

ASSOCIATION FOR BEHAVIOR ANALYSIS INTERNATIONAL

ABA SAN DIEGO 2007

33RD ANNUAL CONVENTION

MAY 25 - 29 2007

MANCHESTER GRAND HYATT SAN DIEGO

NEWSLETTER
VOLUME 30(1)

2007 Convention Overview

Friday, May 25

8:00 a.m. – 5:00 p.m.	SQAB
10:00 a.m. – 5:00 p.m.	Workshops
6:00 p.m. – 9:00 p.m.	Workshops

Saturday, May 26

8:00 a.m. – 12:00 p.m.	SQAB
8:00 a.m. – 11:20 a.m.	Workshops
11:30 a.m. – 1:00 p.m.	Opening Event/SABA Awards
1:00 p.m. – 4:50 p.m.	Sessions
5:00 p.m. – 6:00 p.m.	Presidential Scholar's Address
6:00 p.m. – 7:30 p.m.	Poster Sessions
7:30 p.m. – 8:20 p.m.	Business Meetings
8:30 p.m. – 10:20 p.m.	Reunions/Receptions
10:30 p.m. – 12:30 a.m.	Behavioral Bash

Sunday, May 27

7:00 a.m. – 7:50 a.m.	HSF Activity
8:00 a.m. – 8:50 a.m.	Business Meetings
9:00 a.m. – 11:50 a.m.	Sessions
12:00 p.m. – 1:30 p.m.	Poster Sessions
1:30 p.m. – 5:20 p.m.	Sessions
5:30 p.m. – 7:00 p.m.	Poster Sessions
7:00 p.m. – 7:50 p.m.	Business Meetings
8:00 p.m. – 9:50 p.m.	Reunions/Receptions
10:00 p.m. – 12:00 a.m.	ABA Expo

Monday, May 28

7:00 a.m. – 7:50 a.m.	HSF Activity
8:00 a.m. – 8:50 a.m.	ABA Business Meeting
9:00 a.m. – 11:50 a.m.	Sessions
12:00 p.m. – 1:30 p.m.	Poster Sessions
1:30 p.m. – 4:20 p.m.	Sessions
5:00 p.m. – 6:00 p.m.	Presidential Address
6:00 p.m. – 7:30 p.m.	Poster Sessions
7:30 p.m. – 8:20 p.m.	Business Meetings
8:30 p.m. – 10:20 p.m.	Reunions/Receptions
10:30 p.m. – 1:00 a.m.	ABA Social

Tuesday, May 29

8:00 a.m. – 8:50 a.m.	Business Meetings
9:00 a.m. – 1:50 p.m.	Sessions

Table of Contents

Welcome to the 33rd Annual ABA Convention	1
ABA 2007 Convention Program Committee Report	2
Opening Event and SABA Award Ceremony	4
SABA Grant and Fellowship Awardees	6
B. F. Skinner Lecture Series	9
Invited Events and Tutorials	10
Travel Information	13
Convention Highlights	14
Behavior Analysis and The Best of the Best	15
Continuing Education Program	23
Pre-Convention Workshops	24
SQAB Annual Meeting 2007 Schedule	31
Fourth ABA International Conference	32
2007 ABA Organizational Member	34
Updates from the Behavioral Community	35
In Memory of Scott Wood	36
Calendar of Upcoming Conferences	38
Opportunities for Behavior Analysts	39
Membership Information	40
Membership Registration Form	41
Convention and Workshop Registration Form	43
Progress and Challenges in the Behavioral Treatment of Autism DVD Order Form	44
Hotel Reservation Information	45
International Conference Registration Form	46
Analysis of Verbal Behavior Order Form	47
Donate to SABA	48

In This Issue

Volume 30.1 of the ABA Newsletter contains, as is traditional, an overview of the ABA Convention, including information about the Opening Event and SABA Awards, plenary sessions, the B. F. Skinner Lecture Series, invited events and tutorials, special events, convention highlights, and the 2007 SQAB meeting.

Also inside is an article introducing ABA's 4th International Conference, scheduled for August 12-14, 2007 in Sydney, Australia, as well as updates from the behavioral community, upcoming conferences, and employment opportunities for behavior analysts.

Enjoy!

Welcome to the 33rd Annual ABA Convention in San Diego

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

We are excited to welcome you to the 2007 convention in San Diego, California. We expect to see over 4,000 participants from more than 40 countries, among them representatives and members of 26 special interest groups, 60 affiliated chapters, ABA organizational members, and graduate programs, including 16 ABA-accredited programs. Behavior analysts from all over the world will meet to present their work, network, and enjoy the sights of San Diego. Organizational members, employers, and job applicants will meet and discuss employment opportunities; avid readers will be able to peruse behavior analysis related books in our bookstore, which will offer more than 1,000 titles, and to meet authors of behavior analysis textbooks. There will be 610 events, including 101 pre-convention workshops; 254 panels and symposia; 90 paper sessions with 276 papers; 19 invited addresses; 17 tutorials, including four SQAB tutorials; 12 special events; 46 business meetings; 15 reunions; five poster sessions with 769 posters; and the ABA Expo, with 96 presenters. We also have a special celebration sponsored by the Student Committee for all members, the Behavioral Bash, and the annual ABA Social, each providing an opportunity for ABA members to socialize and celebrate.

This issue of the ABA newsletter traditionally highlights convention events. The opening event will recognize leaders in the field of behavior analysis with the 2007 Society for the Advancement of Behavior Analysis (SABA) Awards. The awards will recognize Dr. Teodoro Ayllon (Distinguished Service to Behavior Analysis); Dr. Henry Pennypacker (Public Service in Behavior Analysis); Dr. Eitan Eldar (International Development of Behavior Analysis); Dr. Steven Hayes (Impact of Science on Application); and The May Institute (Enduring Programmatic Contributions to Behavior Analysis). A one-time award, Special Recognition for Contributions to the Founding of the Association for Behavior Analysis, will be presented to Dr. Jerry Mertens.

Drs. Ramona Houtmanfar and William Palya, Program Committee Co-Chairs, with the support of Dr. Janet Twyman, Program Board Coordinator, have once again assembled a very strong program, with the dedicated assistance of the Area Coordinators: Dr. Jack Scott (Autism Senior Co-Coordinator); Dr. William Ahearn (Autism Co-Coordinator); Dr. John Roll (Behavioral Pharmacology Senior Co-Coordinator); Dr. Jesse Dallery (Behavioral Pharmacology Co-Coordinator); Dr. Kelly Wilson (Clinical; Family;

Behavioral Medicine Senior Co-Coordinator); Dr. Ann D. Branstetter (Clinical; Family; Behavioral Medicine Co-Coordinator); Dr. Janet Ellis (Community Interventions; Social and Ethical Issues Senior Co-Coordinator); Dr. Maria Ruiz (Community Interventions; Social and Ethical Issues Co-Coordinator); Dr. Kent Johnson (Developmental Disabilities Senior Co-Coordinator); Dr. Mark R. Dixon (Developmental Disabilities Co-Coordinator); Dr. Jacob Gewirtz (Senior Co-Coordinator Human Development; Gerontology); Dr. Martha Pelaez (Human Development; Gerontology Co-Coordinator); Dr. James S. MacDonall (Experimental Analysis of Behavior Senior Co-Coordinator); Dr. Mark P. Reilly (Experimental Analysis of Behavior Co-Coordinator); Dr. Tim Slocum (Education Senior Co-Coordinator); Dr. Ronnie Detrich (Education Co-Coordinator); Dr. Timothy Ludwig (Organizational Behavior Management Senior Co-Coordinator); Dr. Alicia M. Alvero (Organizational Behavior Management Co-Coordinator); Dr. Pamela Osnes (Teaching Behavior Analysis Senior Co-Coordinator); Dr. Denise E. Ross (Teaching Behavior Analysis Co-Coordinator); Dr. David Palmer (Theoretical, Philosophical, and Conceptual Issues Senior Co-Coordinator); Dr. Sam Leigland (Theoretical, Philosophical, and Conceptual Issues Co-Coordinator); Dr. William Potter (Verbal Behavior Senior Co-Coordinator); and Dr. Matthew Normand (Verbal Behavior Co-Coordinator). This is an outstanding group of behavior analysts who have worked arduously to offer exciting programs in their areas of interest. (See article about the Program from Dr. Houtmanfar in Page 2.)

New to the convention this year is the B. F. Skinner Lecture Series, which features distinguished speakers from fields other than behavior analysis. Area Coordinators have selected an incredible range of presenters for this series. Additionally, an auction of B. F. Skinner's personal items will occur. Proceeds of the auction go to the B. F. Skinner Foundation, which publishes literary and scientific works in behavior analysis and provides educational support to professionals and the general public.

The complete 2007 program is now available on the ABA Web site. The on-line scheduling option allows you to begin selecting which presentations you'll attend and planning your convention personalized schedule. We hope to see you in San Diego for another very special convention!

Your Personal Convention Schedule

Visit www.abainternational.org/convention/
to view the convention program and create a **personalized schedule**
of events that interest you.
Then print the schedule and carry it with you during the convention.

ABA 2007 Convention Program Committee Report

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

We will experience another successful convention this year at ABA. As always, our accomplishment is a product of the contribution and support provided by the ABA administrative staff, ABA Council, and the Program Committee. The following is an overview of some changes in the ABA program structure, and a data based outline of the ABA 2007 program.

Through the support of our previous Program Board Coordinator and the current President, Thomas Critchfield, we have added a new category for invited presenters called 'Guest Presenters.' These presenters are scholars from other compatible disciplines whose participation will enrich the ABA Program and contribute to the visibility of our discipline. In order to promote the invitation of these types of presenters, the ABA Council approved the allocation of \$2,000 per each of the 12 program areas, for \$1,000 honorarium per Guest Presenter (maximum two per area) in May 2006 (for implementation as of ABA 2007). Additionally, invited guests' convention registration fees will be waived.

We have also implemented a new initiative called the B. F. Skinner Lecture Series, which was promoted by Dr. Critchfield

at ABA last year. The purpose of this series is to honor the participation of the Guest Presenters in the ABA Program. Accordingly, these speakers will be designated in the *ABA Program Book*, both via the "BFS Lecturer" title attached to each presentation, and via a special page that lists all of the BFS addresses in one place.

Program Growth

The total number of submissions for 2007 increased 4.9% from 2006. Major growth of the program this year was in poster and paper submissions. It is important to note that the number of reunions, business meetings, and Expo posters still may increase as we try to arrange the associated events.

With regard to the new category of invited presentations (Guest Presenters), a total of nine non-ABA invited presenters participated in the established B. F. Skinner Lecture series. Overall, we have experienced a gradual increase in the number of presentations, which demonstrates a healthy pattern of growth over time (see Figure 1).

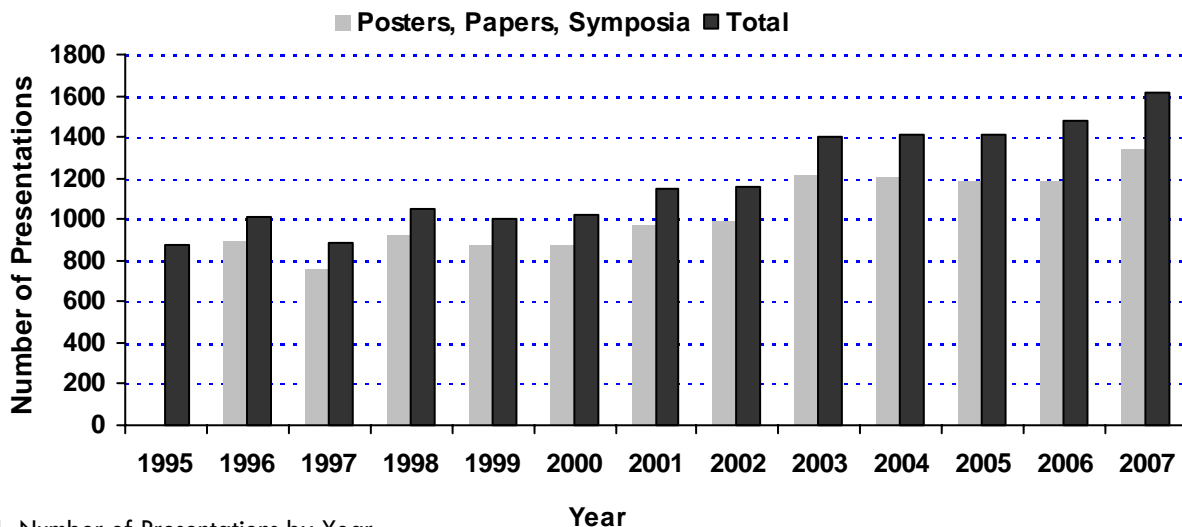


Figure 1. Number of Presentations by Year

Area Coordinators

The hard work and effort of the Area Coordinators resulted in a record year in terms of the number of invited presentation submissions and tutorials. Moreover, nine of the 39 invited addresses and tutorials will be conducted by non-ABA members. This is a record number of invited presentations by non-ABA members during my tenure as the senior co-chair. And, it is indicative of the program coordinators' support and participation in the aforementioned initiatives.

The updated list of co-coordinators for program areas was included in the Call for Papers for ABA 2007. The successful

recruitment of the new co-coordinators for a majority of areas would not be possible without the help and support of their senior co-coordinators. So, we are grateful to these colleagues for their contribution to the vitality of the ABA Program.

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

Progress & Challenges in the Behavioral Treatment of Autism Conference

Web Broadcast & Computer DVD

If you missed ABA's 2007 Autism Conference, Progress and Challenges in the Behavioral Treatment of Autism, see it now on the Web! You may stop the broadcast at any time and view the remaining events at your convenience for up to 30 hours of broadcast until April 29. Streaming video may be purchased for \$120 - \$160 (depending on your country of origin) and 12 continuing education credits are also available for an additional \$60. You may also purchase the computer DVD for \$190.

An outstanding group of world-renowned experts will discuss the most current and scientifically validated information about behavior analysis in autism treatment. Among the sixteen presenters is Catherine Maurice, well-known author of *Let Me Hear Your Voice, A Family's Triumph Over Autism* (Knopf, 1993) and founding member of the Association for Science in Autism Treatment (ASAT).

The Web cast will show both the presenter and their presentation slides in two different panes on the screen simultaneously. Only the audio portion of Dr. Maurice's presentation will be broadcast.

Featuring

Autism in the 21st Century; Catherine Lord, Ph.D., University of Michigan

Applied Behavior Analysis: What It Is and What It Isn't; Bobby Newman, Ph.D., BCBA, Room to Grow

What Has Behavior Analysis Contributed to the Understanding and Treatment of Autism Spectrum Disorders?; Tristram Smith, Ph.D., University of Rochester Medical Center

The Critical Importance of Science-Based Treatments for Autism; Richard Foxx, Ph.D., BCBA, Pennsylvania State University

A Behavioral Approach to Language Assessment and Intervention for Children with Autism; Mark Sundberg, Ph.D., BCBA, Sundberg and Associates

Social and Interpersonal Skills Interventions for Children with Autism; Marjorie Charlop-Christy, Ph.D., Claremont McKenna College & The Claremont Autism Center

Preventing and Reducing Challenging Behavior in Home Settings; David Wacker, Ph.D., University of Iowa

ABA Programming in the Home: Characteristics of Quality Services and Providers; David Celiberti, Ph.D., BCBA, Private Practice

Effective School-Based Programs for Children with Autism; Carol Davis, Ph.D., University of Washington

Improving Outcomes for Students with Autism: The Individuals with Disabilities Education Improvement Act of 2004, Evidence-Based Interventions, and Progress Monitoring; Mitchell Yell, Ph.D., University of South Carolina

Evidence-Based Practices for Helping Secondary Students with Autism Transition Successfully to Adulthood; David Test, Ph.D., University of North Carolina, Charlotte

Issues, Trends, and Scientifically-Based Practices for Children and Youth with Asperger Syndrome; Richard Simpson, Ed.D., University of Kansas

New England Center for Children, 2005 SABA Awardee for Enduring Programmatic Contributions in Behavior Analysis; William H. Ahearn, Ph.D.

May Institute, 2007 SABA Awardee for Enduring Programmatic Contributions in Behavior Analysis; Dennis C. Russo, Ph.D.

Organizational Members Round Table

Applied Behavior Consultants, Inc. - Dr. Koji Takeshima

Center for Autism and Related Disorders - Dr. Doreen Granpeesheh

The Institute of Professional Practice - Dr. Le'Ann Milinder and Dr. Kim Kelly

The National Autism Center - Dr. Susan Wilczynski

Facing Autism: Some Reflections, Observations, and Hopes for the Future; Catherine Maurice, Ph.D., Association for Science in Autism Treatment

Purchase now at: apps.abainternational.org/store/

2007 Award Ceremony

2007 Opening Event and Award Ceremony

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

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

2007 SABA Awards

Award for Distinguished Service to Behavior Analysis: Teodoro Ayllon, Ph.D. (Georgia State University)



Dr. Teodoro Ayllon has extensive experience working with children, adolescents, and families. He lectures on a therapeutic approach that regards problematic behavior, largely, as a child's effort to deal with, and control, his social environment. As it happens, the typical parental efforts to deal with problematic behavior have unintended

consequences that tend to maintain negative patterns of behavior. Therefore, the treatment strategy is to replace ineffective parental practices with practices that encourage a child to seek positive experiences with his family.

Dr. Ayllon is a Licensed Psychologist in the State of Georgia, and maintains a private practice in Atlanta. He is Professor Emeritus of Psychology at Georgia State University in Atlanta. He received his B.A. and M.A. degrees from the University of Kansas, and his Ph.D. degree in Clinical Psychology from the University of Houston in Texas. Dr. Ayllon is a Fellow of the American Psychological Association, and holds Board Certification, Diplomate in Clinical Psychology (ABPP).

Over the years, Dr. Ayllon has served as a consultant to psychiatric hospitals, prison systems, schools, as well as private organizations and state and federal agencies. He has published over 80 scientific articles, and four books on therapeutic methods involving the emotional and behavioral problems of adults, teenagers, and children. They include, Ayllon & Azrin, *The Token Economy: A Motivational System for Therapy and Rehabilitation*, 1968; Ayllon, Milan, Roberts, & McKee, *Correctional Rehabilitation and Management: A Psychological Approach*, 1979; Ayllon & Freed, *Stopping Baby's Colic*, 1989; Ayllon, T., *How to Use Token Economy and Point Systems*, 1999 (2nd Ed.). Dr. Ayllon will give a presentation titled *It's Not in the Stars, It's in the Social Environment*.

Early experimental research in applied settings showed that the social environment affects a wide range of human behavior through differential consequences. First, we demonstrated that staff in mental hospitals often maintain the patients' symptoms by the social attention that they produce. Next, we demonstrated that most of these symptoms can be eliminated and adaptive ones established in their place by using a "real world" system of incentives for engaging in constructive, "normal" behavior. We have systematically replicated these findings in varied environments, including a medium-security prison, a school for the trainable retarded, regular schools, and, most recently, in a rehabilitation hospital. A parallel line of research on the influence of home environments indicates that parents can eliminate problem

behaviors by differentially reinforcing their children's adaptive behaviors.

The cumulative results of these and other applied studies show that many of the human problems observed in clinical, rehabilitation, educational, and work settings can be minimized by altering the social environments to maximize adaptive behavior.

Award for International Development of Behavior Analysis: Eitan Eldar, Ph.D. (Zinman College)



Dr. Eitan Eldar is the founder and director of the Applied Behavior Analysis Center (Teaching, Community Services & Research) at the Zinman College in Israel. He has been widely acknowledged by the educational community for his extraordinary efforts to fulfill the goals, values, and mission of disseminating behavior analysis. He has

written numerous papers and books, authored the first applied behavior analysis (ABA) textbook in Hebrew and served as the first chairman of the Israeli Association of Applied Behavior Analysis. Dr. Eldar designed a model for individual full inclusion in general education settings for autistic students that has been adopted by the Ministry of Education countrywide.

Dr. Eldar has organized workshops and conferences on various topics related to the enhancement of services the ABA science can offer to improve the quality of daily living for parents, para-professionals, and educators.

Throughout the past three decades, Dr. Eldar has been the leading supervisor of countless intervention programs aimed at helping children identified as having behavior difficulties or learning disabilities to successfully cope in regular educational settings. His unique innovative model, which integrates physical activity and games as a context for behavioral rehabilitation, has been warmly adopted by schools countrywide. Dr. Eldar will give a presentation titled *ABA Dissemination in Israel – Strategy and Outcomes*.

