A New Era of Science and Practice in Behavior Analysis

Dr. Janet S. Twyman, ABA International President

"The methods of science have been enormously successful
wherever they have been tried. Let us then apply them to human affairs."
B. F. Skinner[1]

And let us apply them to the human affairs within organizations. This is a time of great change for the field of behavior analysis, for our science, our practice, our scientists and our practitioners. The Association for Behavior Analysis International (ABA International, ABAI) now has over 5,000 members, with nearly that many attending the 2007 annual convention in San Diego. Our affiliated chapters exceed 13,000 members across 31 U.S. and 27 non-U.S. chapters. Over 2,000 members make up our 29 special interest groups (SIGs), whose interests include education, clinical applications, sports, animal behavior, neuroscience, and many other important issues. Collectively we can shape the future of behavior analysis.

Shaping involves change. Change comes in many forms. For ABA International it comes in our sharp increase in membership since 2002 (Figure 1).

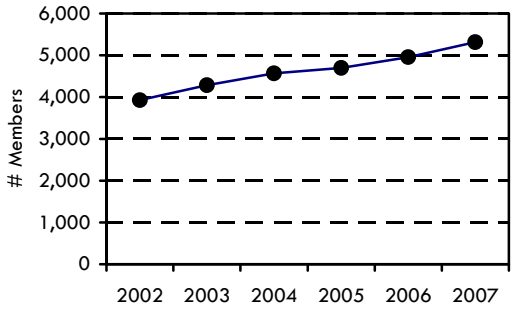

Figure 1. *ABAI membership 2002 – 2007.*

It comes in the continued growth in convention submissions, each year more than the previous, to more than 1,600 for 2008 (Figure 2).

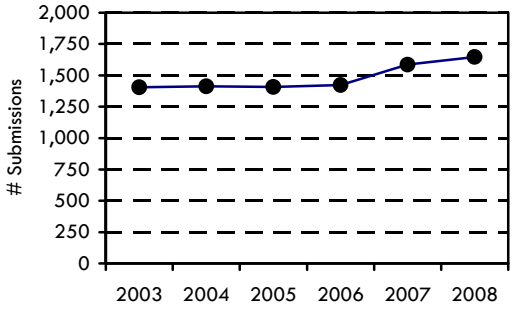

Figure 2. *ABAI convention submissions 2003 – 2008.*

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General Information

The *ABA Newsletter* is ABA's primary means of communicating with members about association activities, the activities of ABA chapters and special interest groups, upcoming events, job positions in behavior analysis, and other items of interest to the behavioral community.

Subscriptions

All members of the Association for Behavior Analysis receive the *ABA Newsletter* as a part of their membership benefits. Institution and nonmember subscriptions may be obtained at a cost of $39/year. Single issues may be purchased for $14. (International prices $50/year, single $18).

Diversity Statement

The Association for Behavior Analysis seeks to be an organization comprised of people of different ages, races, nationalities, ethnic groups, sexual orientations, health status, religions, abilities, and educational levels.

Submitting to the *ABA Newsletter*

The Association for Behavior Analysis publishes the *ABA Newsletter* three times a year. The newsletter Editor is Maria E. Malott, Ph.D. Publication dates and submission deadlines are as follows:

Mailing Date	Deadline for Submissions
January 30	December 15
July 30	June 15
October 30	September 15

Articles and Advertisements

All advertisements are accepted and published on the representation of the advertiser and its agency that they are authorized to publish the entire contents thereof and that, to the best of their knowledge and belief, all statements made therein are true. The advertiser and the agency agree to hold the publisher harmless from any and all claims arising out of advertising published. Publication of articles, announcements, or acceptance of advertisements in *The ABA Newsletter* does not imply endorsement by ABA. ABA reserves the right to reject any advertisement or copy that ABA, for any reason, deems unsuitable for publication in any association publication.

Articles and announcements must be submitted to the ABA office for consideration. Articles should consist of information of general interest to the behavioral community, and should not be reports of empirical research or conceptual developments, as such articles are more appropriate to refereed journals. Announcements and other advertisements must be relevant to behavior analysis science and/or practice.

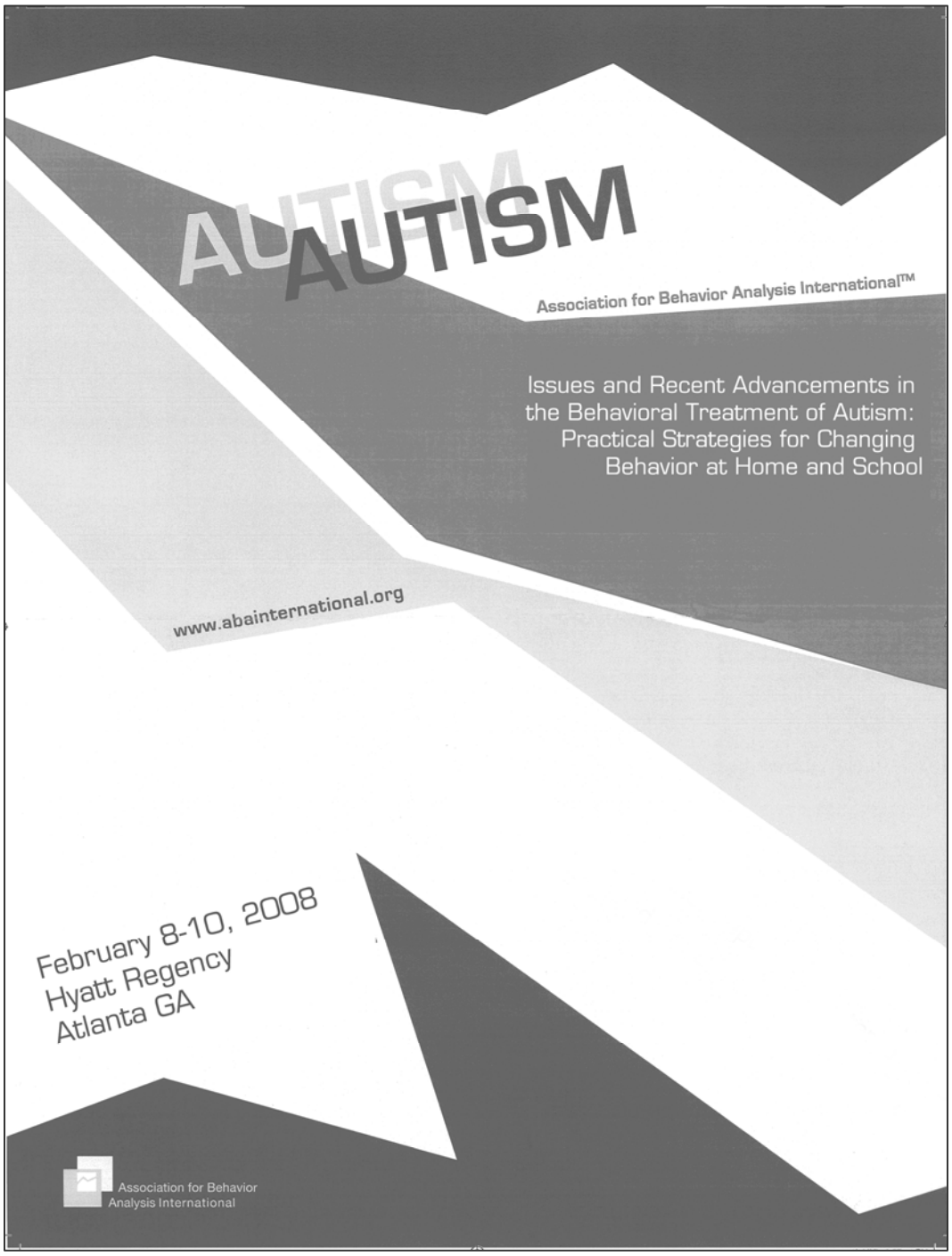
Classified advertisements may be submitted in hard copy or faxed, and will be entered at the ABA office. The 2008 fee for classified ads is $100.00 for the first 25 lines and $4.00 for each additional line (approximately 50 characters/line). ABA reserves the right to edit all copy.

Display advertisements should be submitted on camera-ready, laser-quality copy. The following table shows the prices and dimensions for 2008 display advertisements.

Display size	Cost*
Full page (7" wide x 10" deep)	$675
Half page (6½" wide x 4½" deep) or (3¼ wide x 9½" deep)	$470
Quarter page (3¼" wide x 4½" deep)	$265

Organizations with ten (10) or fewer employees receive a 10% discount on all advertisement prices.

* Prices are subject to change and should be verified with ABA prior to ordering.


AUTISM
AUTISM
Association for Behavior Analysis International™
Issues and Recent Advancements in the Behavioral Treatment of Autism: Practical Strategies for Changing Behavior at Home and School
www.abainternational.org
February 8-10, 2008
Hyatt Regency
Atlanta GA
Association for Behavior Analysis International

Continued from front cover

It comes in increasing the number of journals we publish, and in what people present and write about. It comes in shifting employment opportunities, both in level of expertise and in type of service. It comes in the issues we as behavior analysts care about, both immediate and more distant. Issues like whether or not ABA International is doing enough to support science, to support applied work, to strengthen the field. Issues like whether or not ABA International will follow the same path as the American Psychological Association (APA) whose practice growth years ago contributed to a fracture within the organization and the formation of American Psychological Society (APS, now the Association for Psychological Science). These are pressing issues to our members and to the Association.

We must continue to be one of the few organizations that can effectively support both its basic and applied sciences and their direct application, while continuing to build a robust theoretical base. Society gains tremendous benefit from the applications of a science of behavior, and we know that these applications require continued basic research and experimentation to diversify and advance. We endure only via the influx and discovery brought about by the scientific method. How do we preserve this and support our applications? Ideally, we should be having discussions about this, about a roadmap for the next ten years or more as a field. I'm pleased to report that we are, and that we need your help.

Issues Facing ABA International

Two primary areas comprise the issues ABA International and its membership face: Science issues and Practice issues. We must promote and strengthen our basic science. We all benefit from well-controlled experimental studies that, while not aimed at specific problems, provide the necessary knowledge and background for later applied research and eventually practice. Science requires tangible ABA International support. Additionally, we must recognize and sustain the burgeoning use of behavioral strategies and tactics in the real world and the extent to which behavior analysis can improve lives. We cannot underestimate the professional issues brought on by the growth of behavior analytic practice. We must promote and strengthen our applications. Practice requires tangible ABA International support.

To focus on the specific concerns of each of these two areas, ABA International has created two distinct new boards, a Science Board and a Practice Board. ABA International's organizational structure is being modified to accommodate these Boards, and over the coming days, weeks, and months each Board's objectives and activities will be further defined and fleshed out. We look forward to your input and participation in the shaping of the mission and activities of these Boards.

ABA International's Science Board. Dr. Tim Hackenberg has agreed to be the interim Coordinator for this Board, which will assist the Association's efforts on behalf of its science-oriented constituencies. Broadly speaking, the board will promote behavioral science in scientific and academic domains, address science and scholarly issues important to members and the public, and advocate on behalf of behavior science.

ABA International's Practice Board. I have agreed to be the interim Coordinator for this Board, which will assist the Association's efforts on behalf of its practice-oriented constituencies. Activities will focus on those relevant to practicing behavior analysts (certified or not) and consumers of behavior analysis procedures, with the goal of promoting exemplary behavior analytic practice in consumer, academic, and public domains. In addition, the newly approved Practitioner Issues in Behavior Analysis SIG will aid in addressing the needs of our members directly involved in professional practice.

These two boards were established with the directive of preserving ABA International's unique role of supporting theory and helping build and disseminate our basic science knowledge, while promoting effective applications of that science. To aid in this objective, ABA International will continue its collaboration with other science and practice organizations while forging new relationships.

Building Bridges: Collaboration with Other Organizations

ABA International's association with other professional and scholarly organizations translates into increased recognition for the science and the field, and into direct benefits for our members. For example:

Federation of Behavioral, Psychological, and Cognitive Sciences. For over a decade ABA International has been a member of the Federation of Behavioral, Psychological, and Cognitive Sciences (www.thefederationonline.org), which collectively represents 22 organizations and the interests of scientists conducting behavioral, psychological, and cognitive research. The Federation focuses on legislative advocacy, education, and the communication of information to scientists, including a regular email of relevant news sent directly to ABA International members (*Federation News*). Each year we send a representative to the annual meeting, thus staying abreast of current issues and events; this year we participated in a special discussion regarding how the Federation can help foster new relationships between organizations and provide additional benefits and opportunities for member scientists (see "Federation" article in this newsletter).

American Psychological Association. The American Psychological Association (APA, www.apa.org) is a scientific and professional organization that represents psychology through publications, conventions, legislative lobbying, and other activities. At 148,000 U.S. members,

APA is the largest association of psychologists in the world. Members of ABAI who also join APA qualify for a 25% professional courtesy discount in APA dues (see www.apa.org/membership/discountmem.html). Participating in APA can make a difference to behavior analysis. Because of APA's size, scope, and legislative power, its actions are relevant to behavior analysis. It makes sense that behavior analysts influence APA as APA members.

Division 25. As a member of APA one can join Division 25, the Division of Behavior Analysis (www.auburn.edu/~newlamc/apa_div25). Division 25 furthers the interests of behavior analysis in a variety of ways, including hosting a highly regarded scientific program at the annual APA convention. Through its representation in APA governance, the Division provides input on most important APA decisions.

Association for Psychological Science. The Association for Psychological Science (APS, www.psychologicalscience.org) is the world's largest organization of psychologists with an exclusive focus on science. As described in a recent e-mail to ABA International's membership, the APS 2008 annual meeting will be held in Chicago and will overlap with our annual convention for two days. Through the extraordinary work of individuals in both organizations, we're pleased to announce that registrants of one conference will be able to attend the other for free. This is a unique and remarkable opportunity to learn from each other and cross-pollinate ideas. ABA International and APS are continuing to work together to identify additional ways to make the most of the concurrent meeting location and dates. For more information, please see the APS article in this newsletter.

Society for the Quantitative Analyses of Behavior. The international Society for the Quantitative Analyses of Behavior (SQAB, sqab.psychology.org) was formed to present and publish material that presents a quantitative analysis for the understanding of behavior. SQAB holds its annual meeting just before ABA International's, providing an array of sessions that focus on quantitative basic science and the use of mathematical formulations.

Behavior Analyst Certification Board. The Behavior Analyst Certification Board®, Inc. (BACB®, www.bacb.com) was established to meet the public need to credential professional behavior analysts and develop, promote, and implement a national and international certification program for behavior analyst practitioners. ABA International assists its certified members by offering a wealth of continuing education opportunities, both via its conferences and other venues.

Association of Professional Behavior Analysts. The Association of Professional Behavior Analysts (APBA) is a new organization founded independently of ABA International, with the goal of working on behalf of needs of BACB-credentialed professional behavior analysts and practitioners. Upon learning of the organization's formation, members of ABA International's Executive Council met with representatives from the BACB and the newly formed APBA to begin to understand the new organization and open a dialogue on how the independent efforts of each of the organizations could be mutually beneficial for the field. It is our understanding much of APBA's work will focus on legislative and other issues pertaining to certified behavior analysts. While currently no plans are definite, in the spirit of cooperation and the recognition of the specific needs of practice, we are exploring ways to work collaboratively.

Association for Positive Behavioral Support. This organization is home to more than 700 practitioners and scholars who focus on clinical and educational issues, including designing and evaluating interventions that operate at the level of large, complex systems. Their members have been very successful in exporting behavioral technology through governmental agencies such as the U.S. Department of Education and various state and local education systems. ABA International has begun discussions with APBS to explore ways to enhance mutual initiatives.

Association for Contextual Behavioral Science. The Association for Contextual Behavioral Science (ACBS, www.contextualpsychology.org/acbs) advances functional contextual cognitive and behavioral science and practice to alleviate human suffering and advance well-being. We look forward to building bridges and sharing opportunities with these and other organizations as we work towards strengthening the field and providing more opportunities to ABA International members.

Additional Efforts. To foster other relationships and generate opportunities for collaboration, ABA International hosts a "Leadership Luncheon" at the annual convention. Representatives from various organizations with similar missions or shared concerns meet over lunch to update each other on organizational happenings. Ideas for working together are often generated. Invited organizations span the science and practice areas, including many of those named above and others, such as: the American Association on Mental Retardation, APA Division 28-Psychopharmacology and Substance Abuse, APA Division 33-Mental Retardation and Developmental Disabilities, the Association for Behavioral and Cognitive Therapies, the Association for Science in Autism Treatment, the B. F. Skinner Foundation, the Cambridge Center for Behavioral Studies, the Eastern Psychological Association, the International Society for Performance Improvement, and the Society for the Experimental Analysis of Behavior.

Fulfilling ABAI's Mission

ABAI's primary mission is to develop, enhance, and support the growth and vitality of behavior analysis through research, education, and practice. The activities, events, and materials ABAI provides and supports in furtherance of its mission continue to expand, including:

Supporting Existing SABA Awards and Grants. The Society for the Advancement of Behavior Analysis (SABA) provides annual awards for Distinguished Service to Behavior Analysis, International Development of Behavior Analysis, Effective Presentation of Behavior Analysis in the Mass Media, Enduring Programmatic Contributions in Behavior Analysis, Public Service in Behavior Analysis, and Impact of Science on Application. With ABA International's support, SABA also provides annual grants to support research and development in behavior analysis, including the International Development Grant, two Experimental Analysis of Behavior Fellowship Grants, two Sidney W. and Janet R. Bijou Fellowship Grants, and multiple Student Registration Grants. At their recent fall meetings, both the Society for the Advancement of Behavior Analysis (SABA) and ABAI Councils approved new awards to support research and strong scholarship.

Graduate Research Grant. To further promote exemplary graduate research, SABA and ABAI have established a Research Endowment Fund for long-term development of doctoral dissertation and master's thesis research. Beginning in 2009, ABAI will award two Doctoral Dissertation grants of $1,000 each and two Master's Thesis Research Grants in the amount of $500 each. These grants will be funded by ABAI until the endowment fund reaches a goal of $100,000. SABA and ABAI are pleased to provide these grants as a method of supporting high quality scholarship and graduate level research. Look for more information on these grants and the fund in upcoming communications from ABAI.

Division 25 Translational Research Award. SABA and ABAI recently approved the sponsorship of an American Psychological Association (APA) Division 25 (Behavior Analysis) award. This award, approved by APA Division 25, will be called the *ABAI-International Don Hake Translational Research Award* and would assume the role of the current Don Hake Basic/Applied Research Award—to recognize exemplary work that highlights, exemplifies, or promotes the unification of basic research and application. Division award recipients are invited speakers at the APA annual convention, and the award is announced in the *Journal of the Experimental Analysis of Behavior*, the *Journal of Applied Behavior Analysis*, the *American Psychologist*, and Division publications and communications. SABA and ABAI are pleased to sponsor this award as a means to proactively support outstanding scholarship, and to do so in a venue outside of SABA's own awards. Nominations for the annual award are strongly encouraged and should be made directly to Division 25 (www.auburn.edu/~newlamc/apa_div25/awards.htm).

Publishing Journals, Newsletters, and Other Materials. ABAI currently publishes two scholarly journals: *The Behavior Analyst* (TBA), which is free with ABAI membership, and *The Analysis of Verbal Behavior* (TAVB) which can be purchased by individuals or institutions. A third journal, *Behavior Analysis in Practice* (BAP), is in development. Individual dissemination of TBA is increasing with membership, and it is a testament to the journal's health that institutional subscriptions have been holding steady (between 170-180) for almost 10 years. Institutional subscriptions to TAVB have also been holding relatively steady (currently near 100) while individual subscriptions have climbed to over 650 during the past six years. We expect dissemination and citations of ABAI's journal to increase, partly due to recent long-range initiatives.

Online Access to ABAI Journals. A little over two years ago, ABAI began the process of making its journals electronically available to the public. This is a lengthy, detailed process that requires tagging, reviewing, correction, further review, and final agreements. Volumes from both TBA and TAVB are currently undergoing the competitive process for acceptance into PubMed Central. PubMed Central, maintained by the National Institutes of Health, is the U.S. National Library of Medicine's digital archive of biomedical and life sciences journal literature and provides free access to the full text of journal articles. We are hopeful that TBA Volume 29(1) and TAVB Volumes 21 and 22 will be available online in the near future. Earlier issues of both journals will be posted as the process is completed and they become part of the PubMed database.

Yet another value of PubMed Central is the opportunity to access data from diverse sources in a single repository. A user can quickly search an entire body of full-text articles and locate relevant material regardless of its source. ABAI publications will be integrated with the literature from a variety of other journals and information resources, such as sequential and factual databases. Non-ABAI member scientists, scholars, and clinicians will have easy and relevant access to publications from our field.

Behavior Analysis in Practice. ABA International's newly created journal will promote empirically validated "best practices" in an accessible format. The objective of the journal is to describe what's been empirically found to work, and to address the challenges of implementation in real-life settings, and will included empirical reports describing the application and evaluation of behavior-analytic procedures and programs; discussion papers on professional and practice issues; technical articles on methods, data analysis, or instrumentation in the practice of behavior analysis; tutorials on terms, procedures, and theories relevant to best practices in behavior analysis; and critical reviews of books and products that are aimed at practitioners or consumers of behavior. We anticipate the spring 2008 inaugural issue to be available at the annual convention in Chicago in May.

