____

WEBSITE: _____

METHOD OF PAYMENT

Total Amount for Dues & Subscriptions: \$_____

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: _____

Authorization Code (last three digits on back of card): _____

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 ABAI unless a request for a refund is received by the ABAI office in writing. Requests for membership cancellations will not be granted.

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, as seen above. Members in Category B will receive a 25% discount on membership dues; Category C will receive a 40% discount; and Category D will receive a 60% discount.

Income per capita information was obtained from the World Bank Group, 2006. 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.

Personal information such as age and annual income will be kept confidential. This information is collected for the purpose of membership data analysis only.

Supporting Full and Sustaining Full members contribute to the development of ABAI through higher fees, and meet the requirements of Full membership.

JOURNAL SUBSCRIPTIONS

	Student	Individual
THE ANALYSIS OF VERBAL BEHAVIOR	<input type="checkbox"/> \$22	<input type="checkbox"/> \$30
BEHAVIOR ANALYSIS IN PRACTICE	<input type="checkbox"/> \$25	<input type="checkbox"/> \$35
THE BEHAVIOR ANALYST*		<input type="checkbox"/> \$47

Shipping: International orders add \$7 for TAVB or BAP or \$14 for TBA

*Chapter/adjunct dues do not include a subscription to *The Behavior Analyst*. Dues for all other membership categories include subscriptions to both *The ABAI Newsletter* and *The Behavior Analyst*.

Student Member Information:

- ☐ High School
- ☐ Undergraduate
- ☐ Masters
- ☐ 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 the 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:

- ☐ Administration
- ☐ Clinical
- ☐ Consulting/Staff Training
- ☐ Research
- ☐ Student
- ☐ Teaching

☐ Retired☐ Other: _____**Primary Discipline**

Check the one box that most closely describes your field of study:

- ☐ Behavior Analysis
- ☐ Behaviorology
- ☐ Communication Disorders
- ☐ Education
- ☐ Medicine
- ☐ Organizational Management
- ☐ Pharmacology
- ☐ Psychology
- ☐ Social Work
- ☐ 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?

Note: This information may be shared with persons or agencies/organizations engaged in efforts to support & promote behavioral research.

- ☐ Yes ☐ No

What source provided the funding?

What was the amount of funding?

\$_____ over _____ 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 ABA Boards & Committees. Please indicate where you would like to volunteer:

- ☐ Affiliated Chapters
- ☐ Education
- ☐ Membership – Recruitment & Retention
- ☐ Program – Program Committee

- ☐ Professional Affairs
- ☐ Publications
- ☐ Science Policy & Research

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**.

- ___ Applied Animal Behavior
- ___ Autism
- ___ Behavior Analyst Online
- ___ Behavioral Gerontology
- ___ Behavioral Medicine
- ___ Behavioral Technology
- ___ Behaviorists for Social Responsibility
- ___ Behaviorists Interested in Gambling
- ___ Clinical
- ___ Crime and Delinquency
- ___ Development & Behavior Analysis
- ___ Direct Instruction
- ___ Evidence-Based Practice
- ___ Experimental Analysis of Human Behavior (EAHB)
- ___ Health, Sports & Fitness
- ___ Instructional Design
- ___ Interbehaviorists
- ___ Neuroscience
- ___ OBM Network
- ___ Parent-Professional Partnership
- ___ Positive Behavior Support
- ___ Rehabilitation & Independent Living
- ___ Sex Therapy and Educational Programming (STEP)
- ___ SIG Español
- ___ Speech Pathology
- ___ Standard Celeration Society
- ___ Teaching Behavior Analysis
- ___ Verbal Behavior

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**.

- ___ ABA Colombia
- ___ ABA India
- ___ ABA of Argentina
- ___ ABA of Brazil
- ___ ABA of Italy (IESCUM)
- ___ Alabama ABA