During the past 20 years the education system in Israel has gradually changed its attitude towards behavior analysis – from rebuff to unswerving support.

The planned process of dissemination was based on the following principles: training of educators from the various sectors; providing support in basic implementation of quality behavioral programs in schools; maintaining ongoing cooperation with superintendents; rehabilitating pupils with severe behavior problems with which the education system had not succeeded in coping and returning these pupils to the system; writing books in Hebrew; maintaining a systematic research replication program in areas pertaining to the improvement of behavior and the inclusion of pupils with difficulties; and using common language. A unique model was developed that integrated ABA with physical education and sport. This strategy helped to ease the introduction of ABA into the schools and many principals saw it as a suitable way to deal with severe challenges. Fading out the physical

education component in some cases left ABA as the central educational means used by the school. The dissemination strategy, data about the graduates (three in the first year; 40 this year), and the extent of interest in ABA services shown by the education system will be presented.

Award for Public Service in Behavior Analysis: Henry Pennypacker, Ph.D. (University of Florida)



Dr. Henry S. (Hank) Pennypacker, Professor Emeritus in Psychology at the University of Florida, received his Ph.D. under Gregory Kimble from Duke University in 1962. Professor Kimble introduced him to Ogden Lindsley in 1961 and a lifelong friendship developed that led Hank into the field of behavior analysis. Focusing on education,

Hank developed with Jim Johnston a behavioral technology of college teaching that influenced the careers of many leaders in the field. Later they produced a basic methods text, which will soon appear in its third edition. As Chairman of the Peer Review Committee in Florida during the late 1970s, Hank launched and led the effort to train and certify behavioral service delivery workers. This evolved into the present BCBA program. For the past 40 years, he has focused on building and disseminating a technology of proficient manual breast examination as a means of early detection of breast cancer. This serves as the platform for his work on technology transfer. Hank served as President of the Florida Association of Behavior Analysis and the Association for Behavior Analysis International, and has been Chairman of the Board of Directors of the Cambridge Center for Behavioral Studies since 2001. Dr. Pennypacker will give a presentation titled *Behavior Analysis, Public Policy, and International Aid*.

Over the past 25 years, basic behavior analytic concepts and terminology have slowly seeped into the vernacular of the culture. Terms like 'reinforcement' and 'consequences' are now in general use. Recently, two programs aimed at coping with urban poverty, notable for their use of incentives at the level of individual behavior, were launched amid widespread publicity. At least one is enjoying considerable success. Absent was any mention of the concept of contingencies or of the contribution of our field.

Even as behavior analysis is now making implicit contributions in the public policy arena, there is an intense need for our expertise in the realm of international aid and development. Noncontingent dispersal of vast sums of aid money has created a number of cultural and humanitarian disasters and, in some cases, diminished our own national security. I will propose a mechanism that will give leaders in our field an opportunity to educate policy makers in the field of international development regarding the benefits of contingency analysis in organizations.

Award for Impact of Science on Application: Steven Hayes, Ph.D. (University of Nevada, Reno)



Dr. Steven C. Hayes is Nevada Foundation Professor at the Department of Psychology at the University of Nevada. An author of 30 books and nearly 400 scientific articles, his career has focused on a behavioral analysis of the nature of human language and cognition and the application of this to new interventions. In 1992, he was listed

by the Institute for Scientific Information as among the top 30 psychologists in the world based on the citation impact of his writings. Dr. Hayes has been President of Division 25 of the American Psychological Association and the Association for Behavioral and Cognitive Therapies, and was the first Secretary-Treasurer of the Association for Psychological Science (previously the American Psychological Society). He served a five-year term on the National Advisory Council on Drug Abuse in the National Institutes of Health. In 2000, Division 25 awarded him the Don F. Hake Award for Exemplary Contributions to Basic Behavioral Research and Its Applications. Dr. Hayes will give a presentation titled *Why Relational Operants Matter*.

Current research seems to suggest that relational operants exist, they impact other behavioral processes, and that they are a core feature of language and cognition. If that is the case, we have a new way forward to deal with complex human behavior, but we are also likely to see a confusing period inside behavior analysis.

Award for Enduring Programmatic Contributions in Behavior Analysis: The May Institute

Dennis C. Russo, Ph.D., ABPP will accept the award on behalf of May Institute.

May Institute was founded in 1955 in the seaside village of Chatham, Massachusetts, by Dr. Jacques M. May and his wife, Marie-Anne. Their vision was to help children with disabilities, including their twin boys with autism, lead the fullest lives possible.

Today, the Institute (annual budget, \$100M) is one of the largest organizations of its kind in the world, with centers from Maine to Florida and Massachusetts to California. Each year, May Institute provides behavioral services to more than 26,000 children and adults with autism and other developmental disabilities, brain injury, mental illness, and behavioral healthcare needs. The Institute's 2,200 employees include more than 40 licensed and credentialed doctoral-level professionals with significant experience in behavior analysis—a concentration of expertise that rivals that of many universities. These senior-level experts are joined by over 50 staff with BCBA and BCABA certification.

May Institute is unique in the extent to which it has systematically utilized the principles and methods of behavior analysis in its administrative organization and management practices. The majority of its executive and senior management staff, and over 90% of its senior clinical staff, hold doctoral-level degrees and/or BCBA certification and are highly experienced in behavior analysis.

Specialized programs for children and adolescents include six private schools for students with autism, a school for students with brain injury, and 22 community-based group homes. The Institute operates 77 group homes and 25 supported living apartments for adults with autism, developmental disabilities, or psychiatric disorders, and seven regional day treatment and vocational rehabilitation programs. Its 38 behavioral health programs for children and adults include clinics, hospital-based programs, and community drop-in centers. May Institute also provides home-based and early intervention services to well over 500 families and consultation to more than 200 public school systems annually.

The Institute's publication record over the past 25 years includes over 340 peer-reviewed journal articles, book chapters, and books. Its professional staff have conducted over 1,700 invited presentations to international, national, and regional audiences. In 1998, the Institute established an APA-accredited internship program with an applied behavioral track, and has since trained 67 pre-doctoral clinical psychology interns and 36 post-doctoral fellows. In partnership with May, Northeastern University offers a Master of Science degree in applied behavior analysis, which has been granted to over 740 graduate students to date.

Perhaps the Institute's most enduring contribution to the field has been its instrumental role in bringing behavior analysis into the public domain on an unprecedented scale, helping to bridge the gap that might otherwise exist between a research-based methodology and the mainstream application of that methodology. After five decades of unsurpassed expertise and exceptional care, May Institute continues to profoundly impact the lives of the children and adults it serves.

Special Recognition for Contributions to the Founding of the Association for Behavior Analysis: Gerald (Jerry) Mertens (St. Cloud University)



When **Dr. Jerry Mertens** graduated from high school, he had no intention of going to college. After three summer months of working in a tannery handling animal hides eight hours a day, he had learned the value of college. Jerry first considered psychology as a possible area of study after volunteering as a human guinea pig in the now infamous early 1950 military studies of LSD. Jerry's undergraduate education in psychology was mentalistic and eclectic, where supposedly by a mysterious process all things learned would fall together in a useful fashion. In his undergraduate training, Dollard and Miller was the closest thing to a "Behavioristic" position given much attention.

Jerry's introduction to behavior analysis orientation came from sources not usually found in any of the usual "Early Behavior Analysis History Trees or Charts." His introduction to behavior analysis was at "Ole Miss" (the University of Mississippi), where he was mentored by J. B. Wolfe, of "Chimp-o-mat" fame and Bill Crowder.

Following Ole Miss, Jerry spent time at "Fort Skinner in the Desert" (Arizona State University) with Jack Michael as an

advisor and powerful influence. From there, Jerry took a faculty position at St. Cloud State University, where, at 71 years old, he is currently starting his 43rd year. Dr. Mertens will give a presentation titled *Unsung Heroes and Heroines of Early ABA, and the Need for More of the Same Today*.

Thanks to all involved in my receiving this award. My humble appreciation necessitates sharing the honor. Over the years some of you have extended individually your thanks to me for the early ABA effort, and heard my reply, "Thanks, but an individual never made a group." Many good individuals stepped forth some 33+ years ago to make ABA function, and that same stepping forward is needed even more today.

In my seven minutes, let me first look at some of the unsung heroes and heroines of early ABA, fun moments in our early history, and what I see as areas for future efforts within ABA.

In my conclusion to a presentation at the ABA 25th Anniversary, I used a take off on the famous Kennedy quote, "Ask not what ABA can do for you, but what you can do for ABA." Let us continue to work on the environmental conditions that generate in all of us in the ABA community contributions of time, talent, and/or money. If most ABA members live by this suggestion, our entire ABA community will be living a productive use of the terms heroes and heroines, considering the reservations Skinner wrote about on heroes and heroines.

2006 International Development Grant Award

The Board of the Society for the Advancement of Behavior Analysis is very pleased to announce the winner of the 2006 International Development Grant.

Javier Virués-Ortega (Instituto de Salud Carlos III and Universidad de Granada)

The 2006 SABA International Development Grant was awarded to Javier Virués-Ortega to fully implement the first BACB-accredited program in Spain. Specifically, the grant will be used to purchase teaching materials necessary to implement the program fully and training materials necessary for the BACB examination (e.g., bibliography, learning aids). This project will have very clear indicators of impact and success, namely, the number of students in the program completing coursework and experience requirements, the number of students who sit for the BACB examination, and the number of students who become and stay certified.

This project will improve the training opportunities in behavior analysis for Spanish and Hispano-American students. Specifically, the project will: (1) train an average of 10 to 15 new behavior analysts in Spain every year, (2) increase the quality of the current program by adapting it completely to BACB guidelines, (3) improve the resources for teaching and supervising students in the program, and (4) obtain all necessary resources to assist students throughout the certification process.

The implementation of this behavior analytic program will have a number of beneficial effects in the dissemination of behavior analysis, among them: (1) increasing the number of BACB certificants in Spain, (2) developing a new group of professionals in Spain who can provide behaviorally-based services, and (3) expanding the recognition of BACB certification in Spain.

2007 Fellowship Awardees

2007 SABA Experimental Analysis of Behavior Fellowship

Awardee: Yukiko Washio (University of Nevada, Reno)



Yukiko Washio started studying behavior analysis as an undergraduate at Keio University in Tokyo, Japan, where she worked with Dr. Takayuki Sakagami in basic human operant research. Immediately after graduation, Yukiko gained an opportunity to study at Western Michigan University (WMU)

under the supervision of Dr. Richard Malott for her Master's degree in applied behavior analysis. She belonged to the Behavior Analysis Training System (BATS) where she learned how to apply behavior analytic principles to manage her academic and personal life. This self-observational skill turned out to be the most valuable thing that she learned in graduate education as the key for successful scientific activities. During the latter part of her academic life at WMU, Yukiko worked with Dr. Richard Spates on PTSD and public anxiety. She also worked with Dr. Scott Gaynor on conjunction fallacy as basic human operant research, and co-authored a relevant study, which is currently in press in *The Psychological Record*.

After obtaining her Master's degree, Yukiko moved to the University of Nevada, Reno for her doctoral education. She has had so many invaluable learning experiences through their program, mainly working with Dr. Ramona Houmanfar as well as Dr. Linda Hayes. She was initially interested in the field of second language acquisition, and her study with Dr. Houmanfar is currently in press in *The Analysis of Verbal Behavior*.

Yukiko has finally found her lifetime career interest in psychoneuroimmunology, and, recognizing how much behavior analysis can offer this field, she is engaged in further graduate education. In particular, her current work includes immunoconditioning, in which various immune responses are the subject matter for environmental conditioning. Her experiment with Dr. Linda Hayes and Dr. Kenneth Hunter has confirmed, using mice, a previous finding that a proinflammatory cytokine called Tumor Necrosis Factor (TNF)- α showed a conditioned effect to the taste of saccharin associated with lipopolysaccharide (LPS) via Pavlovian conditioning. Furthermore, the results showed that introduction of saccharin on a different day over the course of conditioning induced a different response phase in the development of TNF- α tolerance response at testing of the conditioned stimulus. This experiment obviously has an enormous applied implication relevant to those who are at high risk of gram-negative bacterial infections. Currently, Yukiko is designing and conducting a series of experiments based on the preliminary immunoconditioning model for endotoxin tolerance with mice. These pertain to investigating interrelations between biological phenomena and relations of behavior and the environment.

Yukiko has been expanding her network through participating in relevant conferences and visiting distinguished scholars. She is considering pursuing future post-doctoral positions to establish her research career in the field

of psychoneuroimmunology as a Ph.D. thoroughly educated in behavior analysis.

2007 Sidney W. and Janet R. Bijou Fellowship Awardee: Melanie Bachmeyer (University of Iowa)



Melanie Bachmeyer received her Master's degree in Educational Psychology with an emphasis in Applied Behavior Analysis from Georgia State University (2005) while working at the Marcus Institute (2001 to 2005) under the direction of Cathleen C. Piazza, Ph.D. and Wayne W. Fisher, Ph.D. During her training at the Marcus Institute, she had

the opportunity to collaborate with applied behavior analysts and contribute to the behavior analytic literature in the area of assessment and treatment of pediatric feeding disorders. She has co-authored peer-reviewed studies published in the *Journal of Applied Behavior Analysis*, *Behavioral Interventions*, and *Research in Developmental Disabilities*. Her Master's thesis, *On the Relative Effects of Matched Extinction Techniques in the Treatment of Multiply Controlled Inappropriate Mealtime Behaviors*, received the Outstanding Master's Thesis in Educational Psychology Award from Georgia State University (2006). Following her training at the Marcus Institute, she joined the doctoral program in School Psychology at The University of Iowa in August 2005 and has continued to pursue areas of programmatic research in pediatric feeding disorders under the direction of Linda J. Cooper-Brown, Ph.D. and David P. Wacker, Ph.D. Her collective educational and clinical experiences have firmly established her commitment to an operant perspective of child development.

Her primary research and clinical interests involve the assessment and treatment of pediatric feeding disorders. Of particular interest presently is the role of positive reinforcement in the treatment of feeding problems. Specifically, she is interested in evaluating under what conditions and for which topographies of feeding problems positive reinforcement procedures will compete with negative reinforcement maintaining food refusal. She has recently conducted a study evaluating the use of a positive reinforcement procedure in the treatment of one child's food selectivity and another child's inadequate food intake. Manipulating the quality of the positive reinforcer resulted in an increase in food acceptance in the absence of escape extinction. In addition, she is currently conducting a study evaluating the effects of positive reinforcement on the production of responses exceeding required demands within a hierarchy of feeding demands. A second area of research is the evaluation of alternative methods to treat total food refusal. Although numerous studies have demonstrated the importance of escape extinction, negative side effects associated with escape extinction often occur. Thus, she is interested in developing and evaluating the effectiveness of alternative procedures to treat total food refusal. Finally, she will be conducting research evaluating the interaction between biological and environmental variables in the treatment of feeding problems. Although interventions to medically resolve or attenuate the adverse effects of medical conditions are typically implemented prior to behavioral treatments, ongoing biological variables (e.g., constipation or physiological deficits such as oral motor dysfunction) may

influence the effectiveness of interventions designed to address the environmental variables maintaining the feeding problem. Therefore, she is interested in evaluating such biological variables as potential motivating operations in the treatment of food refusal.

**2007 Sidney W. and Janet R. Bijou Fellowship Awardee:
Sarah Bloom (University of Florida)**



Sarah Bloom received an A.A. degree from Simon's Rock College of Bard and a B.A. degree in Social Theory with minors in Anthropology, Dance, and Political Theory from the University of Washington. After a brief career as a ballet dancer, she was a teacher at the Sussex Consortium of the Delaware Autism Program, where she began to

learn about applications of behavior analysis with academic performance and problem behavior in the classroom. Sarah was a recipient of a Lower Delaware Autism Foundation Award. She began her graduate studies in behavior analysis at the University of Florida (UF) in 2003 under the supervision of Dr. Brian Iwata.

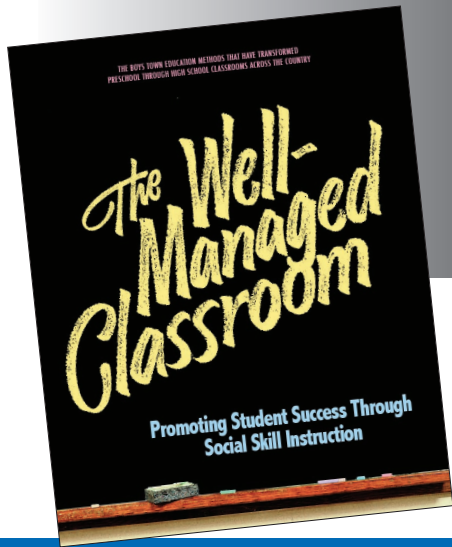
Taking advantage of the integrated program in theoretical, basic, and applied behavior analysis at UF, Sarah has developed a strong foundation in both conceptual and methodological aspects of behavior analysis. She also has

taken a series of neuroscience courses offered by the psychology department. Sarah's clinical and research sites have included school, day-treatment, and residential programs. She is currently the site coordinator for the laboratory at the Sidney Lanier Anchor Center, a public school that serves children with special needs.

Sarah's research projects at UF have included the assessment of preference for, and reinforcing efficacy of, olfactory stimuli in individuals with Prader-Willi Syndrome and the development of a trial-based functional analysis methodology that can be used by classroom teachers to identify the environmental variables that maintain problem behavior. Sarah is currently working on projects that involve the assessment and treatment of chronic rumination and vomiting, and the development of an employee health and wellness program. The latter project is currently underway at the Recovery Centers of King County in Seattle, WA. Sarah is beginning a project focused on the cross-function emergence of verbal behavior in children without mand repertoires.

Following the completion of her Ph.D. program at UF, Sarah hopes to continue to pursue her research interests in an academic environment, to train future generations of behavior analysts, and to raise the public profile of behavior analysis.

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B. F. Skinner Lecture Series

New to the ABA convention this year is the B. F. Skinner Lecture Series, which features distinguished speakers from fields other than behavior analysis. Presenters in this series were selected and invited by area coordinators.

Autism



Connie Kasari

Joint Attention and Symbolic Play: Active Ingredients of Effective Early Behavioral Intensive Intervention

Dr. Connie Kasari (University of California, Los Angeles)

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

Education



William Shadish

Meta-Analysis of Single Subject Research

Dr. William R. Shadish (University of California, Merced)

Sunday, May 27; 1:30 p.m.

Clinical; Family; Behavioral Medicine



Andrew Christensen

Couple Therapy: The Most Important Change May Be Acceptance

Dr. Andrew Christensen (University of California, Los Angeles)

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

Other



Anna Kukekova

Tutorial: Domestication of the Silver Fox and its Research Findings

Dr. Anna Kukekova (Baker Institute/College of Veterinary Medicine, Cornell University) and Dr. Lyudmila N. Trut (Institute of Cytology and Genetics of Russian Academy of Sciences, Novosibirsk, Russia)

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

Developmental Disabilities



Karen Pierce

The Brain behind Behavior: Etiologies of Social Dysfunction in Autism

Dr. Karen Pierce (University of California, San Diego)

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



Lyudmila Trut

Behavior Analysis Goes to the Zoo

Amy Sutherland (Journalist)

Monday, May 28; 9:00 a.m.



Amy Sutherland

Human Development; Gerontology



Michael Goldstein

Tutorial: Parallels in Processes of Avian and Human Vocal Learning

Dr. Michael H. Goldstein (Cornell University)

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

Verbal Behavior



David Moore

The Developmental-Systems Perspective on the Analysis of Behavior

Dr. David Moore (Pitzer College and Claremont Graduate University)

Tuesday, May 29; 9:00 a.m.

Experimental Analysis of Behavior



Stanley Weiss

Reinforcement Contingencies and the Stimulus Control of Behavior: From Food to Drug Self-Administration as Reinforcers

Dr. Stanley J. Weiss (American University)

Tuesday, May 29; 10:00 a.m.

Invited Events and Tutorials

Autism



William Ahearn

Tutorial: Separating the Wheat from the Chaff: Autism and Feeding
Dr. William H. Ahearn (The New England Center for Children)

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



Glen Dunlap

Preventing Serious Problems Associated with Autism: Some Validated and Promising Strategies
Dr. Glen Dunlap (University of South Florida)

Monday, May 28; 3:30 p.m.

