



Association for Behavior Analysis  
International

ISSN 1546-9581

# NEWSLETTER

Volume 28 | 2005 | Number 2

## ABA Establishes Fellows Program

By M. Jackson Marr, Ph.D., Fellows Committee Chair

Major scientific organizations have quite commonly reserved the special honor of Fellow for members who, by the judgment of their peers, have demonstrated outstanding accomplishment in advancing their field. Beginning in 2002 the Association for Behavior Analysis Executive Council initiated efforts to establish a Fellows program. Jay Moore first proposed the idea and drafted a detailed document specifying criteria and procedures which was ultimately approved by the Council in 2003 along with the establishment of a nominating committee of five founding Fellows. These were Michael Davison, Sigrid Glenn, Brian Iwata, Jack Marr (Chair), and Beth Sulzer-Azaroff. This committee first met in Boston in 2004. To help initiate the program, the committee suggested seventeen additional Fellows and provided supporting documentation to the Council. These nominees were approved by the Council in Chicago this last May. A list of the current Fellows is found on the ABA Web site.

ABA is currently accepting nominations for 2006 Fellows. The purpose of the ABA Fellows designation is to recognize the most outstanding contributors to behavior analysis in one of the primary areas of (a) research and scholarship, (b) professional practice, or (c) teaching/administration/service. Potential members will be nominated by their peers, and nominations will be accepted only for Full members of ABA who have a clearly documented record of sustained and excellent contributions in at least one of the three primary areas. Details of the nomination procedure, including criteria appear on the ABA Web site.

## ABA Fellows Committee

ABA is pleased to introduce its 2004 Founding Fellows and members of the ABA Fellows Committee.



Michael Davison, Ph.D.  
University of Auckland



Sigrid S. Glenn, Ph.D.  
University of North Texas



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



Beth Sulzer-Azaroff, Ph.D.  
Browns Group of Naples



M. Jackson Marr, Ph.D.  
The Georgia Institute of  
Technology  
Fellows Committee Chair

## 2005 Fellows of ABA

ABA is proud to announce the 2005 Fellows of the Association for Behavior Analysis.



Literally hundreds of research publications, on topics ranging from basic research on aversive control, reinforcement schedules and verbal behavior to applied experimentation on the treatment of enuresis, tics, and a wide array of other problematic, stigmatizing and maladaptive behaviors give testimony to **Dr. Nathan H. Azrin's** outstanding contribution to research in behavior analysis. In his role as Director of several stellar research laboratories (at Anna State Hospital, Nova University), Editor of the *Journal of the Experimental Analysis of Behavior*, founding father, with others of the Midwestern Association for Behavior Analysis (now ABA International), a prime mover in designing the *Journal of Applied Behavior Analysis*, member of a multitude of research support and policy panels and committees, Azrin also has helped to set and guide our field's research agenda and methodologies. He is an investigative scholar for all seasons.



**Dr. William M. Baum** is currently at the University of California, Davis, and is Emeritus Professor at the University of New Hampshire. He has been Associate Editor of *Learning & Motivation*, and is currently Associate Editor of *JEAB*. He has been on the *JEAB* Board of Editors for a total of 15 years. He is a Director of *SEAB*. His book "Understanding Behaviorism: Science, Behavior and Culture" was first published in 1994, with an extensively revised second edition in 2004. He is well known for his writing in 2 areas: (1), the empirical and theoretical analysis of choice behavior. He is the author of two of the most-cited papers (1969 with Rachlin, and 1974) in this area in which he takes a quantitative and biological approach; and (2), for his more general philosophical works on behaviorism, again taking a biological/evolutionary approach. He is a consistent contributor to ABA conventions and has published 64 quality papers.



**Dr. Joseph V. Brady** is Professor and Director, Division of Behavioral Biology, Johns Hopkins University School of Medicine. Joe Brady's pioneering research has spanned several areas of behavior analysis almost since its inception: conditioning of physiological phenomena, behavioral pharmacology, primate space travel, and small-group environmental design. His work in the latter area has served as the prototype for NASA research and for most other laboratories throughout the country. He established world-class, multi-investigator laboratories, first at Walter Reed Medical Center and later at Johns Hopkins

(where, incidentally, he is the only non-MD to ever have chaired the Department of Psychiatry). He has received numerous awards and has held a number of prestigious positions, including editor of *JEAB*, APA fellow and recipient of the APA distinguished scientific award, and member of the National Academy of Sciences, the Institute of Medicine and the Scientific Advisory Board of NASA.



**Dr. A. Charles Catania** is, without question, one of the major figures in the history of behavior analysis, recognized for his enormous range of contributions to both experimental and applied domains. He is particularly noted for his work in schedules, choice, timing, verbal behavior, quantitative analysis, and evolutionary biology. He did quite significant early work in behavioral pharmacology as well as in avian vision. He is the author of three of the top 30 most cited articles in *JEAB* and has edited or authored ten books, including *Learning*, a major text in behavior analysis going through 4 editions. He has published well over 100 research articles and book chapters. He was Editor of *JEAB* as well as its Review Editor and was President of the *SEAB* Board four times. He was President of ABA and Division 25 of APA and is a Fellow in Divisions 3, 25, and 28. He has received many honors including a James McKeen Cattell Sabbatical Award, Fulbright Senior Research Award, Don Hake Basic/Applied Award from Division 25, Outstanding Contributor to Behavior Analysis Award from CALABA and Outstanding Contributions to Psychology Award from MABA.



Through the workshops, media and consultations that **Dr. Aubrey C. Daniels** and Associates have designed, produced, and disseminated, thousands of organizational personnel now recognize the universality of behavioral principles and the breadth and power of applying benign, carefully crafted behavioral procedures. The managerial methods he models and promotes rapidly generate positive, significant benefits, not just for small organizational segments like management or investors, but organization-wide. Touched by the teaching methods and practices of Aubrey Daniels and Associates' Performance Management, the working lives of personnel at all organizational levels have improved considerably.



**Dr. Edmund J. Fantino** is Professor of Psychology at the University of California, San Diego. He published his first paper in JEAB in 1967, and now has a total of 74 papers in this journal. His research has been focused on both animal and human choice and decision-making, and his empirical and theoretical contributions here have been very considerable. He has published many analyses of the "base-rate error", and his theory of choice (the Delay-reduction hypothesis) was published in 1971 and is still the subject of extensive research today. He is the author, with Logan, of *The Experimental Analysis of Behavior: A Biological Perspective*, San Francisco, 1979, which was extensively used as a teaching text. Many of his students have become important contributors to our science.



**Dr. Judith E. Favell** is CEO of AdvoServ, a multi-state network of treatment programs for children and adults with developmental and emotional challenges. Dr. Favell received her bachelor's degree in psychology from Illinois Wesleyan University in 1966, and earned her Ph.D. in developmental and child psychology from the University of Kansas in 1970. Throughout her career as a clinician, researcher, teacher, lecturer and administrator, she has focused on the understanding and treatment of serious behavior disorders, such as self-injurious and aggressive behavior in individuals with autism. Her work has encompassed not only clinical domains, but also organizational, regulatory, legal and policy issues, for example through testifying, chairing national task forces, serving as expert witness and writing guidelines and policies governing treatment in developmental disabilities.

Dr. Favell has authored numerous articles, monographs, chapters, and books, edited a leading journal and several newsletters, and served on the editorial boards of many others. She has presented extensively both nationally and internationally on topics ranging from innovations in treatment to utilization of video technology with vulnerable and dependent populations. Her offices have included President of the International Association for Behavior Analysis and President of the American Psychological Association's Division on Developmental Disabilities.



Below is a brief description of **Dr. Victor G. Laties'** accomplishments as presented when he won the SABA Distinguished Service to Behavior Analysis Award in 2003. He also won this award in 1995, making him perhaps the only person to win this award twice—well merited at that. He was a major figure in the development of both behavioral pharmacology and behavioral toxicology. His work with the SEAB journals has been essential to their development and their sustained excellence over the last forty years, a record probably never to be broken. In recent years his contributions in developing, maintaining, and updating the JEAB/JABA Web site has been invaluable in promoting and disseminating basic and applied behavior analysis:

Dr. Victor Laties received his B.A. from Tufts and his Ph.D. from the University of Rochester. A postdoctoral year at Brown with Harold Schlosberg and Carl Pfaffmann introduced him to behavior analysis. A transforming event was helping to run two undergraduate rat labs with Rosemary Pierrel. These were based upon Keller and Schoenfeld's Columbia model. He learned about operant conditioning with his students as together they read *Principles of Psychology*.

His first job was at the Johns Hopkins School of Medicine and it was there, in the Departments of Medicine and Pharmacology, that he started doing animal research, learning much from Bernie Weiss, a fellow Rochester graduate who had joined him at Hopkins. They ranged widely, studying pain measurement, heat reinforcement, human observing behavior, and various other types of schedule and stimulus control, usually but not always with an eye to usefulness in understanding the actions of behaviorally-important drugs. After moving together to Rochester's medical school in 1965, they expanded their interests to behavioral toxicology. However Laties continued to emphasize behavioral pharmacologic questions in his research.

Laties became Secretary-Treasurer of the Society for the Experimental Analysis of Behavior (SEAB) and Executive Editor of the *Journal of the Experimental Analysis of Behavior* (JEAB) in 1966. He had no idea then that the commitment was to be open ended. With no one else showing any interest in the job, he has been heavily involved in journal business affairs ever since, enjoying every minute, and also edited JEAB for four years in the mid-1970s. He retired in 1993 but remains actively engaged in managing the Web pages for the SEAB journals as well as taking care of his own department's Web site.



**Dr. O. Ivar Lovaas** is Professor of Psychology, University of California Los Angeles. Since the early 1960s, Ivar has directed an elegant and systematic program of research on

autism that continues to the current time. He is considered the world's leading authority on applications of behavior analysis in autism. He was the first to provide experimental evidence that behavior disorders such as self-injury may have an operant component and to show that intensive behavioral intervention begun at an early age can eliminate all observable signs of autism by the time a child reaches school age. Based largely on his work, national groups such as the Autism Society of America, NIH, NIMH, and USOE have endorsed behavior analysis as one of the few "science-based" approaches to treatment and as a best clinical practice.



After completing undergraduate work at Universidad Católica Andrés Bello in Venezuela, **Dr. Maria E. Malott** immediately began what can only be termed a distinguished career in large scale performance management. After two years as Performance Systems

Analyst for the Central Office of Personnel of Venezuela, she entered the graduate program in applied behavior analysis at Western Michigan University, obtaining the Ph.D. in 1987. In 1989 she became production manager at Ronningen Research & Development and within two years was vice-president of manufacturing for that company. In 1993, she began a consulting career, and has consulted in advertising, restaurants, retail, manufacturing, hotels, banks, government and institutions. Her clients have included General Motors Corporation, Meijer, Inc., Kellogg's, Pharmacia & Upjohn. In all of this work, Dr. Malott combines systems analysis with the analysis of individual behavior within systems and, in the process, has taught dozens of corporate executives to appreciate the power of behavioral principles. Dr. Malott has been a visiting scholar at 32 universities in 15 different countries and has served as an affiliated faculty member at five universities. She has served on four editorial boards and is the author of a book on organizational change, published in Spanish and in English and co-author of 2nd, 3rd, and 4th editions of one of the most widely used and often-translated textbooks in behavior analysis: *Elementary Principles of Behavior*. Dr. Malott was the recipient of the 2003 Award for International Dissemination of Behavior Analysis and the 2004 Award for Outstanding Achievement in Organizational Behavior Management. In 1993, she agreed to serve as part time executive director of the Association for Behavior Analysis. Within a few short years, the organization rose

from near-bankruptcy to a financially stable scientific and professional organization. Her organizational and behavior management skills have been applied to every aspect of the operation of that organization, which serves over 4,600 members and as the parent organization of 55 affiliated chapters.



**Dr. Jack L. Michael** is Professor Emeritus of Psychology, Western Michigan University (WMU). Jack has held faculty appointments at some of the key academic centers of behavior analysis – University of Kansas, Arizona State University, and WMU –

where he taught generations of leaders in the field of behavior analysis. In recognition of this achievement, he received the APA distinguished teaching award. He also has been one of the field's conceptual leaders, contributing important papers on negative reinforcement, automatic reinforcement, verbal behavior, and establishing operations. His influence in the areas of verbal behavior and establishing operations have been especially profound. The current emphasis on Skinnerian language instruction for individuals with autism is a direct result of Jack's work, and extensions of his writing on establishing operations have formed the basis of a new approach to therapeutic intervention. Although he does not conduct applied research, he has mentored directly or indirectly more editors and associate editors of JABA than any other individual.



**Dr. John A. (Tony) Nevin** is currently an Emeritus Professor at the University of New Hampshire. Between 1962 and 2005, Tony Nevin has published 57 papers in JEAB, and many elsewhere. He served a term as Editor of JEAB, a term as Associate Editor, and spent

many years on the Board of Editors. He has worked in two major areas: First, in understanding conditional discrimination, in which he and his students and collaborators have contributed very extensively both empirically and theoretically, leading to a series of important quantitative models of discrimination. Secondly, he developed momentum theory, which concerns the appropriate measurement of response strength. This theory led to a series of empirical papers in which the theory was applied to a diversity of situations and subjects, including humans. His most recent contribution has brought these two theories together in a single model. His work has been very extensively cited. He edited, with Reynolds, an excellent teaching book entitled, *The Study of Behavior*. Tony has been a consistent contributor to ABA and other BA conventions and conferences where he is always accessible and ready and willing to talk, and at which he often speaks about his other life interest, peace. His contributions have been enormous in more ways than can be counted.



**Dr. Henry S. Pennypacker**, Professor Emeritus at the University of Florida, has been a major figure in behavior analysis through his contributions in research, teaching, and service. He has made significant contributions to instructional design through his work in precision teaching and his book (with Jim Johnston), *Strategies and Tactics in Behavioral Research*, now in its second edition, has become a classic and essential reference on methodology in behavior analysis. Many of his students have become major figures themselves, especially in applied behavior analysis. He helped establish Florida as a model for behavior-based treatment in the area of developmental disabilities. He is perhaps best known both within and outside the field as the developer of methods and devices for effective training of self-examination for breast cancer and founded a company (Mammatech) to further this potentially life-saving effort. This work has been widely recognized in the behavioral medicine and cancer prevention communities. He served as ABA President in 1986-87 and has been a very active Trustee of the Cambridge Center for Behavioral Studies.



Stunning and sophisticated behavior analytic research approaches to the study of young children's development has characterized the work of **Dr. Todd R. Risley**. For nearly half a century, Dr. Risley and his students and colleagues have investigated the interaction between the environmental, physical and behavioral aspects of young typically and atypically developing children. Through Dr. Risley's and his colleagues' extensive and painstaking efforts, the behavior analytic community now has much better insight into the environmental factors that can promote or impede children's language acquisition and other facets of their performance. In his roles as co-founder and Editor of the *Journal of Applied Behavior Analysis*, Director of several applied research laboratories, professor and mentor who has guided a long, capable string of graduate students and in numerous other ways, Risley has had a major impact on the research path followed by the field of behavior analysis.



**Dr. Kurt Salzinger** is Senior Scholar in Residence at Hofstra University in Hempstead, NY since January 2003. He was Executive Director for Science at the American Psychological Association 2001 to 2003. He's been President of the New York Academy of Sciences, has served on the Board of Directors of the APA, and been president of Divisions 1 (General Psychology) and 25 (Behavior Analysis), and of the American Association of Applied and Preventive Psychology. He also served as the first Chair of the Board of the Cambridge Center 1986-1988, subsequently as a member until 1991 and again a member of the Board since 2004. He is author or editor of 12 books and over 120 articles and book chapters. The most recent book was edited by Rieber, R. W., and Salzinger in 1998: *Psychology: Theoretical-Historical Perspectives*, Washington, D.C.: American Psychological Association. He has varied research interests, including behavior analysis applied to human beings, dogs, rats, and goldfish, schizophrenia, verbal behavior of children and adults and history of psychology. He has both given grants (when a program officer at the National Science Foundation) and received them (when professor of psychology at Hofstra University and Polytechnic University of New York and Principal Research Scientist at the New York State Psychiatric Institute) for his own research. He received the Sustained Superior Performance Award from the NSF, the Stratton Award from the American Psychopathological Association, and the Most Meritorious Article Award from the *Journal of Behavior Therapy and Experimental Psychiatry*. In 2002 he was Presidential Scholar for the Association for Behavior Analysis. Kurt probably has contributed tremendously by bringing behavior analysis to national and international attention as well as to that of the broader scientific community.



**Dr. Gerald L. Shook**, President of Shook & Associates and Chair of the Behavior Analysis Certification Board. The most important professional development in the field of behavior analysis has been the creation of a national certification program, and the person most responsible for this achievement is Jerry Shook. During the 1980s, he spearheaded the certification of behavior analysts in the state of Florida. He then fostered adoption of the Florida model in state after state and subsequently established this model as the blueprint for a national program. As the only formal program of credentialing in behavior analysis, it has had profound effects on both service delivery and university training throughout the country. In many ways, the program has created the profession of "applied behavior analysis."



A complete behavior analyst, **Dr. Murray Sidman** has been in the forefront of the field since its inception. He has been a fundamental mover and shaper of its direction through his conceptual writings and extensive programs of research, in such fundamental and broad-sweeping areas as: scientific methods, avoidance behavior, stimulus control and errorless learning, the social impact of coercion in society and so much more. For these and his numerous other stellar achievements, he has been the recipient of numerous awards, including, among others, the award for International Dissemination of Behavior Analysis, EAHB SIG Distinguished Career Award, the Dole Award, Lifetime Achievement Award.

Below is a brief biographical sketch from the 2004 CALABA program, where he was an invited speaker:

Dr. Sidman received a Ph.D. in psychology from Columbia University in 1952 and went on to make contributions of enormous significance to the field of behavior analysis. He has held positions as a Research Psychologist at Walter Reed Army Institute of Research and the E. K. Shriver Center for Mental Retardation and Developmental Disabilities, where he served as director of the Behavioral Sciences Department. Dr. Sidman has taught countless students at Columbia University, Harvard Medical School, University of Nevada, Northeastern University, and Johns Hopkins University. His influence is international, as Dr. Sidman has held academic appointments at the University of São Paulo in Brasil, Keio University in Tokyo, Japan and the University of Canterbury in Christchurch, New Zealand.

Dr. Sidman's publications in peer-refereed journals number close to 100 and have defined much of our current understanding of stimulus control, stimulus equivalence, and avoidance behavior. His 1960 text, *Tactics of Scientific Research*, is considered the first primer on within-subject research methodology. It is a classic that is still used today. Other contributions have extended to important social problems. The second edition of his book *Coercion and Its Fallout* was published in 2000, and his treatment of "Terrorism as Behavior" is in press in *Behavior and Social Issues*. Dr. Sidman is currently at work on his newest text, *Applied Behavior Analysis: How and Why*.

## 2006 Fellows Nominations Sought

ABA has established an honorary membership designation of Fellow of the Association for Behavior Analysis, which was first initiated in 2004. ABA is currently accepting nominations for 2006 Fellows. The purpose of the ABA Fellows designation is to recognize the most outstanding contributors to behavior analysis in one of the primary areas of (a) research/scholarship, (b) professional practice, or (c) teaching/administration/service. Potential members will be nominated by their peers, and nominations will be accepted for Full members of ABA who have a documented record of sustained and excellent contributions in one of these three primary areas. An aggregate of contributions across the three areas, although perhaps impressive and demonstrating competence in behavior analysis, does not make an individual eligible.

### Nominations Procedure

Nominators should contact a nominee and ascertain first that (a) the individual consents to being nominated as a Fellow and (b) the nominee would agree to serve on the Fellows Committee if requested. If the individual does not so consent, no further action should be taken. If the individual does consent, steps two and three should be taken.

Second, the nominator should request the nominee send a curriculum vitae to the nominator.

Third, the nominee should suggest to the nominator the names of two referees to be used in the review process, at least one of whom is a Fellow.

When the nominator receives all the information (consent, vita), the nominator should transmit it to the ABA office. The nominator would include the material described above, as well as his/her own nominating letter, of the form that is currently used. Thus, the material sent to the ABA office would be (a) consent, (b) vita, and (c) nominating letter. The ABA Office will then transmit the material to the Fellows Committee for its review. As much as possible, the material and its transmission would be done in electronic form.

Nominations should be made in one of the three categories, with detailed consideration for the relevant criteria. Letters may be e-mailed to ABA at [mail@abainternational.org](mailto:mail@abainternational.org) (Subject: Fellow Nomination) or mailed to: ABA; Attn: Fellow Nominations; 1219 S Park St; Kalamazoo, MI 49001. Please include your name and contact information. Your nomination will be kept confidential, but the review committee may need to contact you for further information.

### Research/Scholarship Criteria for Nomination

The criteria that apply to the designation of ABA Fellow on the basis of Research/Scholarship are as follows:

- Sustained record of impressive and outstanding work, with a documented impact on others, in



domains of experimental analysis of behavior, applied behavior analysis, or conceptual analysis of behavior.

- Contributions in publications generally available to the profession or otherwise widely communicated (such as through participation in the programs and meetings of professional groups and associations).
- The peer review process determines whether work is disseminated.
- The citation of nominee's work by others is material and convincing.
- Documentation that the nominee has enriched the field on a scale well beyond that of being simply a competent researcher/scholar.

Workshop activity is not automatically evidence of research/scholarship in the sense of this criterion, but can be used as evidence of sustained contribution. Evidence of steady and continuing competence in itself is not likely to meet the criterion of outstanding contribution. As well, the following accomplishments, even when taken together, do not generally provide convincing evidence of the impact of a nominee's work and are insufficient evidence to warrant fellow status. They may represent the noteworthy behavior analyst, but not necessarily the outstanding one, unless it can be demonstrated that these accomplishments contributed to a long-term impact on scholarly activity in behavior analysis: published convention abstracts; published convention proceedings; work in preparation; book chapters in a collection that is edited or co-edited by the nominee; publications which by their title suggest that the nominee has generated a number of publications from a single collection of data and a long list of multiple-authored publications where the nominee is the primary author less than 50% of the time without explanation of the nominee's role.

#### **Professional Practice Criteria for Nomination**

The criteria that apply to the designation of ABA Fellow on the basis of Professional Practice are as follows:

- A broad history and sustained record of professional practice or delivery of behavior-analytic professional services with documented impact at the local, state, regional, national, or international levels
- Documentation of how the nominee's therapy or practice represents an innovative and effective application with, for example, a difficult disorder or an atypical client/patient population
- Documentation of how the nominee's business or consulting activities represent an innovative and effective application with broad and significant impact on business or commercial practices

- Documentation that the nominee has enriched the field on a scale well beyond that of being simply a competent practitioner

#### **Teaching, Administration, or Professional Criteria for Nomination**

##### **Teaching**

The criteria that apply to the designation of ABA Fellow on the basis of Teaching are as follows:

- Evidence of outstanding teaching contributions such as consistently excellent student ratings or preparation of a widely used textbook or development of significant educational material.
- A broad history and sustained record of demonstrably excellent curricular/programmatic innovations.
- Documentation that the nominee has enriched the field on a scale well beyond that of being a competent teacher.
- A broad history and sustained record of teaching with a clear and positive impact on students and the instructional process.

##### **Administrative Service**

The criteria that apply to the designation of ABA Fellow on the basis of Administrative Service are as follows:

- A broad history and sustained record of demonstrably excellent administrative service in one's own behavior-analytic organization (includes private sector, public sector, and academic).
- A broad history and sustained record of demonstrably excellent performance as administrative official or comparably influential person in behavior analytic professional organization or society at local, state, regional, national, or international level.
- A broad history and sustained record of demonstrably excellent performance in positions of increasing difficulty or responsibility in one's own behavior-analytic organization.
- A broad history and sustained record of demonstrably excellent performance as administrator of behavior-analytic programs involving considerable technical responsibility, effective supervision of professional personnel, or installation of programs in an organization.
- Documentation that the nominee has enriched the field on a scale well beyond that of being a competent administrator/supervisor.

**Professional Service to the Discipline**

- The criteria that apply to the designation of ABA Fellow on the basis of Professional Service to the discipline are as follows:
  - Founding editor of high quality journal.
  - A record of sustained and demonstrably excellent service as editor/referee.
  - A record of sustained and demonstrably excellent communication with those in related fields that enhances the status of behavior analysis.
  - A record of sustained and demonstrably excellent participation in study sections or other scholarly reviewing activities relevant to behavior analysis.
  - Evidence that the nominee has contributed to the promotion of the status of behavior analysis on the social-political scene, especially efforts that enhance the image of behavior analysis.
  - A record of sustained and demonstrably excellent influence on the discipline of behavior analysis outside one's own setting.
  - A record of sustained and demonstrably excellent service as leader of credentialing body.
  - Documentation that the nominee has enriched the field on a scale well beyond that of being a competent referee, site visitor, editor, or the like.
  - A record of sustained and demonstrably excellent administration of the professional activities of the discipline.

**Professional Service at Local, State, Regional, National, or International Levels**

The criteria that apply to the designation of ABA Fellow on the basis of Professional service at local, state, regional, national, or international levels are as follows:

- A record of sustained and demonstrably excellent public relations and media participation marked by energy, imagination, scholarship, and persistence.
- Evidence of impact upon the behavior-analytic component of larger local, state, regional, national, or international organizations.
- Consultation with courts, legislatures, or criminal justice programs.
- Documentation that the nominee has enriched the field of behavior analysis on a scale well beyond that of being a competent member of the larger community.
- A broad history and sustained record of demonstrably excellent professional service with documented impact at the local, state, regional, national, or international levels.
- Recipient of an award by either a behavior-analytic or other psychological professional organization or society at local, state, regional, national, or international level.

