

Association for Behavior Analysis

an international organization

Friday, May 25 through
Tuesday, May 29, 2001

NEW ORLEANS

2001

ABA newsletter

Hyatt Regency New Orleans
27th Annual Convention

General Information

The *ABA Newsletter* is ABA's primary means of communicating with its members about association activities and developments, the activities of ABA Chapters and Special Interest Groups, upcoming events, job positions in behavior analysis, and other items of general interest to the behavioral community.

Diversity Statement

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

Submitting to the *ABA Newsletter*

The Association for Behavior Analysis publishes the *ABA Newsletter* three times per year. The newsletter editor is Maria E. Malott. The publication dates and submission deadlines are as follows:

Mailing Date Deadline for Submissions

January 15 December 15

June 15 May 30

October 1 September 15

Subscriptions

All members of the ABA receive the *ABA Newsletter* as a part of their membership benefits. Institution and nonmember subscriptions may be obtained at a cost of \$30/year. Single issues may be purchased for \$12 each.

Articles and Advertisements

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

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

Classified advertisements may be submitted in hard copy or faxed, and will be entered at the ABA office. The fee for classified is \$75 for the first 25 lines and \$3 for each additional line (approximately 50 characters/line). ABA reserves the right to edit all copy.

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or (3¼ wide x 9½" deep)	\$350
Quarter page (3¼" wide x 4½" deep)	\$200
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Questions?

Contact the ABA office.

Association for Behavior Analysis

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INFORMATION TECHNOLOGY

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2001 Convention Overview

Friday, May 25

10:00 a.m. – 5:00 p.m.	Workshops
6:00 p.m. – 9:00 p.m.	Workshops
9:00 p.m. – 11:00 p.m.	The Icebreaker Social

Saturday, May 26

8:00 a.m. – 11:00 a.m.	Workshops
11:30 a.m. – 1:00 p.m.	Opening Event/SABA Awards
1:00 p.m. – 5:20 p.m.	Sessions
5:30 p.m. – 7:00 p.m.	Poster Sessions
7:00 p.m. – 7:50 p.m.	Business Meetings
10:00 p.m. – 12:00 a.m.	ABA Expo

Sunday, May 27

7:00 a.m. – 8:50 a.m.	Breakfasts, Business Meetings
9:00 a.m. – 11:50 a.m.	Sessions
12:00 p.m. – 1:30 p.m.	Poster Sessions
1:30 p.m. – 4:20 p.m.	Sessions
4:30 p.m. – 5:30 p.m.	Presidential Scholar's Address
5:30 p.m. – 7:00 p.m.	Poster Sessions
7:00 p.m. – 7:50 p.m.	Business Meetings
8:00 p.m. – 9:50 p.m.	Reunions/Receptions
10:00 p.m. – 1:00 a.m.	Behavioral Follies

Monday, May 28

7:00 a.m. – 8:50 a.m.	Breakfasts, Business Meetings
9:00 a.m. – 11:50 a.m.	Sessions
12:00 p.m. – 1:30 p.m.	Poster Sessions
1:30 p.m. – 4:20 p.m.	Sessions
4:30 p.m. – 5:30 p.m.	Presidential Address
5:30 p.m. – 7:00 p.m.	Poster Sessions
7:00 p.m. – 7:50 p.m.	Business Meetings
9:00 p.m. – 1:00 a.m.	ABA Social and Dance

Tuesday, May 29

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

Welcome to the 2001 ABA Convention!

ABA 2001 in New Orleans, LA promises to be another exciting convention. From May 25th – 29th you will have many opportunities to attend presentations on experimental, conceptual, and applied issues in behavior analysis.

The convention offers a wealth of events across 12 different interest areas: Autism (AUT); Behavioral Pharmacology (BPH); Clinical, Family, & Behavioral Medicine (CBM); Community Interventions, Social, and Ethical Issues (CSE); Developmental Disabilities (DDA); Human Development and Gerontology (DEV); Experimental Analysis of Behavior (EAB); Education (EDC); Organizational Behavior Management (OBM); Teaching Behavior Analysis (TBA); Theoretical, Philosophical, and Conceptual Issues (TPC); and Verbal Behavior (VRB). The convention offers 1,145 events with approximately 1,500 participants. Events include symposia, paper addresses, panels, business meetings, and five poster sessions with more than 600 posters. Also, 45 pre-convention workshops will be offered.