Clinical; Family; Behavioral Medicine



Raymond Miltenberger

Tutorial: Analysis and Treatment of Trichotillomania and Other Repetitive Behavior Problems
Dr. Raymond G. Miltenberger (University of South Florida)

Monday, May 28; 1:30 p.m.



Teodoro Ayllon

The Art of Functionally-Driven Therapeutic Interventions for High Maintenance Children
Dr. Teodoro Ayllon (Georgia State University)

Tuesday, May 29; 12:00 p.m.

Behavioral Pharmacology



Christopher Newland

Tutorial: Behavioral Toxicology
Dr. M. Christopher Newland (Auburn University)

Monday, May 28; 9:00 a.m.



George Koob

The Neurobiology of Alcoholism: A Dysregulated Neuroadaptational View

Dr. George F. Koob (The Scripps Research Institute)

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



Maxine Stitzer

Contributions of Behavior Analysis to Understanding, Treating, and Preventing Cigarette Smoking
Dr. Maxine Stitzer (Behavioral Pharmacology Research Unit)

Tuesday, May 29; 12:00 p.m.

Community Interventions; Social and Ethical Issues



Philip Heline

Tutorial: Behavior-Analytic Strategies for Introducing Behavior Analysis

Dr. Philip N. Heline (Temple University)

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



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Maria Malott

Behavior Analysis Values as Identified and Exemplified in Organizational Behavior Management, Education, and Science

Chair: Dr. Janet Ellis (University of North Texas)

Tuesday, May 29; 11:00 a.m.

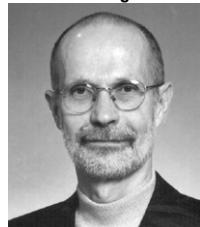
- Dr. Maria E. Malott (Association for Behavior Analysis International)
- Dr. Saul Axelrod (Temple University)
- Dr. Carol Pilgrim (University of North Carolina, Wilmington)



Saul Axelrod



Carol Pilgrim



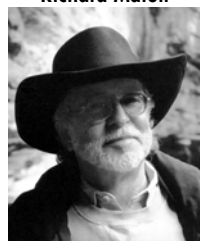
Richard Malott

Behavior and Social Issues: Behavior Analysis, Biological Psychiatry, and the Treatment of Severe Behavior Disorders

Chair: Dr. Richard F. Rakos (Cleveland State University)

Sunday, May 27; 3:00 p.m.

- Dr. Richard Malott (Western Michigan University)
- Dr. Mark A. Mattaini (Jane Addams College of Social Work-University of Illinois at Chicago)
- Dr. Kurt Salzinger (Hofstra University)
- Dr. Stephen E. Wong (Florida International University)



Mark Mattaini



Kurt Salzinger



Stephen Wong

Developmental Disabilities



John Northup

Tutorial: Back to the Future Part Two: Renovations and Innovations in Behavioral Treatment for ADHD

Dr. John A. Northup (University of Iowa)

Monday, May 28; 2:30 p.m.



Marlene Cohen

Precision Teaching for Students and Adults with Developmental Disabilities and Autism: Where's the Data?

Dr. Marlene Cohen (Rutgers University)

Tuesday, May 29; 10:00 a.m.

Human Development; Gerontology



William Baum

Evolutionary Theory is the Proper Framework for Behavior Analysis

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

Monday, May 28; 2:30 p.m.



Linda Hayes

Interbehavioral Psychology in Service to Behavior Analysis

Dr. Linda J. Hayes (University of Nevada, Reno)

Monday, May 28; 11:00 a.m.

Experimental Analysis of Behavior

Tutorial: Stimulus Equivalence 101: Back to Basics and Beyond

Dr. Carol Pilgrim (University of North Carolina, Wilmington)

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

(Photo appears above)

Acquired Equivalence in Non-Human Animals: Origins, Effects, and Mechanisms

Dr. Peter Urcioli (Purdue University)

Monday, May 28; 1:30 p.m.



Peter Urcioli

Education



Dean Fixsen

Tutorial: Implementing Evidence-Based Education

Sunday, May 27; 1:30 p.m.

Dr. Dean L. Fixsen (Florida Mental Health Institute)



Anthony Biglan

Standards of Evidence across Areas of Practice

Chair: Dr. Teri Lewis-Palmer (Oregon State University)

Sunday, May 27; 2:30 p.m.

- **Standards of Evidence for Prevention Research.** Dr. Anthony Biglan (Oregon Research Institute)



Susan Wilczynski

- **The National Standards Project: Standards of Evidence in Autism.** Dr. Susan Wilczynski (National Autism Center; May Institute)

- **A Review of the What Works Clearinghouse.** Dr. William R. Shadish (University of California, Merced)

(Photo appears on page 8)



Mark Alavosius

- **Improving Human Performance in an Advanced Security System Environment: Vigilance Data from an Airport.** Dr. Jon S. Bailey (Florida State University and Florida Association for Behavior Analysis) and Marco D. Tomasi, Sara M. Olsen, and Kimberly Clark (Florida State University)

- **Towards a Program of Behavioral Research for Domestic Preparedness.** Dr. Mark P. Alavosius (University of Nevada, Reno)

- **Challenges to Security and Human Factors Research Efforts at the Department of Homeland Security.** Dr. Joshua Rubinstein (Transportation Security Laboratory, Department of Homeland Security)



Henry Pennypacker

A Funny Thing Happened on the Way to the Fortune

Dr. Henry S. Pennypacker (University of Florida)

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

Organizational Behavior Management



E. Scott Geller

Tutorial: Applications of Behavior Analysis for Industrial Safety and Healthcare: Expanding the Paradigm from Behavior-Based to People-Based

Dr. E. Scott Geller (Virginia Polytechnic Institute and State University)

Monday, May 28; 11:00 a.m.



Ryan B. Olson

Improving Homeland Security Using Behavior Analysis: Basic and Applied Research Examples

Chair: Dr. Jon S. Bailey (Florida State University and Florida Association for Behavior Analysis)

Sunday, May 27; 4:00 p.m.

- **Human Vigilance during Luggage Screening Tasks: Signals Function as Reinforcement for Observing.** Dr. Ryan B. Olson (Oregon Health and Science University) and Dr. Matthew C. Bell and Lindsey Hogan (Santa Clara University)



Jon Bailey

Other



John Baldwin

The Value of Studying Behavior in Everyday Life

Dr. John D. Baldwin (University of California at Santa Barbara)

Tuesday, May 29; 9:00 a.m.

Teaching Behavior Analysis



Doleen-Day Keohane

Tutorial: Preparing Teachers for Teaching as Applied Behavior Analysis in General Education and Special Education Settings

Dr. Doleen-Day Keohane (Columbia University Teachers College and CABAS)

Tuesday, May 29; 1:00 p.m.



William L. Heward

If Applied Behavior Analysis Has So Much to Offer Education (and It Does), Why Does Education Take Such Limited Advantage of Its Findings?

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

Monday, May 28; 10:00 a.m.



Beth Sulzer-Azaroff

Using Behavior Analysis to Teach Behavior Analysis Across Learner Populations

Dr. Beth Sulzer-Azaroff (University of Massachusetts, Amherst)

Sunday, May 27; 4:30 p.m.

Theoretical, Philosophical and Conceptual Issues



A. Charles Catania

Tutorial: Our Technical Vocabulary of Discrimination: Potential Social and Political Side-Effects

Dr. A. Charles Catania (University of Maryland, Baltimore County)

Monday, May 28; 10:00 a.m.



Robert Epstein

A Formal, Predictive Theory of Ongoing Behavior

Dr. Robert Epstein (*Psychology Today*)

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



Ted Schoneberger

Language Acquisition: Three Popular Myths Debunked

Ted G. Schoneberger (Stanislaus County Office of Education, Modesto, CA)

Tuesday, May 29; 11:00 a.m.

Verbal Behavior



Julie Vargas

Tutorial: The Evolution of Skinner's Thinking about Verbal Behavior

Dr. Julie S. Vargas and Dr. Ernest A. Vargas (B. F. Skinner Foundation)

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



Jack Michael

Verbal Behavior at Fifty: Past, Present, and Future

Chair: Dr. Mark L. Sundberg (Sundberg and Associates)

Sunday, May 27; 1:30 p.m.

- Dr. Jack Michael (Western Michigan University)
- Dr. A. Charles Catania (University of Maryland, Baltimore County)
(Photo appears at left)
- Dr. Terry J. Knapp (University of Nevada, Las Vegas)



Terry Knapp

Travel Information



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The distance from the airport to the convention hotel is approximately three miles. Taxis are available at the Transportation Plaza across from Terminals 1 & 2 and cost \$10-12 to the Manchester Grand Hyatt. In addition, an Express Shuttle offers three types of service.

- **Shared Ride:** Go to the Transportation Plaza across from Terminals 1 & 2 and request the Express Shuttle. The shuttle (van) will arrive within 5-10 minutes. \$7 per person up to 7 people.
- **Direct Service:** Call ahead (800-900-7433) and request transportation to be waiting upon your arrival. Direct service offers curb side pick up for up to 3 people. There is a \$27 flat rate and you will generally be picked up in a midsize car.
- **Deluxe Service:** Call ahead (800-900-7433) and request transportation to be waiting upon your arrival. Deluxe service offers curb side pick up for up to 3 people. There is a \$35 flat rate and you will be picked up in a Lincoln Town car.

Convention Highlights

2007 ABA Presidential Address "How Do We Get There?"

Monday, May 28; 5:00 p.m. – 6:00 p.m.; Douglas B & C
Dr. Janet S. Twyman (Headsprout)



Dr. Janet S. Twyman is the Vice-President of Instructional Development at Headsprout, where she is a major contributor to the development of Headsprout's Generative Learning Technology and the effort to build that technology into highly effective educational programs. Dr. Twyman developed the research methods and

systems that led to Headsprout's ground breaking scientific formative evaluation model of program development, coordinating all elements of instructional design, scripting, graphic creation, animation, sound engineering, story development and writing, software engineering, and usability testing within the research model. She earned her Ph.D. from Columbia University Teachers College and holds certification as an elementary and special education teacher and as a principal/school administrator. Formerly the Executive Director of the Fred S. Keller School and an adjunct associate professor at Columbia University Teachers College, Dr. Twyman has been a long-time advocate and investigator of research-based instruction and systems design. While at the Keller School and Columbia University, she conducted research and taught courses focusing on effective instruction, technology and education, teacher development, and systems approaches to effective education. She has published and presented widely on verbal behavior, instructional design, systems approaches, and on topics of broader conceptual interest. She serves on the board of numerous organizations and has served ABA as a member, Chair of the Graduate Program Accreditation Processes, Applied Representative, and, most recently, as President.

Abstract: It is the best of times; it is the worst of times. ABA has grown to a record of over 5,000 members, yet numerous other disciplines view behaviorism as a dying field. Behavioral treatments are sought after for persons with autism, yet many fear the hard science experimental core of our field is disappearing. University programs specializing in applied behavior analysis and the certification of behavior analysts are on the rise, yet concern remains about the limited role behavior analysis plays in society today. Behavioral engineering is evident in numerous social programs, yet as an organization we have not taken a role on the world stage. Given these opposing perspectives, what's a behavior analyst to do? Why even be a behavior analyst and not something else? Perhaps it is because of the elegance of our science, because of the knowledge it provides and the potential it has to change the world. Even our robust science requires nurturing and contingency analysis, at the level and type required to understand all complex phenomenon. What do we see as a better world for behavior analysis, and what are the discrepancies between where we are now and where we want to be? How do we get there from here?

2007 ABA Presidential Scholar's Address "The Acquisition of Skilled and Expert Performance through Deliberate Practice"

Saturday, May 26; 5:00 p.m. – 6:00 p.m.; Douglas B & C
Dr. K. Anders Ericsson (Florida State University)



Dr. K. Anders Ericsson is presently Conradi Eminent Scholar and Professor of Psychology at Florida State University. He received his B.A. and Ph.D. in Psychology from University of Stockholm, Sweden, and moved to a post-doc with Herbert Simon at Carnegie-Mellon University. Their work is summarized in *Protocol Analysis: Verbal Reports as Data* (1984/1993). Currently he studies the cognitive structure of

expert performance in domains such as music, chess, and sports, and how expert performers attain their superior performance by acquiring complex cognitive mechanisms and physiological adaptations through extended deliberate practice. He is a co-editor of *Toward a General Theory of Expertise* (1991) and *The Road to Excellence: The Acquisition of Expert Performance in the Arts and Sciences, Sports, and Games* (1996). He is the lead editor for *Cambridge Handbook of Expertise and Expert Performance* (2006), which has been prominently discussed in *New York Times Magazine*, *Scientific American*, *Fortune*, and *New Scientist*. He is a Fellow of the Center for Advanced Study in the Behavioral Sciences, the American Psychological Association, and the Association for Psychological Science. He has published over 150 publications in *Science*, *American Scientist*, *Psychological Review*, *Annual Review of Psychology*, *Cognitive Psychology*, and *Trends in Cognitive Sciences*. His Web page is <http://www.psy.fsu.edu/faculty/ericsson.dp.html>.

Abstract: Much of our scientific knowledge about principles of learning derives from studying how the environmental reinforcement contingences can shape and control the acquisition of comparatively simple behaviors in animals as well as children with mental and physical disadvantages. Dr. Ericsson's talk will propose how a scientific analysis can be extended to the acquisition of the most complex of human achievements in domains of expertise, such as sports, ballet, chess, and medicine.

The focus of this talk will be on the stable reproducible aspects of elite performers' superior performance, how it is possible to capture this performance repeatedly under laboratory conditions to uncover the mechanisms, mediate, and explain the superior level of achievement. These discovered mechanisms have been shown to reflect predominantly complex adaptations and skills acquired over a decade as a result of high daily levels of activities, which are specially designed to improve performance (deliberate practice). The effects of extended deliberate practice are remarkably far-reaching and can account for anatomical and physiological adaptations of elite athletes and musicians as well as qualitative changes mediated by acquired cognitive skills. Consequently, the development of expert performance appears to be primarily limited by the quality of the training

environment and individuals' engagement in deliberate practice.

Behavior Analysis and The Best of the Best: A Discussion of the Work of Dr. K. Anders Ericsson

By Dr. Thomas S. Critchfield
ABA International President

One of the first people I met upon attending the ABA convention about 25 years ago was Thom McKenzie of San Diego State University, a behavior analyst interested in sport and health/fitness promotion. At the time, Thom was the psychological consultant to the United States National Women's Volleyball team, and I soon had the opportunity to watch the team practice. My first reaction was simply to be in awe -- only by seeing elite athletes up close can one appreciate how different they are from the rest of us. Over time, however, this experience has acquired deeper meaning, for only rarely do I notice a behavior analyst working to get the most out of the "best of the best."

We love to say that behavior analysis will save the world. To do that, however, behavior analysts must make a difference at the highest levels of human accomplishment. To be sure, this happens *sometimes*. For instance, organizational behavior managers work with some of the biggest and most important corporations. On the whole, however, as Bill Heward of Ohio State University suggested recently¹, there appears to be a negative correlation between the ability level of human beings and the number of applied behavior analytic studies focusing on them.

Would that some guidance existed about how to undertake a systematic investigation of elite human performance! As it happens, a great deal has been written about expertise and methods for studying it, a literature that is nicely summarized in *The Cambridge Handbook of Expertise and Expert Performance* (Ericsson, Charness, Feltovich, & Hoffman, 2006). The volume is essential reading for anyone who believes in the capacity of behavior analysis to make a difference in high-level human affairs. To be sure, this is not a behavior-analytic treatise, and challenges exist for those who imagine transporting behavior analysis into domains of peak expertise (more on this shortly). An important point not to be lost in the meantime is that that studies of expertise converge on a perspective that should hearten functional thinkers everywhere.

"Gifted" through Experience

A recommended point of departure is Chapter 38, "The influence of experience and deliberate practice on the development of superior expert performance," by K. Anders Ericsson (Figure 1), who will address the ABA Convention in San Diego as the 2007 Presidential Scholar. Although lay persons -- and many psychologists -- attribute exceptional performance to innate talents (note how the word "gifted"

□

implies a biological advantage), Ericsson argues for a distinctly environmental perspective, for two reasons. First, contrary to popular assumptions, research on peak performers does *not* show reliable evidence that they were exceptional at a very early age. Rather, most such individuals appear to have developed their expertise gradually (see Ericsson, Nandagopal, & Roring, 2005). Second, the factor most reliably correlated with this development is a very specific kind of experience called *deliberate practice*.

To oversimplify, deliberate practice means high-quality engagement with an activity, with frequent feedback, guided by a well-structured "curriculum" designed to minimize errors and extend ability just beyond its current level. One take-home message of the relevant research is that about 10 years of immersion in deliberate practice is necessary to the development of expertise. In other words, those who achieve the most also practice the most. For example, one study cited by Ericsson et al. (2005) found that by early adulthood "gifted" musicians had, by virtue of starting earlier and/or practicing more, accumulated up to twice as much deliberate practice as highly skilled, but not exceptional, peers.

Where is Behavior Analysis in All of This?

The astute reader may recognize in deliberate practice a prescription that is tantalizingly reminiscent of Skinner's (1968) in *Technology of Teaching*. Nevertheless, one striking feature of the *Handbook* is a complete lack of reference (in 42 chapters and 901 pages) to the research and interventions of applied behavior analysis. Not mentioned, for instance, are Hart and Risley's (1995) elegant analysis of vocabulary development in young children, or the muscular effects of behavioral techniques on academic skill acquisition in the educational disadvantaged (e.g., Johnston & Layng, 1992). This reflects not so much a bias against behavioral psychology as the problem that Bill Heward identified: Applied behavior analysts often focus on instating rudimentary skills, while the *Handbook* addresses development of the highest levels of expertise. Although behavior analysts tend to be confident of a parallel between these two levels of accomplishment, the sad fact is that few data exist (in the behavior analysis literature) to support such a parallel.

To put the problem into context, consider that, according to one traditional view, there are three kinds of intervention in human services: reducing the complications associated with severe problems (tertiary prevention), reducing the number of minor problems that could get worse (secondary prevention), and preventing the development of problems in people who are functioning adequately but at risk for getting worse (primary prevention). Now consider a continuum of behavior (Figure 2) ranging from that which is severely disordered or impoverished to that which is far better than normal. The three kinds of interventions just mentioned (white boxes at bottom) fall in the center or the left tail of the continuum. The right tail is ignored. Yet interventions are possible to promote behavioral *enhancement* rather than remediation (gray boxes). Some, as in teaching sport skills to interested youth, generate modest skill levels and potentially apply to large swaths of the population (we might call this primary enhancement). Others, as in gifted education, harness the potential of a relatively few individuals who already are performing better than the norm (secondary enhancement).

¹ Heward spoke at the 2006 American Psychological Association convention in New Orleans upon accepting the 2006 Fred S. Keller Behavioral Education Award from the Division of Behavior Analysis. Congratulations, Bill!

Yet others, as in the grooming of concert pianists, seek to create the most exceptional of all repertoires (tertiary enhancement). It is to this last mission that the *Handbook*

points -- although, as I'll note in concluding, it points there somewhat hesitantly.

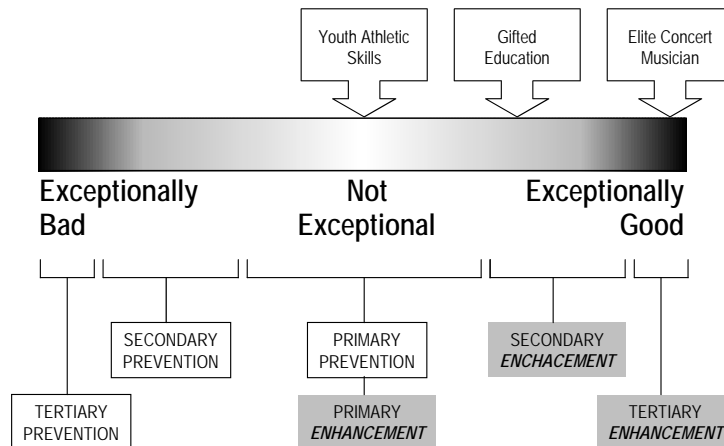


Figure 1. A continuum of behavior and its relation to several kinds of interventions.