- ___ Asociación Latinoamericana de Analisis y Modificación del Comportamiento
- ___ Asociación para el Avance de la Ciencia de la Conducta ABA España
- ___ Australian Association for Cognitive Behaviour Therapy
- ___ Behavior Analysis Association of Michigan
- ___ Behavior Analysis Society of Illinois
- ___ Behaviour Analysis in Ireland
- ___ Berkshire Association for Behavior Analysis and Therapy
- ___ California ABA
- ___ Chicago ABA
- ___ Chinese ABA
- ___ Connecticut ABA
- ___ Delaware Valley ABA
- ___ Experimental Analysis of Behaviour Group UK
- ___ Florida ABA
- ___ Four Corners ABA
- ___ Georgia ABA
- ___ German Society for Behavioral Medicine and Behavior Modification
- ___ Hawai'ian ABA
- ___ Heartland ABA
- ___ Iceland ABA
- ___ Indiana ABA
- ___ Israel ABA
- ___ Italian Association for the Analysis and Modification of Behavior
- ___ Japanese ABA
- ___ Jordan ABA
- ___ Kansas ABA
- ___ Korean ABA
- ___ Manitoba ABA
- ___ Maryland ABA
- ___ Massachusetts ABA
- ___ Mid-American ABA
- ___ Middle East ABA
- ___ Missouri ABA
- ___ Nevada ABA
- ___ New Jersey ABA
- ___ New York State ABA
- ___ New Zealand ABA
- ___ Norsk Atferdsanalytisk Forening (Norwegian ABA)
- ___ North Carolina ABA
- ___ Northwestern ABA
- ___ Ontario ABA
- ___ Pennsylvania ABA
- ___ Philippines ABA
- ___ Polish ABA
- ___ Polish Association of Behavioral Therapy
- ___ Russian ABA
- ___ Sociedad Mexicana de Analisis de la Conducta
- ___ Southeastern ABA
- ___ Swedish ABA
- ___ Taiwan ABA
- ___ Tennessee ABA
- ___ Texas ABA
- ___ Venezuelan ABA
- ___ Vermont ABA
- ___ Virginia ABA
- ___ Wisconsin ABA

ABAI 2008 Convention Registration Form

Mail form and payment to: 1219 South Park Street, Kalamazoo, MI 49001; Telephone: (269) 492-9310; Fax: (269) 492-9316

CONTACT INFORMATION

TITLE: ☐ Dr. ☐ Prof. ☐ Ms. ☐ Mrs. ☐ Mr.

(Please print them as you would like them to appear on your name badge)

FIRST NAME & M.I.: _____

LAST NAME: _____

AFFILIATION: _____

ADDRESS: ☐ Home ☐ Work

CITY: _____

STATE/PROVINCE: _____

POSTAL ZIP CODE: _____

COUNTRY: _____

E-MAIL: _____

WORK TELEPHONE #: _____

HOME TELEPHONE #: _____

WORK FAX #: _____

HOME FAX #: _____

CELL #: _____

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

Name on card: _____

Card Number: _____

Authorization Code (last 3 digits on back of card): _____

Expiration Date: _____

Signature: _____

Billing Address (if different from above): _____

City: _____

State/Province: _____

Postal Zip Code: _____ Country: _____

CONVENTION REGISTRATION

A discount is available for early payment of registration fees. If your registration is received in the ABAI office by February 27, 2008, send the amount listed in the "2/27 and prior" column.

To register for the convention at the member rates you, including if you are a student, must be a member for the 2008 calendar year. To renew your membership, please fill out the separate ABAI 2008 Membership form. If you do not wish to renew your membership for 2008, you must register as a non-member. **All attendees, including presenters and authors, must register for the convention. Name Badges will be required for entry to all convention events.**

***On-site Registration:** Pre-registration will end May 1, 2008. No registration forms received after this date will be processed. On-site registration will open at 5:00 PM May 22. 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.

Registration for the Entire Convention (Saturday 5/24 - Tuesday 5/27)

Category	2/27 and prior	2/28-5/1*
Circle membership category from the list below.		
Sustaining, Supporting, Full or Affiliate Member	<input type="checkbox"/> \$130	<input type="checkbox"/> \$150
Emeritus and Student Member	<input type="checkbox"/> \$66	<input type="checkbox"/> \$76
Chapter-Adjunct Member	<input type="checkbox"/> \$168	<input type="checkbox"/> \$188
Non-member	<input type="checkbox"/> \$309	<input type="checkbox"/> \$329

One-Day Registration. Circle day(s) attending:

Saturday 5/24	Sunday 5/25	
Monday 5/26	Tuesday 5/27	
Circle your membership category from the list below and fill in the appropriate amount (fee X # of days): \$ _____		
Category	2/27 and prior	2/28-5/1*
Sustaining, Supporting, Full, Affiliate Member, Emeritus and Student Member	<input type="checkbox"/> \$66	<input type="checkbox"/> \$76
Chapter-Adjunct Member	<input type="checkbox"/> \$88	<input type="checkbox"/> \$98
Non-member	<input type="checkbox"/> \$115	<input type="checkbox"/> \$125

Workshop Registration

Education credit is \$10/hour in addition to workshop registration fees. Not all workshops are available for APA and BACB Continuing Education.

