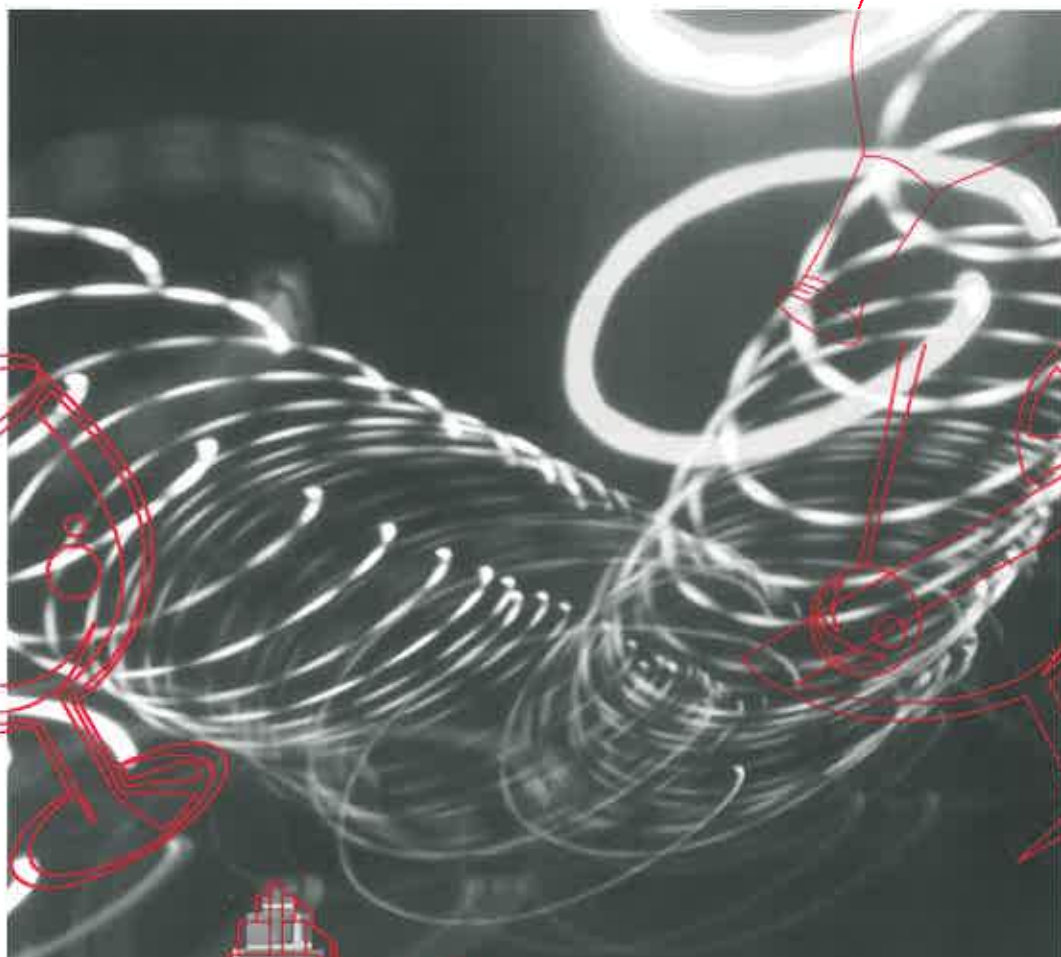


ABA ATLANTA 2006

ASSOCIATION FOR BEHAVIOR ANALYSIS

NEWSLETTER
VOLUME 29 (1)



2006 Convention Overview

Friday, May 26

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 27

8:00 a.m. – 11:00 a.m.	SQAB
8:00 a.m. – 11:00 a.m.	Workshops
11:30 a.m. – 1:00 p.m.	Opening Event/SABA Awards
1:00 p.m. – 4:20 p.m.	Sessions
4:30 p.m. – 5:30 p.m.	Presidential Scholar's Address
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.	Student Social

Sunday, May 28

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. – 4:20 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 29

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
4:30 p.m. – 5:30 p.m.	Presidential Address
5:30 p.m. – 7:00 p.m.	Poster Sessions
7:00 p.m. – 7:50 p.m.	Business Meetings
9:00 p.m. – 12:00 a.m.	ABA Social

Tuesday, May 30

9:00 a.m. – 1:50 p.m.	Sessions
-----------------------	----------

Visit the ABA Convention Site on-line at
www.abainternational.org/convention/

review the full program, travel information, and continuing education opportunities; register for the convention and workshops; and make a reservation at the Hyatt Regency Atlanta.

Table of Contents

2006 Presidential Address.....	1
2006 Presidential Scholar's Address	1
Welcome to the 32 nd Annual ABA Convention.....	2
Opening Event and SABA Awards.....	3
Hotel Reservation Information.....	5
Invited Events and Tutorials	6
Convention Highlights.....	10
Continuing Education Program.....	15
Pre-Convention Workshops	16
SQAB Annual Meeting 2006 Schedule.....	22
Travel Information	22
What Is SQAB?.....	23
3rd International ABA Conference in Beijing.....	24
2006 ABA Organizational Member.....	27
Organizations Influencing Behavior Analysis.....	28
Updates from the Behavioral Community.....	35
Membership Information	38
Membership Registration Form	39
Convention and Workshop Registration Form.....	41
Opportunities for Behavior Analysts.....	42
Donate to SABA	Inside Back Cover

In This Issue

Volume 29.1 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, invited events and tutorials, special events, convention highlights, and the SQAB meeting.

We are very grateful to the contributors to a special section in this issue that describes some of the organizations in the field that most advance behavior analysis: Behavior Analyst Certification Board, Inc.; Cambridge Center for Behavioral Studies; Divisions 25 (Behavior Analysis) and 33 (*Mental Retardation and Developmental Disabilities*) of the American Psychological Association; the Eastern Psychological Association; and the Society for the Experimental Analysis of Behavior.

Also inside is an article highlighting ABA's 3rd International Conference, held this past November in Beijing, China, as well as updates from the behavioral community, upcoming conferences, and opportunities for behavior analysts.

Enjoy!!

2006 ABA Presidential Address

Thomas S. Critchfield, Ph.D. (Illinois State University)

"Aversively Motivated"



**Monday, May 29th
4:30 p.m. – 5:30 p.m.
Centennial I & II**

Dr. Thomas S. Critchfield graduated from West Virginia University, where he received his M.A. (1984, under the direction of Dr. Ernest Vargas) and his Ph.D. (1989, under the direction of Dr. Michael Perone). At Auburn University, he coordinated the doctoral program in Experimental Analysis of Behavior and served as Undergraduate Program Coordinator. He currently is Professor of Psychology at Illinois State University. Dr. Critchfield completed terms on the ABA Executive Council as Student Representative (1986-1989) and Experimental Representative (2002-2005) and has held positions with the Society for the Experimental Analysis of Behavior, with Division 25 of the American Psychological Association, and on the editorial boards of a number of behavior analysis journals. His scholarly interests focus on basic operant processes, verbal behavior, and scientific translation within behavior analysis.

Abstract: Behavior analysis once supported a rich tradition of studying aversive control, that is, behavior change through punishment or negative reinforcement. A variety of factors have shifted our contemporary emphasis – almost exclusively – to the study of positive reinforcement. This status quo is most easily justified for service delivery (especially with vulnerable populations) in which we are concerned about excessive reliance on aversive control and the side effects that this can cause. I will argue, however, that our collective disregard for the study of aversive control has left us in an untenable position, both scientifically and practically.

Where science is concerned, the past three decades have seen important advances in the understanding of positive reinforcement for which no parallel insights exist regarding aversive control. Moreover, scientists outside of our field have revealed robust aversive-specific phenomena that behavior analysts have largely ignored. Our silence about these effects allows them to be explained within, or even seen as evidence for, nonbehavioristic theoretical frameworks.

Where practice is concerned, a lack of new behavior analytic data on aversive control may suggest that we have nothing to say on the topic. As a consequence, perhaps, policy makers and others seeking consensus on issues like corporal punishment may not consult our field for guidance. Moreover, because aversive control is ubiquitous in the everyday world, it is difficult to see how a thorough analysis of socially important behavior can proceed without a proper understanding of aversive control. For instance, emerging notions about aversive control may generate counterintuitive treatment predictions that cannot be reached by thinking about positive reinforcement alone.

In summary, the world out there encompasses, and is fascinated by, aversive control, and we should be motivated to reanimate our tradition of studying it.

2006 ABA Presidential Scholar's Address

Elizabeth Loftus, Ph.D. (University of California, Irvine)

"What's the Matter with Memory?"



**Saturday, May 27th
4:30 p.m. – 5:30 p.m.
Centennial I & II**

Dr. Elizabeth Loftus is Distinguished Professor at the University of California, Irvine. She holds faculty positions in both Criminology, Law, and Society and in Psychology and Social Behavior. She received her Ph.D. in psychology from Stanford University. Since then, she has published 20 books and over 400 scientific articles. Loftus's research of the last 30 years has focused on human memory, eyewitness testimony, and also on courtroom procedure. She has shown that human memory is highly malleable, details can be altered, and entire events can be planted into people's memories. These findings have important implications for the legal system and its use of memory as evidence. She has been recognized for this research with five honorary doctorates and election to the National Academy of Sciences. She has served as President of the American Psychological Society, and twice as President of the Western Psychological Association.

Abstract: Suggestion can distort memory and also make people believe that they had experiences that they didn't have. People have been led to remember nonexistent events from the recent past as well as non-existent events from their childhood. They can be led to falsely believe that they have had familiar experiences, but also rather bizarre or implausible ones. They can be led to believe that they did things that would have been impossible (e.g., shaking hands with Bugs Bunny during a trip to Disneyland). They can be led to falsely believe that they had experiences that would have been highly traumatic had they actually happened. False

beliefs have consequences for people, affecting later thoughts, intentions, and behaviors. For example, people who are led to believe that as children they got sick eating particular foods show avoidance of those foods later on. If false memories can be so readily planted in the mind, what does it say about the nature of memory?

Welcome to the 32nd Annual ABA Convention in Atlanta

By Maria E. Malott, Ph.D.
ABA Executive Director/Secretary Treasurer

We are excited to welcome you to the 2006 convention in Atlanta, Georgia, which was last the site of an ABA convention in 1991. We expect to see over 4,000 participants from more than 30 countries, including representatives and members of 23 special interest groups, 57 affiliated chapters, our organizational members, and 44 graduate programs, including 16 ABA-accredited programs. Behavior analysts from all over the world will meet to present their work, network, and enjoy the city of Atlanta. 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 577 events, including 92 pre-convention workshops; 224 symposia; 79 paper sessions with 214 papers; 33 panel discussions; 19 invited addresses; 16 tutorials, including four SQAB tutorials; 11 special events; 53 business meetings; 13 reunions; five poster sessions with 683 posters; and the ABA Expo, with 103 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 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 2006 Society for the Advancement of Behavior Analysis (SABA) Awards. Kay Dinsmoor will accept the Distinguished Service to Behavior

Analysis award in tribute to the late Dr. James A. Dinsmoor and Dr. Philip Himeline will honor Dr. Dinsmoor's life. The Awards will also recognize Dr. Robert H. Horner (Public Service in Behavior Analysis); Dr. Joseph E. Morrow (International Dissemination of Behavior Analysis); Dr. Nathan H. Azrin (Impact of Science on Application); Dr. James M. Kauffman (Effective Presentation of Behavior Analysis in the Mass Media); and the Behavior Analysis and Therapy Program of Southern Illinois University (Programmatic Contributions to Behavior Analysis).

Drs. Ramona Houtmanfar and William Palya, Program Committee Co-Chairs, have once again assembled a very strong program, with the dedicated assistance of the Area Coordinators: Dr. Jack Scott (Autism), Dr. John Roll (Behavioral Pharmacology), Dr. Kelly Wilson (Clinical; Family; Behavioral Medicine), Drs. Janet Ellis and Maria Ruiz (Community Interventions; Social and Ethical Issues), Dr. Kent Johnson (Developmental Disabilities), Drs. Jacob Gewirtz and Martha Pelaez (Human Development; Gerontology), Dr. William Palya (Experimental Analysis of Behavior), Dr. Tim Slocum (Education), Dr. Timothy Ludwig (Organizational Behavior Management), Dr. Pamela Osnes (Teaching Behavior Analysis), Dr. David Palmer (Theoretical, Philosophical, and Conceptual Issues), and Dr. William Potter (Verbal Behavior). This is an outstanding group of behavior analysts who have worked arduously to offer exciting programs in their areas of interest.

We hope to see you in Atlanta for another very special convention!

Upcoming Events

Eastern Psychological Association 77th Annual Conference

March 16-19, 2006; Wyndham Inner Harbor Hotel, Baltimore, MD

Behavioral Analysis Association of Michigan Convention:

March 23-24, 2006; Eastern Michigan University McKenny Union Building, Ypsilanti, MI

Cambridge Center for Behavioral Studies Northeast Conference on Autism: Evidence-Based Practices

April 7, 2006; Hoagland-Pincus Conference Center; Shrewsbury, MA

2006 Pennsylvania ABA Conference

May 4-5, 2006; Holiday Inn, Grantville/Hershey, PA

Third Conference of the European Association for Behavior Analysis Conference

July 18-21, 2006; Università degli Studi di Milano, Milan, Italy

CIEC 2006 8th International Congress on Behavioral Studies

September 27-30, 2006; San Martiño Pinario, Santiago de Compostela, Spain

ABA Autism Workshop

February 2-4, 2007; Sheraton Boston, MA

33rd ABA Annual Convention

May 25-29, 2007; Manchester Grand Hyatt, San Diego, CA

34th ABA Annual Convention

May 23-27, 2008; Hilton Chicago, IL

2006 Award Ceremony

2006 Opening Event and Award Ceremony

Chair: Frances K. McSweeney, Ph.D. (Washington State University)

Saturday, May 27; 11:30 a.m.

2006 SABA Awards

Award for Distinguished Service to Behavior Analysis:

James A. Dinsmoor, Ph.D. (Awarded posthumously)

Dr. Dinsmoor's award will be accepted by Mrs. Kay Dinsmoor.



Dr. James A. Dinsmoor will be remembered by Dr. Philip Himeline (Temple University), who will deliver an address titled *In Honor and Memory of James A. Dinsmoor*.

Jim Dinsmoor was at the core of behavior analysis from its very beginnings and remained so throughout his career. He participated in the very first "proto-

ABA convention," the Conference on the Experimental Analysis of Behavior at Indiana University nearly sixty years ago. As a graduate student under Keller and Schoenfeld at Columbia, he provided advice on research strategy to Murray Sidman. Moving to the Midwest, he took up the flag for behavior analysis in the Psychology Department at Indiana University while Kay, his wife, ran the back office for the *Journal of the Experimental Analysis of Behavior*. Over the years, Jim accomplished a remarkable series of incisive research projects focused upon key conceptual issues. The first of these was a struggle to untangle the complex contingencies of escape and avoidance conditioning, the interpretation of which is a matter of contention to this day. The most notable project, in Dr. Himeline's view, served to unmask the cognitivist interpretation of conditioned reinforcement. He showed that a conception in terms of "information" was a misleading characterization of the processes involved. Concurrently, Jim was a political activist, supporting controversial causes through his reputation for personal integrity. And of course, Jim was prominent in the action first at Eastern Psychological Association, at Midwest Psychological Association, at Midwestern Association of Behavior Analysis, and at ABA; where he could be counted on for good humor as well as supportive and provocative wisdom.

Award for International Dissemination of Behavior Analysis: **Joseph E. Morrow, Ph.D.** (Applied Behavior Consultants)



Dr. Joseph Morrow received his Ph.D. in experimental psychology from Washington State University in 1965. Since that time he has taught at California State University, Fullerton; Indiana University, South Bend; and California State University, Sacramento, from which he recently retired. For the past nineteen years he has been president of Applied

Behavior Consultants (ABC), a 300-person firm providing applied behavior analysis services. ABC operates day schools and provides home services throughout California for children with autism and other special needs. In the past few years, ABC has opened behavioral schools in China and Bahrain as well as providing services in several other countries. Dr. Morrow will give a presentation titled *Behavioralizing the World*.

This paper raises the issue of bringing behaviorism to our culture and to the world. It examines the question of vehicles that are available to us to reach this goal. Certain vehicles are specified and elaborated on. Finally, the issue of "why behavioralize the world" is addressed. It is argued that, given our understanding of contingencies of reinforcement, it may be time for behaviorists to begin talking about such important issues as war and poverty.

Award for Public Service in Behavior Analysis: **Robert H. Horner, Ph.D.** (University of Oregon)



Dr. Robert Horner is a professor of special education at the University of Oregon. He took his undergraduate degree in psychology from Stanford University, his Master's degree in experimental psychology from Washington State University, and his doctorate in special education at the University of Oregon. His research during the past 25 years has focused

on the design of instructional technology for individuals with severe intellectual disabilities, generalization, stimulus control, and, most recently, positive behavior support. During the past 12 years Dr. Horner has worked with Dr. George Sugai on implementation of school-wide positive behavior support, an application of behavior analysis at the whole-school level. This approach currently is being implemented in over 3000 schools, and, when blended with academic interventions, is associated with improvements in both social and academic gains of students. Dr. Horner is a former Associate Editor of the *Journal of Applied Behavior Analysis*, a past editor of *JASH* (*The Journal of the Association for Persons with Severe Handicaps*), and current co-editor of the *Journal of Positive Behavior Interventions*. His professional awards include the 1996 APA Fred Keller Educational Researcher Award and the 2002 AAMR Education Award. Dr. Horner will give a presentation titled *Implementing Applied Behavior Analysis at Scales of Social Importance*.

The potential value of applied behavior analysis for society is most likely to be realized if behavior analysts focus on expanding our unit of analysis, increasing the range of our outcome measures, and improving the accessibility of our technology. This will require a blending of rigorous behavioral science with a practical transfer technology. Six recommendations will be offered for how applied behavior analysts may extend impressive demonstrations of individual behavior change to demonstrations of large-scale social change. The basic thesis is that applying the principles of behavior analysis at scales of social significance will not occur from an awakening of society to the value of behavior

analysis, but through efforts of behavior analysts to reach out and make behavior analysis relevant to the needs of society.

Award for Impact of Science on Application: Nathan H. Azrin, Ph.D. (NOVA University)



Dr. Nathan Azrin is a professor at NOVA Southeastern University in Fort Lauderdale, Florida. He received his Ph.D. under B. F. Skinner at Harvard University in 1956. Azrin began his career doing basic laboratory research in operant conditioning, later shifting his focus to applied psychology, in which he has been a pioneer in establishing the

field of applied behavior analysis. Many of the treatment/training programs he developed are now in widespread usage. Specific examples are the Token Economy or Point Reward Program (with Dr. Allyon); use of time-out; and effective self-care programs for retarded persons including toilet training, nocturnal enuresis, dressing, proper mealtime skills, self-stimulation, aggression, and self-injury. He also developed programs for non-retarded persons including alcoholism, drug use, medication adherence, tics, stuttering, Tourette's Disorder, Trichotillomania, marital dysfunction, classroom management, toilet training, nocturnal enuresis, the Job Club method for securing employment for the chronically unemployed, parent-youth problems, and Major Depressive Disorder. The great diversity of problems he has studied reflects his conviction that applied behavioral analysis is a rich conceptual strategy with unlimited avenues of treatment applicability. Dr. Azrin will give a presentation titled *Impact of Science on Applied Behavior Analysis*.

Laboratory studies of operant conditioning have justifiably been judged to provide the scientific basis for applied behavior analysis. Close examination of the specific procedures, methods of measurement, and behavioral generalizations reveals that very many of these laboratory procedures and findings have had little relevance to the procedures used in the area of applications. Successful applications have not been a direct translation of operant procedures but rather an exclusion of many of these operant procedures, a focus on several of the methodological features and development of several new procedures that have little or no relation to the laboratory programs. This analysis suggests that applied behavior analysis will continue to devise new treatments for complex, socially significant problems by continuing to develop new procedures that have not been central to the laboratory procedures and findings. The elements common to both endeavors appear to be specification, standardization, quantification, and experimental evaluation.

Award for Enduring Programmatic Contributions in Behavior Analysis: Behavior Analysis and Therapy Program of Southern Illinois University, Carbondale
Tony Cuvo, Ph.D. will accept the award on behalf of the Behavior Analysis and Therapy Program.