Challenges in Establishing a Behavior Analytic Approach to Expertise

For those interested in a behavior analytic approach to exceptional performance, the *Handbook* provides an invaluable perspective on how others have explored this topic. It contains detailed descriptions of what expert performers do differently than others, how they acquire their skills, and how these things manifest in a variety of skill domains (including chess, medicine, mathematics, and software design). The most useful, and challenging, chapters for behavior analysts, however, are those that explain the scientific methods that have been used to study expertise.

Behavioral research often adopts a simple-to-complex strategy in which stripped-down repertoires are instated and understood, via experimental methods and direct observation, in great depth before levels of complexity are added. Much research on expertise, by contrast, has attempted to deconstruct existing high-level repertoires using descriptive methods. Thus, for example, interview techniques may be employed to reconstruct a learning history, and think-aloud protocols may be employed to determine what experts are thinking during overt performances. Neither method is standard operating procedure in behavior analysis, and both are likely to raise concerns among methodological purists.

In the interest of avoiding knee-jerk reactions, however, both cases deserve close inspection. Self-reports prompted by interviews are potentially fallible data sources, but they are also a form of behavior, and behavior may or may not be under control of a given event. Thus self-reports are not necessarily flawed, and under the right circumstances they correlate closely with the events they purport to describe. For example, one well-validated procedure has been used to track alcohol consumption by problem drinkers over periods of months or years (see Critchfield, Tucker, & Vuchinich, 1998).

Think-aloud protocols are another kind of self-report -- trickier because they describe events taking place inside the skin that cannot be corroborated as easily as an overt act

like drinking alcohol. Yet these protocols have been put to good use in several behavior analytic investigations (Austin, 2000). Once again, the key is to match the method to circumstances that are likely to generate useful data (e.g., Critchfield & Epting, 1998).

As an aside, one reason think-aloud protocols are appealing is that deliberate practice is thought to promote the development of covert precurrent behaviors that, consistent with Skinner's (1966) analysis of problem solving, promote more effective overt behavior (Austin, 2000). For instance, in a study that required subjects to practice digit span (remembering sequences of numbers) extensively over many weeks (Ericsson, Chase, & Faloan, 1980), one subject who initially could recall sequences only a few digits long learned to reliably master sequences of up to 80 digits. He did this, in part, by thinking of short sequences as a single time for running the mile (e.g., 3:57.21 instead of 3, 5, 5, 2, 1). This spontaneous application of the strategy known as chunking would not have been obvious without some insight into the subject's silent thoughts.

If self-report-based methods of data collection are distrusted, what are the alternatives for analyzing personal histories and covert responses? Perhaps, for instance, behavior analysts can employ experimental methods to build superior performance from scratch. In a sense, every behavior analytic laboratory study requiring steady-state performance is a study of expertise, so behavior analysts have some relevant tools to apply here. That said, the responses under study, especially in basic behavioral research, rarely resemble the rich, nuanced skill sets of expert performers in the everyday world. Moreover, for practical reasons, experiments rarely can reproduce the extensive histories that research suggests contribute to expertise. Overall, it may be impossible to study expertise without a combination of methods (indeed, many of the *Handbook's* generalizations are based on a convergence of experimental and descriptive findings). In the end, behavior analysts who are wed exclusively to experiments and direct observation must decide whether methods will guide the topic

of investigation, or the other way around (e.g., Critchfield, Haley, Sabo, Colbert, & Macropoulis, 2003).

For those interested in a behavior analytic approach to exceptional performance, the *Handbook* provides an invaluable perspective on how others have explored this topic. It contains detailed descriptions of what expert performers do differently than others, how they acquire their skills, and how these things manifest in a variety of skill domains (including chess, medicine, mathematics, and software design). The most useful, and challenging, chapters for behavior analysts, however, are those that explain the scientific methods that have been used to study expertise.

Behavioral research often adopts a simple-to-complex strategy in which stripped-down repertoires are instated and understood, via experimental methods and direct observation, in great depth before levels of complexity are added. Much research on expertise, by contrast, has attempted to deconstruct existing high-level repertoires using descriptive methods. Thus, for example, interview techniques may be employed to reconstruct a learning history, and think-aloud protocols may be employed to determine what experts are thinking during overt performances. Neither method is standard operating procedure in behavior analysis, and both are likely to raise concerns among methodological purists.

In the interest of avoiding knee-jerk reactions, however, both cases deserve close inspection. Self-reports prompted by interviews are potentially fallible data sources, but they are also a form of behavior, and behavior may or may not be under control of a given event. Thus self-reports are not necessarily flawed, and under the right circumstances they correlate closely with the events they purport to describe. For example, one well-validated procedure has been used to track alcohol consumption by problem drinkers over periods of months or years (see Critchfield, Tucker, & Vuchinich, 1998).

Think-aloud protocols are another kind of self-report -- trickier because they describe events taking place inside the skin that cannot be corroborated as easily as an overt act like drinking alcohol. Yet these protocols have been put to good use in several behavior analytic investigations (Austin, 2000). Once again, the key is to match the method to circumstances that are likely to generate useful data (e.g., Critchfield & Epting, 1998).

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Room at the Top

Expertise is highly valued in society, and there are many domains of expert skill. Moreover, as Ericsson (Chapter 1) notes, rapid advances in knowledge and technology dictate that "the life-long quest for improved adaptation to task demands will not be limited to experts anymore" (p. 17). No wonder that the study of expertise is a burgeoning scientific movement, and how sad that behavior analysis has contributed so little to it.

A few decades ago, behavior analysts might have been able to set the agenda for the scientific study of expertise, but it is difficult to gain entry into a maturing scientific field. Does a place at this table remain for behavior analysts who wish to study and promote high-level skill? The answer to this question is imbedded in a feature of the literature from which the *Handbook* samples: there is plenty of analysis, but not much intervention. In other words, the typical developmental trajectory of established experts is well understood, but can we apply this knowledge to reliably create new expertise? Here is an opportunity that is tailor made for behavior analysts, as even some in the expert-performance community understand. For example, Felovich, Pioleta, & Ericsson (Chapter 4) note that research on reinforcement

...Might contribute to our understanding of how some people manage to persevere through the very long periods of practice and experience, involving both successes and inevitably many failures, that we now know are so essential to the development of expert levels of skill. How to scaffold sustained, consistent, purposeful effort, over very long periods of time and despite inevitable setbacks, appears at this time to be one of the great puzzles to be solved in developing a science of human excellence (p. 45)

Thus, although studies of expertise suggest how the best performers got that way, deriving a replicable technology of behavioral enhancement from this knowledge is a work in progress. Behavior analysis should interest those who care

about expertise because behavior analysts excel at building repertoires. The *Handbook* should be interesting to behavior analysts -- especially those with designs on making the world a better place -- because it defines this opportunity, and raises the compelling question of which repertoires we will choose to build.

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Auction

The B. F. Skinner Foundation will auction three personal items of B. F. Skinner at the ABA Social. Join us for the fun!

**Monday, May 28; 10:30 pm
Douglas BC**

Visit the ABA Convention Site

www.abainternational.org/convention/

Items available on the site include:

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Newcomer's Session: Introduction to the Association for Behavior Analysis

Chair: Dr. Jack Michael (Western Michigan University, Emeritus)

Saturday, May 26; 9:30 a.m.

An overview of ABA, its history, structures, and functions as an international locus of the field of behavior analysis. Awards, special interest groups, and other features will also be addressed. Dr. Michael, one of ABA's original members, will review the origin and organization of ABA as well as describe the principles of behavior analysis that form the scientific foundation of the field.

International Development Brunch

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

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

The international development brunch is scheduled for the first day of the convention to welcome international members and review the international development of behavior analysis being conducted at ABA. All members are welcome. We expect conference attendees from 30 countries to join us for food and conversation.

For Newcomers: A Roadmap to the Autism Program at the ABA Convention, 2007

Chair: Dr. Jack Scott (Florida Atlantic University)

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

This session is intended for newcomers to the ABA convention. Anyone is welcome. An event as large as ABA may seem overwhelming to newcomers—whether professionals or parents. Jack Scott is the Autism Program Area Senior Co-Coordinator and he will provide information on the various session formats and then offer a roadmap or set of suggestions for the most helpful presentations and events for a first time ABA attendee interested in Autism.

Professional Development Series

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

Advice from the Recently Hired

Chair: Katherine R. Krohn (University of Tennessee)

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

- Becky Penrod (Sacramento State University)
- Ginger Wilson (ABRITE, LLC)
- Timothy Weil (Florida State University, Panama City)

Members of this panel will provide information and advice on making the transition from graduate student to member of the professional community. Panelists represent a variety of different educational backgrounds and professional domains.

An Introduction to Pivotal Response Treatment (PRT)

Chair: Candice Jostad (Western Michigan University)

Sunday, May 27; 3:00 p.m.

Dr. Lynn Kern Koegel (University of California, Santa Barbara)

Recognized as one of the top state-of-the-art treatments for autism in the United States, the innovative Pivotal Response Treatment uses natural learning opportunities to target and modify key behaviors in children with autism, leading to widespread positive effects on communication, behavior, and social skills. Dr. Lynn Koegel will provide an overview and description of this proven approach, which is the product of 20 years of research from Robert and Lynn Koegel, co-founders of the renowned Koegel Autism Research Center at the University of California, Santa Barbara.

Applying to Graduate School in Behavior Analysis

Chair: Christy A. Alligood (West Virginia University)

Sunday, May 27; 7:00 p.m.

- Sarah E. Bloom (University of Florida)
- Daniel Lee Shafto (Western Michigan University)
- Adam T. Brewer (University of Kansas)
- Erick M. Dubuque (University of Nevada, Reno)

Faculty and student panelists from graduate programs in behavior analysis will discuss the application process and take questions from attendees.

Behavior Analysis Around the World

Chair: Marianne L. Jackson (University of Nevada, Reno)

Monday, May 28; 7:30 p.m.

- Dr. Linda J. Hayes (University of Nevada, Reno)
- Dr. Simon Dymond (University of Wales, Swansea)
- Dr. R. Douglas Greer (Columbia University Graduate School and Teachers College)
- Jon Gretar Sigurjonsson (National University of Ireland, Galway)

As behavior analysis continues to grow and develop around the world, it is important for the new generation of behavior analysts to be aware of how our science is developing in other countries. Panelists will discuss current dissemination efforts, trends in other countries, and future opportunities in behavior analysis.

Conversation Hour with Prominent Women in Behavior Analysis

Chair: Kate E. Fiske (Rutgers University)

Sunday, May 27; 4:00 p.m.

- Dr. Linda J. Hayes (University of Nevada, Reno)
- Dr. Maria E. Malott (Association for Behavior Analysis)
- Dr. Frances K. McSweeney (Washington State University)
- Dr. Janet S. Twyman (Headsprout)

Panelists will discuss their experiences in the field and invite questions from attendees.

Giving Effective Oral Presentations

Chair: Jessica B. Long (West Virginia University)

Sunday, May 27; 1:30 p.m.

- Dr. Daniel Adam Openden (University of California, Santa Barbara)
- Dr. Amanda Adams (California State University, Fresno)

The panelists will give advice on effective oral presentations, with a focus on presenting to multidisciplinary audiences, including professionals, students, paraprofessionals, and parents. The audience will be invited to ask questions and hold discussions with the panel members.

How to Obtain Grant Funding

Chair: Sharlet D. Butterfield (University of Nevada, Reno)

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

- Dr. Ron Van Houten (Western Michigan University)
- Dr. Donald A. Hantula (Temple University)
- Dr. W. Larry Williams (University of Nevada, Reno)
- Steven W. Clarke (Virginia Polytechnic Institute and State University)

Panelists will describe some of their experiences in obtaining grant funding for a variety of behavioral projects. They will give some recommendations and advice for being successful in this process and obtaining funding for your research.

Non-Traditional Research Areas and their Role in Behavior Analysis

Chair: Andrew Scherbarth (University of North Texas)

Sunday, May 27; 3:30 p.m.

- Dr. Joseph D. Cautilli (Children Crisis Treatment Center/St. Joseph's University)
- Megan Oser (University of Nevada, Reno)
- Dr. Ann Branstetter (Missouri State University)
- Gretchen S. Thwing (AdvoServ)

In order to highlight some of the non-traditional research topics that are being explored by behavior analysts, this panel brings together researchers and practitioners whose work promises to expand the domains of behavior analysis. The panelists will discuss issues in the areas of chronic pain and behavioral medicine.

On Aspects of Applied Internships in Applied Behavior Analysis

Chair: Amanda C. Adcock (University of North Texas)

Sunday, May 27; 1:30 p.m.

- Dr. Marta Leon (Headsprout)
- Dr. Robert T. Peyton (Kennedy Krieger Institute)
- Natalie B. Jacome (University of North Carolina, Wilmington)
- Dr. Katherine V. Powers (Marcus Institute)

Most job indexes predict that the behavioral services field will continue to grow over the next ten years. While this is great news for those working in the field, it suggests a

growing challenge to students about to graduate and enter the job market. Specifically, it suggests that the plague of graduates with excellent educations and little-to-no practical experience will continue to spread. In order to help slow this epidemic and to educate ABA's student members on the opportunities that are available to them while working on their degrees, the panelists will discuss their experiences with applied internships from both a student and a professional perspective.

On Aspects of Being a Board Certified Behavior Analyst

Chair: Katherine Wamhoff (The University of Texas at Austin)

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

- Dr. Gerald L. Shook (Behavior Analyst Certification Board)
- Dr. Michele D. Wallace (California State University, Los Angeles)
- Dr. Claire Cathleen St. Peter Pipkin (West Virginia University)

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

Perspectives on the Future of Behavior Analysis

Chair: Marianne L. Jackson (University of Nevada, Reno)

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

- Dr. Steven C. Hayes (University of Nevada, Reno)
- Dr. Cynthia M. Anderson (University of Oregon)
- Dr. Thomas S. Critchfield (Illinois State University)
- Dr. William L. Heward (The Ohio State University)

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

Postdoctoral Fellowships

Chair: Christy A. Alligood (West Virginia University)

Sunday, May 27; 4:30 p.m.

- Christy A. Alligood (West Virginia University)
- Dr. Karen G. Anderson (West Virginia University)
- Dr. Dean C. Williams (University of Kansas)

Panelists will speak from several perspectives on preparing for and completing postdoctoral fellowships.

Give Yourself a Break

Attend a Fitness Activity during the ABA convention sponsored by the Health, Sport, and Fitness SIG.

Cardiokickboxing: Sun., 5/27; 7:00 a.m.

Martial Arts/Relaxation: Mon., 5/28; 7:30 p.m.

Pilates/Yoga Workout Session: Mon., 5/28; 7:00 a.m.

Research in Non-University Settings

Chair: Jason Vladescu (Central Michigan University)

Sunday, May 27; 2:30 p.m.

- Dr. William V. Dube (University of Massachusetts Medical School- Shriver Center)
- Dr. D. Daniel Gould (The New England Center for Children)
- Dr. Jonathan J. Tarbox (Center for Autism and Related Disorders)

Panelists from three agencies will talk about their research in non-university settings. Attendees will be invited to ask questions and join in the discussion.

Utilizing Behavior Analysis to Get Through Graduate School

Chair: Kristen Alyssa Rost (Florida Institute of Technology)

Sunday, May 27; 4:00 p.m.

- Dr. Summer Ferreri (Michigan State University)
- Dr. Theresa Hessler (The Ohio State University, Newark)
- Dr. Michele M. Nobel (Antioch University McGregor)
- Dr. Natalie Allen-Williams (Weber State University)

Students developed behaviorally based interventions to assist their progression toward graduation and increase those "degree-getting" behaviors. These students will present data from these studies and will give advice on developing your own interventions.

Behavioral Bash

Chair: Marianne Jackson (University of Nevada, Reno)

Saturday, May 26; 10:30 p.m.

ABA welcomes all of its members to San Diego. Join us for a night of entertainment and fun. We will have some talent from within our very own membership – yes, behavior analysts do have other talents! This will include our ever popular skit competition, awards, and entertainment from local talent. We hope to see you all there!

Behavioral Fitness

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

Health, Sport, & Fitness Activity: Cardiokickboxing

Chair: Elise Cooke (Holliston Public Schools)

Sunday, May 27; 7:00 a.m.

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

Health, Sport, & Fitness Activity: Martial Arts/Relaxation

Chair: Frank D. Buono (KGH Consultation)

Monday, May 28; 7:30 p.m.

The HSF Martial Arts/Relaxation meeting will show and discuss how martial arts and relaxation can aid the behavioral community. Martial arts can individually help exercise different techniques to increase positive reactions with behavioral support. Relaxation can provide an individual self-regulation of the body, such as: controlling your heart rate, lowering your blood pressure, or helping a child with autism to not exhibit problematic behaviors.

The topics that will be discussed include how breath control can help regulate children with autism and what comes after CPI? The event will conclude with a ten-minute relaxation session.

Health, Sport, & Fitness Event: Pilates/Yoga Workout Session

Chair: Dr. Amanda Adams (California State University, Reno)

Monday, May 28; 7:00 a.m.

This workout session, sponsored by the Health, Sport, and Fitness SIG group, is open to all levels. The class will be half Pilates and half Yoga. Great to invigorate tired muscles and get the rejuvenation you need to continue through the conference with rigor.

Reunions and Receptions

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

Auburn University Reunion

Chair: Dr. James M. Johnston (Auburn University)

Monday, May 28; 8:30 p.m.

B. F. Skinner Foundation Reception

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

Sunday, May 27; 8:00 p.m.

Behavior Analysis Services Program

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

Sunday, May 27; 8:00 p.m.

Behaviorists for Social Responsibility (30-Year Anniversary)

Chair: Dr. Robin Rumph (Stephen F. Austin University)

Sunday, May 27; 8:00 p.m.

Cambridge Center for Behavioral Studies Reception for Members, Advisors, Trustees

Chair: Dr. Dwight Harshbarger (Cambridge Center for Behavioral Studies)

Sunday, May 27; 8:00 p.m.

Columbia University and CABAS® Professionals

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

Sunday, May 27; 8:30 p.m.

The Ogden R. Lindsley Standard Celeration Chart Share

Chair: Dr. Malcolm D. Neely (Learning Courses)

Sunday, May 27; 8:00 p.m.

SIG Español/Spanish SIG Business Meeting and Reunion

Chair: Dr. Mapy Chavez-Brown (Wagner College)

Saturday, May 26; 8:30 p.m.

St. Cloud State University Alum and Friends

Chair: Dr. Gerald Mertens (St. Cloud State University)

Monday, May 28; 8:30 p.m.

University of Florida Reunion

Chair: Brian D. Kangas (University of Florida)

Saturday, May 26; 8:30 p.m.

University of Kansas, Department of Applied Behavioral Science (formerly, Human Development and Family Life)

Chair: Dr. Edward K. Morris (University of Kansas)

Saturday, May 26; 8:30 p.m.

University of North Texas, Department of Behavior Analysis Reunion

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

Saturday, May 26; 8:30 p.m.

Utah State University Reunion

Chair: Veda A. Charlton (The Institute for Effective Education)

Saturday, May 26; 8:30 p.m.

Tribute to an ABA Pioneer: A Memorial for Scott Wood

Chairs: Dr. Jack Michael (Western Michigan University) and Dr. Jon S. Bailey (Florida State University)

Monday, May 28; 8:30 p.m.

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

Chair: Dr. R. Wayne Fuqua (Western Michigan University)

Saturday, May 26; 8:30 p.m.

Business Meetings

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

ABA Student Committee Business Meeting

Chair: Marianne L. Jackson (University of Nevada, Reno)

Tuesday, May 29; 8:00 a.m.

Affiliated Chapters Meeting

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

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

Applied Animal Behavior Special Interest Group

Chair: Jennifer L. Sobie (Western Michigan University)

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

Autism Special Interest Group

Chair: Dr. Mary Jane Weiss (Rutgers University)

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

Behavior Analyst Certification Board University Contact Faculty Meeting

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

Sunday, May 27; 7:00 p.m.

Behavior Analysis in Behavioral Medicine Special Interest Group Meeting

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

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

Behavior Analyst Certification Board International Certification Development

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

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

Behavior Analyst Certification Board: Introduction and Application

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

Tuesday, May 29; 8:00 a.m.

Behavior Analyst Online Special Interest Group

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

Monday, May 28; 7:30 p.m.

Behavioral Gerontology Special Interest Group

Chair: Dr. Linda A. LeBlanc (Western Michigan University)

Tuesday, May 29; 8:00 a.m.