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) \$ _____

Note: After February 27, 2008, workshop registration fees increase by \$25.

Total Workshop Payment \$ _____

Donation to Support Student Presenters \$ _____

Total Payment enclosed \$ _____

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. 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, 2008 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 8, 2008 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. **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 midnight (EST) April 1, 2008.



Society for the Advancement of Behavior Analysis

SABA International Development Grant

Application Deadline: September 12, 2008

Mission

To promote the international development of behavior analysis.

Grant Description

The Association for Behavior Analysis International (ABAI) and the Society for the Advancement of Behavior Analysis (SABA) recognize academic excellence internationally. In order to promote behavior analysis on a worldwide scale, we hope to increase opportunities for people and organizations that do not have the necessary resources to expand important information and knowledge. Therefore, three \$1,000 International Development grants will be distributed annually to a person or organization interested in developing behavior analysis internationally.

Review of Applications

The Board of Directors of SABA will review all applications during its fall meeting. Successful applicants will be contacted following this meeting.

Recipient Recognition

Grant recipients will be announced at the opening event of the annual ABAI convention and at the International Brunch, as well as in *The ABAI Newsletter* and on the ABAI Web site.

Eligibility

All **current 2008 members** of ABAI are eligible to apply, providing that they are not currently in receipt of a SABA International Development Grant.

Conditions of Award

International Development Grant recipients agree to provide a brief report on what the grant was used for, along with an outline of the expenditure. This report (maximum 800 words) is due one year after the award is made and must be sent to the ABAI Executive Director, Dr. Maria Malott (mmalott@abainternational.org).

Projects That Will Not Be Granted

Projects viewed most favorably will be those that address systems-level issues and/or create lasting infrastructure with the potential to enhance behavior analysis in the region over the long term. One time events, such as a workshop, that seek to influence individuals but not systems or infrastructure normally are not appropriate.

Ineligible costs include:

- Travel of any kind.
- One time events that are unlikely to have long-term impact.
- For-profit workshops, seminars, or other events.
- Projects that include stipends for applicants, administrative support, or other labor or assistance.

Application (on-line applications will also available at www.abainternational.org/saba/grantsfund/idg.asp)

Organization/University: _____

Contact Person: _____

Postal Address: _____ Postal Code: _____

Telephone: _____ Email Address: _____

Attach a description (3,000 words maximum) of the project for which you are seeking funding. Please include the following sections:

- **PROJECT DESCRIPTION:** A detailed description of the aims of the project. Specifically, how the grant will be used to implement the project. Precedence will be given to those descriptions in which the scope is clearly outlined, with measurable goals.
- **QUALIFICATIONS OF THE RECIPIENT:** Any relevant experience you have in behavior analysis (work experience, academic experience, conventions attended, etc.). Precedence will be given to applicants demonstrating evidence of a strong analytical repertoire. Please indicate what persons will be responsible for developing the project, along with their resumes or vitae and how the project will achieve the professional goals of the recipient(s).
- **TYPE OF IMPACT:** Specify if this project is in the area of behavior analysis education, research, practice, publications, or networking (Precedence will be given to projects that affect quality education in behavior analysis, research development, or application of behavior analysis.)
- **LONG TERM IMPACT:** The value the project will add in disseminating behavior analysis internationally.
- **UTILIZATION OF FUNDING:** Provide a clear description of how the funds will be used. The specification must add up to \$3,000. Other secured funding should also be identified, along with its source(s). Funding for hospitality/refreshments, travel of any kind or for stipends for the applicant or administrative or graduate assistance will not be granted. Time and labor should come from in-kind support. Precedence will be given to projects that include a detailed specification of how the funds will be used.