In 1955, Guy Renzaglia founded the Rehabilitation Institute at Southern Illinois University at Carbondale (SIUC). The goal of the Institute is to serve as an academic home for training professionals in various branches of rehabilitation. In the same year, Israel Goldiamond joined the faculty of SIUC's Department of Psychology. Israel was instrumental in recruiting Nathan Azrin to Southern Illinois to become the founding director of the Behavior Research Laboratory at Anna State Hospital, located some 20 miles south of Carbondale. Guy and Nathan collaborated in 1965 to form the first Master's degree program in Behavior Modification in the United States, which became one of several graduate programs within the Rehabilitation Institute.

Ed Sulzer was hired as the Behavior Modification Program's founding coordinator. There has been a close working relationship between the academic program on campus and the former Anna State Hospital, now named the Choate Mental Health and Developmental Center, since the program's inception. The state hospital provided the program with the initial faculty and a site for students to acquire research and clinical experience. Ed Sulzer and Nathan Azrin, along with Donald Hake and Teodoro Ayllon (also from the hospital), designed the original academic curriculum. Subsequently, Richard Foxx and other behavior analysts provided supervision to program students in their positions at the state hospital.

In 1982, the name of the program was changed to Behavior Analysis and Therapy to reflect not only our evolving disciplinary terminology, but also the comprehensive nature of the curriculum. The program is accredited by the Association for Behavior Analysis. A doctoral program in rehabilitation, including a behavioral specialty, was also added during the early 1980s.

Students in the program have been able to receive education and training in both basic and applied behavior analysis, as well as behavior therapy. Some areas of specialization over the decades have included developmental disabilities, child abuse and neglect, acquired head injury, gambling, stimulus equivalence, school intervention, behavioral medicine, sexual behavior, community behavior analysis, organizational behavior management, functional analysis of challenging behavior, and other topics.

Two major clinical training and community service programs have been externally funded for a number of years. Project 12-Ways, which serves families indicated for child abuse and neglect, has been in operation for more than 20 years. More recently, the Center for Autism Spectrum Disorders has become a comprehensive, behaviorally-based regional center for autism in southern Illinois. During the past 40 years, in addition to those individuals cited above, program faculty have included Bob Campbell, Dick Sanders, Harry Rubin, Roger Poppen, Bill Hopkins, Tony Cuvo, Brandon Greene, Paula Davis, Gina Green, Mark Dixon, Ruth Anne Rehfeldt, and April Worsdell.

Award for Effective Presentation in the Mass Media: James Kauffman, Ed.D. (University of Virginia)



Dr. James M. Kauffman, Professor Emeritus of Education at the University of Virginia, received his Ed.D. degree in special education from the University of Kansas in 1969. He is a past president of the Council for Children with Behavioral Disorders (CCBD). Among his honors are the 2002 Outstanding Leadership Award from CCBD and the 1994 Research Award from the

Council for Exceptional Children. Besides the book *Education Deform*, published in 2002, he is author, editor, co-author, or co-editor of numerous publications in special education and related fields. One of his textbooks, *Characteristics of Emotional and Behavioral Disorders of Children and Youth*, is widely adopted in special education and is now in its eighth edition. His most recent co-authored books are *Special Education: What it is and Why We Need It*; *Learning Disabilities: Foundations, Characteristics, and Effective Teaching*; *Children and Youth with Emotional and Behavioral Disorders: A History of Their Education*; the fourth edition of *Managing Classroom Behavior: A Reflective Case-Based Approach*; and the 10th edition of *Exceptional Learners: Introduction to Special Education*. Dr. Kauffman will give a presentation titled *Concerns about a New Racism*.

In this presentation, Dr. Kauffman raises concern about a new racism often mistaken for cultural sensitivity and cultural competence. It is characterized by the assumption that skin color or heritage, usually said to designate a culture, makes an individual responsive or unresponsive to particular therapies, educational methods, or other efforts to teach, heal, or help. Markers of the new racism include misleading statements and hyperbole, the creation of politically charged but scientifically and logically questionable categories or groups, the assumption that group identity is more important than individual characteristics, and the use of inappropriate

proxies in making treatment decisions. Better science is our best hope of combating the new racism, and the hope is that applied behavior analysts will play an important role in checking out the idea that skin hue and heritage determine how someone responds to behavioral operations.

2005 International Grant Awards

The *International Development Fund* provides for three \$1,000 International Development Grants annually, through a competitive process. In 2005, the grants were awarded to support the following projects:

- **Behavior Analysis Training in a Clinical Psychology Context**, developed by Aldo Hernandez Barrios and Vladimir Bernal Alfonso (Universidad Católica de Colombia, Unidad de Servicios Psicológicos, Colombia)
- **A University Training Program in Applied and Clinical Behavior Analysis in Tampere, Finland**, developed by Dr. Martti T. Tuomisto (Institute for Extension Studies, University of Tampere, Finland)
- **Development of a BCBA Master's Degree Program**, developed by Dr. Denis O'Hara and colleagues (University of Ulster, Northern Ireland)

2006 Fellowship Awardees

SABA Fellowships are awarded to doctoral students by way of a competitive process in two areas of concentration: Child Development and Experimental Analysis of Behavior.

The *Sidney W. and Janet R. Bijou Fellowship* provides an annual fellowship to a doctoral student investigating child development from a behavior analyst perspective. Recipients in 2006 are **Elizabeth Adams (University of Florida)** and **Sarah O'Connor (National University of Ireland, Maynooth)**.

The *SABA Experimental Analysis of Behavior Fellowship* provides an annual fellowship to a doctoral student in psychology or behavior analysis who is conducting research in the experimental analysis of behavior. The 2006 recipient is **Bethany Raiff (University of Florida)**.

Overflow Hotel Reservations

Atlanta Marriott Marquis, 265 Peachtree Center Avenue; Fax: (404) 586-6098; For reservations call: (888) 855-5701

The room block at the Hyatt Regency Atlanta is currently at over 95% capacity. We have located a secondary hotel for accommodations, the Atlanta Marriott Marquis, which is directly across the street from the convention site hotel and connected to the convention site hotel.

Group Rates

King Bedded Rooms (1-3 people): \$110 PER NIGHT

Double/Double Bedded Rooms (1-4 people): \$110 PER NIGHT

Please note that a major credit card or one night deposit will be required at the time of your reservation. This deposit will be refunded if you cancel your reservation at least 72 hours prior to your check-in time.

Cut off date: May 1, 2006

Reservations may be made either on line or by telephone. To make your reservation on line, visit Additional travel information and link to on-line reservations available at www.abainternational.org/convention and use the link to the Marriot Online Reservation. With this method your reservation will be entered directly into the hotel reservation database, which will help eliminate errors. Also, you will receive a confirmation directly from the hotel.

Call the Atlanta Marriott Marquis directly at (888) 855-5701 to make your room reservation by telephone.

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.

Convention Site Hotel

Hyatt Regency Atlanta
265 Peachtree St. NE
Atlanta, GA 30303

Phone: (888) 421-1442
Fax: (404) 460-6499

Invited Events and Tutorials

Autism

TUTORIAL: Incidental Teaching and Students with Autism: How to Do It and How to Appreciate the Research

Gail G. McGee, Ph.D. (Emory University School of Medicine)

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

Verbal Behavior and Autism Intervention

Mark L. Sundberg, Ph.D. (Sundberg and Associates)

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

Some of My Best Friends Are Synapses: How Brain Science Can Inform Behavioral Intervention

Travis Thompson, Ph.D. (School of Medicine, University of Minnesota)

Tuesday, May 30; 12:00 p.m.



Mark Sundberg



Travis Thompson



Stephen Higgins



Kenneth Silverman



Nancy Petry

Contingency Management for the Treatment of Substance Use Disorders: Contemporary Issues

Chair: John Roll, Ph.D. (Washington State University)

May 29; 1:30 p.m.

- **Using Voucher-Based Contingency Management in Outpatient Treatment of Substance Use Disorders.** Stephen T. Higgins, Ph.D. (University of Vermont)
- **Employment-Based Abstinence Reinforcement in the Treatment of Cocaine Addiction.** Kenneth Silverman, Ph.D. (Johns Hopkins University)
- **Prize-Based Contingency Management: A Lower Cost CM Intervention.** Nancy Petry, Ph.D. (University of Connecticut)

Clinical; Family; Behavioral Medicine

Behavioral Pharmacology

TUTORIAL: Measuring and Modulating the Reinforcing Efficacy of Drugs

Chris-Ellyn Johanson, Ph.D. (Wayne State University)

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

The Multiple Mechanisms of GHB: Why Should We Care?

Charles Patrick France, Ph.D. (University of Texas Health Science Center)

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



Chris-Ellyn Johanson



Charles France



Steven Hayes



Teodoro Ayllon



Ruth Baer

TUTORIAL: Professional Development Series: Introduction to Acceptance and Commitment Therapy

Steven C. Hayes, Ph.D. (University of Nevada, Reno)

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

From Existentialism to Behavioral Coaching in 3 EZ Steps

Teodoro Ayllon, Ph.D. (Georgia State University)

Tuesday, May 30; 9:00 a.m.

Operationalizing Mindfulness: Identifying Component Skills and their Relations to Mental Health Variables

Ruth A. Baer, Ph.D. (University of Kentucky)

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

Community Interventions; Social and Ethical Issues



Bryan Roche

TUTORIAL: Making the World a Better Place...Context by Context and Frame by Frame

Bryan Roche, Ph.D. (University of Ireland, Maynooth)

Tuesday, May 30; 12:00 p.m.



Jon Bailey

Ethics and Values in Behavior Analysis: Do Our Consumers Know What They Are? Do We?

Jon S. Bailey, Ph.D. (Behavior Management Consultants, Inc., Florida State University)

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



Henry Pennypacker

Promoting and Exporting ABA Values Along with Our Technology Chair: Maria Ruiz, Ph.D. (Rollins College)

May 27; 3:00 p.m.

- Henry S. Pennypacker, Ph.D. (University of Florida)
- Kent Johnson, Ph.D. (Morningside Academy)
- Richard M. Foxx, Ph.D. (Pennsylvania State University)



Kent Johnson



Richard Foxx

Developmental Disabilities



Raymond Miltenberger

TUTORIAL: Teaching Safety Skills to Children

Raymond G. Miltenberger, Ph.D. (North Dakota State University)

Tuesday, May 30; 9:00 a.m.



Brian Iwata

On Extinction

Brian A. Iwata, Ph.D. (University of Florida)

Sunday, May 28; 4:30 p.m.



Timothy Vollmer

On the Utility of the Concept of Automatic Reinforcement in Applied Behavior Analysis

Timothy R. Vollmer, Ph.D. (University of Florida)

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

Human Development; Gerontology



Edward Morris

TUTORIAL: Behavior Analysis: History and Historiography

Edward K. Morris, Ph.D. (University of Kansas)

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



Stephen Suomi

Gene-Environment Interactions In Rhesus-Monkey Behavior Development

Stephen Suomi, Ph.D. (National Institute of Child Health & Human Development)

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



Rebecca MacDonald

Intersections Between Joint Attention and Social Referencing in Children with Autism and Typically Developing Children

Chair: Rebecca MacDonald, Ph.D. (New England Center for Children)

May 29; 3:00 p.m.

- **Analysis and Treatment of Joint Attention in Young Children with Autism.** Rebecca P. F. MacDonald, Ph.D. (New England Center for Children), William V. Dube, Ph.D. (Univ. of Massachusetts Medical Center), Jennifer L. Klein, Sally N. Roberts, and Krista Smaby (New England Center for Children), and Emily Wheeler (Univ. of Massachusetts Medical Center)



Martha Pelaez



Per Holth

- **Infants Learning to Reference Maternal Facial Expressions of Emotions.** Martha Pelaez, Ph.D. (Florida International University)
- **The Role of Joint Attention in Verbal Operants.** Per Holth, Ph.D. (The Behavioral Center, Oslo)



George Sugai

Positive Behavioral Supports Research: An Example of Large Scale Evaluation of Behavior Analytic Educational Practices
George Sugai, Ph.D. (University of Connecticut)

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

Experimental Analysis of Behavior



Murray Sidman

TUTORIAL: Professional Development Series: Introduction to Stimulus Relations

Murray Sidman, Ph.D.

Tuesday, May 30; 11:00 a.m.



Howard Rachlin

Self-Control and Social Cooperation: Implications for an Account of Addiction

Howard Rachlin, Ph.D. (SUNY at Stony Brook)

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



John Staddon

How Hard-Nosed is Behaviorism?

John E. R. Staddon, Ph.D. (Duke University)

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

Education



Robert Horner

TUTORIAL: Using Single Case Designs to Establish Evidence-Based Practice

Robert H. Horner, Ph.D. (University of Oregon)

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



Edward Kame'enui

The National Center for Special Education Research (NCSE) in the Institute of Education Sciences (IES): The Future of Special Education Research – Mopping Up or Reloading the Matrix?

Edward J. Kame'enui, Ph.D. (U.S. Department of Education)

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

Organizational Behavior Management



Carl Binder

TUTORIAL: The Six Boxes™ Model: Performance Management in a Plain English Context

Carl V. Binder, Ph.D. (Binder Riha Associates)

Tuesday, May 30; 11:00 a.m.



Leslie Braksick

OBM 2006: A View From the Field

Leslie Wilk Braksick, Ph.D. (The Continuous Learning Group, Inc.)

Saturday, May 27; 1:00 p.m.



Bill Hopkins

Cambridge Center Symposium: The Accreditation of Behavioral Applications: Promoting Evidence-Based Practices

Chair: Dwight Harshbarger, Ph.D. (Cambridge Center for Behavioral Studies)

May 29; 3:00 p.m.



Michael Weinberg

- **Standards for Accreditation.** Henry S. Pennypacker, Ph.D. (University of Florida)

(Photo on page 7)

- **Accrediting Principles of Behavior-Based Safety Programs.** Bill L. Hopkins, Ph.D. (Emeritus Auburn)

- **Accreditation of Organizations Providing Applied Behavior Analysis Services.** Michael Weinberg, Ph.D. (Southbury Training School)

Other



Joseph Brady

EAHB-SIG Distinguished Career Award: Joseph V. Brady, Ph.D.

Joseph V. Brady, Ph.D. (John Hopkins University, School of Medicine)

Sunday, May 28; 4:30 p.m.



Victor DeNoble

Inside the Dark Side: The Pharmacological Basis of Nicotine Addiction

Victor J. DeNoble, Ph.D. (Hissho, Inc.)

Tuesday, May 30; 10:00 a.m.



Henry Schlinger

Behavior Analysis: All Dressed Up and Nowhere To Go

Henry Schlinger, Ph.D. (California State University, Los Angeles)

Saturday, May 27; 2:00 p.m.

Teaching Behavior Analysis

TUTORIAL: Professional Development Series: Introduction to Precision Teaching

Kent Johnson, Ph.D. (Morningside Academy)

(Photo on page 7.)

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

Using Grounded Reflection to Reflect on the Constructivist Perspective

Vivian Fueyo, Ph.D. (University of South Florida-St. Petersburg)

Saturday, May 27; 1:00 p.m.



Vivian Fueyo



Ilene Schwartz

Teaching the Principal the Principles: The Role of ABA in Public Schools

Ilene S. Schwartz, Ph.D. (University of Washington)

Saturday, May 27; 2:00 p.m.

Theoretical, Philosophical and Conceptual Issues



Dermot Barnes-Holmes

TUTORIAL: Relational Frame Theory

Dermot Barnes-Holmes, Ph.D. (National University of Ireland, Maynooth)

Tuesday, May 30; 10:00 a.m.



John Donahoe

The End of Experimental Analysis?

John W. Donahoe, Ph.D. (Univ. Massachusetts/Amherst)

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

Verbal Behavior



David Palmer

TUTORIAL: The Extension of Skinner's Verbal Operants to Interpretations of Complex Behavior: A Tutorial

David C. Palmer, Ph.D. (Smith College)

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



Jeffrey Elman

Generalizing Beyond Our Experience: Lessons from Neural Networks

Jeffrey L. Elman, Ph.D. (University of California, San Diego)

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



Jack Michael

The Analysis of Complex Human Behavior

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

May 29; 1:30 p.m.

- Jack Michael, Ph.D. (Western Michigan University, Emeritus)
- David C. Palmer, Ph.D. (Smith College)

(Photo appears above.)

- Mark L. Sundberg, Ph.D. (Sundberg and Associates)

(Photo on page 6.)

- Janet S. Twyman, Ph.D. (Headsprout)



Janet Twyman

Convention Highlights

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

Chairs: Jack Michael, Ph.D. (Western Michigan University, Emeritus) and W. Scott Wood, Ph.D. (Drake University)
Saturday, May 27; 10:00 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. Drs. Michael and Wood, two 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: Simon Dymond, Ph.D. (University of Wales, Swansea)
Saturday, May 27; 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.

Professional Development Series

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

2006 ABA Tutorial: Introduction to Acceptance and Commitment Therapy

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

Steven C. Hayes, Ph.D. (University of Nevada, Reno)

Behavior analysis has had a hard time penetrating the mainstream of psychology since the rise of cognitive psychology. The two primary barriers underlying this problem are a lack of clarity and understanding of the philosophical core of radical behaviorism and the need for a comprehensive and experimentally adequate account of language and cognition.

The first is primarily a terminological problem that is rectified by functional contextualism; the second is an empirical and theoretical problem that is rectified by Relational Frame Theory. With these two barriers removed, there is nothing to prevent behavior analysis from capturing center stage in many areas of psychology, but the form of behavior analysis results is decidedly post-Skinnerian – that is, true to the Skinnerian tradition philosophically and empirically, but distinct in its approach to complex human behavior as a consequence of empirical developments.

The empirical and political success of Acceptance and Commitment Therapy is offered as a concrete demonstration of the success of this strategy. Other possible extensions are briefly explored.

2006 ABA Tutorial: Introduction to Precision Teaching

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

Kent Johnson, Ph.D. (Morningside Academy)

Precision Teaching is a method of monitoring the frequency of performance on a specially designed graph known as the standard celeration chart. Users of the chart record the frequency of a behavior, a measure that is maximally sensitive to events that influence behavior. The chart incorporates a multiple scale to most adequately reflect the growth of behavior over time. By drawing a line through the frequencies of behavior over time the user can also quantitatively measure learning: the acceleration and deceleration of behavior. This tutorial will address how Precision Teaching has been integrated in Morningside Academy's Generative Instruction model as a core technology. Using charted data as a guide, Morningside has developed frequency-building procedures to improve the academic as well as social and interpersonal behaviors taught to students. Specifically, charted data have helped to maximize the accuracy of performance as well as the acceleration of behavior to frequencies that predict retention, endurance, stability, and application of behavior. These outcomes are collectively defined as behavioral fluency. Chaired data across a range of instructional objectives will be presented, showing the influence of various instructional interventions upon performance accuracy and celeration. The charted data come from a laboratory school in Seattle, Morningside Academy; CAL Learning Center in Reno, Nevada; and from many of the 97 public schools and agencies Morningside has had partnerships with throughout the USA and Canada. The tutorial will also demonstrate how frequency building and celeration have been incorporated in Morningside's on-line, interactive early reading program, Headsprout.

BCBAs and BCABAs will learn an important technology that they can immediately implement in their research or with their clients.

2006 ABA Tutorial: Introduction to Stimulus Relations

Tuesday, May 30; 11:00 a.m.

Murray Sidman, Ph.D.

An introductory tutorial on equivalence relations and behavior. Procedural fundamentals and background will be explored.

Advice from the Recently Hired

Monday, May 29; 7:00 p.m.

- Carie L. English, Ph.D. (University Of South Florida)
- John C. Begeny, Ph.D. (North Carolina State University)
- Adel C. Najdowski, Ph.D. (C.A.R.D., Inc.)
- Robert Whelan, Ph.D. (University College, Dublin)

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. This event is sponsored by the ABA Student Committee.

APA-Accredited Predoctoral Internship Programs in Behavior Analysis

Monday, May 29; 7:00 p.m.

- Michael L. Handwerk, Ph.D. (Father Flanagan's Boys' Home)
- SungWoo Kahng, Ph.D. (Kennedy Krieger Institute)
- Henry S. Roane, Ph.D. (Marcus Institute/Emory University School of Medicine)
- Mark D. Shriver, Ph.D. (Munroe-Meyer 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 top-notch 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, this panel discussion will highlight the APA-accredited predoctoral internship programs available at four superb service locations. This is a Student Committee-sponsored event.