Providing Conferences and Other Specialized Events. ABAI hosts its multi-day, multi-track annual convention in North America, and hosts highly successful, well-attended conferences outside the U.S. approximately every two years (e.g., Venice, Italy in 2001; Campinas, Brazil in 2004; Beijing, China in 2005; Sydney, Australia in

2007; and Oslo, Norway in 2009). In addition, ABAI hosts smaller, topical or focused events based on the needs and interests of members. Recent examples include the workshop "How to Obtain Federal Funding for Behavior Analysis Research" (February 2005, Chicago) and a think tank on "Metacontingencies and Cultural Analysis" (August 2005, Campinas, São Paulo, Brazil). The single-track, multi-day conference, "Progress and Challenges in the Behavioral Treatment of Autism" (February 2007, Boston) far surpassed attendance expectations and was so well-received (especially by new behavior analysts and laypersons) that ABA International is hosting a second autism conference, "Issues and Recent Advancements in the Behavioral Treatment of Autism: Practical Strategies for Changing Behavior at Home and School," in February 2008 in Atlanta, GA. More information can be found at www.abainternational.org/autconf.

Evidence-Based Education Conference. Also based on current wide-spread interest and behavior analysis' relevance in the area, ABA International will be hosting a two-day, single-track conference on evidence-based educational effectiveness in September 2008 in Reston, VA. The purpose of this event is to educate (inform the audience of federal initiatives for evidence-based education; the application of scientific research methods and the current knowledge base; existing effective empirically-based practices; and how behavior analysis as a science can inform and assist the current mandate), exchange information (identify important findings and critical gaps in the research knowledge of educational effectiveness, including how effective programs are designed, developed, tested, implemented, and revised), and build coalitions and coordinate activities (develop the community of educational professionals interested in research on educational effectiveness; provide a catalyst for broadening ABAI membership participation in publications and presentations on educational effectiveness). Look for more information on this conference on our Web site and in upcoming communications.

Special Events at the 2008 Annual Convention. Our continuing convention growth requires additional space, and ABA International has contracted with the historic Blackstone Hotel (located across a side street from the Chicago Hilton) to provide additional meeting rooms for 2008. Many of our Behavioral Pharmacology and Experimental Analysis of Behavior sessions will be held in the newly remodeled Blackstone, which played a key role in hosting early ABAI conventions. The Blackstone will provide an intimate setting for many of this year's basic science presentations, and will be the locale for many of the sessions fitting our special theme for this year's convention, *Celebrating and Expanding our Scientific Foundations*.

The designation of this theme gives us the opportunity to call out an array of sessions that reflect to our scientific foundation and offer extensions to areas of science and application. The program book will highlight further events that reflect where behavior science has been and where we are going, including a keynote event "State of the Science" sponsored by ABA International's Science Board. In this noteworthy session, Edmund Fantino will be speaking on choice and conditioned reinforcement, Tony Nevin on stimuli, reinforcers, and private events, Murray Sidman on reflections on stimulus control, and Travis Thompson on behavioral and mirror neuron mechanisms in self-awareness.

Another exciting event for the 2008 annual convention is the Presidential Scholar: Renowned University of Chicago economist Gary S. Becker, whose groundbreaking work on the economic underpinnings of socially important behaviors earned him a 1992 Nobel Prize, a 2000 National Medal of Science, and a 2007 Presidential Medal of Freedom. Dr. Becker's research contribution extends the domain of economic theory to human behavior. His research program is based on the premise that the behavior of an individual adheres to fundamental principles and should be applicable in analyzing highly diverse aspects of human behavior. His explanatory model is based on the assumption 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" (from http://home.uchicago.edu/~gbecker/Nobel/nobel.html).

So why write about all of this? Why provide an account of what ABAI has done and will do? Because this is about behavior analysis, it's about the behaviors that make up our organization. This is about the noble pursuit that is behavior analysis, what it means to so many, and why we must go forward with our science and its applications, no matter what forces pull at us. How many of us remember the exact moment we realized the parsimony of behavior science (our individual behavioral epiphany)? Why is it that so many of us are able to name, and practically recite the book(s) that crystallized it for us? Remember that feeling of discovery, of excitement, of eager anticipation about what this great science can do. Arrange contingencies and the environment around you to continue to experience those feelings; engage in the behaviors that keep you and others active within our field, in ABA International, and in partner organizations that support the science of behavior.

"Unless someone like you cares a whole awful lot,
nothing is going to get better. It's not."

Dr. Seuss[2]

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[1] Skinner, B. F. (1953). Science and Human Behavior New York: The Free Press.

[2]Seuss, Dr. (1971). The Lorax. New York: Random House Books for Young Readers.

ABAI Launches National Public Relations Campaign

by Dr. Janet S. Twyman

The field of behavior analysis is often misunderstood. Public perception of the valuable work we do is limited, and, unfortunately, in some cases completely inaccurate. Working with a professional public relations agency is a potent way to build awareness, correct misperceptions, and enhance understanding of our science and field through mainstream media exposure.

To this end, ABA International is pleased to announce that we have retained the services of a nationally renowned, San Diego-based public relations firm to launch an ongoing national awareness campaign for the organization, its members, and the field.

The primary goals of the ABAI's PR efforts are to secure mainstream print, broadcast and online media opportunities to bring greater awareness to the field and the science on which it is based, to position applied behavior analysis as effective, humane and viable, and to promote the importance of the field overall.

Our public relations firm will be involved in developing an online pressroom for ABAI, which will provide a platform for ongoing publicity information. The team will also be spearheading the public relations activities for the 2008 annual convention in Chicago and other special events.

The firm was originally hired to assist with the ABAI 2007 convention in San Diego, for which it successfully obtained both television and print coverage for various speakers as well as getting preview articles of the convention published in local newspapers. Several members of the media also attended presentations at the convention. (See Figure 1, below.)

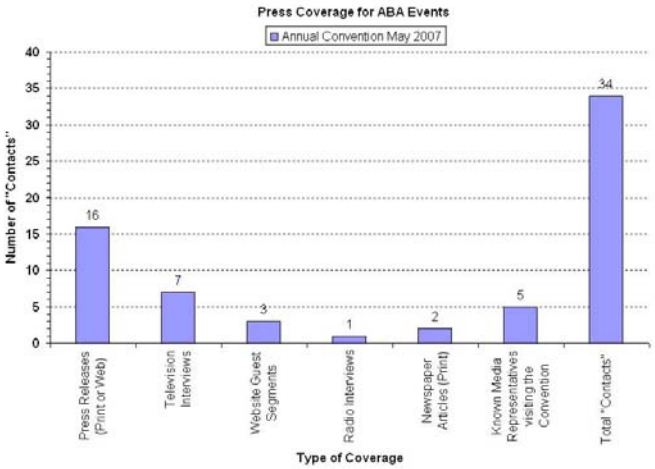

Figure 1: Media coverage of the 2007 ABAI convention.

Members of ABAI's PR Task Force will work with the PR firm to strategically pursue positive media coverage, furthering the messaging and goals of ABAI. We hope you will join in our excitement about this important step for the organization as we prepare to share with the world the great work being done each day within our dynamic field. If any ABAI members have ideas or suggestions for future public relations efforts, please contact ABAI at mail@abainterantional.org. Your input will be most welcome.

Become a 2008 ABAI Organizational Member

The organizational membership package allows you to utilize ABA's resources more effectively and at a discounted price. ABA's Organizational Membership Review Committee examines the alignment of new and existing member organizations to ABA's mission and objectives prior to accepting organizations as ABA members. Member organization receive the following benefits:

- Unlimited job postings on START for one calendar year (Jan-Dec).
- A single exhibitor's booth at the annual ABA convention.
- Three complimentary individual memberships. Members receive subscriptions to the ABA Newsletter and *The Behavior Analyst*.
- Three complimentary convention registrations.
- One institutional subscription to *The Analysis of Verbal Behavior*.
- Classified ad (25 lines) in three issues of the *ABA Newsletter* (2008).
- ABA membership mailing list on address labels (one set).
- Inclusion of organization listing in ABA's online membership directory.
- Logo, 65-word description, and link on the ABA Web site.
- Inclusion of a two-page article for one issue of the ABA Newsletter highlighting the organization's background, history, and application of behavior analysis science and technologies through its services. (Materials submitted for publication are subject to review by the Organizational Review Committee.)

Science Initiatives at ABA International

ABA is pleased to present a special segment on recent and pending initiatives in support of basic and applied science.

Science at ABAI 2008

by Dr. Timothy D. Hackenberg, ABAI Science Board Interim Coordinator & Experimental Representative to the Executive Council

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.

Celebrating and Expanding our Scientific Foundations

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. In what ABAI hopes will be the inaugural session in a recurring convention event, the Science Board is pleased to announce this year's lineup:

- Edmund Fantino: Choice and Conditioned Reinforcement
- Tony Nevin: Stimuli, Reinforcers, and Private Events
- Murray Sidman: Reflections on Stimulus Control
- Travis Thompson: Behavioral and Mirror Neuron Mechanisms in Self-Awareness

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.

Other Convention Highlights

The regular EAB and BPH convention tracks also include their usual complement of fine paper sessions, symposia, and invited talks. Look for sessions on choice, timing, delay and probability discounting, gambling, variability, conditioned reinforcement, behavioral momentum, behavioral tolerance, cross-species analysis, complex stimulus control, and social behavior, to name just a few. There are as well several sessions on translational research, aimed at bridging the gap between laboratory and applied work. Also of note is a session on IRBs and IACUCs, addressing issues of increasing regulatory burdens faced by researchers in various settings.

The B. F. Skinner Lecture Series, designed to highlight cutting-edge work in disciplines outside of but compatible with behavior analysis, include some choice offerings in 2008, on areas ranging from drug self-administration and comparative cognition to social behavior and cultural selection.

- Drake Morgan: Neurobiology of Cocaine Self-administration: Some Findings in Monkeys and Rats
- William Woolverton: The Choice to Take a Drug of Abuse: Contributions of Research with Non-Humans
- Herbert Roitblat: Object Recognition by Dolphins
- Peter Richerson: Not By Genes Alone: How Culture Transformed Human Evolution
- Walter Mischel: Finding the Consistency of Social Behavior in its Stable Variability

Some close relatives, some distant but interesting cousins, these lectures provide wonderful opportunities to learn more about exciting developments in related disciplines, and to expand our science to new areas.

Affiliation with other Science Organizations

Expanding our scientific roots includes seeking out productive interchanges with other scientific organizations. The 2008 convention provide opportunities for scientific synergism with other scientific groups, such as APS (see Critchfield article) and the Society for the Quantitative Analyses of Behavior (SQAB), which traditionally holds its annual meeting in conjunction with, and just prior to, the ABA Convention. In addition to SQAB's usually strong program, this year's closing event is an open discussion among distinguished scientists on fundamental problems in the analysis of behavior (e.g., molar vs. molecular debate, behavioral economics, timing, neurobiological approaches, to name a few). The SQAB Preeminent Scholar Tutorial, held as part of the ABA program, provides another strong series of talks designed for students and non-specialists.

In closing, science is alive and well in behavior analysis. Whether you are a laboratory researcher, an applied researcher, an educator, a practitioner, or just someone interested in science, please join us in celebrating and expanding our scientific foundations at ABA 2008 in Chicago.

A Convention Freebie and a Broad Marketplace of Ideas

by Dr. Thomas S. Critchfield, ABAI Past President

While each May brings the annual treat of the ABA International Convention, 2008 will offer a special bonus to those with scientific interests. As ABA International convenes in the Chicago Hilton (May 23-27), the fickle gods of convention scheduling have placed the Association for Psychological Science (APS) not far away in the Sheraton Chicago (May 22-25). This rare geographic conjunction of meetings offers a wonderful opportunity for scholarly exchange.

To facilitate this exchange, ABA International is pleased to announce an arrangement whereby our members and those of APS can visit each others' conferences at no cost. Details of how you can take advantage of this opportunity will be described in upcoming convention publications. The general idea, however, is simple: Register for one convention, and you can attend sessions at the other for free.

What This Says about Behavior Analysis

Making complimentary cross-registration possible required considerable work over many months by many people, including APS Officials such as Executive Director Alan Kraut, Director of Meetings Kate Volpe, and Program Chair Louise Hawkley. Note that APS boasts about 17,000 members and since 1988 has been a leading home for psychological science. Their convention features some of the world's most prominent psychological researchers, and their journals (particularly *Psychological Science*) are among the most respected and most impactful on the planet. You can find out about APS at http://www.psychologicalscience.org/.

It is a measure of ABA International's growth and maturity as a scholarly society that APS saw value in collaborating on cross-registration. And it is a credit to the accomplishments of many behavior analytic scholars that, for a weekend in May, ABA International will be mentioned in the same breath with what is regarded by many as the world's largest association of psychological scientists.

Capitalizing on This Opportunity

ABA International has taken initial steps to build on a relationship with APS by co-sponsoring several sessions that will take place, either at our convention or theirs, featuring scholars representing both organizations (the next issue of the newsletter will say more about these sessions and the devoted members of the ABA International Program Committee who helped to make them possible).

The next steps are up to individual members. Opportunities exist to widen the impact of behavior analysis, and some ways to do this are suggested below. As a preliminary step, however, it is important to define the problem that success in this arena would address.

Although ABA International and the major behavior analytic journals provide a happy home for our scholarly efforts, they have also limited our day-to-day need to interact with colleagues who approach their work through different methods and theoretical frameworks. Consequently, other scholars (who greatly outnumber us!) may know little about us and can be forgiven for not embracing our contributions. In my opinion, this is *our* collective failure, not theirs. Only by placing our work in the broad marketplace of ideas can we expect to influence the hearts and minds of others.

As we are all fond of saying, "the organism is always right." If other scholars do not embrace behavior analytic work, then perhaps we have not made it available to them or have communicated in ways that leave unclear what reinforcers may be obtained by embracing this work. Examine the rare successes of behavioral scholars and practitioners in the broad marketplace—for instance, consider how our colleagues in Positive Behavioral Support have influenced public policy in education—and you'll find close attention to precisely this issue. Those who are good at selling behavioral work are good at "starting where the organism is."

Three Ways to Enter the Broad Marketplace of Ideas

Sample from the APS Program. From the perspective just described, it is an opportunity to be able to interact with our APS colleagues on their terms and on their turf. A key first step toward widely disseminating behavior analysis is to understand the topics and questions in which other scholars (who dominate most journals, associations, and funding programs) are interested. Look at the APS program when it is released (a few plenary addresses already have been announced) to find points of intersection with your own interests, and attend the relevant sessions. This is a no-cost opportunity to learn about a big world of psychological science in which behavior analysis has played a limited role for several generations. You may well find interests that are close to your own.

Welcome visitors from APS. There is also an opportunity to engage APS colleagues on our terms, on our turf. When you see an APS member at the ABA International convention, seek shared interests, explore testable points of contention, and in general take up the challenge of beginning a longer-term conversation. To take it a step farther: Before May, identify APS members with whom you might share interests, and invite them to attend sessions at our meeting that you think might be useful. Or set up a lunch at which issues of mutual interest may be discussed. If we seek out such interactions, and approach them with the respect we hope to receive from others, the result can only be good for behavior analysis.

Participate in APS (and other groups). As we examine our individual roles as participants in the broad marketplace

of ideas, we must strive for more than the fleeting interactions that take place during a given convention weekend. Each of us should consider how regularly we venture into the broad marketplace. Do we contribute to organizations besides ABA International and affiliated behavior-analytic associations? Do we submit our work to non-behavior-analytic journals? Those who answer in the negative miss an opportunity to spread our science where it belongs, to the heart of every endeavor that really matters. I am confident that every reader hopes to see behavior analysis freely exchanged in that broad marketplace of ideas, but just possibly the main impediment to achieving this goal is... us, or at least those of us who find too much comfort in our friendly associations and journals. If we are really doing good work, then we should not be shy about advertising it!

The APS Call for Papers has been released, and submissions are accepted until January 31, 2008. Presenting our work to this important audience is a great way to see that behavior analysis gets its day in the sun. Of course, it is incumbent upon each of us to prepare a competitive proposal (not everything submitted to APS is accepted for presentation) and to describe our work in ways that make contact with others' interests ("start where the organism is"). Because the two conferences overlap, presenting at APS might mean giving up some time at our own convention, but this highlights the challenge that is associated with every opportunity. We all have limited time, and must decide how to spend it for maximum effect.

Finally, as counterintuitive as it may sound, ABA International members might consider joining APS. Because APS also claims the Memorial weekend for its convention, taking full advantage of APS membership might mean missing our own convention now and then. In a cost-benefit analysis, however, we should consider what is good for disseminating our science.

The preceding is part of a general hope that readers will assume more visible roles in major associations outside of ABA International: the American Psychological Association, International Association for Applied Psychology, National Association of School Psychologists, National Association of Social Workers, American Speech-Language-Hearing Association, America Association on Intellectual and Developmental Disabilities, or whatever group defines the broad marketplace of ideas in our respective areas of interest. A marketplace is, after all, a grassroots effort, in this case an amalgam of the contributions of individual scholars. By "setting up shop" in other organizations and "doing business" persistently and wisely (hearts and minds do not change overnight or without good reason), we can infuse the marketplace with behavior analysis in a way that no consumer of science could—or would want to—ignore.

Funding Advocacy for the Behavioral Sciences

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

Since 1992, the Association for Behavior Analysis International has been a dues-paying member of the Federation of Behavioral, Psychological and Cognitive Sciences (FBPCS). The Federation is an advocacy body of organizations interested in the behavioral sciences, located in Washington D.C. just a few miles from Capitol Hill. ABAI, jointly with 22 other scientific organizations, participates in Federation activities directly and through financial support to educate legislators and representatives from Federal funding institutes to influence legislation and encourage and promote funding for behavioral research.

ABAI supports the Federation on behalf of all of its members whose goal is to develop the basic science and to make sure that our technology has a solid scientific basis. As an example, in 2003, ABAI and the Federation co-sponsored a Forum on Research Management (FORM) on "Translating Basic Research into Application," followed the next day by a congressional briefing "Using Science as a Basis of Behavior Change" (see Perone, 2003). ABA was represented by three NIH-funded researchers, Edmund Fantino, Kathryn Saunders, and Michael Perone, who addressed behavior analytic approaches to research to an audience that included staff representatives of Congress and Ph.D.-level scientists, many of whom with significant authority as program officers within federal granting agencies, including representatives from the Department of Health and Human Services and the Senior Advisor at the National Science Foundation. The Federation sponsors these types of events regularly, either in cooperation with member organizations or independently; ABAI was the first Federation member to co-sponsor an event of this sort on the Hill, and looks forward to pursuing other opportunities of a similar nature.

Other advocacy efforts the Federation engages in are long-term in nature. For instance, since 2003, Congress has regularly attempted to defund peer reviewed research at the National Institutes of Health; in 2005, an amendment to a Senate bill was made instructing the National Science Foundation to direct its funding to mathematical, physical and engineering sciences and away from social and behavioral projects. Federation staff communicate directly, via mail, e-mail and in person, with congressional offices and Federal officials and agencies to protest such initiatives and educate about the importance of peer-reviewed behavioral research.

The Federation also works to keep scientists, both in academia and in the government, up to date about goings on in the field. It disseminates information to research scientists and other interested parties, as well as

Federal agency representatives, about activity and opportunities on the Hill that is of interest to the behavioral community. One very regular update, available via e-mail to anyone interested, is the *Federation Newsletter,* which provides up to the minute information on Federation activities, funding opportunities and other relevant topics. For instance, one recent article was "NIH Seeks Info on Basic Behavioral Research: Request for Information to Solicit Input and Ideas on Priorities in Basic Behavioral and Social Sciences Research." This newsletter is full of the most current information about what is going on in Washington, D.C. as it relates to the field. Interested ABA members are strongly encouraged to subscribe. To do so, send an e-mail, with no text in the subject line to listserv@lists.apa.org. In the first line of text in the message, type SUB federationnewsletter Jane Doe (substituting your name for Jane Doe).
The Federation also has the capability to send alerts about various critical deadlines and information about upcoming requests for proposals of interest to behavioral researchers. ABAI is currently investigating how the alert system can work most effectively for interested members.

The Federation's annual meeting was held this past December 2-4. Kate Saunders and Maria Malott attended to represent ABAI. While in Washington D.C., participants had the opportunity to interact with representatives from other scientific organizations, among them the Behavior Genetics Association, International Behavioral Neuroscience Society, Society for Behavioral Neuroendocrinology, American Educational Research Association, Psychonomic Society, the Society for Experimental Social Psychology, and the Society for Industrial Organizations Psychology, to name just some. Speakers at the meeting included the Director of the Division of Basic Neuroscience and Behavioral Research at the National Institute on Drug Abuse, the Director of the Institute of Education Sciences in the U.S. Department of Education and the Deputy Administrator of the Animal and Plant Health Inspection Service in the U.S. Department of Agriculture. The meeting provided ample opportunity to explore ways in which science-based organizations can work together to promote behavioral and social sciences research to funding agencies and the U.S. government.

In order for ABAI to achieve advancements in the field, behavior analysis advocates need to address national policies and acquire funding for research. FBPCS is our voice in Washington, D.C., which presents ABAI's views on issues of science policy, national support for research, and education and training in behavior analysis. We are delighted with the opportunities our association with the Federation and other member organizations affords us, and look forward to further opportunities to cooperate for the benefit of the science.

ABAI Special Interest Groups

Special Interest Groups (SIGs) are a critical component of ABA International and provide 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, such as Direct Instruction or Organizational Behavior Management. SIGs promote their specialized interest by:

- organizing presentations at ABA International's annual convention
- producing publications
- encouraging study in their particular area of interest
- providing discussion forums on line and at conferences and other events.