The convention opens with addresses from the Society for the Advancement of Behavior Analysis (SABA) award winners: Dr. Murray Sidman, who will receive an award for *Distinguished Service to Behavior Analysis*, Dr. Carolina Bori for *International Dissemination of Behavior Analysis*, Dr. Kent Johnson for *Public Service in Behavior Analysis*, Dr. Roger McIntire for *Effective Presentation of Behavior Analysis in the Mass Media*, and the Eunice Kennedy Shriver Center's Behavioral Technology Group for *Enduring Programmatic Contributions to Behavior Analysis*.

SABA's International Development Grant winners for 2001 will be acknowledged during the SABA award ceremony: Dr. Weihe Huang, Regional Center of the East Bay; Dr. Gabriela Sigurdardottir, University of Iceland; and Drs. Gladys Williams and Luis Antonio Pérez-Gonzalez, University of Oviedo, Spain.

Among special events, you will hear the address titled *The Stitching and the Unstitching: What Can Behavior Analysis Have to Say about Creativity?* by incoming ABA president, Dr. M. Jackson Marr. Dr. Marr is Professor of Psychology at Georgia

Tech, where he teaches courses in the experimental analysis of behavior, physiology and behavior, behavioral pharmacology, and statistics.

You will meet our 2001 Presidential Scholar Dr. William R. Uttal, Professor Emeritus at Arizona State University and the University of Michigan in Psychology. Dr. Uttal's career research has been in the science of visual processing. Dr. Uttal's presentation is titled *A Behaviorist Revisits Visual Perception*.

There are 32 invited speakers, including Peter Mundy and Richard L. Simpson (AUT); Joseph Moerschbaecher and M. Christopher Newland (BPH); Lyn Rehm, Mike Dougher, Robert Hawkins, Steve Hayes, and Phil Heline (CBM); Linda Hayes, Maria Malott, Frances McSweeney, and Carol Pilgrim (CSE); Carl Binder (DDA); Robert Lickliter, William Baum, James Dinsmoor, Phil Heline, and Jack Michael (DEV) James E. Mazur and Ben Williams (EAB); Samuel Deitz and Timothy Slocum (EDC); Peter Dean and Terry McSween (OBM); Marc Branch, Steve Hayes, Sigrid Glenn, and Mickey Keenan (TBA); William Baum and Sam Leigland (TPC); and David Palmer and Janet Twyman (VRB).

The convention offers other services, including continuing education credits from the American Psychological Association and the Association for Behavior Analysis for BACB certified behavior analysts. Once again, Job Placement Services will be available for those of you looking for a job or hiring behavior analysts. You can also update your behavioral library at the bookstore, which will offer over 1,200 titles

We are expecting over 2,200 attendees in 2001. We hope you will be one of them.

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

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2001 International Development Awards

The Society for the Advancement of Behavior Analysis (SABA)'s international development grant program promotes the development and dissemination of behavior analysis internationally. The program, established in 1999, provides three annual \$1,000 grants to successful applicants. The SABA Board of Directors reviewed a total of 11 applications at the fall 2000 Board meeting. All of the applications demonstrated considerable potential for the dissemination and growth of behavior analysis. After much deliberation, the following three projects were selected for funding in 2001.

Behavior Analysis and Autism: A Workshop in Shanghai, China

In today's China, the body of knowledge about developmental disabilities and the effectiveness of various treatments is diverse and growing. Brain surgery and acupuncture, among other treatments, play roles in treating developmental disabilities. Additionally, medicines have been developed to enhance intellectual functioning of persons with developmental disabilities. The effectiveness of these methods has not been examined. Behavior analysis and other psychological interventions are known to some Chinese professionals, but not widely used. Finally, all aforementioned factors are applicable to the case of autism.

Dr. Weihe Huang will present a workshop about behavior analysis and autism in Shanghai. The purpose of this workshop is twofold: to present primary aspects of autism (e.g., etiology, assessments, and new trends) and to highlight the important role behavior analysis can play in the treatment of autism (e.g., skill teaching methods including discrete trial, functional assessment, and behavior management). The workshop will target two groups of people: university professors and graduate students, and special education teachers and parents of autistic children.

Dr. Huang is a board certified behavior analyst. He is currently employed as the behavior analyst in Regional Center of the East Bay, California, an agency serving people with developmental disabilities in two counties. He is also an adjunct instructor at Chapman University and Andrew University of California teaching positive behavior support, research methods, and abnormal psychology. More importantly, although Dr. Huang is currently a U.S. citizen, he was born in Shanghai, China. He served as a faculty member in East China Normal University for four years and therefore knows the Chinese situation well. He has previously provided workshops on behavior analysis and mental retardation in Shanghai, China. He has co-authored journal articles on this topic with his Chinese colleagues.