The following attainments, even when taken together, do not generally provide convincing evidence of the impact of a nominee's service and are insufficient evidence to warrant fellow status. They may represent the noteworthy behavior analyst, but not necessarily the outstanding one, unless it can be demonstrated that these attainments contributed to a long-term impact on the development and progress of the science or practice of behavior analysis at the local, state, regional, national, or international level: a term of service as department chair in an academic institution; a term of service as director of clinical training in an academic institution; a term of service as associate or consulting editor of a journal of a learned society; or a term of service as administrative officer (including president) of either a behavior-analytic or other psychological professional organization or society, at local, state, regional, national, or international level.

**Make a  
2006 Fellows Nomination!**  
[www.abainternational.org/sub/membersvcs/membership/fellows/](http://www.abainternational.org/sub/membersvcs/membership/fellows/)



## 2004 & 2005 SABA Donors

Thanks to all of the ABA members who contributed to SABA in 2004 and 2005 to help build our funds:

### \$5,000-\$8,500

#### International Endowment:

ABA  
Kennedy Krieger  
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### \$1,000-\$1,999

#### International Endowment:

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Student Presenters:  
Holdsambeck &  
Associates  
Verbal Behavior SIG:  
Jack Michael

### \$500-\$800

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### \$100 - \$499

#### International Endowment:

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Takashi Kawashima  
Dolleen-Day Keohane  
Suzanne Letso  
John Mabry  
Yash Manchanda  
Thomas C. Mawhinney  
Megan McCarron  
William McIlvane  
Richard Meisch  
Hal Miller  
Kaname Mochizuki  
Joseph Pear  
David W. Pierce  
Masaya Sato  
Richard Smith  
Greg Stikeleather  
Judith Stowe  
Naoko Sugiyama

Julie Vargas

Raymond Weitzman

#### Student Presenters:

Betty Armstrong  
Teodoro Ayllon  
David Bicard  
Andrew Bondy  
Rodney Cavanaugh  
Aubrey Daniels  
Diane Devlin  
Elizabeth Diviney  
William Dube  
David Eckerman  
Janet Ellis  
John Esch  
Deirdre Fitzgerald  
Christopher Fox  
Nancy Hansen Merbitz  
Debora Harris  
Philip Himeline  
Maria Kessler  
Peter Lamal  
Gary LaVigna  
John Mabry  
Thomas C. Mawhinney  
William McIlvane  
Jack Michael  
Kaname Mochizuki  
New England Center  
for Children  
Melissa Olive  
Terry Page  
Michael Perone  
Brady Phelps  
David W. Pierce  
Raymond Pitts  
David Roll  
Maria Ruiz  
Catherine Sales  
Ted Schoneberger  
Joseph Spradlin  
Greg Stikeleather  
Naoko Sugiyama  
Beth Sulzer-Azaroff  
**Unrestricted:**  
Alan Baron  
Anthony  
Castrogiovanni  
Ronnie Detrich  
John Esch  
Richard Foxx  
Celia Wolk  
Gershenson  
Sigrid Glenn  
Gerald Harris  
Dagmar Hemmerich  
Philip Himeline

Borge Holden  
Yoshito Kawahara

Alice Lattal  
M. Jackson Marr  
Raymond Pitts  
Kurt Salzinger  
Masaya Sato  
Murray Sidman  
Stephen Starin  
Greg Stikeleather  
Robin Strauss

### \$1 - \$99

#### International Endowment:

Imam Abdulrazaq  
Marc Adams  
Todd Albrecht  
Crystal Allen  
Cynthia Anderson  
Vanessa Armano  
Jean Hays Bachrach  
Christian Bastien  
Julie Bates  
Guy Bedient  
Kimberly Berens  
Kimberly Berens  
Nick Berens  
D. Reed Betchel  
Wojciech Bialaszek  
Lewis Bizo  
Terrence Blackwell  
Judy Blumenthal  
Kevin Brothers  
April Brown  
Julianne Gold Brunson  
Helen Burgess  
Eric Burkholder  
Michael Cameron  
Edward Cervenka  
Paul Chance  
Pamela Christofori  
Michael Cocchiola  
Rosemary Condillac  
Betsy Constantine  
Stephanie Contrucci  
Kuhn  
Sean Coriaty  
Darlene Crone-Todd  
Jesse Dallery  
James Daniels  
Stephanie Davidoff  
Florence D. DiGennaro  
Corrine Donley  
Ruth Donlin  
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## Behavior Analysis Expanding in China

This section of *The ABA Newsletter* highlights some early efforts of development of behavior analysis in China, beginning with our upcoming 3<sup>rd</sup> international conference in Beijing. The conference resulted from ABA's 2001 delegation, in which a group of behavior analysts traveled to China to network with faculty, government representatives, practitioners, and administrators about behavior analysis and explore opportunities for future collaboration (Malott, et al., 2002). In this section you will find information about the conference itself, as well as post-conference tours to historical and cultural sites. You will read about Applied Behavior Consultants, Inc.'s establishment of three ABA schools for children with autism, written by Dr. Joe Morrow, one of the 2001 China delegation participants. As well, Guo Yanqing writes about the development of parent and professional training to treat young children with autism, provided through the Institute of Mental Health at Peking University. His job has been supported partially by a 2004 SABA International Development Grant.

### Reference

Malott, M., Hayes, L., Marr, M., Morrow, J., Peng, D., Sugiyama, Terzich, B., and Tu, J. (2002, Summer). China: Land of opportunity for behavior analysis. *The ABA Newsletter*, 25, 6-8.

### ABA 3<sup>rd</sup> International Conference in Beijing, China

Maria E. Malott, Ph.D.

The planning of ABA's 3<sup>rd</sup> international conference is well under way. We hope you can participate in this historic event for the dissemination of behavior analysis in China. Beijing, the capital of the People's Republic of China and center for politics, education, culture, and science, will be the site of our conference on November 25-27, 2005.

Our Chinese host is the LiYuan Hospital of the Tongji School of Medicine, Hua Zhong University of Science & Technology. The hospital was established in 1979 and currently has 500 beds with 616 employees. Seven of the hospital's doctors receive funding from the State Department for their research and practice. Within the hospital, there are 27 clinics and five research centers, including a nationally recognized Autism Research and Intervention Center. The LiYuan Hospital has been recognized as one of the top ten hospitals in Hubei Province. Figure 1 shows Ming Bai, President of LiYuan Hospital.



Figure 1. President Ming Bai.

We thank President Ming Bai, LiYuan Hospital, and Dan Li for their cooperation and support. As well, we would like to recognize the invaluable assistance of Dr. Joseph Morrow and Brenda Terzich, co-founders of Applied Behavior Consultants (ABC), and Dr. Joyce Tu, from ABC China. ABC is the first applied behavior analysis company opening three schools in China.

We have program offerings on a variety of topics in behavior analysis, with 90 events from 200 participants representing 24 countries. The conference will be held in a five star hotel with very comfortable accommodations, the Kerry Centre, located in Beijing's financial and diplomatic district. The Kerry Centre is close to several historical and cultural sites. (See [www.abainternational.org/Beijing/](http://www.abainternational.org/Beijing/) for more details.)

We hope that you not only attend the conference, but also take the opportunity to experience some of China's great cultural and historical sites. Our tour operator, China Discoveries, is offering one to four day tours of Beijing, the Great Wall of China and the Ming Tombs, the City of Xi'an and the famous Terra Cotta Warriors, and Tibet at a special discount to conference attendees.

If you are interested in attending the conference and need assistance, please do not hesitate to contact the ABA office at (269) 492-9314, or at [mail@abainternational.org](mailto:mail@abainternational.org). The ABA Web site [www.abainternational.org/Beijing/](http://www.abainternational.org/Beijing/) provides details about the conference program, travel and visa requirements, and you can also register there for the conference or from the form on page 16.

I hope to see you in Beijing!

## Book Cultural Tours Offered by China Discoveries by September 27th

China Discoveries is offering five tour packages for our conference attendees. In order to secure your place, you must have made a reservation and submitted payment by September 27, 2005. The following tour prices are based on six attendees, minimum, and double occupancy.

### Single Day Tours

#### Beijing Tour

Depart on November 28<sup>th</sup> in the morning from the Kerry Centre Hotel; travel by coach with an English-speaking guide. The morning tour includes Tiananmen Square and the Forbidden City. In the afternoon, visit the Summer Palace and Temple of Heaven. Return to the Kerry Centre Hotel at 5:30 pm. The Beijing Day Tour is \$79.

**Tiananmen Square.** Tiananmen Square is located within Beijing and is the ceremonial center of the city. The square was built in 1417 during the Ming Dynasty, and is surrounded by monuments and adjacent to the China National Museum. The Square has an area of 440,000 square meters and is visited by thousands of people daily.

**Forbidden City.** The Forbidden City, also located in Beijing, is the largest and best-preserved group of ancient buildings in China. It is composed of hundreds of buildings surrounded by one wall and was the royal palace during the Ming Dynasty. The Ming Dynasty lasted for three centuries and united much of what is now China.

**Summer Palace.** The Summer Palace took 15 years to build and is the largest imperial garden in the world much of which is peaceful water gardens. The Palace is divided into three parts: the administrative area, the residential area and the scenic area.

**Temple of Heaven.** A sight worth visiting in Beijing, the Temple of Heaven is much bigger than the Forbidden City and abounds with graceful architecture. The Temple was built in 1420, during the Ming Dynasty, as an offer of sacrifice to heaven.

#### Great Wall and Ming Tombs Tour

Depart on November 28<sup>th</sup> in the morning from the Kerry Centre Hotel; travel is by coach with an English-speaking guide. Enjoy a morning tour of the Great Wall, with lunch en-route to the Ming Tombs. After lunch, the tour continues to the Ming Tombs and Sacred Road. Return to the Kerry Centre Hotel at 5:30 pm. The Great Wall and Ming Tombs Day Tour is \$99.

**Great Wall.** The Great wall is perhaps the best-known tourist attraction in China. The Wall, constructed over the course of several dynasties 2,000 years ago, eventually extended over 2,500 miles and was built to repel invaders.

**Ming Tombs.** A site high in cultural and historical value, these tombs are home to the mausoleums of 13 emperors of the Ming Dynasty. The mausoleums have been perfectly preserved and vary in size and complexity.

### Two Night Tour

#### Xi'an and Terra Cotta Warriors Tour

This tour includes two nights at the Sheraton Hotel in Xi'an. Rates are based on double occupancy, and are \$569. The single supplement is \$219.

Depart on Monday, November 28<sup>th</sup> in the morning from the Kerry Centre Hotel to fly to Xi'an. Once in Xi'an, the tour will include a visit to the City Wall and the Big Wild Goose Pagoda. On Tuesday, visit the Terra Cotta Warriors, the Huaqing Spring Pool (hot springs) and the Provincial Museum. Return on Wednesday to Beijing.

**Xi'an.** Known as the eternal city, Xi'an records the great changes of the Chinese nation. Known as Chang'an in ancient times, Xi'an is one of the birthplaces and became the capital of ancient Chinese civilization in the Yellow River Basin area of the country.

**City Wall.** Zhu Yuanzhang, the first Emperor of the Ming dynasty, enlarged the wall initially built during the old Tang dynasty. Once completed, it stood 40 feet tall, 40-46 feet wide at the top, and 50-60 feet thick at the bottom. It is the most complete city wall to have survived in China.

**Big Wild Goose Pagoda.** The Big Goose Pagoda is situated in the Da Ci'en Temple, in close proximity to the center of the city. It is one of the city's most distinctive landmarks. Known as the best-preserved Buddhist temple complex, the Da Ci'en Temple was initially built in 589, during the Sui Dynasty.

**Terra Cotta Warriors.** The Terra Cotta Warriors and Horses may be the most significant archeological excavations of the 20th century. A museum features the life-sized terracotta warriors with their horses standing in battle formation, in an eerie and solemn representation of the Qin Dynasty imperial guard. They are replicas of what the Imperial Guard would have looked like in that era.

**Huaqing Spring Pool.** For centuries, emperors came here to bathe and enjoy the scenic beauty, and this has been a favorite spa since the Tang Dynasty. The current site was rebuilt on the site of the Qing Dynasty structure.

### Three Night Tours

#### Grand City Tour of Beijing

The multi-day Beijing tour includes an evening at the Peking Opera, the national opera of China, in addition to visits to Tiananmen Square, the Forbidden City, the Summer Palace, the Temple of Heaven, the Great Wall, and the Ming Tombs. The Peking Opera's music, singing, and costumes are fascinating and artistic. Full of Chinese cultural facts, the opera offers an encyclopedia of Chinese culture as well as unfolding stories, beautiful paintings, exquisite costumes, graceful gestures, and acrobatic fighting.

This tour includes three nights at the Kerry Centre Hotel. Rates are based on double occupancy, and are \$399. The price of a single supplement is \$239.

Depart on Monday, November 28<sup>th</sup> in the morning from the Kerry Centre Hotel. Enjoy a city tour of Beijing and a tour of the Temple of Heaven. On Tuesday, tour Tiananmen Square, the Forbidden City, and the Summer Palace. The evening includes a performance by the Peking Opera. On Wednesday enjoy a visit to the Ba Da Ling section of the Great Wall in the morning and tour the Ming Tombs in the afternoon. On Thursday transportation will be provided to the Beijing airport for your departing flight.

#### Majestic Tibet Tour

Tibet lies on the Qinghai-Tibet Plateau of the southwest border of China. The average elevation of the region is more than 4,000 meters above sea level. The highest peak in Tibet, and the world, is Everest Peak, which reaches 8,846 meters above sea level.

This tour package includes three nights at the Lhasa International Hotel. Rates are based on double occupancy, and are \$1,419. The single supplement is \$339.

Depart on Monday, November 28<sup>th</sup> in the morning from the Kerry Centre Hotel to fly to Lhasa. Spend an afternoon of leisure at the hotel. On Tuesday, tour the Potala Palace, Jokhang Temple, and Sera Monastery, some of the most revered sites in Tibet. On Wednesday, tour the Drepung Monastery and Norbulingka Summer Palace. On Thursday, return to Beijing.

**Potala Palace.** In 641, upon marrying Princess Wencheng, Songtsen Gampo built a grand palace to accommodate her and to serve as a memorial to this important event. The original palace was destroyed by lightning and war damage but was rebuilt in the seventeenth century. The Thirteenth Dalai Lama extended it to its present size.

**Jokhang Temple.** Jokhang Temple is the spiritual center of Tibet. Each day, pilgrims from every corner of Tibet travel great distances to the temple.

**Sera and Drepung Monasteries.** Sera, one of the three largest monasteries of Gelugpa, sits at the foothills of Tatipu. Sera, in Tibetan, means "Wild Rose Garden;" opulent wild rose woods once grew around it. The Drepung Monastery is the largest and richest monastery in Tibet and was founded in 1416 by a disciple of Tsong Khapa. At one time it had a registration of more than 10,000 monks.

**Norbulingka Summer Palace.** Norbulingka, meaning "Treasure Park", was first built in the 1740s during the reign of the 7th Dalai Lama. It was later renovated and enlarged. This is the headquarters from which the Dalai Lamas ruled Tibet during the summer months. Before 1959, common people had no access to the palace.

#### To Make Tour Reservations

For information and to make reservations, telephone China Discoveries at (425) 747-1234. ABA's tour code is ABA112702. A deposit of \$300 per person is required at the time of reservation. Final payment is due 60 days prior to departure.



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Bellevue, Washington USA

## Applied Behavior Consultants Opens ABA Schools for Children with Autism in China

Joseph Morrow, Ph.D., BCBA, President, Applied  
Behavior Consultants, Inc.

Applied Behavior Consultants (ABC) is an 18 year old applied behavior analysis firm, informed by radical behaviorism, employing about 300 people in California. The firm was started in 1987 by Brenda Terzich and myself to provide behavioral services to children with special needs. We operate day schools and in-home programs for children with autism as well as providing other behavioral services.

Though we are not the first behavior analysts to have worked in China, the goal of ABC was to establish enterprises in the form of applied behavior analysis schools that would be financially self-sustaining and expanding.

This process began when Maria Malott invited Brenda Terzich, Joyce Tu, and myself to join a self-funded ABA international delegation to tour and present our work in China. We lectured on the behavioral treatment of autism in various parts of China. One of our highlights was when Joyce (whose first language is Mandarin) and Brenda shaped up a vocal mand in a non-vocal child in front of an audience of 200 in a hospital in Manchuria.

Our entire delegation was well received, and the ABC delegates were approached by several Chinese entrepreneurs interested in starting behavioral schools for children with autism. While we had interest in the question of profits, an equally and perhaps more important consideration was quality control. Our first set of negotiations was quite unsuccessful on the latter count. Eventually, after almost two years, we were able to negotiate a memorandum of understanding with a pediatrician who ran a school in Wuhan, which allowed us four visits per year by two persons at a time for a minimum of one week at a time.

During these visits we would train Chinese staff, assess children, build curricula, advance lessons, and remediate on behavioral skills. Return visits involved the same process, while additionally setting up new schools under the same conditions. Presently we have three schools and a fourth to be set up in June 2005. There are two schools in Wuhan in south central China, one school in Goungzhou near Hong Kong, and our next school will be in Fuzhou on the central coast.

While it may be facetiously said we are specializing in autism of the middle class (China does not offer special education monies for autism) the fact is that our schools are in the black even with all our extensive travel expenses. So to other behavioral entrepreneurs we would urge that quality control remain high on your list of priorities. It can be met.

## Training Parents and Professionals to Help Children with Autism in China: The Contribution of Behavior Analysis

Guo Yanqing, M.Ed.,<sup>1</sup> Institute of Mental Health,  
Peking University

### Background of Training Children with Autism in China

China is the most populous country in the world, according to the State Statistics Bureau. At the end of 2004, China had a population of 1,299,880,000, with 279,470,000 children from 0 to 14 years of age. It is estimated that at least 400,000 to 800,000 children have autism. Compared to China's fast economic growth, the development of social welfare and social insurance systems are far behind. Once a child is diagnosed with autism, it is usually not the government or community who take responsibility for the child's rehabilitation but parents or primary caregivers.

The diagnosis of autism was first introduced and described in China in 1982, more than 40 years after Leo Kanner's first descriptions of such cases. In the first 10 years after this introduction, the main concentrations on autism were based on clinical appearances and diagnosis; many kinds of hypotheses were suggested without any effective treatments provided. During the next 10 years (1990 to 2000), early diagnosis was still the main mission of child psychiatrists treating autistic children. However, there were small improvements during this period. For instance, many self-help organizations, such as the Beijing Association of Rehabilitation for Autistic Children (BARAC, founded in 1993) were established. Although many of these organizations could not provide any specific direction or instruction for rehabilitation, they did provide an opportunity for parents to share their feelings and experiences, and helped parents face their difficulties with a more realistic attitude and in a more rational mood. Since 2000, more and more people are interested in rehabilitation rather than diagnosis and medicine treatments. Applied behavior analysis has become popular in all kinds of newly established centers. However, the performance of professionals is still not as advanced as it should be; at the same time, parents still lack knowledge of and skills for rehabilitation: they just blindly invest their energy and money in newly established centers, one after another. Each brings hope finally followed with a deep feeling of loss and despair. Both parents and professionals are in great need of true effective intervention information, knowledge, and skills. ABA methods and techniques are very well developed in the US and are now being extensively used in the

<sup>1</sup> Correspondence may be sent to: Guo Yanqing, Institute of Mental Health, Peking University, Beijing, China. 100083. E-mail: gyq1201@sohu.com.

intervention of children with autism. In consideration of this, a training program focused on teaching parents to train their children at home was developed. Concurrently, professionals are also trained gradually to meet professional guidelines for parents' and professionals' performances with children with autism. The professional training sessions not only educate professionals to provide support for parents with autistic children, but also foster interest in different areas of applied behavior analysis.

### Parental Training Programs

#### Training Materials

**Guidelines for Parental Training in Home:** A training manual made up of lecture PowerPoints that includes the behavioral characteristics of children with autism, the experiences of parents of children with autism, applied behavior analysis and autism, the principles of behavior analysis, strategies for enhancing children's social-communicative interactions, operating skills, and procedures. This manual is the main reference during the short-term on-site training period.

**Typical ABA Programs for Children with Autism:** A manual that parents can refer and adapt to their own children's conditions. It is edited from the translation of part of the book *Behavioral Intervention for Young Children with Autism*, which is edited by Catherine Maurice.

**Activity Schedules for Children with Autism:** A translation of the book of the same name. This book instructs parents and professionals how to teach children with autism independent behavior. Once children make the connection between schedules and behavior (or activity) they may behave more like a normal child in a regular background, or even in some unfamiliar environments, once they get their schedules.

#### Training Process

For each of the training sessions, the process is divided into three parts. The first part focuses on theoretical training; the training manual of *Guidelines for Parental Training in Home* provides a framework in this session. The second part focuses on hands-on instruction on training skills and processes of teaching models, such as Discrete Trial, Incidental Teaching, Most-to-Least Prompting and Least-to-Most Prompting, the observation and assessment of behavior, etc. We also provide

videotaped recordings to illustrate correct and incorrect models in the training process. The third part focuses on post-training performance, for those who will provide training by themselves at home; a video-taped follow-up service is provided by appointment. The initial training protocol is done by parents and professionals, in cooperation. Further changes to the protocol are done by the parent under the supervision of professionals. The video-taped follow-up is usually intensive at the beginning; for example, two times a week for the first month. However, it fades out as parents progress in their training performance. After two or three month's follow-up, parents should be competent in performing training protocols independently, after which they can get help, by appointment, as necessary. For parents who do not want to provide training by themselves, we provide professional training at the rehabilitation center.

#### Completed Training and Results

Three training sessions have been finished and, altogether, 129 parents from 67 families (17 for the first session, 24 for the second, and 26 for the third) benefited from them. For each session, both parents were encouraged to participate. Each training session provided 32 hours of training and flexible hours of video-taped follow-up, on appointment. For the first training session, three families participated in follow-up training; for the second session, three families; and the third session, five families performed training jobs and

made video-taped follow-ups by appointment. All have been very successful in training children and are satisfied with the processes and outcomes of their children. All the families who participated the training sessions thought such trainings were very helpful for them both in understanding and controlling their children's behavior. For those (56) who did not make video-taped follow-ups, most (37) of the families also tried to perform training jobs using ABA methods at least for a week. However, only few of them persisted. The main reasons they discontinued were the problematic behaviors the children exhibited during the training processes and lack of confidence in doing such jobs. For those (35) who also sent their children to institutional training centers, the feedbacks from institutional professionals showed that these parents were more cooperative and more understanding about the training processes and training contents. An overview of the training sessions is illustrated in Table 1.

Training Sessions	N of Families			
	Enrollment	Follow-up	Home Training	Center Training
First Session	17	3	10 (+3)	11
Second Session	24	3	14 (+3)	9
Third Session	26	5	13 (+5)	15
TOTAL	67	11	37 (48)	35

Table 1: Description of parental training.



The results of the parental training sessions indicated that providing only short-term intensive training sessions on theoretical and practical issues are not enough to support a family to give long-term training to their children. They still need follow-up instruction, both on their behavioral performance and their problem-solving skills. However, such training does help parents with the following: 1) they have a better understanding about their children's problematic behaviors as well as behavior deficits; 2) they have a better understanding of the difficulties of, as well as hope from, rehabilitation; 3) they become more cooperative with professionals if their children are institutionalized.

### Professional Training Programs

Professional training takes the form of self-learning combined with Salon discussion. The learning materials are the textbooks and study materials provided by the University of Nevada, Reno including *About Behaviorism*, *Beyond Freedom and Dignity*, *Radical Behaviorism*, assessments and intervention strategies on behaviors, *Behavior Modification*, *The Science of Learning*, *Tactics of Scientific Research*, and *Single Case Research Designs*. Most of the Salon members are post-graduate students of the Institute of Mental Health, Peking University. The only requirement to be a Salon member for the post-graduate students is interest; a few Salon members are young psychiatrist from the same institute. Salon activity is now being held on a monthly basis; it will be increased to a weekly basis in the near future. Most Salon members also participate in at least one or two parental training sessions.

### Challenges We Have

The training has just started; there are only a few families who have had the opportunity to make follow-up appointments while many others are still not proficient in training and still haven't gotten sufficient instruction from trained professionals. Some of them might give up training themselves and depend again upon the institutions or training centers.

Even for the a few number of follow-up families, there are problems too. First, we did not have a very good assessment or evaluation system that could give us a comprehensive description of the profile of any individual child: their unique behavioral characteristics on social, language and communication, and play activity. Although each of the follow-up cases reported great progresses in attention, communication, and self-management skills, we lack an integrated evaluation of such progresses that could tell us in detail how far and to what degree they are behind. Second, we are not yet proficient at providing instruction on incidental teaching strategies. Incidental teaching strategies are very important because they provide opportunities for children with autism to learn social or communication skills in a very normalized background or context. Third, we are not very good at instructing parents to use all kinds of communicating systems, such as gestures, pictures, and communication books. Fourth, we also need continuing education on how to teach children with autism to use token systems and activity schedules.

Any help that could help us to overcome our own inefficiency would be welcome.

## Association for Behavior Analysis on the Web

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

Membership Directory  
Job Searches  
Graduate Training Programs  
On-Line Store  
Journal Searches  
Funding Resources

## Society for the Advancement of Behavior Analysis on the Web

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

Mission  
Strategic Plan  
Leadership  
Donors  
Funds  
Grants, Fellowships and Awards

# 3rd International ABA Conference in Beijing 2005 Registration Form

November 25-27, 2005

Mail form and payment to: Association for Behavior Analysis, 1219 S. Park St., Kalamazoo, MI 49001  
Telephone: (269) 492-9310. Fax: (269) 492-9316

## Personal Information

NAME (First, middle, last)

ADDRESS

ADDRESS

CITY, STATE, COUNTRY, POSTAL/ZIP CODE

WORK TELEPHONE # (please include area/country codes)

HOME TELEPHONE # (please include area/country codes)

WORK FAX # (please include area/country codes)

E-MAIL

## Conference Name Badge

NAME (as you would like it to appear on your badge)

AFFILIATION (where you work or go to school)

## Conference Registration

Pre-registration will end November 11, 2005. After that date, you must register on-site at the conference.