Go to www.abainternational.org/ to learn more about these SIGs:

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 and Behavior Analysis
Direct Instruction
Evidence-Based Practice
Experimental Analysis of Human Behavior
Health, Sport, and Fitness
Instructional Design
Interbehaviorists
Neuroscience
Organizational Behavior Management Network
Parent-Professional Partnership
Positive Behavior Support
Practitioner Issues in Behavior Analysis
Rehabilitation and Independent Living
Sex Therapy and Educational Programming (STEP)
SIG Español
Speech Pathology
Standard Celeration Society
Teaching Behavior Analysis
Verbal Behavior

ABAI's 1st Autism Conference a Huge Success! 2nd Conference Scheduled for February 2008

By Dr. William L. Heward and Dr. Maria E. Malott

ABA International conducted its 1st autism conference, *Progress and Challenges in the Behavioral Treatment of Autism*, in Boston, Massachusetts, February 2 – 4, 2007. The event was organized in an effort to serve the needs of practitioners who work with children with autism spectrum disorders. The conference was attended by more than 1,600 people from 21 countries and from 47 states in the USA. (see Figures 1 and 2).

Figure 1. States represented by conference attendees.

Figure 2. Countries represented by conference attendees.

ABAI recognizes the following organizations for their assistance with and support while developing, marketing, presenting, and otherwise contributing to the planning of this event:

- Autism Special Interest Group
- Parent-Professional Partnership Special Interest Group
- Applied Behavior Consultants, Inc.
- Center for Autism and Related Disorders
- Institute of Professional Practice
- May Institute
- National Autism Center
- New England Center for Children

The opening reception was a success thanks to the help of the National Autism Center, which hosted a wine and cheese reception. Dr. Rachel Tarbox also provided substantial assistance during the early development of the event, for which ABA International is grateful.

The program offered a wonderful collection of speakers who addressed a variety of topics on autism. The program included 12 invited presentations. The opening address by Dr. Catherine Lord described autism in the 21st century; Dr. Bobby Newman provided a description of applied behavior analysis; Dr. Tristan Smith addressed how behavior analysis has contributed to treatment of autism spectrum disorders. The importance of science-based treatments was discussed by Dr. Richard Foxx. Language assessment and intervention was covered by Dr. Mark Sundberg; social and interpersonal skills interventions by Dr. Marjory Charlop-Christy; issues in home settings, Drs. David Wacker and David Celiberti; school-based programs by Dr. Carol Davis; the IDEIA Act of 2004 by Dr. Mitchell Yell; helping students transition to adulthood by Dr. David Test; and Asperger Syndrome by Dr. Richard L. Simpson.

Dr. Catherine Maurice, author of the international bestseller *Let Me Hear Your Voice: A Family's Triumph Over Autism,* closed the conference with a powerful presentation, *Facing Autism: Some Reflections, Some Observations, Some Hopes for the Future.*

A special thanks to these presenters, the majority of whom are pictured in Figure 3, who took the time to make this conference possible.

Figure 3. Conference presenters (from L to R): Richard Foxx, Bobby Newman, David Celiberti, Marjorie Charlop-Christy, Mark Sundberg, Maria Malott (ABAI Executive Director), William Heward (Master of Ceremonies), David Wacker, Carol Davis, Mitchell Yell, and Tristram Smith. Not pictured are Catherine Lord, Catherine Maurice, and Richard Simpson.

This special issue of the *ABAI Newsletter* includes brief articles summarizing each presenter's talk beginning on page 13.

Representatives of two SABA Awardees for Programmatic Contributions to Behavior Analysis also made presentations about the history and accomplishments of their organizations: Dr. William Ahearn, the New England Center for Children, and Dr. Dennis Russo, the May Institute.

The program also included poster sessions on Friday and Saturday evenings in which attendees could view 171 posters on behavioral research and practice presentations.

A Round Table was held with representatives from four of ABAI's organizational members described their agency's work and responded to questions from the audience: Applied Behavior Consultants, Center for Autism and Related Disorders, the Institute of Professional Practice, and the National Autism Center.

A DVD of the program can be purchased from the ABAI on-line store: https://apps.abainternational.org/store/

Evaluations of the conference were positive and many attendees encouraged ABAI to offer a second conference in 2008. In response to this high level of interest, ABAI has planned its 2nd autism conference, *Issues and Recent Advancements in the Behavioral Treatment of Autism: Practical Strategies for Changing Behavior at Home and School*. The conference will be held Friday, February 8th through Sunday, February 10th, 2008, at the Hyatt Regency Atlanta in Atlanta, Georgia. The main focus of the conference will be to present behavior analysts, parents, educators, and other care providers with resources and information to more confidently face the challenges of raising and educating an autistic child.

The program has been designed to be responsive to the challenges, interests, and needs faced by direct service practitioners (e.g., in-home behavioral therapists, teachers of preschool and school-age children with ASD) and parents/family members. The emphasis will be on pragmatic, research-based "how to" information that practitioners or parents can use to improve the lives of children with autism. Dr. William Heward will provide opening remarks and introduce this outstanding group of invited speakers:

Dr. Mary Beth Walsh
Because Our Kids Are Worth It: A Parent's Perspective on Behavioral Interventions at Home and School

Dr. Patricia Krantz
Teaching the Social Dance: Using Script-Fading Procedures to Promote Conversation

Dr. Andy Bondy
A Clear Picture: The Use and Benefits of PECS

Dr. Ilene Schwartz
Effective School-Based Programs for Children with Autism

Dr. Cathy Watkins
From DT to DI: Using Direct Instruction to Teach Students with ASD

Dr. Gregory MacDuff
Using ABA to Improve the Lives of Adults with Autism in Work, Community, and Residential Settings

Dr. Gina Green
'Evidence Based Practice:' Improvement or Illusion?

Dr. James Partington
Developing Active Learner Participation by Children with Autism: Capturing the Motivational Variables

Dr. Mary Jane Weiss
Comprehensive ABA Programming: Matching Learner Needs with Instructional Strategies

Dr. Laura Schreibman
One Size Does Not Fit All: Developing Individualized Treatment Protocols for Children with Autism

An opening reception on Friday evening will provide attendees an opportunity to view poster presentations and exhibits of autism treatment providers and mingle with other attendees and invited presenters. Other significant additions include a bookstore with works published by conference presenters, an author book signing fair, and job placement for providers.

To learn more about the conference program, go to:

www.abainternational.org/autconf/index.asp

Registration can be completed at:

www.abainternational.org/autconf/convreg/index.asp

We hope you can join us at ABA International's 2nd autism conference.

2007 Progress and Challenges in the Behavioral Treatment of Autism Conference Presentations

Autism in the 21st Century

By Dr. Catherine Lord, University of Michigan

Never has there been so much awareness and enthusiasm for finding the causes and addressing the needs of individuals with autism spectrum disorders (ASD), as there is as we begin the twenty-first century. The resources and intensity of demands for consideration that have arisen primarily from parent-initiated efforts on a national and international level, accompanied by responses of the National Institutes of Health, have increased astronomically within the last seven years, and, if we are lucky, will continue to increase in the next years. Much of our dilemma, as professionals and as parents, is how to balance questions of how to help children and adults with ASD now versus how much should we invest in the future in terms of possible treatments and prevention strategies that may be several or more steps away. To date, much of the impetus for improvements for children and adults and families affected by ASD now have come from behavioral perspectives and organizations such as this one, as well as grass-roots agencies such as the National Autism Society, TEACCH, and local groups. The focus on changing the future and the search for cures has come both from parent-initiated organizations such as Cure Autism Now, NAAR, and now Autism Speaks as well as medical research initiatives across the world. Both points of view are invaluable and probably necessarily different in many ways. Yet one cannot help but ask if there are ways that we can better integrate, at least in some cases, research to practice, and if there are gaps that may have arisen between the two that are as important as some of the more eagerly addressed extremes of each position. Taking a minute to consider those gaps and new directions in the twenty-first century seems like a worthwhile enterprise.

One clear recent trend is to move the age of identification, diagnosis and treatment younger and younger, including children as young as 12 – 18 months. There is enormous excitement about finding children with ASD at very young ages and being able to minimize some of the likely secondary deficits produced, but not necessary, in autism, including lack of social engagement and experience. Many early intervention programs are underway or just being started. The designs of these projects build on the strengths and weaknesses of previous early intervention studies by including prospectively defined, randomly determined control groups, careful descriptions and adequate numbers of children to look at individual differences and fidelity measures so that we know not only what the researchers planned to be done in treatment, but what actually happened. Yet there is much that we do not yet understand about ASD in very young children, and care has to be taken to look honestly and realistically at early screening and diagnostic measures. Nevertheless, the opportunity to build on strengths of individual children before the differential social attention and isolation seen in many young children has had much of an effect is too great to let pass.

Yet children with ASD will be older children and adolescents for far longer than they will be under three. They will be adults for even longer. For those children who do not show the real, but relatively rare dramatic shift out of ASD that we all hope for, there are lifetimes of challenges to consider. In the last few years, research and services for school age children, adolescents, and adults have decreased dramatically, except in areas (e.g., executive functioning, brain imaging) where complex language skills are needed for participation.

We know a great deal about teaching specific concepts and behaviors to individuals with ASD. We know about how to help these skills generalize within the same contexts to different people and places, but we know relatively little about how to make these skills belong to individuals with ASD to serve their purposes and widen their lives beyond our plans. Questions about generalization to spontaneous behaviors; how this happens, when it happens, what it happens for, with whom and why are all very open. Active ingredients for change are not understood, though there are hypotheses about them. Ways to move beyond empirical support that describe before and after to how, what, why and with whom would allow us to better address the constant need to aim for the most useful and generalizable skills that we can.

Another issue for the twenty-first century is diversity. Almost all autism research has been carried out with middle to upper middle class families with great resources and huge energy, often with the support of university-based clinics or programs. These techniques have been disseminated widely, as this group can testify, but consideration of how one might implement well-known programs with families with less time, resources and education, who have more stresses and more other demands is absolutely critical. ASD is not a disorder that is limited to the privileged or the competent. It should not be a disorder for which parents are expected to find treatments and fight for services every step of the way. Understanding how the practice of well-established

behavioral principles can be used with a greater range of families and circumstances is a goal for this century.

On the whole, behavioral practices and treatments have had broader and more careful dissemination than any other form of psychological intervention, yet, in visiting classrooms, at least in Michigan, one's first thought is that we need more training and more funds to support use of existing knowledge, as much as generation of more. The dissemination of major principles of intervention and education with youth with ASD should be a critical focus of this century. There is so much we know that doesn't get used because teachers have not heard of it. Clearly there is a vicious cycle with funding, because better dissemination, as occurred with results of ABA interventions circulated in the 80's, leads to more adamant advocacy, but also better funding would support training and resources that would allow teachers the opportunity to use what they know.

For the future, tantalizing but not yet solid findings in genetics continue to hold out the hope of a better specification of the biological underpinnings of ASDs, but also remind us of the likelihood that we are talking about ASDs, not a single disorder with a single cause. New technology in studies of brain function draws our attention not just to differences in processing in different regions of the brain, but of possible differences in connectivity. Use of animal models now seems more appropriate than ten years ago, though credible neurobiological hypotheses of the origins or risks for autism still remain few. Convergence across levels of neurobiology from brain chemistry to electrophysiology to structure, such as head circumference, would allow testing of hypotheses from multiple points of view, a critical factor that might speed up interpretation of these findings so that the future does not feel so far away.

Larger, more carefully described samples will allow consideration of individual differences, which were often lost as researchers not surprisingly looked for the strongest effects. Larger samples will allow more acknowledgement of comorbidity with language disorders, other cognitive deficits, OCD and hyperactivity, that may give us important insights into what is and what is not ASD. North America's long history of volunteerism, and the willingness of parents and individuals with ASD, to put up with blood draws and endless interviews and assessments is a huge advantage in the seeking of these samples and more useful research.

Finally, we are left with mysteries, including regression, repetitive behaviors, and the relationship between ASD and motor development, issues which we have very little understanding of. Where does ASD end and mild eccentricity begin; what are the factors, besides good language and nonverbal problem-solving skills that determine response to intervention and improvement even with minimal intervention?

All these are questions (and some answers) for our new century. Trying to balance how to help individuals NOW with how to build broader and bolder ways of changing the FUTURE is a complex task. In the end, it will be the families, the individuals with ASD, their teachers and their therapists who will make these decisions. As researchers and clinicians, we need to remember that future efforts may be more broadly successful, but not forget the children and adults and families who are with us now.

What ABA Is and Isn't: Points Taken from the Last 18 Years of Court Testimony and CSE/CPSE Meetings

By Dr. Bobby Newman, BCBA

Over my career, I have taken part in several court cases, and countless meetings of Special Education Committee meetings. These discussions generally considered the appropriateness of applied behavior analysis (ABA) for students diagnosed with autistic-spectrum disorders (ASD's). While public knowledge regarding ABA has increased in recent years, the same decades-old myths are often repeated at these meetings, with inaccurate information being used to guide decisions.

The most basic misunderstanding regarding ABA concerns its nature as a science (Chiesa, 2005). ABA is not a "therapy for autism," it is a science with a data-based decision-making framework that is self-correcting and supported by extensive research. That is not how ABA is presented, however. ABA is presented as just another therapy among the dozens, with nothing in particular to distinguish it. Parents are not informed that ABA is the only treatment methodology that has been empirically verified as effective for helping those diagnosed with ASD's (New York State Department of Health, Early Intervention Program, 1999) or that a vast empirical literature exists that supports the application of this science for teaching skills to people diagnosed with ASD's, promoting independent living and autonomy (www.asatonline.org). Parents are often dissuaded from ABA, for reasons described below.

ABA is often presented as though it were part of an eclectic treatment approach. This gives rise to questions such as "how many hours of ABA is he getting?" ABA is an "around the clock" discipline. Would you have a treatment plan in place for self-injury in school and not at home, or vice versa? Would you intensively teach requesting while in program and then not generalize to breakfast choices? Speaking of eclecticism, Howard, Sparkman, Cohen, Green & Stanislaw (2005) have provided the empirical data. ABA was demonstrated to be more effective than eclectic interventions.

Another misconception is that ABA is discrete trial teaching (DTT). While DTT is a very powerful and widely-used technique, it is hardly the sum total of ABA. If it were, textbooks would not describe technique and research in shaping, chaining, prompting, fading, various differential reinforcement procedures, *in vivo* and video modeling, scripting, activity schedules, incidental teaching, a variety of behavior management strategies, and dozens of other procedures. This shows the misunderstanding of the nature of ABA. Ironically, sometimes the teaching aspect of ABA is lost. ABA is presented as only managing inappropriate behavior. One hears that "he's having a behavior," so the behavior analyst is called. Only inappropriate behavior is considered *behavior*. Technically incorrect applications of technique are then often provided. Exclusionary time-out with avoidance behavior, for example, is likely to exacerbate the difficulty. This leads to statements like "He doesn't respond to ABA or reinforcement."

The mistaken belief that ABA relies on punishers is also frequently mentioned. One administrator cited a Web page that mentioned *two* studies presented at the ABA International convention, out of thousands of presentations, as evidence that ABA was based upon aversives. What is unappreciated is that The Least Restrictive Treatment Model is an ethical stance endorsed by the B.A.C.B. (see Bailey & Burch, 2005, as well as earlier discussions, e.g., Sidman, 1989).

ABA is often regarded as appropriate only for teaching simple skills. Examining the literature, we observe that ABA effectively teaches even the most complex human behavior. It has been 50 years since *Verbal Behavior* was published. Research regarding rule-governed behavior goes back decades. The *Analysis of Verbal Behavior* journal debuted in 1982. We could cite thousands of research projects describing the teaching of complex language and social skills beyond these few examples.

Behavior analysts are often portrayed as refusing to interact with other professionals. Yet, the Special Interest Group listing of ABA International reveals gerontologists, speech therapists, personal trainers, organizational and clinical psychologists, sex therapists, teachers, and a variety of other professionals. It is a basic ethical principle that behavior analysts work in concert with other professionals and parents. Behavior analysts advocate for data-based and thus self-correcting systems, but that is hardly refusing to work with others. ABA has an extensive literature regarding *how* to teach. Working with other professionals often helps others to know *what* to teach, and with the proper mechanics.

ABA is often portrayed as a stagnant discipline. This statement could only be made by someone who has not kept abreast of the field. Many techniques that were not widely used until comparatively recently (e.g., activity schedules, scripting, video modeling, stimulus equivalence, fluency-based procedures, direct instruction, self-management training, etc.) have been empirically validated and are now widely implemented.

Questions are raised regarding ABA research, due to the use of single-subject designs. This stems from a misunderstanding of the problems under consideration, and how we can generalize findings. Could one determine what was causing self-injury for a given individual using a large between-groups design? Such designs could never answer the questions that concern behavior analysts. The findings of a given experiment are not what we seek to generalize, but rather the methodology employed. We can apply the methodology of functional analysis to future behavioral difficulties, for example, even if conditions dictate that we manipulate other variables.

Finally, charges that ABA is manipulative or reduces individual autonomy are heard. This issue of manipulation is impractical, if not downright silly. The final goals of any treatment plan are generalization and maintenance of skills. This would be impossible if treatment plans were not known to everyone concerned, including the individual being taught. Self-management training is a desirable final step of programming. How better to ensure generalization and maintenance? As regards ABA undermining individual autonomy, this is the stuff of science fiction and poor philosophy. ABA is the key to autonomy for many individuals who lack skills. If I lack a skill, I lack choice. I cannot engage in the behavior; I don't know how. Once taught the skill, however, I have a choice. From over 35 years ago:

> MacCorquodale (1971): Once the variables that affect behavior are firmly identified in scientific laws, man is free to alter his fate…by manipulating the variables that are already affecting his behavior for better or worse. . . . Behaviorism is not really a bleak conspiracy to delimit man's choices and freedom by artificial constraint, any more than physics is a conspiracy against atoms (p. 12).
>
> Skinner (1971): The behaviorists I know…are gentle people, deeply concerned with the problems facing us in the world today, who see a chance to bring the methods of science to bear on these problems…behaviorism *is* humanism. It has the distinction of being effective humanism (p. 35).

That these misconceptions continue to exist decades later should indicate to behavior analysts that our behavior has to change if we are to win "the hearts and minds" of the public. ABA doesn't offer a magic pill or shot, often only years of extremely hard effort. Given this, I suggest that the wrong people have been doing the advocating. Consumers must be the true advocates for ABA. A professional can always be dismissed as operating from selfish motives. The consumer is the more convincing advocate. *Let Me Hear Your Voice* was inarguably the

most important publication in the history of public recognition of ABA. The most useless I have ever personally felt was following Jennica to the podium, after she showed data and video from a successful behavioral intervention addressing serious behavioral difficulties with her son. I began my talk thusly: "Anyone want a sandwich? I've got nothing here." If I may share an interaction from England in 2001:

> Parent to Bobby: "When we formed this group, we agreed that we wouldn't…try to get the other parents to do the same type of treatment we were doing. My husband and I silently plotted to break the rules and convince the other parents to abandon ABA… Then we heard you speak and saw you working with the kids. Had we seen that first, we would have gone with ABA."
>
> Bobby to Parent: "That's the nicest thing anyone has ever said to me."

We are in a difficult, but not insurmountable, position. ABA is a science that has created very powerful procedures for increasing autonomy by teaching skills and replacing maladaptive behaviors. Many misconceptions regarding its very nature are widely held. While behavior analysts must correct these misconceptions, alone they never can win the overall campaign. The consumer-professional partnership is the way we must proceed.

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What Has Behavior Analysis Contributed to the Understanding and Treatment of Autism Spectrum Disorders?

By Dr. Tristram Smith, University of Rochester Medical Center

"I'm done studying kids with autism," Ivar Lovaas announced to his research team when he learned that his soon-to-be-famous study on intensive applied behavior analysis (ABA) for preschool children with autism was accepted for publication (Lovaas, 1987). He explained that he had made his point, showing the power of ABA research to identify highly effective interventions for children with autism. Now, he felt it was time for him to help identify effective interventions for other children.

As it turned out, Lovaas was half right, which, of course, is half more than most of the rest of us. Building on many previous ABA studies, his 1987 report indeed transformed the autism community. However, rather than moving on, he continues to study and treat children with autism, as do I and others who had the privilege of working with him at that time. I suspect we all realize that a great deal has been accomplished, but much work remains.

What Have We Learned?

The contributions of ABA can be traced to its applied, behavioral, and analytic components:

Applied

For behavior analysts, *applied* means a focus on socially important outcomes (Baer et al., 1968). In the 1960s, behavior analysts sought to discharge individuals with autism from institutions such as state hospitals, where most lived, back into their family homes or communities (Lovaas et al., 1973). These investigators demonstrated that even nonverbal individuals with autism could learn to communicate, and even severely aggressive individuals could lessen their problem behavior. Their successes helped fuel an international movement to deinstitutionalize individuals with autism and other developmental disabilities. They also contributed to legislation entitling children with autism to specialized instruction in public schools. Later investigators broadened the focus to promote inclusion in community settings such as general education classes and to enhance interactions with peers and caregivers (Koegel & Koegel, 2006).