Icelandic Library of Programs in Behavior Analysis

Making information available about studies in behavior analysis in the United States to students in Iceland, decreasing the response cost involved in the information-gathering process, and providing encouragement from those who have begun careers in behavior analysis are all important ingredients to establishing the science of behavior in Iceland. This has been one of the professional long-term goals of Dr. Gabriela Sigurdardottir, an

one of the main reasons she returned to Iceland after finishing her Ph.D. at Northeastern University in Boston.

A necessary condition for the development of the science of behavior, both applied and basic, in Iceland is to increase the number of people interested in becoming behavior analysts.

Icelandic students currently lack sources of information about graduate programs in behavior analysis around the world. This ABA International grant will be used to create a library of information for Icelandic students considering a career in behavior analysis.

Dr. Sigurdardottir will use the International Development Grant to hire an assistant to aid in the categorization and formalization of information already collected and available, but in disarray. The grant will cover the salary of an assistant for a discrete period of time, after which Dr. Sigurdardottir will maintain and update the library of information. Additionally, Icelandic students who are now studying behavior analysis in the United States will be asked for their recommendations and input, especially in the preparation of guidelines for students making applications to foreign programs.

Behavior Analysis Training in Mazatlán, Mexico

In the spring of 2001, Dr. Gladys Williams will teach a week-long class in behavior analysis at the Universidad Autonoma de Sinaloa to senior psychology students. Many of these students currently participate in an educational project for twelve children with autism in the city of Mazatlán in the state of Sinaloa, México. This project began in the spring of 2000 when several parents, led by Dr. Arturo Santamaría—a sociology professor at the Universidad Autonoma de Sinaloa, and himself the father of a child with autism—decided to organize themselves to provide the education for their children. The project, coordinated also by Dr. Luis Antonio Pérez-Gonzalez from the University of Oviedo, Spain, consists of implementing an educational program based on applied behavior analysis.

The objectives of the program are to train and teach the teachers and parents of the children so that they can help their children overcome their learning difficulties. This group of parents is formed by families with very low resources. For example, one of the families lives in a "chavola", a home made with their own hands of cardboard and metal. The parents maintain the program with money they raise through social events, to complement their own resources. Recently, a family donated the use of an old house, free of rent. The parents got together to fix it and clean it, and at the end they had a very nice place that they could call "School". In this house six children receive individualized instruction in the morning and six children in the afternoon.

The project has had the good fortune to count on young, ambitious and intelligent university students (special education and psychology) from the Universidad Autonoma de Sinaloa, who have been doing volunteer work under difficult circumstances. The money from the grant will be well utilized to assist this group of students and parents to pay for travel and accommodation while taking Dr. William's class.



Spectrum Center is a non-profit organization in the San Francisco Bay Area committed to providing the highest quality of educational services in the least restrictive environment for students who are at risk with challenging behaviors and special educational needs. Our services emphasize outcome based instruction and applied behavior analysis. We provide an innovative work culture that offers education professionals competitive compensation, a positive, collaborative work environment, support for professional development and excellent opportunities for career advancement including: assistance with completion of credentials, tuition support for higher education, generous curriculum budget, ongoing professional development in curriculum and classroom management and high staff to student ratios.

Spectrum Center currently has positions open for:

Education Consultants

Provide behavior analysis consultation services to public school staff for individual students. All ages and disabilities, emphasis on autism.

Education Coordinators

Supervise & support teachers, oversee school services. Proven ability to work independently. Proven training and demonstration of applied behavioral analysis services.

Special Education Teachers

Provide educational instruction for students with challenging behaviors, write IEPs, develop academic and behavior programs. Provide leadership to classroom staff.

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Convention Highlights

Opening Address

Awards Ceremony: Society for the Advancement of Behavior Analysis

Chair: Gina Green, Ph.D. (New England Center for Children)

2001 International Grant Awardees

Dr. Weihe Huang (Regional Center of the East Bay) *Behavior Analysis and Autism: A Workshop in Shanghai, China*

Dr. Gabriela Sigurdardottir, (University of Iceland) *Icelandic Library of Programs in Behavior Analysis*

Drs. Gladys Williams (Applied Behavioral Consultants, NY) and Luis Antonio Pérez-Gonzalez (University of Oviedo, Spain) *Behavior Analysis Training in Mazatlán, Mexico*

2000 SABA Awards

Award for Distinguished Service to Behavior Analysis: Murray Sidman, Ph.D. (New England Center for Children)



Dr. Sidman was born in 1923 in Boston, spent a happy boyhood there, and graduated from high school in 1940. He then went on to Columbia University, and after an interruption for military service in World War II, eventually graduated with a Ph.D. in 1952. His principal advisors were Fred S. Keller and W. N. Schoenfeld. After that, he spent nine years in the exciting and productive

interdisciplinary environment of the Walter Reed Army Institute of Research, where Joseph V. Brady had established a Psychology Department in the Psychiatry Division headed by David McRioch. From there, he went to the Massachusetts General Hospital for another nine years, setting up a laboratory which eventually moved to the E. K. Shriver Center and Northeastern University. When he retired from Academe, he moved to the New England Center for Children, where he still carries on research and at the same time, indulges his conviction that the results of basic research must be extended out of the laboratory.