Behaviorists for Social Responsibility

Chair: Dr. Mark A. Mattaini (Jane Addams College of Social Work-University of Illinois at Chicago)

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

Behaviorists Interested in Gambling Special Interest Group

Chair: Ginger Wilson (The ABRITE Organization)

Sunday, May 27; 7:00 p.m.

Chicago Association for Behavior Analysis

Chair: Dr. Charles Merbitz (Chicago School of Professional Psychology)

Monday, May 28; 7:30 p.m.

Clinical Behavior Analysis Special Interest Group

Chair: Dr. Ann Branstetter (Missouri State University)

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

Consider joining an ABA SIG!

A list of ABA SIGs is available on line at
www.abainternational.org/Special_Interests/si.asp

Developmental Behavior Analysis Special Interest Group Business Meeting

Chair: Dr. Jacob L. Gewirtz (Florida International University)

Monday, May 28; 7:30 p.m.

Editorial Board, Behavior and Social Issues

Chair: Dr. Mark A. Mattaini (Jane Addams College of Social Work-University of Illinois at Chicago)

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

Evidence-Based Practice Special Interest Group

Chair: Ronnie Detrich (Wing Institute)

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

Experimental Analysis of Human Behavior Special Interest Group

Chair: Dr. Cynthia J. Pietras (Western Michigan University)

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

Four Corners ABA

Chair: Dr. Jeff Kupfer (Boulder, Colorado)

Sunday, May 27; 7:00 p.m.

Hawaiian Association for Behavior Analysis

Chair: Catherine H. Wilson (Behavioral Counseling and Research Center)

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

Health, Sport, & Fitness Special Interest Group Meeting

Chair: Dr. Amanda Adams (California State University, Fresno)

Sunday, May 27; 7:00 p.m.

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

Chair: Dr. Leonard Green (Washington University)

Monday, May 28; 7:30 p.m.

Mid-American Association for Behavior Analysis Business Meeting

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

Sunday, May 27; 7:00 p.m.

Missouri Association for Behavior Analysis

Chair: Jenny Frisbee (Special School District)

Monday, May 28; 7:30 p.m.

New York State Association for Behavior Analysis

Chair: Joseph M. Pancari (Builders for the Family and Youth - Catholic Charities)

Monday, May 28; 7:30 p.m.

Organizational Behavior Management (OBM) Network Business Meeting

Chair: Angela R. Lebbon (Western Michigan University)

Monday, May 28; 7:30 p.m.

Parent Professional Partnership Special Interest Group

Chair: Dr. David A. Celiberti (Private Practice)

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

Parents and Professionals Sharing the Convention Experience

Chair: Dr. Jack Scott (Florida Atlantic University)

Sunday, May 27; 7:00 p.m.

Positive Behavior Support Special Interest Group

Chair: Dr. Matthew Tincani (University of Nevada, Las Vegas)

Sunday, May 27; 7:00 p.m.

Rehabilitation and Independent Living Special Interest Group

Chair: Dr. Mike Mozzoni (Timber Ridge Group, Inc.)

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

Sex Therapy and Educational Programming (STEP) Special Interest Group of ABA Organizational Meeting

Chair: Dr. Bobby Newman (Room to Grow)

Sunday, May 27; 7:00 p.m.

SIG Español/Spanish SIG Business Meeting and Reunion

Chair: Dr. Mapy Chavez-Brown (Wagner College)

Saturday, May 26; 8:30 p.m.

Southeastern Association for Behavior Analysis Business Meeting

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

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

Special Interest Group Business Meeting with the ABA Presidents

Chair: Dr. Janet S. Twyman (Headsprout)

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

Speech Pathology Special Interest Group (SPABA)

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

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

Technology Special Interest Group

Chair: Dr. Christina Whalen (TeachTown)

Sunday, May 27; 7:00 p.m.

Verbal Behavior Special Interest Group

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

Sunday, May 27; 7:00 p.m.

Wisconsin ABA

Chair: Dr. Corrine R. Donley (University of Wisconsin, Oshkosh, Retired)

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

Is there an ABA Chapter in your area?Visit www.abainternational.org/chapters.asp
to find out!

ABA's Continuing Education Program

General Information

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

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

Workshop Registration Instructions

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

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

Detailed Instructions

Review workshop offerings on the following pages. Descriptions of all workshops are located on the ABA Web site at www.abainternational.org/convention. Continuing Education credit is \$10/hour in addition to workshop registration fees (\$30 for 3-hour workshops and \$60 for 6-hour workshops). If you are registering via mail, indicate your selections on the Convention and Workshop Registration Form on page 43. Calculate total fees for all workshops selected, indicate the type of CE credit you would like, and enter the total fees on the Convention and Workshop Registration Form (page 43).

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

Cancellations and Refunds

Registrants may cancel convention registration and tickets for workshops or other events up to May 2, 2007. A handling fee of \$25 per cancellation will be deducted from all refunds. After May, 2, 2007, no refunds will be granted.

Ethics

The Association for Behavior Analysis endorses the American Psychological Association's *Ethical Principles of Psychologists and Code of Conduct*.

ABA CE Credit for Behavior Analysts

The Association for Behavior Analysis will provide continuing education for Behavior Analyst Certification Board (BACB) Certified Behavior Analysts™ and Board Certified Associate Behavior Analysts™ at the 2007 convention in San Diego.

Workshops

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

Convention Sessions

Sessions being offered for CE for behavior analysts may be previewed on the ABA Web site at www.abainternational.org, along with their abstracts. If you wish to earn CE for convention sessions, pick up a CE Packet, which contains all necessary information, from the ABA Continuing Education Desk **prior to attending sessions**.

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

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

Continuing Education for Psychologists

The Association for Behavior Analysis is approved by the American Psychological Association to offer continuing education for psychologists. The Association for Behavior Analysis maintains responsibility for this program and its content. Continuing education for psychologists will be available for select pre-convention workshops. Sign in and out sheets and all other documentation will be available at the workshops. There is a \$10 per credit hour fee for continuing education for psychologists.

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

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

Questions?

Contact the ABA office at (269) 492-9310 or by e-mail at mail@abainternational.org.

ABA Pre-Convention Workshops

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

Friday, May 25

10 A.M. – 5 P.M.

#1 Acceptance and Commitment Therapy and the Treatment of Chronic Pain

JOANNE DAHL, Ph.D. and Tobias Lundgren (Uppsala University)

CE: PSY, BACB

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

#2 Advanced Applications of Activity Schedules: Building Social, Play, and Self-Help Skills

JOSEPH M. VEDORA and David M. Corcoran, M.S., BCBA (BEACON Services)

CE: PSY, BACB

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

#3 Autism and Medication: Research, Behavioral Effects, and Side-Effects

ROBERT W. MONTGOMERY, Ph.D., BCBA (Reinforcement Unlimited)

CE: PSY, BACB

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

#4 BATSS: Training Teachers and Educational Consultants to Deliver Behavior Analytic Technology in Classroom Settings

JANET ELLIS, Ph.D., BCBA, Sarah A. Law, Larisa Maxwell, Jaime Goettl, and Anna Whaley Carr (University of North Texas)

CE: PSY, BACB

Cost to ABA Members: \$255; Nonmembers: \$270

#5 Consulting the Behavioral Way: The Pyramid Approach to Shaping Performance in Autism Educational Services

Andrew S. Bondy, Ph.D. (Pyramid Educational Consultants) and BETH SULZER-AZAROFF (University of Massachusetts, Amherst)

CE: PSY, BACB

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

#6 Designing EIBI Instructional Program Sequences to Facilitate Generative Verbal Behavior

JOHN D. McELWEE, M.S., BCBA (Step by Step/HASD) and Ian T. Stewart (National University of Ireland, Galway)

CE: PSY, BACB

Cost to ABA Members: \$310; Nonmembers: \$325

#7 Designing, Implementing, and Evaluating Autism Education Programs

SUZANNE LETSO, M.A., BCBA and Judith L. Palazzo (Connecticut Center for Child Development, Inc.)

CE: PSY, BACB

Cost to ABA Members: \$145; Nonmembers: \$155

#8 Developing Fluent Language Skills for Children with Autism Part III: Pragmatic Language Skills

HOLLY ALMON-MORRIS, M.S., BCBA (Fabrizio/Moors Consulting), Alison L. Moors (Private Practice), and Sara J. Pahl and Kristin N. Schirmer (Fabrizio/Moors Consulting)

CE: PSY, BACB

Cost to ABA Members: \$185; Nonmembers: \$195

#9 Direct Instruction: Overview of Instructional Curriculum and Implementation with Non-Traditional Populations

ANN FILER (BEACON Services), Wendy L. Kozma (Evergreen Center), and Robert K. Ross; M.S., BCBA (BEACON Services)

CE: PSY, BACB

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

#10 Effectively Implementing the Girls and Boys' Town Education Model in Public and Non-Public School Settings

R. GREGORY NUNN, Ph.D., BCBA (UHS-Keystone Schools) and Scott Hartman (Education Director, Girls and Boys Town, National Resource and Training Center)

CE: PSY, BACB

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

#11 Engineering Generative Cognitive Repertoires in Young Children with Autism: Designing and Managing Relational Repertoires

RICHARD E. LAITINEN, Ph.D., BCBA and Cheng Chu (Tucci Learning Solutions, Inc.)

CE: PSY, BACB

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

#12 Function Based Diagnosis and Treatment for Chronic Populations

KEVEN M. SCHOCK, M.A., BCBA (R Plus, LLC) and Ennio C. Cipani (National University)

CE: PSY, BACB

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

#13 Functional Analyses in School Settings

MICHAEL M. MUELLER, Ajamu Nkosi, and Bryan J. Davey, Ph.D., BCBA (Southern Behavioral Group, Inc.)

CE: PSY, BACB

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

#14 Human Performance Engineering to Achieve Desired Results

GUY S. BRUCE, Ed.D., BCBA (Appealing Solutions, L.L.C.)

CE: PSY, BACB

Cost to ABA Members: \$155; Nonmembers: \$165

#15 Improving Instruction in Verbal Behavior Classrooms through Competency-Based Performance Feedback

MICHAEL MIKLOS, M.S., BCBA and William A. Galbraith (Pennsylvania Training and Technical Assistance Network)

CE: PSY, BACB

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

#16 Informant, Descriptive, and Setting Assessments: Selecting the Right Problem and Right Tools

JOHN W. ESCH (ESCH Behavior Consultants, Inc.) and Wayne S. Robb, M.A., BCBA (ARC of Indian River County)

CE: PSY, BACB

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

#17 New Behavioral Challenges: Assessment and Treatment of Emotional Difficulties in Children

JEANNIE GOLDEN, Ph.D., BCBA (East Carolina University)

CE: PSY, BACB

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

#18 Promoting the Generalization and Maintenance of Skills in Learners with Autism and Related Disorders

DAVID A. CELIBERTI, Ph.D., BCBA (Private Practice) and Audrey Meissner (New Haven Learning Centre)

CE: PSY, BACB

Cost to ABA Members: \$145; Nonmembers: \$155

#19 Running Effective Behavior Analytic Social Skills Groups

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

CE: PSY, BACB

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

#20 Social Skills: Assessment and Intervention Planning for Children with Autism

FAYE I. CARTER, M.S., BCBA and Loc Le (Autism Spectrum Therapies)

CE: PSY, BACB

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

#21 Standard Celeration Charting

Jesus Rosales-Ruiz (University of North Texas), Henry S. Pennypacker (University of Florida), Abigail B. Calkin (Calkin Consulting Center), John W. Eshleman, Ed.D., BCBA (Optimal Instructional Systems), and CLAY M. STARLIN (University of Oregon)

CE: BACB

Cost to ABA Members: \$235; Nonmembers: \$250

#22 Starting and Managing an ABA Service Provider Organization Using Performance Improvement Methods

MICHAEL WEINBERG, Ph.D., BCBA (Michael Weinberg, Ph.D., BCBA) and Joseph D. Cautilli (Children Crisis Treatment Center/Temple University)

CE: PSY, BACB

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

#23 Teaching the Use of Natural Gestures to Children with Autism within an Intensive Behavioral Intervention Language-Based Curriculum

JACQUELINE M. HARTH, M.S., BCBA, Cara Ann Dreyer, and Elizabeth A. Isakson (Behavioral Dimensions, Inc.) and James E. O'Neill (Behavioral Dimensions - Minneapolis, MN) and Nancy G. Schussler (Behavioral Dimensions, Inc.)

CE: PSY, BACB

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

#24 The Verbal Behavior Milestones Assessment and Placement Program: The VB-MAPP

MARK L. SUNDBERG, Ph.D., BCBA (Sundberg and Associates)

CE: PSY, BACB

Cost to ABA Members: \$170; Nonmembers: \$185

#25 Training a Successful Caregiver Curriculum: Tips from the Florida Behavior Analysis Services Program (BASP)

JANET L. MONTGOMERY, M.S., BCBA (University of Florida, Behavior Analysis Services Program), Catherine Williams (Behavior Analysis Services Family Safety Program), and Victoria Fogel (University of Florida)

CE: PSY, BACB

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

#26 Transforming Your Verbal, Social, and Motor Behavior Interventions with Morningside's Generative Instruction

KENT JOHNSON, Ph.D., Joanne K. Robbins, Kristine F. Melroe, Marianne Delgado, and Nick Vu (Morningside Academy)

CE: PSY, BACB

Cost to ABA Members: \$280; Nonmembers: \$295

#27 Using a Verbal Behavior Approach to Teach Children with Autism and Related Disorders

MARY L. BARBERA, R.N., M.S.N., BCBA (Barbera Behavior Consulting)

CE: PSY, BACB

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

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

EITAN ELDAR, Ph.D., BCBA (Zinman College, Israel)

CE: PSY, BACB

Cost to ABA Members: \$150; Nonmembers: \$160

#29 Using Sign Language Rather than Picture Selection as a Primary Communication Response Form for Hearing Children and Adults with Developmental Disabilities Including Autism

PATRICK E. MCGREEVY, Ph.D., BCBA (Patrick McGreevy, Ph.D., P.A.) and Carl T. Sundberg (Verbal Behavior Center for Autism)

CE: PSY, BACB

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

**Friday, May 25
10 A.M. – 1 P.M.**

#30 BI Capture™: A More Effective Way to Do Functional Behavior Assessments

JAMES BALL, Ed.D., BCBA and Steve Lockwood (Youth Consultation Service (YCS))

CE: PSY, BACB

Cost to ABA Members: \$80; Nonmembers: \$95

#31 Effectively Correcting Student Errors during Fluency Based Instruction

KELLY J. FERRIS, M.A., BCBA (Fabrizio/Moors Consulting), Heidi Calverley (University of British Columbia/Fabrizio/Moors Consulting), and Kristin Wilkinson and Amy King (Fabrizio/Moors Consulting)

CE: PSY, BACB

Cost to ABA Members: \$105; Nonmembers: \$120

#32 Enhancing Social Reciprocity of Children with Autism within Everyday Routines and Activities

DEBRA A. LEACH and Jack Scott, Ph.D., BCBA (Florida Atlantic University)

CE: PSY, BACB

Cost to ABA Members: \$80; Nonmembers: \$95

#33 Excel with Excel®: A Behavior Analysts' Guide to Maximizing the Application of Microsoft Excel

CORAL E. LEE, Carrie Hartman, M.S., BCBA, and Jorge Garcia (ACES)

CE: BACB

Cost to ABA Members: \$80; Nonmembers: \$95

#34 How to Incorporate Social Skills Curriculum Resources within ABA Programs for Young Children with Autism

ERICA R. ROEST, M.Ed., BCBA and Selena Emond (Autism Behavior Consultants)

CE: PSY, BACB

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

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

WEIHE HUANG, Ph.D., BCBA (Regional Center of the East Bay, California)

CE: PSY, BACB

Cost to ABA Members: \$80; Nonmembers: \$95

**Friday, May 25
2 P.M. – 5 P.M.**

#36 "Why Don't They Do As We Say?" Using Functional Assessments to Address Non-Adherence in Applied Environments

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

CE: BACB

Cost to ABA Members: \$80; Nonmembers: \$95

#37 An Introduction to Pivotal Response Training

LAURA SCHREIBMAN, Ph.D. (University of California, San Diego), Aubyn C. Stahmer (Rady Children's Hospital, San Diego), Marie L. Rocha and Jessica B. Suhrheinrich (University of California, San Diego), Sarah A. Dufek (University of California, San Diego, Psychology), and Rebecca Couch Gutierrez, Allison Cunningham, and Michele Stone (University of California, San Diego)

CE: PSY, BACB

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

#38 Cultural Sensitivity: Applying Behavioral Principles with the Latino Population

DEBRA ANNE RAUSCH-HARRIS, Ph.D., Monica Corrales, J. Ernesto Corrales, and Charles Wagle (Motiva Associates, San Diego)

CE: PSY, BACB

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

#39 Instructing Naïve Learners for Formal Instructional Opportunities in School and Home Settings

DONNA LEFEVRE (Pennsylvania Training and Technical Assistance Network) and Aaron Wood, Jawantey K. Morris, and Vicci Tucci, M.A., BCBA (Tucci Learning Solutions, Inc.)

CE: PSY, BACB

Cost to ABA Members: \$105; Nonmembers: \$120

#40 Treatment Strategies for Increasing the Number of Children with Autism Who Reach Normalcy

GLEN O. SALLOWS, Ph.D., BCBA, Tamlynn Graupner, and Michelle Sherman (Wisconsin Early Autism Project)

CE: PSY, BACB

Cost to ABA Members: \$80; Nonmembers: \$95

#41 We Know We Have to Do It, but How? Schools' Search for Teaching Social Skills

COLLEEN DAVIS (Tucci Learning Solutions, Inc.), Marcia Brown (Gilroy Unified School District), Dale Falcone and Valerie Rodriguez (Tucci Learning Solutions, Inc.), Linda McNulty (LRC Consulting, Child Advocate, and Parent), Karen Serrano (Teacher, Parent Cooperative Social Skills Trainer), and Dan Hursh, Ph.D., B.C.B.A. (Tucci Learning Solutions, Inc.)

CE: PSY, BACB

Cost to ABA Members: \$90; Nonmembers: \$105

**Friday, May 25
6 P.M. – 9 P.M.**

#42 ACT and FAP: An Experiential Integration in Effecting Personal and Client Change

MAVIS TSAI, Ph.D. (Independent Practice) and Joanne Dahl (University of Uppsala, Sweden)

CE: PSY, BACB

Cost to ABA Members: \$80; Nonmembers: \$95

#43 Behavior Analysis of Peak Personal Athletic Performance and Physical Fitness

STEPHEN RAY FLORA, Ph.D., BCBA (Youngstown State University)

Cost to ABA Members: \$80; Nonmembers: \$95

#44 Behavioral Relaxation: Training and Scale

VICTORIA STOUT KUBAL, M.S., BCBA and Amber Mahal (University of California, San Francisco, Fresno Department of Family and Community Medicine)

CE: PSY, BACB

Cost to ABA Members: \$80; Nonmembers: \$95

#45 Choosing Autism Interventions: Overviews of Popular Autism Interventions and Combinations That Work

TERESA A. GRIMES, M.S., BCBA and Steven J. Ward (Whole Child Consulting)

Cost to ABA Members: \$80; Nonmembers: \$95

#46 Demonstration Classroom for Preschool Learners with Autism: Targeting the Core Deficits of Autism within Group Activities

Melanie A. Rose (Southern Illinois University, Carbondale), Jenny C. Martin (Southern Illinois University), and LEIGH KAROLE GRANNAN, M.S., BCBA (Southern Illinois University, Carbondale)

CE: PSY, BACB

Cost to ABA Members: \$80; Nonmembers: \$95

#47 Developing Competencies for Participation in Direct Instruction Curriculum

Cathy L. Watkins, Ph.D., BCBA (California State University, Stanislaus), KARRIE GRAMA (Behavioral Therapist), and Christina Bracewell Lovaas (Tucci Learning Solutions, Inc.)