## Cancellation

A processing fee of \$105 will be charged for registration refunds requested prior to October 10, 2005. After this date, no refunds will be granted.

## Conference Registration

(Friday, November 25 - Sunday, November 27, 2005)

Registration fee includes opening reception on Friday evening, lunch on Saturday and Sunday, coffee breaks during sessions, and admission to evening social events.

Conference Registration Fee:

**\$390.00**

## Pre-Conference Workshop Registration

Pre-conference workshops will be held Friday, November 25th. Details about Pre-conference workshops are available on line at:  
[www.abainternational.org/beijing/program.aspx](http://www.abainternational.org/beijing/program.aspx)

Please circle your workshop number (W#) and fee:

W#	Time	Member	Non Member
1	9:00-11:50am	\$105	<del>\$120</del>
2	9:00-11:50am	\$95	<del>\$110</del>
3	1:00-3:50pm	\$90	<del>\$105</del>
4	1:00-3:50pm	\$95	<del>\$110</del>
5	1:00-3:50pm	\$95	<del>\$110</del>
6	1:00-3:50pm	\$100	<del>\$115</del>

Total Registration Fees:

\$ \_\_\_\_\_

## Method of Payment

Make checks payable (in US dollars through a US bank) to **ABA**, or charge to your:

☐ Visa ☐ MasterCard ☐ Am. Express ☐ Discover

If paying by credit card, please include:

NAME (as it appears on your card)

CARD NUMBER

EXPIRATION DATE

Signature

## Beijing Program Now on the Web

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

Visit the Beijing conference Web site to view the 2005 international conference program. Information is also available about Visa requirements and applications, hotel and travel options, and post-conference tours. As well, ABA has provided useful regional information about weather, currency and ATM availability, electricity, cell phone service, code of conduct for travelers, etc.

The ABA Newsletter

# Beijing Hotel Reservation Request

The Kerry Centre Hotel Beijing, 1 Guang Hua Road, Beijing 100020, China  
For reservations, please fax (86-10) 85299965/85299966 or E-mail res\_hbkc@shangri-la.com.  
www.abainternational.org/beijing for hotel and travel information.

The Kerry Centre Hotel looks forward to welcoming you! In making your reservation, we request that you guarantee your arrival by noting the entire number of your major credit card below (American Express, Visa, MasterCard, or Diners Club). Be sure to include the expiration date and the cardholder's signature. The Kerry Centre Hotel regrets that it cannot confirm your reservation without a credit card number. Deposits will be refunded only if appropriate cancellation notification is given (a 72-hour Cancellation Policy applies).

Group Name: **Association for Behavior Analysis (Group Code: WE52111)**

Guest Name \_\_\_\_\_  
Date of Birth \_\_\_\_\_ Passport Number \_\_\_\_\_  
Affiliation \_\_\_\_\_  
Address \_\_\_\_\_  
City, State, Zip \_\_\_\_\_  
Daytime Phone \_\_\_\_\_  
Fax # \_\_\_\_\_  
E-mail Address \_\_\_\_\_  
Check-in Date \_\_\_\_\_ Time \_\_\_\_\_ Check-out Date \_\_\_\_\_  
Sharing with \_\_\_\_\_  
(Please send only one reservation request per room)

## Group Rates (please check)

- ☐ Superior/Deluxe .....US\$120+15% surcharge PER NIGHT (1-4 people)
- ☐ Horizon Deluxe.....US\$220+15% surcharge PER NIGHT (1-4 people)
- ☐ Studio Suite.....US\$250+15% surcharge PER NIGHT
- ☐ Executive Suite .....US\$380+15% surcharge PER NIGHT

Requested Room Type: ☐ one king bed ☐ two double beds ☐ no preference

Non-smoking room preferred ☐ yes ☐ no

Special requests/accommodations \_\_\_\_\_

Credit card type ☐ American Express ☐ MasterCard ☐ Visa ☐ Diners Club

Credit Card Number \_\_\_\_\_ Expires \_\_\_\_\_

Cardholder Signature \_\_\_\_\_

This signature authorizes the Kerry Centre Hotel to charge the above account for one night's room deposit.

## Airport Pickup, Transfer to Hotel (optional, select your choice)

- ☐ Mercedes Benz US\$84 ☐ Regular Car (Buick) US\$48 ☐ Do Not Require

Arrival Flight Detail \_\_\_\_\_ Date \_\_\_\_\_ Arrival Time \_\_\_\_\_  
Departure Flight Detail \_\_\_\_\_ Date \_\_\_\_\_ Departure Time \_\_\_\_\_

\* Airport pick up arrangement is on guaranteed basis and a 100% charge will be levied on NO shows.

Room Reservation Cut-off Date: **October 20, 2005**

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.  
Association for Behavior Analysis 3<sup>rd</sup> International Conference: November 25-27

Check-in time is 2:00 PM. Check out time is 12 noon.

Help us help you! To expedite your check-in, please let us know: ☐ bed type preference ☐ time of arrival ☐ credit card to be used. Additional travel information is available at www.abainternational.org/Beijing.

## Organizational Members\*

ABA is pleased to welcome its newest Organizational Members, including the May Institute and the National Autism Center. The following section of the newsletter introduces these members and provides background about their work and services.

### MayInstitute

*Shaping Futures. Changing Lives.*

#### May Institute: Past, Present, and Future

April 2005 marked May Institute's 50th year of providing comprehensive services in the fields of behavioral healthcare, education, and rehabilitation. Over the course of its history, May has been at the forefront of providing applied behavior analysis to individuals with autism, brain injury, developmental disabilities, and other behavior disorders. The Institute continues to take a leadership role in providing empirically validated behavioral services in schools, clinics, group homes, and other community-based service settings.

The organization has its roots in a family's desire to provide a better life for their twin boys with autism. In the 1950s, May Institute founders Dr. Jacques May and his wife Marie-Anne joined with other parents of autistic children and several professional friends to launch a residential school in Boston. They later moved the school to Chatham, Massachusetts, where the May family purchased several acres of land and three residential buildings. This school for children with autism and other developmental disabilities formed the foundation of what was to become May Institute.

Today, the Institute is one of the largest organizations of its kind in the country, providing behavioral services to over 25,000 individuals and their families annually at nearly 200 service locations in the Northeast, Mid-Atlantic, and Southeast United States. The Institute's staff of over 2,000 includes more than 60 licensed and credentialed doctoral-level professionals, all with significant experience in behavior analysis, a concentration of expertise that rivals that of many universities. The organization is guided by a Professional Advisory Board that includes many leading authorities in behavior analysis. It maintains active affiliations with more than 40 universities, teaching hospitals, and human service organizations.

\*This section of the newsletter introduces ABA's new organizational members. Each new member has prepared a description of its work and services so that it can introduce itself 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.

#### Advancing Applied Behavior Analysis (ABA) Through Service Programming

Incorporating the principles and practices of applied behavior analysis into its service delivery models, May Institute provides the following programs and services:

- Four school programs in Massachusetts and one in Maine for autistic children and adolescents.
- A school in Massachusetts for children and adolescents with brain injury.
- Community-based residential services for children and adolescents with autism, brain injury, and behavior disorders in 22 group homes in Massachusetts and Florida.
- Seventy-seven group homes and 16 supported living apartments for adults with autism, developmental disabilities, or psychiatric disorders in Massachusetts, Connecticut, and Florida.
- Seven day-treatment and vocational rehabilitation programs in Massachusetts.
- Thirty-eight behavioral health programs in Massachusetts for children and adults, including clinics, hospital-based programs, and community drop-in programs.
- A Treatment and Aftercare for Probationers and Parolees (TAPP) program that provides case management and reintegration services for discharged inmates in Georgia with a primary mental health and/or mental retardation diagnosis.
- Home-based and early intervention services to well over 500 families per year in Massachusetts, Maine, New Hampshire, Rhode Island, Connecticut, Georgia, Florida, and Tennessee.
- Comprehensive, systemic behavior support training and consultation to over 200 school districts each year.

#### Providing Professional Training

Over the past 25 years, May Institute has provided behavior-analysis training to hundreds of students and professionals from countries around the world, including Australia, Brazil, Canada, Colombia, the Czech Republic, Denmark, France, Germany, Ireland, Italy, Kuwait, Mexico, New Zealand, Norway, Portugal, Romania, Saudi Arabia, South Africa, Spain, Sweden, Switzerland, Turkey, the United Kingdom, and West Africa. It has also provided behavioral training to over 9,000 public school teachers over the past 15 years. Additionally, the May Institute operates a number of training and degree-

granting programs for professional staff. It has provided tuition reimbursement support to hundreds of its staff who have enrolled in graduate degree and certification-granting programs over the years:

- In 1998, the Institute established an APA-accredited internship program, and has supervised 48 pre-doctoral clinical psychology interns in behavioral programmatic settings. It has also trained and supervised 26 post-doctoral fellows since 1998.
- In partnership with Northeastern University, May Institute trains 120 of its own and other organizations' staff yearly, through one of the earliest and now largest master's in applied behavior analysis (MABA) programs in the country. To date, over 700 graduate students have received their master's degree in applied behavior analysis. The program is unique in that it emphasizes the integration of basic and applied research and offers an extensive curriculum in stimulus control.
- The Institute recently established a Graduate Scholars Program, supporting eight students annually in a three-year program of intensive study and behavioral practice.
- In partnership with Fitchburg State College, May Institute offers a master's degree in Special Education, and has established the ABA Institute, which provides an approved sequence of courses to prepare students to sit for the BCABA exam. Currently, 19 doctoral- and master's-level staff are enrolled in a BCBA instructional program or are under active supervision through the May Institute, and 12 are enrolled in a BCABA program.

#### **Publications and Presentations**

Since 1978, professionals at May Institute have contributed to the body of literature on behavior analysis through publication of 228 peer-reviewed articles, 47 book chapters, and 17 books/monographs. The Institute's extensive bibliography, which can be viewed on line at [www.mayinstitute.org](http://www.mayinstitute.org), includes publications in the areas of the experimental analysis of behavior, applied behavior analysis, and organizational behavior management. Over the past 30 years, May Institute staff have conducted over 1,500 invited presentations on best practices, effective behavioral treatment, and applied research to international, national, and regional audiences.

#### **Honors, Awards, and Accreditations**

In May of 2005, May Institute received the AABT 2005 "Outstanding Training Program" award in recognition of the organization's outstanding contribution to the field of behavioral therapies. The AABT (Association for Behavioral and Cognitive Therapies)—formerly the Association for Advancement of Behavior Therapy—award will be presented in November in Washington, DC.

In 1997, May Institute was one of only 88 nonprofits chosen nationally to be featured in the book *In Search of America's Best Nonprofits* (Jossey-Bass, 1997) for its databased approach to staff training and organizational management.

In 1996, May Institute received the largest and most comprehensive accreditation ever granted by the Joint Commission for the Accreditation of Health Care Organizations (JCAHO). More recently, the Institute approached the Commission on Accreditation of Rehabilitation Facilities (CARF) to develop a new approach to the accreditation of a behavioral agency of the Institute's size and scope. Approximately one-third of the Institute's programs have now received three-year CARF accreditation. This constitutes one of the largest and most comprehensive accreditations that CARF has ever awarded for a network of behavioral programs. By 2007, all Institute programs will have gone through CARF accreditation.

In 1987, May Institute received the United States Department of Education "School of Excellence" award for its first autism school. This recognition set a standard for special education programming based on the principles of applied behavior analysis.

#### **Looking to the Future**

In the fall of 2005, May Institute will open a state-of-the-art facility in Randolph, Massachusetts that will provide a new home for its corporate headquarters as well as for two of the Institute's schools. This spacious new facility will also become the headquarters for the National Autism Center, a new, groundbreaking nonprofit organization whose initial development is being sponsored by the May Institute. The National Autism Center is dedicated to supporting effective, evidence-based treatment approaches to autism. It will provide training and consultation services to parents, teachers, and practitioners; model best practices in service delivery for nationwide implementation; support basic and applied research; and work to shape public policy concerning autism and its treatment through development of national standards of practice. The National Autism Center, and other future initiatives, will help May Institute continue its long history of improving the lives of those it serves.



### **The National Autism Center**

#### **An Introduction to the National Autism Center**

As the number of children diagnosed with autism has increased, the search for successful treatments has intensified. Families, practitioners, and other decision-makers are in urgent need of reliable tools to help them distinguish between experimental or anecdotal treatment

approaches and those approaches that have been proven effective and are backed by scientific research.

The National Autism Center was established in 2005 in response to this need for clear direction and guidance. Central to its mission is a single theme that resonates with the aims and goals of applied behavior analysts: to guide families and practitioners toward evidence-based approaches for the education and behavioral intervention of individuals with autism. The Center identifies effective, evidence-based treatment approaches and conducts applied research, turning promising research findings into training and service models for actual practice. Through partnerships with affiliated organizations and programs, the Center can quickly and efficiently disseminate information about how to implement effective treatments.

### **The National Standards Project**

The first major initiative of the National Autism Center is the National Standards Project. Based on the methods and protocols used to develop practice guidelines in evidence-based medicine, the Center has convened a panel of experts in autism, special education programming, and behavioral intervention to review procedural and programmatic research in autism in order to establish and ratify a set of national standards of practice. The panel will identify the characteristics of effective practice, rate the strength of the scientific evidence supporting those practices, consolidate its findings in a technical manual, and widely disseminate these standards.

For the families of children with autism, the standards will provide clarity and direction as they advocate for effective services. For behavior analysts working in the field of autism, this effort will result in a single, authoritative source for referencing procedural and programmatic recommendations. For funders and policy-makers, the standards will present evidence about which treatments should be supported and funded because of their effectiveness in helping children with autism.

### **National Autism Center Services**

The National Autism Center will serve as an efficient clearinghouse for new information and as a vital resource for those seeking to bring research into practice. The Center will provide training and consultation services to parents, teachers, and practitioners; model best practices in service delivery for nationwide implementation; support basic and applied research; and work to shape public policy concerning autism and its treatment through the development of national standards of practice.

### **The National Autism Center Website**

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

Additional initiatives to support the Center's mission are underway and will emerge over the next year. A Web site is currently in design for the wide distribution of clear and compelling information on autism, including

practice guidelines, articles, and reprints of influential studies. Content on the National Autism Center site will be limited to information with reference to evidence-based literature. By providing reliable information that is based on research, the Web site will be a valuable resource to behavioral practitioners, clinicians, and educators seeking to guide families toward services with proven effectiveness.

### **Distance Learning**

The Center's research indicates that many families are not provided with timely information about evidence-based approaches to autism. To meet this growing need, the Center will make available a series of on-line educational modules, designed to reach families immediately upon diagnosis and to provide the sensitive, accurate, and detailed information about evidence-based practices and procedures that families need to make early treatment decisions.

### **Early Assessment**

The Center will also offer comprehensive assessment and monitoring services. Using established assessment tools implemented by highly trained and supervised clinicians, the Center will provide consistent periodic measurement of a child's development and progress. This important service will empower families and practitioners all over the country to objectively evaluate services being delivered.

### **Additional Services**

- Model classrooms and residences where families and practitioners can directly observe evidence-based programming in action.
- On-site workshops, seminars, and training at the Center's state-of-the-art facility in Massachusetts.
- Support for basic and applied research, including collaborative projects with other national centers, universities, and researchers.

### **Support for the National Autism Center**

The initial development of the National Autism Center as a 501(c)3 nonprofit organization has been sponsored by May Institute, an organization with a fifty-year history of providing services in the field of autism, behavioral healthcare, and brain injury. The National Autism Center is entirely focused on autism and extends services and resources to a broad national audience through its affiliations and partnerships.

The Center relies upon—and is enriched by—collaborations at every level. Its goal is to work closely with experts in the field of autism from across the nation as well as schools, communities, practitioners, parents, and families. To learn more about becoming involved with the Center, visit [www.nationalautismcenter.org](http://www.nationalautismcenter.org), send an e-mail to [info@nationalautismcenter.org](mailto:info@nationalautismcenter.org), or call 877-313-3833.

## Seeking Funding for Behavioral Research, Part II

In 2003, Volume 26(2) of the ABA Newsletter featured articles by members who successfully obtain federal funding for behavior analysis research. The issue received very positive feedback from many ABA members. Consequently, ABA has again dedicated a section of the newsletter to the experiences of more members who have successfully negotiated the federal funding process. This section begins with an article by the American Psychological Association's Chief Executive Officer, reproduced here with permission, and continues with articles focused on funding opportunities in New Zealand, from the Institute of Educational Sciences, and the from National Institutes for Health, including the National Institute on Drug Abuse, the National Institute on Alcohol Abuse and Alcoholism, and the Office of Behavioral and Social Sciences Research, among others. Many thanks to all the contributors for the time and effort they took to make this information available. We hope you find it helpful.

### An Opportunity for Science-Practice Collaboration and Entrepreneurship\*

By Norman B. Anderson, Ph.D.,  
APA Chief Executive Officer

Wouldn't it be great if there was lots of money available for psychologists to take research findings from our journals, develop innovative ways of translating those findings for public use, test whether the translation was effective, and create a business for commercializing the translation? Well, the federal government has made such money available, and too few psychologists take advantage of it. The programs are called the Small Business Innovation Research (SBIR) and the Small Business Technology Transfer (STTR) programs. These programs were created because many federal agencies are required to set aside a percentage of their budgets each year to fund the translation of federally funded research into commercial products. Some of the agencies that have these programs include the Departments of Health and Human Services, Defense, Education, Energy, Agriculture, and Homeland Security, as well as the National Science Foundation and NASA. The ultimate goal is to help ensure the public receives a return on its (tax) investment in federally funded research. But importantly, another goal is to provide seed funding for innovative start-up companies and small businesses, since the success of such companies serve to boost the economy and create employment opportunities. And the amount of money set aside for these programs is not trivial--in fiscal year 2005 the amount is over \$600 million just at the National Institutes of Health (NIH), Centers for Disease Control and Prevention, and Food and Drug Administration alone. I can tell you from my days at the NIH, getting funding from these programs is competitive but much less so than the traditional research grants. I am bullish about the SBIR/STTRs because I believe they help us get our great findings in the hands of those who can use them on a large scale, and also help bridge the gap between the scientific and the practice/business sides of the discipline.

\*Copyright © 2005 by the American Psychological Association. Reproduced with permission. Anderson, N. B. (2005, June). An opportunity for science-practice collaboration and entrepreneurship. *Monitor on Psychology*, 36,9.

### How Does It Work?

There are some slight differences in requirements between the SBIR and STTR programs. With the SBIR, a key requirement is that the principal investigator (PI) on the grant must work in the small business concern the majority of his/her time if the grant is awarded. This is because the focus is on business development, but collaborators who work at universities full-time can be funded as co-investigators. With the STTR, the PI can work fulltime in research, but must collaborate with a small business concern. There are three phases of funding under the SBIR/STTR programs, and you have to progress through them in order. With Phase I, up to \$100,000 is available for up to 6 months (SBIR) or one year (STTR) in order to establish the feasibility of the proposed effort, collect some preliminary data, and assess the quality of the small business concern. Phase II provides a continuation and expansion of the work initiated in Phase I, with a greater emphasis on commercialization potential and research findings, with up to \$750,000 available for two years. In Phase III, the business concern is tasked with pursuing non-SBIR/STTR funding for its commercialization objectives (although such funding may come from government contracts).

### Examples of Behaviorally Focused Grants

There is a great Web resource at NIH called Computer Retrieval of Information on Scientific Projects (CRISP) for searches for topics and abstracts from previously funded SBIR/STTR grants ([www.crisp.cit.nih.gov](http://www.crisp.cit.nih.gov)). I did a recent search on the terms "behavior" and "psychology" under the SBIR/STTR grants for all PHS agencies for years 2003-2005, which produced over 350 relevant grants. Here are some of the topics that have received funding: Web-Based Diabetes Prevention Program for the Worksite; Promoting Social Competence in Family Child Care Setting; Social Skills Training for Aggressive Adolescents; Tailored Cognitive-Behavior Therapy for Chronic Pain; Individualized Expert Systems for Weight Management; Preventing Alcohol Related Convictions; Educating Parents: Behavioral Intervention in Autism; An Expert System to Reduce Depression in Primary Care; Behavioral Intervention to Prevent Falls in Older Adults; and Motivational Interviewing for Smoking Cessation, to name a few. As you can see, the topics are quite varied. The tools produced through the SBIR/STTR program are



designed to be sold to government agencies, school systems, health practitioners, researchers, businesses and the general public.

Here are two online resources that can get you started: [http://grants1.nih.gov/grants/funding/sbirsttr\\_programs.htm](http://grants1.nih.gov/grants/funding/sbirsttr_programs.htm) and <http://grants1.nih.gov/grants/funding/sbir.htm>. I also strongly recommend contacting the SBIR/STTR office for personal guidance. Good luck!

## Getting Research Funding in New Zealand

Michael Davison, Ph.D., The University of Auckland, New Zealand

If you read JEAB, it may appear that funding for behavioural research is plentiful in New Zealand, but sadly this is not so. Indeed, funding for research equipment is very hard to come by. I'll come to sources later, but first it's important to explain the cultural milieu, which itself provides quite a bit of support for research. I'll explain the situation at the University of Auckland.

Staff at New Zealand universities are expected to spend, usually, 40% of their time on research, and we see university education as research-led. As a result, university money – which comes from student fees, the government, and research contracts – is used to support research. By research, we mean both research done for higher degrees and research done on a more individual basis by academics, though it is generally easier to get continuing funding for graduate students (both from faculty and from departmental coffers) than for individual research. Because of the general level of research support, most departments supply considerable technical support for IT, electronics, mechanical engineering, and animal care, no grant required. Equally, our computers are supplied, one per academic and one per Ph.D. student, 0.5 per Masters research student, and, being leased, these (and their software) are naturally replaced every three years. Our other research equipment resides on an Assets Database, and again becomes liable for replacement after an agreed life – so, for instance, some of the MED-PC interfacing equipment in my lab is currently being replaced (after a lifespan of 10-15 years – that long simply because it was still doing great service). Many other facilities such as space and library access, do not have to be paid for by researchers. Thus, doing research is, here, rather easier in many ways than doing research in the US.

On the other hand, here are really no governmental or private agencies in New Zealand that seem willing to provide equipment for purely behavioural research which, as you will all realize, is about the least sexy research that can be contemplated. We have to gain most of our equipment from within-university funding rounds, and the amounts are rather limited (and greatly oversubscribed). I did, some years ago, manage to get two years of funding for equipment and personnel from

the Foundation for Research, Science, and Technology (see below), but only before the ring-fence around university research funding was in place. Now, this source has become difficult for me to use as it is also used by government research organizations (agriculture, conservation, and so on), and some reasonably immediate benefit to New Zealand needs to be argued. I find that hard to do. Thus, it is difficult to build a lab: the best way seems to be to be a combination of within-university research grants and being given second-hand equipment (or build it yourself, as we did), and sneak it onto the asset databases so that it can be replaced.

Obtaining money for people to do purely behavioural research – graduate support, postdocs, and salary – is probably slightly easier than money for equipment, but not much easier.

The most effective way of getting research money generally is to snuggle up to sexier areas of research – particularly, here, neuroscience, medical science, agricultural science, and applied research. I did this by joining the National Research Centre for Growth and Development. This organization, which consists of many different researchers from agricultural to genetics to neurochemistry to, indeed, behaviour, is one of a small number of government funded Centres of Research Excellence (CoRE) that were set up a few years ago. This particular one, which is multicentre, was funded at about \$36 million for an initial six years, including considerable amounts of money for research infrastructure. From this, I get 10% salary and 10% overheads, plus a large new rat lab with all new equipment located in the Faculty of Medicine and Health Sciences. This lab focuses on the effects of fetal nutrition on choice and learning over the lifespan. However, when applications for CoREs were sought, a number of us experimental behaviour analysts from different New Zealand universities tried to put together an application for basic behavioural research – but none of the universities had the political will to agree to house the focus of such a CoRE, and we never were able to complete the application.

Further CoREs may occur someday, but it seems unlikely that behaviour analysis will be able to gain much there.

Another major source of funding is the Marsden Fund, again a government fund administered by the Royal Society of New Zealand. Applications are called yearly for “blue skies” research proposals, and usually funded proposals are \$100,000 to \$400,000 per annum (1 NZD buys 0.71 USD) for three years inclusive of overheads (which are 120%). This fund only supports people, consumables, and equipment depreciation. The selection process is unusual (to put it nicely) – an initial one-page application that is assessed by the committee without referees being called. There are separate committees for areas – for instance, a Social Sciences Committee and an Ecology, Evolution, and Behaviour Committee. About 10% of initial applications are selected for a further round of applications, this time

both extensive and refereed. I think I have tried nine times for purely behavioural research without getting past the initial stage, and I don't believe that any purely behavioural research has ever been funded. The criteria seem very unclear to me. However, the next time I apply it will be with medical researchers, and I am hopeful, because others (Geoff White, Brent Alsop, Mike Colombo) have gained grants from this source for research with clinical or applied or neuroscience partners.

Other options are: (1) Lottery Health Research (\$2 million in 2004), which supports health-related research from the profits from government lotteries. This agency does not support overseas travel or conference attendance, and they do not pay overheads (which means what you get, you can use). "Health" is interpreted quite widely, but applications need to be relevant to the health of New Zealanders; (2) the Health Research Council ("To improve human health by promoting and funding health research") supports Partnership Initiatives, annual research contracts, career development, conferences, and seeding grants. Again, it is government funded. (3) The Foundation for Research, Science and Technology funds research that is generally germane to New Zealand and is focused on attaining government-defined outcomes. Of the five areas supported, the one most germane to behavioural research is probably Environment & Biodiversity, in particular Animal-Based Industries, Families, Hazards and Sustainable Management. As an example, they support a lot of research on possums, a serious pest in New Zealand. Behaviourally, this is quite interesting and, for example, behavioural research done at Waikato University is looking at food preference in possums, the better to attract and eliminate them (e.g., Bron, Sumpter, Foster, & Temple, 2003).