In early, intensive ABA (25-40 hours per week of individual instruction during the toddler and preschool years), some children with autism make dramatic gains, achieving age-appropriate skill levels in many areas

(Lovaas, 1987). This discovery, subsequently replicated numerous times, raised awareness of the need for early identification and intervention (Filipek et al., 1999). Popular accounts of early, intensive ABA, notably Catherine Maurice's *Let Me Hear Your Voice*, sparked unprecedented enthusiasm for ABA among families and service providers.

Behavioral

The term *behavioral* indicates that ABA emphasizes measurable outcomes. Early behavior analysts introduced precise measures of the frequency of behavior. This advance enabled careful evaluations of the effects of systematically altering environmental antecedents and consequences (Lovaas et al., 1965; Wolf et al., 1964). Such studies were the forerunners of what is now called functional analysis.

Behavior analysts also pioneered objective measures of communication and conducted the first data-based studies on teaching communication to children with autism (Lovaas et al., 1966). These studies addressed the centuries-old question of whether nonverbal children could be taught to speak. Subsequently, behavior analysts developed some of the first objective measures of other complex skills such as peer interaction (Strain et al., 1977).

ABA observations revealed that individuals with autism often focused on only one feature of a complex stimulus. This phenomenon, called stimulus overselectivity, led to refinements in ABA teaching methods (Lovaas et al., 1979). It also contributed to a prominent neuropsychological theory in autism, Weak Central Coherence, which is a tendency to attend to individual details rather than the Gestalt or "big picture" (Noens & van Berckelaer-Onnes, 2005).

Mostly, however, behavior analysts found that individuals with autism were similar to others in their response to environmental events. This finding suggested that autism is on a continuum with typical development rather than a distinct disease. Many non-behavior analysts independently reached a similar conclusion. The popular term *autism spectrum disorders* reflects the idea that the social and communication problems seen in autism and related disorders reflect different degrees of impaired social understanding, with the mildest impairments "shad[ing] into the eccentric end of the wide range of normal behavior" (Wing, 1992, p. 138).

Analytic

Analytic refers to the use of a rigorous experimental design to document whether and why an interventions works. Behavior analysts published the first experimental study documenting successful, non-medical intervention for individuals with autism (Wolf et al., 1964) and now conduct a majority of such studies. The most common methodologies are single subject research designs. These designs have become widely accepted (Smith et al., 2007) and are occasionally used by investigators outside ABA (Rogers et al., 2006).

Where Are We Now and What's Next?

Currently, ABA is often considered the intervention of choice for individuals with autism (New York State Department of Health, 2001). With a big boost from advocacy groups, it has become the standard of care in many areas (Jacobson, 2000), though its availability remains quite spotty.

The far-reaching influence of ABA is exciting but poses challenges. To evaluate large-scale implementation of ABA, single-case designs, which have been behavior analysts' stock-in-trade, are no longer sufficient. These designs are excellent tools for testing whether an intervention technique reliably changes a behavior and for monitoring effects closely in order to refine the technique. However, the designs involve few participants and usually center on a particular intervention for a circumscribed target behavior. Therefore, they supply little information on what happens when techniques are combined into a comprehensive package and evaluated across many individuals on measures of long-term, global outcomes such as quality of life. They also are ill-suited for evaluating outcomes routinely achieved by non-specialists in community settings (Smith et al., 2007).

Some ABA studies address these issues (NYSDOH, 2001). While such studies have yielded highly encouraging outcomes, they still require replication in large studies with random assignment to groups.

Another challenge is that, recently, investigators outside ABA have begun to enter the field of intervention research for individuals with autism. Their additional expertise may enhance outcomes (Kasari et al., 2006) but also may divert attention from ABA. To remain at the vanguard, behavior analysts will need to form interdisciplinary collaborations rather than continuing to work in isolation.

Finally, despite all the advances that have occurred, ABA interventions do not always work, and many individuals with autism still require a high level of support throughout their lives. Thus, ABA for individuals with autism has been a long-running success story, but we await the concluding chapter.

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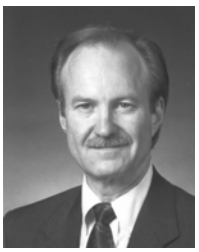
The Critical Importance of Science-Based Treatments for Autism

By Dr. Richard M. Foxx, Pennsylvania State University



The education and treatment of individuals with autism often involves the application of nonscientifically based practices. This is tragic given that a scientifically validated and highly effective treatment, applied behavior analysis (ABA) is available.

The evidence for the effectiveness of ABA with autism is extensive. Consider that: a) individuals of all ages have been successfully educated and treated with ABA for over 40 years and children for over 46 years (e.g., Ferster, 1961); b) one researcher, Ivar Lovaas, has treated children with autism since the mid sixties; c) over 1,000 peer reviewed, scientific autism articles describe ABA successes; d) no other educational or treatment approach to autism has the support of The State of New York Health Department (1999) and United States Surgeon General (1999); e) NIMH has been continuously funding ABA research for over 40 years; f) all individuals with autism benefit from ABA; g) for over 35 years agencies using ABA have provided successful nonresidential and residential services for thousands of school aged children; h) ABA is the only therapy recognized for the treatment of young children with autism; i) no other educational or treatment approach to autism meets the standards of scientific proof that are met by ABA and there are no other scientifically valid treatments for autism that produce similar treatment, educational, or outcome results (Metz, Mulick, and Butter, 2005; Newsom and Hovanitz, 2005); j) competency guidelines regarding the delivery of ABA autism services are well established (ABA International Autism Special Interest Group) and certification of ABA practitioners has existed for a number of years (Behavior Analyst Certification Board) ; and k) investing in early ABA intervention for young children (Lovaas, 1987) is financially worthwhile, whether the results lead to complete or partial effects (Jacobson, Mulick, and Green,1998).

Quality educational programs for children with autism rely heavily on ABA principles since eclecticism is not the best approach (Heward and Silvestri, 2005) and adding ineffective treatment (s) to an effective one can be detrimental (Smith, 2005). Some regard ABA and Positive Behavior Support as highly similar treatment approaches although they are not (Johnston, Foxx, Jacobson, Green, and Mulick, 2006). They differ in the depth and breadth of their scientific base and their political correctness (Mulick and Butter, 2005).

Why Do Fads Occur and Can They Be Categorized?

Many educational and human service disciplines in the autism field do not emphasize scientific training in the preparation of practitioners and professionals (Jacobson, Foxx, and Mulick, 2005). Yet, many of their graduates rise to become influential administrators. As a result, the autism field is permeated by an educational and service delivery system that is often ineffective and at times even damaging because intervention efforts are based on unvalidated, ineffective, inappropriate, ill designed or disproven methods.

Local professionals and early intervention and educational agencies are most likely to recommend the types of services with which they are most familiar. These often are not state-of-the-art or even appropriate treatment or educational options, but rather the most common, mundane, and possibly minimally effective or even damaging ones. Even specialists may simply recommend methods that fall within their range of skills, rather than directing families to more appropriate and better validated alternatives (Jacobson et. al., 2005).

The field of education illustrates these problems quite clearly since it has no unified model and is in perpetual state of disrepair and reform. Education in the U.S. is not a research-based profession (some graduate training programs offer sterling exceptions). Accordingly, most licensed or certified educators, whose training in the use and interpretation of research is often limited to a single collegiate course or what they can pick up in the media, lack many of the basic skills needed to be effective consumers of professional research reports or to communicate and translate research findings programmatically. This reliance on face validity and "common sense" along with a lack of information on scientific research have led to a growing susceptibility to the adoption of fad treatments that have a patina of apparent effectiveness as well as very negative side effects (Jacobson, et al., 2005).

Fad, dubious, controversial, pseudo-scientific, and politically correct treatments are not readily designated as exclusively faddish or controversial; rather, a treatment may be both faddish and controversial, and politically correct as well.

Fad treatments typically have several characteristics (Jacobson et al., 2005). The most important is that they rapidly increase in use, soon become pervasive for an extended period, and then rapidly decrease over time and are abandoned. They are often promoted or adopted based on testimonials from recognized, authoritative, or prominent professionals in a field. However, these testimonials are never verified by research that can meet any credible standard. The next phase features further adoption and dissemination by well-meaning professionals, paraprofessionals, or parents who do not have the skills, training, background, or inclination to investigate whether supportive research exists. The use of a fad over time may decrease because researchers have successfully demonstrated and conveyed its lack of effects to practitioners and parents. In other cases, a fad treatment may end because it has been succeeded by a more novel and newer one. Unfortunately, fad treatments are never completely abandoned. Either a small group of individuals continue to use them or they resurface because naïve advocates believe them to be novel.

In some cases unproven treatments are recognized by virtually everyone but those trained in the discipline that most commonly uses them. The culprits in this case are the training programs and professors in academia that continue and propagate these treatments.

Pseudo-scientific treatments and practices are based on: a) inadequate research designs that cannot substantiate the claimed effects, or b) a rationale that is stated in scientific terms, but not grounded in relevant scientific research (Jacobson, et. al., 2005). Pseudo-scientific practices persist when practitioners adhere to outmoded methods that have been disconfirmed by research that occurred after they left graduate school. In some cases, practitioners knowingly pursue and support practices that are lucrative but ineffective and baseless.

Politically correct treatments are disseminated and adopted because their: a) alleged rationale and effects resonate with ideological perspectives or b) use contributes to the realization of other socially progressive service delivery goals. Individuals promoting these treatments can achieve financial and professional gains in the form of large governmental grants and the establishment of a new field (Johnston, et al., 2006). Despite being in sync with political reasoning, these treatments seldom resonate with either scientific findings within a discipline or field or with thoughtful and critical common sense. However, when they do, they can be beneficial and politically correct. Unfortunately, because political and social acceptance is the end goal rather than the achievement of known or identifiable benefits for the individuals being treated, supporters of politically correct treatments are quite prone and highly motivated to disregard or derogate research findings that refute or contest their positions.

When professionals waste public and private resources through the perpetuation of fad, dubious, controversial, ineffective, non-beneficial, politically correct, and sometimes damaging or depriving treatments, or advocate for disuse of effective treatments, they claim to be unacceptable on political or other grounds, they diminish themselves as trusted professionals, their professions, and the individuals with autism they would purport to serve (Jacobson, et. al, 2005).

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A Brief Overview of a Behavioral Approach to Language Assessment and Intervention for Children with Autism

By Dr. Mark L. Sundberg, BCBA, Sundberg and Associates

The primary focus of an intervention program for children with autism should be on the development of effective language skills. However, language is complex, and the professional literature contains a vast array of theories, opinions, and views as to how to analyze, assess, and teach language. Currently, cognitive theories underlie most of the language assessment and intervention programs used for children with autism. Behavior analysis provides an alternative analysis of language (Skinner, 1957) that is an empirically sound and comprehensible conception of human language. Skinner's analysis of verbal behavior is based on the same principles of behavior and basic research that underlie the teaching procedures of discrete trial training (DTT) and applied behavior analysis (ABA). These teaching procedures (e.g., prompting, fading, shaping, chaining), along with Skinner's analysis of verbal behavior can provide a behavioral foundation for the analysis, assessment, and day-to-day language intervention program for children with autism.

The behavioral analysis of language (Skinner, 1957) identifies language as learned behavior caused by the same environmental variables that control nonverbal behavior (i.e., stimulus control, motivating operations, reinforcement, etc.). Skinner (1957) argued that emitting words and speaking constitutes learned behavior that is conditioned by contact with a verbal environment. Skinner (1957) wrote, "What happens when a man speaks or responds to speech is clearly a question about human behavior and hence a question to be answered with the concepts and techniques of psychology as an experimental science of behavior" (p. 5). Skinner noted that humans acquire their ability to talk much in the same way that they learn nonverbal behaviors.

At the core of Skinner's functional analysis of verbal behavior is the distinction among the mand, tact, and intraverbal. These three types of verbal behavior are traditionally all classified as "expressive language." Skinner suggests that this classification masks important distinctions among functionally independent types of language. In addition to these three verbal operants, Skinner (1957) also presents the echoic, textual, transcriptive, and copying-a-text relations. These "elementary operants" are viewed as separate functional units that serve as the basis for building more

advanced language skills. The emphasis on speaker and listener behaviors as independent repertoires is an equally important component of Skinner's analysis.

Assessment

The focus on language as learned behavior with the verbal operants as the functional unit provides an alternative framework for language assessment. The first published program that used Skinner's analysis of verbal behavior for assessment was the Parsons Language Sample (Spradlin, 1963). Spradlin was a pioneer in the use of Skinner's analysis of verbal behavior and inspired a number of follow-up projects (e.g., Partington & Sundberg, 1998: Sundberg, 1983; Sundberg, Ray, Braam, Stafford, Rueber, & Braam, 1980). A more current assessment based on Skinner's analysis of verbal behavior is the Verbal Behavior Milestones Assessment and Placement Program: The VB-MAPP (Sundberg, under preparation). The VB-MAPP contains 165 milestones balanced across three developmental levels and 16 different verbal operants and related skills, In addition, the program includes an assessment and analysis of 22 language and learning barriers that can impede language acquisition. Collectively, these assessment data can lead to a more efficient language intervention program.

Intervention

The focus on the verbal operants also provides a framework for daily language training, IEP development, and skill tracking. There are many benefits of using Skinner's analysis as a guide for language intervention. For example, most programs fail to provide adequate mand training that involves bringing verbal responses under the functional control of motivational variables (Michael, 2007). Many programs also fail to identify the intraverbal repertoire as separate from the tact and mand. However, verbal stimulus control as it relates to intraverbal behavior is extremely complex and usually involves verbal conditional discriminations (Catania, 1998). The failure to include formal training on these critical verbal repertoires can have a significant impact on the development of intellectual, academic, and social behaviors. Additional concepts from *Verbal Behavior* that can benefit language intervention include, for example, automatic reinforcement, multiple control, audience control, private events, verbal extensions, and autoclitics (Greer & Ross, 2007; Sundberg, 2007; Sundberg & Michael, 2001).

A Functional Analysis of Verbal Responses

Another application of *Verbal Behavior* involves a descriptive functional analysis of verbal behaviors emitted by children during natural verbal interactions. When developing a child's verbal skills, it is important that an analysis of verbal responses be conducted on a regular basis. The elements of this analysis consist of the same basic principles of behavior used to analyze nonverbal behavior (Skinner, 1957). Each operant can be susceptible to unwanted sources of control, at all levels of verbal development. It is quite common for children with autism to acquire verbal responses that appear correct, but are not under the same sources of control that may evoke the same verbal behaviors on the part of a typically developing child. For example, a child with autism may learn to say "I have a red shirt on," but it may be evoked by totally different antecedent variables than those variables that evoke the same response from a typically developing child. A major goal of the intervention program is to ensure that a target response is under the correct source of control. The task for the behavior analysts is to determine what the correct source of control should be, and how that source can be established. The failure to conduct a functional analysis of verbal responses may result in rote or defective verbal repertoires that become difficult to change.

Teaching Strategies

In addition to the applications of verbal behavior presented above, there are a number of other behavioral teaching procedures and strategies suggested by a verbal behavior analysis of language (Table 1). These strategies should not be viewed as the defining elements of the application of verbal behavior to language instruction, but rather simply as procedures that, like other behavioral procedures, may depend on a number of other variables in order to be effective for an individual child.

Table 1. Verbal behavior teaching strategies.

Early mand training
Frequent opportunities to mand
Use of the MO to teach the other operants
Contriving and capturing MOs
Use of multiple control procedures
Establishing verbal conditional discriminations
Listener responding by function, feature, and class
Typical language development as a curriculum guide
Stimulus-stimulus pairing procedures/ Auto S^r
Interspersal techniques ("Mixed VB")
VB modules
Behavioral momentum procedures
Errorless learning procedures
Using transfer of stimulus control procedures
Minimal use of punishment
First trial data and probe data
Discrete trial as well as natural environment training
Augmentative communication
The child's daily schedule and IEPs are driven by the elementary verbal operants

Conclusions

Behavior analysis has made several contributions to the treatment of children with autism. Most notably has been the use of behavioral teaching procedures derived from

applied behavior analysis (e.g., Lovaas, 2003). The current paper suggests that Skinner's analysis of verbal behavior can add to the existing gains in autism treatment. The application of Skinner's analysis consists of: 1) the use of basic applied behavior analysis procedures; 2) the use of Skinner's functional analysis of verbal behavior; 3) the use of the verbal operants for language assessment; 4) the use of the verbal operants as a basis for intervention; 5) the use of a functional analysis of verbal behavior to analyze all aspects of verbal development, including language barriers; and 6) the use of teaching strategies that are suggested, in part, by a verbal behavior analysis of language.

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Social and Interpersonal Skills Interventions for Children with Autism

By Dr. Marjorie H. Charlop-Christy, Claremont McKenna College and Claremont Autism Center

Deficits in social behavior are a core feature of children with autism. The literature is replete with various applications of behaviorally oriented social skills programs. However, many programs are limited to acquisition of isolated social behaviors, or small changes in such, without pervasive generalization and maintenance effects. This paper will focus on those newer interventions that have been empirically verified, and have shown promise in terms of generalization and maintenance of social behaviors. These interventions include Video Modeling, Naturalistic Teaching Strategies, Incidental Teaching, and Photo Chaining. These interventions are perhaps successful because they focus on teaching children with autism using motivational techniques, facilitators of generalization, and rely on the visual strengths that are often present in a child with ASD's repertoire. Thus, treatment programs that are "learner friendly" are of maximum importance.

As well, we believe that there are certain social and interpersonal behaviors that are "key behaviors" for intervention. Such key behaviors will allow the child with ASD easier access to reinforcers in the social world. These key behaviors can affect others in the same response classes and perhaps enable a child with autism to enter the social realm and possibly generalize their responses to others in the same response class and thus increase or maintain social behavior and/or other skills. Among the key areas that we have identified in our work, and clearly there may be many more, are play, social initiation (including verbal and nonverbal), turn taking and other reciprocal behaviors (i.e. coordinated joint attention) and communication. Page constraints provide for only a cursory discussion and necessitate the omission of communication.

There are a number of variables that also need to be considered before beginning social skills interventions and these variables will vary depending on each child, as each child may be in a different circumstance, at a different point on the spectrum, have a different behavioral repertoire, and/or be a different age. We need to consider the child's developmental age as well as the chronological age. For example, while we may not want a 12 year old boy playing with a fluffy stuffed animal because it isn't "age appropriate", we also may want to consider what reinforcers there are for this boy and what will motivate him to learn. Making him "looking good" (without his stuffed animal) at the cost of learning may not be the best choice. Trade-offs sometimes need to be made. We need to understand contextual and cultural differences and standards as well. In some

cultures, quietness and solitude are revered. However, if a child is nonverbal, we need to convey the importance of expressive language and teach the importance of initiations.

Play

Play is considered a key social behavior for many reasons. First, all children play. Play phases occur in developmental stages that typically developing children go through, so play is not only for fun, but for purpose. Children learn through play. They learn about social interaction and about language through play.

Research has found that this is true for children with autism as well. It has been shown that there is a positive relationship between the level of symbolic play in children with autism and their mental age. We have also seen in the literature that play is related to the increase in language for children with autism, as it is for typically developing children (Ungerer & Sigman, 1981).

Further effects of play as a key behavior can be seen in an example from our program evaluation and follow-up study of The Claremont Autism Center. Child 1 illustrates a common theme; the finding that as play increases, stereotypy decreases. This finding has been demonstrated for short experimental conditions (e.g. Favell, 1973), and now for long periods of time (years). While we present Child 1 as an example of a finding common of many children who passed through our program, we do note that it is an association that may be explained other ways. Another finding of interest is that the children made the most gains in play if they started the program below the age of six years; whereas the children who started the program six years and older made most of their gains in speech. This too may be suggestive of play as a prerequisite or facilitator of speech.

Recently, *video modeling* techniques have shown promise as an effective intervention for a wide variety of behaviors, and are particularly good to teach play (e.g. Charlop-Christy, Le, & Freeman, 2002). Briefly, video modeling involves filming "models" engaged in appropriate play activities. We have found that video modeling has been effective for teaching cooperative play, independent play, and make-believe play skills to children with autism. The effect of video modeling has been replicated often (e.g. Matson and Sweezy, 1998). Learning tends to occur after few presentations of the videos, so video modeling is quick and efficient. As well, the literature has shown promising generalization and maintenance effects.

The efficacy of video modeling may be due to its visual presentation format. Indeed, treatment research for children with autism has been moving towards programs that incorporate visual stimuli and take advantage of the children's visual strengths such as picture activity schedules (McClannahan & Krantz, 1999) and PECS (the Picture Exchange Communication System) Charlop-Christy, Carpenter, Le, LeBlanc & Kellet, 2002).

Recently, a new play or social skills intervention has been designed at our Center that is heavily based on visual learning strategies called Steps to Social Success (Daneshvar, 2006). In this program, social behaviors were broken down into components and individual steps that led to a desired social behavior and were chained together (e.g., paying attention, making eye contact, initiating with a person). Steps for Social Success included provisions to take advantage of the visual preferences in children with autism by using photographs of the children *themselves* engaging in each step of a target behavior. A Rolodex was used to present the *photograph chaining* of each step of the social behaviors to the children. The Steps for Social Success is considered a *Naturalistic Teaching Strategy* (Charlop-Christy, Carpenter, & LeBlanc, 1999) because: 1) motivation was enhanced by incorporating child preferred toys or activities, 2) *functional behaviors* that would likely mand reinforcers were used, and 3) *facilitators of generalization* were used by incorporating teaching into a child's daily routine (Charlop-Christy, et al., 1999; Stokes & Baer, 1977). An example of a child's data for Steps for Social Success compared with the use of Social Stories (Garand and Gray) is in the second figure.