CE: PSY, BACB

Cost to ABA Members: \$90; Nonmembers: \$105

#48 EIBSC: Early Intervention Behaviorally Scripted Curriculum

ROSA C. MARTINEZ, Ph.D., BCBA (The Children's Center for Early Intervention)

CE: PSY, BACB

Cost to ABA Members: \$105; Nonmembers: \$120

#49 Enhancing Behavior Analytic Practices with Feminist Principles

MARIA R. RUIZ, Ph.D., BCBA (Rollins College) and Christeine M. Terry (University of Washington)

CE: PSY, BACB

Cost to ABA Members: \$80; Nonmembers: \$95

#50 Ethical Issues in the Assessment and Treatment of Behavioral Disorders

R. M. (DUKE) SCHELL, Ph.D., BCBA (J. Iverson Riddle Developmental Center)

CE: PSY, BACB

Cost to ABA Members: \$90; Nonmembers: \$105

#51 Ethics II: The Advanced Course

JON S. BAILEY, Ph.D., BCBA (Florida State University/Florida Association for Behavior Analysis) and Mary R. Burch (American Kennel Club)

CE: PSY, BACB

Cost to ABA Members: \$90; Nonmembers: \$105

#52 Evaluation of Psychotropics and Environmental Variables to Determine Function of Behaviors for Individuals with Disabilities

ERNESTINE (TINA) G. PATTERSON, M.Ed., BCBA (Consultant)

CE: PSY, BACB

Cost to ABA Members: \$130; Nonmembers: \$145

#53 Graphing with Microsoft Excel

Sarah E. Roberts, M.S., BCBA (Behavioral Dimensions, Inc.), EMILY R. MONN (University of Minnesota), and Kimberly A. Schulze, Eric Rudrud, and Mark Monn (St. Cloud State University)

CE: BACB

Cost to ABA Members: \$85; Nonmembers: \$100

#54 How to Design Efficient Learning Programs to Improve Staff Performance and Consumer Outcomes: Part One of a Two-Part Workshop

GUY S. BRUCE, Ed.D., BCBA (Appealing Solutions, L.L.C.)

CE: PSY, BACB

Cost to ABA Members: \$100; Nonmembers: \$115

#55 Improve Your Oral Presentations

NED CARTER, Ph.D. (Swedish Associations of Local Authorities and Regions, Stockholm, Sweden) and Thomas E. Boyce (Center for Behavioral Safety, LLC)

Cost to ABA Members: \$80; Nonmembers: \$95

#56 Improving Classroom Behavior Support Practices through Applied Behavior Analysis Interventions

ROBERT F. PUTNAM, Ph.D., BCBA, Kimberly Thier, and Marcie W. Handler (The May Institute)

CE: PSY, BACB

Cost to ABA Members: \$80; Nonmembers: \$95

#57 Increase Learning in Children with Autism Spectrum Disorders through Parent Education Training

LYNN YUAN, Ph.D., BCBA, Barbara Kimmel, and Gina Dileo (The Fred S. Keller School)

Cost to ABA Members: \$90; Nonmembers: \$105

#58 Inner Behavior: Changing Thoughts, Feelings, and Urges

Abigail B. Calkin, Ph.D. (Private Practice) and EMMA F. COBANE (TreeHouse School)

CE: PSY, BACB

Cost to ABA Members: \$95; Nonmembers: \$100

#59 Intensive Early Intervention: Key Clinical Interventions Which Lead to the Best Outcomes

ERIC V. LARSSON, Ph.D., BCBA and Kara L. Riedesel (Lovaas Institute Midwest) and Charryse M. Fouquette (Loves Institute Midwest/University of Kansas)

CE: PSY, BACB

Cost to ABA Members: \$88; Nonmembers: \$103

#60 Making Play Fun and Functional for Young Children with Autism at Home and at School

BARBARA A. METZGER, Ph.D., BCBA (Sam Houston State University), Angela L. Poletti (North Clackamas School District), Liza Lindenfeld (Juneau School District), Louise B. Southern (Private Practice), and Sabrina Mong (The Barber Center)

CE: PSY, BACB

Cost to ABA Members: \$80; Nonmembers: \$95

#61 RFT 101: An Introduction to Relational Frame Theory

DANIEL J. MORAN, Ph.D., BCBA (Trinity Services) and Patricia Bach (Illinois Institute of Technology)

CE: PSY, BACB

Cost to ABA Members: \$80; Nonmembers: \$95

#62 Self-Management: Promoting Autonomy for Individuals with Autism and Other Developmental Disabilities

JOCELYN THOMPSON, LCSW, BCBA and Robert Haupt (Autism Spectrum Therapies)

CE: PSY, BACB

Cost to ABA Members: \$90; Nonmembers: \$105

#63 So You Want to Hang out a Shingle: Practical and Legal Considerations of Private Practice

CHRISTOPHER L. SCHWILK, M.S. (Shippensburg University) and Elaine Rae Schwilk (Capital Area Intermediate Unit)

Cost to ABA Members: \$80; Nonmembers: \$95

#64 Specifying and Developing Individualized Curricula for Students with Autism and Related Diagnoses

J. TYLER FOVEL, M.A., BCBA (Strategic Alternatives)

CE: PSY, BACB

Cost to ABA Members: \$80; Nonmembers: \$95

#65 Successful Inclusion Practices for Children with Autism Spectrum Disorders (ASD)

SONJA R. de BOER, Ph.D., BCBA (University of Washington Autism Center)

CE: PSY, BACB

Cost to ABA Members: \$90; Nonmembers: \$105

#66 The ABC's of Consulting in School Districts

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

CE: PSY, BACB

Cost to ABA Members: \$80; Nonmembers: \$95

#67 The Art and Science of Peer Integration (Play Dates) in the Lovaas Model

Scott C. Cross, M.A., BCBA and O. IVAR LOVAAS (Lovaas Institute)

CE: PSY, BACB

Cost to ABA Members: \$80; Nonmembers: \$95

#68 Use of Shared Control to Increase Motivation in Children with Autism during Applied Behavior Analytic Intervention

BARBARA ENDLICH, M.S., BCBA, Lorin McGuire, Mayu Fujiwara, Shannon Cernich, Jane Kim, and Elisha M. Villanueva (Autism Spectrum Therapies)

CE: PSY, BACB

Cost to ABA Members: \$90; Nonmembers: \$105

#69 Using Curriculum Based Measurement to Track Response to Intervention

JOSEPH D. CAUTILLI, Ph.D., BCBA (Children Crisis Treatment Center/St. Joseph's University) and Michael Weinberg (Michael Weinberg, Ph.D., BCBA)

CE: PSY, BACB

Cost to ABA Members: \$80; Nonmembers: \$95

#70 Using Excel to Analyze Functional Behavior Assessment Data within Descriptive Analyses

SCOTT HELSINGER, M.S., BCBA and Andrew S. Bondy (Pyramid Educational Consultants)

CE: BACB

Cost to ABA Members: \$80; Nonmembers: \$95

#71 Using Revolution Software for Experimental, Training, and Organizational Purposes

WILLIAM F. POTTER, Ph.D., BCBA and Jessica Bailey (California State University, Stanislaus)

CE: BACB

Cost to ABA Members: \$85; Nonmembers: \$100

#72 Using Video Modeling to Teach Play to Young Children with Autism

SHELLY R. COTA, M.S., BCBA, Rebecca P. F. MacDonald, Theresa Cerrone, and Sally N. Roberts (The New England Center for Children)

CE: PSY, BACB

Cost to ABA Members: \$80; Nonmembers: \$95

**Saturday, May 26
8 A.M. – 11 A.M.**

#73 ABA, Autism, and Public Schools: Moving from Fantasy to Reality

Cara M. Cappalli, M.S.Ed., BCBA (ACES - Village School) and Jill G. Emmerich, Coral E. Lee, Donn Sottolano, and JAMES A. HOKO (ACES)

CE: PSY, BACB

Cost to ABA Members: \$80; Nonmembers: \$95

#74 ACT in Practice: Case Conceptualization in Acceptance and Commitment Therapy

DANIEL J. MORAN, Ph.D., BCBA (Trinity Services) and Patricia Bach (Illinois Institute of Technology)

CE: PSY, BACB

Cost to ABA Members: \$80; Nonmembers: \$95

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

C. BAKER WRIGHT, Ph.D., BCBA (Behavior Management Consultants, Inc.)

CE: PSY, BACB

Cost to ABA Members: \$80; Nonmembers: \$95

#76 Asperger's Syndrome: Overview and Clinical Interventions

ROBERT K. ROSS, M.S., BCBA and Beth Anne Miles (BEACON Services)

CE: PSY, BACB

Cost to ABA Members: \$80; Nonmembers: \$95

#77 Behavioral Counseling: Assessment and Intervention Techniques

JOSEPH D. CAUTILLI, Ph.D., BCBA (Children Crisis Treatment Center/ St. Joseph's University) and Michael Weinberg (Michael Weinberg, Ph.D., BCBA)

CE: PSY, BACB

Cost to ABA Members: \$80; Nonmembers: \$95

#78 Caregivers as Therapists: How to Train Caregivers to Conduct Functional Behavioral Assessment and Develop Treatment

JULIA T. O'CONNOR, Ph.D. (The Kennedy Krieger Institute) and Dipti Mudgal (The Kennedy Krieger Institute, Johns Hopkins School of Medicine)

CE: PSY, BACB

Cost to ABA Members: \$90; Nonmembers: \$105

#79 Community-Based Behavior Analysis for Adults with Developmental Disabilities: Assessment, Treatment, and Evaluation

LIMING ZHOU, Ph.D., BCBA (Midsouth Behavior Clinic)

CE: PSY, BACB

Cost to ABA Members: \$80; Nonmembers: \$95

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

MICHAEL FABRIZIO, M.A., BCBA, Kelly J. Ferris, Lesley Lucas, and Rebecca Phillips (Fabrizio/Moors Consulting)

CE: PSY, BACB

Cost to ABA Members: \$105; Nonmembers: \$120

#81 Developing the Private Practice Model: Succeeding in Your Own Business

TERENCE G. BLACKWELL JR., M.S., BCBA (Verbal Behavior Institute)

CE: BACB

Cost to ABA Members: \$80; Nonmembers: \$95

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

DONALD M. STENHOFF (University of Kentucky), Bryan J. Davey, Ph.D., BCBA (Southern Behavioral Group, Inc.), and Eleazar Vasquez, III (Utah State University)

CE: BACB

Cost to ABA Members: \$85; Nonmembers: \$100

#83 Ensuring Procedural Integrity of Clinical Programming in Applied Settings

Daniel Almeida, M.A., BCBA, HELENA L. MAGUIRE, Frank L. Bird, and Rita M. Gardner (Melmark New England)

CE: PSY, BACB

Cost to ABA Members: \$80; Nonmembers: \$95

#84 Establishing Rule-Governed Behavior to Assure for the Implementation of ABA Programming in Public Education Settings

CARA OGLE, M.A., BCBA (San Marcos Unified School District) and Rae-Ann Lepitzki and Christina Bracewell Lovaas (Tucci Learning Solutions, Inc.)

CE: PSY, BACB

Cost to ABA Members: \$80; Nonmembers: \$95

#85 Ethics: Behavior Analysis in Practice

LISA N. BRITTON, Ph.D., BCBA, Brook B. Wheatley, Lori A. Graves Murry, and Shawn David Bryant (The Spectrum Center)

CE: PSY, BACB

Cost to ABA Members: \$80; Nonmembers: \$95

#86 Functional Analytic Psychotherapy: Creating and Harnessing Powerful Therapeutic Relationships

MAVIS TSAI, Ph.D. (Independent Practice) and Mary D. Plummer, Christine M. Terry, Reo Newring, Gareth I. Holman, and Robert J. Kohlenberg (University of Washington)

CE: PSY, BACB

Cost to ABA Members: \$80; Nonmembers: \$95

#87 Generalization and Maintenance in Discrete Trial Programs for Children with Autism

Sharon E. Baxter (ABLE Clinic), Michelle Karren (St. Cloud State University), Rachel D. Russell (Able Developmental Clinic), and SARA WHITE, Ph.D., BCBA (Binghamton University)

CE: PSY, BACB

Cost to ABA Members: \$80; Nonmembers: \$95

#88 How to Design Efficient Learning Programs to Improve Staff Performance and Consumer Outcomes: Part Two of a Two-Part Workshop

GUY S. BRUCE, Ed.D., BCBA (Appealing Solutions, L.L.C.)

CE: PSY, BACB

Cost to ABA Members: \$80; Nonmembers: \$95

#89 Introduction to Behavioral Consultation

DAVID A. PYLES, Ph.D., BCBA (Behavior Change Systems, Inc.)

CE: BACB

Cost to ABA Members: \$80; Nonmembers: \$95

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

DENNIS H. REID, Ph.D., BCBA (Carolina Behavior Analysis & Support Center, Ltd.) and Marsha Parsons and Carolyn W. Green (J. Iverson Riddle Center)

CE: PSY, BACB

Cost to ABA Members: \$80; Nonmembers: \$95

#91 Prompting and Fading in Behavior-Analytic Instructional Design: Can We Learn Anything from Vygotsky?

JESSICA M. RAY (University of Central Florida) and Roger D. Ray, Ph.D. ((AI)2, Inc./Rollins College)

CE: PSY, BACB

Cost to ABA Members: \$80; Nonmembers: \$95

#92 Relational Frame Theory Analysis of Acceptance and Commitment Therapy: Theoretical Issues and State of the Data

AMANDA C. ADCOCK, Amy Murrell, Ph.D., and Karen Michelle O'Brien (University of North Texas)

CE: PSY, BACB

Cost to ABA Members: \$80; Nonmembers: \$95

#93 SCOOP Recording: 10-Min Time Samples to Capture Contingency Management

PAMELA G. OSNES, Ph.D., BCBA and Joel Vidovic (Behavior Analysts, Inc.)

CE: PSY, BACB

Cost to ABA Members: \$80; Nonmembers: \$95

#94 TAGteach: Using an Acoustic Marker, Unique Phrasing, and Positive Reinforcement to Enhance Teaching and Learning

Theresa McKeon (TAGteach International), JANET L. MONTGOMERY, M.S., BCBA (University of Florida, Behavior Analysis Services Program), Victoria Fogel (University of Florida), Jose A. Martinez-Diaz (Florida Institute of Technology & ABA Tech), Ernest A. Vargas (B.F. Skinner Foundation), and Keri Gorman (TAGteach)

CE: PSY, BACB

Cost to ABA Members: \$80; Nonmembers: \$95

#95 Tailoring and Modifying Contingencies Based on Current Competencies Related to Toileting

CHENG CHU, M.A., BCBA, Rebecca Franklin, and Colleen Davis (Tucci Learning Solutions, Inc.)

CE: PSY, BACB

Cost to ABA Members: \$105; Nonmembers: \$120

#96 The Association Method-Application for Language Disorders and Non-Vocal Individuals with Autism

TERESA A. GRIMES, M.S., BCBA (Whole Child Consulting) and Judy Pollard-Licklider (Pollard-Licklider Clinic)

CE: PSY, BACB

Cost to ABA Members: \$80; Nonmembers: \$95

#97 Third Wave Behavior Therapy Applied to Clinical Supervision

JOANNE DAHL, Ph.D. (University of Uppsala, Sweden) and Karin Ovefelt (Swedish Behavior Therapy Association)

CE: PSY, BACB

Cost to ABA Members: \$80; Nonmembers: \$95

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

LEIGH K. GRANNAN, M.S., BCBA and Melanie A. Rose (Southern Illinois University, Carbondale) and Jenny C. Martin (Southern Illinois University)

CE: PSY, BACB

Cost to ABA Members: \$80; Nonmembers: \$95

#99 Utilizing Microsoft Excel: Beyond Single Subject Graphs and Standard Spreadsheets

PAUL W. HEERING, M.A., BCBA (Rplus) and William A. Flood (May South, Inc.)

CE: BACB

Cost to ABA Members: \$80; Nonmembers: \$95

#100 What's My Motivation? Successful Instruction of 'Naïve' or Challenged Learners Requires Creative, Appropriate Utilization of Individualized Motivational Systems

KARRIE GRAMA, Aaron Wood, and Cassie Cole (Tucci Learning Solutions, Inc.) and Dan Hursh, Ph.D., BCBA (West Virginia University)

CE: PSY, BACB

Cost to ABA Members: \$95; Nonmembers: \$110

#101 www.AimChart.com: Celeration Charts over the Web

CHARLES MERBITZ, Ph.D., BCBA (Chicago School of Professional Psychology) and Ben Merbitz (aimchart.com)

CE: BACB

Cost to ABA Members: \$80; Nonmembers: \$95

SQAB

Society for the Quantitative Analyses of Behavior

30th Annual Meeting, May 24 – 26, 2007; Manchester Grand Hyatt, San Diego, CA, USA

Friday, May 25 – held in Randle A & B

Randolph Grace
Ralph R. Miller &
Daniel S. Wheeler

University of Canterbury. President's Introduction.

State University of New York-Binghamton & Johns Hopkins University. Interactions between Competing Stimuli: Confirmation of Some Surprising Predictions of the SOCR Model of Pavlovian Responding.

Bernard Balleine
Matthew C. Bell
Timothy A. Shahan &
Christopher A. Podlesnik

University of California, Los Angeles. Goal-Directed and Habitual Instrumental Actions.

Santa Clara University. Signal Effects and Resistance to Change.

Utah State University. Quantitative Analyses of Observing and Attending.

Daniel T. Cerruti
Geoffrey White
Armando Machado
Kimberly Kirkpatrick & Anna
Wilkinson
Carlos F. Aparicio
James MacDonall
Michael Lampion Commons
& Alexander Pekker

Duke University. Time and Conditioned Reinforcement.

University of Otago. Diffusion in Time Predicts Rate of Forgetting.

University of Minho. Numerosity Differentiation in the Pigeon: Problems, Data, and Models.

University of York. Visually-Guided Capture of Moving Objects by Pigeons: Effects of Disappearance and Occlusion.

University of Guadalajara, CEAA. Dynamics of Choice: Studies with Rats.

Fordham University. Earning Magnitudes of Reinforcers Influences Choice.

Harvard Medical School and University of Texas. Additive Discounting Models of Reinforcement.

Saturday, May 26 – held in Randle A & B

Thomas R. Zentall &
Rebecca A. Singer
John Wixted, Laura Mickes,
& Peter Wais
Francis Mechner

University of Kentucky. A Discrete-Trial Contrast Effect and Its Implications for 'Cognitive Dissonance' Theory and the Delay Reduction Hypothesis.

University of California, San Diego. Signal-Detection Theory: A Comparison of the Direct Rating Method vs. ROC Analysis.

The Mechner Foundation. A Language for the Formal Description of Complex Behavioral Contingencies.

Peter Killeen

Arizona State University. Foundations of Science: [Check One] ☐ Contingency ☐ Complexity ☐ Causality ☐ Codability.

SQAB is sponsoring the following **Invited Preeminent Tutorials** during the normal ABA program. These tutorials will also be available as inexpensive videotapes or DVDs for classroom use.

Invited Preeminent Tutorials: From Basics to Contemporary Paradigms

Author	Affiliation	Title	Discussant
James MacDonall	Fordham University	Getting Started in Quantitative Analyses of Behavior	Alliston Reid, Wofford College
Peter Killeen	Arizona State University	The Law of Affect	Marc Branch, University of Florida
Robert Cook	Tufts University	Stimulus Control	Thomas Zentall, University of Kentucky
Peter D. Balsam	Barnard College and Columbia University	Time, Uncertainty and Anticipation	Ralph Miller, State University of New York-Binghamton

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

Looking Forward Towards the Fourth ABA International Conference in Sydney, Australia, August 12-14th 2007

By Dr. Simon Dymond, ABA International Representative/International Conference Program Chair
and Dr. Maria E. Malott, ABA Executive Director/Secretary Treasurer

Every two years, ABA organises an international conference in a country outside of the USA. The three previous conferences were held in Italy, Brazil, and China and each was hugely successful in contributing to the international development of our field.

The next international conference will be held in Sydney, Australia, from August 12th to the 14th 2007. It is time to begin planning your trip "down under." Sydney is an exceptional city with a unique history. Host to the 2000 Summer Olympics, the city has a varied culture and offers several interesting sights and activities for even the most experienced traveller. From sports like bushwalking and canyoning to tours of the city and harbor, you are sure to find the perfect distraction while in Sydney.

The call for papers closed in mid-November and over the past few months the International Program Committee members and Dr. Simon Dymond, with the expert assistance of the ABA office, have been compiling and organising the conference program. To undertake this task, Simon Dymond invited two prominent ABA members from Australia and New Zealand (J.T. Blackledge, University of Wollongong, and David Harper, University of Wellington) to serve on the Program Committee. Our task was a) to identify and recruit potential invited events that would be of interest to the conference delegates, b) to make recommendations for acceptance and rejection of posters, papers, and symposia, c) to organise presentations into related paper sessions, and d) to oversee the scheduling of the various conference events and the production of the final conference program.