Dr. Sidman will give a presentation titled *What Behavior Analysis Has Done for Me*.

Abstract: More than my being of service to behavior analysis, behavior analysis has been of service to me. Behavior analysis has provided a framework for both my work and my personal life, a framework within which I have been able to interact constructively with others, to work productively, and to live happily. In accepting this award, I would like to describe some of the features of behavior analysis that have been of service to me.

Award for International Dissemination of Behavior Analysis: Carolina Bori, Ph.D.

Award for Public Service in Behavior Analysis: Kent Johnson, Ph.D. (Morningside Academy)



Dr. Kent R. Johnson, Director of Morningside Academy, graduated from Georgetown University and received his M.S. and Ph.D. in psychology from the University of Massachusetts in Amherst.

For over twenty years, Dr. Johnson has been teaching a variety of learners including children in regular and special education classrooms; at-risk youth; college and university students; adults in

literacy programs, both at school and work; and teachers who work with all of these learners.

Before opening Morningside Academy in 1980, Dr. Johnson served as teaching associate at the University of Massachusetts at Amherst, Instructional Designer at Northeastern University in Boston, Chief Psychologist and Director of Professional Staff Training for the Fernald State School in Boston, and Professor at Central Washington University.

Morningside Academy is a school for children and youth with learning and attention problems. Morningside is also a learning laboratory; its academically at-risk learners have been instrumental in helping Dr. Johnson develop the powerful instructional procedures known as the Morningside Model of Generative Instruction. Currently, Dr. Johnson directs Morningside Academy and consults with school districts, city colleges, and businesses and industries throughout North America, helping them design effective instructional materials and systems.

Dr. Johnson is an active member of several professional organizations, including the American Psychological Association, the Association for Behavior Analysis, the Association for Direct Instruction, the International Reading Association, and the Association for Children and Adults with Learning Disabilities.

Dr. Johnson will give a presentation titled *Behavior Analysts as Ambassadors*.

Abstract: Dr. Johnson will present some data on the successes of Morningside Academy, within the laboratory school, in many public schools and agencies, and at Motorola, where he and others have launched successful applications of the Morningside teaching and learning model. He will give a history of the origins of Morningside in his childhood, as well as college and graduate school influences.

Dr. Johnson will also give credit where credit is due, which will give him a chance to heap honors to others upon the honor of this award. Finally, he will give a top ten list of lessons learned and advice followed in providing behavior analytic service to others.

Award for Effective Presentation of Behavior Analysis in the Mass Media: Roger McIntire, Ph.D. (University of Maryland)



Dr. McIntire received his Ph.D. in psychology at Louisiana State University in 1962 and joined the faculty at the University of Maryland that same year. He is the author of a series of child-rearing books including, *Teenagers and Parents: 10 Steps to a Better Relationship* (1991, revised, 1995 and 2000), *Raising Good Kids in Tough Times: 7 Crucial Habits for Parent Success* (1999), *Enjoy Successful Parenting: Practical*

Strategies for Parents of Children 2-12 (1996), and *For Love of Children* (1970). While serving as Associate Dean of Undergraduates, he wrote *College Keys: Getting In, Doing Well, and Avoiding the Four Big Mistakes* (1998).

Now Professor Emeritus, Dr. McIntire is a frequent guest on radio interview shows each week and his weekly column, *Raising Good Kids in Tough Times*, has appeared in numerous periodicals and newspapers. His examples and dialogues have illustrated effective behavioral principles useful to parents, teachers, children, and teens. In addition to his work with families, he has been a consultant and teacher of teachers in preschools, grade schools, high schools and colleges.

Dr. McIntire's research publications have concerned infant vocalizations, eating problems, strategies in elementary school teaching, high school motivation, and college retention.

Dr. McIntire will make a presentation titled ***Where Behavior Analysts are Needed Most: Educating the Generation that Will Conserve Our Quality of Life.***

Abstract: The country's economic and technical development has laid a great demand on both the environment and society's fabric. The education of our own people has become a priority for changing environment-damaging and socially destructive behavior. Frequent reports of crises in the environment, education, and in the stresses on family structure, demonstrate to us that our individual habits, our support of education, and the nature of our family routines have wide consequences in our society.