Other sources of funding that New Zealand behavioural researchers use are Dairy Industry Funding (for example, applied topics on animal stress and welfare – a happy cow is a succulent cow), the Animal Health Board and the Ministry of Agriculture and Forestry for applied topics on animal stress and welfare (Waikato University has the Animal Welfare and Behaviour Research Unit). Because New Zealand is an agricultural country (our beef is in your Big Macs), many sources of funding are animal and agriculture focused; being a very small country, we don't have a great deal in the way of funding. But, traditionally, New Zealanders do a lot with string and sealing wax and No. 8 wire and certainly contribute a lot of new ideas and inventions to the world; unfortunately, we also provide educated people to the world.

Finally, there is funding for specific private and public sector contract research from many different organizations and companies. For example, Max Jones is currently carrying out one of these projects involving teaching hunting dogs not to chase and kill Kiwi, which

are endangered. The funding is from a regional office of the Department of Conservation.

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## Seeking Funding for Behavioral Research in Special Education<sup>2</sup>

Nancy A. Neef, Ph.D., The Ohio State University

Maria Malott asked me to contribute an article describing (1) what applying for research grants from the Office of Special Education and Rehabilitation Services (OSERS), specifically the Office of Special Education Programs (OSEP), entails, and (2) advice for other behavioral researchers seeking funding, based on my own history of grant support from OSERS. I was happy to oblige, as the answer to the first issue could be summarized in one word ("nothing"), and a response to the second issue might, as a result, be irrelevant. As of December 3, OSEP is no longer responsible for awarding research grants. Under the newly enacted *Individuals with Disabilities Education Improvement Act of 2004* the Research and Innovation discretionary projects for infants and children with disabilities has been moved to a soon-to-be-formed National Center for Special Education Research within the Institute of Education Sciences (IES).<sup>3</sup> Nevertheless, as Maria asked for a 1,000-word article, I have 999 more words to add.

## Applying for Research Grants from IES

IES is now the main research arm of the U.S. Department of Education. Its goal is the "transformation of education into an evidence-based field in which decision makers routinely seek out the best available research and data before adopting programs or practices that will affect significant numbers of students." In support of its mission, it "conducts and supports scientifically valid research activities, including basic research and applied research...; disseminates widely the findings and results of scientifically valid research in education; promotes the use, development, and application of knowledge gained from scientifically valid research in education;...[and] promotes the use and application of research and development to improve practice in the classroom."

IES (along with other offices in the Department of Education) is "... moving toward a performance-

<sup>2</sup> Thanks to Patricia Gonzalez at OSEP for contributing helpful information for this article.

<sup>3</sup> In addition, research grant opportunities will continue through another OSERS office: The National Institute on Disability and Rehabilitation Research (NIDRR).

oriented application process that focuses on selecting applications that are structured to meet performance measures and to yield data that will demonstrate achievement of program outcomes" (the performance measures and indicators for each grant program are specified in the application notice and program, which can be found on the Web site: [www.ed.gov/fund/grant/apply/grantapps/index.html](http://www.ed.gov/fund/grant/apply/grantapps/index.html)).

On the one hand, we can appreciate these as positive developments consistent with applied behavior analysis. In fact, we might be heartened to think that policy is catching up with what applied behavior analysts (including those whose work was funded by OSERS/OSEP) have been advocating and doing for decades. As such, it is easy to recognize in IES' stated mission the opportunities for funding behavioral research, as well as for promoting dissemination and adoption that will further our discipline.

On the other hand, it appears that IES has adopted a traditional and narrow standard for scientifically-based research. Guidelines for the 2004 Field Initiated Research program stated that because "evaluations focus on identifying the causal effects of education interventions, studies in which the target of the intervention (e.g., schools, teachers, or students) is randomly assigned to treatment and control conditions are strongly preferred." Similarly, in a seminar on "The Meaning of Scientifically Based Research and its Status Across Various Disciplines" (February 6, 2002) Valerie Reyna (OERI) described randomized clinical trials as "the only design that allows you...to make causal inferences. Everything else is subject to a whole bunch of other possible interpretations." It is curious that this focus on between-group designs would emanate from the No Child Left Behind Act (which suggests concern at the level of the individual).

#### Advice for Behavioral Researchers

The attractiveness of potential funding can be seductive. There are risks, however, associated with having one's research agenda (or methodology) controlled largely by funding priorities (although funding priorities are designed to do just that). Grant writing and research both require large commitments of time and effort. Courting funds (planning and preparing a grant application) may be less arduous and more likely to be successful if it serves rather than detracts from an existing research agenda. Furthermore, if one is ambivalent about the research itself, the long-term obligations of being wedded to a grant can seem like a sentence. Finally, funding priorities and emphases can change, whereas successful programs of research are generally long term. It is preferable, therefore, to seek support that matches one's research interests and expertise rather than to alter research interests to conform to a priority.

It remains to be seen what direction the National Center for Special Education Research within IES will take. When this information becomes available, it will be posted on the Web site (see address given above). In addition, behavior analysts can help to shape funding priorities. Before the Department of Education publishes a priority, it is published as a Notice of Proposed Rulemaking in the Federal Register and on its Web site, and the public is invited to comment. Comments are considered in drafting the final regulations for a priority.

Behavior analysts seeking support for research in special education need not limit their search to research. For example, much of my earlier research on instructional procedures for training respite care providers occurred in the context of an OSERS/OSEP grant in personnel preparation, and I conducted other research in autism in the context of a model demonstration grant. OSEP's outreach grants are another possibility.

The application package for these competitions outlines information that should be addressed in each section (e.g., importance, technical soundness, adequacy of resources, and qualifications of personnel), the criteria by which applications will be evaluated, the distribution of points across the various components, and other helpful information (e.g., page limitations, budget caps, deadlines). It can be regarded as an instruction manual of sorts. Additional guidance in preparing grant applications can be found at: <http://www.ed.gov/fund/grant/about/grantmaking/index.html>

It can be helpful to see examples of funded applications, and these can be obtained upon written request under the Freedom of Information Act for the cost of copying. The process can take several weeks, however, so it is advisable to make the request in anticipation of submitting an application.

### Getting Grants from the National Institutes of Health

Howard Rachlin, Ph.D., SUNY at Stonybrook

I must start with a few caveats. Although I have had good success in getting research grants from the National Institutes of Health (NIH), I'm not sure whether the rules and principles that I've developed for myself over the years apply to anyone else; I am especially leery about whether they apply to younger researchers. I applied (successfully) for my first grant (from the National Science Foundation) even before I was out of graduate school and since then my research has been continuously funded by the National Science Foundation (NSF) and (from about 1985) by NIH. What I know best, therefore, is how to keep a grant rather than how to get one in the first place. Nevertheless, I have been on grant committees (both NSF and NIH) on and off for many years, so I do have some advice to offer even to new applicants.

## General

Keep in mind that all this hard work of writing you're doing will be read by only three or four people, each of whom will be overwhelmed with other proposals. Your job is to keep those three or four people interested, even entertained. The names of panel members are public information. You should find out who they are and try to guess which one will be most likely to review your application (your prior collaborators and colleagues from your university cannot be reviewers and will have to leave the room when your proposal is being discussed) and write with him or her in mind. Not that your guess will be correct, but this will help focus your thinking. You should spend as much effort in polishing your prose style as you would if this were your Nobel Prize acceptance speech.

Reviewers will certainly want to see details of proposed experiments. Nevertheless, and I can't stress this too strongly, do not violate the space or type size or margin limitations. Do not make the application look like you are trying to cram as much as you possibly can into it. Your figures should be big and clear enough to be easily read. Use diagrams wherever possible to illustrate procedures. Leave an extra space between paragraphs. Use plenty of headings and keep them in logical order. Don't assume that the reviewers are familiar with your work (even if you know that they are). Explain everything. Don't worry about repeating some complex idea or procedure. It's much better to repeat yourself than to force the reader to turn back 10 or 20 pages to discover what you're talking about.

Never praise your own research. Don't tell them how interesting some result is — but make them interested. Never denigrate the research of anyone else. If your research is clearly relevant to practical NIH concerns (autism, say) there's no need to keep telling them how relevant it is. However, if your research is highly abstract or theoretical (like mine) you've got to present a convincing path to its application. This has become more and more important in recent years. If you can't do this you're better off applying to NSF. (In the good old days you could apply to both simultaneously; I switched to NIH when NSF rejected a reapplication and NIH gave the very same application a high score.)

Very frequently, applications are rejected on the first try or the second (you have three swings of the bat on a given application). When this happens (I don't say "if" since it will eventually happen to everyone) you must assume that it's your fault. The reviewers are always right. If two reviews are contradictory in their suggestions you've got to find a (Hegelian) resolution between them that takes both into account. There's a strong tendency for reviewers to dig in their heels in a second submission unless their concerns are a) admitted to be valid, b) specifically addressed, and c) effectively answered.

In general, do not try to hide any weaknesses in your application. You don't want to make the application a game of find the flaw. Reviewers come to be pretty good at this. It is much better to address weaknesses. It might be possible, in fact, to make weaknesses into strengths by suggesting that they were inevitable given the limited time you have been working on the problem (i.e., your prior experiments were essentially pilot or control experiments for this very proposal) and that the further research you're proposing will clear it all up.

## Applying for the First Time

As unfair as it may seem, you can't even get a first grant without a proven record of publication. This could be your thesis work or postdoc work or work supported by a university. A record of publication in highly selective journals, preferably as first author, in the very area of the application, is necessary (but not sufficient) for funding. If this happens not to be the case, to have any chance at all, you've got to address the issue and somehow explain it. If you can't do this then you might try to get some seed money from your university before applying.

## Continuation

Unless you're absolutely sure that you have a great new idea that will definitely appeal to the committee, stick to the topic that got you your grant in the first place. Don't even change the title. The watchword is *continuation*. You want to continue doing what you were doing before. There should be a seamless web between the research you've already done (in the progress report) and the research you intend to do. A good idea is to back up a little and actually put some of your work in progress into the proposed research section — although if you have any interesting unpublished data they should definitely go into the progress report, perhaps as pilot experiments. I know what Sidman says about pilot experiments. Nevertheless, some experiments don't stand by themselves but are just the first phase in a sequence and need further elaboration in a second phase for them to make sense. (The grant proposal should be written as if you are at that moment on the very cusp between these two phases.)

## Idiosyncrasies

I'm not in favor of collaborative grant proposals or big projects with tons of investigators — just more things for reviewers to find fault with. I prefer working with a few graduate students in a small laboratory. Nevertheless, I have sometimes added consultants in areas where I am weak. For instance someone like me will need statistical help in experiments of complex design or the help of a clinician in applied experiments.

My own preference is to have one grant for all of my research. My laboratory uses both human and nonhuman subjects in a wide variety of experimental settings. A single NIH grant supports them all. That way, my

proposal holds nothing back; it contains all the ideas I think are good. At an early point, in the background section, I explain how human and nonhuman experiments each reinforce the meaningfulness of the other. I tell them (in truth) that my graduate students are required to be active in both human and nonhuman research. I present both past and proposed experiments by topic rather than by species of subject. This sort of division I have found makes sense both to me and to the reviewers. But of course many highly successful researchers do things differently.

## Getting Funding from the National Institute on Drug Abuse

Mark P. Reilly, Ph.D., Central Michigan University

With increasing costs of research, dwindling state coffers for universities, and increasing pressures to succeed in the academic environment, securing funding for research is fast becoming a necessary part of the existence of the behavioral scientist. However, it need not be our bane. There are many positive aspects to grant writing besides the possibility of getting money to do something you want to do, and fortunately, numerous opportunities for funding exist. One such source has been the National Institute on Drug Abuse, or NIDA. NIDA was established in 1974; its mission is to lead the nation in bringing the power of science to bear on drug abuse and addiction. Support from NIDA has long fostered behavior analysis and behavioral pharmacology (Charles R. Schuster, who coauthored one of the first textbooks in the fledgling field of behavioral pharmacology, was once the Director of NIDA) and continues to provide a source of funding for behavioral research and support for postdoctoral positions. So what does one do to receive a NIDA-sponsored grant?

Times have changed considerably from when Skinner could write a 4.5 page letter to the National Science Foundation soliciting financial support for his research program (see Catania, 2004). Now days, there are many pages of instructions and many forms that have to be filled out exactly as instructed. Grant writing is sometimes a painful and arduous experience with delayed, probabilistic consequences that are not always positive. In 2003, there were 1,038 new grant submissions of which only 333 were funded (success rate of 32%) and more than 104 million dollars were distributed. I have had more than my share of rejected submissions. My Career Development Award (called a K-Award), titled *Toward a General Theory of Drug Behavior Dynamics*, was unscored upon its first submission, which means it was not going to be considered for funding. The score indicates how likely it is that the grant will be funded, the lower the better. My first pass was not even scored! Nevertheless, I addressed most if not all of the readers' criticisms, resubmitted it, and it was funded. This brings me to my most important lesson learned I have learned in the grant game: be persistent.

Through the years, I have learned other lessons about the grant-writing process, mainly through observing my highly successful mentors but also through my few successes. This is the advice I can offer for other behavioral scientists seeking funding from NIDA:

- If possible, surround yourself by successful people who have a demonstrated track record of obtaining grants...pay close attention to their grant-related behavior.
- Review successful grant proposals (these are public domain and are available for review).
- Attend grant-writing workshops such as the one offered by ABA in 2005 (go to <http://www.abainternational.org/sub/behaviorfield/research/federal/funding/program.asp> for more information).
- Generate an idea that addresses the needs of NIDA's mission or a Request for Applications (RFAs) or other calls for proposals.
- Determine the best mechanism for your proposal (e.g., R01, R03, R21, B-STARTs, K award).
- Dedicate a substantial amount of time developing that idea and writing the proposal.
- Have one or two colleagues outside and inside your area review it.
- Edit, Edit, Edit.
- Take advantage of services your university may provide, such as budgetary assistance (Central Michigan University's Office of Research and Sponsored Projects offers terrific assistance in preparing grants for submission).
- Learn to accept criticism and rejection (remember only a small percentage of grants are funded); be resistant to extinction and punishment. If your proposal receives a score that will not likely be funded, resubmit and thoroughly address each issue raised by the readers.

As mentors, we need to do a better job training the skills required for successful grant writing. We can start by shaping grant writing and the collateral skills as part of our graduate training (predoctoral and postdoctoral students can apply for training grants and National Research Service Awards or NRSAs. My postdoctoral fellowship at the University of Michigan was supported by a NIDA training grant and the University of Michigan Substance Abuse Research Center). Of course, the ability for NIDA to fund research is critically linked to their budget. Let us hope that NIDA's budget will not be slashed in these economically difficult times, and it will continue to be a source of funding for behavior

analysts/behavioral pharmacologists in the near and distant future.

For more information, go to the link <http://www.nida.nih.gov/Funding/>. Here you will find FAQ, downloadable forms, instructions, lists of previously awarded grants, and descriptions of the various funding mechanisms. Two other fine links are: Resources for New Investigators at [http://grants.nih.gov/grants/new\\_investigators/index.htm](http://grants.nih.gov/grants/new_investigators/index.htm) and the Research Assistant at <http://www.theresearchassistant.com/index.asp>. These links offer advice and other resources for grant writing.

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## Getting Funding from the National Institute on Drug Abuse and the National Institute on Alcohol Abuse and Alcoholism

Kenneth Silverman, Ph.D., Johns Hopkins University School of Medicine

The National Institute on Drug Abuse (NIDA) and the National Institute on Alcohol Abuse and Alcoholism (NIAAA) are ideal homes for behavior analysts. Operant laboratory models of drug and alcohol addiction are widely recognized, and operant treatments have been recognized as effective and are becoming increasingly accepted. The literature on the operant analysis and treatment of addiction can serve as a foundation for behavior-analytic grant applications, both because of the scientific background it provides and because of its familiarity to many grant reviewers. In this article, I describe some of my experiences seeking extramural funding to develop an operant treatment for cocaine and heroin addiction (see Silverman, 2004 for a description of this research). These experiences are organized around the five dimensions on which NIH grants are evaluated: Investigator, Environment, Innovation, Significance, and Approach.

### Investigator and Environment

Grant reviewers assess the extent to which the investigator has the relevant experience and skills to achieve the grant's objectives. I had the good fortune to obtain my initial experience conducting operant treatment research at NIDA's intramural program, with Kenzie L. Preston, Charles R. Schuster, and others. Supported by intramural funds, we conducted studies that showed that arranging monetary vouchers contingent on cocaine-free urine samples could increase cocaine abstinence in injection drug users who persisted in using cocaine despite exposure to standard methadone treatment services.

To begin extramural research, I moved to Johns Hopkins University and worked under the guidance of Maxine Stitzer and George Bigelow. Maxine and George were pioneers in the use of contingency management interventions to treat drug addiction and were experienced extramural researchers. They were perfect mentors to introduce me to the world of grant writing. My first application proposed to conduct studies on voucher reinforcement of cocaine abstinence in injection drug users enrolled in methadone treatment. Fortunately for me, that application was a component of an NIH Research Center for which Maxine Stitzer was the principal investigator.

During the grant writing process, Maxine and George began to teach me that grant writing follows a unique set of rules. I learned, for example, that you shouldn't ignore a limitation in your research approach, hoping that it will go unnoticed in the review process. Where alternative approaches are possible, discuss them, and explain why your approach is superior to the alternative(s). I believe that NIH grant writing is a unique type of writing, which probably is learned best with some guidance and feedback from experienced investigators.

With the guidance and credibility provided by Maxine and George, the application was funded. My prior research experience was probably relevant, but I believe that Maxine's long history of extramural research, along with the research environment that she and George had created, provided firm evidence that we could accomplish the goals of the grant, and thus were critical to funding. At a substantial cost and proposing some extreme studies (e.g., studying the effects of providing \$3,000 in vouchers to promote abstinence in treatment-resistant patients), I believe that the application would not have been funded if I had submitted it on my own.

### Innovation

I later wrote my first R01 application to develop a novel treatment that I hoped would be a practical application of the voucher-based abstinence reinforcement technology. Under this intervention, which we called a therapeutic workplace, we hoped to create a model business, hire drug abuse patients to work in that business, and use the wages that the participants would earn for work to reinforce drug abstinence. The intervention included an initial training phase in which participants would receive basic academic and job-skills training prior to regular employment. The original application received a terrible priority score and was not funded. The intervention was innovative, which is good; but its novelty raised surprising concerns. We had proposed to teach participants prerequisite academic skills using Direct Instruction and Precision Teaching. Reviewers raised Human Subjects concerns, suggesting, "the research does not adequately consider the difficulty of training the subject group, who have limited

intellectual capabilities, ...do not have the mental capacity to achieve study expectations (with respect to basic skills or specific job skills training), ...and may feel frustrated and experience a sense of failure." The grant application had cited relevant research on Direct Instruction and Precision Teaching, but that was not sufficient. Over the next months, we conducted two small studies to show that the intended population was interested in learning the job skills we had planned to teach, and that they could acquire those skills relatively easily and without "frustration" (Silverman, Chutuape, Bigelow and Stitzer, 1996; Silverman, Chutuape, Svikis, Bigelow and Stitzer, 1995). The process of getting this grant was long and painful, but the third revision of the application was funded. This experience showed me that innovation is important, but strong pilot or preliminary data are critical to a successful application.

### Significance and Approach

Behavior-analytic approaches have been effective at addressing important social problems that other disciplines have failed to address successfully, and they have considerable potential in the treatment of drug and alcohol addiction. Available treatments for drug and alcohol addiction have failed to address a number of important problems adequately. Those unsolved problems are ideal targets for behavior analytic approaches. Much of my research and grant applications have focused on the treatment of injection drug users who persist in using cocaine during standard methadone treatment. This target has been important for a few reasons: 1) cocaine use by injection drug using methadone patients has been recognized as an important health problem, which has been associated with an increased risk of HIV infection; 2) available treatments have shown limited effectiveness in addressing the problem; and 3) there is a strong empirical basis to expect that the operant approach can be effective in addressing this problem.

In my one application to NIAAA, I followed a similar strategy and proposed to evaluate the effectiveness of the therapeutic workplace to address an important problem that other approaches had failed to address successfully: the chronic unemployment and persistent alcohol use of homeless, alcohol-dependent adults. I assumed that reviewers would recognize readily that conventional counseling approaches would be insufficient to address these problems and that an intensive intervention like the therapeutic workplace would be warranted. The written reviews and ultimate funding of the application seemed to confirm my suspicions.

In general, my successful grant applications have had similar characteristics: they have addressed a problem of considerable and obvious social significance; they have addressed an intractable problem that other available approaches had failed to address successfully; and they have proposed to apply an empirically-based and powerful operant approach.

### Prospects for Success

In my experience, program staff members at NIDA and NIAAA have been extremely supportive and helpful, and review committees have been open to sound behavior analytic proposals. I and other behavior analysts have maintained active research programs through NIDA and NIAAA funding, and I expect that many other behavior analysts could experience similar success.

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## What in the World Is Going on in Washington with the Funding of Science?

Barbara A. Wanchisen, Ph.D.; The Federation of Behavioral, Psychological, & Cognitive Sciences

As many of you likely know, there are budget cuts all over the place in the federal arena, and funding for science is not a top priority in Washington at this time. Both the National Science Foundation (NSF) and the National Institutes of Health (NIH) will likely receive miniscule "increases" in 2006, maybe about 2% at NSF and less than that at the NIH. I put that word in quotes because these proposed increases do not keep up with inflation, let alone enable new programs of research. On top of all of this, those of you who rely on money from the National Institute of Mental Health (NIMH), which is housed at the NIH, know the frustration regarding the changing priorities in that institute, especially as the reorganization relates to basic behavioral science.

OK, so should we all just give up?

Absolutely not!

One way to totally diminish your impact individually, and as a field, is to pack up and go home – this only makes room for all of the other sciences to gain a greater foothold here in the federal arena. And as for the NIMH, if they receive fewer and fewer applications in some areas of science (which I am told is happening), then they are in a sense "justified" in cutting back from those areas. It's a "Catch 22" to be sure. However, if the NIMH (or any institute) continues to receive a goodly



number of fine applications, they can't have **exceedingly** low success rates without explanation.

The absolute best piece of advice I can give you is to be **tenacious**. Part of this means that you must find a sympathetic program officer, be willing to listen hard to what that person tells you, and keep at it ... and at it. My understanding is that the vast majority of grant applications received at the NIH are sent in "blind" by the scientist, not one contact is made with the relevant program officer or any NIH staff. This is simply a big mistake. Also, talk to others in your field who have been successful – keep your eye on the prize – and just do not give up.

#### **Office of Behavioral and Social Science Research: A "Clearing House" at the NIH**

The NIH is by far the largest funding agency for our sciences in Washington (NIH's total budget is approximately \$28 billion annually) and you may not realize that they have a special office, founded in 1995, that oversees your interests. It is called the Office of Behavioral and Social Sciences Research (OBSSR) and is listed on the NIH Web site under the Office of the Director. It can be found directly on:

<http://obssr.od.nih.gov/>

OBSSR has pointed funding links on its site (those directed at behavioral science) and also knowledgeable staff should you be totally perplexed about navigating the behemoth known as the NIH. Even if you are used to the NIH, OBSSR is not a bad place to check out periodically. For example, did you know that there is an NIH-wide initiative on the study of obesity? Or that the NIH Director is interested in funding high-risk basic research under an initiative called The Roadmap? Sometimes it is helpful to look beyond the more obvious places for funding at the NIH (or the NSF for that matter) and see if your work can adapt to new realms.

By the way, an institute to keep an eye on now is the National Institute of General Medical Sciences.

<http://www.nigms.nih.gov/>.

They are beginning to pay greater attention to the basic behavioral sciences, and in fact, there is someone at NIGMS – James Onken – who was trained in animal learning. I would recommend contacting him about

research ideas that you may have. In fact, they just recently have announced that they will release RFAs on animal models ([http://www.nigms.nih.gov/about\\_nigms/05-05\\_council\\_open.html#animal](http://www.nigms.nih.gov/about_nigms/05-05_council_open.html#animal)). Also, they are initiating a training grant program merging basic biological with behavioral components and we are keeping an eye on that progress. So while things are just starting there, it would be not be a bad thing to get in on the ground floor.

#### **What About the National Science Foundation?**

Animal behavior has fallen on hard times at the National Science Foundation (NSF) but things are slowly improving. Just about all animal research of this ilk (biological and behavioral) has been funded under the Biology Directorate and over the course of years, this directorate proved more favorable to "comparative" types of studies in animal behavior. However some new leadership in the Integrative Organismic Branch, headed by Tom Brady, is proving promising, and a behavioral neuroscientist, Diane Witt ([dwitt@nsf.gov](mailto:dwitt@nsf.gov)) can provide you with the direction you might need if you would like to seek NSF funding. If you are conducting basic human research, the Social, Behavioral, & Economic Sciences Directorate is still the place to approach and now word has it that the Education & Human Resources Directorate is interested in behavioral science applications as well (I recommend contacting Gregg Solomon at [gesolomo@nsf.gov](mailto:gesolomo@nsf.gov) for more information on this opportunity).

I can never encourage you enough to talk to people at the funding agencies and I hope that some of the names I have provided above are helpful (and probably new to most of you, as these things evolve over time). It is their jobs to help you, but also you will avoid wasting a lot of time if you talk to the relevant program staff.

One final thought: If federal funding is just not in your future, do consider approaching private foundations. This is not something that we focus on in the Federation, but I understand that many scientists can find homes for their research there, depending on the goals of the particular foundation. So do consider that an option as well.

Best of luck to you and please do not hesitate to contact me if you have questions or concerns. I am available on [bwanchisen@fbpcs.org](mailto:bwanchisen@fbpcs.org).