The Program Committee worked tirelessly in putting together what we think you will agree is a very exciting conference programme.

The conference will open with a reception on Sunday, August 12, followed by two days of programming and evening entertainment on Monday, August 13. The conference programme will consist of 13 symposia, 35 paper sessions featuring 125 papers, five panel discussions, and a poster session highlighting 51 posters. Nine of these events are invited presentations. There is considerable diversity of conference tracks and topics. For example, there are sessions on gambling, behavioural intervention for children with autism, stimulus control, choice and timing, community and behavioural medicine, staff training, and conceptual issues, among other fascinating topics.

We are delighted to have three invited addresses from high-profile researchers from the region. Matthew R. Sanders, University of Queensland, will give an invited address entitled, *Triple P as a Public Health Approach to Parenting: Current Status and Future Directions*; R. Mark Mathews, University of Sydney, will present on *Engaging People with Dementia in Life*; and Michael Davison, University of Auckland, will give an address entitled *Does Reinforcement Really Increase the Probability of Prior Responses?* Others giving

invited addresses include William Heward, Marjorie Charlop-Christy, Steve Dworkin, Julie Vargas, Francis Mechner, and Thomas Brigham.

The conference will be held in the elegant Hilton Sydney, located right on Sydney Harbor and close to Bondi beach, the Sydney Aquarium, and shopping. Amenities include Sydney's largest health club, in-room wireless Internet access, a full-service spa, and exceptional dining.

ABA's fourth international conference is being held in conjunction with the third annual New Zealand ABA conference, and the program will feature presentations by leaders in the New Zealand ABA (NZABA) chapter. The Executive Council of ABA International thanks NZABA for its support and assistance in planning the conference program. We are also grateful to the coordinators from around the world who played a critical role in planning the program and ensuring this will be a successful conference. Country coordinators are helping to attract participants in their countries, among them, Martha Hubner (Brazil); Dave Harper (New Zealand); Shanti Kilduff (the Philippines); Geraldine Leader (Ireland); Jeongil Kim (Republic of Korea), and Hua Feng (Taiwan).

A unique strength of the conference programme is the high proportion of presentations by behaviour analysts from Australia, New Zealand, and many parts of South East Asia. Indeed, as one of the aims of the international conference series is to facilitate the international development and dissemination of behaviour analysis, it is only by working with local affiliated chapters and other behavioural organisations to encourage people to attend and present their work that this aim will be realised.

Proposals to host the 2009 international conference are currently being sought. If you affiliated chapter is interested in hosting the next installment in ABA's exciting international conference series, then go to: www.abainternational.org/Chapters/Conference_proposal.asp. Submissions will be accepted up until April 15th 2007, and the location of the 2009 conference will be announced at the International Brunch during the annual convention in San Diego, May 2007.

ABA International is an approved provider for the Behavior Analyst Certification Board and offers continuing education for Behavior Analyst Certification Board® certified behavior analysts and will offer continuing education credit for select conference events. The reception, evening entertainment, coffee breaks, and two lunches are included in the conference registration fee.

Early registration for the 4th International Conference will run through May 11, 2007; after this date, the registration fee increases by \$50. Please visit www.abainternational.org/sydney/ for a detailed fee schedule. You may register for the conference using the form

on page 46 or via the Web site. Information about the conference program and travel and visa requirements is also available on the Web.

ABA International is currently organizing post-conference tour packages with Sydney tour companies. Options may include single-day tours of sights in Sydney or visits to the Blue Mountains, the Ku-Rig-Gai National Park, and Hunter Valley Wine Country. Multi-day tour destinations will range from the

Blue Mountains, Hunter Valley Wine Country, Heron Island, the Australian Red Centre, the Great Barrier Reef, the state of Tasmania, and New Zealand. When available, detailed information about tour packages available to conference registrants will be listed on the ABA Web site.

We hope that you can join us in the wonderful city of Sydney for a unique international experience.

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browse resumes, & request interviews

APPLICANTS

Search and apply for jobs on line

STUDENTS

Explore graduate training programs
and internship opportunities

Visit **www.abainternational.org/start/jobs.aspx**
for more information

Inquiries may be made to mail@abainternational.org

2007 ABA Organizational Member

This section of the newsletter introduces ABA's organizational members. ABA is pleased to announce a new 2007 organizational member, the Judge Rotenberg Center. Organizational members prepare a description of their work and services to introduce themselves to the larger ABA community. The inclusion of this material is not an endorsement, authorization, sponsorship, or affiliation by ABA of these members or their work and services or of the content of the material they present.

Judge Rotenberg Center

The Judge Rotenberg Center (JRC) is a residential special needs program that was founded in 1971 by Dr. Matthew L. Israel. From its inception JRC has had the following cardinal principles:

- (1) education and treatment is based on a consistent, systematic, and nearly exclusive application of the principles of Skinnerian behavioral psychology;
- (2) psychotropic medication is avoided or minimized; and
- (3) the program has a near-zero rejection and near-zero expulsion policy.

In 1971 this approach was revolutionary because the primary treatment modalities at that time included psychoanalytic treatment, psychotropic drugs, or multidisciplinary approaches.

Since 1971, JRC's population has expanded from two to 250 and JRC has become a bastion of hope for children and adults from states in all parts of the country who have been rejected by, expelled from, or not helped by other treatment facilities. From its inception, JRC has been committed to the advancement of behavior analysis and behavior technology by combining the principles and procedures developed by researchers with technology, dedication, and an uncompromising effort to provide the most effective, least intrusive behavioral treatment available.

At the core of JRC's behavioral program are frequent, varying, and powerful rewards. Students have the opportunity to earn almost any activity or item imaginable. JRC is constantly seeking to provide the most potent and salient reinforcers available. Students have the opportunity to move up a residential ladder with improved behavior, thereby earning reduced staffing and greater privileges and freedom. They can access the Internet, play video games, and watch movies from their rooms. Weekly barbecues, frequent field trips, visits to JRC's Big Reward Store Arcade and to its Contract (retail) Store are just a few examples of the reinforcers available to our students.

JRC's education program and its systems of behavior recording and charting are based on the principles of precision teaching pioneered by Dr. Ogden R. Lindsley. Each student completes academics on his or her own computer with JRC-developed software that measures rates correct and incorrect and not percent correct. The educational program is seamlessly integrated with systems of rewards to achieve the best possible academic/vocational performance from each student.

JRC believes in every individual's right to the most effective/least intrusive treatment and to this end developed the Graduated Electronic Decelerator, a skin shock device, in 1989, as a supplementary decelerator to be used when positive-only procedures are insufficiently effective. Sixty-five percent of JRC's incoming school-age students are treated with positive-only procedures; the remaining 35% benefit from the skin-shock procedure. To date, JRC has accumulated the most extensive experience with the use of skin shock as a supplementary aversive treatment of any organization. In addition, JRC has labored to assure that lifesaving treatment is surrounded with all possible safeguards. Informed consent, a detailed treatment plan, medical and psychiatric contraindications, peer reviews, human rights committee approval, and individualized court approvals are just a few of the safeguards JRC employs to assure safe and effective treatment.

JRC employs state-of-the-art technology to enhance and carry out its behavioral systems. For example, the entire JRC program (all classrooms, residences, and transportation vehicles) is monitored and recorded on a 24/7 basis by a digital video recording system that uses the Internet to enable real-time monitoring of residences that could be as much as 20 miles away from JRC's central monitoring room. This system assures that every aspect of each student's program is carried out according to design at all hours of the day and night. It also allows JRC's clinical staff to observe environmental events that occasion problem behaviors and make changes to the environment accordingly.

JRC has also developed a computer-based charting system that deposits all behavior data in a central data bank and displays academic and behavioral progress on standard celeration charts that can be viewed from the desk of any clinician or teacher. These charts allow clinicians, teachers, parents, and students to view progress immediately and objectively and enable rapid adjustment of interventions to achieve desired goals.

For 35 years, JRC has provided effective treatment to people from all over the country who could not be successfully treated anywhere else. It has done so through an unwavering commitment to the science and application of behavior analysis and a willingness to combine technology and behavioral principles. The success of JRC is a testament to the effectiveness of the diligent and pervasive application of the principles of behavior analysis.

Updates from the Behavioral Community

ABA Student Committee News and Updates, Spring 2007

By Marianne Jackson

Your Student Representatives:

- Current: Marianne Jackson, University of Nevada, Reno
- Elect: Corina Jimenez-Gomez, Utah State University
- Past: Christy Alligood, West Virginia University

Mission of the ABA Student Committee

The ABA Student Committee is an organization that represents the interests of the student members of ABA, and draws its participants from the student membership. The mission of this committee is to ensure that the student membership is provided opportunities for professional growth, collaboration, and contribution within ABA and the professional community as a whole. Additionally, the ABA Student Committee is responsible for collecting and disseminating information of interest to the student membership.

Update on 2007 Convention in San Diego

As the 2007 convention draws nearer we would like to encourage student members to book their rooms as soon as possible, for those who have not already done so. This year's convention has already proven to be even busier and more popular than previous years, and so room blocks may fill up quickly.

The student committee has successfully organized 17 student-sponsored events for the 2007 convention, and in May we will send an e-mail to all student members outlining the schedule of these events. We would like to take this opportunity to thank all of the Program Representatives who were critical to the organization of these events.

Student Involvement

Since the last newsletter, many of our student members have selected Program Representatives. As we discussed in the last newsletter, the role of the program representatives is to provide an advisory committee for the student representative, allowing for communication with many more of our student members. As mentioned above, they also provide some greatly needed assistance in the preparation of our increasingly expanding list of student-sponsored events.

The list of selected Program Representatives is as follows:

- Aaron Lesser
- Jason Vladescu, Central Michigan University
- Daniel Singleton, Jacksonville State University
- Jón Grétar Sigurjónsson, National University of Ireland, Galway
- Amanda Guld, Ohio State University
- Kristen Rost, Queens College
- Kate Fiske, Rutgers University: Clinical Psychology

- Sharlet Butterfield, University of Nevada, Reno
- Andrew Scherbarth, University of North Texas
- Amanda Adcock, University of North Texas: Clinical Psychology
- Katy Krohn, University of Tennessee, Knoxville
- Katie Wamhoff, University of Texas, Austin
- Cade Charlton, Utah State University
- Jessica Long, West Virginia University
- Candice M. Jostad, Western Michigan University

Student Representative Elections

Once again it is time for our student body to elect a new representative to the ABA Executive Council. This elected representative will serve for a three-year term during which they will attend all Council meetings as your representative. This three-year term includes one year as student representative-elect, in which they "learn the ropes," so to speak; one year as the current student representative, during which they vote on Council matters on behalf of all student members, organize all student-sponsored events, and coordinate activities of the Program Representatives (in addition to writing these fabulous newsletter articles!); and a final year in which they support the newer representatives with their vast experience and wisdom. Given these roles, the election of the new student representative is a decision in which all student members should participate.

The election ballots will be sent to all student members shortly. We hope that everyone will consider each candidate carefully, and vote on the individual you consider most suitable for this position as your representative. The student representative is your voice, and vote, on matters discussed at the Executive Council meetings, and as such is an important way to have your opinions heard.

Good luck to the nominees!

The ABA Student Committee consistently has volunteer opportunities available for ABA's student members. As such, we invite any who wishes to become involved in the committee's activities to contact your student representative (Marianne Jackson at mariannejackson78@hotmail.com) with your interests and a brief statement of how you would like to be involved. Further information on the structure or activities of the student committee can be found on the ABA Web site at the following link:
www.abainternational.org/aba/student_committee.asp.

Get Involved!

Attend the **Student Committee Business Meeting**
Tuesday, May 29 at 8:00 a.m.

Chaired by your Student Representative
Marianne L. Jackson (University of Nevada, Reno)

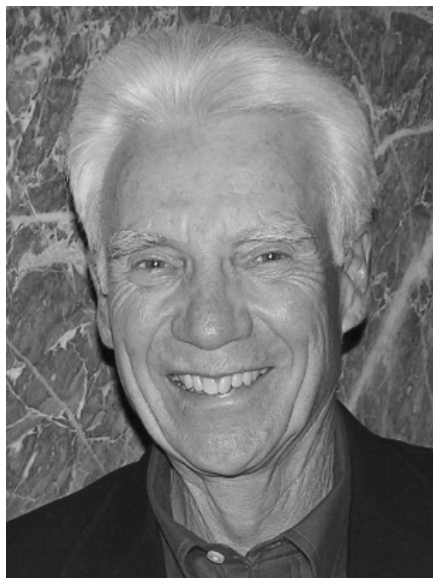
W. Scott Wood (1940 – 2006)

By Dr. Jack Michael

I first met Scott at Arizona State University in Tempe, Arizona in 1962. I was functioning as an advisor to new students, and Scott was attempting to enroll as a psychology major. He had a bachelor's degree with a major in engineering, but wanted to change to psychology. I told him that we were not admitting new students unless they had a background in behavioral psychology. Scott, never lacking in assertiveness, asked what behavioral psychology was, and how could he get such a background. I happened to have a copy of the Holland-Skinner programmed text, *The Analysis of Behavior* in my office, and handed it to him. I said that he should take it home and study it carefully, and come back when he was sure he understood it. I would talk with him again, and if it appeared that he knew what he was talking about, he would be in the psychology program. When he returned a few days later it was very clear to me that he had acquired an excellent understanding of what he had studied, and I welcomed him into the Psychology Department as a major.

Scott went on to become one of the major contributors to the development of a Midwestern organization of behaviorists, a notion that had been discussed for many years—probably starting as early as the late 60s—but not actually achieved until 1974 when Scott, with Neil Kent and Richard Malott, planned a behavioral organization that was independent of any American Psychology Association organization. This plan led to the Midwestern Association of Behavior Analysis (MABA)—and ultimately ABA.

Scott was a member of the 11-person organizational committee formed by MABA in 1974. As a member he played a major role in determining that MABA would be open to students and others who did not have a Ph.D.



The criteria for membership would consist of a Master's Degree in Psychology or in a related field.

Scott founded the journal *The Behavior Analyst*, over a number of objections to a new journal—we already had *Journal of Experimental Analysis of Behavior* and *Journal of Applied Behavior Analysis* and a new one would detract from the effectiveness of these two—but Scott prevailed and *The Behavior Analyst* is now a very important part of ABA's contribution to the field, and a journal of considerable prestige and status. With Judy LeBlanc, Scott served as an editor of the journal, and helped determine the content and format of the journal.

In addition to insuring that MABA would be open to students and others who did

not have a Ph.D., Scott also played a major role in insuring that it would be an international organization, that it would support licensing and certification for behavior analysts, that poster sessions would be an important part of convention programming, and that MABA would have special events—one of the first of which was his jogging marathon (with Vicki Grochocinski).

Scott worked with several lawyers to get MABA incorporated, and with the kind of status that permitted tax-free donations to the organization.

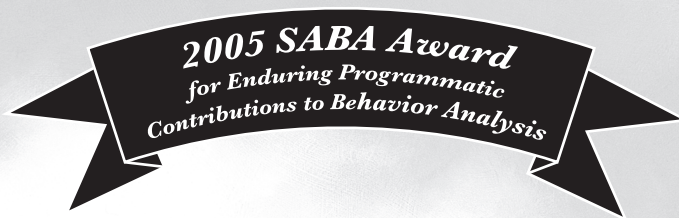
Scott has also made a number of important general contributions to the field of behavior analysis, including an analysis of behavioral ethics, and a greater understanding of the role of Bertrand Russell as an influence on Skinner's behavioral approach.

It is quite clear that the field of behavior analysis would not be what it is today if not for the participation and contributions of W. Scott Wood. He was much respected and admired, and will be missed by us all.

Tribute to an ABA Pioneer: A Memorial for Scott Wood

Join Drs. Jack Michael and Jon Bailey
during the 2007 convention
for a special event honoring
ABA founding member Dr. Scott Wood.

Monday, May 28; 8:30 p.m.



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Calendar of Upcoming Conferences

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

February 2007

California ABA ♦ February 8-10 ♦ Hyatt Regency San Francisco Airport, Burlingame, CA ♦ www.calaba.org

North Carolina ABA ♦ February 21-23 ♦ Blockade Runner Hotel, Wrightsville Beach, NC ♦ www.nc-aba.com

EABA Conference (hosted by Polish ABA) ♦
Dates TBA ♦ Warsaw, Poland

March 2007

Texas ABA ♦ March 2-3 ♦ Dallas, TX ♦
www.unt.edu/behv/txaba

Virginia ABA ♦ March 3 ♦ James Madison University
Harrisonburg, VA ♦ www.v-aba.org

Behavior Analysis Association of Michigan ♦
March 22-23 ♦ Ypsilanti, MI ♦ www.baam.emich.edu

April 2007

Behavior Analysis Society of Illinois ♦ April 6-8 ♦
Holiday Inn Select, Naperville, IL

Pennsylvania ABA ♦ April 19-20 ♦ Sheraton Station
Square, Pittsburgh, PA ♦ www.pennaba1.org

May 2007

33RD ABA ANNUAL CONVENTION* ♦ MAY 25-29 ♦
MANCHESTER GRAND HYATT, SAN DIEGO, CA ♦
www.abainternational.org

August 2007

4TH INTERNATIONAL CONFERENCE* ♦ AUGUST 12-14 ♦ HILTON
SYDNEY, AUSTRALIA ♦ www.abainternational.org/sydney

New Jersey ABA Conference ♦ Dates TBA ♦ Busch
Campus Center, Rutgers University, New Brunswick, NJ ♦
www.njaba.org

October 2007

Southeastern ABA Conference ♦ October 25-27 ♦
Athens, GA

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FUTURE ABA EVENTS

2007 ANNUAL CONVENTION	MAY 25-29, 2007, SAN DIEGO, CA
4TH INTERNATIONAL CONFERENCE	AUGUST 12-14 2007, SYDNEY, AUSTRALIA
2008 ANNUAL CONVENTION	MAY 23-27, 2008, CHICAGO, IL

Opportunities for Behavior Analysts

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

NECC provides a supportive work environment, an outstanding benefits package, and professional development opportunities that are unequalled in our field. In the past five years alone, more than 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 U.S. Department of Education and the 2005 SABA Award for Enduring Contributions to Behavior Analysis.

To learn more about NECC and to speak to a representative, please visit our display in the main exhibit area during the 2007 ABA convention or 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 three to 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 and research based, and that utilize positive behavior management strategies. Our ultimate goal is to facilitate the student's successful transition back into public schools.

Due to our continued growth, we are looking for behavior analysts to fill the following positions.

Senior Clinician 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 regarding Spectrum Center, please visit our Web site: www.spectrumschools.com

Or call Janet Medina at 510-741-5440

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Visit www.abainternational.org/convention

and select Information for Exhibitors

for more information, including a price schedule, contract, and order form.

ABA 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. 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 ABA business matters and to participate in the nominations and election of officers and a subscription to *The Behavior Analyst*. **Requirement:** A Master's degree in experimental or applied behavior analysis or contributions to the field of behavior analysis. Submissions are subject to review by the Membership Committee. Send vita and course records when requesting this status for the first time.

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.

Sustaining and Sustaining Full Members - Through increased dues, Sustaining and Sustaining Full members encourage the involvement of undergraduate and graduate students in the science and practice of behavior analysis. **Additional Benefit:** Citation in the *ABA Newsletter* and the *Convention Program Book*.

Full Member Status Determination

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

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

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

Name: _____

Affiliation: _____

Affiliate Members - for individuals who have an interest in behavior analysis or have completed undergraduate credit, but do not meet the full member education requirements. Dues help support the involvement of undergraduate and graduate students in the science and practice of behavior analysis. **Additional benefit:** subscription to *The Behavior Analyst*. **Requirement:** Send a letter of recommendation from a voting member of ABA International.

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.

Sustaining and Supporting Affiliate Members - Through increased membership dues, Sustaining and Supporting Affiliate members provide additional support to encourage the involvement of undergraduate and graduate students in the science and practice of behavior analysis. **Additional Benefit:** Citation in the *ABA Newsletter* and the *Convention Program Book*.