The potentially destructive nature of civilization is particularly evident in the U.S. It is ironic that while we, and a few other industrialized countries, are the last of the big spenders of the planet's resources, we are also the best hope of re-engineering and reconstructing the incentives of restraint and conservation needed for the survival of any country.

Our field of behavior analysis makes it possible to provide that engineering. We have a responsibility to make the public aware of the pervasive behavioral principles repeatedly demonstrated in behavior analysis research and at work in both the progress and the disasters in our society.

It comes down to educating American - particularly American - youth. Failure on this challenge will doom all other efforts.

Award for Enduring Programmatic Contributions in Behavior Analysis: The E. K. Shriver Center's Behavioral Technology Group

The Shriver Center Behavioral Technology Group is one of the world's leaders in stimulus control research. The Group is the current expression of a program founded nearly forty years ago by Murray Sidman at the Massachusetts General Hospital. It has been constituted to develop the scientific foundation for effective teaching and evaluation of individuals with intellectual disabilities, particularly those for whom special education is ineffective. The program is strongly directed toward teaching applications in communication, functional academics (e.g., word recognition, counting, etc.), and their behavioral prerequisites (e.g., attending to relevant aspects of instructional stimuli). The long-term goal of the Group is to develop a true technology of teaching. By a true technology is meant a scientifically well-grounded body of detailed procedural knowledge that permits one to (1) specify a given set of entry behavioral prerequisites, (2) build upon those prerequisites with systematic, well-defined teaching procedures, and (3) assure a positive teaching outcome. A central feature of the Group's research is the use of computer technology to support effective, efficient learning. Since 1984, the Behavioral Technology Group has received more than \$15,000,000 in NIH funding to support its programs and has contributed more than 200 publications to professional journals and other scholarly outlets.

Dr. William J. McIlvane will accept the award on behalf of the Behavioral Technology Group, and will give a presentation titled ***The Shriver Behavioral Technology Group: History, Current Perspectives, and Future Directions.***

Dr. McIlvane intends to review the Group's research program, current and past, and to talk about its future directions. With respect to current/past programs, He will (1) identify research problems that have been and continue to be most important, (2) review the thinking behind strategic decisions that were made to address those problems, and (3) describe how those decisions were translated into successful programs. Among those strategic decisions was an explicit commitment to build bridges between behavior analysis and other compatible fields of psychological inquiry. For example, one program component represents an effective partnership between behavior analysis and developmental psycholinguistics; through this partnership we are seeking more effective methodology for teaching word-learning skills to nonverbal individuals. This program also illustrates how basic and applied research programs can proceed in a mutually supportive, reinforcing fashion. Another strategic decision was to make an ongoing commitment to solve certain difficult methodological problems that had long hampered both basic and applied research. Successes in those efforts have led to improved laboratory methods and to novel methods for teaching individuals with developmental limitations. A third strategic decision was to emphasize use of increasingly powerful microcomputer technology in research and research applications. In our view, effective use of this technology allows more effective, efficient implementation of the principles of programmed instruction, thus advancing the development of a true technology of teaching.

A Behaviorist Revisits Visual Perception

William R. Uttal, Ph.D. (Arizona State University, Department of Industrial and Management Systems, and University of Michigan, Department of Psychology)



Dr. William Uttal received his Ph.D. from The Ohio State University in 1957, in experimental psychology and biophysics. He describes being lured from the field of physics by the excitement of a classic psychological question: How do we see? Over the next 40 years, Dr. Uttal's work established his international reputation as a preeminent scientist, teacher, and scholar of the study of human visual

perception. His more than 130 empirical articles provide seminal standards in the science of visual processing at progressively complex levels, from sensory coding to face recognition. He holds several patents and patent awards for teaching machines, and has also published (in *Scientific American*) on robots. His 19 books, which he considers his life's work, include widely held classics in the field, and reflect Dr. Uttal's focus on integration, interpretation, and critical analysis of the science's conceptual foundations.

As Dr. Uttal's integrative work on perception and action continued, he became less convinced of the utility, or even the validity, of standard cognitive approaches. In his controversial *Toward a New Behaviorism: The Case Against Perceptual Reductionism*, Dr. Uttal argues against "the reductionist zeitgeist of contemporary perceptual science", and the "use of psychological studies to determine the organization of internal thought processes". His intellectual journey led him to behaviorism, and he makes a powerful case for the importance of perceptual science returning to operational, positivist, behaviorist traditions.