**Welcome in 2005!**

**Iceland ABA**

**Taiwan ABA**

**Speech Pathology Special Interest Group**

# Updates from ABA Boards and Committees

## Affiliated Chapters Board Update 2005

Gerald Bernicky, BST, Board Coordinator

The Affiliated Chapters Board coordinates the activities of ABA International affiliated chapters with the ABA Executive Council. The Board Coordinator, with the superb support of Maria Malott and Majda Seuss, assists with new chapter applications, which are forwarded to the ABA Executive Council for review, and supports existing chapters with many other requests (see How ABA Supports its Affiliate Chapters later in this submission). The Board Coordinator also chairs an annual Affiliated Chapters Business Meeting at the ABA convention to report on accomplishments and seek new directions, issues, and activities from members to address in the upcoming year. This is followed by making a report at the ABA Business Meeting on activities relating to affiliated chapters.

As of May 31, 2005, there are a total of 55 affiliated chapters of ABA International (29 domestic or US chapters and 26 international chapters).

### Domestic (within the U.S.)

Alabama ABA	Berkshire Association (BABAT)
California ABA	Chicago ABA
Connecticut ABA	Delaware Valley ABA
Florida ABA	Georgia ABA
Greater Boston ABA	Hawaiian ABA
Illinois (BASIL)	Kansas ABA
Maryland ABA	Michigan (BAAM)
Mid-American ABA	Missouri ABA
Nevada ABA	New England (NESBAT)
New Jersey ABA	New York State ABA
North Carolina ABA	Northwestern ABA
Pennsylvania AB	Southeastern ABA
Tennessee ABA	Texas ABA
Vermont ABA*	Virginia ABA
Wisconsin ABA*	

### International (Outside of the U.S.)

ABA of Argentina	Australian ACBT
ABA of Brazil	Chinese ABA
ABA Colombia	Experimental Analysis of Behavior Group – UK
German Society	Iceland ABA**
BA in Ireland	Israel ABA*
Italian Association	Japanese ABA
Korean ABA	Latinoamericana (ALAMOC)
Sociedad Mexicana	Middle East Arab ABA
New Zealand ABA	Norwegian ABA
Ontario (Canada) ABA	Philippines ABA
Polish ABA*	Polish ABT*
Russian ABA	Swedish ABA
Taiwan ABA**	Venezuelan ABA

\* New since the ABA 2004 convention.

\*\* New since the ABA 2005 convention.

The number of ABA International affiliated chapters has shown somewhat steady growth each year in both the number of domestic and international chapters formed and approved by the ABA Executive Council, as shown in Figure 1.

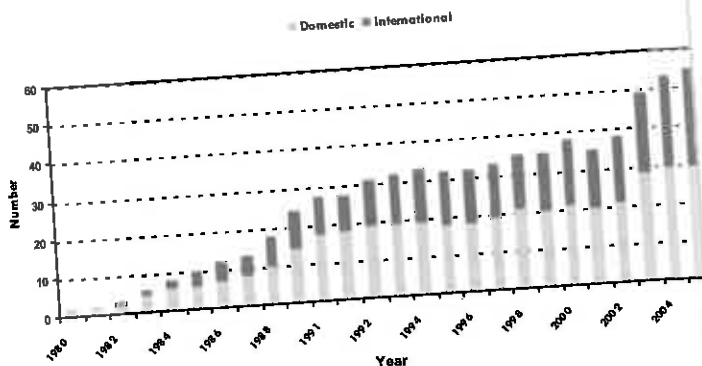


Figure 1: ABA international affiliated chapters per year.

Number of reported affiliated chapter members:

	2002	2003	2004
Domestic (U.S.)	4,447	4,250	4,561
International	5,190	5,696	5,360
<b>TOTAL</b>	<b>9,637</b>	<b>9,946</b>	<b>9,921</b>

#### Accomplishments in 2004-2005

- Responded to requests for information or redirection to the ABA office for affiliated chapter applications and other support to affiliated chapters.
- Held the Affiliated Chapters Business Meeting at ABA in May of 2005 (Chicago). This meeting was well attended by ABA Executive Council members, who sat in on each group discussion during the 2004 business meeting to a short general update by the Coordinator and then individual group discussions (domestic and international chapters). Minutes from these discussions were recorded and shared. The two main discussion points were: a) how to support the expectation of affiliate chapters to provide continuing education credits for BACB members, and b) how to plan around the location of the ABA convention and how this may affect local chapters who may rely of their individual chapter conventions as sources of revenue.
- Completed an ABA Newsletter submission about the Affiliated Chapters Board, which appeared in 2004, Vol. 27, No. 2.
- Created a new page/space on the ABA International Web site for affiliated chapters to have their individual conferences/meetings announcements posted.
- Conducted a review of the affiliated chapters Web sites to create a summary of which sites have examples of resources to assist other chapters in development (e.g., membership forms, policies, by-laws, links, etc.). This summary will also be posted on the ABA International Web site under the section for affiliated chapters.
- Completed a review of the Affiliated Chapters Handbook and provided the ABA office with a list of recommended changes for the revised manual.
- Prepared a binder and CD-ROM of all materials, documentation, and work produced in the position of Board Coordinator to hand over to next Board Coordinator.

#### How ABA Supports It's Affiliated Chapters

This is a summary of the various ways that ABA International supports the growth and development of its affiliated chapters both domestically and internationally.

#### ABA Office

- Processes chapter applications.
- Requests and reviews annual chapter reports with the ABA Executive Council.
- Produces mailing labels of ABA members within the geographical location of an affiliated chapter (upon request to Majda).
- E-mails ABA members within geographical location of an affiliated chapter (upon request to Majda).
- Serves as a clearing house and archival facility for chapter documents.
- Provides an ABA International chapter-adjunct membership category (reduced costs).
- Creates and provides an Affiliated Chapter Handbook.

#### ABA Newsletter

- Publishes articles submitted about affiliate chapters.
- Publishes announcements regarding affiliate chapters.

#### ABA Web Site

- Lists chapter information (contact person).
- Links to chapter Web sites.
- Posts chapter conferences/meeting announcements.
- Provides summary of chapter resources (Summer 2005).

#### ABA Annual Convention

- Provides space for an annual affiliated chapters business meeting.
- Provides meeting space for individual affiliate chapter meetings (upon request).
- Waives the ABA Expo poster fee.

#### Education Board Update

Pamela G. Osnes, Ph.D., Board Coordinator

The Board has benefited from a diverse membership this year, representing faculty, doctoral students, Master's students, and undergraduate students from three universities and behavior analysts from business and community agencies from all regions of the U.S. Five teleconferenced meetings were conducted between October, 2004 and April, 2005. Janet Ellis and Medea Rawls (University of North Texas) and John Borrero (University of the Pacific) participated in the teleconferences on behalf of the Council of Directors of Graduate Training Programs in Behavior Analysis (CDGTPBA); Janet Twyman (Chair, Accreditation Committee), Melinda Sota (FSU), and April Heimlich (all representatives of Headsprout, Inc.) participated on behalf of the Accreditation Committee; and Jamie Hughes (Behavior Analysts, Inc., Denver) and Ronnie Detrich (Wing Institute, Berkeley, CA) represented community agencies interested in the mission of the

Education Board. Members participating at The Ohio State University were Judah Axe, Traci Cihon, Gwen Dwiggins, Nicole Reimer, Joel Vidovic, and Donna Villareal.

## **2004-2005 Goals and Progress Toward Their Achievement**

### **Goal 1: Syllabi Bank**

A total of 27 universities submitted syllabi in 2003-2004 (<http://www.abainternational.org/sub/behaviorfield/education/syllabi/>). The syllabi were organized according to university and links to each syllabus were created. The 27 universities submitted approximately 110 syllabi to the bank. An additional 47 syllabi were collected in 2004-2005. All syllabi were organized according to a new organizational system, which arranges the syllabi both by university and by topic area. Topic areas were chosen based on the special interest groups (SIGs) already developed by ABA (see <http://www.abainternational.org/sub/membersvcs/sig/index.asp>).

### **Goal 2: Identify Methods to Track and Increase Number of Student Vita in START**

Tracking student vita involves many variables that may not be easy to control. Some of these variables include the identification of an applicant as a student, the frequency of applicants updating their postings, and the removal of postings upon achieving employment. An effective process may be the measurement of number of vita posted on START while systematically implementing advertising/promotion of START. Consistent with these suggestions, the Education Board has established a database that may serve as a baseline count of vita currently posted on the START network.

### **Goal 3: Analyze Data from Student Retention Questionnaire**

Completion of the analysis of data from the questionnaire distributed in 2003-2004 occurred. The questionnaire had recruited information on the programs and degrees being sought by ABA's student members. These data and future recommendations were presented in a poster at ABA in Chicago.

### **Goal 4: Contact Internship Sites and Employers for Potential Postings on START and Analyze Responses to Determine Methods to Increase Postings**

Spreadsheets compiled from last year were updated to include all current employers currently on the START Web site. Last year's ABA program was also cross-referenced to add other organizations that may not have posted employment opportunities on the Web site. These compiled lists were sent to the new Agency-Based Behavior Analysis Training (ABBAT) Committee to use as a reference for types of agencies that are currently hiring behavior analysts. Internships were also updated with recent postings to START.

### **Goal 5: Update the Graduate Training Directory (GTD)**

In order to do this, a task analysis was completed in October, 2004-January, 2005 to analyze the information on the GTD. Following this analysis, the following recommendations were made to the ABA Executive Council: The GTD should be divided into four strands; programs that offer full degrees (MA/Ph.D.), traineeships, agency-based training, and internships; Programs should have designations of "ABA-Accredited programs", programs whose coursework is sufficient to prepare students for the BCBA exam, and programs whose practical experience/mentorship opportunities are sufficient to prepare students for BCBA certification. Additionally, when people go into the GTD, the "default" organization of programs should be alphabetical.

In order to remain in the GTD, programs must complete the following fields on the profile page: Contact person; E-mail; Degrees offered; Tuition information or link to university Web page listing tuition schedules; Opportunities for financial support; GPA requirements; Courses offered; Faculty and their interests. Programs must list at least four behavioral courses; must list four faculty with research interests in behavior analysis; and must update their profile at least once per year.

## **Additional Activities**

### **Development of Agency Based Behavior Analysis Training (ABBAT)**

ABBAT is a new initiative for the Education Board. Its purpose is to develop a set of guidelines for agencies to use to influence the quality of their training for service providers. With the dramatic increase in the demand for behavioral service providers, there is a concomitant need to assure the ultimate consumers of behavior analysis services that these providers are well trained. No formal, standardized process has been developed to directly influence the training and indirectly the quality of the service. Such a process is seen as impacting three consumer groups: (1) the clients as ultimate consumer; (2) the organizations that are hiring and training these service providers; and (3) the trainee who will benefit from the quality training. Ronnie Detrich (Wing Institute, Berkeley) agreed to serve as Chair. At ABA in Chicago, a group of 10 field-based behavior analysts who were nominated by the Education Board held an organizational meeting to plan the 2004-2005 activities.

### **Development of a Behavior Analysis Council for Undergraduate Training Programs (BACUTP)**

Ruth Anne Rehfeldt (Southern Illinois University) is developing the prototype for a Council of Directors of Undergraduate Training Programs in Behavior Analysis that would mirror the function of the Council of Directors of Graduate Training Programs in Behavior Analysis for undergraduate level of preparation. This activity will continue in 2004-2005.

### Accreditation Board Update, Janet Twyman, Chair

Twelve universities have 16 accredited programs. Two site visits were conducted in the past year. Site visitors were Dr. Sigrid Glenn, University of North Texas; Dr. Jack Marr, Georgia Tech (retired); Dr. David Palmer, Smith College; and Dr. Deirdre Fitzgerald, Eastern Connecticut State University. Six behavior analysts were nominated to serve on the Accreditation Committee, which will oversee the site-visit process. There was one request for accreditation materials, and it was from a behavioral organization and not a university-based program. The Board began revising the Accreditation Manual, and this process will be completed in 2005.

### Council of Directors of Graduate Training Programs in Behavior Analysis, Janet Ellis, Chair

The Council currently has 24 members, including two international programs. The term of Janet Ellis (UNT) as Chair expired, and Jennifer Austin (California State University-Fresno) was elected Chair for 2005-2008. The Council held its annual meeting at ABA in Chicago with 13 members present, and discussed the strategic planning process which will be completed in 2005. Additionally, plans were made to establish a liaison between the Council and the Accreditation Board and the Behavior Analysis Certification Board.

### What is the Membership Board of ABA

Rachel S. F. Tarbox, Ph.D., Board Coordinator

There are a number of Boards and Committees that are a part of the Association for Behavior Analysis. These groups work together to support ABA's mission "to develop, enhance, and support the growth and vitality of behavior analysis through research, education and practice." As ABA grows, both long-standing and newer members of the Association may not be familiar with the activities of these various Boards and Committees. The purpose of this ABA newsletter article is to describe and provide an update on the Membership Board of the Association for Behavior Analysis.

The mission of the Membership Board is "to recruit and retain membership." The Board oversees the activities of the Committees under it. The Coordinator's main responsibilities are to communicate with Committee Chairs, facilitate the accomplishments of Committees' goals and serve as a liaison between Committees and the ABA Executive Council. The Recruitment and Retention Committee determines and implements strategies to increase membership; the Fellows Committee reviews nominations for Fellows and makes recommendations to the ABA Council for designation of that category of members; the Student Committee is very active in its mission to support the student membership of ABA; and the Application Review Committee reviews the vitae of members applying for Full membership status. The formal Mission Statement and Chair for each committee are as follows:

#### Fellows Committee

Mission: To recognize outstanding contributors to behavior analysis in one of the primary areas of (a) scholarly research, (b) professional practice, or (c) teaching/administration/service.

Chair: M. Jackson Marr (2005-2007)

#### Application Review Committee

Mission: To ensure that applicants for full membership qualify.

Chair: Jack Michael (1989-2006)

#### Recruitment and Retention Committee

Mission: To design strategies to recruit and retain members

Chair: to be appointed Summer 2005

#### Student Committee

Mission: To provide organizational support enabling student members to develop professionally and contribute to behavior analysis.

Chair: Christy Alligood (2005-2006)

Each year, the Membership Board submits an annual report for the Executive Council regarding activities of the past year and goals and projects for the upcoming year. Boards are assessed on their development and implementation of such strategic plans. Also, Board Coordinators present a short summary of their activities at the ABA Business Meeting at the annual convention.

To summarize some of the highlights of the past year; M. Jackson Marr accepted the position as chair of the Fellows Committee and has since been collaborating with committee members to review nominations for ABA Fellows. With respect to the Application Review Committee, in 2004, Jack Michael reviewed 212 applications for full membership, of which 205 were approved for full membership, 1 for affiliate status, and 6 are still pending. The student committee has had an incredibly productive year, marked by an increase in student membership and student attendance at the annual convention. Moreover, the student committee continues to pursue a multitude of development activities all of which are updated on their link on the ABA Web page.

In an on-going effort to contribute to the vitality of behavior analysis, the ABA Membership Board looks forward to the coming year. With the continued support of ABA's amazing administrative staff, there are a number of goals that the Membership Board will pursue, including evaluation of growing membership and changing demographics, retention of current members; identification of geographic areas with ABA members that would be appropriate for creation of new affiliate chapters; and assisting the Student Committee to design strategies for continued professional development of ABA student members. Most importantly, as ABA grows it becomes increasingly necessary for all members to have

access to information regarding the organizational structure of the Association, and the Membership Board will maintain its dedication to the dissemination of all relevant activities.

## ABA 2005 Program Committee Report

Ramona Housmanfar, Ph.D., Senior Co-Chair

Our 31<sup>st</sup> ABA convention was a successful event. As always, this great accomplishment was a product of the incredible contribution and support provided by the ABA administration staff, ABA Council and the Program Committee. The following is a data based outline of the ABA 2005 program and the associated discussions and changes that will affect next year's program structure.

As shown in Table 1 and Figure 1, the total number of submissions was 1,408, a 0.4% decrease from 2004. AUT (22%), EAB (18%), EDC (14%), and DDA (13%) continued to be the largest areas and together accounted for 67% of all submissions. As well, workshops increased 10% from 2004, Special events decreased 52%, and tutorials decreased 8%. In addition, seven of 14 areas experienced a decrease in the number of submissions from 2004. Overall, we experienced a maintained level of performance in terms of number of presentations which allows for a healthy pattern of growth over time (see Figure 1).

Type of Presentation	04 to 05 Change	2005	2004	2003	2002	2001	2000	1999	1998	1997	1996
Posters	0.4%	711	708	715	630	609	535	584	609	556	526
Panels & Symposia	-1.7%	231	235	261	184	196	198	160	156	140	167
Papers	-6.5%	215	230	208	157	147	125	116	139	46	183
Invited Addresses	4.8%	22	21	22	21	19	17	15	20	20	22
Meetings	24.2%	41	33	47	38	43	35	38	37	40	34
Workshops	10.3%	86	78	62	40	45	41	33	33	29	30
TOTAL	0%	1306	1305	1315	1070	1059	951	946	994	831	962
Reunions	0%	14	14	13	10	13	10	11	9	10	7
Special Events	-52%	12	25	21	23	20	15	10	16	15	22
Invited Tutorials	-8%	11	12	6	5	6					
ABA EXPO	14.0%	65	57	51	56	52	42	33	30	26	25
GRAND TOTAL	-0.4%	1408	1413	1400	1159	1144	1108	1000	1049	882	1016

Table 1: Ten-year overview of types of submissions (1996-2005).

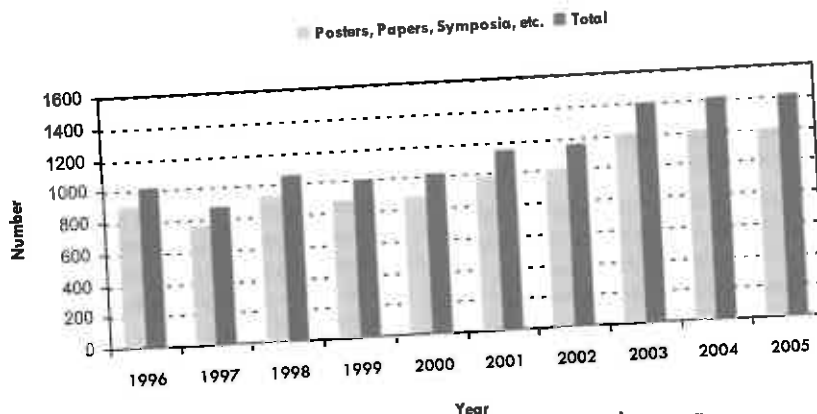


Figure 1: Number of presentations by year.

### Program Committee

The Program Co-Chairs and Area Coordinators held a business meeting during the convention to review issues associated with the program. The process included an update regarding the Program Committee Report that was submitted to the ABA Council prior to the convention and further discussion of ways to improve the quality of the program. The following are the topics that were

discussed and approved for implementation in the next year's program.

### Area Coordinators

Many Area Coordinators' terms end at the conclusion of the 2005 convention. Accordingly, we coordinated the following replacements: Amy Odum (Coordinator of Behavioral Pharmacology) was replaced by John Roll (Washington State University). John Austin (Coordinator

of Organizational Behavior Management) was replaced by Timothy Ludwig (Appalachian State University). Thomas Brigham (Coordinator of Teaching Behavior Analysis) was replaced by Pamela Osnes (The Ohio State University). Genae Hall (Coordinator of Verbal Behavior) was replaced by William Potter (California State University, Stanislaus). We welcome the involvement of our new Program Coordinators. In addition, we are grateful to those who are moving on for all of their hard work and contribution to the ABA Program.

### Program Structure

In order to provide a more descriptive grouping of events, the ABA Council instituted a new matrix that would allow for all 14 areas to acquire 4 categories for submissions which are as follows: a) Experimental Analysis of Behavior (EAB); b) Applied Behavior Analysis (ABA); c) Service Delivery, Technology (SDT); d) Theoretical, Philosophical, Conceptual (TPC). By using the matrix, each submission was identified by one area and one content category (e.g., AUT & SDT) in this year's ABA Program.

We recommended a change in the policy associated with the maximum number of presentations which would allow Program Coordinators and Co-Chairs to provide their support to the ABA Program without jeopardizing their opportunity to present their scientific work to colleagues and students. This suggestion also applied to the ABA Student Representatives and their conference related activities. The ABA Council agreed with the recommendations and approved the addition of an extra two submissions by Program Coordinators, Co-Chairs and ABA Student Representatives that would relate to their chairing of invited and special events. This change resulted in a substantial contribution of Program Coordinators, Co-Chairs and Student Representatives to chairing of invited and special events in ABA 2005. We also received positive feedback from many Program Committee members regarding this change.

As was indicated in our last year's report, the number of tutorials increased 100% from 2003. This substantial increase was due to the coordinated effort and extra support provided by the Program Coordinators. To maintain high quantity and quality for tutorials, we recommended Program Coordinators' direct control and coordination of the submission process. The ABA Council approved our suggestion and allowed the inclusion of "tutorial" as the third invited presentation in the Invited Presentation category and hence promoted the direct involvement of Program Coordinators in the submission process. The ABA Program data demonstrate the achievement of our goal in terms of maintenance of high number of quality tutorials.

In addition, the following ideas were discussed and approved for inclusion in next year's program:

a. An invited "connections" address which would be scheduled and conducted by a preeminent scholar or practitioner from some field other than one typically associated with behavior analysis will be instituted next year. Last fall, Clinton Anderson, an internationally recognized horse trainer of "Downunder Horsemanship" was invited. Due to a prior commitment, he was unable to accept. However, he is interested in presenting in 2006 and would like to coordinate the videotaping of his presentation and tape some informal conversations with a few behavior analysts for use on his RFD-TV television program. This is a tremendous opportunity for horse training to be seen as an applied exemplar of behavior analysis.

b. The inclusion of a "road map" session was discussed at the Program Committee meeting last year (ABA 2004). The idea included the scheduling of an hour session before the opening event that would target the first time attendees such as students and parents. The session would offer a brief review of a target program area (e.g., autism), the associated presentations, their times, locations, and notable papers that would match the interest of the audience. The scheduling of the "road map" session required the commitment of one or two members of the Program Committee in terms of its coordination and implementation. We clarified the role of this session and its categorization as a business meeting this year (ABA 2005). Accordingly, the participation of Program Committee members in the implementation of the session would not adversely affect their maximum number of conference presentations.

Last, but not least, I would like to thank my co-chair, Bill Palya, for his invaluable collaboration, and all of the Program Coordinators and other members of the Program Committee for their outstanding efforts this year. In addition, on behalf of the ABA program committee, I would like to thank Maria Malott and her exemplary staff for their incredible support and guidance.

### Publication Board Update

Nancy A. Neef, Ph.D., Board Coordinator

ABA members have available stimulating summertime reading with the publication of the Spring 2005 issue of *The Behavior Analyst* (TBA) and the 2005 issue of *The Analysis of Verbal Behavior* (TAVB). With the capable leadership of the journals' distinguished Editors (Marc Branch and Jack Michael, respectively), the issues were processed in a timely manner.

Submitting authors can expect to receive expert, constructive, and prompt feedback on their manuscripts. Both journals continued the excellent record from the previous year for manuscripts submitted in 2004. The mean lag time from manuscript receipt to the initial editorial decision for TBA was 2 months (median = 2 months, range, 1 week to 5 months). Fifty eight percent



of the manuscripts submitted to TBA were accepted for publication. The editorial members of TAVB were similarly diligent in handling manuscripts. Sixty seven percent of the manuscripts submitted to TAVB were accepted for publication. Short lag times were aided by electronic submission and processing of manuscripts for both journals. We trust that authors will find this a convenient option.

There was a healthy increase in submissions for both journals, and that remains an important goal for the next year. The presentations at the 2005 ABA convention suggest a rich source of material that would be of interest. We encourage interested persons to view the journals' web pages on the ABA International web site for information regarding the preparation of manuscripts, the editorial board, the current and previous table of contents, search capabilities for abstracts, and other information.

### Science Policy and Research Board

By Kathryn Saunders, Ph.D., Board Coordinator

This year's greatest achievement for the promotion of the research of ABA members was the Federal Funding Workshop that was conducted in Chicago in February. I can unselfishly laud this event because it was planned by Maria Malott before I was appointed to the Board (in the fall of 2004). This two-day workshop involved presentations by eight prominent behavior analysts who have obtained federal funding and/or served on grant review panels. Sixty registrants braved the Chicago winter to attend! The board plans to make this a regular part of the ABA convention, by including funding workshops within the ABA preconvention workshops every year. Suggestions for specific topics are welcome!

ABA is a member of the Federation of Behavioral, Psychological, and Cognitive Sciences, which advocates for research in the behavioral sciences at the federal level, monitors and communicates law and policy changes of importance to behavioral scientists, and coordinates several congressional briefings per year. The briefings are meant to show congressional staff the value of research in the social and behavioral sciences. As the Science Board Coordinator, I attended my first annual meeting (as the ABA delegate, in December, 2004). Many of you now receive the weekly newsletter, written by Federation-director Barbara Wanchisen, an ABA member. Those who don't receive the newsletter can sign up on the Federation Web page ([www.thefederationonline.org/welcome.html](http://www.thefederationonline.org/welcome.html)) which also provides a review of Federation activities.

ABA became a member organization in The Association for Assessment and Accreditation of Laboratory Animal Care International (AAALAC) during the 2003-2004 academic year. AAALAC accredits animal care and use programs. Over 600 programs in 21 countries have been accredited by AAALAC. Steve Dworkin accepted a formal appointment as ABA's representative in the fall of

2004. We are very fortunate that Steve is serving in this capacity, because he was active in the organization prior to his appointment.