Social Initiation

It is important to teach children with autism both verbal and nonverbal social initiations. While much of the research is with verbal children, nonverbal behaviors such as a smile, wave, hug and joint-attention are key to the development of social interaction skills. It is far easier to teach a child with autism to respond than to initiate. However, if we are to teach just responders, who will be the initiators?

Multiple Incidental Teaching Sessions (MITS) was developed to combine some of the effective components of DTT (rapid acquisition) with components of *incidental teaching* (generalization facilitation) to treat children with autism. MITS incorporates the aspects of DTT that aid in the rapid acquisition of target behaviors such as multiple trials. It capitalizes on the effectiveness of the traditional incidental procedure by providing teaching in the natural setting, thus increasing the likelihood of generalizing the target behavior (Charlop-Christy & Carpenter, 2000; Hart & Risley, 1975). This blend of DTT and incidental teaching to form *MITS* occurs when with each incidental teaching episode, two additional rehearsal or "practice" trials of the behavior are presented. Non-verbal initiations such as waves, high fives, head nods have been taught with MITS (Charlop-Christy & Berquist, 2007) as well as verbal initiations (Charlop-Christy & Carpenter, 2002).

Turn-Taking and Joint Attention

Coordinated joint attention is generally defined as a child looking at a person, shifting gaze at a desired item, and then returning gaze to the person within 10 seconds of the presentation of the stimulus. This is an early step in play for typically developing babies and is also a form of non-verbal language. Importantly, it is the sharing of an experience and the understanding that the experience was shared. It is the inclusion of another into one's world. Whereas turn-taking is the active process of participating with another, the other person can be regarded or disregarded. The other person can be a computer or a gaming machine. The inclusion of the other into the activity is a huge step for a child with autism. He/she is taught interaction, reciprocity, dependency, and cooperation. All of these are social behaviors, but all of these can be executed without much regard for the other person. It is joint attention that is the quintessential interpersonal behavior.

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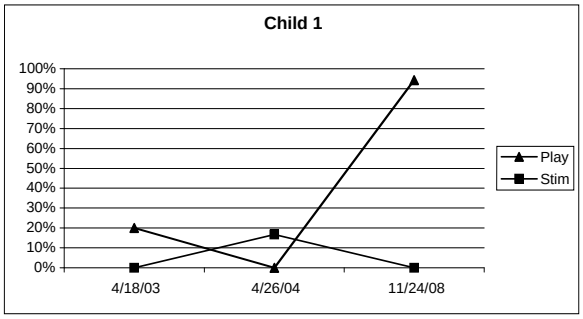
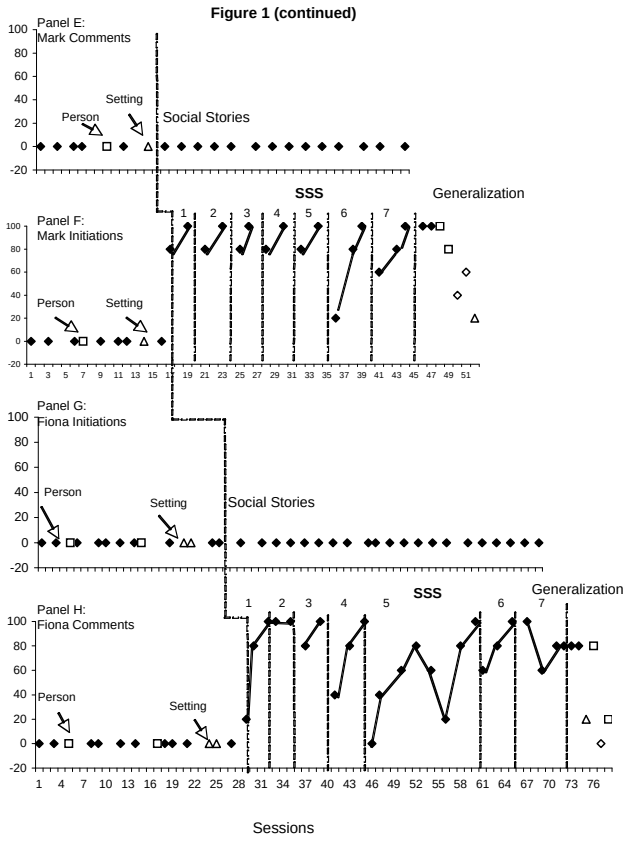


Figure 1: Play before, during, and upon conclusion of treatment.



Preventing and Reducing Challenging Behavior in Home Settings

By Dr. David P. Wacker & Dr. Jay W. Harding,
The University of Iowa

In 1992, our research team at The University of Iowa Center for Disabilities and Development began conducting a series of research projects that were funded by the National Institute of Child Health and Human Development of the National Institutes of Health. Each project focused on the in-home assessment and treatment of young children (aged 6 years or younger) with developmental disabilities who displayed severe problem behavior such as aggression, self-injury, and property destruction. Referrals to these projects came from outpatient clinics at the University of Iowa and local school early childhood intervention teams within a 120-mile radius of Iowa City.

During the course of these projects, research team members scheduled weekly to monthly visits to participants' homes. The parents in these projects served as therapists during in-home assessment and treatment procedures and received on-site consultation from the research team. All procedures were recorded on videotape for subsequent data collection and analysis.

Participants

To date, 86 children have enrolled in these projects (boys = 66, girls = 20). The average age was 3 years 9 months (range = 1 year 4 months to 6 years 11 months).

Estimated intellectual functioning for the children ranged from borderline to mild mental retardation (n = 57) and from moderate to profound mental retardation (n = 29). Many of the children in the project had additional diagnoses, including seizure disorder/cerebral palsy (n = 18), sensory disabilities (n = 22), autism spectrum disorders (n = 17), and genetic syndromes (n = 17), such as Down syndrome and fragile X syndrome.

Data Collection

We used a 6-s partial-interval recording system to collect data on multiple categories of child behavior. These categories included destructive behaviors (e.g., aggression, self-injury), other problem behaviors (e.g., screaming, elopement), targeted communication (manding), and social interactions such as toy play with parents. We also asked parents to complete a treatment acceptability survey, the *Treatment Acceptability Rating Form-Revised* (Reimers & Wacker, 1988 [TARF-R]), at the beginning and end of our treatment procedures.

Procedures

Functional analysis. Parents conducted a functional analysis (Iwata, et al., 1982/1994) to test hypotheses regarding variables that maintained (reinforced) their child's problem behavior. The functional analysis was conducted to identify appropriate treatment. When the function of problem behavior is known, treatment involves disrupting the response-reinforcer relation (e.g., extinction) and providing the known reinforcer contingent on a desired behavior (e.g., differential reinforcement of alternative behavior). Thus, a competition is created between problem behavior, which no longer receives reinforcement, and an alternative behavior, which is provided with a known reinforcer. In the absence of an identified response-reinforcer relation, treatment must be based on arbitrary reinforcers competing against unknown reinforcers.

We typically alternated assessment conditions within a multi-element design over several days. Table 1 shows the antecedent and consequence phases of the three test conditions (attention, tangible, and demand) evaluated within the functional analyses. We compared the three test conditions with a free play (control) condition. During the free play condition, the child had access to preferred toys, the parent provided non-contingent attention, and no demands were presented. These conditions were repeated until a consistent pattern of behavior was observed (e.g., a consistent elevation in problem behavior across one or more test conditions).

Table 1. Functional Analysis Test Conditions

Test Condition	Antecedent	Behavior	Consequence
Attention	Attention diverted	Problem behavior	Attention provided
Tangible	Tangible removed	Problem behavior	Tangible returned
Demand	Demand presented	Problem behavior	Demand removed

Functional communication training. Throughout our projects, we have used functional communication training (FCT; Carr & Durand, 1985) as a treatment program for most of the children. We trained the parents to teach their children an appropriate form of communication to produce a specific outcome: obtaining a reinforcer that was identified during the functional analysis. For example, children who engaged in problem behavior to gain parent attention during the functional analysis were taught an appropriate way to request parental attention. For children who displayed problem behavior to escape demands during the functional analysis, training focused on teaching the children to request assistance or a break from the demand.

We considered a number of variables in developing an effective FCT program for each child. First, the communicative response resulted in reinforcers that matched the identified function for problem behavior. Second, the response was efficient (i.e., easy for the child

to perform). Third, the communicative response was based on the child's speech and language abilities. Some children have difficulty producing vocal responses but are very capable of using a manual sign, word/picture card, or electronic device to communicate. In our projects, we typically provided the child with a multi-modal approach to communication. For example, a child who was being trained to ask for attention appropriately would be reinforced for saying or signing "Mom." However, we also attached a photograph of the parent and the word "Mom" to a microswitch recording device that played, "Mom, play please" when activated. Thus, the child had multiple cues as to "what" to say and, if vocalizing was difficult, the child could sign or touch the photograph on the microswitch. Furthermore, the presence of the picture/word card and the microswitch served as a discriminative stimulus that manding would be reinforced.

We typically evaluated treatment within a reversal design. Baseline was an extinction condition that usually involved the absence of consequences for either appropriate or destructive behavior. Thus, for a demand condition, the demand continued regardless of the child's behavior. FCT treatment involved a two-step chain: The child was first required to engage in a desired response (e.g., complete one step of a demand) and then to mand for the functional reinforcer. All problem behavior resulted in extinction. If the child engaged in destructive behavior during reinforcement (e.g., while on break), the reinforcement phase was terminated and the two-step chain was repeated.

Assessment and Treatment Results for Children Diagnosed With ASD

To date, we have enrolled 86 children in our research projects. Of these 86 children, 17 children (13 boys, 4 girls) were diagnosed with autism (9) or pervasive developmental disorder (8). The average age of this subgroup was 4 years 6 months (range = 2 years 8 months to 6 years 6 months), and estimated intellectual functioning ranged from mild delays to moderate mental retardation. All 17 children displayed destructive behavior, such as self-injury, aggression, and property destruction, as well as other forms of problem behavior, such as screaming, elopement, and noncompliance.

A functional analysis was conducted with all 17 children. Thirteen children displayed problem behavior that was maintained by both positive and negative reinforcement, 2 children showed behavior that was maintained by positive reinforcement, 1 child showed problem behavior maintained by negative reinforcement, and 1 child displayed an undifferentiated pattern of responding. Thus, 16 of the 17 children displayed problem behavior that was maintained by social contingencies.

Final treatment outcomes were available for 14 of the 17 children diagnosed with ASD. Twelve of these children showed a 90% to 100% decrease in destructive behavior compared to original baseline levels, 1 child showed an 87% decrease, and 1 child did not show improvement during treatment probes. The mean reduction in destructive behavior across all 14 children was 90%. Thus, the overall effects of the function-based treatment programs were encouraging.

Parent satisfaction with the program was evaluated by having parents complete the *Treatment Acceptability Rating Form-Revised* (Reimers & Wacker, 1988 [TARF-R]) at the end of their participation in the project. With regard to the question, "How acceptable do you find the treatment to be regarding your concerns about your child?" parents responded by indicating a number on a Likert-type scale that ranged from (1) *Not at all acceptable* to (7) *Very acceptable*. For parents who had children with ASD, the average rating on this question was 6.7 (range = 6 to 7).

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Home-Based ABA Programming for Young Children with Autism

By Dr. David Celiberti, BCBA, Association for Science in Autism Treatment

A significant number of young children diagnosed with autism receive ABA programming in their homes, particularly prior to the age of 3. Many children, ages 3-5, receive at least some programming at home. There are a number of children who continue to receive home-based programming even after entering public school. This paper will address a few issues surrounding ABA programming in the home; however, other important topics such as training of staff and parents, environment set up, material utilization, characteristics of quality providers, and transition planning, as well as a review of the available research are beyond the scope of this short paper. As many readers are aware, a subset of the behavior analytic research involves home-based intervention (e. g., Anderson, Avery, DiPietro, Edwards, & Christian, 1987; Birnbrauer, & Leach, 1993; Green, Brennan, & Fein, 2002; Lovaas, 1987; Luiselli, Cannon, Ellis, & Sisson, 2000; Smith, Groen, & Wynn, 2000; Weiss, 1999). Moreover, additional studies describing center-based intervention delivery have incorporated *some* component of home-based intervention. Further research is needed to examine various levels of intensity, duration, and other treatment parameters and systematically compare outcomes between home-based and center-based models controlling for particular variables that may confound the results.

Potential Role of Parents

Parents of children with autism, particularly in this past decade, have proven to be incredible advocates and bring to the table a level of sophistication that is unprecedented. A number of newly created, center-based ABA programs have been founded or co-founded by parents. Parents can inform the initial and ongoing selection of potential reinforcers and treatment targets and play an active role in the acquisition of language, social, self help, leisure, and community skills. Parents clearly possess familiarity with their children's behavior across settings. Parents can actually enhance outcomes by employing methods consistently, exposing the child to novel stimuli, using time-delay procedures, incidental teaching, and least-to-most prompting hierarchies when warranted.

Parents involved in home-based programming may benefit from: 1) developing a working understanding of behavioral terminology (visit www.asatonline.org and www.pppsig.org for helpful resources); 2) communicating concerns carefully, efficiently, and discussing problems as soon as they arise; 3) sharing information on their culture and family dynamics when warranted; 4) requiring data-driven decision making from *all* providers; and 5) being forthright about obstacles that impede consistency and carry over, as well as participation in alternative treatments.

Sibling Considerations

It is critically important for teams to consider both the impact of home programming on siblings and potential roles that siblings may serve. Siblings may represent widely available, easily accessible, and highly motivated resources for the professional providing home-based ABA and can serve as excellent models of age-appropriate play, social, and communication skills for the child with autism. Common challenges related to home-based ABA may include: 1) Siblings may become resentful of the child with autism due to level of attention (and reinforcement) from providers in the home; 2) Siblings may be concerned and/or upset by witnessing maladaptive behaviors, particularly those that are escape motivated; 3) The need for structure and minimal distraction may pose some restrictions on the siblings' play date opportunities or where or how they may be allowed to play within their homes; and 4) Children with autism may exhibit behaviors that either extinguish or in some instance punish the initiations of siblings.

Intervention as Early as Possible

The National Research Council recommends that children enter into intervention programs as soon as an autism spectrum diagnosis is seriously being considered (National Research Council, 2001). Without appropriate intervention, there can be a compounding of communication and social deficits over time and maladaptive behaviors can become easily entrenched and treatment resistant. Multiple benefits exist with effective early intervention which can include better long term prognosis, broader range of vocational possibilities, reduced allocation of special education resources, better quality of life for child and family, and reduced financial expenditures and allocation of special education resources (e.g., Jacobson, Mulick, & Green, 1998).

Commitment to Empirically Validated Treatments

As mentioned earlier, parents are exposed to a dizzying array of treatment options (e.g., Celiberti, Buchanan, Bleecker, Kreiss, and Rosenfeld, 2004). Additionally, the media bombards the public with treatments that lack empirical support. Multidisciplinary, independent reviews of research on the array of autism treatments using an evidence based approach have been conducted by a few states task forces and have acknowledged the very strong scientific basis to ABA (e.g., New York State Department of Health, Maine's MADSEC). Furthermore, it is important to note the emergence of research demonstrating that eclectic approaches do not fare as well when as more intensive, pure ABA approaches

(Eikeseth, Smith, Jahr, & Eldevik, 2002; Howard, Sparkman, Cohen, Green, & Stanislaw, 2005).

Staffing

There is considerable variability in the size and composition of teams that provide home-based ABA. In some cases, individual instructors are provided, trained, and supervised by an agency. In other cases, parents are responsible for recruiting, interviewing, and managing their child's instructors. Much of this is a function of funding sources and service delivery models that differ from state to state, as well as within a state.

Certain caveats should be considered with respect to the number of instructional agents. Children who receive the bulk of their intervention from only one or two providers may struggle with generalization across instructors. The sudden departure of an instructor can be disruptive and may provoke a regression in skills. On the other hand, teams that are too large may be extraordinarily difficult to manage clinically or administratively. With too many instructors, there is less opportunity to develop proficiency given fewer numbers of hours of contact and more potential for inconsistencies across instructors.

Unfortunately, many parents must assume the arduous task of securing oversight for their child's home-based ABA program. Many do this with little understanding of the necessary credentials and experiences to carry out this treatment approach effectively. The Behavior Analyst Certification Board credentials behavior analysts (see www.bacb.com). Although this credential can provide some safeguards for consumers, consumers must recognize that certification in behavior analysis does not mean that the provider possesses competence in the delivery of behavior analytic service to persons with autism or is able to oversee home-based programming. Fortunately, the Autism SIG has undertaken the complex, yet critical, task of providing consumers with some guidance regarding how to select a behavior analytic service provider. The current version of guidelines can be found on the ABAI Website.

Related service providers, such as speech-language pathologists and occupational therapists, are actively involved in home-based ABA programming. Many of these providers are familiar with and supportive of ABA, whereas others are opposed to ABA and widely practice interventions that have not been scientifically validated. In the later instances, parents may be confused and troubled by the mixed messages that they would be receiving. Requiring *all* providers to generate objective methods to assess outcomes, to be guided by research published in peer-reviewed journals, and to engage in data-based decision making is essential. Ideally, the delivery of related services would incorporate the effective use of reinforcement, appropriate levels of structure and consistency as warranted, and a data collection system to measure progress.

Goal Selection Considerations

The National Research Council emphasizes the need to target engagement, flexibility, spontaneity, and independent organizational skills. It is critical that the core deficits of autism exhibited by an individual child with autism be adequately addressed. These may include, although not be limited to: communication difficulties, limited play skills, deficits in social relatedness, behavioral inflexibility, limited spontaneity, difficulty with relationship formation, and poorly developed "learning to learn" skills. The emphasis should be on skills that will maintain over time and will lead to the student's success and "marketability" in future settings. Prerequisite and foundation skills should be emphasized as they may help the child with autism potentially learn from less-intensive teaching methods. With an eye toward the Least Restrictive Environment (LRE), home programs should consider the multiple struggles that diminish capacity to learn in larger groups. This is important in that larger group sizes typically afford fewer learning opportunities with less repetition and intensity. Therefore, skills that may promote greater success in larger group settings must also be targeted systematically.

Evaluation of Treatment Effects

As is the case with children receiving services in center-based programs, children with autism in home-based programs deserve prompt and effective assessment, analysis, and troubleshooting. Data should guide decision making and be translated into timely adjustments in programming. The full array of skill acquisition and behavioral-reduction efforts need to be evaluated through systematic review of data. Performance criteria and behaviors targeted for reduction should be objectively defined and these definitions must be made explicit. IOA data should be collected periodically to ensure consistency and treatment fidelity.

Supervisors/consultants should socialize and educate the home-based team about the importance and role of data. Members of the home-based team should be trained in data collection and their data collection efforts should be monitored. It is important that there be reasonable expectations about the amount of data collection and that existing barriers to reliable and valid data collection be addressed.

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Effective School-Based Programs for Children with Autism

By Drs. Carol Davis, University of Washington, and Ilene Schwartz, BCBA, University of Washington

Dr. Carol Davis

Dr. Ilene Schwartz

The numbers of individuals diagnosed with ASD is increasing at a dramatic rate. Much research has occurred in the last decade to suggest that young children who are diagnosed early and receive good early intervention services make good gains toward remediating some of the characteristics of autism (Dawson & Osterling, 1997; NRC, 2001). However, ASA indicates that 90% of costs to serve or provide supports for individuals with ASD occur in adult services. If we, as a field, are providing early intervention services through age five that are in fact remediating the characteristics of autism, one must ask, "Why does an individual's trajectory change such that by the time an individual with autism reaches adulthood, they are still in need of such extensive services?" While we believe there are many answers to this question, this presentation addresses what seems to be the most logical next step in providing appropriate educational services to students with autism that will lead to increased positive outcomes and hopefully long term effects for students.

As a field we have direction from the National Research Council (2001) and the plethora of research on how to effectively serve young children with ASD, birth through five. Practitioners, parents, and educators know what effective programs should look like for young children (i.e., access to typically developing peers, extended learning opportunities, systematic instruction, functional approach to problem behaviors). Children who have participated in these effective programs often enter kindergarten ready to learn and participate in the general education environment. However, their parents face the transition to elementary school with some trepidation – excited about the gains their children have achieved and worried about the lack of validated models available for their children as they progress into elementary school. Moreover, school districts are beginning to realize that elementary schools present many challenges that are not present in preschools, thus, making preschool models for service delivery not feasible for elementary schools. In a survey of local directors of special education, the most pressing need in their district is to develop and implement an appropriate

and effective program of services for students with autism who are school age. Currently, parents are asking school districts to hire private outside consultants to act as "experts" to assist in developing and monitoring their child's educational program. While this may seem to be a "quick fix" to the problem for districts, the cost of hiring consultants on an ongoing basis is cost prohibitive. Further, it means that a series of "outsiders" are promoting strategies and fixes without considering issues of feasibility, sustainability or effectiveness for all children.

There is little, if any, research on effective models for elementary schools (Iovannone, Dunlap, Huber, & Kincaid, 2003). An urgent question facing the autism community is what evidence-based best practice looks like for children when they attend elementary school. We know what components must be present in an effective model (e.g., opportunities to interact successfully with typically developing peers, an appropriate curriculum, use of evidence-based instructional programs, a functional approach to behavior problems, and family participation and support); but there is no research suggesting how these components should be configured to provide adequate support for the range of students with ASD while providing them with maximum opportunities to interact ***meaningfully*** with their typically developing peers and participate in the general education curriculum. As the name suggests (ASD), autism is a spectrum disorder. That is, students who have this diagnosis can exhibit characteristics from mild language and social delays to students with severe cognitive delays, no formal language, and challenging behavior. Therefore, the support needs of these students are complex and diverse. The hectic environment of most elementary schools only exacerbates the difficulty putting the essential program characteristics in place. The field needs to identify what supports look like that are ecologically valid and acceptable in elementary school that will meet the needs of all of these students.