Dr. Uttal is a Fellow of the American Association for the Advancement of Science and the Society of Experimental Psychology. He was a fellow of APA Divisions 3 and 6, and a Charter Fellow of the American Psychological Society. He currently serves on the editorial boards of *Behavior and Philosophy*, and as a commentator for *The Behavioral and Brain Sciences*, and has served as associate or consulting editor for *Journal of Experimental Psychology-Applied*, *Journal of Experimental Psychology-Human Perception and Performance*, *Behavior Research Methods, Instruments, and Computers*, and *Computing-Archives for Electronic Computing*. He has held 12 appointments as Visiting Scientist, Professor, or Scholar-in-Residence, at institutions around the world. Dr. Uttal is currently Professor Emeritus at two universities, Arizona State University and the University of Michigan, in two different disciplines, Engineering and Psychology, respectively.

The Stitching and the Unstitching: What can Behavior Analysis have to say about Creativity?

Chair: Carol Pilgrim, Ph.D. (University of North Carolina, Wilmington)

M. Jackson Marr, Ph.D. (Georgia Institute of Technology)



Traditional critics of behaviorism and behavior analysis have emphasized that these approaches cannot deal with creative achievements in the arts or sciences, or even in ordinary speech. This address explores several lines of research and conceptual issues from different sources in an effort to refute this claim. The emphasis will be on scientific and mathematical

creativity. Some of the topics to be considered include the role of special practice and manipulation, conditions for development of automaticity, the interplay of contingency-controlled and rule-governed behavior, modeling, abstraction, intuition, the blending of response units, and emergent behavior. Limitations of a behavioral account are also considered.

Dr. Marr received a Ph.D. in experimental psychology with a minor in physiology from the University of North Carolina at Chapel Hill in 1966. He is Professor of Psychology at Georgia Tech where he teaches courses in the experimental analysis of behavior, physiology and behavior, behavioral pharmacology, and statistics. He is President of Division 25 (Behavior Analysis) of the American Psychological Association, President-Elect of the Association for Behavior Analysis, and Review Editor of the *Journal of the Experimental Analysis of Behavior*. He has served as Associate Editor of the *Journal of the Experimental Analysis of Behavior* and *The Behavior Analyst*, and was the Experimental Representative to the Executive Council of the Association for Behavior Analysis. His recent research interests include the development of instructional systems for teaching engineering physics, dynamical systems theory, behavior analysis at Zoo Atlanta, assessment methods for engineering and science education, and conceptual issues in behavior analysis.

Invited Tutorials
The Highs and Lows of Drug Self-Administration (BPH)

Steve I. Dworkin, Ph.D. (University of North Carolina-Wilmington)



This tutorial will provide an overview of the basic methodological procedures and issues involved in assessing the reinforcing effects of drugs using rodent self-administration procedures. Basic aspects of aseptic surgical techniques, methods of drug deliveries, selection of behavioral procedures, maintenance of catheter patency, and additional aspects of experimental design will be

discussed. The tutorial will include a discussion of methodologies, handouts for surgical supplies and procedures, an overview of the equipment needed including demonstrations and a discussion of difficulties and how they may be overcome. The tutorial also will include methodological considerations in using self-administration to determine abuse liability and the effectiveness of pharmacotherapies for diminishing reinforcing effects and relapse.

Cognitive Phenomena That Behaviorists Can Deal with, But Haven't (DEV)

Hayne W. Reese, Ph.D. (West Virginia University)



Cognitivists have done extensive research on several phenomena in cognitive development that behavior analysts could study but haven't. Salient phenomena, described in this tutorial, are (1) a sex difference in spatial mapping such that males tend to use directional coordinates and females tend to use landmarks, (2) early emergence of the ability to "average" perceptual inputs in a way that yields abstract, idealized

prototypes or templates, but with (3) late emergence of the ability to think abstractly, (4) a change from mediational deficiency in young children to mediational sufficiency in older children, (5) a shift from thinking mainly in nonverbal images to mainly verbal thinking, (6) a rule, used by young children in language development, that each object or phenomenon has only one name, and (7) an increase during childhood in genotype-environment correlation, or "niche picking," in intellectual development. Possible behavioral approaches to these phenomena are suggested.

Avoidance Behavior Provides Its Own Reinforcing Stimuli (EAB)

James Dinsmoor, Ph.D. (Indiana University)



The traditional two-factor explanation of avoidance learning rests on the observation that behavior a) that turns off stimuli b) previously or currently paired with electric shock--warning signals as conditioned aversive stimuli--is thereby reinforced. An extension of the traditional two-factor explanation notes that behavior that produces stimuli negatively or inversely correlated with the shock--safety

signals as conditioned reinforcers--is likewise reinforced. Because the stimulation inherently generated by any response that prevents, postpones, or reduces the severity of impending shocks is thereby paired with the absence of shock, this feedback automatically becomes a safety signal and reinforces that response.