### Standards and Professional Affairs Board Update

Keith Allen, Ph.D., Board Coordinator

The Standards and Professional Affairs Board has as its focus the practice of behavior analysis, including certification, continuing education, codes of ethics, practice standards, legislation and public policy, and third party payments. It currently is served by one committee, the Professional Affairs Committee, which is chaired Tom Zane. Tom has recruited an able group of committed volunteers that include Saul Axelrod, James Mulick, Kim Schreck, and Jennifer Zarcone. The Committee has been active in three primary areas over the past year:

- 1) The Committee has worked on the development of a "road map" of strategies and activities for use by state affiliates in pursuing state level recognition of the BCBA and BCABA credentials.

The Committee has been working to identify where individual states are in this process and to determine their individual needs, including contacts and resources at the state level that could facilitate recognition. The Committee has begun identifying state chapter persons who are working on these efforts and may develop a system for communication across the state chapters to pool their information, resources, and strategies.

- 2) The Committee has also been working to solicit concerns and ideas from ABA members about professional issues in behavior analysis. A forum was held this year at the ABA convention, providing an opportunity for members to voice interests and concerns about professional issues facing behavior analysts. For example, concerns were raised about individuals hired as "behavior specialists" with little or no training in behavior analysis and how best to address this as an Association. Related concerns were expressed about certification and what "certification" means. Attendees also raised important issues regarding the struggles between guild interests and "learned society" interests and the role of the Professional Affairs Committee in acknowledging and addressing these issues. Finally, questions were raised about ABA ethical standards (adopted from APA) and whether these can accurately guide behavior analysts.

- 3) The Committee has also initiated efforts to explore how best to track federal legislation that may impact behavior analysts and toward this end has established a collaborative relationship with the ABA workgroup on professional recognition. In addition, the Committee is pursuing involvement in the "IDEA Collaborative Partnerships", which are funded by the U. S. Department of Education's Office of Special Education (OSEP). These

partnerships involve the affiliation of 105 organizations (e.g., Council for Children with Behavioral Disorders, Division for Early Childhood, National Association of School Psychologists) whose general mission is reportedly to make changes to improve special education; an undertaking that clearly has the potential to impact the practice of behavior analysis.

Members are encouraged to address concerns about professional issues to the Chair of the Committee (Tom Zane) or to the Board Coordinator (Keith Allen).

## News from the ABA Student Committee

Christy Alligood, M.A., Student Representative to the ABA Executive Council

### Your Student Representatives

Current: Christy Alligood, West Virginia University

Elect: Marianne Jackson, University of Nevada, Reno

Past: Shawn Charlton, University of California, San Diego

The Student Committee welcomes Student Representative-Elect Marianne Jackson. We also thank Rachel S. F. Tarbox for her outstanding service on the Committee.

### Mission of the ABA Student Committee

Currently ABA student members constitute over 35% of the total membership. The ABA Student Committee's mission is to provide organizational support for ABA student members that will promote participation in ABA, professional growth, and enable members to contribute to the science of behavior analysis.

### Student Members and ABA 2005 Chicago

The ABA annual convention in Chicago was a great success for the student membership. 1,342 student members attended the convention, accounting for 35% of the total number of attendees. The Student Committee thanks all student members who contributed to the success of the convention by attending or by presenting. We also thank the Society for the Advancement of Behavior Analysis (SABA), whose generous donors provided registration for 202 student presenters at this year's conference.

The Student Committee sponsored ten Professional Development Series events at the convention, with topics ranging from the graduate school application process to entering the job market. We thank all who participated in these events by planning, chairing, presenting, or attending. In addition to organizing the Professional Development Series, the Student Committee conducted its annual business meeting, presented a poster on the Student Committee at the ABA Expo, and collected data to be used in the planning of future convention events.

## New Initiative: Program Representatives

The Student Committee is pleased to announce the creation of new leadership positions for student members of ABA. Program Representatives will function as an advisory board to the three Student Representatives who serve on ABA's Executive Council. All student members of ABA are eligible to serve as representatives of their training program to the Student Committee, with representation limited to one student per program. Individual programs will be responsible for the selection of representatives. Program Representatives will attend the annual Student Committee meeting at the ABA convention, communicate with Student Representatives regarding convention event planning and other student issues, and encourage participation in the nomination and election process for Student Representatives. It is our hope that the creation of these new positions will provide opportunities for students from a wide variety of programs and locations to become involved in Student Committee activities. Student members will receive more detailed information about the Program Representative initiative in the coming months.

### Future Goals

Going forward, the ABA Student Committee is committed to serving the student membership through activities that support our mission statement. In the coming year, these activities will include planning events for the ABA 2006 convention in Atlanta, implementing the Program Representative initiative, and holding the election for the next Student Representative. We encourage student members to become involved in Student Committee activities. Please direct your questions and comments to your Student Representative, Christy Alligood ([christyalligood@mac.com](mailto:christyalligood@mac.com)).

## Volunteers Sought

ABA is looking for volunteers interested in working on ABA Boards and Committees. Help is often needed for Board Coordinators and Chapter Chairs implementing objectives and programs. Those interested in any of the following should contact the ABA office at [mail@abainternational.org](mailto:mail@abainternational.org).

### Affiliated Chapters

Education

Membership Recruitment & Retention

Convention Program

Science Policy and Research

Standards and Professional Affairs

Publication

## Updates from ABA's Affiliated Chapters

### Australian Association for Cognitive and Behaviour Therapy

Carla Schlesinger, Ph.D.

The Australian Association for Cognitive and Behaviour Therapy (AACBT) operates as a non-profit society that promotes the scientific approach to understanding and modifying behavior in applied settings, and has done so for 28 years. The AACBT was developed for health professionals with an interest in the application of the principles of cognitive and behavioral psychology to help alleviate the difficulties experienced by individuals and groups in the community. With branches in most states of Australia (Victoria, New South Wales, Western Australia, South Australia and Queensland), the national association maintains links with international associations with similar aims.

The aims of the AACBT are (i) to organise continuing education and training in the principles and practice of Cognitive and Behaviour Therapy (CBT), (ii) to publish and disseminate information to members about developments in Cognitive and Behaviour Therapy in Australia and other countries, (iii) to educate the community in the principles and ethical practice of Cognitive and Behaviour Therapy, (iv) to liaise and consult with other persons or organisations in the teaching and practice of Cognitive and Behaviour Therapy, and (v) to promote the ethical practice of Cognitive and Behaviour Therapy by members.

In 2001 through 2002, AACBT reviewed its core business and engaged in strategic planning in a number of areas identified by internal working groups and the wider membership. Issues identified included a lack of unification between state branches, a lack of 'adequate CBT training' and minimum standards, biases towards CBT researchers as opposed to genuine clinical expertise when advancing knowledge in CBT, a bias towards psychologists over other health professionals, and a lack of representation in policy and mental health strategic planning.

Under the 2004-2005 national presidency of Sarah Egan (Western Australia), strategic initiatives continue to be implemented to achieve maximum benefit for the membership. In the last year, AACBT has continued to develop collaborative partnerships with a number of national organisations, including divisions of General Practice and the Australian Psychological Society (APS). We have also increased responsiveness to membership concerns, where communication channels have been opened to allow greater feedback opportunities from membership to state and national presidency.

#### Accreditation

In 2000, AACBT began to consider the option of accreditation to (i) increase national identity and unification, (ii) build the profile of CBT in Australia, and

(iii) develop a set of evidence-based minimum standards for the training of health professionals in Australia. Based on evidence from similar associations, the AACBT began exploring accreditation models, and, at the 2000 AACBT conference, the national committee established an Accreditation Working Party (with representation from each state) to further investigate issues of accreditation and training.

After national polling in 2003, the AACBT modified its constitution to allow the opportunity to develop minimum standards and a process of certification of its members. With a process of inquiry now underway, the working party (Chair: Shirley Morrissey) are currently reviewing training, supervision, and competency models and developing draft minimum standards.

#### Dissemination of Evidenced-Based Practice

Australian clinical researchers continue to be influential in the development and evaluation of cognitive behavior therapies, nationally and internationally. This has been particularly evident in the areas of youth anxiety and depression, substance misuse, obsessive compulsive disorders, eating disorders, and couples therapy. With this recognition, we continue to provide regular forums through which this evidence base can be disseminated. The association's journal *Behaviour Change* receives a number of national articles which furthers the evidence base for CBT. In 2003, the Association established a journal advisory subcommittee (Chair: Carla Schlesinger) which oversees the functioning of the journal. With the appointment of a new editor (Ross Menzies) and in consultation with Paul Salkovskis (in his role as editor of the BABCP's journal), several new directions have emerged for the future of *Behaviour Change*. These changes include a change in structure of the editorial board, a re-structuring of the journal contents, and the appointment of associate editors to cover specific areas of psychopathology (mood disorders, psychosis, addictions, eating disorders, childhood problems, anxiety disorders, and health services research).

The AACBT's annual national conference, which is rotated between states, offers another opportunity for national and international clinicians and researchers to disseminate their findings and network with other interested clinical researchers. Convened by Nicole Lee (and the Victorian State Branch), this year's conference was held in Melbourne, 16-20 April. Keynote speakers included Prof. Mark J. Williams, Prof. Nick Tarrier, Prof. Mark Dadds, and Dr. Amanda Baker.

Receptiveness to the membership base has been the key to the AACBT's success. Ongoing evaluations and monitoring of treatment trends, emerging client populations, and an understanding of membership demographics allow the Chapter to address and match our initiatives in a pro-active manner. The Australian Chapter welcomes our connection to the Association for

Behavior Analysis and the other affiliated chapters, and invites correspondence to the details listed on the ABA Web site.

## **The California Association for Behavior Analysis: History and Update**

H. Keith Massel, Ph.D., BCBA

The California Association for Behavior Analysis (CalABA) is a growing affiliated chapter with 642 current members. This is an increase of 82 members since 2003 and 58 members since 2004. Two hundred twenty-three of our members are currently students.

Our most recent conference was held in February of this year at Dana Point, a beautiful town on the Southern California coast. The theme of the conference was "Changing the Future by Changing Behavior". We were fortunate to have had 697 people attend the conference and they were treated to workshops and other presentations by such out-of-state behavioral luminaries as Ted Ayllon, Patricia Krantz, Rob Horner, Dick Malott, Lynn McClannahan, Ed Morris, John Nevin, Grayson Osborne, Ray Romanczyk, and Todd Risley, among others, as well as presentations by numerous highly regarded in-state behavioral analysts. Dr. Risley received the Outstanding Contributor to Behavior Analysis award.

A unique feature of all CalABA conferences is that all invited speakers make themselves available for extended conversations with conference participants. At our 2005 conference these individuals were available through a conversation hour with keynote and invited speakers, a two-hour poster session and social gathering, a dinner and awards ceremony, and more informal meetings during the conference.

Julie Vargas auctioned three items that belonged to B. F. Skinner at the dinner and awards ceremony at the conference, for the benefit of the B. F. Skinner Foundation. The items were two manuscript pages that were hand-edited by Skinner, a note pad with Skinner's name and address imprinted upon it, and a nameplate from Skinner's Harvard office. The auction was a high point of the conference and the three items raised almost \$15,000 for the foundation! The nameplate alone went for \$12,500!

CalABA was the first organization approved by the Behavior Analyst Certification Board to provide continuing education for Board Certified Behavior Analysts (BCBAs) and Board Certified Associate Behavior Analysts. Many workshops and other presentations at our conference were available for BACB continuing education credits. Additionally, psychologists, speech therapists, audiologists, marriage and family therapists, and social workers were able to receive continuing education credits.

The 2006 conference will be held at the San Francisco Airport Hyatt (with easy access to downtown San Francisco and other interesting areas) on February 16<sup>th</sup>.

18<sup>th</sup>. Get further details at <http://calaba.org> and plan to attend. Remember, California is as close as your nearest airport.

CalABA remains actively involved in promoting and supporting legislation that promotes the field of behavior analysis. In this vein, the CalABA organization and individual CalABA members diligently worked to persuade the California legislature to pass a bill in July, 2004 that allows BCBAs to conduct behavioral assessments and provide behavioral intervention services for individuals with exceptional needs for any school district, Special Education Local Plan Area, or county office of education in the state. This bill should assist in standardizing the requirements for behavior intervention case managers (BICMs) in the state and it is hoped that the state will now require BICMs to receive some training in applied behavior analysis. Special thanks to Sacramento Advocacy for directing CalABA's lobbying efforts on this bill.

Please visit CalABA's Web site at <http://calaba.org> for information on employment opportunities in California, graduate training programs, continuing education providers, behavior analysis events, policies that affect behavior analysts, and CalABA membership.

## **Hawai'iian Association for Behavior Analysis**

Justin N. Kyriannis, M.A., BCBA, Kimberly A. Smalley, Ph.D., BCBA, and Patricia I. Wright, M.A., BCBA

Aloha! The Hawai'iian Association for Behavior Analysis (HABA) has gained behavioral momentum disseminating behavioral technology and principles. Our organization and our membership are growing; while not yet a household name, we do receive requests for information regularly.

The HABA board member election transpired on February 22, 2005. Kimberly Smalley, Ph.D., BCBA maintained her role as President, while Justin N. Kyriannis, M.A., BCBA was elected Secretary, and Flavia Ploog, M.Ed., BCBA was elected Treasurer. Following the election, HABA received a new Web site URL along with an updated look: <http://home.hawaii.rr.com/haba/>. In addition, an on-line group forum was created so members and nonmembers alike can network and discuss behavior analysis in Hawaii, the Pacific Rim, and beyond: <http://groups.yahoo.com/group/HawaiiABA/>

A lot of recent effort has gone into promoting the Web site and increasing membership. HABA membership has increased to 38 members and we are committed to gaining statewide recognition. We hosted our first annual conference May 14<sup>th</sup>, 2005 and managed to exceed our expectations for attendance, assuredly in part due to our key note speaker Allison Moors. Conference speakers and attendees from the mainland, as well as neighbor islands in Hawaii, participated. The audience was a diverse collection of professionals working in the school and adult service systems, behavior analysts, behavior assistants, DOE personnel, and

provider organization staff. Event feedback confirmed that our first conference was a success. HABA is currently working in partnership to present a large-scale autism conference locally, September 21-23, 2005. Preparation for next year's annual conference is underway; be on the lookout for our call for papers if you would like an excuse to come to paradise! Check our Web site for up-to-date HABA happenings and please join our group forum.

We recently went on line with our first spring 2005 edition of our newsletter. You can find a copy by visiting our Web site. As described in one article in the newsletter, HABA promotes local attainment of Board Certification in Behavior Analysis. Currently, there are 11 individuals who are board certified in the state of Hawaii. We hope to support many more.

Another significant accomplishment this year occurred when HABA, in conjunction with provider organizations, worked with the Hawaii Board of Education (BOE) and the Department of Education (DOE) to ensure that the list of qualified professionals eligible to conduct behavioral assessments and behavior support plans included Board Certified Behavior Analysts. The amended language now reads that assessors must be

"Master's level classified, certified, or licensed behavior support and educational staff AND have a minimum of three (3) years of documented training and supervised experience in the Functional Behavior Assessment (FBA) and plan development within an educational setting."

HABA will continue to advocate for the provision of quality behavior analytic services conducted by Board Certified Behavior Analysts while encouraging certification as a minimum standard.

HABA is now pursuing non-profit status and hope to become a CEU provider for our local BCBA's. We expect that HABA will continue to develop and reach out to a broader and larger audience as the awareness of behavior analysis and demand for behavioral technology increases throughout the state of Hawaii.

## Kansas Association for Behavior Analysis: 2004-2005

Edward K. Morris, Ph.D.

Over the course of the past year, the Kansas Association for Behavior Analysis (KansABA) held its second annual state conference, co-sponsored a national conference, and undertook a review of its purpose and purview.

On April 3, 2004, KansABA held its second conference in Lawrence, KS, on the theme of "Applied Behavior Analysis across the Lifespan." Presentations were made by Wayne Sailor and Steve Lassen (Department of Special Education and the Clinical Child Psychology Program, University of Kansas) on positive behavioral support in an urban middle school; Barbara Terry, Nii Sai Doku, and Sung-Hee Park (Juniper Gardens

Children's Project, Kansas City, KS) on teaching early reading acquisition using class-wide peer tutoring; Jerry Shook (BACB®) on the credentialing of behavior analyst practitioners; Jennifer Zarcone and Rob Peyton (University of Kansas Medical Center) on applications of functional analysis; and Rob Zettle (Wichita State University) on Acceptance and Commitment Therapy. Dennis D. Embry (PAXIS Institute, Tucson, AZ) was the keynote speaker. His talk was titled, "Behavioral Vaccines: A Lasting Legacy of Applied Behavior Analysis Inventions Like the Good Behavior Game." The conference registration was 80.

Instead of holding a 2005 conference, KansABA co-sponsored an April 1-2 national conference in Lawrence on "Advancing Applied Behavior Analysis in Psychology: Solving Societal Problems through Integrative, Empirical Research in the 21<sup>st</sup> Century." It addressed barriers to applied behavioral science; advances in basic and applied research and conceptual analysis relevant to overcoming those barriers; recent progress in bridge or translational research for deriving, implementing, and validating science-based applications; and research, training, and funding agendas for solving problems of societal importance in the coming century.

The presenters and the titles of their presentations were Gina Green (San Diego State University), "Childhood Psychopathology: Science and Practice in the Treatment of Autism"; Timothy R. Vollmer (University of Florida), "Community Psychology: A Large-Scale Application in Foster Care"; Stephen T. Higgins (University of Vermont), "Behavioral Pharmacology: Clinical Implications of Reinforcement as a Determinant of Substance Abuse Disorders"; Brian A. Iwata (University of Florida), "Mental Retardation and Developmental Disabilities: Assessment and Treatment of Severe Behavior Disorders"; M. Christopher Newland (Auburn University), "Behavioral Toxicology: Subtle Effects, Large Consequences, and Public Health"; Steven C. Hayes (University of Nevada, Reno), "Adult Psychotherapy: Building an Effective Relationship between Clinical Psychology and Basic Behavioral Science"; Nancy A. Neef (Ohio State University), "Educational Psychology: Basic, Use-Inspired, and Applied Research"; Raymond G. Miltenberger (North Dakota State University), "Child and Youth Safety: Teaching Safety Skills to Children: Issues in Training, Generalization, and Dissemination"; and Louis D. Burgio (University of Alabama), "Gerontology: Recent Advances and Current Challenges." Todd R. Risley (University of Alaska) was the keynote banquet speaker. The title of his talk was "Discoveries, Inventions, Solutions, and Theory in Behavioral Science." The conference registration was 120.

As for the projected changes in KansABA's purpose and purview, they were occasioned by the failure of our 2003 and 2004 conferences to reach out far enough and substantially enough across the state. The reason, we suspect, is that the conference programs were too science-rich for a state with many, more immediate,

practical needs. Thus, since January, 2005, the KansABA Executive Committee has met monthly to consider how we can better serve the citizens of Kansas, to rethink what we can in fact offer, and to take steps toward re-engineering and reorienting the Association. As for our science constituency, it is already well served by the academic programs at the University of Kansas (e.g., in the Department of Applied Behavioral Science). If this constituency desires an organizational structure and professional venue for its work, these can be met by the Mid-American Association for Behavior Analysis and its annual October conferences. As for KansABA, it will begin holding more practically oriented conferences, initially, in the Kansas City, KS area, where the MR/DD population, the parents of MR/DD children, and local practitioners need applied expertise and services. Once our future conferences become established and are well attended, KansABA will again integrate an explicit science theme into the programs and expand its geographical territory. Even now, KansABA has extended its membership criteria to include the residents of the Kansas City, MO metropolitan area. Information on these changes and our future conferences will be available at our Web site [www.KansABA.org](http://www.KansABA.org).

### A Message from New Jersey ABA

Marlene Cohen, Ed.D., BCBA, Sharon Reeve, Ph.D., BCBA,  
Patrick Progar, Ph.D., BCBA, and  
Jenna Miller, M.A., BCBA

We are embarking upon our first large venture, our annual conference. It is hard to believe that a year's worth of planning is almost at an end. Our first conference will be held in the Bush Campus Student Center at Rutgers the State University of New Jersey. We are honored to have Dr. Sandra Harris as the keynote presenter. Sandra L. Harris is a Board of Governors Distinguished professor of clinical psychology and executive director of the Douglass Developmental Disabilities Center, a university-based program for the treatment of children with autism. We cannot think of a better choice for the inauguration of our first conference. Dr. Harris will be speaking on the topic of services for children and adults with autism (past, present, and future).

The initial discussion of the conference planning committee included the desire for the conference to represent a broad span of topics in applied behavior analysis covering a variety of consumer populations. We have tracked our workshops to attract parents/teachers/speech therapists/administrators, practicing psychologists, and Board Certified Behavior Analysts, and are offering BACB, APA, and Department of Education CEUs. It is our hope that this will attract a varied audience of attendees and that we will open up an opportunity for dialog among professionals and consumers utilizing the principles of applied behavior analysis.

Please look for our registration brochure for specifics by visiting our Web site at [www.njaba.org](http://www.njaba.org). The incentive for

becoming a member is reflected in our fee structure, so please consider joining us. There is much to do in the state of New Jersey with regard to the accurate dissemination of information about applied behavior analysis and increasing minimum standards for practice. We'll have a louder voice and accomplish more with your help.

### ONTABA Update

Rosemary A. Condillac, Ph.D. and Carobeth Zarzos

ONTABA is the Ontario Association for Behaviour Analysis, a non-profit corporation. We became an affiliated chapter of ABA in 1993. We have grown from a membership of less than 50 to more than 300 members at our peak. The majority of our members live and work in Ontario, though we have members from across Canada, and a few from within the United States.

ONTABA's vision is, "Fostering a culture of excellence, integrity, and expertise for the advancement and promotion of the science of behaviour analysis." Our mission is, "To demonstrate leadership, knowledge, and innovation in education, training, and research for the ethical and effective application of behaviour analysis." In order to achieve these goals, we undertake a variety of different activities. We host an annual conference and annual general meeting each fall, typically in November. We have an elected board of directors, and standing committees who work on membership, recruitment, newsletters, elections, and ad hoc committees working on public policy, certification, and the development of awards and scholarships.

Ontario is a province of Canada with a population of 11.4 million people of over 90 nationalities. In Ontario, as in most countries, the demand for services provided by behaviour analysts has grown exponentially with the growing demand for ABA services for children with autism. In Ontario, the government has invested close to \$200,000,000 into ABA-related services and post-secondary education for students to learn about autism and ABA. The services include early intensive behavioural intervention, as well as consultative support to school boards. There is a growing need for behaviour analysts in Ontario to service these programs, as well as to fill the voids in other services for individuals with developmental disabilities that have been created by staff migrating to autism-related services. Ontario is a great place to live and work, and we would encourage our fellow ABA members looking for work abroad to consider our communities.

Our recent efforts have been focused on developing a plan for certification of behaviour analysts that considers the educational background of our members. Surveying and documenting the local opportunities for ABA related post-secondary education, and using this information to assist in the development of graduate and undergraduate training opportunities. Improving our communication systems through development of our website ([www.ontaba.org](http://www.ontaba.org)) and increased content in our

newsletter. We are also trying to improve our functioning as an organization, and to scale up our policies and practices to meet the needs of a growing membership.

This year, our convention is being held on November 3<sup>rd</sup> and 4<sup>th</sup> at the Ramada Inn, downtown Toronto. Dr. Brian Iwata and Dr. Philip Hineline will be our keynote speakers. We have a host of local researchers and clinicians who will also be presenting their work. The deadline for our call for papers has passed, and our program is almost set, but we would be pleased to receive late poster submissions from members of other affiliates who might be interesting in visiting Toronto in the late fall. Please check our Web page at [www.ontaba.org](http://www.ontaba.org) for information relating to our affiliated chapter.

## Polish Association for Behavioral Therapy (Polskie Stowarzyszenie Terapii Behawioralnej)

Anna Budzinska, M.A. and  
Nela Grzegorzczak-Dluciak, M.A.

### General Information

The Polish Association for Behavioral Therapy (Polskie Stowarzyszenie Terapii Behawioralnej), or PSTB was established in Poland on March 5, 2002 as a national non-profit organization for all individuals actively pursuing behavioral therapy. PSTB is headquartered in Kraków, at Osiedle Zielone 28, and currently has over 100 members from all over Poland. It is important to emphasize that there are PSTB members at each center in Poland that offers behavioral therapy.

In the most general terms, the mission of the Polish Association for Behavioral Therapy is to provide comprehensive, professional assistance to individuals with emotional, intellectual and social dysfunctions and to their families, as well as to serve as a forum for behavioral therapists within Poland by facilitating the exchange of ideas and upholding the highest standards of professional conduct. In order to realize its mission, the Association is carrying out the following statutorily defined objectives:

1. Initiation and implementation of various forms of assistance to individuals with emotional and intellectual dysfunctions and to their families with the overall goal of improving their health and social adaptation;
2. Spreading awareness of the concepts and principles of behavioral therapy through training courses, publications, seminars, and conferences;
3. Guidance and support for community-based initiatives designed to improve the quality of life for the disabled;
4. Professional supervision in the advisory capacity for therapists, teachers, parents, and other individuals providing care to the disabled.

### Activities and Achievements

One of the most important initiatives and achievements of the Polish Association for Behavioral Therapy is the

fact that since its inception, in active cooperation with and support from the Barbara Piasecka Johnson Foundation, PSTB has been consistently involved in creating therapy centers for children affected with autism in various cities in Poland. Furthermore, PSTB is providing internal training and supervision to teams of therapists at several educational facilities where behavioral techniques are used in working with autistic children in order to guarantee the highest qualifications among the cadres and to ensure the most effective intervention in individuals with emotional, intellectual and social dysfunctions. Currently, PSTB provides professional supervision to four facilities located in the cities of Częstochowa, Ruda Śląska, Sandomierz and Kielce, and supervision programs are conducted at centers in Kraków, Sandomierz, Kielce, Warsaw, Częstochowa, and Chorzów. In response to great interest expressed by numerous individuals and various organizations, PSTB has been coordinating and organizing an extended system of professional training both for therapists specializing in autism and related disabilities, and for other interested parties in order to increase overall awareness of the issue. To date, approximately 500 individuals have participated in 18 courses.