Applying to Graduate School in Behavior Analysis

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

- Vennessa L. Walker, M.S. & Kennon A. Lattal, Ph.D. (West Virginia University)
- Maureen Theresa Aro, Ph.D. & Carol A. Pilgrim, Ph.D. (University of North Carolina, Wilmington)
- Kenneth R. MacAleese & Patrick M. Ghezzi, Ph.D. (University Of Nevada, Reno)
- Paige M. McKerchar, M.A., & Rachel Thompson, Ph.D. (University Of Kansas)

Faculty and students from four behavior analysis graduate programs will discuss issues relevant to the application process. Attendees will be welcome to ask questions and join the discussion.

BCBA-Oriented Internship Programs

Monday, May 29; 7:00 p.m.

- Kris F. Melroe, B.A. (Morningside Academy)
- Pamela G. Osnes, Ph.D. (Behavior Analysts, Inc.)
- D. Daniel Gould, Ph.D. (New England Center For Children)
- Jonathan J. Tarbox, Ph.D. (University of Nevada, Reno)

The national demand for applied behavior analysis continues to grow and with this growth comes an increased need for Board Certified Behavior Analysts (BCBA). This panel brings together representatives from several premier ABA service providers to discuss how BCBA-oriented internships can help students prepare themselves to fill these needs and to highlight the internship opportunities that their programs provide. This is a Student Committee-sponsored event.

Conversation Hour with Prominent Women in Behavior Analysis

Saturday, May 27; 1:00 p.m.

- Linda J. Hayes, Ph.D. (University Of Nevada, Reno)
- Maria E. Malott, Ph.D. (Association For Behavior Analysis)
- Carol Pilgrim, Ph.D. (University of North Carolina, Wilmington)
- Frances K. McSweeney, Ph.D. (Washington State University)
- Beth Sulzer-Azaroff, Ph.D. (Browns Group Naples)

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

How to Give Effective Oral Presentations and Posters

Sunday, May 28; 4:30 p.m.

- Michael Perone, Ph.D. (West Virginia University)
- Peter Girolami, Ph.D. (Kennedy Krieger Institute)

Panelists will give their advice on delivering effective presentations. Attendees will be welcome to ask questions.

How to Obtain Grant Funding

Monday, May 29; 10:30 a.m.

- Richard W. Serna, Ph.D. (University of Massachusetts Medical School - Shriver Center)
- Kathryn Saunders, Ph.D. (University of Kansas)
- Cynthia J. Pietras, Ph.D. (Western Michigan University)
- Dustin Stairs, M.A. (University of Kentucky)

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.

On Being a Postdoc

Chair: Shawn R. Charlton, M.A. (University of California, San Diego)

Sunday, May 28; 10:30 a.m.

For many, the process of finding, being, and surviving a postdoc seems a mystery. This panel aims to uncover the truth about this process (at least somewhat) by allowing an open forum for the discussion of the role of a postdoc. The panel members for the discussion represent the majority of stages of the postdoc process. Drawing from this breadth of experience, panel members will discuss the major elements of this period of professional career development. This is a Student Committee-sponsored event.

Perspectives on the Future of Behavior Analysis

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

- Thomas C. Mawhinney, Ph.D. (University of Detroit Mercy)
- Marc N. Branch, Ph.D. (University of Florida)
- Wayne Fisher, Ph.D. (Munroe-Meyer Institute)
- Gregory J. Madden (University of Kansas)

As behavior analysis continues to grow, it is important to understand where the field is headed. To encourage dialogue 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. This is a Student Committee-sponsored event.

Research in Non-University Settings

Tuesday, May 30; 9:00 a.m.

- Rachel S. F. Tarbox, Ph.D. (The Center For Autism & Related Disorders, Inc.)
- SungWoo Kahng, Ph.D. (Kennedy Krieger Institute)
- Ethan S. Long, Ph.D. (The Bay School)
- Eileen M. Roscoe, Ph.D. (New England Center For Children)

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

Behavioral Bash

Chair: Christy A. Alligood, M.A. (West Virginia University)

Saturday, May 27; 9:00 p.m.

ABA welcomes you to Atlanta with a party to remember. You won't want to miss the local entertainers, door prizes, skit competition, and student committee awards. Bring your friends and colleagues and enjoy the festivities - be ready for a few surprises!

Reunions and Receptions

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

Alumni and Friends of St. Cloud State University

Chair: Gerald Mertens, M.S. (St. Cloud State University)

Sunday, May 28; 8:00 p.m.

Auburn University Reunion for Students, Alumni, and Friends

Chair: James M. Johnston, Ph.D. (Auburn University)

Sunday, May 28; 8:00 p.m.

Behavioral School Psychology

Chair: Richard Anthony Doggett, Ph.D. (Mississippi State University)

Sunday, May 28; 8:00 p.m.

Cambridge Center for Behavioral Studies Reunion

Dwight Harshbarger, Ph.D. (Cambridge Center for Behavioral Studies)

Sunday, May 28; 8:00 p.m.

Columbia University and CABAS®

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

Sunday, May 28; 8:00 p.m.

Memorial Symposium for Jim Dinsmoor: Experimentalist, Scholar, and Gentleman

Chair: William D. Timberlake, Ph.D. (Indiana University)

Sunday, May 28; 8:00 p.m.

Minnesota Autism Service Providers

Chair: Timothy R. Moore, M.S. (Minnesota Autism Center)

Sunday, May 28; 8:00 p.m.

National Autism Center Hospitality Hour

Chair: Joseph Ricciardi, Psy.D. (The National Autism Center)

Sunday, May 28; 8:00 p.m.

Relational Frame Theory and Acceptance and Commitment Therapy Researchers and Practitioners Reunion, Planning Party, and Jam Session

Chair: Kelly G. Wilson, Ph.D. (University of Mississippi)

Sunday, May 28; 8:00 p.m.

The Ogden R. Lindsley Standard Celeration Chart Share

Chair: Malcolm D. Neely, Ed.D. (Learning Courses)

Sunday, May 28; 8:00 p.m.

University of Florida Reunion for Students, Alumni, Faculty, and Friends

Chair: Jennifer Lynn Hammond, M.S. (University of Florida)

Sunday, May 28; 8:00 p.m.

University of Kansas

Chair: Edward K. Morris, Ph.D. (University of Kansas)

Sunday, May 28; 8:00 p.m.

University of North Texas Reunion

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

Sunday, May 28; 8:00 p.m.

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

Chair: R. Wayne Fuqua, Ph.D. (Western Michigan University)

Sunday, May 28; 8:00 p.m.

Behavioral Fitness

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

Health, Sports, and Fitness Activity: Cardiokickboxing

Chair: Elise Cooke, M.S. (Holliston Public Schools)

Monday, May 29; 7:00 a.m.

Give your body a break from sitting down all weekend. Discover how task analyses, modeling and imitation, positive and negative reinforcement, behavioral momentum, and shaping procedures can combine into a heart-healthy cardio workout! Non-contingent water breaks will be provided. Motivating operations will be taken into consideration. All ABA members and guests are welcome; instruction will be differentiated to ensure that individuals of all fitness levels can be successful.

Health, Sports, and Fitness Activity: Trunk Training

Chair: Gordon O. Henry, Ph.D. (Ottawa University)

Sunday, May 28; 8:00 a.m.

Participants will learn and practice exercises designed to maximize reinforcement gained through participation in racquet sports and other recreational activities, avoid pain stemming from back and abdominal muscle weakness, and to counteract the physiological effects of long hours sitting at one's desk.

Tai Chi Chuan for Beginners

Chair: Jill Basso, M.A. (Private Practice/BCBA)

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

Tai chi chuan is a slow-moving, meditative exercise good for health, relaxation, and self-defense. Tai chi is known primarily for its health and is the physical manifestation of the principles of yin/yang as expressed in the Chinese Classics. Participants will be introduced to standing postures and forms that will assist in accessing internal energy (chi), breathing exercises, and movements found in the tai chi form. For a weekend full of sedentary activities and intellectual challenges, tai chi can assist with relaxation of the mind and body. Please wear loose and comfortable clothes.

Business Meetings

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

A Road Map to the Autism Program at ABA: A Guide for Newcomers

Chair: Jack Scott, Ph.D. (Florida Atlantic University)

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

ABA Student Committee

Chair: Christy A. Alligood, M.A. (West Virginia University)

Monday, May 29; 7:00 p.m.

Affiliated Chapters Meeting

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

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

Annual Meeting of the Developmental Behavior Analysis SIG

Chair: Jacob L. Gewirtz, Ph.D. (Florida International University)

Monday, May 29; 7:00 p.m.

Autism SIG

Chair: David A. Celiberti, Ph.D. (Private Practice)

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

BACB New Developments Update and Annual Certificat Meeting

Chair: Gerald L. Shook, Ph.D. (BACB)

Monday, May 29; 7:00 p.m.

BACB University Contact Faculty Meeting

Chair: Gerald L. Shook, Ph.D. (BACB)

Sunday, May 28; 7:00 p.m.

Becoming BACB Certified

Chair: Christine L. Ratcliff, M.S. (Florida State University/BACB)

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

BACB International Certification Development

Chair: Gerald L. Shook, Ph.D. (BACB)

Sunday, May 28; 8:00 a.m.

Behavioral Gerontology SIG

Chair: Linda A. LeBlanc, Ph.D. (Western Michigan University)

Monday, May 29; 7:00 p.m.

Behavioral Medicine SIG

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

Monday, May 29; 7:00 p.m.

Behaviorists for Social Responsibility

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

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

Behaviorists Interested in Gambling SIG (BIG SIG)

Chair: Ginger Wilson, M.A. (Nyansa Learning Corporation)

Sunday, May 28; 7:00 p.m.

California ABA

Chair: Gina Green (San Diego State University)

Sunday, May 28; 8:00 a.m.

The Chicago Association for Behavior Analysis (CABA)

Chair: Charles Merbitz, Ph.D., BCBA (Chicago School of Professional Psychology)

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

Clinical SIG

Chair: Ann Branstetter, Ph.D. (Southwest Missouri State University)

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

Council of Graduate Training Programs

Chair: Jennifer L. Austin, Ph.D. (California State University, Fresno)

Monday, May 29; 7:00 p.m.

Editorial Board Meeting for The Behavior Analyst Today and All Behavior Analyst Online Journals

Chair: Michael Weinberg, Ph.D. (Orlando Behavior Health, LLC)

Sunday, May 28; 7:00 p.m.

Editorial Board, Behavior and Social Issues

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

Sunday, May 28; 7:00 p.m.

Education & Treatment of Children: Editorial Review Board

Chair: Dan Hursh, Ph.D. (West Virginia University)

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

Experimental Analysis of Human Behavior SIG

Chair: Cynthia J. Pietras, Ph.D. (Western Michigan University)

Sunday, May 28; 7:00 p.m.

Graduate Training Programs in Behavior Analysis

Chair: Jennifer L. Austin, Ph.D. (California State University, Fresno)

Monday, May 29; 7:00 p.m.

HABA: Hawai'iian Association for Behavior Analysis

Chair: Kimberly A. Smalley, Ph.D. (HABA)

Sunday, May 28; 8:00 a.m.

Health, Sport, and Fitness (HSF) SIG Annual Meeting

Chair: Michael A. Kirkpatrick, Ph.D. (Wesley College)

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

The Instructional Design SIG

Chair: Guy S. Bruce, Ed.D. (Appealing Solutions, LLC)

Monday, May 29; 7:00 p.m.

Interbehaviorists in ABA SIG Business Meeting

Chair: Thomas L. Sharpe, Jr., Ed.D. (University of Nevada, Las Vegas)

Sunday, May 28; 8:00 a.m.

Journal of Applied Behavior Analysis Business Meeting

Patrick Friman, Ph.D. (Father Flanagan's Girls and Boys' Town)

Sunday, May 28; 8:00 a.m.

Journal of Behavioral Education Editorial Board and Information meeting

Chair: Phillip J. Belfiore, Ph.D. (Mercyhurst College)

Sunday, May 28; 7:00 p.m.

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

Chair: Leonard Green, Ph.D. (Washington University)

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

Mid-American Association for Behavior Analysis Business Meeting

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

Sunday, May 28; 7:00 p.m.

The New Jersey Association for Behavior Analysis

Chair: Marlene Cohen, Ed.D. (Rutgers University)

Sunday, May 28; 8:00 a.m.

The New York State Association for Behavior Analysis (NYSABA)

Chair: Randy I. Horowitz, M.S. (Eden II Programs)

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

OBM Network Business Meeting

Chair: Angela R. Lebbon, B.S. (Western Michigan University)

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

Parent Professional Partnership SIG

Chair: David A. Celiberti, Ph.D. (Private Practice)

Sunday, May 28; 8:00 a.m.

Parents and Professionals Sharing the Conference Experience

Chair: Pamela Gorski, M.D. (Reaching Potentials)

Sunday, May 28; 7:00 p.m.

Positive Behavior Support SIG

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

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

Regular Meeting of the Wisconsin Association for Behavior Analysis

Chair: Matthew Andrzejewski, Ph.D. (University of Wisconsin, Madison)

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

Rehabilitation and Independent Living SIG

Chair: Michael P. Mozzoni, Ph.D. (Timber Ridge Group, Inc.)

Sunday, May 28; 7:00 p.m.

SIG Español

Chair: Mapy Chavez-Brown, Ph.D. (Wagner College)

Sunday, May 28; 7:00 p.m.

Social Workers at ABA

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

Monday, May 29; 7:00 p.m.

SIG Business Meeting with the ABA Presidents

Chair: Frances K. McSweeney, Ph.D. (Washington State University)

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

Standard Celeration Society Business Meeting

Chair: Michael Fabrizio, Ph.D. (Fabrizio/Moors Consulting)

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

Teaching Behavior Analysis SIG Business Meeting

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

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

Verbal Behavior SIG

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

Sunday, May 28; 7:00 p.m.

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 41. 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 41).

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, 2006. A handling fee of \$25 per cancellation will be deducted from all refunds. After May 2, 2006, 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 2006 convention in Atlanta.

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 APA CE credits 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 convention program. 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 26 10 AM – 5 PM

#1 OBM: What it is and How to use it in Human Services Organizations

JOHN AUSTIN, Ph.D. (Western Michigan University)

CE: PSY, BACB

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

#2 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: \$175; Nonmembers: \$190

#3 Functional Analysis and Treatment of "Psychotic" Topographies

TOMÁS CARRASCO GIMÉNEZ (Universidad de Granada) and Javier Virués-Ortega, Ph.D. (Instituto de Salud Carlos III & Universidad de Granada)

CE: PSY, BACB

Cost to ABA Members: \$155; Nonmembers: \$170

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

DAVID A. CELIBERTI, Ph.D., BCBA (Private Practice)

CE: PSY, BACB

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

#5 Activity Schedules: Beyond Independent Activities

DAVID M. CORCORAN, Joseph M. Vedora, and Robert K. Ross, M.S., BCBA (Beacon Services)

CE: PSY, BACB

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

#6 Childhood Psychiatric Disorders & Medical Issues: Functional Assessment & Behavioral Intervention

JEANNIE GOLDEN, Ph.D., BCBA (East Carolina University) and Lynn A. Olson (Regent University)

CE: PSY, BACB

Cost to ABA Members: \$155; Nonmembers: \$170

#7 Teaching Reading with Morningside Generative Instruction

KENT JOHNSON, Ph.D. and Kristine Melroe (Morningside Academy), Libby M. Street (Central Washington University), Elizabeth Haughton (Haughton Learning Center), and Marianne Delgado and Joanne K. Robbins (Morningside Academy)

CE: PSY, BACB

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

#8 Surfing the Third Wave: Functional Analytic Psychotherapy

ROBERT J. KOHLENBERG, Ph.D., Reo Newring, Christine M. Terry, Mary D. Plummer, and Gareth I. Holman (University of Washington)

CE: PSY, BACB

Cost to ABA Members: \$155; Nonmembers: \$170

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

WENDY L. KOZMA, Ann Filer, and Robert K. Ross, M.S., BCBA (BEACON Services)

CE: PSY, BACB

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

#10 Intensive Early Intervention: A comprehensive staff training and management system for behavior therapists

ERIC V. LARSSON, Ph.D., BCBA and Kara L. Riedesel (Lovaas Institute Midwest)

CE: PSY, BACB

Cost to ABA Members: \$167; Nonmembers: \$182

#11 Using Cognitive-Behavioral Strategies to Increase Social Skills in Individuals with Autism Spectrum Disorders

MARY ELLEN MCDONALD, Ph.D., BCBA (Eden II Programs/The Genesis School) and Sharon A. Reeve (Caldwell College)

CE: PSY, BACB

Cost to ABA Members: \$185; Nonmembers: \$200

#12 Training Generative Verbal Behavior in Early Intensive Behavioral Intervention

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

CE: PSY, BACB

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

#13 Teaching Sign Language to Hearing Children and Adults with Down Syndrome, Autism, and Other Developmental Disabilities

PATRICK E. MCGREEVY, Ph.D., BCBA, Troy Fry, and Colleen Cornwall (Patrick McGreevy, Ph.D., P.A. and Associates)

CE: PSY, BACB

Cost to ABA Members: \$155; Nonmembers: \$170

#14 A Curriculum for Intensive, Early Intervention Program for Children with Autism: The First Three Phases

BARBARA A. METZGER, Ph.D., BCBA and Angela L. Poletti (Winston-Salem/Forsyth County Schools)

CE: PSY, BACB

Cost to ABA Members: \$155; Nonmembers: \$170

#15 A Review of Skinner's Analysis of Verbal Behavior: Theoretical and Applied Implications

CAIO MIGUEL, Ph.D., BCBA (The New England Center for Children)

CE: PSY, BACB

Cost to ABA Members: \$155; Nonmembers: \$170

#16 Sleep Issues in Autism Spectrum Children

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

CE: PSY, BACB

Cost to ABA Members: \$155; Nonmembers: \$170

#17 Functional Analyses in School Settings

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

CE: PSY, BACB

Cost to ABA Members: \$155; Nonmembers: \$170

#18 Getting Set to Understand the Talks: Building Vocabulary and Concepts

BOBBY NEWMAN, Ph.D., BCBA (Room to Grow)

Cost to ABA Members: \$173; Nonmembers: \$188

#19 Behavior Therapists: What They Do & Why They Do It

THEODOSIA PACLAWSKYJ, Ph.D., BCBA (The Kennedy Krieger Institute) and Erik A. Mayville (Connecticut Center for Child Development)

Cost to ABA Members: \$155; Nonmembers: \$170

#20 Teaching Others to Teach Children with Autism: What to Teach and How to Teach It

COLIN PEELER, Ph.D., BCBA (Behavior Solutions, Inc.)