This presentation will provide (a) information on current public schools programs and barriers schools face in implementing appropriate programs for students with ASD, (b) a description of a service delivery model to assist schools in educating students with ASD, and (c) assessments and screening tools developed as a part of this project.

The Individuals with Disabilities Education Improvement Act and Peer-Reviewed Research

By Dr. Mitchell L. Yell, University of South Carolina

In October 2001, President Bush established the President's Commission on Excellence in Special Education. The Commission was charged with providing recommendations to Congress on how it could (a) improve the educational performance of students with disabilities and (b) reform the special education system in America's public schools. The report was to be issued prior to Congress' reauthorization of the *Individuals with Disabilities Education Act*. In July 2001, the Commission issued *A new era: Revitalizing special education for children and their families*. One of the major findings of the Commission was that for public schools to improve the academic achievement and functional performance of students with disabilities, special educators must embrace educational practices that have been demonstrated to be effective by rigorous scientific research. Unfortunately, schools too often rely on programs and practices that have not been proven to work at the expense of students. Meaningful improvement in the system will only occur, according to the Commission, when educators intervene early and aggressively using high quality research based approaches.

In the *Individuals with Disabilities Education Improvement Act* of 2004 (hereafter IDEIA), Congress acted on the Commission's recommendations by making a number of important changes to the special education process. Perhaps, the most important and significant of the changes is the requirement that special education services must be based on "peer-reviewed research." Specifically, section 1414 (d)(1)(A)(i)(IV) of IDEIA requires that the individualized education program (IEP) include: "a statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child" (IDEA, 20 U.S.C. § 1414 (d)(1)(A)(i)(IV)).

The inclusion of this terminology in the law is very significant because it requires that when students' IEP teams develop their special education programs, the services that are provided must be based on reliable evidence that the program or service works. Moreover, special education will need to collect require evidence in the form of data-based documentation that reflects a student's progress during instruction through repeated assessments. By requiring special education programs to be based on peer-reviewed research, Congress sought to bring the IDEA into alignment with *No Child Left Behind* (NCLB) and its heavy emphasis on using instructional

procedures, interventions, and curricula that have been demonstrated to be effective by "scientifically-based research." Although IDEA 2004 does not define peer-reviewed research, the 2006 regulations clearly defined this term in accordance with NCLB's requirement regarding scientifically-based research (IDEA Regulations, 34 C.F.R. § 300.315 et seq.). According to NCLB, instructional interventions that are based on scientific research meet the following six criteria.

1. Studies that have been done with the instructional intervention have used systematic empirical methods based on observation and experiments.
2. Researchers have collected and analyzed data test the instructional intervention.
3. The research has been conducted on the instructional intervention have used measurements and observations that provide reliable and valid data from independent observers.
4. The research that has been conducted on the instructional intervention has used either experimental or quasi experimental designs.
5. The experimental studies have been reported in full detail so that others could replicate the study.
6. The instructional interventions have been published in peer-reviewed journals (e.g., the *Journal of Applied Behavior Analysis, Exceptional Children, Focus on Autism and Other Developmental Disabilities*).

Furthermore, professional development activities and use of funds must be *grounded in scientifically based research* and must *focus on improving student academic achievement*. These provisions will have a direct impact on school administrators who develop in-service teacher training programs, approve staff development activities, and evaluate teacher performance.

What does this new requirement mean for teachers of students with disabilities? To be in compliance with this new requirement teachers should take the following actions:

First and foremost, special education teachers must use academic and behavioral interventions that have support in the research literature. This means that we shouldn't use an intervention because (a) they have always used it, or (b) it sounds good or feels right, or (c) a colleague told them about it; rather we should use interventions that empirical research has proven to be successful in teaching behavioral and academic skills to students with disabilities.

Second, teachers must understand and be able to describe the research behind the interventions that they use in their programs. Because this is now a legal requirement, it is legitimate for a parent in an IEP meeting to inquire about the research base for an intervention that is being used and it is up to the teacher to be able to answer these questions. Additionally, the peer-reviewed research requirement will certainly result in due process hearings and litigations (e.g., a parent contends that the school is not using research-based strategies while the school contends that the procedure a parent is insisting on is not based on research). Clearly in hearings of this nature, if a teacher is called to testify no doubt the first question asked by the parent's attorney will no doubt be "What peer-reviewed research literature supports your programming." And, of course, the attorney will already know the research base and will certainly challenge the teacher on his or her knowledge of the research base.

Third, teachers must keep abreast of the research base in academic and behavioral interventions for students with disabilities. This is where professional organizations, such as the Association for Behavior Analysis International and Council for Exceptional Children can provide useful information on current research. Additionally, they should regularly read research journals in their areas of interest (e.g., *Focus on Autism and Other Developmental Disorders, the Journal of Applied Behavior Analysis*). Teachers should also attend the state and national conferences of their professional organization. Local university programs in special education can also be good sources for information. School districts need to develop mechanisms to ensure that their teachers are fluent and current in research-based practices.

Fourth, teachers must keep records of the research base behind the interventions and procedures that are in a student's IEP. For example, if a teacher uses differential reinforcement of low rates of behavior, the teacher should note the research that supports this procedure in their records. Records will help you be prepared for questions and challenges on their use of evidence supported education practices. These records could also assist teachers in defending their IEPs and help dissuade parents from insisting on the use of unproven practices.

Fifth, special education teachers are charged with delivering a free appropriate public education (FAPE) for all students with disabilities with whom they work. Courts have defined a FAPE as an individualized program of special education services that confers meaningful educational benefit on a student. The only way that teachers can ensure educational benefit for their students is to use data collection procedures (e.g., single-subject research designs, curriculum-based measurement) to monitor the progress of students in their instructional programs. These data should be collected during the course of instruction, so that the teacher's instructional decisions are guided by what the student is currently doing or not doing. The purpose of collecting data is to provide objective evidence of a program's effectiveness and to guide instructional decisions. Teachers can ensure that they provide meaningful instruction by collecting useful data on a student's

progress and then by using the data to inform their instructional decisions. In other words, teachers can adjust their instruction in response to student performance, thereby helping to ensure that students receive a FAPE.

The IDEIA's requirement that special education teachers base their programs on peer-reviewed research will result in stronger and more effective programs for students in special education programs. It has always been best practice to know and implement these research-based procedures. Now it is the law.

Evidence-Based Practices for Helping Secondary Students with Autism Transition Successfully to Adulthood

By Dr. David W. Test, University of North Carolina at Charlotte and National Secondary Transition Technical Assistance Center

Life is a series of transitions; from diapers to underpants, from bicycles to cars, from daycare to preschool, preschool to elementary school, elementary school to middle school, and middle school to high school. One of the most significant points of transition is graduating from high school and entering into adult life. It is a time anxiously awaited by students and parents, filled with hopes and dreams of successfully leaving high school and moving into the adult world of employment and/or post-secondary education. Halpern (1992) defined secondary transition as "a period of *floundering* that occurs for at least the first several years after leaving school as adolescents attempt to assume a *variety* of adult roles in their communities" (p. 203). Unfortunately for students with disabilities the "floundering period" often lasts for years, and in some cases, a lifetime.

Current Post School Outcomes for Students with Autism

Since 2001, the National Longitudinal Study-2 (NLTS2) has been gathering data on the level of post-high school engagement for all students with disabilities (Wagner, Newman, Cameto, Garza, & Levine, 2005). These data indicate that of the 11 disability categories summarized, students with autism had the third lowest rate of "being engaged" (55.7%). A more detailed look at these data indicated that 14% were employed only, 15% were enrolled in postsecondary education only, 13.6% were both employed and enrolled in postsecondary education, and 13.1% were in job training alone or with one of the other categories. In addition, although the following percentages showed small improvements from 2001, NLTS2 data from 2003 indicate 79.4% of school leavers with autism still lived with their parents and their primary leisure activities were using a computer (49%) or watching TV/video (43.9%). Given these outcomes, an important task is to ensure that schools are providing all students with disabilities access to evidence-based secondary transition practices.

The National Secondary Transition Technical Assistance Center

The National Secondary Transition Technical Assistance Center (NSTTAC) was funded by the U. S. Department of Education Office of Special Education Programs (OSEP) (Award #H326J050004). NSTTAC's purpose is to assist states in building their capacity to support and improve transition planning, services, and outcomes for youth with disabilities. Toward this goal, NSTTAC: (a) assists State Education Agencies to collect data on Part B State Performance Plans Indicator 13 and use these data to improve transition services. Indicator 13 is the "Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the child to meet the post-secondary goals." [20 U.S.C. 1416(a)(3)(B)]; (b) generates knowledge that identifies evidence-based practices as a foundation for improving transition services; (c) provides capacity building resources to states and local educational agencies; and (d) disseminates information about effective transition education and services. For more information, visit http://nsttac.org.

Initial Evidence-Based Secondary Transition Practices for Students with Autism from the NSTTAC Literature Review (February, 2007)

The purpose of NSTTAC's review of the literature is to determine the evidence-base for transition practices, disseminate that information, and make recommendations to IES for future research. Sources are being organized by the *Taxonomy for Transition Programming* (Kohler, 1996) and then categorized by the Institute for Educational Sciences (IES) levels of evidence. These levels are (a) high (i.e., a systematic review of high-quality evidence (e.g., randomized control trials or well-designed quasi-experiments) that supports the effectiveness of a program, practice or approach or several well-designed randomized controlled trials or well-designed quasi-experiments and no contradictory evidence using the standards for positive or potentially positive findings from the What Works Clearinghouse; (b) medium (i.e., correlational studies with convincing statistical controls for selection bias; multiple comparison groups studies that do not demonstrate equivalence of groups at pretest but which consistently show enhanced outcomes for participants experiencing a particular program, practice or approach; on or two experiments are quasi-experiments with small sample sizes and/or other conditions of implementation or analysis that limit generalizability or (c) low (i.e., expert opinion based on widely held theory and conceptualizations).

Student-Focused Planning

To date, the evidence-base for strategies in this category would be high. First, numerous examples of empirically validated strategies for increasing student self-determination skills, including involvement in transition planning exist (Allen, Smith, Test, Flowers, & Wood, 2001; Powers, Turner, Westwood, Matuszewski, Wilson, & Phillips, 2001) and second, Test, Mason, Hughes, Konrad, Neale, and Wood (2004) reviewed the literature to identify strategies for promoting student involvement in the IEP process. Results indicated that students with widely varying disabilities can be actively involved on their IEP process.

Student Development

To date, the evidence-base for strategies in this category would be high. Alwell and Cobb (2006) recently completed a meta-analysis of 50 studies which taught functional life skills to 482 youth with (largely) disability labels of moderate to severe mental retardation were reviewed. Functional life skills included money and purchasing skills, other community-based instruction, self-protection curricula, leisure skills, domestic or home-keeping skills, and personal self care. Findings provide tentative support for the teaching functional/life skills curricular interventions across educational environments, disability types, ages, and gender in promoting positive transition-related outcomes.

Family Involvement

To date, the evidence-base for strategies in this category would be low. This literature is mostly comprised of descriptive and qualitative studies that indicate the importance of parent involvement in the transition planning process (Greene, 1996; McNair & Rusch, 1991), the need for parent training (Field, Martin, Miller, Ward, & Wehmeyer, 1998; Miner & Bates, 1997), and the need for educators to learn strategies for working with culturally and linguistically diverse families (e.g., Greenan, Powers, & Lopez-Vasquez, 2001; Kalyanpur & Harry, 1999).

Interagency Collaboration

To date, the evidence-base for strategies in this category would be low. Although data exist supporting a multi-level interagency collaboration process, such as the TASSEL transition model (Aspel, Bettis, Quinn, Test, & Wood, 1999) which uses a multi-level approach of community-level, school-level, and individual-level teams and the Community Transition Team Model (Benz, Lindstrom, & Halpern, 1995), these data are primarily descriptive.

Program Structure and Attributes

To date, the evidence-base for strategies in this category would be low to non-existent.

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Issues, Trends and Scientifically-Based Practices for Learners with Asperger Disorder

By Dr. Richard L. Simpson, University of Kansas

Individuals diagnosed with Asperger Disorder (AS) are characterized by social peculiarities, social deficits and an odd communication style. Their cognitive and language abilities are generally within the average to above-average range.

Recognition of AS is credited to a Viennese medical student, Hans Asperger, in 1944. Related to foreign language conversion and World War Two, Asperger's work was largely unknown in the United States and most other countries until the 1980's. In 1994 AS was added to the *Diagnostic and Statistical Manual of Mental Disorders* classification subgroup of *Pervasive Developmental Disorders*. It has subsequently become one of the most frequently diagnosed forms of ASD.

Effective Practice and Learners with Asperger Disorder

Numerous challenges confront professionals and families who teach and manage children and youth diagnosed with AS. Among the most significant of these issues involves identifying and using effective interventions and treatments. This task is being made more difficult because of a significant lack of agreement and a paucity of empirically supported effective practices for learners with AS. That there are few practical and well-designed guidelines that professionals and families can use to make methodology-related decisions has also made this a problematic process. Some of the most efficacious and frequently used tools for children diagnosed with autism, such as discrete trial training, are frequently not well suited for learners with AS, thus further complicating methodology selection.

In spite of debate over the precise meaning and fundamental elements that comprise effective practices for students with AS, there is nevertheless widespread recognition of the need for a variety of objectively and scientifically validated methods for these students. Effective practices are generally agreed to refer to methods and strategies that have been shown to be objectively utilitarian based on scientifically valid empirical research. A salient caveat connected to effective practices is that these methods will confer significant benefit only when properly tailored to fit individual student needs and applied consistently and systematically with fidelity by well trained and knowledgeable personnel.

There is virtually universal agreement that identifying and using effective practices with learners with ASD and AS is essential. Putting in place professional development and training mechanisms that will ensure that there are personnel who are able to correctly use methods that are judged to be effective is an additional effective practice consideration. Accordingly, there are two principal general actions associated with identifying effective practices for children and youth diagnosed with AS. The first involves identifying fundamental features associated with effective programming; evaluating existing methods that are purported to be suitable for use with children and youth with AS; and training professionals to correctly apply and evaluate these practices. The second involves creating mechanisms for evaluating future methods, strategies and methodologies for learners with AS; and training professionals to use these objective evaluation criteria and mechanisms in their work. That is, since the field is so dynamic related to new methods continually being introduced, evaluating the relative utility of existing methods is only a partial answer to the ASD effective practice issue. Accordingly, objective and scientifically valid evaluation strategies that can be used by practitioners and others are needed to facilitate assessments of new methods and the suitability and effectiveness of these practices with individual students. Of course, applied behavior analysis is the ideal means for carrying out this process.

In spite of the novelty of AS and the debate over what methods are most effective for these students, there are clearly interventions and strategies that appear to have significant promise. These strategies and practices require additional validation, however. Discussed below are several of these perceived-to-be promising methods.

Visually Oriented Environmental Supports

Visually oriented environmental supports appear to have significant promise for learners with AS. These antecedent-focused tools present abstract concepts such as time in a concrete and manageable form and thus provide organization those students with AS need to understand and predict activities and events, anticipate change and comprehend expectations. Visual supports provide learners information about daily activities and events by illustrating tasks that will occur at specific times and sequences. Visual schedules have been used to increase on-task behavior and facilitate students' abilities to independently make transitions from one activity to another (MacDuff, Krantz, & McClannahan, 1993).

Varied forms of visual supports have been successfully used with learners with AS In addition to *daily and weekly schedules*, (a) *task organizers* have been used to provide a task analysis of the steps required to complete specific activities; (b) *choice making menu's* have been used to structure decision making; (c) *turn taking cards* have concretely shown students the social skill of alternating turns at an activity; (d) *consequence maps* illustrate for students the consequences associated with various responses; and (e) pictures and icons have been used to reflect environmental change and facilitate transitions associated with breaks in routine.

Cognitive-Based Intervention Methods

Cognitive-based intervention methods involve use of self-management strategies that teach students to actively monitor and control their own behaviors, as opposed to relying on parent or teacher prompts or external interventions. Self-management strategies also assist students in generalizing what they learn in various natural settings. Related to the need that learners with AS have for practical and transportable strategies and supports that facilitate generalization and skill maintenance within general education classrooms and other natural settings, there is obvious value in teaching these students to self-monitor and self-assess, self-record, self-evaluate and self-reinforce.

Self-management programs typically involve some combination of two or more of the following strategies: self-monitoring (e.g., self-recording), self-evaluation (e.g., decision-making), and self reinforcement for goal attainment. Thus, the process involves individuals learning to differentiate the occurrence of a target response; reliably self-record the target response in accordance with some specified standard; evaluate their behavior relative to the standard; and subsequently deliver contingently self-selected rewards and reinforcement.

A number of researchers have reported positive outcomes associated with using cognitively-based self-management methods with children and youth with ASD, including related to transitioning and engaging in desired social activities (Lee, Simpson & Shogren, 2007). Clearly, in spite of time and training requirements and with full awareness that not every student diagnosed with AS will be responsive to this method, self-management strategies appear to have a number of strengths and appear to have the elements of a promising method.

Social Stories

Social stories are designed to provide learners salient cues and acceptable responses for particular social situations. In spite of relatively limited empirical support, social stories and related social supports are widely used with children and youth diagnosed with AS.

Gray and Garand (1993) recommended that social stories include (a) descriptive sentences (i.e., designed to provide information about the subject setting and background information); (b) directive sentences (i.e., descriptions of appropriate behavioral response for particular situations); (c) perspective sentences (i.e., identification of possible feelings and reactions of others); and (d) control sentences (i.e., descriptions of related actions and responses using nonhuman subjects). For example, a control statement might read: "A cat scratches to get a family's attention; when Rhonda is at school she quietly raises her hand to get the attention of her teacher." Social stories for young children and those lacking literacy skills may incorporate pictures or icons. Research in support of social stories has not consistently followed Gray et al.'s protocol and there is little evidence that their formula-based recommendations are required.

Students with ASD and AS have been successfully responded to social story interventions for an assortment of behavior problems, self-help skill instruction, academic problems and social skill acquisition (Bledsoe, Myles & Simpson, 2003). This tool is relatively easy to implement, can be used with a range of students and behavioral targets and is easily taught to parents and professionals. Additional efficacy research is clearly needed on this popular intervention, however.

Concluding Thoughts

There is little chance that there is a single best-suited and universally effective method for all students with AS. Nevertheless there are effective and promising methods that should form the foundation of programs for these students, and these methods and strategies will likely lead to the best outcomes. Presently there are limited confirmed scientifically supported practices for students with AS. Accordingly, it is essential that the field continue to make progress in identifying and using those methods that have the greatest potential for achieving desired outcomes; training personnel to use these methods with fidelity; and evaluating future methods that claim to be suitable for use with children and youth with AS.

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Patricia J. Krantz, Ph.D. (Princeton Child Development Institute) T*eaching the Social Dance: Using Script-Fading Procedures to Promote Conversation*

Gregory S. MacDuff, Ph.D. (Princeton Child Development Institute) *Using ABA to Improve the Lives of Adults with Autism in Work, Community, and Residential Settings*

James W. Partington, Ph.D., BACB (Behavior Analysts, Inc.) *Motivation: A Critical Issue in the Development and Implementation of Educational Programs for Young Children with Autism*

Laura Schreibman, Ph.D. (University of California, San Diego) *One Size Does Not Fit All: Individualizing Treatment Protocols for Children with Autism*

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Behavior Analysis in Practice Inaugural Edition

By Dr. Dorothea C. Lerman, BCBA, Editor

The field of behavior analysis has experienced unprecedented growth over the last decade. The rising national demand for Board Certified Behavior Analysts®, combined with the proliferation of graduate programs in behavior analysis, has led to an increasing number of service providers. Research in applied behavior analysis also continues to thrive. Last year, the field's flagship journal, *The Journal of Applied Behavior Analysis* (*JABA*), received its highest number of submissions since 1981, and it has already exceeded that number this year. Although *JABA* has received more submissions in recent years, it has become increasing clear that a journal focused on issues that arise in the practice of behavior analysis is needed. It was suggested by the membership that a journal be formed to fill this niche. *Behavior Analysis in Practice (BAP),* a new journal published by the Association for Behavior Analysis International, was born as a result of this suggestion. *BAP* is a peer-reviewed publication designed to provide science-based, best-practices information to practitioners and their supervisors, scientists, and school personnel. The journal will launch next year with the publication of its inaugural issue in Spring 2008. I am delighted to serve as the first Editor of this exciting endeavor. I am joined by a distinguished editorial board consisting of internationally recognized scientists and practitioners in applied behavior analysis. It is our hope that *BAP* will become an important tool for ensuring that the technologies developed through systematic research are applied effectively in the community.