One of the milestones in the development of the Association came in June 2002 when PSTB became a co-organizer of the First International Conference on Behavioral Therapy of Individuals with Autism in Gdańsk, Poland, together with the Association for the Assistance to Individuals with Autism of Gdańsk and the Barbara Piasecka Johnson Foundation. In the following year, PSTB members had an opportunity to publish results of their research and various other articles in the first issue of *Krok za krokiem* (Step by Step), PSTB's semiannual journal. Contributions from world-class scientists, such as Dr. Patricia Krantz and Dr. Lynn McClannahan, significantly increased the prestige of the publication. The journal has become a very popular forum and it is now an integral part of PSTB's activities.

Every year, at least 20 articles written by PSTB members appear in professional and popular publications and about ten papers are presented at domestic and international conferences. In addition, three persons have begun Ph.D. programs in the field of behavioral therapy at the University of Gdańsk, Jagiellonian University, and the School for Special Education in Kraków.

An important example of PSTB's efforts to meet the needs of the families and behavioral therapists was the initiative of establishing a duty free quota for importation from the USA of items required for therapy of children with autism, such as language masters, electronic counters, electronic timers, etc. As a result of this initiative, the Parliament of Poland (Sejm), passed appropriate laws in December 2003.

In the fall of 2004, PSTB took over from the [Polish] National Autism Alliance in Kraków the function of conducting the Behavioral Therapy Clinic, which comprises therapy consultations as well as guidance and



diagnostic services for children with autism and related disorders. The Clinic currently provides services to almost 80 disabled children and their families, primarily from southern Poland. Furthermore, PSTB is in the process of being granted an official status of an organization of public service.

### Cooperation with Other Institutions

The Polish Association for Behavioral Therapy regularly works with many other organizations, such as the [Polish] National Autism Alliance, government institutions, educational facilities, etc. PSTB is also a member of the Polish umbrella organization Autism Poland (*Autyzm Polska*) whose main goal is to improve the situation of individuals with autism, their families, and professionals specializing in the disorder.

Thanks to major financial and administrative support extended by the Barbara Piasecka Johnson Foundation, an internship program at the Princeton Child Development Institute has been established for qualified behavioral therapists and PSTB is looking forward to its continuation and growth. The professional guidance and direction received from the Princeton Child Development Institute has been invaluable.

PSTB is also actively working together with universities where future professional therapists are being trained. University affiliated student training programs and master's degree research programs are conducted at the PSTB supervised facilities.

### Plans for the Future

PSTB is currently soliciting funds necessary to launch two large projects, i.e. Center of Therapy for Individuals with Autism and Related Disabilities for the Małopolska Region (*Małopolskie Centrum Terapii Osób z Autyzmem i Zaburzeniami Pokrewnymi*) as well as the PSTB Information and Training Data Base (*Baza informacyjno-szkoleniowa PSTB*) designed to serve as a Polish national center of educational, therapeutic, medical, and legal information that will be fully accessible to the general public. The primary sources of funding are grants from the government of Poland and programs available through the European Union.

In September 2003, the Association began the process of establishing in Kraków a Public Special Education School for Children with Autism and Related Disorders that would be operated exclusively by PSTB.

Last, but not least, we plan to obtain commitments of funds for a publishing program. To begin, we plan to take to print Polish translations of several principal books in the field of behavioral therapy of individuals with autism.

PSTB is extremely proud to have become affiliated with ABA and we are looking forward to working with you in the future.

## Tennessee Association for Behavior Analysis (TABA): Standing up for Effective Treatment, Impacting the Regulation Behavioral Services

Timothy D. Cripps, M.S., BCBA

The Tennessee Association for Behavior Analysis (TABA) has come a long way in the last year. TABA had hit a lull in its activity over the last couple of years. Our organization's committees were not functioning as they should and there was not a clear vision for the future. There was a decline in membership, and the members that we did have complained of a lack of communication. People began to scratch their heads and wonder exactly what the use was of being a member of TABA. It seemed, at the time, that the ultimate goal of TABA was to pull off a conference by the end of the year. Stalwarts of TABA kept the organization going, trying to gain more support for the organization, yet many in Tennessee had become apathetic to the political environment that fueled our existence.

Who could blame them? Nobody wants to get into politics. Most people pictured getting out of school and practicing picture-perfect behavioral assessments and behavior plans that would cure behavior problems... and right. Gosh, we might even change the current system as we know it. People will whisper and point at the person who stamped out behavior problems in the State of Tennessee. Then you get a job and you have to remind yourself that sometime during the week you'll actually get to practice behavior analysis. It's a strong person who can go through red tape and still provide effective services. Some people fail to recognize that at a global level someone somewhere is regulating our behavior in how we provide services.

As is the case of many states, behavior analysts became more prominent in Tennessee as a result of litigation that provided language for our existence. Once a group of behavior analysts becomes integrated into a system, people see the utility of our services, but that does not mean that we get to make the rules. The rule-makers generally consist of State functionaries, lawyers, and insurance organizations. When this amalgam of interested parties regulates your field for you, it is likely that you will not enjoy the results. Therefore, you must find a way to influence the regulatory process if you are, in any way, to maintain the highest standards in service provision. This can not happen with only one voice.

It has been said that there are two groups that can get things done: 1) The majority, or 2) An organized and active minority. TABA may be small but we are focused on advocating for the right to effective treatment for the ones we serve. With that philosophy, TABA has had a revitalization, and we have rallied Tennessee's behavior analysts for a call to action. This was accomplished by an extraordinarily active group of TABA members who set



goals, and effectively planned and implemented strategies for achieving the goals.

In the last year, TABA has reached out to and made connections with more education, parenting, and advocacy groups for individuals with behavior problems than ever before. The purpose of these meetings is to educate them about the effectiveness of applied behavior analysis.

We have also made in-roads with the regulatory groups previously mentioned. Our efforts have helped to educate them on the essential features of quality behavior services. This allowed these entities to make more informed decisions.

The results of our approach have been tangible. Our Web site has improved tremendously, our membership is growing, we have raised more money than ever before, we are more organized, we have started a newsletter, we have study groups for the BCBA exam, we have more CEU opportunities than ever, student involvement has expanded, and more members are becoming active in spreading the word about applied behavior analysis.

Of course, there is always more to do in the future. We need to tweak things here and there to make us an even more "well-oiled machine" and somewhere down the line we would like to see licensure for behavior analysts.

Through our efforts we will change our minority status to the majority. This will take time and hard work, but I am confident that with our active and determined members, TABA will become a beacon for those who seek effective treatment for the ones that they love.

## Texas Association for Behavior Analysis

William H. Edwards, M.S., BCBA

The Texas Association for Behavior Analysis (TxABA) is an ABA affiliated chapter with 453 total members and 64 voting members. The primary activities of TxABA include conducting the annual conference, which rotates its geographical location between Dallas and Houston. The average attendance of the conferences ranges from 250 to 450 persons, and is comprised of practitioners, academic professionals, students, community participants such as parents, and other professionals such as psychologists, educators, occupational therapists, speech pathologists, and social workers. The annual conferences bring together behavior analysts from across the state of Texas and the surrounding states, and provide a valuable resource for all attendees to gain information on the latest basic and applied topics from around the country as well as internationally. Recent speakers have included such key figures as Dr. Jack Michael, Dr. Ray Miltenberger, Dr. Dorothea Lerman, Dr. Jeff Sigafos, and Dr. Jerry Shook. Recent topics have included the current status of the Behavior Analysis Board Certification, preference, choice making, and self-determinism, training and generalization of safety skills to prevent gun play in children, further research on

procedural refinements to and extensions of functional analysis methodologies, and Skinner's molecular interpretation of behavior.

The Texas Association for Behavior Analysis is also becoming a more vibrant and visible organization in the public. TxABA has two Special Interest Groups (SIG's), the Autism SIG, and the Student SIG. In addition to aiding in the planning and preparation for the annual conference, the Autism SIG provides educational opportunities to the community throughout the year, presenting information to the public regarding behavior analysis and its application to autism intervention. These instructional workshops are designed to give parents and educators alike first-hand exposure to behavioral principles and their usefulness in improving the quality of lives for individuals with autism. The Autism SIG also maintains a directory of service providers throughout the state of Texas who are members of TxABA. Recent efforts within the Autism SIG include developing an informational packet to submit to medical professionals describing Autism and ABA, as well as pooling resources to investigate funding streams for behavior analysts in Texas including state options as well as insurance options. As the level of student interest has grown, there is an increased opportunity to promote student involvement from individuals learning behavior analysis in various academic institutions throughout the state as well.

As TxABA looks to the future, it is confronted with many issues of relevance to the behavior analyst. Most notably is the impact that the certification process will have at the local, state, and national levels with respect to training, standards of practice, ethical behavior, and service evaluation. TxABA continues to be active in monitoring the activities of the Texas legislative groups, and stands poised to contribute when necessary. In addition, there are several local and statewide efforts in place to promote more active and accepted involvement from behavior analysts in the public school system, and the members of TxABA are doing everything possible to aid the growth of this movement and other types of efforts that would directly promote the advancement of behavior analysis within the state and region.

### Free Electronic Parent Training Manual (PDF) for ABA Members

A 6-week Parenting Program for Child Compliance  
(35 pages)

Send request to: [EnnioC26@hotmail.com](mailto:EnnioC26@hotmail.com); Ennio Cipani, Ph.D.

## Updates from ABA Special Interest Groups

### Behaviorists Interested in Gambling SIG

Jeffrey N. Weatherly, Ph.D.

The Behaviorists Interested in Gambling Special Interest Group (BIG SIG) arguably experienced its most active and successful year. Topping the list of accomplishments was the completion of a behavior-analytic textbook on gambling behavior, with many of the chapters written by BIG SIG members. The book, entitled *Gambling: Behavior Theory, Research, and Application*, was edited by P. Ghezzi, C. Lyons, M. Dixon, and G. Wilson and is published by Context Press. It contains chapters on topics ranging from basic research to potential treatments for individuals displaying problem gambling behavior. The book was intended to be informative to the general reader, insightful for the knowledgeable reader, and also a plausible option for instructors teaching courses or seminars on gambling behavior. If you did not get a chance to see the book at this year's ABA conference in Chicago, then we encourage you to contact Context Press and secure yourself a copy today.

A second exciting development was the newly established collaboration between the BIG SIG and the Cambridge Center for Behavioral Studies. This collaboration has resulted in the creation of a gambling-related Web site sponsored by the Cambridge Center. It expands on the Cambridge Center's renowned reputation of providing quality information on behavioral disorders and treatments. The Web site contains behavior-analytic information about research, policy, and other issues related to gambling. The address is <http://www.behavior.org/gambling/> and you are invited to visit the site on a regular basis for updates and new information on gambling issues.

Perhaps the most exciting development of the year, however, was the continued expansion of the BIG SIG itself. This year's ABA program contained not one or two, but three symposia that focused on gambling research and theory. This number represents the largest number of symposia to date that the BIG SIG has put together for this well-attended conference. We are also extremely pleased that this expansion involved increased student participation. One of the three symposia was purely devoted to research conducted by student members of ABA. We were especially encouraged by those of you who attended this symposium and supported the gambling researchers of tomorrow.

Despite a good year, the BIG SIG has even bigger plans (pardon the pun) for the future. For one, newly established behavioral treatment centers for gambling and changes in gambling regulations in some states hold the opportunity for broadening the impact of behavior analysis on both the treatment and basic research fronts.

As the number of behavior-analytic researchers increases, we also see the opportunity for the BIG SIG to solidly establish itself on a national level. At this year's ABA convention, we discussed strategies to encourage continued student involvement, to potentially establish a gambling-related workshop that can be offered at upcoming conferences, and to investigate whether there may be enough support for a gambling-based conference in the future. We encourage all individuals with an interest in gambling behavior, its study, and its treatment to contact the BIG SIG and become involved. We look forward to hearing from you!

### Positive Behavior Support SIG

Matt Tincani, Ph.D., BCBA

We are pleased to introduce the Positive Behavior Support Special Interest Group (PBS SIG). The PBS SIG addresses the interests of members engaged in experimental and applied analyses of behavior who are proponents of positive behavior support. Established in January 2005, the goals of the SIG are promote and disseminate positive behavior support within ABA, and to ensure that PBS is aligned with the science of behavior.

The PBS SIG currently has 33 formal members, including Officers Matt Tincani, Cynthia Anderson, and Patricia Egan; however, the SIG maintains an electronic listserv with over 70 recipients, many of whom belong to both ABA and the Association for Positive Behavior Support (APBS). The SIG held its first meeting at the ABA Conference in May. Prior to the meeting, a survey was distributed to gather input about goals for the SIG. Discussion at the meeting focused on the following:

- Increasing the number and visibility of PBS presentations at the ABA convention.
- Disseminating accurate information about PBS to ABA's membership.
- Promoting methodologically sound, data-based PBS research.
- Encouraging open dialogue among behavior analysts and proponents of PBS.

For 2005-2006, SIG activities will include development of bylaws, completion of the SIG Web site ([www.pbsaba.org](http://www.pbsaba.org)), organization of PBS presentations for the annual ABA convention, and ongoing collaboration with APBS. We welcome and encourage inquiries concerning positive behavior support and the SIG from all members of ABA. If you are interested in joining the SIG or signing up for the SIG listserv, contact Matt Tincani at [tincanim@unlv.nevada.edu](mailto:tincanim@unlv.nevada.edu).

## Speech Pathology SIG

Barbara E. Esch, CCC-SLP, BCBA

The newest SIG at ABA, the Speech Pathology and Applied Behavior Analysis (SPABA) Group is comprised of speech pathologists, behavior analysts, and students in these two fields who advocate a behavioral approach to address speech/language problems both clinically and through empirical research. Our mission is to promote communication and collaboration between speech pathologists and behavior analysts in the dissemination of behaviorally oriented speech and language research and in the application of evidence-based practices.

Our organizational meeting in Chicago (ABA 2005) was a great success with an initial membership of 18 SLPs and behavior analysts from the United States, Canada, and Australia - not bad for an 8 a.m. meeting on Sunday morning! It was clear that attendees welcomed the formation of this unique SIG, providing a long-awaited opportunity to expand the potentially fruitful interaction between these two related professions. As speech pathologists, we salute ABA for providing us this important venue for communication. As behavior analysts, we welcome this group of dedicated, knowledgeable professionals who share our interest in applying behavioral analyses to speech and language problems.

With over 100,000 practicing speech pathologists in the US alone, there are nearly unlimited opportunities for collaborative research that could ultimately benefit consumers of our collective services. Such an alliance could potentially inform the delivery of services related to a number of important issues including speech/language acquisition and assessment (e.g., stimulus-stimulus pairing, parity, equivalence, RFT, relationships among verbal operants, joint control), program outcomes, swallowing and feeding disorders, voice disorders (e.g., gender identity, trauma, chronic stress), issues related to hearing impairment (e.g., differences/similarities in acquisition of functional communication repertoires such as sign language), accent and dialect modification, speech/language rehabilitation related to neurological problems (e.g., stroke, Parkinson's disease, traumatic brain injury), rehabilitation of oral-motor problems related to oro-facial anomalies (e.g., cleft palate, head/neck cancer), issues related to aging in normal and disabled (e.g., Alzheimer's) populations, public speaking (e.g., theater, business), fluency (e.g., stuttering), speech habilitation following cochlear implant surgery, acceptance and functional use of augmentative communication aids (e.g., voice output communication devices, hearing aids, laryngeal prostheses), conservation (e.g., noise reduction), college teaching, and OBM applications (e.g., practicum supervision, systems analysis in speech/language departments in clinics, hospitals, and schools).

Our top priorities for current action are to announce formation of the SIG in speech pathology media (e.g., national magazines, newspapers, state/regional organization publications), increase student membership,

and organize regional SLP-ABA groups. In addition, much of our effort this year will be directed toward publishing articles of interest on our Web site and in mainstream professional outlets accessed by speech pathologists, behavior analysts, or both.

We invite interested individuals to learn more about the SPABA Group SIG at [www.behavioralspeech.com](http://www.behavioralspeech.com) or contact the SIG Chair: Barb Esch: [barbesch@gate.net](mailto:barbesch@gate.net). To join our discussion group, e-mail [mareilekoenig@comcast.net](mailto:mareilekoenig@comcast.net).

## 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](mailto:eduferna@indiana.edu)

### Autism

David Celiberti: [dacnys@aol.com](mailto:dacnys@aol.com)

### Behavioral Gerontology

Mark Mathews: [m.mathews@fhs.usyd.edu.au](mailto:m.mathews@fhs.usyd.edu.au)

### Behaviorists for Social Responsibility

Mark A. Mattaini: [mattaini@earthlink.net](mailto:mattaini@earthlink.net)

### Behaviorists Interested in Gambling

Mark Dixon: [mdixon@siu.edu](mailto:mdixon@siu.edu)

### Clinical

Ann Branstetter: [adb121f@smsu.edu](mailto:adb121f@smsu.edu)

### Crime and Delinquency

Lonny R. Webb: [Lonny.R.Webb@state.or.us](mailto:Lonny.R.Webb@state.or.us)

### Development and Behavior Analysis

Jacob L. Gewirtz: [gewirtz@fiu.edu](mailto:gewirtz@fiu.edu)

Martha Pelaez: [marthapn@aol.com](mailto:marthapn@aol.com)

### Direct Instruction

Tim Slocum: [tslocum@cc.usu.edu](mailto:tslocum@cc.usu.edu)

### Experimental Analysis of Human Behavior

Eric Jacobs: [ejacobs@siu.edu](mailto:ejacobs@siu.edu)

### Health, Sports and Fitness

Michael A. Kirkpatrick: [kirkpami@wesley.edu](mailto:kirkpami@wesley.edu)

### Instructional Design

Guy S. Bruce: [guybruce@maplecity.com](mailto:guybruce@maplecity.com)

### Interbehaviorists

Jennifer Thomas: [thomasjl@unr.edu](mailto:thomasjl@unr.edu)

### Organizational Behavior Management Network

John Austin: [john.austin@wmich.edu](mailto:john.austin@wmich.edu)

### Parent-Professional Partnership

David Celiberti: [dacnys@aol.com](mailto:dacnys@aol.com)

### Positive Behavior Support

Matthew Tincani: [tincanim@unlv.nevada.edu](mailto:tincanim@unlv.nevada.edu)

### Rehabilitation and Independent Living

Michael Mozzoni: [mmozzoni@neurorestorative.com](mailto:mmozzoni@neurorestorative.com)

### Society for the Quantitative Analyses of Behavior

William Baum: [wbaum@sbcglobal.net](mailto:wbaum@sbcglobal.net)

### Spanish Speaking

Robin Nuzzolo-Gomez: [robinonpoint@cs.com](mailto:robinonpoint@cs.com)

### Speech Pathology and Applied Behavior Analysis Group

Barbara Esch: [barbesch@gate.net](mailto:barbesch@gate.net)

### Standard Celeration Charting

Michael Fabrizio: [michael\\_fabrizio@cablespeed.com](mailto:michael_fabrizio@cablespeed.com)

### Teaching Behavior Analysis

Patrick Williams: [williamsps@gmail.com](mailto:williamsps@gmail.com)

### Verbal Behavior

Bill Potter: [wPotter@athena.csustan.edu](mailto:wPotter@athena.csustan.edu)

## Updates from the Behavioral Community

### Behavior Analyst Certification Board® Update

By Gerald L. Shook, Ph.D., BCBA

Over 1,000 individuals applied to take the June 2005 examinations, which represents a significant increase in number of applicants over previous administrations. The BACB projects that the total number of individuals certified will exceed 5,500 by the year's end. The BACB has approved 94 course sequences within 73 universities, with 10 of these course sequences being offered in universities outside the United States.

The BACB® has increased qualification standards for individuals applying to take the Board Certified Behavior Analyst (BCBA) and Board Certified Associate Behavior Analyst (BCABA) examinations. The coursework requirement to qualify for the BCBA examination (announced some time ago) has been increased from 180 classroom hours (four three-hour graduate courses) to 225 classroom hours (five three-hour courses) of specified coursework. The BCABA coursework requirement has increased from 90 classroom hours (two three-hour courses) to 135 classroom hours (three three-hour courses). The experience requirements to qualify for the examinations and the qualifications for those who may supervise have now been increased as well. New university practica categories have been added to provide universities the opportunity to have both their coursework and experience components approved by the BACB. The new coursework requirements are currently in effect, and the new experience requirements will be phased-in over the next year. Please see [www.BACB.com](http://www.BACB.com) for additional details.

Beginning with the next examination administration the BACB will be using a new computer-based testing format delivered through the Pearson VUE network of high-security, standardized testing centers. Pearson VUE administers IT and professional certification examinations for Microsoft, Adobe, Agilent Technologies, IBM, Siemens, Sun Microsystems, American Board of Internal Medicine, American Board of Surgery, Institute of Business and Finance, and many others. Pearson VUE will have over 200 testing sites in the US and over 150 sites outside the US available for BACB candidates, with no restrictions on the number of candidates required per site. In addition, the BACB anticipates increasing the opportunity for examination by providing three administrations per year rather than the current two. The three administrations will be schedule based on university graduation date data so as to minimize the time between graduation and certification. Once approved by the BACB, candidates will contact their local Pearson VUE test center and schedule an individual examination time during the available two-week testing window. Together these

measures should greatly increased test access and candidate convenience while significantly reducing the travel, lodging and other costs often associated with taking the examinations.

The next examination administration also will introduce new examination instruments based on the Third Edition Task List. This development is the result of a multi-year survey and examination renewal process to update the examination content and test item bank. The BACB wishes to thank the hundreds of behavior analysts who participated in this important project.

The BACB plans to develop a specialty credential for certificants who apply behavior analysis in the treatment of autism. This specialty credential will be available to BCBA's who meet specialty-specific eligibility requirements and pass the specialty examination. The BACB intends to begin this multi-year project within the next several months and will follow all applicable professional standards and relevant case law in the process. Additional specialty credentials may follow.

### ABA International Development Grant Update: Rudimentary Lessons in Applied Behavior Analysis

Monika Suchowierska, Ph.D., BCBA

Although interest in behavior analysis has existed in Poland since 1980s and there have been many accomplishments done since then with regard to providing behaviorally-based interventions and to teaching behavior analysis (for a review, see ABA Newsletter, 27 (2)), the need to adequately train paraprofessionals is still great. Dr. Monika Suchowierska, the Vice-President of the Polish Association for Behavior Analysis, received the 2003 SABA International Development Grant to disseminate knowledge about behavior analysis in Poland. The funded project was entitled "Rudimentary lessons in applied behavior analysis: A two-component training program" and its goal was to provide effective, accessible and low-cost training to behavioral aides working with children with autism. This article describes the main components of the training program and reports on its effectiveness.

#### Main Components

The "Rudimentary lessons" program was based on a training package developed by Drs. Heitzman-Powell, Buzhardt, Suchowierska and Morrison (<http://journals.sped.org/TEC/Articles/Buzhardt37-5.pdf>). The training consisted of two parts: online tutorials and hands-on training sessions. The program lasted 8 weeks. Each week, from Sunday to Friday, the trainees were to work on and complete one online module and every Saturday, they met with Dr.

Suchowierska for a training session with a child with autism.

### On-Line Tutorials

Tutorials covered basic behavioral terms, concepts, and procedures. The material was divided into 8 sections – each representing a module. The sections were as follows: 1) Introduction to autism and behavior therapy, 2) Defining, observing, and graphing behavior, 3) Three-term contingency, 4) Stimulus control, 5) Teaching new skills, 6) Decreasing rates of problem behavior: Antecedent control, 7) Decreasing rates of problem behavior: Control by consequences, 8) Curriculum for children with autism. The online tutorials were accessible via the internet ([www.analizazachowania.pl](http://www.analizazachowania.pl)) and consisted of a series of slides (on average, 30) that used text, graphics, and animation to present information. There were test questions (multiple-choice and fill-in the blanks) interspersed throughout each module to promote active participation of the trainees in the learning process. The trainees had to answer those questions to proceed through the module and they received immediate feedback on their performance. Each module ended with a 10-item quiz. The participants were asked to take the test after having completed the module and send it via e-mail to Dr. Suchowierska. Tests were corrected and the results were discussed during the following hands-on session. If a participant scored fewer than 8 correct answers, the participant was given an alternate form of the test to retake it.

### Hands-On Sessions

Every Saturday, the trainees met with Dr. Suchowierska for hands-on training sessions. During those sessions they implemented behavioral intervention to two children with autism. The children were recruited by Dr. Suchowierska and their programs had been supervised by Dr. Suchowierska before the training project began. Thus, the children had existing behavior analytic programs. The hands-on sessions lasted 3 hours. The first 30 min. were usually spent on reviewing the material covered in the week's module and on discussing the 10-item quiz. Additionally, Dr. Suchowierska summarized the activities planned for the upcoming training session. Dr. Suchowierska developed a checklist for each module. The checklists included competencies that were supposed to be learned in a particular module. Those checklists were also introduced in the first 30 min of the training session. The families arrived approx. 25 min after the trainees. The next 2 hours were spent directly interacting with the child. Usually Dr. Suchowierska worked briefly with the child modeling the skill to be learned by the trainees, who observed her. Next, each trainee spent approximately 15 min working with the child. The trainees worked in groups of three – one person worked with the child, one person recorded the child's behavior, one person recorded the teacher's behavior. After each 15-min block of work, the child was given a 3-4 min break during which he/she interacted with the parent. During this time, the person who worked with the child

received feedback from Dr. Suchowierska and from the fellow trainees. After the break, the trainees rotated in their roles. The last 30 min of each hands-on session were devoted to debriefing the trainees, giving them information on their performance during the session, and on answering their questions.