CE: PSY, BACB

Cost to ABA Members: \$155; Nonmembers: \$170

#21 The Smart & Sensitive Parenting Program (SSPP): Teaching Parents How to Effectively Deal with Their Children's Behavioral Difficulties

AMOS E. ROLIDER, Ph.D., BCBA (Emek Yezreel College, Israel) and Robyn Catagnus (Clarity Behavioral Consulting)

CE: PSY, BACB

Cost to ABA Members: \$160; Nonmembers: \$175

#22 Using Skinner's Analysis of Verbal Behavior for Language Assessment and Intervention for Children With Autism

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

CE: PSY, BACB

Cost to ABA Members: \$185; Nonmembers: \$200

#23 Supporting Students with Autism Spectrum Disorders in Public School Settings

NICOLE WEIDENBAUM, Maria Garrett, M.S., BCBA, Jena Kaden, Michele Melvin, and Kathy Mannion (Nassau Suffolk Services for Autism)

CE: PSY, BACB

Cost to ABA Members: \$155; Nonmembers: \$170

#24 OBM PART I: Using Organizational Behavior Management Approaches in Human Services Programs

MICHAEL WEINBERG, Ph.D., BCBA (B.F. Skinner Institute; Orlando Behavior Health, LLC) and Joseph D. Cautilli (Children Crisis Treatment Center/ Temple University)

CE: PSY, BACB

Cost to ABA Members: \$155; Nonmembers: \$170

#25 Radical Behaviourism and the Counseling Process: Constructional Bones, Solution-Focused Flesh

JOHN L. WILLIAMS, Ph.D. (University of Waterloo)

CE: PSY, BACB

Cost to ABA Members: \$160; Nonmembers: \$175

#26 Supplemental Measurement in Behavior Analysis: Strategies to Improve Accountability and Evaluate the Achievement of Ultimate Outcomes for Children and their Families

JONATHAN A. WORCESTER, Ph.D., BCBA (New Tampa Behavioral Health, LLC)

CE: PSY, BACB

Cost to ABA Members: \$155; Nonmembers: \$170

Friday, May 26**10 AM – 1 PM****#27 Consulting the Behavioral Way: The Pyramid Approach to Shaping Performance in Autism Educational Services**

ANDREW S. BONDY (Pyramid Educational Consultants) and Beth Sulzer-azaroff, Ph.D., BCBA (Browns Group Naples)

CE: PSY, BACB

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

#28 Creating Academic Programs for Children with Autism and Other Disabilities Using Microsoft PowerPoint

WILLIAM A. FLOOD, M.A., BCBA and Stephen T. North (May South, Inc.) and Paul W. Heering (R Plus, LLC)

CE: PSY, BACB

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

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

John Tanner Blackledge (University of Nevada, Reno), DANIEL J. MORAN, Ph.D., BCBA (MidAmerican Psychological Institute), and Patricia Bach (Illinois Institute of Technology)

CE: PSY, BACB

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

#30 Overview of Standard Celeration Charting

Clay M. Starlin (University of Oregon), Abigail B. Calkin (Calkin Consulting Center), Michael Fabrizio, M.A., BCBA (Fabrizio/Moors Consulting), Henry S. Pennypacker (University of Florida), and Jesus Rosales-Ruiz (University of North Texas)

CE: BACB

Cost to ABA Members: \$320; Nonmembers: \$335

Friday, May 26
2 PM – 5 PM

#31 Using Skinner's Verbal Behavior to Analyze Pure and Impure Verbal Operants to Improve Communication-Training Interventions

ANDREW S. BONDY, Ph.D. and Lori A. Frost (Pyramid Educational Consultants)

CE: PSY, BACB

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

#32 Providing Feedback on the Intensive Teaching of Verbal Operants through a Transcription Code

MICHAEL MIKLOS, Ph.D., BCBA and William A. Galbraith (PA Training and Technical Assistance Network)

CE: PSY, BACB

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

#33 Treating Clients with Maladaptive Habits, Tics, Tourette's Syndrome, and Stuttering Using the Habit Reversal and Regulated Breathing Treatment Program

R. GREGORY NUNN, Ph.D., BCBA (National University)

CE: PSY, BACB

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

#34 Legal & Ethical Issues for Behavior Analysts Serving People with Mental Retardation and Related Disabilities

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

CE: PSY, BACB

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

#35 Data Collection and Analysis using Computer Technology: Hands-on Discrete and Sequential Applications of the BEST System.

THOMAS L. SHARPE, JR., Ed.D., BCBA (University of Nevada, Las Vegas), Daniel W. Balderson (Weber State University), Matthew R. Martin (Illinois State University), and John Koperwas

CE: BACB

Cost to ABA Members: \$225; Nonmembers: \$240

Friday, May 26
6 PM – 9 PM

#36 Successful Behavioral Consultation in Autism Spectrum Disorders (ASDs): Parent and Professional Perspectives

JANE M. BARBIN, Ph.D., BCBA (Behavioral Directions, LLC), Linda S. Meyer (Linda S. Meyer Consulting, LLC), Suzanne Letso (Connecticut Center for Child Development), Erik A. Mayville (Institute for Educational Planning), and Lisa Heilbronner (Parent)

CE: PSY, BACB

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

#37 Assessing the Quality of Special Education Classrooms and Services

LISA N. BRITTON, Ph.D., BCBA, Amy Crye, and Whitney O'Keefe (Spectrum Center)

CE: PSY, BACB

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

#38 Functional Assessment: An Introduction to Managing Problem Behavior

JANE I. CARLSON, Ph.D., BCBA, Hanna C. Rue, and Elizabeth Lyons (The May Institute)

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

#39 Improve Your Oral Presentations

NED CARTER (Swedish Assoc. of Local Authorities and Regions), Kenneth Nilsson (Behavior Analysis Group Sweden), and Thomas E. (Ted) Boyce (Center for Behavioral Safety, LLC)

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

#40 Ensuring Procedural Integrity of Clinical Programming in Applied Settings

Frank L. Bird, M.ED., BCBA, Rita M. Gardner, Helena L. Maguire, and DANIEL COHEN-ALMEIDA (Melmark New England)

CE: PSY, BACB

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

#41 Incorporating Applied Behavior Analysis Principles and Procedures in the Natural Environment

AMY CONFORTI, M.S.ED., BCBA, Kathleen Flanders, Tanya Ciancio, and Lisa M. Resto (TheraCare, Inc.)

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

#42 Treatment of Chronic Pain with Acceptance and Commitment Therapy

JOANNE DAHL, Ph.D. (University of Uppsala, Sweden)

CE: PSY, BACB

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

#43 Using Excel Spreadsheets and Graphs for Visual Display of Individual Behavior and Academic Performances in Applied Settings

BRYAN J. DAVEY, Ph.D., BCBA (Southern Behavioral Group, Inc.) and Donald M. Stenhoff (University of Kentucky)

CE: BACB

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

#44 Applications of OBM Strategies in Service Settings for Individuals with Autism: Promoting Quality Outcomes

DAPHNA EL-ROY, Ph.D., BCBA, Eileen Hopkins, and Joanne Gerenser (Eden II Programs)

CE: PSY, BACB

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

#45 Combining Direct Instruction and Precision Teaching for Children with Autism

MICHAEL FABRIZIO, M.A., BCBA, Krista Zambolin, Kelly J. Ferris, and Amy King (Fabrizio/Moors Consulting) and Kathleen S. Laino (University of North Texas)

CE: PSY, BACB

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

#46 The Real Function of Play: Transitioning from Contrived to Natural Antecedents and Consequences when Targeting Play, Language, and Social Development in Children with Autism

KRISTIE M. FRISSEN-THOMPSON, Ph.D., BCBA and SELENE JOHNSON (ABC of North Carolina)

CE: PSY, BACB

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

#47 Consultative Speech and Language Services for Children with Autism and Severe Developmental Disabilities

LAURA M. HUTT, M.S., BCBA and Beth O. Bellone (New England Center for Children)

CE: PSY, BACB

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

#48 Intensive Early Intervention: Advanced Social Language and Social Skills Programming

ERIC V. LARSSON, Ph.D., BCBA and Kara L. Riedesel (Lovaas Institute Midwest) and Charryse M. Fouquette (LIFE-Midwest / St. Cloud State University)

CE: PSY, BACB

Cost to ABA Members: \$112; Nonmembers: \$127

#49 Teaching Reading and Writing to Children with Autism

PATRICIA R. MASSOTH and Mark Adams, Ph.D., BCBA (BEST Consulting, Inc)

CE: PSY, BACB

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

#50 Pay Attention! Strategies for Active Engagement of Preschoolers with Autism in Home/Community Classroom Environments

KATHLEEN MCCABE-ODRI (Advance, Inc./ Partners in Learning Inc.), Laura Kenneally, Justin Didomenico, M.S.ED., BCBA, Lori A. Lorenzetti, and Jennifer Cornely (Advance, Inc.), and Nicole M Swanfeld (Partners in Learning, Inc.)

CE: PSY, BACB

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

#51 A Picture is Worth a Thousand Words: Research-Based Instructional Supports for Children with Autism

PAT MIRENDA, Ph.D., BCBA and Brenda Fossett (University of British Columbia)

CE: PSY, BACB

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

#52 Linking Assessment to Practice: How to Analyze Assessment Scores to Design Effective Educational Programming for Learners with Autism

ALISON L. MOORS, M.A., BCBA, Holly Almon-Morris, Kelly J. Ferris, and Sara J Pahl (Fabrizio/Moors Consulting)

CE: PSY, BACB

Cost to ABA Members: \$1750; Nonmembers: \$190

#53 Case Conceptualization in Acceptance and Commitment Therapy

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

CE: PSY, BACB

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

#54 Teaching a Behavioral Child Development Course with Inter-teaching and Student Response Systems (Clickers)

GARY D. NOVAK, Ph.D., BCBA (California State University, Stanislaus) and Martha Pelaez (Florida International University)

CE: PSY, BACB

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

#55 Creative Problem Solving of Skill Acquisition and Behavior Reduction for Individuals with Autism in an ABA Center-Based Program

JUDITH L. PALAZZO, M.S.Ed., BCBA, Elizabeth Cranmer, and April G. Gilmore (Connecticut Center for Child Development), Aimee H Haray (University of North Texas), Kristine L. Marino (Connecticut Center for Child Development), and Stephanie Pocius, and Tania A. Vidosevic (University of North Texas)

CE: PSY, BACB

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

#56 Developing Effective Language-Based ABA Classrooms within Public School Systems

JAMES W. PARTINGTON, Ph.D., BCBA and Pamela G. Osnes, Ph.D., BCBA (Behavior Analysts, Inc.)

CE: PSY, BACB

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

#57 A Software System for Shaping Reliable Behavioral Tacting and Intervention Skills During Staff or Student Training

Jessica M. Ray (Rollins College) and ROGER D. RAY, Ph.D. ((AI)2, Inc. / Rollins College)

CE: PSY, BACB

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

#58 Graphing with Microsoft Excel

SARAH E. ROBERTS, M.S., BCBA (Behavioral Dimensions) and Emily Rudrud Monn, Eric Rudrud, and Kimberly A. Schulze (St. Cloud State University)

CE: BACB

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

#59 The AAMR Positive Behavior Support Training Curriculum: Overview and Practical Methods for Successful Implementation

DAVID A. ROTHOLZ, Ph.D., BCBA (University of South Carolina (UCED)) and Dennis H. Reid (Carolina Behavior Analysis & Support Center, Ltd.)

CE: PSY, BACB

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

#60 Designer Education: Creating Educationally Appropriate Schools for Children and Adolescents with Brain Injuries

DENNIS C. RUSSO, Ph.D. (The May Institute)

CE: PSY, BACB

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

#61 Overcoming Problems in Intensive Behavioral Treatment; Strategies Used and Developed Over 10 Year's Time

GLEN O. SALLOWS, Ph.D., BCBA and Michelle Sherman (Wisconsin Early Autism Project) and Lisa Barsness (Minnesota Early Autism Project, Inc.)

CE: PSY, BACB

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

#62 Program Formulation for Naïve Learners: Four Key Questions to Answer

Richard E. Laitinen, Ph.D., BCBA and VICCI TUCCI (Tucci Learning Solutions, Inc.) and Dan Hursh (West Virginia University)

CE: PSY, BACB

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

#63 Teaching Behavior Chains to Children with Autism Using Task Analysis: Research to Practice

JULIE S. WEISS, M.S., BCBA, Stacie L. Fitch, Sorrel Ryan, Pam Olsen, and Myrna E. Libby (New England Center for Children)

CE: PSY, BACB

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

#64 Effective Parenting Repertoires

LYNN YUAN, Ananya Goswami, Barbara Kimmel, and Gina Dileo (Fred S. Keller School)

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

**Saturday, May 27
8 AM - 11 AM**

#65 The Distinction between Functional Analysis and Functional Assessment

Jaclyn Ann Shandy Pinto (B.E.S.T. Consulting, Inc.), AMANDA ADAMS, Ph.D., BCBA (Washoe County School District), and Kimberly A. Wood (BEST Consulting, Inc.)

Cost to ABA Members: \$160; Nonmembers: \$175

#66 Ethics for Behavior Analysts

JON S. BAILEY, Ph.D., BCBA (Behavior Management Consultants, Inc.; Florida State University; Florida Association of Behavior Analysis) and Mary R. Burch (Instructional Strategies Unlimited)

CE: PSY, BACB

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

#67 Running Your Home-Based ABA Program: A Parent-Professional Perspective

SHARON E. BAXTER, M.A., BCBA (ABLE Clinic), Michelle Karren (St. Cloud State University), and Tyla M. Frewing (University of Victoria)

CE: PSY, BACB

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

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

ABIGAIL B. CALKIN, Ph.D. (Calkin Consulting Center) and Emma F. Cobane (TreeHouse School)

CE: PSY, BACB

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

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

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

CE: PSY, BACB

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

#70 Beyond Typical Programming: Advanced Topics in Behavior Analytic Interventions for Children with Autism

MICHAEL FABRIZIO, M.A., BCBA, Kelly J. Ferris, Krista Zambolin, and Shelley McInnis (Fabrizio/Moors Consulting)

CE: PSY, BACB

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

#71 Transition Planning for Adult Placement

TRACEY GALIATSATOS, M.S., BCBA, Stacy Edinburg, Karen L. Alitz-Polga, and Kimberly Keogh (The New England Center for Children)

CE: PSY, BACB

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

#72 Developing Language-Based Learning Objectives and Curricula Using the ABLIS Assessment

CHRISTINE D. HAGENLOCHER (Newton Public Schools) and James T. Ellis and Daniel Cohen-Almeida, M.A., BCBA (Melmark New England)

CE: PSY, BACB

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

#73 Conducting Data Based Classroom Observations & Evaluations

SUZANNE LETSO, M.A., BCBA (Connecticut Center for Child Development) and Erik A. Mayville (Institute for Educational Planning)

CE: PSY, BACB

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

#74 EIBSC: Early Intervention Behaviorally Scripted Curriculum

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

CE: PSY, BACB

Cost to ABA Members: \$150; Nonmembers: \$165

#75 S.T.E.P.S: Systematic Training and Evaluation of Practitioner's Skills: A Model for Training Applied and Theoretical Competencies

KATHLEEN MCCABE-ODRI (Advance, Inc./ Partners in Learning Inc.), Laura Kenneally (Advance Inc.), Justin Didomenico, M.S.Ed., BCBA (Advance, Inc.), Kim M. Goergen (Partners in Learning), and Lori A. Lorenzetti (Advance, Inc.)

CE: PSY, BACB

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

#76 Autism: How to Select an Effective Treatment and a Qualified Therapist

ROBERT W. MONTGOMERY, Ph.D., BCBA, Meaghan Timko, and Christine R. Montgomery (Reinforcement Unlimited)

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

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

Holly Almon-Morris, ALISON L. MOORS, M.A., BCBA, Kristin N. Schirmer, and Sara J Pahl (Fabrizio/Moors Consulting)

CE: PSY, BACB

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

#78 RFT 101: An Introduction to Relational Frame Theory

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

CE: PSY, BACB

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

#79 Implementing System Changes to Meet Current Standards of Practice in Behavior Analysis

GARY M. PACE, Ph.D., BCBA, Meredith L. Cochran, and Ava E Kleinmann (May Institute) and Sara McCollum (May Center for Child Development)

CE: PSY, BACB

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

#80 Training for Functional Independence: Creative Use of Visual and Auditory Supports to Achieve Functional Independence in Learners with Autism

JUDITH L. PALAZZO, M.S.Ed., BCBA, Megan McCarron, and Jill E. Castellani (Connecticut Center for Child Development)

CE: PSY, BACB

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

#81 Using Skinner's Analysis of Verbal Behavior to Teach Language Skills During Daily Activities to children with Autism or Other Developmental Delays

JAMES W. PARTINGTON, Ph.D., BCBA and Pamela G. Osnes, Ph.D., BCBA (Behavior Analysts, Inc.)

CE: PSY, BACB

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

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

ROBERT F. PUTNAM, Ph.D., BCBA, Marcie W. Handler, and Christine Davis (May Institute)

CE: PSY, BACB

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

#83 Preference-Based Teaching: Procedures for Helping People with Developmental Disabilities Enjoy Learning Without Problem Behavior

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

CE: PSY, BACB

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

#84 Treatment Procedures and Staff Training in Intensive Behavioral Treatment: 49% Average Scores After Four Years

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

CE: PSY, BACB

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

#85 Using Behavior Systems Technology in Teacher Education Programming: Principles, Practice, and Hands-on Applications

THOMAS L. SHARPE, JR., Ed.D., BCBA (University of Nevada, Las Vegas), Daniel W. Balderson (Weber State University), and Matthew R Martin (Illinois State University)

CE: PSY, BACB

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

#86 A Formal Sequential Program for Shaping Applied Skills in Programs Serving Children with Special needs

BETH SULZER-AZAROFF, Ph.D., BCBA (Browns Group Naples) and Kathleen Dyer (River Street Autism Program)

CE: PSY, BACB

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

#87 Enhancing Behavior Analytic Practices with Feminist Principles

Maria R. Ruiz, Ph.D., BCBA (Rollins College) and CHRISTINE M. TERRY (University of Washington)

CE: PSY, BACB

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

#88 Formulating Programs for Naïve Learners: Worksheets for Designing Contingencies

VICCI TUCCI and Richard E. Laitinen, Ph.D., BCBA (Tucci Learning Solutions, Inc.) and Dan Hursh (West Virginia University)

CE: PSY, BACB

Cost to ABA Members: \$140; Nonmembers: \$155

#89 The ABC's of Consulting in School Districts

KRISTEN M. VILLONE, Ph.D. (Melmark)

CE: PSY, BACB

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

#90 TeachTown: Incorporating ABA Best-Practices Into Computer-Assisted Treatment for Children with Autism

CHRISTINA WHALEN, Ph.D., BCBA and Brad McGuire (TeachTown)

CE: PSY, BACB

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

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

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

CE: PSY, BACB

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

#92 Aimchart: Standard Celeration Charting on the Web at www.aimchart.com

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

CE: BACB

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



**Society for the Quantitative Analyses of Behavior 29th Annual Meeting, May 25 – 27, 2006;
International Ballroom South, Hyatt Regency Atlanta, Georgia, USA**

Warren K. Bickel, Richard Yi, Kirsten Gatchalian, Diana Lindquist, and Ben Kowal, University of Arkansas. *Discounting of Past Rewards: Comparison of Cigarette Smokers and Controls*

Adam H. Doughty and Kennon A. Lattal, College of Charleston and West Virginia University. *Studying Applied Compliance Procedures in Pigeons*

Douglas Elliffe, University of Auckland. *Variability and Constraint in Quantitative Models of Behavior*

Edmund Fantino, Santino Gaitan, Art Kennelly, and Stephanie Stolarz-Fantino, University of California, San Diego. *How Reinforcer Type Affects Choice in Economic Games*

Gordon R. Foxall, Cardiff University. *Explaining Consumer Choice: Coming to Terms with Intentionality*

Paul Glimcher, New York University. *Neuroeconomic Studies of Choice and the Matching Law*

Steven R. Hursh and Alan Silberberg, Johns Hopkins University School of Medicine and American University. *The Essential Value of Reinforcers*

Jeremie Jozefowicz, D.T. Cerutti and J.E.R. Staddon, Duke University. *Choice, Timing and the Modularity of Behavior*

Alex Kacelnik, Oxford University. *Tool Oriented Behaviour in New Caledonian Crows: A Behavioural Analysis Challenge*

Kimberly Kirkpatrick and Matthew Pizzo, University of York. *Characteristics of Response Bouts in Interval Timing Tasks*

Stephen E. G. Lea, University of Exeter. *Antelopes, Berries and Cousins: The ABCs of Behaving in a Consumer Culture with a Stone Age Brain*

J. J. McDowell, Emory University. *Undermatching is an Emergent Property of Selection by Consequences*

Allen Neuringer, Greg Jensen, and Paul Piff, Reed College. *Matching and the Perception of Voluntary Behavior*

John A. Nevin and Anthony P. McLean, University of New Hampshire and University of Canterbury. *A Model of Response Rates and Their Resistance to Change in Concurrent Schedules*

Michael L. Platt, Duke University. *Economics in the Primate Brain*

Thomas R. Zentall, Andrea M. Friedrich, Emily D. Klein, & Rebecca A. Singer, University of Kentucky. *Wrinkles in Time Assessment in Animals: Production, Discrimination, Detection, and Subjectivity*

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

Invited Preeminent Tutorials: From Basics to Contemporary Paradigms

Charles Shimp, University of Utah, *Explicit Methods and Implicit Human Values in Quantitative Behavioral Modules*
Chair: Randolph Grace, University of Canterbury

José E. Burgos, CEIC – University of Guadalajara, *Neural-Network Modeling in Conditioning Research*
Chair: Jeffrey L. Elman, University of California, San Diego

M. Christopher Newland, Auburn University, *Applied Modeling and the Identification of Behavioral Mechanisms of Action*
Chair: Mark Reilly, Central Michigan University.