Chapter/Adjunct Member - members of an ABA-affiliated chapter. **Requirement:** A letter from the chapter confirming chapter membership must be sent annually at the time of membership renewal.

Student Members - full-time undergraduate or graduate students, residents, or interns. **Additional benefits:** subscription to *The Behavior Analyst* and free resume on-line posting in the job placement directory. **Requirement:** Send verification of full-time student, intern, or resident status with your application.

Membership Fees for International Members

ABA International offers discounted fees for members who live in countries with per capita income of less than 75% of the United States'. Fees have been divided into four categories:

Category A fees are for members in countries with income per capita within 75 - 100% of the US'. These countries include: **Austria, Belgium, Bermuda, Canada, Cayman Islands, Denmark, Finland, France, Germany, Guam, Iceland, Ireland, Japan, Netherlands, Norway, Sweden, Switzerland, United Kingdom, and the United States.**

Category B fees are for members in countries with income per capita between 50 - 75% of the US'. These countries include: **Australia, Hong Kong, Italy, Kuwait, New Zealand, Singapore, Spain, and United Arab Emirates.** Members in Category B will receive a 25% discount on membership dues.

Category C fees are for members in countries with income per capita between 25 - 50% of the US'. These countries include: **Bahrain, Cyprus, Greece, Israel, Portugal, Qatar, Saudi Arabia, and South Korea.** Members in Category C will receive a 40% discount on membership dues.

Category D fees are for members in countries with income per capita <25% of the US'. These countries include: **Argentina, Bangladesh, Brazil, Chile, China, Colombia, Costa Rica, Ecuador, Georgia, India, Jordan, Malaysia, Mexico, Nigeria, Paraguay, Peru, Philippines, Poland, Russia, South Africa, Taiwan, Turkey, and Venezuela.** Members in Category D will receive a 60% discount on membership dues.

Members in Category B will receive a 25% discount; in Category C, a 40% discount; and in Category D, a 60% discount. Income per capita information was obtained from the World Bank Group, 2005. Source data is available on the Web <http://www.worldbank.org/data/quickreference/quickref.html> or by calling ABA.

Your membership fee category is based on your permanent residency as determined by ABA and your mailing address. If your resident country is not listed above, but you feel that you qualify for reduced membership based on the income per capita of your country of residency, contact the ABA office at mail@abainternational.org; (269) 492-9310; or by fax at (269) 492-9316.

How to Become a Member

To become a member of the Association for Behavior Analysis International, fill out the ABA 2007 Membership Form, include payment and all supporting documentation, and mail to the ABA office. If you are paying by credit card, you may fax your Membership Form with all supporting documentation to the ABA office at (269) 492-9316. **Please fill out and send both sides of the form.** You may also apply for membership online at: <http://www.abainternational.org>.

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

ABA 2007 Membership Form

Mail form and payment to: 1219 South Park Street; Kalamazoo, MI 49001-5607. 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	\$280	\$812	\$210	\$609	\$168	\$487	\$112	\$325
Supporting Affiliate								
Supporting Full	\$152	\$441	\$114	\$331	\$91	\$265	\$61	\$176
Affiliate								
Full	\$115	\$333	\$86	\$249	\$69	\$200	\$46	\$133
Chapter-Adjunct	\$45	\$131	\$41	\$119	\$41	\$119	\$41	\$119
Emeritus	\$45	\$131	\$41	\$119	\$41	\$119	\$41	\$119
Student	\$45	NA	\$41	NA	\$41	NA	\$41	NA

Category A: **United States** 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 **Australia, Hong Kong, Italy, Kuwait, New Zealand, Singapore, Spain, and United Arab Emirates**

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

Category D: For countries with income per capita of <25%-of the US, including **Argentina, Bangladesh, Brazil, Chile, China, Colombia, Costa Rica, Ecuador, Georgia, India, Jordan, Malaysia, Mexico, Nigeria, Paraguay, Peru, Philippines, Poland, Russia, South Africa, Taiwan, Turkey, and Venezuela**

PERSONAL INFORMATION

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

LAST NAME: _____

FIRST NAME & M.I.: _____

AFFILIATION: _____

GENDER: ☐ Male ☐ Female

AGE ☐ <25 ☐ 25-34 ☐ 35-49 ☐ 50-64 ☐ >65

ADDRESS (for all ABA mailings):

CITY: _____

STATE/PROVINCE: _____

POSTAL ZIP CODE: _____

COUNTRY: _____

CITIZENSHIP: _____

WORK TELEPHONE #: _____

HOME TELEPHONE #: _____

FAX #: _____

E-MAIL: _____

WEBSITE: _____

JOURNAL SUBSCRIPTIONS

Journal	Student	Individual
ANALYSIS OF VERBAL BEHAVIOR	<input type="checkbox"/> \$21	<input type="checkbox"/> \$28
THE BEHAVIOR ANALYST*		<input type="checkbox"/> \$45

Shipping: Int'l orders add \$7 for AVB or \$14 for TBA

May we have your permission to contact your institution or university library on your behalf to request the journals?

☐ YES ☐ NO LIBRARY: _____

*Dues for all membership categories include subscriptions to *The ABA Newsletter* and *The Behavior Analyst*, except chapter/adjunct dues, which do not include *The Behavior Analyst*.

STUDENT MEMBER INFORMATION

STUDENT ☐ HIGH ☐ UNDERGRAD ☐ MASTER'S
TYPE: SCHOOL ☐ DOCTORAL ☐ POST DOC

NAME OF SCHOOL YOU ATTEND: _____

PROGRAM NAME: _____

EXPECTED GRADUATION DATE: _____

VERIFICATION OF STUDENT STATUS

I, _____, certify that _____

is a full-time student, intern, or resident at (insert name of institution) _____.

Faculty Signature: _____ Date: _____

METHOD OF PAYMENT

Total Amount for Dues & Subscriptions \$ _____

Make checks payable, in US dollars, through a US bank, to ABA or charge to your:

☐ Am. Express ☐ MasterCard ☐ Visa ☐ Discover

If paying by credit card, please fill in the following:

Name on card: _____

Card Number: _____

Expiration Date: _____

Signature: _____

Payment of dues is subject to current federal, state and local tax regulations. To determine the tax-exempt status of your payment, contact your local office of federal, state, or local tax information. All funds are in U.S. dollars. Overpayments and discounts not taken by the applicant will be considered donations to ABA unless a request for a refund is received by the ABA office in writing.

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 ABA through higher fees, and meet the requirements of Full membership.

Reason for membership:

- ☐ 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

Degree Held

Most recent degree received: _____

Year Received: _____

Conferring Institution: _____

Certification

Are you a certified behavior analyst?

- ☐ Yes ☐ No

If yes, by whom? _____

Position Title

Please check the one box that most closely describes your job title:

- ☐ 01 Administrator
- ☐ 02 Student
- ☐ 03 Consultant / Staff Trainer
- ☐ 04 Professor / Academic
- ☐ 05 Psychologist / Therapist
- ☐ 06 Researcher
- ☐ 07 Social Worker
- ☐ 08 Speech / Language Pathologist
- ☐ 09 School Teacher
- ☐ 10 Parent
- ☐ 00 Other: _____

Primary Activity

Please check the one box that most closely describes the majority of your work:

- ☐ 01 Administration
- ☐ 02 Clinical
- ☐ 03 Consulting / Staff Training
- ☐ 04 Research
- ☐ 05 Student
- ☐ 06 Teaching
- ☐ 07 Retired
- ☐ 00 Other: _____

Primary Discipline

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

- ☐ 01 Behavior Analysis
- ☐ 02 Behaviorology
- ☐ 03 Communication Disorders
- ☐ 04 Education
- ☐ 05 Medicine
- ☐ 06 Organizational Management
- ☐ 07 Pharmacology
- ☐ 08 Psychology
- ☐ 09 Social Work
- ☐ 00 Other: _____

Annual Income Range

- ☐ <\$15,000
- ☐ \$15,000-\$34,000
- ☐ \$35,000-\$54,000
- ☐ \$55,000-\$74,000
- ☐ \$75,000-\$99,000
- ☐ \$100,000-\$149,000
- ☐ >\$150,000

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 and 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?

During the past 12 months have you served as a member of a grant review committee? ☐ Yes ☐ No**ABA SIGs of which you are a member (M) or are interested in (I).**

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

ABA affiliated chapter(s) of which you are a member (M) or are interested in (I):

- ☐ ABA Colombia
- ☐ ABA España
- ☐ ABA India
- ☐ ABA of Argentina
- ☐ ABA of Brazil (ABAB)
- ☐ Alabama ABA
- ☐ Asociación Latinoamericana de Análisis y Modificación del Comportamiento (ALAMOC)
- ☐ 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

- ☐ Blackstone Valley ABA
- ☐ California ABA
- ☐ Chicago ABA
- ☐ Chinese ABA
- ☐ Connecticut ABA
- ☐ Delaware Valley ABA
- ☐ Experimental Analysis of Behaviour Group UK
- ☐ Florida ABA
- ☐ Georgia ABA
- ☐ German Society for Behavioral Medicine and Behavior Modification
- ☐ Greater Boston ABA
- ☐ Hawai'i ABA
- ☐ Heartland ABA
- ☐ Icelandic ABA
- ☐ Israel ABA
- ☐ Italian Association for the Analysis and Modification of Behavior
- ☐ Japanese ABA
- ☐ Kansas ABA
- ☐ Korean ABA
- ☐ Manitoba ABA
- ☐ Maryland ABA
- ☐ Mid-American ABA
- ☐ Middle East ABA
- ☐ Missouri ABA
- ☐ Nevada ABA
- ☐ New England Society of Behavior Analysis & Therapy
- ☐ New Jersey ABA
- ☐ New York State ABA
- ☐ New Zealand ABA
- ☐ North Carolina ABA
- ☐ Northwestern ABA
- ☐ Norwegian ABA
- ☐ Ontario ABA
- ☐ Pennsylvania ABA
- ☐ Philippines ABA
- ☐ Polish ABA
- ☐ Polish ABT
- ☐ Russian ABA
- ☐ Sociedad Mexicana de Análisis de la Conducta
- ☐ Southeastern ABA
- ☐ Swedish ABA
- ☐ Taiwan ABA
- ☐ Tennessee ABA
- ☐ Texas ABA
- ☐ Venezuelan ABA
- ☐ Vermont ABA
- ☐ Virginia ABA
- ☐ Wisconsin ABA

Participation is needed on ABA Boards & Committees. Please indicate where you would be willing to volunteer:

- ☐ Affiliated Chapters
- ☐ Education
- ☐ Membership – Recruitment & Retention
- ☐ Program – Program Committee
- ☐ Professional Affairs
- ☐ Publications
- ☐ Science Policy & Research

ABA 2007 Convention and Workshop Registration Form

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

Contact Information

NAME (Last, first, middle initial)

PREFERRED MAILING ADDRESS (for all ABA mailings)

PREFERRED MAILING ADDRESS 2

CITY, STATE, COUNTRY, POSTAL/ZIP CODE

WORK TELEPHONE # (please include area and/or country codes)

HOME TELEPHONE # (please include area and/or country codes)

FAX # (Include area and/or country codes) ☐ Home ☐ Work

E-MAIL

Convention Name Badge

Print your name as you would like it on your badge: _____

Print your affiliation (where you work or go to school)

Continuing Education

Will you be attending convention events to earn BACB credits?

☐ Yes ☐ No Certificant #: _____

Method of Payment

Make checks payable, in US dollars through a US bank, to ABA, or charge to your:

☐ American Express ☐ MasterCard ☐ Visa ☐ Discover

If paying by credit card, please fill in the following:

Name as it appears on your card

Card Number

Expiration Date

Signature

Billing Address (if different from above)

Pre-Registration will end May 1, 2007. No registration forms received by the ABA office after this date will be processed.
On-site registration will open at 5:00 pm May 24.

Cancellation Fee: A \$25 processing fee will be charged for registration refunds up to May 1, 2007. After May 1, no refunds will be granted.

Discounts that are not taken will be considered donations to ABA unless a written request is submitted.

Convention Registration

A discount is available for early payment of registration fees. If your registration is postmarked by March 9, 2007, send the amount listed in the "before" column. You may register for the entire convention or for just one day.

To register for the convention at the member rates, you must be a member for the 2007 calendar year. To renew your membership, please fill out the separate ABA 2007 Membership form. If you do not wish to renew your membership for 2007, you must register as a non-member. **All attendees, including presenters and authors, must register for the convention.**

Registration for the Entire Convention

(Saturday 5/27 – Tuesday 5/30) **Circle** your membership category from the list below.

Fill in the appropriate amount: \$ _____

Category	Before 3/11	3/10-5/1*
Sustaining, Supporting, Full or Affiliate	<input type="checkbox"/> \$118	<input type="checkbox"/> \$138
Emeritus and Student	<input type="checkbox"/> \$59	<input type="checkbox"/> \$69
Chapter-Adjunct	<input type="checkbox"/> \$152	<input type="checkbox"/> \$172
Non-member	<input type="checkbox"/> \$280	<input type="checkbox"/> \$300

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

Saturday 5/27 Sunday 5/28
Monday 5/29 Tuesday 5/30

Circle your membership category from the list below and fill in the appropriate amount (fee X # of days): \$ _____

Category	Before 3/11	3/10-5/1*
Sustaining, Supporting, Full or Affiliate	<input type="checkbox"/> \$59	<input type="checkbox"/> \$69
Emeritus and Student	<input type="checkbox"/> \$59	<input type="checkbox"/> \$69
Chapter-Adjunct	<input type="checkbox"/> \$79	<input type="checkbox"/> \$89
Non-member	<input type="checkbox"/> \$104	<input type="checkbox"/> \$114

Workshop Registration

Education credit is \$10/hour in addition to workshop registration fees. Not all workshops are available for APA and BACB Continuing Education. Review workshops on line at www.abainternational.org/convention/workshops.aspx.

Workshop # _____ \$ _____
CE for ☐ APA ☐ BACB (check one or both) _____ \$ _____

Workshop # _____ \$ _____
CE for ☐ APA ☐ BACB (check one or both) _____ \$ _____

Workshop # _____ \$ _____
CE for ☐ APA ☐ BACB (check one or both) _____ \$ _____

Workshop # _____ \$ _____
CE for ☐ APA ☐ BACB (check one or both) _____ \$ _____

Note: After March 10, 2007, workshop registration fees increase by \$25.

Total Workshop Payment \$ _____

Donation to Support Student Presenters..... \$ _____

Total Payment Enclosed: \$ _____

***On-site Registration:** All Student, Emeritus, and one-day registration fees will increase by \$10. Affiliate, chapter/adjunct, full, sustaining, and supporting and non-member registration fees for the entire convention will increase by \$20 on-site.

Progress and Challenges in the Behavioral Treatment of Autism

DVD Order Form

Mail this form to: ABA; 1219 S Park St; Kalamazoo MI 49001
Or fax to (269) 492-9316

The Association for Behavior Analysis International is pleased to offer the 2007 Autism Conference, *Progress and Challenges in the Behavioral Treatment of Autism* on DVD. This conference exposed providers of home and school-based behavior analysis services, parents and family members, caregivers, researchers, teacher trainers, and students to the most current, scientifically validated information about behavior analysis in autism treatment. The single-track conference featured 14 invited presentations by prominent researchers and authorities on the treatment of autism and representatives from the May Institute and the New England Center for Children (past SABA Awardees for Enduring Programmatic Contributions to Behavior Analysis). Place your order now for delivery in March.

Bill To: (Please Print)

Affiliation_____

Your Name_____

Address_____

City_____

State_____ Zip_____

Telephone () _____

E-Mail_____

Ship To: (Please Print)

Affiliation_____

Attention_____

Address_____

City_____

State_____ Zip_____

Telephone () _____

Quantity	Title or Description	Price Each	Total Price
	Autism Conference DVD	\$190.00	
PAYMENT METHOD		Total	
All orders are nonrefundable.			

- ☐ Check Enclosed Payable to: Association for Behavior Analysis
- ☐ Visa
- ☐ MasterCard
- ☐ American Express
- ☐ Discover

Card # _____

Expiration Date _____

Signature_____

Visit us on-line at <https://apps.abainternational.org/store/>

Reservation Request

Manchester Grand Hyatt San Diego

One Market Place; San Diego, CA 92101

For reservations call: (800) 233-1234; Fax: (619) 358-6729; On-line: www.abainternational.org/convention

The Manchester Grand Hyatt San Diego looks forward to welcoming you! In making your reservation, we request that you guarantee your arrival by either...

1. Enclosing a check or money order covering the first night's stay.
2. Note 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 Manchester Grand Hyatt San Diego regrets that it cannot confirm your reservation without one of the above guarantee methods. Deposits will be refunded only if appropriate cancellation notification is given (a 72 Hour Cancellation Policy applies).

Group Name: **Association for Behavior Analysis**

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/Double Rooms (1-4 people) \$125 PER NIGHT
- ☐ Triple/Quad Rooms (3-4 people) \$155 PER NIGHT

Requested Room Type: ☐ one king bed ☐ two double beds ☐ no preference

Non-Smoking room preferred: ☐ yes ☐ no

Special requests/accommodations _____

Check or money order enclosed \$

☐ American Express ☐ MasterCard ☐ Visa ☐ Diner's Club ☐ Carte Blanche ☐ Discover Card

Credit Card Number _____ Expires _____

Cardholder Signature _____

This signature authorizes the Manchester Grand Hyatt San Diego to charge the above account for one night's room deposit.

Cut off date: May 1, 2007

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 25 - 29, 2007

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

2007 ABA International Conference Registration Form

August 12-14, 2007; Hilton Sydney, Australia

Join behavior analysts from around the world at ABA's 4th international conference in Sydney, Australia. This vibrant and diverse city boasts wonderful options for tourists, whether visiting the opera house or a beach. Program details will be available on line in January. Don't miss this opportunity to network with and learn from the world's leading behavior analysts!

Mail form and payment to: Association for Behavior Analysis International; 1219 S. Park St., Kalamazoo, MI 49001
Telephone: (269) 492-9310; Fax: (269) 492-9310; Register on line: www.abainternational.org/sydney/index.aspx

Personal Information

NAME (First, middle, last)

ADDRESS

ADDRESS

CITY, STATE, COUNTRY, POSTAL/ZIP CODE

WORK TELEPHONE # (please include area/country codes)

WORK FAX # (please include area/country codes)

HOME TELEPHONE # (please include area/country codes)

CELL PHONE # (please include area/country codes)

E-MAIL

Cancellation

A processing fee of \$120 will be charged for registration refunds.

Student Information*

Student Type:	<input type="checkbox"/> High School	<input type="checkbox"/> Undergrad <input type="checkbox"/> Doctoral	<input type="checkbox"/> Master's <input type="checkbox"/> Post Doc
---------------	--------------------------------------	---	--

Name of School You Attend: _____

Program Name: _____

Expected Graduation Date: _____

Verification of Student Status

I, _____, certify that _____

is a full-time student at (institution) _____.

Faculty Signature: _____ Date: _____

Conference Registration

(Sunday, August 12 – Tuesday, August 14, 2007)

Register by May 11, 2007:

Regular: ☐ \$400

Australian or New Zealand Full-time Students*: ☐ \$250

Register after May 11, 2007:

Regular: ☐ \$450

Australian or New Zealand Full-time Students*: ☐ \$275

*Student Information and Verification of Student Status must be completed to register

Conference Name Badge

NAME (as you would like it to appear on your badge)

AFFILIATION (where you work or go to school)

Method of Payment

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

☐ Visa ☐ MasterCard ☐ American Express ☐ Discover

If paying by credit card, please include:

NAME (as it appears on your card)

Billing Address

BILLING CITY, STATE, ZIP/POSTAL CODE, COUNTRY

CARD NUMBER

EXPIRATION DATE

SIGNATURE



Society for the Advancement of Behavior Analysis (SABA) Donations

General Information

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

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

Contributions

Individuals can donate to specific SABA funds or make unrestricted donations. As well, a \$59 donation to the Student Presenters Fund sponsors the registration of one senior student presenter for the ABA convention. Planned giving through SABA's Legacy program allows you to arrange gifts of cash, securities, or other property for the benefit of behavior analysis. The Society's Board of Directors works with specific programs to be supported with funds received by SABA.

The **International Endowment Fund** is allocated to support the dissemination of behavior analysis outside of the United States.

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

The **Student Presenters Fund** supports registration fees for senior student presenters of a paper or poster at the ABA 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 ABA'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

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