Society for the Advancement of Behavior Analysis

Sidney W. and Janet R. Bijou Fellowship Program Or SABA Experimental Analysis of Behavior Fellowship Application Deadline: September 12, 2008

Origins

In December 1996, Dr. Sidney W. and Janet R. Bijou funded a substantial endowment to SABA to establish the *Sidney W. and Janet R. Bijou Fellowship Program*.

In 2000, the Board of the Society for the Advancement of Behavior Analysis created a fellowship from its Endowment to encourage study in the experimental analysis of behavior. The *SABA Experimental Analysis of Behavior* endowment is funded from many generous donations from members of the Association for Behavior Analysis International.

Fellowship Objectives

The objective of the *Sidney W. and Janet R. Bijou Fellowship Program* is to enable post-baccalaureate students to study child development from a behavior-analytic perspective.

The Fellowship will provide two grants annually of \$5,000 each to students in post-baccalaureate programs in psychology or education, in which it is possible to conduct research in behavioral child development.

The *SABA Experimental Analysis of Behavior Fellowship* provides two grants per year of \$2,000 each to students in a doctoral program in psychology or behavior analysis, in which it is possible to conduct research in the experimental analysis of behavior. Recipients may apply for renewal of the Fellowship for one additional year.

Criteria for Applicants

Letters of Recommendation

Applicants must obtain two letters of recommendation in support of their application. Letters of recommendation are limited to two. Further letters will not be reviewed.

Professional Commitment

Applicants must be committed to the study and research of child development from a behavior-analytic perspective. The primary criterion of selection for the *Sidney W. and Janet R. Bijou Fellowship* is the applicant's commitment to child development.

The primary criterion for the *SABA Experimental Analysis of Behavior Fellowship* is the applicant's commitment to the experimental analysis of behavior.

Academic Level

Applicants must be enrolled or have been accepted as a student in a doctoral program in a department of psychology or behavior analysis, in which there are a sufficient number of behaviorally oriented faculty members to sponsor and supervise research in child development. As well, the student must have at least two full years in the program remaining after the date of the award.

Nationality of the Student and Location of the Program

There are no constraints on the recipient's nationality or on the country in which the university is located.

Applicants may not apply for the Bijou Fellowship and the SABA Experimental Fellowship in the same year.

Selection Procedure

The SABA Board of Directors constitutes the Fellowship Selection Committee. The SABA Board consists of the full members of the ABA Executive Council and SABA's Secretary-Treasurer.

The Fellowship Selection Committee selects recipients at the fall Board Meeting. Fellowship recipients are announced during the SABA Awards Ceremony in the opening event of ABAI's annual convention and the recipients' names are published in *The ABAI Newsletter*.

Application Procedure

Those students interested in applying for either program should submit the following documents to the SABA office:

- A two-page, typed description of the applicant's research interests, as they relate to the experimental analysis of behavior or child development, as appropriate (approximately 1,000 words).
- A short résumé or curriculum vitae (2 page maximum).
- Two letters of recommendation.
- Letter from Advisor verifying place (year or total number of years) in degree program.

Deadline for Submissions

Applications must be received at the SABA office by September 12, 2008.

For more information, contact:

Sidney W. and Janet R. Bijou Fellowship Program
or

Experimental Analysis of Behavior Fellowship Program

c/o

Society for the Advancement of Behavior Analysis
1219 South Park Street
Kalamazoo, MI 49001-5607

Phone: (269) 492-9310
Fax: (269) 492-9316
E-mail: mail@abainternational.org

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 1 (2008)	\$35.00	\$25.00	\$88.00	\$
	International shipping fee, per annual subscription*	\$14.00	\$14.00	\$14.00	\$
6% Sales Tax (Michigan Residents Only) SUBTOTAL x .06 =					\$
*(Prices include domestic shipping and handling) Total Cost Included =					\$

Name: _____

E-mail: _____

Street Address: _____

City: _____ State: _____

Country: _____ ZIP Code: _____

Phone: _____ Fax: _____

☐ Visa ☐ MasterCard ☐ Amex ☐ Discover Credit Card Authorization #: _____

Credit Card #: _____ Expiration: _____

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 will be considered donations to ABAI unless a request for a refund is received by the ABAI office in writing.

Mail or fax form and payment to: ABAI; 1219 South Park Street; Kalamazoo, MI 49001

Fax: (269) 492-9316; Telephone (269) 492-9310; E-mail: mail@abainternational.org