A. Charles Catania, University of Maryland, Baltimore County, *Creating Artificial Behavior: A Tutorial on Modeling*
Chair: John Staddon, Duke University

For further information, visit the **SQAB** Web site at: <http://sqab.psychology.org> or
contact Randolph Grace, **SQAB** Program Chair, at randolph.grace@canterbury.ac.nz

Travel Information



Northwest/KLM Airlines will get you there for less! As your official airline for the 2006 Association for Behavioral Analysis Convention, we're pleased to offer discounted fares. A special code unique to the ABA delivers fast and efficient service, and we guarantee the lowest fares applicable at the time of ticketing. To take advantage of these savings, you or your travel company can call Northwest/KLM World Meeting and Incentives reservations at (800) 328-1111 between 7:30 am and 7:30 pm Central time, Monday through Friday or visit www.nwa.com. Please refer to WORLDFILE #NYT6S to receive this discount.

What is SQAB?

By William M. Baum, Ph.D. and Randolph C. Grace, Ph.D.

SQAB (pronounced "squab"), the Society for the Quantitative Analyses of Behavior, meets just before the Association for Behavior Analysis (ABA) convention. It is devoted to presenting basic research in the whole range of fields that would interest behavior analysts—for example, choice, decision making, reinforcement processes, behavioral economics, optimal foraging, perception, behavioral neuroscience, and memory. The membership and meeting are interdisciplinary; behavior analysts and non-behavior analysts attend and present.

SQAB is a single-track conference, so you won't miss any of the presentations. Just come a day before the ABA convention, and you can attend the SQAB meeting. It runs all day Friday and the first half of Saturday. Friday evening is the SQAB poster session. Then on Saturday afternoon, the SQAB tutorials occur. These are accessible presentations on basic research areas by eminent scholars in their fields. This year the SQAB tutorials will be on modeling. Charles Shimp will provide an overview of modeling covering their various underlying metaphors, purposes, and how they can be evaluated. Jose Burgos will discuss the use of neural network approaches to model conditioning phenomena. Chris Newland and Wendy Donlin will present modeling with a focus on the identification of mechanisms of action, while A. Charles Catania will explore the use of models to create artificial behavior.

The 2006 program features presentations by well-known researchers on a range of topics, but with a special focus on economic approaches for the analysis of behavior. We are fortunate to have two presentations by leaders in the emerging interdisciplinary field of *neuroeconomics*, which attempts to ground economic theory in behavioral psychology and neuroscience. Paul Glimcher (New York University) will speak on neuroeconomic studies of choice and the matching law, and Michael Platt (Duke University) will discuss evidence for economic principles in the primate brain. There will also be four talks related to behavioral economics. Warren Bickel, Richard Yi, Kirsten Gatchalian, Diana Lindquist, and Ben Kowal (University of Arkansas) will examine whether temporal discounting can apply to past rewards as well as upcoming ones; Edmund Fantino, Santino Gaitan, Art Kennelly, and Stephanie Stolarz-Fantino (University of California – San Diego) will discuss how reinforcer type affects choice in economic games; Gordon Foxall (Cardiff University) will present a new approach towards understanding intentionality in consumer choice;

Steven R. Hursh and Alan Silberberg (Johns Hopkins University School of Medicine and American University) will describe a new simplified economic demand equation that can be used to define the 'essential value' of a commodity; and Stephen E. G. Lea (University of Exeter) will present an evolutionary analysis of human economic behavior.

In addition to the special focus on economic themes, there will be several presentations on some perennially popular topics for SQAB: choice and timing. Jack McDowell (Emory University) will present a new model that explains undermatching in concurrent schedules as an emergent property of selection by consequences; Tony Nevin and Anthony McLean (University of New Hampshire and University of Canterbury) will describe a model for concurrent schedules based on behavioral momentum theory; and Allen Neuringer, Greg Jensen, and Paul Piff (Reed College) will present evidence that matching by humans in concurrent schedules may be related to the perception of voluntary behavior.

Presentations on timing include Kimberly Kirkpatrick and Matthew Pizzo (University of York), who will discuss patterns of response bouts in interval timing tasks in terms of packet theory and Thomas R. Zentall, Andrea M. Friedrich, Emily D. Klein, and Rebecca A. Singer (University of Kentucky), who will search for common principles underlying 'wrinkles' in animal timing such as the subjective shortening effect. Jeremie Jozefowicz, Daniel T. Cerutti, and John E. R. Staddon (Duke University) will explore the relationship between choice and timing behavior. Other speakers include Alex Kacelnik (Oxford University), who will present his recent research on tool use by New Caledonian crows and consider whether these pose a challenge for behavior analysis; Adam H. Doughty and Kennon A. Lattal (College of Charleston and West Virginia University), who will present a pigeon model of behavioral compliance; and Douglas Elliffe (University of Auckland), who will examine the broad themes of variability and constraint in quantitative models of behavior.

Membership and registration are inexpensive. Membership is \$20; registration is \$20 for students, \$35 for post-docs, and \$55 for others. Following May 1, these fees are increased by \$10.

The SQAB Web site is <http://sqab.psychology.org>. Visit the Web site and come join us at the next meeting. If you have questions, please get in touch with our president, William M. Baum, wbaum@sbcglobal.net.

Continuing Education at the ABA Convention

www.abainternational.org/convention/

Under the CE tab, review details of how to receive CE and view the full continuing education events list, with titles, abstracts, and learning objectives.

3rd International ABA Conference in Beijing

By Maria E. Malott, Ph.D.

Behavior Analysis made great strides in China at ABA's third international conference in Beijing, conducted this past November 25-27. The event was co-sponsored with the Tongji School of Medicine and Hua Zhong University of Science and Technology and substantial logistical support was also provided by the Chinese ABA. The event was held at the Kerry Centre, a five-star hotel located in the heart of Beijing's diplomatic and commercial district. Outfitted with a contemporary design and modern conveniences, the Kerry Centre has hosted presidents and diplomats. Figure 1 shows attendees enjoying lunch in a Kerry Centre ballroom.



Figure 1. A Kerry Centre ballroom.

A total of 260 people from 20 countries attended the conference. Countries represented were: Australia, Brazil, Canada, China, Hong Kong, India, Israel, Japan, South Korea, Malaysia, Mexico, the Netherlands, New Zealand, Norway, the Philippines, Sweden, Taiwan, the United Kingdom, the United States, and Venezuela. Figure 2 depicts Society for the Advancement of Behavior Analysis (SABA) President Dr. Linda Hayes with conference registrants from around the world.



Figure 2. Conference attendees with SABA President Dr. Linda Hayes (sixth from left).

The program included the contributions of over 300 authors from 23 countries. A total of 75 events on a wide variety of topics made up the program, and included paper sessions, symposia, panel discussions, invited presentations, workshops, and special events. Following a long day of presentations and thought-provoking discussions, conference attendees enjoyed evening social events with traditional Chinese entertainment. Figure 3 shows Dr. Guo Yanqing enjoying a photo opportunity with one of the performers.



Figure 3. Dr. Guo Yanqing and Chinese performer.

The conference program included a bilingual (Mandarin-English) track that ran concurrently with traditional ABA tracks, including Autism; Behavioral Pharmacology; Clinical, Family, Behavioral Medicine; Community Interventions, Social and Ethical Issues; Developmental Disabilities; Human Development, Gerontology; Experimental Analysis of Behavior; Education; Organizational Behavior Management; Teaching Behavior Analysis; Theoretical, Philosophical, Conceptual Issues; and Verbal Behavior. Attendees of a bilingual presentation are depicted in Figure 4.



Figure 4. Chinese attendees at a bilingual presentation.

Following the conference, attendees had the opportunity to travel and sightsee. These tours included a one-day tour of

Beijing, a three-day tour of Beijing, a one-day tour of the Great Wall, and a two-day tour of Xi'an and the Terra Cotta Warriors. The tours provided conference attendees an opportunity to visit some of China's famous landmarks and become more familiar with the Chinese culture.

Attendees were very pleased with the conference, with 90% out of 74 survey respondents rating the conference as very good to excellent. Figure 5 shows a graph of responses in the areas of program quality, registration services, ABA staff and volunteers, hotel staff and services, the city of Beijing, Web information and services, and overall.

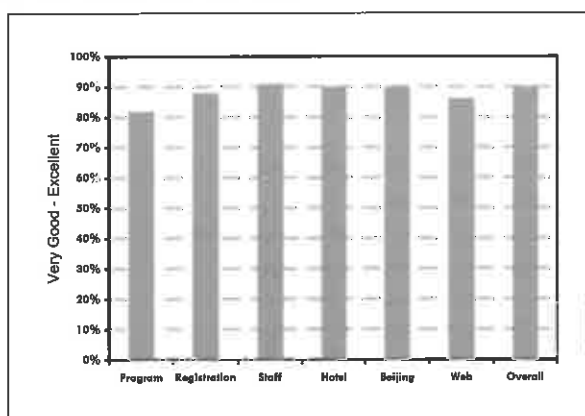


Figure 5. Survey responses of Very Good – Excellent.

The conference resulted from ABA's long-term development efforts in China. ABA's involvement began when David (Zhao-Xi) Peng, father of an autistic son, communicated that his child had been successfully treated in the United States with behavioral technologies, and that he was interested in bringing the science to China. ABA subsequently organized a delegation that took place in March, 2001 ("China," 2002). Participants included Dr. Joe Morrow, Brenda Terzich, and Dr. Joyce Tu, of Applied Behavior Consultants, Inc. (ABC), Dr. Linda J. Hayes, Naoko Sugiyama, liaison from Japanese ABA, Dr. M. Jackson Marr, ABA's President at the time, and myself, Dr. Maria E. Malott. The delegation was very well received and Chinese attendees were eager to learn more about the field, which led to a discussion of holding a conference in China.

Among its many achievements, the delegation assisted in assembling the first Chinese ABA chapter. As well, following the visit and thanks to its dedicated work, ABC established three schools for the treatment of autism in China. Naoko Sugiyama initiated the formation of the regional Asian Association for Behavior Analysis and facilitated the effort of Japanese ABA to sponsor David Peng to travel to Tokyo to collaborate on the project. Dr. Linda Hayes facilitated a full sponsorship for Dr. Guo Yanqing, of Peking University, to attend the University of Nevada, Reno and receive a year of training in behavior analysis. Upon his return to China, Dr. Guo became the chair of Chinese ABA. In addition, the decision to conduct an international ABA Conference in China was made and preparations begun in earnest.

The success of this conference was possible due to the combined effort and assistance of many people, foremost Dr. Ming Bai, President of the Tongji School of Medicine and Hua Zhong University of Science and Technology and School, without whom ABA would have been unable to conduct the conference. Dan Li, Associate Professor at the Tongji School, provided critical logistical support for arranging visas for attendees and Lige An, a lawyer advocating for services for autistic children in China, provided, among other things, the translation of the Chinese track of the program.

Dr. Guo Yanqing, Chair of Chinese ABA, was invaluable in his dedication to conference efforts. The incredible, enthusiastic volunteer team made up of Guo Yanqing's students was led by Tan Yonghon. These volunteers facilitated logistics at the event and acted as interpreters for sessions in the Chinese Track. The team of volunteers included Du Jiame, Hu Jun, Jiang Ronghuan, Liang Ying, Na Hai, Sun Wei, Xueqin Wang, Yang Rui, Yang Xijie, Zhang Qian, Zhang Rui, and Zhao Qi. Figure 7 shows the convention staff and volunteers and Figure 8 shows Dr. Timothy Hackenberg reviewing his presentation with Sun Wei, a volunteer interpreter.



Figure 7. ABA volunteers and staff.



Figure 8. Sun Wei (I) and Dr. Timothy Hackenberg.

The following international coordinators were wonderful representatives of their countries: Dr. Carla Schlesinger (Australia), Dr. Guo Yanqing (China), Dr. Eitan Eldar (Israel), Naoko Sugiyama (Japan), Dr. Carlos Bruner (Mexico), Dr.

Sang Bok Lee (South Korea), Dr. Sherman Yen (Taiwan), and Dr. Pauline Horne (United Kingdom). Figure 9 shows Dr. Carlos Bruner (center), international coordinator from Mexico, with Dr. Laura Acuña and Rogelio Escobar.



Figure 9. Dr. Laura Acuña, Dr. Carlos Bruner and Rogelio Escobar.

Other contributors of note were Drs. Julie and Ernest Vargas, who hosted the opening event as representatives of the B. F. Skinner Foundation, and Dr. Richard Malott, who closed the conference with his signature Power Point presentation about China. Israeli international coordinator Dr. Eldar and opening event host Dr. Vargas are pictured in Figure 10.



Figure 10. Drs. Eitan Eldar and Julie Vargas.

This terrific event was unforgettable for all who participated. The conference presented opportunities to learn, promote, and develop behavior analysis in China—only a few years ago, behavior analysis was practically unknown in that part of the world. It also provided networking opportunities for the exchange of information and ideas. Like the preceding international conferences, the third international conference in Beijing was a model of international collaboration.

References

China: Land of Opportunity for Behavior Analysts (2002). *The ABA Newsletter*, 25 (2), 6-8.

Consider Joining ABA SIGs

ABA SIGs provide networking and support for members with shared interests. Consider membership in ABA SIGs:

Applied Animal Behavior

Eduardo J. Fernandez: eduferna@indiana.edu

Autism

David Celiberti: dacnys@aol.com

Behavioral Gerontology

Linda LeBlanc: LeBlanc@wmich.edu

Behaviorists for Social Responsibility

Mark A. Mattaini: mattaini@earthlink.net

Behaviorists Interested in Gambling

Mark Dixon: mdixon@siu.edu

Clinical

Ann Branstetter: adb121f@smsu.edu

Crime and Delinquency

Lonny R. Webb: Lonny.R.Webb@state.or.us

Development and Behavior Analysis

Jacob L. Gewirtz: gewirtz@fiu.edu

Martha Pelaez: marthapn@aol.com

Direct Instruction

Cathy Watkins: cwatkins@toto.csustan.edu

Experimental Analysis of Human Behavior

Cynthia Pietras: cynthia.pietras@wmich.edu

Health, Sports and Fitness

Michael A. Kirkpatrick: kirkpami@wesley.edu

Instructional Design

Guy S. Bruce: guybruce@maplecity.com

Interbehaviorists

Thomas Sharpe: sharpe@unlv.nevada.edu

Organizational Behavior Management Network

John Austin: john.austin@wmich.edu

Parent-Professional Partnership

David Celiberti: dacnys@aol.com

Positive Behavior Support

Matthew Tincani: tincanim@unlv.nevada.edu

Rehabilitation and Independent Living

Michael Mozzoni: mmozzoni@neurorestorative.com

Society for the Quantitative Analyses of Behavior

William Baum: wbaum@sbcglobal.net

Spanish Speaking

Robin Nuzzolo-Gomez: robinonpoint@cs.com

Speech Pathology and Applied Behavior Analysis Group

Barbara Esch: barbesch@gate.net

Standard Celeration Charting

Michael Fabrizio: michael_fabrizio@cablespeed.com

Teaching Behavior Analysis

Patrick Williams: williamsps@gmail.com

Verbal Behavior

Bill Potter: wPotter@athena.csustan.edu

2006 ABA Organizational Member

This section of the newsletter introduces ABA's organizational members. ABA is pleased to announce a new 2006 organizational member, Spectrum 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.



SPECTRUM CENTER

"Every Student Succeeds!"

Spectrum Center

Spectrum Center is a non-public school that has been serving students in need of special education services in the San Francisco Bay Area since 1975. We specialize in providing behavioral support to students at a level of expertise not typically available in public school classrooms. The students we serve, ages 3 to 22, have a variety of diagnoses including autism, moderate to severe mental retardation, hearing, physical and visual impairments, traumatic brain injury, and/or emotional disturbance.

The majority of the Spectrum Center classrooms can be divided into three different categories. The autism-specific classroom serves students who have a diagnosis of autism. Lessons emphasize a strong language development curriculum, social development, and high-rate learning trials to address academic needs. The functional skills classroom serves students who are focusing on functional academics and daily living skills. Finally, the academic classroom focuses on using curriculum-based measures to assess the students' academic progress within the typical school district curriculum guidelines. Additional resources are used to ensure academic progress for all students.

For many of our students, challenging behaviors interfere with learning. Therefore, the Education Coordinators, staff members with expertise in behavior analysis and special education, conduct a functional analysis regarding the

challenging behavior. Once the Education Coordinator determines the function of the behavior, he/she develops a behavior intervention plan. This plan includes antecedent strategies, replacement behaviors, methods to reinforce the replacement behaviors, and consequence-based strategies the staff may implement when the challenging behavior occurs. Spectrum Center uses non-aversive, positive strategies to reduce challenging behaviors. This functional assessment and subsequent behavior intervention plan are presented for approval to the Individual Education Plan Team. Once approved, the Education Coordinator trains the classroom staff to implement the behavior intervention plan and provides feedback as necessary.

The Senior Clinician, a staff member with expertise in behavior analysis as it relates to special education and organizational behavior management, oversees the functional analysis and behavior intervention plan process for quality assurance. The Senior Clinician is also responsible for training new Education Coordinators regarding their responsibilities, ensuring that the training plan for all staff on campus is implemented, and conducting research on student skill acquisition, behavior reduction, and staff training. The Senior Clinician is also responsible for maintaining the overall behavioral systems for his/her respective campus.

Due to continued growth, Spectrum Center is currently seeking qualified candidates interested in the Education Coordinator and Senior Clinician positions.

Become an ABA Organizational Member

The organizational membership package allows organizations to utilize ABA's resources more effectively and at a discounted price. For more information, visit the ABA Web site or call (269) 492-9310. ABA's Organizational Membership Review Committee examines the alignment of new and existing member organizations to ABA's mission and objectives prior to accepting organizations as ABA members. As a member organization, you will receive the following benefits:

- Unlimited job postings on START for one calendar year (Jan-Dec). In addition to unlimited job postings, you can also take advantage of our interview scheduling services at the ABA annual convention.
- One single exhibitor's booth at the annual ABA convention. Join over 40 other organizations and interact with 3,800+ registrants.
- Three complimentary individual memberships. Members receive subscriptions to the ABA Newsletter and *The Behavior Analyst*.
- Three complimentary convention registrations.
- One institutional subscription to *The Analysis of Verbal Behavior*.
- Classified ad (25 lines) in three issues of the ABA Newsletter (2006).
- ABA membership mailing list on address labels (one set).
- Inclusion of organization listing in ABA's online membership directory.
- Logo, 65-word description, and link on the ABA Web site.
- Inclusion of a two-page article for one issue of the ABA Newsletter highlighting the organization's background, history, and application of behavior analysis science and technologies through its services.

Organizations Influencing Behavior Analysis

For this issue, ABA asked several organizations of significance to the development of behavior analysis to contribute an article about their respective organization. A history, mission, recent accomplishments, and future strategies were submitted by each organization.

Behavior Analyst Certification Board, Inc.

By James M. Johnston, Ph.D., President, and
Gerald L. Shook, Ph.D., Executive Director

The Behavior Analyst Certification Board, Inc.TM (BACB[®]) was formed in 1998 to meet the increasing need for a national program to establish credentials for applied behavior analyst practitioners. The timing of its formation was prompted by an opportunity to build on a well-developed certification program administered by the State of Florida. The new BACB entered into an agreement with Florida in 1999 to use the existing examination and administered its first national examination in May 2000. As part of the process of developing a national program, the BACB made arrangements with a number of other states that were using the Florida examination to transfer their state-certified practitioners to the BACB and terminate further state-based certification.

Over the ensuing years, the BACB has accomplished a number of key milestones:

- Established eligibility standards for two levels of certification
- Developed a continuing education program for those who are certified
- Established renewal and recertification standards
- Developed and maintained a comprehensive Web site serving students, certificants, employers, and consumers
- Established the BACB Guidelines for Responsible Conduct for Behavior Analysts[®]
- Implemented Professional Disciplinary Standards with Review Committee appeal procedures
- Developed a Certificant Registry
- Established systems for approving college and university course sequences and experience practicum
- Conducted an international job analysis to update the professionally-developed examinations' content
- Implemented revised coursework and experience standards
- Developed a certificant election process for board directors
- Developed and implemented a computer-based testing program and world-wide delivery system
- Responded to certification needs outside of the United States by expanding the international scope of BACB credentials

As a result of these activities, the BACB has been effective in pursuing its mission of developing, promoting, and

implementing a national, and increasingly international, certification program for behavior analyst practitioners. As of June 2005, there were more than 4,300 certificants at both Board Certified Behavior Analyst (BCBA) and Board Certified Associate Behavior Analyst (BCABA) levels. This number does not include the results of the Fall 2005 examination.