James A. Dinsmoor received his doctoral degree from the Faculty of Pure Science at Columbia University in 1949. His dissertation was supervised by Fred S. Keller and W. N. Schoenfeld. After teaching at Columbia from 1946 to 1951, he

was invited to join the faculty at Indiana University, where he remained until his retirement in 1986. He has served at various times as President of the Society for the Experimental Analysis of Behavior, the Midwestern Psychological Association, and Division 25 (Experimental Analysis of Behavior) of the American Psychological Association. His research interests include stimulus control, conditioned reinforcement, chaining, escape, avoidance, and punishment

The Birth, Evolution and Current Practice of Performance Management (OBM)

Aubrey C. Daniels, Ph.D. (Aubrey Daniels International)



Performance management is the use of applications derived from the principles of behavior to improving the work behavior of individuals and the functioning of the organizations in which they work. Aubrey Daniels began developing, using and teaching about performance management in the early nineteen-seventies and, since then, has been a regular and major contributor to the development of performance management and organizational

behavior management. He has developed and/or popularized a number of methods and concepts that have become central to the field including such as ABC analyses and discretionary behavior. He founded the *Journal of Organizational Behavior Management*. Books he has written are used in both graduate and undergraduate courses throughout the world. He has developed B-Safe, one of the major proprietary forms of behavioral safety. He and his associates have been among the most prolific teachers of applied behavior analysis, having introduced thousands of people in business and industry to the principles of behavior and ways in which applications derived from them can be used in the workplace. This address will recount the history of performance management and provide a characterization of its contemporary form and function.

A Tutorial in Behavioral Research Methods (OTH)

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



The experimental methods of behavior analysis are one of the hallmarks of this field. The ways that behavior analysts ask experimental questions, measure behavior, create experimental comparisons, analyze data, and draw conclusions are often strikingly different from those exemplified in most psychological research. The rationale for these methods lies in particular views of the nature of behavior as a natural

phenomenon (radical behaviorism) and the effectiveness of natural science methodological traditions on which behavioral research methods are based. This tutorial will summarize the methodological principles and practices of behavior analytic research. In addition to considering the primary features of

measurement, design, and interpretive methodological traditions, the tutorial will review some contemporary issues concerning interpretation of behavioral data.

The Elementary Verbal Operants (VRB)

Jack Michael, Ph.D. and Caio Miguel (Western Michigan University)



Skinner (1957) described a way to categorize verbal behavior which has been useful for research and application purposes. This tutorial will provide an overview of Skinner's elementary verbal operants (as well as some refinements) for those unfamiliar with the area or interested in a refresher.

Newcomer's Session

An Introduction to the Association for Behavior Analysis

Chairs: Jack Michael, Ph.D. (Western Michigan University) and Scott Wood, Ph.D. (Drake University)

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

Professional Development Series

How to Give Effective Oral and Poster Presentations

Chair: Meeta Patel, Ph.D. (The Marcus Institute)

- R. Wayne Fuqua, Ph.D. (Western Michigan University)
- Ned Carter, Ph.D. (University Hospital, Uppsala Sweden)

This is a Student Committee sponsored event. This is an opportunity for students to learn more about presenting at professional conferences.

Preparing for Pre-Doctoral Internships

Chair: Meeta Patel, Ph.D. (Marcus Institute)

- Cathleen C. Piazza, Ph.D. (The Marcus and Kennedy Krieger Institutes and Johns Hopkins University School of Medicine)
- Keith D. Allen, Ph.D. (Munroe-Meyer Institute)
- Gary L. Cates, M.S. (The Marcus and Kennedy Krieger Institutes and Johns Hopkins University School of Medicine)

This is a Student Committee sponsored event. This event is an attempt to assist students in the internship process. The discussion will focus on how to prepare for internships, interviewing tips, and suggestions from a student who is currently on internship.

Publishing Tips for Behavioral and Non-Behavioral Journals

Chair: Meeta Patel, Ph.D. (The Marcus Institute)

- Kennon A. Lattal, Ph.D. (West Virginia University)
- F. Charles Mace, Ph.D. (University of Wales)
- Wayne Fisher, Ph.D. (The Marcus and Kennedy Krieger Institutes and Johns Hopkins University School of Medicine)
- Patrick C. Friman, Ph.D. (University of Nevada)

This is a Student Committee sponsored event. This is an opportunity for students to learn more about publishing from individuals who have a tremendous amount of experience. This discussion will be supplemented with questions and answers following the individual presentations.