### Program Effectiveness

Trainees were asked to complete a 40-item quiz at the beginning of the "Rudimentary lessons" program (the Pretest) and after its completion (the Posttest). The average score on the Pretest was 15 items correct (37.5%) (range 8 to 22 items) (20%-55%). The average score on the Posttest was 35 items correct (87.5%) (range 31 to 40 items) (77.5%-100%). With regard to the 10-item quizzes taken at the end of each module, no trainee had to retake any of the tests, which means that their scores were consistently 80% correct or more. Although the performance of the trainees during the hands-on training sessions was not directly measured, the informal observations allow to conclude that, as the training progressed, the trainees became more correct and fluent in the competencies specified in each module. One measure of the program's success might be the fact that all the trainees are currently working with children with autism providing behavioral interventions under the supervision of a consultant.

The "Rudimentary lessons" program has been tested on six trainees, but taking into consideration its initial success, another nine persons interested in working with children with autism and have been trained using it. Also, since the completion of the project, Dr. Suchowierska has integrated the online modules into a system for training behavioral aides for families she consults for. Currently, the "Rudimentary lessons" program is being enhanced by improving the content and adding video-clip demonstrations to the modules. Dr. Suchowierska is also working, prompted by a request from graduates of "Rudimentary lessons", on "Intermediate lessons" – a more-advanced training program.

## Activating a Minnesota/Northland Behavior Analysis Group

Gerald Mertens

We will be activating a Minnesota/Northland Behavior Analysis Group on Friday, October 7, at 9:30 AM at the Minnesota State Veteran's Home in Minneapolis. The topic of this reorganization meeting will be, "The Current State of Behavior Analysis in Minnesota and the Surrounding Northland Area."

Travis Thompson will give the opening keynote address. We will have people at the meeting talk about what they are doing in behavior analysis. We will hear what is going on in some of the bordering states. We will conclude with a session on what to do next. More details from Jerry Mertens at: [gmertens@stcloudstate.edu](mailto:gmertens@stcloudstate.edu), or write Jerry Mertens, Psychology Department, St. Cloud State U., St. Cloud, MN. 56301. Phone: (320) 308-2138.

## Congress Distinguishes the Work of the Centro Ann Sullivan of Peru (CASP) for Promoting the Integrated Development of People with Different Abilities and Their Families at the National Level

For promoting, for more than 25 years, the integrated development of people with different abilities in Peru, based on the principles of solidarity and respect for human dignity, the President of the Congress of Perú, Dr. Antero Flores Araoz, decorated the Centro Ann Sullivan of Peru (CASP) with the Medal of Honor of the Congress of the Republic of Perú in the rank of 'Official'.

Recognition was given on Monday the 25th of July, in the main room of the Presidency of the Congress. Also present was the Congressman Luis Gonzáles Posada. Figure 1 shows Dr. Liliana Mayo (right) with Dr. Antero Flores Araoz, President of the Congress of Perú.



**Figure 1. Dr. Antero Flores Araoz and Dr. Liliana Mayo (L to R).**

In the meeting other diverse institutions and people who foster the development of children and youth at a national level were distinguished. These included Fe y Alegría, the Instituto Mundo Libre, the Asociación Adra Perú, and Father Juan Serpa, parish priest of Monserrate and San Sebastián.

Dr. Antero Flores- Araoz emphasized the work of all the institutions and thanked them for their fulfilling and effective service giving to so many people in Perú.

Web Link of the congress with note of premiacion of Monday 25

[http://www.congreso.gob.pe/out\\_of\\_domain.asp?URL=http%2F%2Fwww.congreso.gob.pe%2Fhera](http://www.congreso.gob.pe/out_of_domain.asp?URL=http%2F%2Fwww.congreso.gob.pe%2Fhera)

## Calendar of Upcoming Behavioral Conferences

### September 2005

European Association for Behaviour Analysis 2<sup>nd</sup> Annual Conference ♦ September 6-9 ♦ Gdansk, Poland

Florida ABA ♦ September 21-23 ♦ Hyatt Sarasota, FL

Nevada ABA ♦ September 23-24 ♦ University of Nevada, Reno, NV

### October 2005

Missouri ABA ♦ October 7-8 ♦ Holiday Inn Viking Southwest, St. Louis, MO

Berkshire Association for Behavior Analysis and Therapy ♦ October 13-14 ♦ University of Massachusetts, Amherst, MA

Mid-American ABA ♦ October 14-15 ♦ Holiday Inn Madison West, Madison, WI

Southeastern ABA ♦ October 20-22 ♦ Wilmington Riverside, Wilmington, NC

### November 2005

Ontario ABA ♦ November 3-4 ♦ Ramada Hotel and Suites Downtown Toronto, Ontario

Tennessee ABA ♦ November 3-5 ♦ Radisson Hotel Opryland, Nashville, TN

New York State ABA "Applied Behavior Analysis: Promoting Quality Outcomes" ♦ November 11-12 ♦ Prime Hotel and Conference Center, Saratoga Springs, NY

Maryland ABA ♦ November 18 ♦ Baltimore Inner Harbor Marriott at Camden Yards, Baltimore, MD

Korean ABA ♦ November 19 ♦ Lotus Flowers Children's Hospital, Ulsan, Korea

Association for Behavior Analysis 3rd International Conference ♦ November 25-27 ♦ Kerry Centre Hotel, Beijing, China

# Opportunities for Behavior Analysts

## Applied Behavior Consultants (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. Contact: Brenda Terzich at bterzich@appliedbehavior.com.

**Aubrey Daniels International (ADI)** For more than 25 years, ADI has been preparing leaders to use Behavior Analysis to promote **profitable habits™**—persistent behaviors beneficial to business and to the people doing the work. We help organizations build leaders who cultivate profitable habits and in turn move organizations towards sustainable business success.

ADI is currently seeking applicants for the following positions:

**Instructional Designer:** Masters or Ph.D. in relevant field. A minimum of 2 years experience developing workshops and facilitating sessions with behavioral content, as well as other subject areas. Excellent writing skills and fluency in Microsoft Word and PowerPoint.

**Senior Consultants:** Ten or more years of behavioral science experience working with all levels of an organization and, in particular, executive levels. Candidates with business experience are highly encouraged to call.

Interested parties can respond to positions@aubreydaniels.com.

To learn more about ADI, please visit us at www.aubreydaniels.com or call 678.904.6140.

**Autism Spectrum Therapies** is seeking interventionists for intensive programs. In addition to the most competitive salaries in the California, AST offers the following benefits:

- 401(k) with matching
- Profit Sharing
- Medical (10 options to choose from)

### Job Descriptions:

- Conducting daily in-home sessions with 2- to 5-year-olds.
- Performing discrete trial methodologies and play-based methods.
- Collecting, maintaining, and evaluating data on each child's progress on a daily basis.
- Maintaining professional development.

### Preferred Qualifications:

- Graduate-level coursework in applied behavior analysis.
- One year's experience working with children with autism.
- Functional understanding of advanced ABA principles.
- Experience teaching functional communication and social skills.
- Ability to work a full-time schedule.

Please Contact Autism Spectrum Therapies at (310) 641-1100 to schedule an interview, and to inquire about upcoming trainings in our Los Angeles or Orange County offices. Send resume to Dr. Ronit Molko at: rmalmo@autismtherapies.com. Check out our Web site at www.autismtherapies.com.

**C.A.R.D. Employment Opportunities** 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, U.K., Australia, and New Zealand. The bulk of our clinical work involves intensive behavioral programs for young children with autism, but we are currently expanding our services to include children with severe behavior problems as well as children with autism 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 bachelors, masters, 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. Contact us today at: (818) 345-2345 and feel free to visit our website: www.centerforautism.com.

**Devereux, "The Employer of Choice"**, is a leader in providing services to individuals with behavioral, developmental, and/or emotional disabilities. Currently, we are seeking qualified candidates for our Clinical Coordinator position located in Bridgeton, NJ.

### Job Responsibilities:

- Develops and supports clinical programming and services offered at an Approved Private School for children with autism, residentially placed group homes, and an adult vocational training facility.

- Maintains and supports best practices with the use of Applied Behavior Analysis in concert with a positive behavioral support approach.
- Develops and supports pre-service and ongoing professional development training for all staff.
- Develops and directs the intake assessment of new clients. \* Directs the development of instructional and behavioral support plans for all individuals.
- Supervises the implementation, evaluation, and modification of instructional and behavioral programming and provides feedback to staff.
- Directly supervises and evaluates clinical staff

#### Education/Experience:

- Doctorate in School Psychology or Special Education preferred. M.A./M.Ed. in School Psychology or Special Education also eligible based on years experience. State certification for School Psychologist or Teacher of the Handicapped or eligibility to become certified in NJ required.
- Five years experience providing and supervising instructional and behavioral services to individuals with autism. Experience and training in the area of Applied Behavior Analysis required. Experience with severe disabilities preferred.

Interested candidates please submit resume to:

Devereux  
Human Resources  
4251 Route 9 North  
Building 3, Suite A  
Freehold, NJ 07728

E-mail: [hfreehold@devereux.org](mailto:hfreehold@devereux.org)  
Fax: (732) 625-2975

Drug-free workplace/testing required  
AA/EOE

**The Institute of Professional Practice, Inc.: ABA Clinical Coordinator** The Institute of Professional Practice, Inc., a private, non-profit human services agency, is seeking an individual to work directly with licensed psychologists. Individual will conduct functional and instructional assessment, participate in PPT development, design curricula, develop behavior plans, train and supervise school and home based therapists, and provide direct instruction and behavioral support to individual students. Preferred candidate will have a Master's Degree with a strong ABA background, plus experience providing discrete trial instruction and behavioral supports to children with autism and PPD. Candidates with a Bachelors and 3-5 years experience providing discrete trial instruction and behavioral supports to children with autism and PDD will be considered. E-mail resume to [lmiller@ippi.org](mailto:lmiller@ippi.org), fax 203.392.0298 or mail to Lys Miller, IPP, 1764 Litchfield Turnpike, Woodbridge, CT 06525. EOE.

**The Institute of Professional Practice, Inc.: Project Director** The Institute of Professional Practice, Inc., one of New England's most innovative providers of human services, is seeking a Project Director for ABA/Autism Program. Responsibilities include program design, curriculum development, quality assurance, and supervision of Master's-level Clinical Coordinators and Bachelor's-level Behavior Therapists in an intensive early intervention program for children with autism spectrum disorders. Preferred candidate will have a Doctorate in Behavior Analysis or related field, with at least one year of relevant experience, or a Master's degree and at least three years of relevant behavioral experience. Extensive experience with young children with autism, program development, and staff supervision preferred. Some research experience a plus. Opportunities to teach graduate-level courses available. E-mail resume to [lmiller@ippi.org](mailto:lmiller@ippi.org), fax 203.392.0298 or mail to Lys Miller, IPP, 1764 Litchfield Turnpike, Woodbridge, CT 06525. EOE.

**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 241 students who live in 45 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: [m.pinto@judgerc.org](mailto:m.pinto@judgerc.org) or Ms. M. Pinto, JRC, 240 Turnpike Street, Canton, Ma 02021 or fax 781-828-7547. Visit our website at [www.judgerc.org](http://www.judgerc.org).

**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.

Career opportunities are available, as part of an interdisciplinary team, coordinating and providing services for children with autism, acquired brain injury, and other significant neurological disorders.

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 & contact information visit: [www.melmark.org](http://www.melmark.org) for Pennsylvania; [www.melmarkne.org](http://www.melmarkne.org) for Massachusetts.

**Shema Kolainu Hear our Voices** is a NYS Education Department approved and funded school that provides comprehensive behavior analytic services to children from birth to eleven years old, in our center and in the community. Our mission is to hear the voices of the children and families we serve as they strive to achieve their full potential for independence, productivity, and inclusion in the community. The high standard and quality of care displayed by all of our staff is achieved through their expertise and ability to hear and learn from those whom they serve. Our early intervention program is funded and regulated by the New York State Department of Health and the New York City Department of Health and Mental Hygiene. We are looking for the following candidates to join our expanding program.

**Community Based LEAD Teachers (All 5 Boroughs of NYC)**

*Responsibilities include:* Training/supervision of community based teachers in principles of behavior, data collection and analysis, assessment, program implementation, IEP and curriculum development. Requires travel, contact with caregivers, direct service hours. *Qualifications:* NYS certified Special Education Teacher. BCBA/BCABA preferred. Must have supervisory experience, extensive experience in ABA, assessment, data analysis and evaluation.

**Special Education Itinerant Teachers (SEIT)/ Early Intervention Teachers (Various positions, all 5 Boroughs of NYC)**

*Responsibilities include:* /development of individualized programs/curricula using ABA, (including DTT,VB,NET) data collection/analysis. Instruction in natural environment in accordance with student's IEP/IFSP. *Qualifications:* Must possess NYS Special Education teacher certification or Teacher of speech and hearing handicapped.

**Certified Occupational Therapy Assistant (Full-time, Brooklyn School Site)**

*Responsibilities include:* Providing treatment to children with autism in accordance with the child's IEP under the direction of a licensed occupational therapist. Participate in planning/meeting with the classroom/education team, parents and other team members. ABA experience a plus but will train. *Qualifications:* Must possess an associated degree or higher in Occupational Therapy, NYS license/registration, and one year or more of direct clinical experience.

Shema Kolainu "Hear Our Voices": Where everyone counts, is a non-denominational, non-profit organization that does not discriminate on the basis of race, color, national origin, religion, sex or handicap in admission to, treatment in, or employment in its programs and activities.

# START

## Service to Apply, Recruit & Train

Providing on-line job postings, resumes, and information on internships and graduate training programs in behavior analysis

Post your resume or job description at

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

Inquiries may be made to [mail@abainternational.org](mailto:mail@abainternational.org)



# Society for the Advancement of Behavior Analysis (SABA) Donations

## General Information

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

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

## Contributions

Individuals can donate to specific SABA funds or make unrestricted donations. As well, a \$56 donation to the Student Presenters Fund sponsors the registration of one senior student presenter for the ABA convention. Planned giving through SABA's Legacy program allows you to arrange gifts of cash, securities, or other property for the benefit of behavior analysis. The Society's Board of Directors works with both members of ABA and other donors to determine specific programs to be supported with funds received by SABA.

The **International Endowment Fund** is allocated to support the dissemination of behavior analysis outside of the United States.

**Unrestricted funds** are allocated by the SABA Board of Directors for specific purposes.

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

The **Legacy Planned Giving Program** allows you to support the field after your death.

## Advantages of Giving

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

- It is private and non-profit, existing solely for the benefit of behavior analysis.
- It is directly accountable to the behavior analysis community through its permanent connection with ABA's Executive Council.

- It allocates unrestricted gifts to help advance behavior analysis in areas which otherwise might not be funded.
- It is flexible in working with donors to see that any specific requests they have will be honored within the guidelines of the Society.
- Its gifts are tax deductible.
- Its small size and low overhead ensure that gifts are directed to programs and not to administrative costs.

## Tax Status

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

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

## Ethical Standards

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

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

## Gifts should be made to:

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

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](mailto:mail@abainternational.org).

# 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 on the Web <http://www.worldbank.org/data/quickreference/quickref.html> or by calling ABA.

Your membership fee category is based on your permanent residency as determined by ABA and your mailing address. If your resident country is not listed above, but you feel that you qualify for reduced membership based on the income per capita of your country of residency, contact the ABA office at [mail@abainternational.org](mailto:mail@abainternational.org) or by fax at (269) 492-9316.

## Sustaining and Supporting Members

Through their contributions, sustaining and supporting members support the involvement of undergraduate and graduate students in the science and practice of behavior analysis. Benefits: Citation in The ABA Newsletter and the 2006 ABA Program, subscriptions to The ABA Newsletter and The Behavior Analyst, and reduced convention registration fees.

### Requirements:

Sustaining Full and Supporting Full: See Full member requirements.

Sustaining Affiliate and Supporting Affiliate: See Affiliate member requirements.

## Full Members

Full members are eligible to vote on ABA business matters and to participate in the nominations and election of officers. Full member dues help support the involvement of undergraduate and graduate students in behavior analysis science and practice. Benefits: Subscriptions to The ABA Newsletter and The Behavior Analyst, and reduced convention registration fees. Requirement: 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.

## Affiliate Members

Affiliate status is designed for persons who have an interest in behavior analysis or have completed undergraduate credit, but do not meet the full member requirements. Affiliate member dues help support the involvement of undergraduate and graduate students in the science and practice of behavior analysis. Benefits: Subscriptions to The ABA Newsletter and The Behavior Analyst and reduced convention registration fees. Requirement: Send a letter of recommendation from a voting member of ABA.

## Emeritus Members

Emeritus status is designed for persons who are over the age of 65 or retired. Benefits: Subscriptions to The ABA Newsletter and The Behavior Analyst, and reduced convention registration fees. Requirement: Send verification of retirement or age when requesting this status for the first time. Send vita if you have not previously been a full member of ABA.

## Chapter/Adjunct Member

Chapter/adjunct members are members of an ABA-affiliated chapter. Benefits: Subscriptions 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 of the Association for Behavior Analysis, 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, 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, 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 49001-5607. Telephone: (269) 492-9310; Fax: (269) 492-9316

## MEMBERSHIP DUES

Please circle:	Category A		Category B		Category C		Category D	
	1-Yr	3-Yr	1-Yr	3-Yr	1-Yr	3-Yr	1-Yr	3-Yr
Membership Type:								
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, 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: \_\_\_\_\_

WEBSITE: \_\_\_\_\_

## JOURNAL SUBSCRIPTIONS

Journal	Student	Individual
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.

If payment is received in the ABA office by December 15, 2005 you may deduct \$20 for Affiliate, Full, Supporting, and Sustaining members, or \$10 for Emeritus, Student, and Chapter-Adjunct members.

## STUDENT MEMBER INFORMATION

STUDENT TYPE: ☐ HIGH SCHOOL ☐ UNDERGRAD ☐ DOCTORAL ☐ MASTERS ☐ 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 about which you would like information (I).

- ☐ Applied Animal Behavior
- ☐ Autism
- ☐ Behavioral Gerontology
- ☐ Behaviorists for Social Responsibility
- ☐ Behaviorists Interested in Gambling
- ☐ Clinical Behavior Analysis
- ☐ 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
- ☐ 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
- ☐ ABA of Brazil
- ☐ Australian Association for Cognitive Behaviour Therapy
- ☒ Behavior Analysis Association of Michigan
- ☒ Behavior Analysis Society of Illinois
- ☐ Behaviour Analysis in Ireland
- ☒ Berkshire Association for Behavior Analysis and Therapy
- ☒ California ABA

- ☒ Chicago ABA
- ☐ Chinese ABA
- ☐ Colombia ABA
- ☒ Connecticut ABA
- ☒ Delaware Valley ABA
- ☐ Experimental Analysis of Behaviour Group, UK and Europe
- ☒ Florida ABA
- ☒ Georgia ABA
- ☐ German Society for Behavioral Medicine and Behavior Modification
- ☒ Greater Boston ABA
- ☒ Hawaiian ABA - 2003
- ☐ Iceland ABA - 2005
- ☐ Israel ABA
- ☐ Italian Association for the Analysis and Modification of Behavior
- ☐ Japanese ABA
- ☒ Kansas ABA
- ☐ Korean ABA - 2003
- ☒ Maryland ABA
- ☒ Mid-American ABA
- ☐ Middle East Arab ABA
- ☒ Missouri ABA
- ☒ Nevada ABA
- ☒ New England Society of Behavior Analysis & Therapy
- ☒ New Jersey ABA
- ☒ New York State ABA
- ☐ New Zealand ABA - 2003
- ☐ North Carolina ABA
- ☒ Northwestern ABA
- ☐ Norwegian ABA
- ☐ Ontario ABA
- ☒ Pennsylvania ABA
- ☐ Philippines ABA - 2003
- ☐ Polish ABA
- ☐ Polish Association for Behavior Therapy
- ☐ Russian ABA
- ☐ Sociedad Mexicana de Analisis de la Conducta
- ☒ Southeastern ABA
- ☐ Swedish ABA
- ☐ Taiwan ABA
- ☒ Tennessee ABA
- ☒ Texas ABA
- ☒ Vermont ABA
- ☐ Venezuelan 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
- ☐ Science Policy & Research
- ☐ Standards & Professional Affairs
- ☐ Publications

# ABA 2006 Convention Registration Form

Mail form and payment to: ABA, 1219 South Park Street; 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 # (include area and/or country codes)

HOME TELEPHONE # (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

Note: Discounts that are not taken will be considered donations to ABA unless a written request is submitted.

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

Before 3/11 3/11-5/10\*

☐ \$112 ☐ \$132  
☐ \$56 ☐ \$66  
☐ \$145 ☐ \$165  
☐ \$267 ☐ \$287

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

Saturday 5/27

Monday 5/29

Sunday 5/28

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

Before 3/11 3/11-5/10\*

☐ \$56 ☐ \$66  
☐ \$56 ☐ \$66  
☐ \$75 ☐ \$85  
☐ \$99 ☐ \$109

## \*On-Site Registration:

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. All Student, Emeritus, and one-day registration fees will increase by \$10 on site. Affiliate, chapter-adjunct, full, sustaining, supporting, and non-member registration fees for the entire convention will increase by \$20 on site.

Donation to Support Student Presenters \$

Total Payment Enclosed: \$

# "Available from ABA" Order Form

Make checks payable to: ABA, 1219 South Park Street, Kalamazoo, MI 49001-5607  
Phone: (269) 492-9310 Fax: (269) 492-9316  
Order online at <http://www.abainternational.org>

Prices include shipping and handling

Publications	Unit Cost		Quantity	Total Cost
	Domestic	Foreign		
ABA General Publications				
ABA Newsletter (free w/membership).....	\$37.00	\$47.00	x _____	= \$ _____

<b>Journals</b>				
The Analysis of Verbal Behavior:	Institution	\$64.00	\$68.00	x _____ = \$ _____
	Individual	\$27.00	\$31.00	x _____ = \$ _____
	Student	\$20.00	\$24.00	x _____ = \$ _____
	Back Issues Institution (per volume)	\$64.00	\$68.00	x _____ = \$ _____
	Back Issues Individual (per volume)	\$27.00	\$31.00	x _____ = \$ _____
Please indicate Volumes ordering: _____				
The Behavior Analyst (free w/membership*)	Institution	\$108.00	\$116.00	x _____ = \$ _____
	Individual	\$43.00	\$51.00	x _____ = \$ _____
	Student	\$19.00	\$27.00	x _____ = \$ _____
	Back Issues Institution (per issue)	\$52.00	\$56.00	x _____ = \$ _____
	Back Issues Individual (per issue)	\$21.00	\$25.00	x _____ = \$ _____
Please indicate Volumes and Issues ordering: _____				

## Concepts and Principles of Behavior Analysis, Revised Edition

Concepts & Principles of Behavior Analysis, Revised Edition; J. Michael	\$27.00	\$32.00	x _____	= \$ _____
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<b>SUBTOTAL</b> .....	\$ _____
<b>6% Sales Tax</b> (Michigan Residents Only) .....	SUBTOTAL x .06 = \$ _____
<b>TOTAL (Make Checks Payable to ABA)</b> .....	\$ _____

Name: \_\_\_\_\_ E-mail address: \_\_\_\_\_

Address line 1: \_\_\_\_\_

Address line 2: \_\_\_\_\_

Address line 3: \_\_\_\_\_

City: \_\_\_\_\_ State/Province: \_\_\_\_\_ Country: \_\_\_\_\_ ZIP/Postal Code: \_\_\_\_\_

Credit Card #: \_\_\_\_\_ Expiration: \_\_\_\_\_

☐ Visa ☐ MasterCard ☐ American Express ☐ Discover Signature: \_\_\_\_\_

\*Chapter-adjunct memberships do not include subscriptions to *The Behavior Analyst*.



## THE KENDALL SCHOOL

- Intensive behavior and language therapy for children with autism
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- Center-Based Intervention
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 modesto@tpathways.org

**Sacramento**  
 ph: 916-489-1376  
 sacramento@tpathways.org

**The Kendall School-Tracy**  
 ph: 209-221-7823  
 tracy@tpathways.org

**[www.tpathways.org](http://www.tpathways.org)**





**SAVE THE DATE  
&  
CALL FOR PAPERS**  
**SUBMISSION DEADLINE:  
SEPTEMBER 15, 2005**



**3rd INTERNATIONAL CONFERENCE ON  
POSITIVE BEHAVIOR SUPPORT**

# The Expanding World of PBS:

**SCIENCE, VALUES, AND VISION**

**March 23–25, 2006 • Reno Hilton, Reno, NV**

The 3rd International Conference on Positive Behavior Support will feature over 130 exciting oral and poster presentations on methods, aspects, issues and research in Positive Behavior Support.

Included are skill-building workshops on school-wide positive behavior support, measuring outcomes, applications in schools, early intervention, among other topics.

For complete information on **Call for Papers**, requirements and submission process go to the APBS web site at [www.apbs.org](http://www.apbs.org).

#### **PRE-CONFERENCE SCHEDULE**

July 2005

Sept. 15, 2005

Sept. 2005

Jan. 9, 2005

Feb. 26, 2006

Feb. 28, 2006

Call for Papers Submission

Guidelines available online

Submission Deadline

Registration & Housing Open

Conference Program

Available Online

Housing Deadline

Advance Registration Deadline

**APBS**

INTERNATIONAL CONFERENCE ON POSITIVE BEHAVIOR SUPPORT

**PO Box 328**

**Bloomsburg, PA 17815**

Find complete up-to-date conference information online at  
[www.apbs.org](http://www.apbs.org)

The ABA Newsletter

3rd International ABA Conference  
November 25-28, 2005  
Kerry Centre Hotel  
Beijing, China

BEIJING

2005

北京

The Beijing program includes 90  
events from 200 participants  
representing 24 countries.  
After-conference tours offered  
by China Discoveries.