The increasing number of individuals certified by the BACB is the most obvious effect of a national certification program. Each of these individuals not only has a distinct professional identity, each is a locus of behavior analytic influence in his or her place of employment, community, and state. A practitioner's credentials are now the focus of activities by state service systems and employers. These agencies and employers are working to accommodate behavior analytic professionals by establishing positions, revising regulations, and developing new policies that take advantage of access to behavior analytic expertise.

The growing cadre of certificants is partly the result of the BACB's successful effort to encourage academic programs to develop course sequences that meet the coursework requirements for certification at BCBA or BCABA levels. The BACB has approved 115 university course sequences to date, 15 of which are found in universities outside of the United States. Although it might be expected that universities already offering course work in behavior analysis would seek approval of their course training, many of the approved course sequences were created explicitly to take advantage of the BACB credentials. In fact, some of these new sequences have been developed by a recently-graduated BCBA in his or her first academic position. The fact that applications from new academic programs continue to increase predicts continued growth in the number of certificants.

These training programs are approved by the BACB based on their compliance with a specific minimum curriculum. The curriculum content results from an elaborate and recurring job analysis process. In this process, hundreds of behavior analysts around the world participate by contributing their observations and opinions about what behavior analyst practitioners should know. As a result, the certification program is having a considerable influence on training curricula in the field; however, the BACB course work standards are certainly not intended to serve all aspects of the field's training needs.

Because many of its initiatives require considerable planning and lead time, the BACB must always focus on long-term development of the certification program. For instance, the BACB has recently initiated a computer-based testing program, which will provide additional testing opportunities and flexibility to prospective certificants. Candidates are now able to take the certification examinations at over 200 sites in the U.S. and over 150 outside of the U.S. The Board is also examining ways of improving service to its certificants, including a means of tracking continuing education activities

on line. Perhaps the most challenging effort currently in the early planning stages is the development of specialty examinations, particularly in the areas of autism and other developmental disabilities. This initiative will require both significant financial resources and time.

The certification program administered by the BACB is having a significant influence on the field of behavior analysis. A credential in applied behavior analysis was badly needed and the success of the BACB presents new opportunities and challenges to the entire discipline.

The Cambridge Center for Behavioral Studies

By Henry S. Pennypacker, Ph.D., Chairman of the Board and
Dwight Harshbarger, Ph.D., Executive Director

Mission Statement

The mission of the Cambridge Center is to advance the scientific study of behavior and its humane application to the solution of practical problems, including the prevention and relief of human suffering.

Brief History

The Cambridge Center for Behavioral Studies was founded in 1981. The original intent was for the Center to extend the work of B. F. Skinner into the practical realm, and this intent was later formalized into the Center's present mission statement. The founder, Robert Epstein, was joined by a distinguished group of behavior scientists, philanthropists, and corporations: Edward L. Anderson, Donald A. Cook, Gerbrands Corporation, J. M. Harrison, Kenneth J. Keller, Anne and Jeffrey Kupfer, Hugh G. Loebner, Norman Baxley Associates, Pfizer Corporation, Research Press, Leo J. Reyna, and the Upjohn Company.

The Cambridge Center for Behavioral Studies is a charitable, not-for-profit organization with IRS 501(c)(3) status, governed by a Board of Directors whose members are elected by the Trustees. The Center is managed by its Executive Director. The Center draws on the support and expertise of nearly 100 scholars, researchers, and professionals on its Board of Trustees and Advisory Board. The Center is problem-oriented and pragmatic; its nonprofit, nonaligned status ensures its objectivity.

Much of the work of the Center is accomplished through volunteer or *pro bono* efforts. The operation of the Center is supported by contributions from members, conference and workshop fees, and the sale of publications.

Recent Initiatives

The Center's activities can be grouped into three main categories: communication, education, and accreditation.

Communication

The most visible of the Center's activities is its Web site www.behavior.org. With over 700,000 visitors last year, the site serves as a major world-wide and well-used source of reliable and accurate science-based behavioral information that is accessed by professionals and lay persons alike. The site hosts an online journal, *Behavioral Technology Today*, a

parenting newsletter, *Behavioral Parenting Abstracts*, and past issues of the *Behavior Analysis Digest*. It also has a number of specialty departments ranging from aging and autism to verbal behavior and zoos, pets, and animals.

The Center also publishes a journal, *Behavior and Philosophy*, with 250 library and institutional subscriptions; the CCBS members' newsletter, *Current Repertoire*; and two monthly electronic newsletters: *Behavior Matters*, for non-members, and *The CCBS Messenger*, for members. It has recently published two books: Bea Barrett's *The Technology of Teaching Revisited: A Reader's Companion to B.F. Skinner's Book* and *The Morningside Model of Generative Instruction* by Kent Johnson and Elizabeth Street, with chapters by Joanne Robbins and Susan Malmquist. The Center also recently published a CD of the Israel Goldiamond Blue Books, edited by Paul Andronis.

Education

The Center regularly conducts seminars and conferences. It recently sponsored its tenth annual national conference, 2005 Behavioral Safety Now in Jacksonville, Florida, attended by 425 participants. The 2006 Behavioral Safety Now conference will be held in Kansas City, Missouri, October 4 through 6, 2006.

In 2003 the Center conducted a public seminar titled *Advances in the Treatment of Pediatric Behavior Problems*, which was jointly sponsored by the University of Massachusetts Medical Center, Beacon Services, Children's Paraclete, Melmark, and New England Center for Children.

In 2004 the Center held a major conference on behavioral economics titled *What Works in Behavioral Economics: Practical and Policy Issues*, which was jointly sponsored with Temple University and the Henry and Elaine Kaufman Foundation.

In 2006, in addition to Behavioral Safety Now, the Center will hold the Northeast Conference on Autism at the University of Massachusetts Medical Center on April 7.

Accreditation

The Cambridge Center continues to lead the application of behavioral research to workplace safety improvements — a decade-long effort. In 2003 the Cambridge Center began accrediting behavior-based safety programs in the workplace. CCBS Accreditation has been awarded to locations in four organizations: the Acetate Fibers Division, Voridian Division, Eastman Chemical Company; the Midwest Regional Distribution Center, Supervalu Inc.; the Gulf of Mexico Operations of the Halliburton Corporation; and the Illinois Refining Division of Marathon Petroleum Company.

Future Strategies

In addition to continuing the activities outlined above, the Center is undertaking initiatives in some new areas.

Continuing Education

The Center is developing the technical infrastructure and adding to its Web site the capability of providing streaming video of scholarly presentations and awarding CEU's to individuals who view these materials and satisfactorily answer questions on their content. In collaboration with ABA, selected invited addresses from past ABA conventions will be

made available for this purpose. Revenue from this initiative will be shared by the two organizations.

Accreditation

The Center is in the process of developing accreditation procedures for behaviorally-based treatment programs. Once completed, these procedures will be similar to those developed for behavioral safety accreditation and will be anchored in evidence of program and service effectiveness. The intent is twofold. First, to assist the consuming public in selecting from among the myriad treatment approaches and programs offered by service providers for a wide range of disorders, many of which are unscientific and without measures of effectiveness. Second, to recognize exemplary treatment programs that apply behavioral principles to improve the human condition.

Publications

The Center intends to expand its range of published offerings and is in negotiations with a publisher to launch a Cambridge Center series of books selected by a prominent editor who is also a trustee. The plan is to publish and market works of interest to a highly targeted audience, thus somewhat reducing marketing costs through more targeted efforts.

Behavioral Technology

The Center is developing procedures to assist individuals who have created or are working on products that have market potential. Some early prototypes are under review and efforts to attract more are well under way.

The Cambridge Center continues to search for and develop innovative ways to act on its mission: advancing the scientific study of behavior, applying behavioral research to find humane solutions to practical problems, and prevent and relieve human suffering.

Division 25 of the American Psychological Association

By Larry Alferink, Ph.D., President

Division 25 was established in 1965 as the Division for the Experimental Analysis of Behavior. Because a number of our members are doing important work in behavior analysis but not necessarily with a focus on basic research, the Executive Committee recommended a change in the bylaws and the name change to the Division for Behavior Analysis was approved by the membership in 2000.

Division 25 represents the primary behavioral voice in the American Psychological Association (APA). The Division is represented on the APA Council of Representatives and speaks on behalf of the interests of our members on a variety of issues. While the Division is the primary behavioral voice on the Council, there are a number of divisions with closely allied interests and with individuals whose work is well known to the ABA membership, even though they may not be members of Division 25. In addition, there are other members who do not currently work in behavior analysis but whose training included a behavioral component and are friendly to Division 25 interests. Thus, it is possible for the Division to have considerable influence on matters of particular importance to behavior analysts.

Sometimes this influence extends to quarters that some may find surprising. For example, several years ago, Division 25 joined with Division 33 (Developmental Disabilities and Retardation), ABA, and the Association for the Advancement of Behavior Therapy (AABT) to propose a new practice specialty in Behavioral Psychology. Some on the APA Council voiced opposition to this new specialty because the influence of behavioral treatments was so pervasive. However, it was approved when a representative for the Division for Psychoanalysis spoke on behalf of the proposed specialty because his grandson was diagnosed with autism and had benefited from treatment based on applied behavior analysis!

The Division has a Monitor to the Board of Educational Affairs and has been represented at each of the Education Leadership Conferences. Begun in 2000, these conferences serve a variety of functions, including providing direction and setting a future agenda for the Education Directorate.

One outcome that emerged in part from developments at the First Educational Leadership Conference was the formation of the interdivisional Coalition for Psychology in the Schools and Education. The Division 25 representation on this Coalition promotes evidence-based educational practices and behavioral approaches to education. The Coalition has begun several projects, including a teacher's needs assessment, the development of several modules on topics such as assessment and classroom management, and discussion of the role that APA might play in the reauthorization of "No Child Left Behind." A key feature of this legislation was that it required school districts to ensure that each child achieved certain benchmarks in areas such as reading, rather than relying on measures or benchmarks that were aggregated over groups. Despite this, the school progress reports remain at the group level, rather than focusing on the individual. Members of ABA and Division 25 understand the importance of focusing on the behavior of the individual and not relying on group averages, thus we have an interest in this effort.

The Division was also represented at the first annual Science Leadership Conference, modeled after the Educational Leadership Conferences. During the conference, we even got to ask a question debunking brain-based learning on "Talk of the Nation: Science Friday," an NPR radio program that was linked to the conference agenda. In addition to other topics, these conferences provide opportunities to network with representatives from other divisions to discuss topics of mutual interest.

The Division sponsors a program featuring prominent behavior analysts as part of the annual APA convention. In addition to providing another venue for behavior analysts to present their work, it also provides an opportunity for APA members who would not ordinarily attend the ABA convention to learn about the important work that we do. Opportunities to work with other divisions in co-sponsoring sessions helps facilitate this interaction.

Through its awards program, the Division recognizes the outstanding contributions made by prominent behavior analysts, provides for the broader APA membership to become aware of this work, and uses the awards program to promote work in behavior analysis in APA. The awards

include the B. F. Skinner New Researcher Award, the Fred S. Keller Behavioral Education Award, Basic Behavior Analysis Award, Applied Behavior Analysis Award, The Don Hake Basic/Applied Research Award, and the Dissertation Awards. Recipients of the awards generally make a presentation at the annual APA convention and share their work as part of the ABA convention program.

The Division has a liaison to the Committee on International Relations (CIRP) and to Division 52, the Division for International Psychology. Given ABA's international efforts, these linkages may also prove important for behavior analysis in the future.

With more than 150,000 members, the American Psychological Association is a major presence in Washington, D. C. Given its location in our nation's capital, it is positioned to do advocacy work on Capitol Hill on behalf of psychology by educating congressional staffers on issues of importance and suggesting language for proposed legislation. In addition, APA can arrange for members to testify before Congressional Committees regarding proposed legislation, as have members of Division 25.

Given the size of APA and the importance of work in behavior analysis, it is critical that we participate in APA and take advantage of the opportunities that this organization provides to advance our work. Individuals can be affiliate members in the Division for \$22 per year (\$10 for students). APA membership is not required.

APA Division 33: Behavioral Science and Practice in Developmental Disabilities

By James A. Mulick, Ph.D., Division 33 Representative to the APA Council of Representatives

Division 33, Mental Retardation and Developmental Disabilities endeavors to advance psychology, based on scientific inquiry and high standards of practice in the treatment of mental retardation and developmental disabilities. The Division has six special interest groups: autism spectrum disorders, behavior modification and technology, dual diagnosis, early intervention, aging and adult development, and making the transition into adulthood. Members receive the newsletter Psychology in Mental Retardation and Developmental Disabilities three times per year. Members learn about funding and other opportunities through the division's listserv. It was founded and recognized by the American Psychological Association (APA) as a Division in 1973.

The description above is adapted from the APA Division 33 Web site at www.apa.org. The divisions of APA represent the specialty interests of psychologists and are a part of the governance structure of the Association. Originally considered one of the "science" divisions of APA because members were primarily involved in the study of mental retardation, division interests became more diverse with the emergence of behavioral treatment approaches. Behavioral approaches emerged as the dominant mode of teaching, habilitative training, therapy for behavior problems, and now early intensive behavioral intervention (EIBI). The membership of the division correspondingly shifted to include more licensed

psychologists actively providing clinical and behavioral services on a full- or part-time basis to people with developmental disabilities and their families and consulting with schools and related service agencies. At present, APA considers Division 33 both a science and a practice division, and the Division maintains active liaisons with both the Science and the Practice Directorates of APA. Nevertheless, many members of the division remain full-time researchers and teachers, especially in areas of psychopharmacology, cognitive and behavioral development, neurodevelopmental processes, family and social processes, clinical psychology, and educational psychology. This makes for a rich set of perspectives in which to consider the many aspects of functioning that are affected by, and that might be causally related to, mental retardation and other developmental disabilities.

Donald K. Routh (1998), a past President of Division 33, wrote a succinct history of the Division in the third volume of an official APA history series. He traced the emergence of mental retardation-related research from the very beginnings of psychology as a professional discipline, beginning with the first prototype clinical internship in psychology established by Henry H. Goddard at the Vineland Training School in New Jersey, to its early focus on cognitive and behavioral growth and its measurement, through the importance of students of mental retardation in the formation of earlier Divisions, including those prominent in Division 12 (Clinical), Division 7 (Developmental), Division 16 (School), Division 22 (Rehabilitation), and Division 25 (Behavior Analysis). Beginning in the mid-1980s, individuals prominent in behavioral psychology began to assume the leadership of Division 33, including Stephen R. Schroeder, Donald K. Routh, Johnny L. Matson, Travis L. Thompson, Richard M. Foxx, Brian A. Iwata, James A. Mulick, John W. Jacobson, Judith E. Favell, Michael F. Cataldo, and Bruce L. Baker. The highest award presented by Division 33 is the Edgar A. Doll Award, given for outstanding contributions to the field of Mental Retardation and Developmental Disabilities. Recipients have included many who are equally familiar to students of behavior, including Alfred A. Baumeister, Nathan H. Azrin, O. Ivar Lovaas, Stephen R. Schroeder, Donald M. Baer, Todd R. Risley, and Travis Thompson.

In recent years, Division 33 has co-sponsored paper sessions and symposia with Division 25 (Behavior Analysis). There is a long history of inter-divisional collaboration with behavior analysts actively engaged in other APA divisions. Perhaps the most important collaborative achievement has been the sponsorship by Division 33, in collaboration with ABA, AABT, Division 25, and other interested parties in the recognition of a specialty in Behavioral Psychology as a professional specialty area (i.e., like Clinical, Counseling, Industrial/Organizational, and School Psychology, the so-called BIG FOUR professional specialties). This recognition permits graduate programs and internship programs to seek accreditation as "APA Approved" training programs in Behavioral Psychology. John W. Jacobson was the lead officer for Division 33 and authored the first draft of the enabling resolution. James A. Mulick, the Division's Council Representative, took the finished resolution to the APA Council of Representatives, where it was finally approved.

Looking to the future, a recent *APA Monitor* article noted that Division 33 has launched a membership drive to draw more members and graduate students interested in autism spectrum disorders to the division. "Some of the most exciting, creative research happening anywhere is happening in autism," says Division 33 Past-President Sara Sparrow, Ph.D., of the Yale University Child Study Center. "Psychologists who work with autism need a forum at APA and...we should be it."

With diagnosis of autism rising at increasing rates — some sources estimate diagnosed cases are increasing at a rate of 10 to 17 percent per year — more psychologists are working in the area. Professor Sparrow asserted in the *Monitor* article that she'd like to see all psychologists working in autism, whether it's in genetics, neuroscience, psychopharmacology, clinical research, or behavioral intervention, add their expertise to Division 33. To accomplish their goal, division officers, members, and graduate student members are reaching out to potential members and showcasing autism research in the convention programs. In related activities, Division 33 is also highlighting its members' roles in shaping social policy. Qualified members are providing expert opinion in court cases that involve adults and children with autism, mental retardation, and other developmental disabilities.

Reference

- Routh, D. K. (1999). A History of Division 33 (Psychology in Mental Retardation and Developmental Disabilities) (pp 117-142). In D. A. Dewsbury (Ed.), *Unification through division: Histories of the divisions of the American Psychological Association (Vol. III)*. American Psychological Association: Washington, D.C.

The Eastern Psychological Association: Its Contingency-Related History and Some Highlights of the 2006 Meeting in Baltimore

By Stanley J. Weiss, Ph.D., President

The Eastern Psychological Association (EPA) has a long and distinguished history in promoting and disseminating basic research related to behavior analysis and its applications. The New York Branch of the American Psychological Association (APA), the forerunner of the EPA, held its first meeting in 1903, and that meeting was chaired by Edward L. Thorndike. The founding purpose of the branch was to serve as a forum for scientific exchange, that early came to be understood as experimental results, both basic and applied. At the 1931 meeting, shortly before the New York Branch of APA was reorganized as the Eastern Psychological Association, a resolution was unanimously passed stating:

That no distinction be made in the scientific programs of the New York Branch between pure and applied psychology; that the Association emphasize the presentation of experimental... research whether performed with pure or applied intent; that research performed with either intent be included in sections arranged according to

scientific fields of research. ("Proceedings of the New York Branch" 1931, p. 615)

Thus, from its inception, applied as well as basic research was welcomed at EPA. In addition, psychology graduate students have traditionally been encouraged to attend meetings, become members, and contribute to the program. Hence, many accomplished psychologists made their first research presentation at EPA and have remained loyal members throughout their careers. EPA is one of the rare meetings where, in addition to traditional paper and poster sessions, in each program slot there is an invited address by a recognized researcher from a major area of psychology. In word, tradition, and deed, EPA advances psychology as a unified, scientific discipline.

EPA has historically had one of the most active programs in the basic research related to applied behavior analysis. According to Benjamin (1994, p. 70), "Arguably the most important address presented at the branch (perhaps the most important address ever presented at any psychological meeting) was John B. Watson's *Psychology as the Behaviorist Views It* which was delivered on February 24, 1913." In the late 1950s, the EPA convention was a major locus of activity that resulted in the founding of the *Journal of the Experimental Analysis of Behavior* (JEAB). That was a natural by-product of EPA being a primary forum for the major pioneers in the experimental analysis of behavior (and their students) for many years. When JEAB was launched, free copies of the first issue were distributed to EPA members.

Over the years, many experimental psychologists studying traditional conditioning and learning, as well as those in the experimental analysis of behavior, have been elected president of EPA. These include, for example, Karl Dallenbach, Carl Hovland, Neal Miller, Harold Schlosberg, B. F. Skinner, Fred Keller, Richard Solomon, B. Bugelski, Joseph Brady, William Schoenfeld, Leon Kamin, Robert Rescorla, and Russell Church. It also includes the five most recent presidents of EPA: Ralph Miller, Peter Balsam, Mark Bouton, Stan Weiss, and Philip Hineline. Sessions and presentations related to conditioning, learning, and contingencies of reinforcement are traditionally scheduled throughout the program, with at least a dozen such sessions planned for our 2006 meeting

In 2006, EPA will meet in Baltimore, MD from March 16-19. Although the program is currently in preparation, I can describe some events already scheduled that could be of special interest to readers of this newsletter. These include:

- The first Keller Memorial Lecture, "Fred S. Keller: A Generalized Conditioned Reinforcer," will be presented by Murray Sidman. This is an endowed event projected to occur about every three years.
- Lanny Fields and Joao Claudio Todorov will deliver papers in a Friends of Keller paper session that could include the opportunity for those in attendance to briefly share their reflections upon, and remembrances of, Fred Keller.
- In recognition of this first lecture honoring Fred, EPA is also arranging a reunion of his students, colleagues, and friends. Please join us at this unique special event! We have offered to host Frances Keller at the meeting and

hope she will be able to attend. For additional information about the reunion, contact Celia Wolk Gershenson (gersh001@umn.edu); to learn more about EPA visit our Web site at www.easternpsychological.org.