As the inaugural issue of *BAP* begins to take shape, it would be helpful to discuss the goals and concepts behind this bi-annual publication. Numerous people have inquired about the overriding mission of *BAP* and its relation to other peer-reviewed behavior analytic publications like *JABA*. I would like to take the opportunity to address this issue by discussing several key differences between *BAP* and *JABA*. (I am focusing on the field's flagship journal for the sake of expediency, but the discussion is relevant to other journals that publish behaviorally oriented research.) The differences between *BAP* and *JABA* relate more to scope and emphasis than to subject matter or rigor. According to its mission statement, JABA is "primarily for the original publication of reports of experimental research involving applications of the experimental analysis of behavior to problems of social importance." BAP is a "translational publication designed to provide science-based, best-practices information relevant to service delivery in behavior analysis." These mission statements allude to a number of differences in scope and emphasis. For now, I will focus on just a few of these distinctions. The overriding goal of most papers published in *JABA* is to advance scientific knowledge in a particular area. The goal of most papers published in *BAP* will be to demonstrate, inform, or evaluate the application of behavior analytic procedures in community settings. The service provider's effective use of technologies based on findings published in *JABA* represents the culmination of scientific endeavors in a particular research area. Although discovery and practice can develop in parallel, numerous studies are needed to chip away at a problem. Each *JABA* study, alone, is unlikely to provide the breadth of information needed to generate best practices or to extend all previous knowledge in that area. The assimilation of knowledge into current technological design is an important area of research that should continue to appear in journals like *JABA*. However, this type of translational work will (and should) continue to represent a modest portion of articles that are published in *JABA*. By focusing more exclusively on technology transfer, BAP will help meet the needs of this growing field.

An outlet also is needed to inform practitioners and other service providers about new "tools of the trade" that are developed for research or clinical purposes but rarely disseminated in journals like *JABA*. These tools include instruments (e.g., data sheets, apparatus, materials) and procedures (e.g., modifications to commonly used methods) that are unlikely to be evaluated or described in experimental research, particularly if they are tangential to the research question at hand. Nonetheless, these tools may be quite useful within the context of service delivery. For example, although methods to evaluate the reliability of measurement are essential to research and practice, little work or discussion has been published on *practitioner's* use of these important tools (e.g., obtaining interobserver agreement as part of routine clinical work).

Several additional examples may help to illustrate these points. Research in the area of preference assessment has resulted in a proliferation of methods for identifying potential reinforcers. Best practice guidelines for selecting and using these methods require the assimilation and integration of 30 plus articles (published in *JABA* alone). This may be a daunting task for the service provider, especially if some key issues related to technology transfer have been overlooked in experimental research (e.g., how best to present items in a preference assessment when a child won't sit at a table). Valuable tools for conducting preference assessments (e.g., data sheets, pre-assessment questionnaires) also are needed to further enhance the technology. Research on the functional analysis of problem behavior provides another useful illustration. Scientists who have spent years developing this line of research likely have a number of pragmatic tools that are not readily accessible to service providers. For

example, researchers and practitioners who routinely conduct functional analyses may frequently modify "standard" assessment procedures when necessitated by the unique characteristics of the subject, setting, or behavior. These details are not disseminated in *JABA* if they are considered tangential to interpretation or replication. Nonetheless, knowledge of even minor procedural refinements may be critical to effective service provision in some cases. It is my hope that *BAP* will become an important outlet for articles that focus on these and other practitioner-oriented concerns.

Finally, while *JABA* is primarily for the publication of experimental research, BAP will publish a broad array of articles, including empirical reports describing the application and evaluation of behavior-analytic procedures and programs; discussion papers on professional and practice issues; technical articles on methods, data analysis, or instrumentation in the practice of behavior analysis; tutorials on terms, procedures, and theories relevant to best practices in behavior analysis; and critical reviews of books and products that are aimed at practitioners or consumers of behavior analysis.

Despite these distinctions, I believe that we should cultivate a collaborative relationship between *BAP* and journals like *JABA*. It is my hope that scientists will consider *BAP* as an outlet for papers on technology transfer that complement and extend their current research endeavors and as a source of inspiration for additional research on problems related to service provision. Along those lines, I hope that practitioners will consider *BAP* when disseminating program information and outcomes and that *BAP* will set the occasion for more service providers to stay abreast of current research by consulting journals like *JABA*.

Submission Information

Manuscripts submitted to *BAP* should be prepared according to the style described in the *Publication Manual* of the American Psychological Association (5th edition). Submit five (5) high-quality copies of the entire manuscript (or one electronic copy, submitted in PDF or Word format), including figures and tables, along with a letter to the Editor that contains the following information: (a) A request for review for possible publication of the manuscript in *BAP*, (b) A statement indicating that the manuscript has not been published previously and has not been or will not be submitted elsewhere during the review process, (c) A classification of article into type (empirical report, discussion paper, technical article, tutorial, review), and (d) The corresponding author's business address, email address, and telephone number as well as any upcoming address change. The title page should contain the title of the paper; the first and surname of all authors; the affiliations of each author; and the name, address, email address, and telephone number of the corresponding author.

Call for Papers

Behavior Analysis in Practice, a new journal published by the Association for Behavior Analysis, is now accepting papers for its inaugural issue, scheduled for spring 2008. *BAP* is a peer-reviewed translational publication designed to provide science-based, best-practices information relevant to service delivery in behavior analysis. The target audience includes front-line service workers and their supervisors, scientist-practitioners, and school personnel. Types of articles and topics published in *BAP* will include empirical reports describing the application and evaluation of behavior-analytic procedures and programs; discussion papers on professional and practice issues; technical articles on methods, data analysis, or instrumentation in the practice of behavior analysis; tutorials on terms, procedures, and theories relevant to best practices in behavior analysis; and critical reviews of books and products that are aimed at practitioners or consumers of behavior analysis. Authors should use language that is easily accessible to practitioners, clearly define all technical terms, and link research findings directly to practice.

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News from the Field

News from the ABAI Student Committee

By Corina Jimenez-Gomez

Your Student Representatives

The Student Committee of ABA International consists of three student members who are elected by current student members to serve a three-year term. The present Student Committee includes:

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Elect: Erick Dubuque, University of Nevada, Reno

Past: Marianne Jackson, University of Nevada, Reno

Mission of the ABAI Student Committee

ABAI student members constitute over a third of the association's total membership. The ABAI Student Committee's mission is to provide organizational support for ABAI student members that will promote participation in ABAI and professional growth, and enable members to contribute to the science of behavior analysis.

Preparing for ABAI 2008 Chicago

The Student Committee is currently preparing the "Professional Development Series" for the upcoming conference, which will include the following topics:

- Giving effective oral presentations
- Conversation hour with prominent women in behavior analysis
- Finding and obtaining grant funding
- Perspectives on the future of behavior analysis
- Finding postdoctoral positions
- Advice from the recently hired
- Research in non-university settings
- Aspects of being a Board Certified Behavior Analyst
- Scientific writing workshop

In addition, we will continue to present our "Introductory Series" of talks on topics suggested by student members. The topics for the 2008 conference are *Direct Instruction* and *Behavioral Pharmacology*.

A new addition to our program will be the "Bridging the Gap" Series. The purpose of this series is to present basic and applied research in related areas within our field and bridge the separation between the animal lab and applied work. For the 2008 conference, the topic will be *The Matching Law*.

We also will have a poster at the ABAI Expo with all the activities of the ABAI Student Committee and the Student Committee meeting. Student members are encouraged to attend the Student Committee business meeting.

Finally, we encourage all students to participate in the **Behavioral Bash** by submitting a video, coming up with a skit, or showing off a special talent. If you would like to participate, please contact your program representative or Corina Jimenez-Gomez (corinaj@cc.usu.edu).

2007-2008 Program Representatives

These are the new program representatives:

- Jason Vladescu (Central Michigan University)
- Jennifer Sweeney (Kent State University)
- Carol A. Martin (McNeese State University)
- Ruth DeBar (Ohio State University)
- Kristen Rost (Queens College)
- Kate Fiske (Rutgers University)
- Anna Neises (Southern Illinois University)
- John Pugh (University of Houston, Clear Lake)
- Melanie Bachmeyer (University of Iowa)
- Tanya Baynham (University of Kansas)
- Robert Pennington (University of Kentucky)
- Kendra Rickard (University of Nevada, Reno)
- Lisa Foster (University of Tennessee, Knoxville)
- Adam Pyszczynski (Utah State University, Psychology Dept.)
- Nicole Groskreutz (Utah State University)
- Aaron Lesser (Wesley College)

We look forward to working with all of you!

For information about becoming involved in the Student Committee as a Student Representative, Program Representative, or Convention Volunteer, please see http://www.abainternational.org/aba/Studentinfo/reps.asp or contact Corina Jimenez-Gomez at corinaj@cc.usu.edu.

Contests and Awards

The ABAI Student Committee Website has information on awards and opportunities for students. The following organizations offer such opportunities:

- Health, Sport, and Fitness SIG
- Experimental Analysis of Human Behavior SIG
- Organizational Behavior Management Network SIG
- Rehabilitation and Independent Living SIG
- SABA Experimental Analysis of Behavior Fellowship
- SABA Student Registration Grant
- Sidney W. and Janet R. Bijou Fellowship Program
- Verbal Behavior SIG Student Research Competition

For more information, visit: http://www.abainternational.org/aba/Studentinfo/awards.asp We encourage student members to become involved in Student Committee activities. Please direct your questions and comments to your Student Representative, Corina Jimenez-Gomez (corinaj@cc.usu.edu).

Behavior Analyst Certification Board Update

By Dr. Gerald L. Shook, BCBA
Chief Executive Officer

Accreditation of BACB Certification Programs

The National Council for Certifying Agencies (NCCA) has accredited the Behavior Analyst Certification Board's (BACB) Board Certified Behavior Analyst and Board Certified Associate Behavior Analyst professional certification programs. The NCCA is the accreditation body of the Washington DC-based National Organization for Competency Assurance, the premiere organization in professional certification and credentialing nationally. The NCCA accreditation indicates that the BACB certification programs meet the rigorous standards of the NCCA, an accomplishment that speaks to the high quality of the BACB programs.

Autism Specialty

In its May meeting, the BACB Board of Directors reviewed the outcomes from a subject matter expert panel convened in February to determine the next course of action regarding potential specialty certification in autism. The panel produced a list, similar to the current BACB Third Edition Task List, that represents the additional knowledge and skills that BCBAs who work with people with autism should possess. In developing this list, the panel found that the skills and knowledge required beyond the BACB were not fundamentally behavior analytic but, rather, information specific to autism. The list includes skills such as expertise in communicating the history and culture surrounding autism to others, extracting relevant information from data provided by other sources, explaining diagnostic procedures, educating others about non-behavior analytic interventions, and implementing safe emergency procedures, among others. Based upon all of the information collected regarding specialties, the BACB has decided not to continue development of a specialty certification at this time. However, it has released the autism task list generated by the panel to the public. We believe this information can be of value to BCBAs working with people with autism, as well as to consumers and the general public. The list is posted on www.BACB.com. For more information on the process that was used to develop and determine the potential uses for the Task List for Board Certified Behavior Analysts Working with Persons with Autism, please see the latest BACB newsletter.

We wish to thank the following members of the subject matter expert panel for their important contributions:

Shahla Alai-Rosales, Ph.D., BCBA
Helen Bloomer, MS, BCBA
Tom Evans, Ph.D., BCBA
Maurice Feldman, Ph.D., BCBA
Gina Green, Ph.D., BCBA
Richard Laitinen, Ph.D., BCBA
Neil Martin, Ph.D., BCBA
Benjamin Mauro, Ph.D., BCBA
Kathleen Zanolli Prosch-Jensen, Ph.D., BCBA
Robert Ross, MS, BCBA
Leslie Sinclair, MA, BCBA
Mary Jane Weiss, Ph.D., BCBA

Board Certified Associate Behavior Analyst

Effective January 1, 2009, individuals certified as Board Certified Associate Behavior Analysts will be certified as Board Certified Assistant Behavior Analysts and must document supervision by a BCBA. Please see the current BACB newsletter for more details.

A Proposal to Establish
The Ivar Lovaas Endowed Chair
in Autism and Other Developmental Disorders at UCLA

The UCLA College of Letters and Science respectfully requests a gift of $1 million to establish the Ivar Lovaas Endowed Chair in Autism and Other Neurodevelopmental Disorders at UCLA.

UCLA's Psychology Department

UCLA's Psychology Department is not only one of the largest departments on the Westwood campus; it also is one of the largest and most productive departments of its kind in the nation. Housed in Franz Hall, the department's extensive resources provide ample opportunity for innovative psychological research. Its state-of-the-art facilities include precision equipment for electro-physiological stimulation and recording, magnetic resonance imaging (MRI), control of stimuli for human and animal experiments, and all major areas of sensory study. Specialized laboratories offer opportunities for group behavior studies and naturalistic observation. Psychology Department faculty are acknowledged leaders in their field whose pioneering research has contributed substantially to scientific understanding of human behavior and has helped facilitate UCLA's emergence as a world-class research university.

A Tribute to Ivar Lovaas

An internationally renowned researcher and educator in psychology, Professor Ivar Lovaas began teaching in the UCLA Department of Psychology in 1961. Shortly thereafter, he founded the Clinic for the Behavioral Treatment of Children, dedicated to collaborating with other clinics around the nation and the world to treat children diagnosed with autism. Dr. Lovaas' successful efforts have garnered continuous funding from the National Institute of Mental Health since 1963. He has received many honors for his work, including the Edgar Doll Award, a distinguished research award from the American Psychological Association, a California Senate Award, and a Guggenheim Fellowship. He retired in 1994 but has remained active at UCLA and in his field.

Now, to honor Dr. Lovaas for his many years of groundbreaking research and innovative teaching, the UCLA College of Letters and Science seeks a gift of $1 million to establish the Ivar Lovaas Endowed Chair in Autism and Other Neurodevelopmental Disorders. The Lovaas Chair will enable the Department of Psychology, in perpetuity, to support research directed toward isolating and correcting brain function in children with autism who do not recover with early and intensive behavioral treatment.

The Lovaas Chair will be based on the premise that research into the neural mechanisms of autism can lead to more favorable treatment outcomes. The chair will support a faculty member who is a world leader in behavioral neuroscience and who will continue the work of Ivar Lovaas through further contributions to the understanding and treatment of autism and other developmental disabilities. Following in the eminent footsteps of Professor Lovaas, the chairholder will collaborate with colleagues in the learning and behavior, child, clinical, and developmental areas.

Because it is the honor most coveted by university faculty, an endowed chair is a powerful means of attracting and retaining professors of international distinction by providing crucial resources for their teaching and research. Income from the endowment will help fund the Lovaas chairholder's research, new teaching initiatives, equipment, professional travel, and other necessities. The endowment will also enable the chairholder to support the participation of outstanding graduate students in research and teaching related to autism and other neurodevelopmental disorders.

The Ivar Lovaas Endowed Chair in Autism and Other Neurodevelopmental Disorders will be a fitting tribute to Professor Lovaas' forty-six years of distinguished research and teaching at UCLA. The establishment of the Lovaas Chair will provide an unparalleled opportunity to build on Dr. Lovaas' pioneering work and to reinforce UCLA's standing as a preeminent center for research into the causes and treatment of autism.

Supporting Teaching and Research in Autism

The Ivar Lovaas Endowed Chair in Autism and Other Neurodevelopmental Disorders will enable the Psychology Department to continue to attract and retain eminent scholars and researchers who are highly regarded in their field. Holders of the Lovaas Chair will continue and expand the work of Dr. Lovaas by pursuing a better understanding of autism and other similar disabilities and developing more effective treatments.

Establishment of the Ivar Lovaas Endowed Chair in Autism and Other Neurodevelopmental Disorders in the UCLA College of Letters and Science will not only provide vital support for the work of an exceptional faculty member, but will also ensure that this important field, with its profound implications for the mental health of humankind, will be a subject of teaching and research at UCLA for generations to come.

Opportunities for Behavior Analysts

Other opportunities are available on the ABAI Web site: www.abainternational.org/start/jobs.aspx.

Administrator/Clinician

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 commensurate with experience & training. Additionally, ABC has openings for Behavior Analysts in both Northern and Southern California. Contact: Brenda Terzich at: bterzich@appliedbehavior.com or Joseph Morrow: jmorrow223@aol.com.

Autism Spectrum Therapies

Founded in 2000, Autism Spectrum Therapies provides comprehensive services using applied behavior analysis tailored to the intervention needs of the child. Providing services for language, play, behavior and social skills, AST works with the family and other treatment providers to develop the appropriate program using a range of ABA methods and implemented by a trained staff of therapists and supervisors.

We are seeking program supervisors to work in our offices in Greater Los Angeles, Orange County, and the San Gabriel and San Fernando Valleys. Our program supervisors supervise Early Intervention and Positive Behavioral Support programs in home and school settings for children with autism. Responsibilities include: assessment, report writing, program development and monitoring, supervising and training interventionists, parents, and other professionals. Successful candidates must have demonstrated experience in ABA and work with children with autism. Previous supervision experience is preferred. Master's Degree required, BCBA preferred. Benefits include competitive salary, medical and dental insurance, 401(k) plan, and paid vacation and sick time. Send resume and cover letter to employment@autismtherapies.com.

We also have openings for behavioral interventionists with a bachelor's degree in Greater Los Angeles, Orange County, and the San Gabriel and San Fernando Valleys. Responsibilities include: 1) performing intensive interventions with children with autism, 2) receiving weekly supervision, 3) collecting and maintaining data, and 4) report writing. Pay ranges from $18 to $23 per hour, depending on experience and credentials. Benefits include medical and dental insurance, 401(k) plan with corporate profit sharing, and paid vacation and sick time. Send resume and cover letter to jobs@autismtherapies.com.

Behavior Analyst

The Psychology Department at Drake University invites applications for a tenure-track position at the Assistant Professor level beginning August, 2008. A Ph.D. in psychology prior to the starting date is preferred, although an advanced ABD will be considered.

Candidates must be committed to excellence in undergraduate teaching and advancing an independent research program. Undergraduate teaching assignments would depend upon expertise, but would include introductory psychology and principles of behavior. The university offers optional interdisciplinary opportunities to teach first-year seminars and courses in the Honors Program. The department has eight faculty members and 160 undergraduate majors. It supports majors in psychology and neuroscience.

Send cover letter with a statement of teaching and research interests, vitae, sample reprints, and three letters of recommendation to Dr. Steven F. Faux, Department of Psychology, Drake University, 2507 University, Des Moines, IA 50311. Departmental information can be obtained at www.drake.edu or steven.faux@drake.edu. The review of applications will begin on December 12th and continue until the position is filled.

Drake University is an equal-opportunity employer and seeks applicants that reflect the diversity of the nation. No applicant shall be discriminated against on the basis of race, color, national origin, creed, religion, age, disability, sex, gender identity, sexual orientation or veteran status.

The Center for Autism & Related Disorders, Inc. (CARD) is among the world's largest and most experienced organizations effectively treating children with autism. Applying the principles of behavior analysis to the behavior of children with autism, CARD implements treatment programs that have been thoroughly researched and scientifically validated. CARD's personalized treatment programs and comprehensive curriculum have helped thousands of children with autism reach their maximum potential – in many cases achieving age-appropriate functioning in all domains.

Founded in 1990 by Dr. Doreen Granpeesheh, a student of Ivar Lovaas, CARD continued to innovate ABA for children with autism, expanding the reach of ABA into teaching complex human behavior of all sorts. The most common criticism of ABA is that it can't address genuine concept formation and complex social behavior – come to CARD and find out why this claim is false!

CARD is currently seeking supervisors for locations across the country. Our supervisor training program is unmatched in the field of autism and ABA. For information about available supervisor positions, contact Jonathan Tarbox, Ph.D., Director of Research and Development, at j.tarbox@centerforautism.com.

Clinical Coordinator

The Institute of Professional Practice, located in Central Massachusetts, provides state-of-the-art community based programs for individuals with intellectual disabilities and autism spectrum disorder. We are currently seeking a clinician to provide behavioral services to adults. Primary responsibilities include conducting FBAs, developing behavior plans, staff training, data analysis, and coordinating documentation.

The successful candidate will be an organized, self-directed practitioner who is also a team player. Master's degree in ABA or related field required. Excellent opportunity for a BCBA or BCBA eligible professional to join a multi-state organization committed to evidence based treatment and professional growth. Great benefits and competitive salary. Please forward resume to: IPP, 360 Electric Ave., Fitchburg, MA, 01420 – Attention: Director of HR or aspence@IPPI.org
EOE

The Columbus Organization

Looking to optimize your salary potential, advance your career and earn excellent benefits? Then The Columbus Organization is for you! Current openings for Behavior Analyst, Master's or Ph.D. with coursework in Behavior Analysis, to join our team of BAs providing services at residential facilities or community based initiatives.

Columbus has positions available for Behavior Analysts to provide community services throughout Tennessee. Candidate should be certified (or eligible), and experienced with MR/DD. Starting salary of $50,000-$60,000, generous bonus structure, travel allowance, laptop computer and cell phone.

Columbus also has full-time positions available for Behavior Analysts to provide services at a residential facility in Nashville, TN and Glenwood, IA. Candidate should be certified (or eligible), and experienced with MR/DD. Salary of $62,000- $67,000 per year.

The Judge Rotenberg Educational Center (JRC) is a special needs school in Canton, Massachusetts serving both higher-functioning students with conduct, behavior, emotional, and/or psychiatric problems and lower-functioning students with autistic-like behaviors. Some of our key features include consistent behavioral treatment; no or minimal psychotropic medication; near-zero rejections/near-zero expulsions; powerful, varied rewards; one computer per student; behavior charts online; digital video monitoring; and beautiful school and residences. For a more detailed list of JRC's key features, please visit our Web site at www.judgerc.org.