- The President's Integrative Symposium on "The Role of Associative Mechanisms in Drug Abuse." In this Symposium, Shepard Siegel discusses "Interceptive Cues for Drugs: The Inside Story of Addiction;" Tony Dickinson explores "The Role of Incentive Learning in Drug Seeking;" and Anthony Caggiula describes "Human and Animal Approaches to Discover the Bases of Nicotine Reinforcement: Associative and Non-Associative Mechanisms."
- My Presidential Address about the "Environmental Control of Drug Seeking: Reinforcement Contingencies and Incentive Motivation."
- Bernard Balleine's invited address on "Affect, Arousal and Reward in Limbic-Striatal Circuits."
- A Translational Research Symposium with presentations by Philip Himeline, Celia Wolk Gershenson, Guillermo DeLeon, and William Ahearn.
- A symposium on "50 Years of Behavioral Pharmacology: Past Success, Present Challenges" organized by Wade Pickren. Jonathan Katz offers an introduction providing a context for both historical work and the present status of the field. Robert Schuster will present an historical address focusing on the work of Peter Dews, Bill Morse, and others in establishing the field. James Woods will focus on current work and conceptual and practical challenges for the future.

For over a century, EPA has remained faithful to its mission – the exchange of scholarship within a framework advancing psychology as a unified discipline through a diverse program covering psychology's many areas. We also want to attract specialized interest groups in cutting-edge areas so as to remain a premier forum for the dissemination of important new basic and applied research findings. To this end, an applied behavior analysis interest area has recently been organized within EPA, and a member for this area, William Ahearn (BAHEARN@necc.org), sits on our 2006 Program Committee. We therefore hope to provide a forum where researchers and practitioners in applied behavior analysis can meet annually to exchange ideas and keep up with developments in the field. At EPA, you could do this in a context that also includes basic contingency-related learning research and the opportunity to remain connected with important advances in the larger field of psychology.

Reference

- Benjamin, Ludy T., Jr. (1994). A History of the New York Branch of the American Psychological Association, 1903-1935. In H. E. Adler & R. W. Rieber (Eds.), *Aspects of the History of Psychology in America: 1892-1992: Vol. 727. Annals of the New York Academy of Sciences* (pp. 63-78). New York: New York Academy of Sciences.

Society for the Experimental Analysis of Behavior

By Philip N. Himeline, Ph.D. and Victor G. Laties, Ph.D.

The Society for the Experimental Analysis of Behavior (SEAB) was founded in 1957 to meet the legal necessity for a publication to have a publisher and owner. The need for the new publication, the now-venerable *Journal of the Experimental Analysis of Behavior* (JEAB), arose from difficulties in gaining acceptance for behavior-analytic research in mainstream psychological journals. Details of those circumstances can be found in a collection of reminiscences from those people who were involved in creating the journal. These personal accounts and a more general history of SEAB (Laties, 1987) were published in celebration of the 30th birthday of SEAB (Himeline & Laties, 1987). As Skinner (1987) recalled:

We had trouble getting our reports published in the regular journals. We used very small numbers of subjects, we did not "design our experiments" with matched groups, our cumulative records did not look like learning curves, and we were asking questions (for example, about schedules) that were not found in "the literature." At meetings our papers were mixed in with others we seldom wanted to hear. (p. 447)

And as Brady (1987) described, even the Editor of the then-most-prestigious journal on animal behavior and President of APA to boot, was found to be clueless when confronted with simple cumulative records.

C. B. Ferster circulated the proposals that set the new project in motion. Charlie Ferster became JEAB's first Editor, but many others were heavily involved, especially W. N. Schoenfeld, who sketched the format for the Journal cover, selected the signature colors of green-on-grey, and attended to numerous other details. Nat Schoenfeld also consulted with a commercial publisher who informed him that 500 subscribers would be needed for the journal to be economically viable. The risk that a commercial publisher might impose profit-oriented contingencies upon editorial practice, and his own computations indicating that as few as 50 subscriptions could defray publication costs, led him to propose that the journal's editorial board be the publisher. Thus it came to pass that the *Society for the Experimental Analysis of Behavior* was incorporated on October 29, 1957 with JEAB's initial, sixteen-member Board of Editors serving as its Board of Directors. The first issue was distributed widely during the Eastern Psychological Association meeting in April 1958.

The subscription list grew rapidly, exceeding 1,000 within five years and 2,000 by nine. That healthy circulation produced the sound financial footing needed to found, in 1968, the *Journal of Applied Behavior Analysis* (JABA), in order to publish "...reports of experimental research involving the applications of the analysis of behavior to problems of social importance."

Today, candidates for election to SEAB are almost always individuals who have served as action editors (editors or associate editors) for either journal. Continuity is achieved through staggered eight-year terms with re-election only

possible after rotation off the board for at least one year. The Society has a standard roster of officers, and each journal has a Managing Editor and a Business Manager. The earliest Board meeting was held at the venue of the Eastern Psychological Association. After the founding of Division 25 of the American Psychological Association (APA), the Board met at APA for many years before switching allegiance to the Association for Behavior Analysis in 1988. At first alternating locations with APA, the Board settled in with ABA in 1991.

SEAB's main focus has always been its two journals. To increase their influence and accessibility, SEAB has taken a series of cautious steps into electronic publishing. In October 1994 a Web site was established that provided access to a few free articles in electronic form. Soon each journal had its own "Selected Articles" page, with a single article added from each new issue. This number grew with time, and then, in 2001, all issues published after mid-1996 were made freely available online. Back issues were published online as Adobe PDF files once they were at least two years old.

Electronic accessibility was recently augmented still further with the help of PubMed Central (PMC) of the National Institutes of Health's National Library of Medicine, which presents the same electronic copies from their server as well. Beginning with journal issues published in 2005, PMC presents each article in the full-text format, featuring links from references to their PubMed abstracts. In addition, each article is also available in PDF format, which provides a more useable printed format. PMC has also scanned and now presents all of our pre-1996 issues, thus making the approximately 6,000 articles on about 60,000 pages electronically available. An important feature of our connection with PMC is that it is entirely independent of our Web site.

Each new journal issue presented on PMC only becomes freely accessible to the general public about six months after publication, which equates to two issues of JABA and three of JEAB. Current subscribers can gain access to the most recent issues from our own Web site, either via a login option or through their institution's subscription.

The six-month embargo for non-subscribers should help us maintain the economic viability of the journals by encouraging institutions to continue their subscriptions; however, the actions of other journal subscribers will still play a large role in determining SEAB's financial health. Individual and student subscription rates will deliberately be kept low, with the hope that our decision to grant free access to back issues, rather than selling access to articles, will earn us continued loyalty from all subscribers. By the time SEAB celebrates its 50th birthday in 2007, we should have learned whether or not these decisions were wise.

References

- Brady, J. V. (1987). Back to baseline. *Journal of the Experimental Analysis of Behavior*, 48, 458-459.
- Hineline, P. N. & Laties, V. G. (Eds.) (1987). Anniversaries in Behavior Analysis. *Journal of the Experimental Analysis of Behavior*, 48, 439-514.
- Laties, V. G. (1987). Society for the experimental analysis of behavior: The first thirty years (1957-1987). *Journal of the Experimental Analysis of Behavior*, 48, 495-512.
- Skinner, B. F. (1987). Antecedents. *Journal of the Experimental Analysis of Behavior*, 48, 447-448.

Atlanta-based
Aubrey Daniels International
Welcomes OBM to the 2006 Conference



Be sure to join us after the
OBM Network business meeting for an
ADI-sponsored hospitality hour.

Look for details during the conference
and in the ABA Program.

ADI
The Atlanta Financial Center 3353 Peachtree Road, Atlanta, GA

Updates from the Behavioral Community

Behavior Analysis Association of Michigan

**Special Convention Update:
BAAM Convention March 23-24, 2006**

By James T. Todd, Ph.D.

Convention Registration Deadline

Please don't forget that the deadline for on-line registration for the 2006 Convention of the Behavior Analysis Association of Michigan (BAAM) is March 17. After that, you can still register in person at the BAAM site. A \$5 same-day fee will be added. See the BAAM Web site (<http://www.baam.org>) for the convention schedule and other information.

Special 20th Anniversary Keynote Speaker, Murray Sidman

BAAM is proud to feature Murray Sidman as its 20th Anniversary Keynote Speaker, author of the behavior classics, *Tactics of Scientific Research* and *Coercion and Its Fallout*. Sidman's talk, "Why Isn't Everybody Like Us?" asks why everybody does not agree with the proposition that a scientific approach to problem solving and treatment provides the best opportunity for success. Relevant considerations might include the popular conception of what scientists do, what kinds of people scientists are, how they present their case, and what changes they are asking people to make in their own lives.

This event will take place on Thursday, March 23 at 9 p.m. in Eastern Michigan's Pease Auditorium.

Mark Sundberg Special Invited Workshop on Verbal Behavior Training

Please don't forget about our special invited workshop by Mark Sundberg on "Recent Advances in the Use of Verbal Behavior for Language Assessment and Intervention." This workshop is being offered in a special one-day format at a reduced rate especially for BAAM attendees. This is an excellent opportunity for students, parents, and professionals to learn some important information and techniques from one of the pioneers of in the behavioral treatment of verbal behavior problems.

John and Barbara Esch Invited Workshop on ABA Errorless Learning: Teaching Children with Autism

This interactive workshop is designed for teachers (also trainers and teacher-technicians), teacher supervisors, parents, and others who are interested in applying ABA errorless learning procedures to instruction for children with a diagnosis of autism or other developmental disabilities. The goal of errorless learning is to prevent student errors in responding for early learners. Early learners are those children who have not yet acquired strong repertoires of verbal (e.g., mand, tact, intraverbal) and nonverbal (e.g., following instructions, visual performance) skills.

Convention Location

BAAM will be held this year in the Eastern Michigan University McKenny Union Building on West Cross in Ypsilanti, Michigan, just 75 yards west of the famous Ypsilanti Water Tower. This venue offers us some options not available at the

previous location that we hope will enhance your experience, such as lower registration costs.

BAAM will provide rolls, bagels, coffee, and juices for registrants between 8 and 9 a.m. on Thursday and Friday morning (while quantities last). Light hors d'oeuvres will be available during the Friday poster session. Food and other refreshments can also be purchased in the convention facility at the McKenny Union Lobby Shop, Club Cappuccino, Wendy's, Pumpernickel's Deli, Taco Bell, and Toss Up Salad Shop. A number of quality restaurants are just a short walk or drive from the site. Free parking will be available at the convention site, courtesy of BAAM.

Convention Accommodations

BAAM does not have an official convention hotel, but several area establishments have rooms at reasonable rates. The BAAM Web site has a partial listing of nearby hotels, motels, and bed and breakfasts.

Special Thanks

Special thanks to the approximately 350 signatories to the BAAM's Resolution on Facilitated Communication for supporting science in autism treatment. This signatory effort has brought BAAM worldwide attention and praise as a leader in the promotion of humane science-based treatments for developmental disabilities. For more information on the resolution, or to become a signatory, see the BAAM Web site.

Web Site News

BAAM has added a number of new features to its Web site (<http://www.baam.org>), including a section on book reviews, behavior analyst FAQs, educational materials, and other items. If you would like to contribute items consistent with BAAM's statement of purpose, use the facilities on the site to do so. This is a good opportunity for students to practice writing skills. Contributions accepted for posting on BAAM's Web site will be credited.

Behavioral Intervention in Autism

An Online Curriculum Combining an Autism Specialization with BCBA-Level Preparation

By Richard K. Fleming, Ph.D.

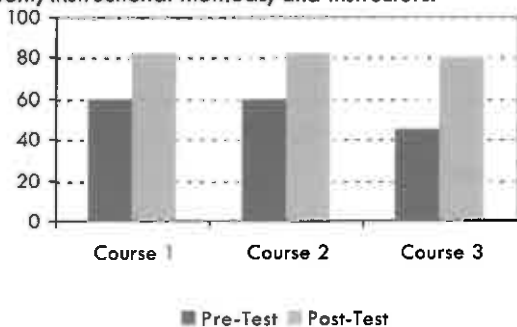
Behavioral Intervention in Autism (BIA) is a five-course graduate-level curriculum now being offered on line through the University of Massachusetts-Lowell (UML) Department of Psychology, in collaboration with the Eunice Kennedy Shriver Center at UMASS Medical School (Shriver/UMMS) and UMASS Online. The curriculum combines rigorous education in behavior analysis with a specialization in autism, and has been approved by the Behavior Analysis Certification Board as meeting the Board Certified Behavior Analyst (BCBA) level coursework requirement. The five courses are:

1. Introduction to Behavior Analysis in Autism
2. Teaching and Positive Behavioral Support in Autism
3. Measurement and Experimental Design

4. Functional Analysis and Treatment of Challenging Behavior
5. Behavioral Intervention Program Models in Autism

Development of BIA was first supported by a grant from the U.S. Department of Education, Fund for the Improvement of Post-Secondary Education (FIPSE) (Grant #P339B0003000). Dr. Charles Hamad (Principal Investigator, Shriver/UMMS) assembled a core team of behavior analysts that included Drs. Beth Sulzer-Azaroff (The Browns Group) and Rick Fleming (Shriver/UMMS). This team worked with many others to design, develop, and field test the curriculum. Other individuals who played key roles in the development of BIA include Bob Bass and John Rochford (New England INDEX), Megan Tupa and Lee Vorderer (Shriver/UMMS), Michelle Weissman (Rockman *et al*), Jennifer Crockett (Kennedy Krieger Institute), and Alicia Perry (Private Consultant).

Initially four courses were developed and tested, including a practicum course. The chart below presents the pre- and post-test scores for the first three educational courses in that early curriculum. Scores are charted by percentage correct. While our field test participants entered the program with relatively high baseline knowledge, they consistently acquired new knowledge and highly rated their satisfaction with the content, instructional methods, and instructors.



Participant feedback and numerous outside inquiries suggested that the curriculum would be more desirable as a BCBA-level specialization. Accordingly, with support from a grant from UMASS Online, BIA was modified extensively and found an academic home in UMASS-Lowell's Psychology Department. There, Drs. Charlotte Mandell and Richard Siegel administer the program in partnership with Shriver/UMMS staff.

All five courses are taught by doctoral-level behavior analysts who interact frequently with participants, providing feedback on individual work and facilitating on-line discussion. BIA utilizes several features on the Personalized System of Instruction. Participants download study guides to prepare for and take weekly on-line "mastery assessments" on a host of reading materials, including: on-line "lectures," applied behavior analysis and autism texts, and articles posted on scientifically credible Web sites. Participants complete essays and application exercises to demonstrate more advanced learning and participate in vigorous on-line discussions.

A full description on BIA, along with contact information, can be found at: <http://continuinged.uml.edu/online/autism.htm>. Two BIA options are offered: the BCBA track described

above and the UML graduate certificate. The latter option does not require all five courses and is for students interested in learning about intervention in autism, but not necessarily interested in working toward BCBA certification.

CIEC 2006

8th International Congress on Behavior Studies/ VIII Congreso Internacional sobre el Estudio de la Conducta

By María Xesús Froján Parga,
Director of the Organizing Committee

As director of the Organizing Committee of the 8th International Congress on Behavior Studies, I am very pleased to announce the 8th Congress will take place in the beautiful medieval city of Santiago de Compostela, Spain, on September 27-30, 2006. The International Congress on Behavior Studies is a biannual series that began in 1992 in Guadalajara, Mexico with Fred S. Keller and W. N. Schoenfeld as presidents.

Since then, the congress has been held without interruption in different countries with presidents of international renown. The 8th edition is no exception, with Dr. Hayne Reese of the University of West Virginia presiding. Dr. Reese will also give a plenary conference, as will Dr. John Staddon, of Duke University, and Peter Hacker, of Saint John's College at the University of Oxford. Dr. Peter Harzem, of Auburn University, will open the event, and Dr. Emilio Ribes, from the University of Guadalajara, will close it.

The congress is an international forum for scholarly exchange on scientific and philosophical issues concerning the study of behavior. Typically scholars from many countries attend, including Brazil, France, Italy, Israel, Japan, Mexico, Norway, Taiwan, Turkey, Spain, the United States, and others. The program will include invited addresses, oral presentations, symposia, posters, and discussion panels. The panels will provide opportunities for the audience and the presenters to interact on contemporary issues of significance. Contributions may be on experimental, theoretical, philosophical, methodological, historical, or applied topics in a wide variety of behavioral phenomena. The program committee welcomes suggestions for discussion topics, names of distinguished scholars who may be invited, and any format not included in the above list.

We are working hard to organize a congress of the highest scientific quality where suppositions, theories, methods, findings, and applications to behavioral science are discussed. Contributions to the program from all perspectives are welcome, regardless of whether favorable to behaviorism or not, so as to facilitate well-informed exchange of views. The only criterion for inclusion in the program is the quality of scholarship.

For more information, please visit the event Web page at <http://www.ciec2006.com>.

European Association for Behaviour Analysis (EABA)

By Phil Reed, M.D., President

Third Conference of the European Association for Behaviour Analysis

Milan, Italy; July 18th – 21st, 2006

Submissions of symposia, papers, posters, and workshops on any aspect of behaviour analysis are welcome. The deadline for submission is April 30th, 2006. We especially welcome submissions in the following areas:

- Applied Behaviour Analysis
- Autism and Developmental Disorders
- Basic Learning and Conditioning
- Behavioural Ecology and Animal Cognition
- Behavioural Genetics and Pharmacology
- Behavioural Safety
- Precision Teaching and Education
- Verbal Behaviour and Stimulus Classes

Registration Fees are as follows:

- By April 30th, 2006: 160 Euro (discount available for presenting students)
- After April 30th, 2006: 200 Euro

University of Wales, Swansea Offers BACB-accredited M.Sc. in Behaviour Analysis

The Behaviour Analyst Certification Board, Inc. (BACB) has approved the following course sequence as meeting the coursework requirements for eligibility to take the Board Certified Behaviour Analyst (BCBA) examination. Applicants will have to meet additional requirements to qualify.

The Department of Psychology is delighted to announce that a new postgraduate Master's in Behaviour Analysis will be available from September 2006. The M.Sc. in behaviour analysis represents an exciting development for both the Department and the University, in that it is only the second Master's of its kind in Europe (the only other approved M.Sc. courses outside of North America are in Bangor, north Wales and Auckland, New Zealand).

The M.Sc. will be offered on a two-year, part-time basis initially. It is envisaged that teaching will be delivered one day per week during the twelve-week teaching periods. This unique new course aims to teach students the defining features and methods of the basic principles of behaviour and their application in various applied and clinical settings. Methods of research design, behavioural and functional assessment, intervention, and empirical evaluation of behavioural treatment approaches will be taught through a combination of lectures and practicals. The course content includes modules on basic behaviour analysis, single-case research design, assessment and intervention, behavioural treatment, learning and developmental disorders, and a research project.

The M.Sc. has been professionally approved by the Behaviour Analyst Certification Board (<http://www.bacb.com>) as providing coursework eligibility to become a Board Certified Behaviour Analyst. This means that students who complete the M.Sc. and go on to pass the BACB exam will have a professionally recognized international certification in behaviour analysis.

Lecturing faculty for the program are Dr. Simon Dymond (BCBA); Dr. Louise McHugh; and Professor Phil Reed.

Modules Covered

Module Code	Title of Module	Credits
PS-M40	Behaviour Analysis & Learning	20
PS-M42	Research Methods & Design	10
PS-M44	Behavioural Treatment	20
PS-M46	Developmental Disorders	10
PS-M41	Advanced Behaviour Analysis	10
PS-M43	Assessment & Intervention	20
PS-M45	Behaviour Change Strategies	10
PS-M47	Learning & Developmental Disorders	20
PS-M48	Research Project in Behaviour Analysis	60

Entry Requirements

A minimum of a good, second-class (2:1) degree in psychology or a related subject, and a commitment to behaviour analysis. Applicants with alternative qualification and/or experience are encouraged to apply. All applications will be considered on merit.

Fees

Part-time course over 2 years – £1,540

All fees are subject to revision on an annual basis and the fees appropriate for a session will be available in the July preceding the start of the session. Students are required to pay their fees, or show evidence of sponsorship, at or before enrolment. If you are self-financing your studies, you may arrange to pay in instalments. For all enquiries connected with tuition fees, please telephone the Finance Department on +44 (0)1792 295436.

Bursaries Available

University of Wales Swansea Taught Masters Bursaries: The Psychology Department has 12 bursaries to be allocated to students commencing studies in September 2006.

Each award will be worth £1,500 and may only be used to offset tuition fees. Applicants from the UK or EU will be eligible. Awards are available for both full- and part-time study. Students must be enrolling on a taught Master's course at the University of Wales Swansea for the first time in September 2006. Students must be privately funded.

For further details, please visit http://psy.swansea.ac.uk/applicants/postgrad_info/postgrad_msc.htm.

ABA Membership Information

Membership Fees for International Members

We are excited to offer discounted fees for international members who live in countries that have per capita incomes of less than 75% of the United States'. Fees have been divided into four groups:

Category A fees are for members in countries with income per capita within 75% and 100% of the US'. These countries include: **Austria, Belgium, Bermuda, Cayman Islands, Denmark, Finland, 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% and 75% of the US'. These countries include: **Australia, Canada, France, Germany, Hong Kong, Italy, Singapore, and Spain.** 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% and 50% of the US'. These countries include: **Bahrain, Cyprus, Greece, Israel, Kuwait, New Zealand, Portugal, Qatar, Saudi Arabia, South Korea, and United Arab Emirates.** 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, Georgia, India, Jordan, Malaysia, Mexico, Nigeria, Paraguay, Peru, Philippines, Poland, Russia, 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, 2004. Source data is available by calling ABA or on the Web at <http://www.worldbank.org/data/quickreference/quickref.html>.

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 or by fax at (269) 492-9316.

Affiliate Members

Affiliate status is designed for persons who have an interest in behavior analysis or have completed undergraduate credit, but do not meet Full member requirements. Affiliate membership dues help to support the involvement of undergraduate and graduate students in the science and practice of behavior analysis. (Affiliate members may also qualify for supporting, sustaining, or emeritus affiliate categories.) **Benefits:** Reduced convention registration fees and subscriptions to the *ABA Newsletter* and *The Behavior Analyst*. **Requirement:** Send a letter of recommendation from a full member of ABA when applying for Affiliate status for the first time.

Emeritus Affiliate Members - Emeritus Affiliate status is designed for persons who are over the age of 65 or retired but do not have voting rights. **Requirement:** Send verification of retirement status or 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.

Full Members

Full members are eligible to vote on ABA business matters and to participate in the nomination and election of officers. Full member dues help to support the involvement of undergraduate and graduate students in the science and practice of behavior analysis. (Full members may also qualify for supporting, sustaining, or emeritus full categories.) **Benefits:** Reduced convention registration fees and subscriptions to the *ABA Newsletter* and *The Behavior Analyst*. **Requirements:** A Master's degree in experimental or applied behavior analysis or contributions to

the field of behavior analysis. Send vita and course records when requesting this status for the first time.

Emeritus Full Members - Emeritus Full status is designed for persons who have been approved for full membership status and are over the age of 65 or retired. **Requirement:** Send verification of retirement status or age when applying for this status for the first time.

Supporting and Sustaining Full Members - Through increased membership dues, Sustaining and Supporting Full 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

Chapter/adjunct members are members of an ABA-affiliated chapter.

Benefits: Subscription to the *ABA Newsletter* and special membership dues and convention registration fees. **Requirement:** A letter from the chapter confirming chapter membership must be sent annually at the time of membership renewal.

Student Members

Student Members are full-time undergraduate or graduate students, residents, or interns. **Benefits:** Subscriptions to the *ABA Newsletter* and *The Behavior Analyst* and special membership dues and convention registration fees. **Requirement:** Send verification of full-time student, intern, or resident status with your application.

How to Become a Member

To become a member, fill out the ABA 2006 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>.

Voting Member Status Determination

First time applicants for full, supporting, or sustaining 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: _____

ABA 2006 Membership Form

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

MEMBERSHIP DUES

Please circle:	Category A		Category B		Category C		Category D	
Membership Type:	1-Yr	3-Yr	1-Yr	3-Yr	1-Yr	3-Yr	1-Yr	3-Yr
Sustaining Affiliate Sustaining Full	\$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, Canada, France, Germany, Hong Kong, Italy, Singapore, and Spain

Category C: For countries with income per capita of 25%-50% of the US, including Bahrain, Cyprus, Greece, Israel, Kuwait, New Zealand, Portugal, Qatar, Saudi Arabia, South Korea, and United Arab Emirates

Category D: For countries with income per capita of <25%-of the US, including Argentina, Bangladesh, Brazil, Chile, China, Colombia, Costa Rica, Georgia, India, Jordan, Malaysia, Mexico, Nigeria, Paraguay, Peru, Philippines, Poland, Russia, 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: _____

WEB SITE: _____

JOURNAL SUBSCRIPTIONS

<i>Journal</i>	<i>Student</i>	<i>Individual</i>
ANALYSIS OF VERBAL BEHAVIOR	<input type="checkbox"/> \$20	<input type="checkbox"/> \$27
THE BEHAVIOR ANALYST [®]		<input type="checkbox"/> \$43

Shipping: Int'l orders add \$4 for AVB or \$8 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 MASTERS
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?**

- ☐ Yes ☐ No

If so, what source provide the funding? _____

What was the amount of funding?
\$ _____ over _____ year(s)**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 would like information (I).

- ☐ Applied Animal Behavior
☐ Autism
☐ Behavioral Gerontology
☐ Behaviorists for Social Responsibility
☐ Behaviorists Interested in Gambling
☐ Clinical
☐ Crime and Delinquency
☐ Development & Behavior Analysis
☐ Direct Instruction
☐ Experimental Analysis of Human Behavior (EAHB)
☐ Health, Sports & Fitness
☐ Instructional Design
☐ Interbehaviorists in ABA
☐ OBM Network
☐ Parent-Professional Partnership
☐ Positive Behavior Support
☐ Rehabilitation & Independent Living
☐ Society for the Quantitative Analyses of Behavior (SQAB)
☐ Spanish Speaking
☐ Speech Pathology and ABA
☐ Standard Celeration Charting
☐ Teaching Behavior Analysis
☐ Verbal Behavior

Check any affiliated chapter(s) of which you are a member:

- ☐ Alabama ABA
☐ Argentina ABA
☐ Asociacion Latinoamericana de Analisis y Modificacion del Comportamiento (ALAMOC)
☐ ABA of Brazil (ABAB)
☐ 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
☐ Colombia ABA

- ☐ Connecticut ABA
☐ Delaware Valley ABA
☐ España ABA
☐ Experimental Analysis of Behaviour Group, UK and Europe
☐ Florida ABA
☐ Georgia ABA
☐ German Society for Behavioral Medicine and Behavior Modification
☐ Greater Boston ABA
☐ Hawai'ian ABA
☐ Iceland ABA
☐ Israel ABA
☐ Italian Association for the Analysis and Modification of Behavior
☐ Japanese ABA
☐ Kansas ABA
☐ Korean 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 Analisis 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 2006 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

Personal Information

NAME (Last, first, middle initial)

Fill out the following information ONLY if changed:

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

Pre-Registration will end May 10, 2006. No registration forms received by the ABA office after this date will be processed.

On-site registration will open at 5:00 pm May 25.

Cancellations: A \$25 processing fee will be charged for registration refunds up to May 2, 2006. After May 2, no refunds will be granted.

Convention Registration

To register for the convention at the member rates, you must be a member for the 2006 calendar year. If you do not wish to renew your membership for 2006, you must register as a non-member. All presenters and authors must register for the convention.

A discount is available for early payment of registration fees. If your registration is postmarked by March 10, 2006, send the amount listed in the "before" column. You may register for the entire convention or for just one day.

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

Sustaining, Supporting, Full or Affiliate

Emeritus and Student

Chapter-Adjunct

Non-member

After 3/10*

☐ \$132

☐ \$66

☐ \$165

☐ \$287

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

Sustaining, Supporting, Full or Affiliate

Emeritus and Student

Chapter-Adjunct

Non-member

After 3/10*

☐ \$66

☐ \$66

☐ \$85

☐ \$109

Workshop Registration

CE credit is \$10 per credit hour. Not all workshops are available for APA and BACB CE. Review workshops online 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) _____ \$ _____

Total Workshop Payment _____ \$ _____

Donation to Support Student Presenters _____ \$ _____

Total Payment Enclosed: _____ \$ _____

Note: Discounts that are not taken will be considered donations to ABA unless a written request is submitted.

*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.

Opportunities for Behavior Analysts

Applied Behavior Consultants, Inc. (ABC)

(www.abcreal.com) has an immediate opening for a Clinical Administrator in Sacramento, California. A doctorate (or near completion) in applied behavior analysis is required. It is expected that the Clinical Administrator would eventually be a BCBA and licensed. Salary and benefits commensurate with experience and training. Additionally, ABC has openings for behavior analysts in both Northern and Southern California.

Autism Spectrum Therapies is seeking interventionists for one to five-year-olds. In addition to the most competitive salaries in the area, AST offers the following benefits: 401(k) with matching; Profit Sharing; Medical Insurance

Job Descriptions:

- Conducting daily in-home sessions
- Performing pivotal response training and discrete trial training methodologies
- Collecting, maintaining, and evaluating data on each child's progress on a daily basis
- Maintaining professional development

Preferred Qualifications:

- Coursework in applied behavior analysis and/or autism
- One year's experience working with individuals with autism
- Functional understanding of advanced ABA principles
- Experience teaching functional communication and social skills
- Ability to work a minimum of 30 hours / week

Please contact Autism Spectrum Therapies at (310) 641-1100 to schedule an interview and to inquire about upcoming trainings. Check out our Web site at www.autismtherapies.com.

Send resume to Dr. Ronit Molko at: rmolko@autismtherapies.com

C.A.R.D. (The Center for Autism and Related Disorders) is among the largest and most experienced providers of applied behavior analysis services in the world. We presently have offices in the United States, the United Kingdom, Australia, and New Zealand and provide services around the world. The bulk of our clinical work involves intensive behavioral programs for young children with autism, but we are currently expanding our services to include older children and young adults between the ages of 10 and 21. Due to the continuous, worldwide demand for our services, we always have positions available ranging from entry-level therapists to clinical supervisors at the bachelor's, Master's, and doctoral levels. Moreover, we have openings available in many different regions of the U.S., as well as overseas. The opportunity for professional development at C.A.R.D. is tremendous. We have on-site graduate programs for those driven to further their educational careers in behavior analysis. In addition, we are continually engaged in a variety of interdisciplinary research projects, providing opportunities for research experience for our employees.

For more information, contact our headquarters today at (818) 345-2345 or visit our Web site at www.centerforautism.com.

The Columbus Organization, a private interdisciplinary professional group founded in 1984, is expanding our team of behavior analysts in Tennessee. The individuals selected will join our team of over twenty behavior analysts providing services in or around Memphis, Jackson, or Nashville, TN. We are also beginning to provide services in Eastern Tennessee near Knoxville.

These positions require a minimum of a Master's degree in behavior analysis or related field and significant experience working with adults with MR/DD. Certification is preferred, but individuals planning to sit for the BCBA exam will be considered.

These are salaried positions with the opportunity to earn significant bonuses based on productivity. We also provide a laptop computer and cell phone, a travel allowance toward mileage, and a full benefits package (paid leave time, medical, dental, prescription, vision, life insurance; STD & LTD insurance; 401K plan with employer contribution; flexible spending accounts; and employer provided liability insurance). We also provide reimbursement for relocation expenses, certification, professional dues and fees, and annual continuing education.

Forward your Curriculum Vitae to The Columbus Organization, 1012 West Ninth Avenue, King of Prussia, PA 19406.

E-mail to recruit@columbusorg.com or fax to 888-379-2524. Call 800-229-5116 for more information.

Psychologist (Doctoral or Masters Level) The Judge Rotenberg Educational Center (JRC) is a fast-growing, highly structured residential special needs program located within commuting distance of Boston and Providence that serves children, adolescents, and adults presenting a wide array of challenging behaviors, including autism and/or conduct/psychiatric disorders. JRC's program involves the consistent application of a wide range of effective behavioral principles to education and treatment. JRC serves 256 students who live in 51 community residences. Each JRC psychologist oversees the behavioral treatment of a caseload of students. We are looking for full-time psychologists who are committed to using or learning the behavioral model. Salaries are open, depending on experience: Masters level (\$65,000+); Doctoral level (\$85,000+). Negotiable hours, excellent benefits, and a happy, motivated environment.

Please send resume to: Marisol Pinto Nichols; Recruiting Supervisor; The Judge Rotenberg Center; 240 Turnpike St; Canton, MA 02021; 781-828-2202 ext. 2237; 781-830-7801.

The Kennedy Krieger Institute has developed behavioral learning principles to successfully treat feeding disorders of young children. We are currently seeking qualified individuals skilled in this unique approach. Individuals trained in behavioral analysis and pediatric psychology with special experience in pediatric feeding disorders are needed at the bachelor's, Master's, and Ph.D. levels.

Opportunities are available in Baltimore, MD; Atlanta, GA; and other geographic locations that have affiliated programs

with the Institute. Please apply by sending a letter of interest, along with a vita and/or resume to:

Feeding Disorders Program Recruitment
Department of Behavioral Psychology
Kennedy Krieger Institute
707 N. Broadway
Baltimore, MD 21205

Melmark, with locations in suburban Philadelphia and Woburn, Massachusetts, provides services for individuals with autism, acquired brain injury, and other neurological disorders. Programs use an interdisciplinary team approach based upon the principles of applied behavior analysis and positive behavioral supports.

Melmark offers professional development in both applied behavior analysis and human services. We offer a competitive salary and comprehensive benefits package, including tuition reimbursement. EOE

For current employment opportunities and contact information visit: www.melmark.org for Pennsylvania or www.melmarkne.org for Massachusetts.

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 US 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 2006 ABA convention or visit our Web site at <http://www.NECC.org>.

Director of Psychology is sought by the Oregon Health & Science University to lead the Psychology Division of the Child Development and Rehabilitation Center (CDRC). We are searching for a dynamic leader and active researcher with demonstrated competence in administration and research. The Director will lead a discipline of 7+ psychologists, interns, and post-doctoral fellows, supporting its APA-approved internship program in an interdisciplinary and richly collegial setting. Doctorate in psychology is required. Applicant must have a record of administrative experience, published scholarship, teaching, grant-writing experience, and the ability to work in an interdisciplinary environment. Preference will be given to an applicant with experience in disabilities, pediatric psychology and/or special health needs. Persons with disabilities or of diverse ethnic background are particularly encouraged to apply. This is a senior academic

leadership position with appointment at the Associate or Full Professor level.

OHSU is a comprehensive academic health services center that is consistently ranked as the top hospital in Oregon (see <http://www.ohsu.edu>) located in Portland, Oregon, a highly livable city.

For further details, visit our Web site at <http://cdrc.ohsu.edu> and contact Gloria Krahn, PhD, MPH (503.494.8364). OHSU is an Affirmative Action/Equal Opportunity Employer.

Education Coordinator Work as part of a Site Management Team providing managerial support to several key program functions including: supervision of classroom teachers; insuring compliance with California Department of Education guidelines; assisting with risk management components of the school program; providing behavior assessments, and providing guidance in empirical classroom management systems and data-guided teaching.

MA desired in the field of special education, psychology; candidates with a BA/BS will also be considered. Experience and clinical training in applied behavior analysis plus additional experience providing supervision and program management in a setting serving students with special needs and challenging behaviors required.

Flexible health benefits plan, retirement package, and generous extended holiday leave.

Fax or send your letter of interest and resume to:
Spectrum Center

2855 Telegraph Avenue, Suite 312
Berkeley, CA 94705

FAX: 510-845-7841 / hr1@spectrumcenter.org
www.spectrumschools.com

SPECTRUM CENTER IS AN EQUAL OPPORTUNITY EMPLOYER.

TheraCare is a multi-service healthcare and education organization that provides rehabilitation, developmental and educational services in Westchester, Putnam, Rockland, Orange, Nassau and Suffolk counties; in the five boroughs of New York City and throughout New Jersey and Connecticut. Our ABA program is community based with services provided in the child's natural environment, which may include homes, day care centers, and schools/community centers. We have the following openings available in our ABA program:

ABA Supervisor: Provide clinical supervision and training for ABA clinicians; interview potential new employees; oversee ABA program.

Lead Teachers: Develop individualized programs and instructional materials; provide on-going training and supervision to teachers; facilitate team meetings and provide family training.

ABA Teachers: Provide direct service to children. Collaborate in individualized curriculum development with clinicians and related service providers; implement Individualized Education Programs developed by multi-disciplinary professional teams; maintain records for children on their caseload.

Send your resume/cover letter to:
michelebarc@theracare.com. Learn more at www.theracare.com. TheraCare is an EEO employer.



Blending science with service...

- Our team includes more than 60 licensed and credentialed doctoral-level professionals.
- Over 50 May staff have BCBA and BCABA certification.
- Our publications over the past 25 years include more than 300 peer-reviewed journal articles, book chapters, and books.
- Our professional staff have conducted over 1,500 invited presentations to international, national, and regional audiences.
- We have provided behavioral training to over 9,000 public school teachers over the past 15 years.
- Through our APA-accredited internship program, we have trained and supervised 48 pre-doctoral clinical psychology interns and 26 post-doctoral fellows since 1998.
- Over 700 graduate students have received their Master's in Applied Behavior Analysis (ABA) through our MABA program, one of the largest programs in the country.
- Our Graduate Scholars Program offers a work/study program to college graduates who aspire to earn a master's degree in ABA, special education, and psychology.
- We offer research opportunities with leading authorities in the field.



41 Pacella Park Drive, Randolph, Massachusetts 02368
800.778.7601 abajobs@mayinstitute.org www.mayinstitute.org

ABA

Applied Behaviour Analysis

PROGRAM

Opening Minds & Expanding Potential



St. Amant is a multi-service resource centre providing services for individuals with developmental disabilities in Winnipeg, Canada. Funded by the Province of Manitoba, the ABA Program is offered by St. Amant to children diagnosed with Autism Spectrum Disorders. The ABA Program has been operating for three-and-a-half years with great success implementing early intensive behavioral intervention, with well-trained and rigorously supervised teams.

**To learn more about St. Amant, the ABA Program
and our job opportunities, visit
www.stamant.mb.ca/abaprogram/index.html
or email abaprogram@stamant.mb.ca**

We are located in Winnipeg



Education Consumers Foundation

www.education-consumers.com

Who we are: We are a nonprofit organization dedicated to advancing the interests of the parents, policymakers, and taxpayers who pay for and make use of publicly-funded education.

What we do: We help parent groups, school boards, college trustees, legislative committees, and civic organizations obtain independent, consumer-friendly assessments of education policy and practice.

Our Goal: To help education consumers identify effective practice and steer clear of fads through the application of sound social and behavioral science.

Visit us in Atlanta:

- See examples of Second Opinions and Briefings produced by members of our Network.
- Join our Consultants Network and identify yourself as a trusted resource for education consumers.
- Talk with Bob Spangler and John Stone, ABA members since the 1970s.

J. E. Stone, Ed.D.
President
professon@education-consumers.com
(423) 282-6832



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.

Gifts of cash, securities, and other property are given absolutely or in trust by individuals, corporations, and foundations for the benefit of behavior analysis. Gifts received through the annual, endowment, and planned giving programs of SABA are used to supplement the activities of ABA and its members beyond the financial support such programs can receive from the ABA membership. The Society's Board of Directors and staff work with both members of ABA and other donors to determine specific programs to be supported with funds received by SABA.

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.

Contributions

When making a donation to support the advancement of behavior analysis, please indicate to which SABA fund you are contributing:

The **Endowment Fund** is allocated to support the dissemination of behavior analysis outside of the United States.

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

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

Gifts should be made to:

Society for the Advancement of Behavior Analysis, Inc.

1219 South Park Street

Kalamazoo, MI 49001

Gifts may also be made online by visiting www.abainternational.org and selecting the link to the SABA Web site.

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



Association for Behavior Analysis
International

1219 SOUTH PARK STREET
KALAMAZOO, MI 49001

PRSR STD

U.S. POSTAGE PAID

KALAMAZOO, MI

PERMIT NO. 82

WEBSITE www.abainternational.org

E-MAIL mail@abainternational.org

ISSN # 1546-9581