Judge Rotenberg Center
250 Turnpike Street
Canton, MA 02021
(781) 828-2202
www.judgerc.org

The New England Center for Children (NECC)

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 unequaled in our field. In the past five years alone, more than 400 NECC staff members have graduated from one of three on-site degree programs in special education, behavioral psychology (ABA), or counseling.

NECC is a recipient of the National Award for Model Professional Development from the US 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.

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 utilizes 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 the following positions.

Senior Clinician and Education Coordinator
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 website at www.spectrumschools.com or call Janet Medina at 510-741-5440 .

Calendar of Upcoming Conferences

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

February 2008

Second ABA International Autism Conference ♦ Feb. 8-10 ♦ Issues and Recent Advancements in the Behavioral Treatment of Autism: Practical Strategies for Changing Behavior at Home and School ♦ Atlanta, GA ♦ www.abainternational.org

North Carolina ABA ♦ Feb. 19-21 ♦ 19th Annual in Wrightsville Beach, NC ♦ www.nc-aba.com

California ABA ♦ Feb. 21-23 ♦ Garden Grove, CA ♦ www.calaba.org

March 2008

Behavior Analysis Association of Michigan ♦ Mar. 13-14 ♦ Ypsilanti, MI ♦ www.baam.emich.edu

Virginia Association for Behavior Analysis ♦ Mar. 1 ♦ 4th Annual Meeting ♦James Madison University ♦ www.v-aba.org

April 2008

Connecticut Association for Behavior Analysis ♦ Apr. 5 ♦ 4th Annual Meeting ♦ Cromwell, CT ♦ www.ctaba.org

Four Corners ABA ♦ Apr. 4-5 ♦ First Annual in Boulder, CO ♦ www.4caba.org

May 2008

34th Annual ABA International Convention ♦ May 24-27 ♦ Chicago, IL ♦ www.abainternational.org

Fall 2008

ABA International Education Conference ♦ Dates TBD ♦Washington, DC ♦ www.abainternational.org

2007 SABA Donors

We want to take this opportunity to thank all of the ABAI members who contributed to SABA in 2007 to help build our funds. This list reflects donations received from January 1, 2007 through September 30, 2007.

1,000-$2,000

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Greg Stikeleather

$500-$999

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2007 Sustaining and Supporting Members

Through their contributions, sustaining and supporting members help build the ABAI endowment fund and support the growth, development, and vitality of behavior analysis. The following ABAI members provided this support during the 2007 membership year. The ABAI members whose names appear in bold were inadvertently left out of the summer edition of the *ABAI Newsletter*. ABAI offers its apologies to those whose names were missed.

Sustaining Members

Angelika Anderson
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Helena Johnson
James M. Johnston
Emily A. Jones
Brent Maxwell Jones
Heather Joslin
Naohiro Kaneko
Margaret E. Kaufman
LaRee Kelly-Warner
Suneeta Kercood
Peter Killeen
Richard Kopelman
Patricia A. Korzekwa
John Kosmopoulas
Patricia J. Krantz
Evelyn Kung
Jeff Kupfer
Jennifer E. Laber
Gerald D. Lachter
Richard E. Laitinen
Peter A. Lamal
Michele M. LaMarche
Victor G. Laties
Jennifer Lattimore
Junelyn Lazo
Marie-Pierre Leblanc
Kara Lee
Maggie Leung
Stuart E. Libman
Brian C. Liu-Constant
Catherine Lutz
John R. Lutzker
Vevekanand Madho
Wendy Manikowski
Edward L. Manning
Philip Marmaros
Frank Marone
M. Jackson Marr
Kimberly J. Marso-Stevak
Matthew R. Martin
Daniel Masse
Anna Matchneva
Mark A. Mattaini
Thomas C. Mawhinney
Lynn E. McClannahan
John D. McElwee
William J. McIlvane
Claire N. Mckay
Andrea McLaughlin
Rebecca McNally
Frances K. McSweeney
Francis Mechner
Katrina L. Mellott
Charles Merbitz
Susan Milla
Jodylee Miller
Raymond G. Miltenberger
Rafael Miramontes
D. Wayne Mitchell
John C. (Jay) Moore
Sarah K. Moore
Joseph E. Morrow
Deirdre Muldoon
Stephen P. Myers
Peter J. Narkiewicz
Paul D. Neuman
Melissa Nosik-Reitz
Gary D. Novak
R. Gregory Nunn
Floyd J. O'Brien
Kristy L. Oldham
Tanesha Orr
Karin Ovefelt
William L. Palya
Sandee-Lee M.. Parker
Meeta R. Patel
Brady J. Phelps
Cynthia J. Pietras
Carol Pilgrim
Raymond C. Pitts
William F. Potter
Stacie L. Pozdol
Gregory Price
Karen W. Pryor
Kristine Quinby
Richard F. Rakos
Robyn A. Redinger
Isabelle Ree
David Reitman
David M. Richman
Robert W. Ricketts
Laura Lacy Rismiller
Wayne S. Robb
Joanne K. Robbins
John Vincent Roca
David L. Roll
Eric Rudrud
Lori A. Russo
Lacy Ryburn
Jacob Aaron Sadavoy
Marco W. Salas Martinez
Kaoru Kay Sasaki
Masaya Sato
Kathryn Saunders
Kevin F. Schama
Keven M. Schock
Ted G. Schoneberger
Lorie Schultz
Richard L. Shull
Z. Gabriela Sigurdardottir
Larry Simpson
Christopher Skinner
Judith Smithey
Janet Solorzano
Donn Sottolano
Tara H. Sovik-Bandel
Coleen Sparkman
Debra J. Spear
John E. Staubitz
Kathleen Bailey Stengel
Kenneth R. Stephens
Judith E. Stowe
Deborah A. Stricklin
Stephen M. Sundby
Markley Sutton
Melissa Sweitzer
Frank J. Symons
Marc J. Tasse
Bridget A. Taylor
Marcus Lucas Thomeer
Travis Thompson
Matthew Tincani
Phoebus N. Tongas
Haydee Toro
Kenneth Traupmann
Vicci Tucci
Janet S. Twyman
Joanna G. Tyler
Peter Urcuioli
Ali Uzunoz
Tessa S. Van Kirk
Renee K. Van Norman
Robert G. Vreeland
Tammy Wade-Galuska
Arthur Wallen
Nicole Walton-Allen
Steven J. Ward
Gail Wayman
Michael Weinberg
David W. Wesch
Amy D. Wiech
Regina C. Wielenska
Penny Wilkinson
Melissa A. Willa
W. Larry Williams
Thomas J. Willis
Laraine Winston
Oliver Wirth
Kelle Witt
Sherman Yen
Jin Ho Yoon
Jamie Young
John Youngbauer
Troy J. Zarcone

ABA International Membership Information

MEMBERSHIP BENEFITS

Members of ABA International enjoy reduced convention registration fees, subscriptions to the *ABA 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 T*he 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 t*he ABAI Newsletter* and the C*onvention 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 t*he ABAI Newsletter* and the C*onvention 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:_____

HOW TO BECOME A MEMBER

To become a member of the Association for Behavior Analysis International, fill out the ABAI 2008 Membership Form, include payment and all supporting documentation, and mail to the ABAI office. You may also apply for membership at: http://www.abainternational.org/member/index.aspx.

NOTE: *The term of membership is January 1 through December 31 for the membership year(s).*

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: _____

JOURNAL SUBSCRIPTIONS

	Student	Individual
THE ANALYSIS OF VERBAL BEHAVIOR	❑ $22	❑ $30
BEHAVIOR ANALYSIS IN PRACTICE	❑ $25	❑ $35
*THE BEHAVIOR ANALYST**		❑ $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*.

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:_____

If payment is received in the ABAI office by December 12, 2007 you may deduct $20 for Affiliate, Full, Supporting, and Sustaining members, or $10 for Emeritus, Student, and Chapter-Adjunct members.

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.

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 ABAI 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
- ☐ Disseminating Behavior Analysis
- ☐ Evidence-Based Practice
- ☐ Experimental Analysis of Human Behavior (EAHB)
- ☐ Health, Sport & Fitness
- ☐ Instructional Design
- ☐ Interbehaviorists
- ☐ Neuroscience
- ☐ OBM Network
- ☐ Parent-Professional Partnership
- ☐ Positive Behavior Support
- ☐ Practitioners in Behavior Analysis
- ☐ 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 59 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 Modificacion 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
- ☐ Hawai'ian ABA
- ☐ Heartland ABA
- ☐ Iceland ABA
- ☐ Indiana ABA
- ☐ Israel ABA
- ☐ 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
- ☐ 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.

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 #: _____

Convention Name Badge

If you would like your name or affiliation on your badge to be different than above, please print them as you would like them to appear:

Name: _____

Affiliation: _____

Continuing Education

Will you be attending convention events to earn BACB credits?

❑ Yes ❑ No Certificant #: _____

Method of Payment

Please be advised that full payment in U.S. dollars must be received by the ABAI office before services will be granted. Payment may be made by check, credit card, or money order.

Make checks payable to *ABA International* or charge your:

☐ Am. Express ☐ MasterCard ☐ Visa ☐ Discover

If paying by credit card, please complete the following:

Name on card: _____

Card Number: _____

Authorization Code (last three 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, 2007, send the amount listed in the "2/27 and prior" column. You may register for the entire convention or for just one day.

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.***

Registration for the Entire Convention

(Saturday 5/24 – Tuesday 5/27) ***Circle*** membership category from the list below.

Category	**2/27 and prior**	**2/28-5/1***
Sustaining, Supporting, Full or Affiliate Member	☐$130	☐$150
Emeritus and Student Member	☐$66	☐$76
Chapter-Adjunct Member	☐$168	☐$188
Non-member	☐$309	☐$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 or Affiliate Member	☐$66	☐$76
Emeritus and Student Member	☐$66	☐$76
Chapter-Adjunct Member	☐$88	☐$98
Non-member	☐$115	☐$125

Donation to support Student Presenters…… _____

Total Payment Enclosed ……..$_____

***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.

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 is a $30 processing fee for transfers. 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 tax information. All funds are in U.S. dollars. 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.

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

	Unit Cost				
	Individual	**Student**	**Institution**	**Quantity**	**Total Cost**
Volume 1 (2008)	$ 35.00	$ 25.00	$ 88.00	x_____	= $_____
* International Shipping Fee, per annual subscription	$ 14.00	$ 14.00	$ 14.00	x_____	= $_____

(Prices include domestic shipping and handling)

SUBTOTAL ..... $_____

6% Sales Tax (Michigan Residents Only) SUBTOTAL x .06 = ... $_____

TOTAL ..... **$**_____

Name: _____ E-mail: _____

Street Address: _____

City: _____ State: _____ Country: _____ ZIP Code: _____

Phone: _____ Fax: _____

❑Visa ❑MasterCard ❑Amex ❑Discover Credit Card Authorization #: _____

Credit Card #: _____ Expiration: _____

Signature: _____

Mail of 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

Reservation Request

Hilton Chicago
720 South Michigan Avenue; Chicago, IL 60605
For reservations call: (312) 922-4400 or 1-800- HILTONS
Fax: (951) 791-8531
On-line: www.abainternational.org/convention
When making reservations online please use the Group/Convention code: ABE

The Hilton Chicago looks forward to welcoming you! In making your reservation, we request that you guarantee your arrival by noting the entire number of your major credit card below (American Express, Diner's Club, Visa, Discover, MasterCard, or Carte Blanche). Be sure to include the expiration date and the cardholder's signature.

The Hilton Chicago regrets that it cannot confirm your reservation without a major credit card. Deposits will be refunded only if appropriate cancellation notification is given (a 72 Hour Cancellation Policy applies).

Group Name: **Association for Behavior Analysis International**

Guest Name _____

Affiliation _____

Address _____

City, State, Zip _____

Daytime Phone _____

Fax # _____

Email Address _____

Arrival Date _____ Time _____Departure Date _____

Sharing with _____
(Please send only one reservation request per room)

Group Rates (please check)

- ❑ Single Occupancy (1 person)..... $125 PER NIGHT
- ❑ Double Occupancy (2 people) ..... $125 PER NIGHT
- ❑ Each additional person…….$20 PER NIGHT (Total additional: _____)

Requested Room Type (requests are not guaranteed, but every effort is made to accommodate them):
❒ one king bed ❒ two double beds ❒ no preference

Non-Smoking room preferred: ❒ yes ❒ no

Special requests/accommodations_____

- ❑ American Express ❒ MasterCard ❒ Visa ❒ Diner's Club ❒ Carte Blanche ❒ Discover Card

Credit Card Number _____Expires _____

Cardholder Signature .....
This signature authorizes the Hilton Chicago to charge the above account for one night's room deposit.

Cut off date: May 1, 2008

A limited number of rooms are available at these rates. Once this limit is reached, the group rate is no longer available. Reservation requests and rates are based on availability. Executive rooms and suites are available. Call Reservations for details.

Association for Behavior Analysis – May 23 - 27, 2008

Check-in time is 3:00 PM Check out time is 11 AM.

Help us help you! To expedite your check-in, please let us know: ❒ bed type preference ❒ time of arrival ❒ credit card to be used

Additional travel information and link to on-line reservations available at www.abainternational.org/convention

The Analysis of Verbal Behavior

If you are interested in a behavioral analysis of language, *The Analysis of Verbal Behavior* is the ideal journal for you. No other journal offers this unique contribution to the empirical and conceptual analysis of verbal behavior.

The Analysis of Verbal Behavior (ISSN 0880-9401) publishes original papers relevant to the elementary verbal operants, autoclitics, multiple control, private events, rule-governed behavior, epistemology, scientific verbal behavior, language acquisition, language assessment and training, second languages, pedagogy, the verbal behavior of nonhumans, and verbal behavior research methodology.

Order Form

Make checks payable to: ABA International, 1219 South Park Street; Kalamazoo, MI 49001-5607
Order online at: https://apps.abainternational.org/onlinestore/

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Volumes 1-24 (Volume 5 is unavailable)	$ 693.00	$ 693.00	$1,103.00	x ____	= $_____
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ABAI 2nd Autism Conference Registration Form

Issues and Recent Advancements in the Behavioral Treatment of Autism: Practical Strategies for Changing Behavior at Home and School

CONTACT INFORMATION

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

FIRST NAME & M.I.: _____

LAST NAME: _____

AFFILIATION: _____

ADDRESS: ☐ Home ☐ Work

_____

CITY: _____

STATE/PROVINCE: _____

POSTAL ZIP CODE: _____

COUNTRY: _____

E-MAIL: _____

WORK TELEPHONE #: _____

HOME TELEPHONE #: _____

WORK FAX #: _____

HOME FAX #: _____

CELL #: _____

CONFERENCE NAME BADGE

If you would like your name or affiliation on your badge to be different than above, please print them as you would like them to appear:

Name: _____

Affiliation: _____

CONTINUING EDUCATION

Will you be attending convention events to earn BACB credits?

❑ Yes ❑ No Certificant #: _____

METHOD OF PAYMENT

Please be advised that full payment in U.S. dollars must be received by the ABAI office before services will be granted. Payment may be made by check, credit card, or money order.

Make checks payable to *ABA International* or charge your:

☐ Am. Express ☐ MasterCard ☐ Visa ☐ Discover

If paying by credit card, please complete the following:

Name on card: _____

Card Number: _____

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

Expiration Date: _____

Signature: _____

Billing Address (if different from above):

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City: _____

State/Province: _____

Postal Zip Code: _____

Country: _____

CONFERENCE REGISTRATION

A discount is available for early payment of registration fees. If your registration is received in the ABAI office by December 11, 2007, send the amount listed in the "12/11 or before" row. Please note that single day registration is not offered. The registration fee is a flat fee.

All attendees, including presenters and authors, must register for the conference. Name Badges will be required for entry to all conference events.

Registration for the Entire Conference
Friday, February 8 – Sunday, February 10, 2008

Register 12/12 – 1/15* ☐$215

***On-site Registration:** Pre-registration will end January 15, 2008. No registration forms received after this date will be processed. On-site registration will open on February 8th.

FAMILY BADGE

Badges may be purchased for family members of registrants to attend presentations of family members. Family badges will be distinct from registrants' badges.

Family Member Name: _____

Family Member Affiliation: _____

Day Attending: _____

Each family badge is $8……$_____

SABA STUDENT PRESENTERS FUND

Donating to the SABA Student Presenters Fund helps to support the registration of student presenters.

Donation to support student presenters…… $_____

Total Payment Enclosed……..$_____

Cancellation Policy: Requests for registration refunds, minus a $35 processing fee, received by midnight (EST) January 15, 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) January 15, 2008 will be processed in the ABAI office prior to the conference. Requests made after this date will be processed on-site at the Registration Counter. There will be a $35 processing fee for transfers.

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 tax information. All funds are in U.S. dollars. 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. Returned checks are subject to a $25 fee.

Society for the Advancement of Behavior Analysis (SABA) Donations

General Information

SABA was chartered in 1980 as a non-profit corporation devoted to the welfare and future of behavior analysis. SABA exists to secure and administer private funds in support of behavior analysis. These activities include, but are not limited to, the advancement of basic knowledge about behavior analysis and the applications of that knowledge to problems of developmental disabilities, and other areas.

SABA supports behavior analysis through both independent projects that it initiates and through underwriting activities of the Association for Behavior Analysis International (ABAI). The nine Directors of SABA also are members of the Executive Council of ABAI.

Contributions

Individuals can donate to specific SABA funds or make unrestricted donations. As well, a $66 donation to the Student Presenters Fund sponsors the registration of one senior student presenter for the ABAI convention. Planned giving through SABA's Legacy program allows you to arrange gifts of cash, securities, or other property for the benefit of behavior analysis. The Society's Board of Directors works with specific programs to be supported with funds received by SABA.

The **Research Endowment Fund** is allocated to support master's students writing theses and doctoral students writing dissertations.

Unrestricted funds are used to support the SABA award ceremony at the ABAI convention and other regular SABA activities.

The **Student Presenters Fund** supports registration fees for senior student presenters of a paper or poster at the ABAI annual convention.

The **Legacy Planned Giving Program** allows you to plan for long-term support of the field.

Advantages of Giving

The Society provides advantages to donors and to behavior analysis because:

- It is private and non-profit, existing solely for the benefit of behavior analysis.
- It is directly accountable to the behavior analysis community through its permanent connection with ABAI's Executive Council.
- It allocates unrestricted gifts to help advance behavior analysis in areas which otherwise might not be funded.
- It is flexible in working with donors to see that any specific requests they have will be honored within the guidelines of the Society.
- Its gifts are tax deductible.
- Its small size and low overhead ensure that gifts are directed to programs and not to administrative costs.

Tax Status

As a non-profit organization, SABA is exempt from federal income tax under Section 501 (c)(3) of the 1986 Internal Revenue Code as amended.

Contributions to SABA qualify for tax deductions to the full extent provided by law. The IRS identification number assigned to SABA is 38-2325364.

Ethical Standards

The Society is deeply committed to the philosophy, science, and practice of behavior analysis and will support only those activities and programs consistent with this commitment. Behavior analysis activities and programs supported by SABA must in turn conform to the ethical guidelines promulgated by the Association for Behavior Analysis. Such programs also must be consistent with the Association's policy on social justice.

The Society safeguards privacy rights and confidential information. The Society neither accepts nor grants favors for the personal gain of any individual, nor does it accept favors where a higher public interest would be violated. The Society avoids actual or apparent conflicts of interest and, if in doubt, seeks guidance from appropriate authorities.

Gifts should be made to:

Society for the Advancement of Behavior Analysis, Inc.
1219 South Park Street
Kalamazoo, MI 49001

SABA welcomes inquiries about gifts of any type by writing to the above address, by calling (269) 492-9310, by sending a fax to (269) 492-9316, or by e-mailing the ABAI office at mail@abainternational.org.

Spectrum Center Full page Ad here

Why Should I Join ABAI?

The Association for Behavior Analysis International has more than 5,000 members from 40 countries. ABAI's members include scientists who conduct basic and applied research, practitioners in a wide range of human service professions whose work is enhanced by the findings of behavior analysis research, professors who teach behavior analysis, undergraduate and graduate students, and consumers of behavior analysis services.

ABAI membership would give me…

- opportunities to *expand and enhance my knowledge and skills* about the science and/or practice of behavior analysis through attending conventions, workshops, and conferences; reading ABAI journals, etc.
- opportunities to *share the results of my research and practice efforts* with other ABAI members.
- *access to a worldwide network* of scientists, practitioners, and others who are committed to increasing our understanding of behavior and how that knowledge can help create a better world.
- *recognition* as part of the world's largest and most widely respected organization of behavior analysts.

Membership benefits include:

- Reduced registration fee for annual convention and pre-convention workshops.
- FREE subscription* to *The Behavior Analyst*, ABAI's peer-review journal of conceptual and review papers on topics of interest to researchers and practitioners. (*for all members excluding Chapter/Adjunct).
- Reduced subscription fee to *Behavior Analysis in Practice*, ABAI's peer-reviewed journal translating research to practice for practitioners. Inaugural issue published Spring 2008.
- Reduced subscription fee to *The Analysis of Verbal Behavior*, ABAI's peer-reviewed journal of research and conceptual articles on verbal behavior.
- FREE subscription to the *ABAI Newsletter,* ABAI's peer published three times per year with news, etc.
- Access to members-only portions of the ABAI Web site, such as the Membership Directory and selected employment services.

To learn how to become a member of ABAI, see the ABAI 2008 Membership Form on page 49 or go to www.abainternational.org/member/index.aspx.