3rd Annual ABA Student Social

Chair: Meeta Patel, Ph.D. (The Marcus Institute)

The ABA Student Social provides an opportunity for students to meet influential behavior analysts in an informal setting. The invited guests are carefully selected to incorporate all areas of interest (e.g., applied, theoretical, experimental). We are very grateful to Aubrey Daniels International for financially supporting this event. Please join us for some appetizers and drinks.

Conversation Hours

Chair: Meeta Patel, Ph.D. (The Marcus Institute)

Conversation hours will be held in the evening and will give students the opportunity to converse with leaders of ABA. These hours are especially geared to students, but are open to all ABA members. Seating in the front will be reserved for students, and others will be welcome after students have assembled.

Conversation Hour with Jack Michael

Dr. Michael is a founding member of ABA and a professor at Western Michigan University. His current area of interest focuses on theoretical issues in behavior analysis, including motivation and verbal behavior. This Conversation Hour is a great opportunity for students to meet and converse with Dr. Michael. Although this event is open to all members, it is geared for students. This is a Student Committee sponsored event.

Conversation Hour with International Students

This is an event for U.S. students and international students to meet and discuss behavior analysis world-wide. It can also be an opportunity to collaborate with our colleagues all over the world. This is a Student Committee sponsored event.

The Icebreaker Social

Join other early arrivers on Friday night for music and merrymaking. This is a new event that will feature a dance floor and cash bars. Come socialize with old friends and welcome newcomers to the ABA convention.

Reunions/Receptions

B.F. Skinner Foundation

Chair: Julie Vargas, Ph.D. (B.F. Skinner Foundation and West Virginia University)

Cambridge Center for Behavioral Studies

Chair: Betsy J. Constantine, Ph.D. (Cambridge Center for Behavioral Studies)

Columbia University and CABAS

Chair: D. Douglas Greer, Ph.D. (Columbia Teachers College)

Graduate Training Programs in Behavior Analysis

Chair: Daniel Moran, Ph.D. (Valparaiso University)

Jack Michael's 75th Birthday Celebration and Western Michigan University Reunion

Chairs: R. Wayne Fuqua, Ph.D. and Alyce Dickinson, Ph.D. (Department of Psychology)

OBM Network/Behavioral Safety SIG Hospitality Suite

Chair: Ramona Houmanfar, Ph.D. (University of Nevada, Reno)

Return to the Valley: The University of Massachusetts

Chair: Beth Sulzer-Azaroff, Ph.D. (The Browns Group of Naples)

Standard Celeration Chart Data Share

Chair: Stephen Graf, Ph.D. (Youngstown State University)

Twenty-Fifth Anniversary Celebration of the Behavior Analysis Program at West Virginia University

Chair: Kennon A. Lattal, Ph.D. (West Virginia University)

University of Kansas Reunion

Chair: Maria Valdovinos, Ph.D. (University of Kansas)

University of Wisconsin - Eau Claire

Chair: Larry Morse, Ph.D. (University of Wisconsin - Eau Claire)

Breakfasts

International Development Breakfast

Chairs: Wilson Lopez-Lopez, M.S. (Konrad Lorenz Foundation) and Daniel Sikora, M.S. (Volkswagon)

The international breakfast is scheduled for the first day of the convention to welcome international members and review the international development of behavior analysis being conducted at ABA. All members are welcome.

5th Annual ABA Student Breakfast Fair

Chair: Meeta Patel, Ph.D. (Marcus Institute)

This student breakfast is sponsored by many organizations that offer opportunities for behavior analysts. This is an opportunity for employers and students to interact in an informal setting. Please join us for breakfast so you can meet representatives from various organizations around the world. This event is sponsored by the Student Committee.

Behavioral Fitness

Refresh and Relax: A Participatory Session

Chair: Amanda Nicolson (Applied Behavior Consultants, Inc.)

Certified fitness professionals will lead participants through a series of strengthening and stretching moves. Some moves may present a moderate challenge. This event sponsored by the Health, Fitness, and Sports SIG was well attended last year, come and see why. Participants should wear comfortable clothing. All fitness levels are welcome..

Business Meetings

2nd Annual Meeting for Parents of Children with Autism and Related Disorders

Chair: David Celiberti, Ph.D. (Eden II Programs)

ABA Affiliated Chapters Board

Chair: Sigrid Glenn, Ph.D. (University of North Texas)

ABA Education Board

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

ABA Student Committee

Chair: Meeta R. Patel, Ph.D. (The Marcus Institute)

Animal Trainer's Forum SIG

Chair: Judith Stowe, Ph.D. (Quality Safety Edge)

Autism: Parents and Professionals Sharing the Conference Experience

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

Autism Special Interest Group

Chair: David Celiberti, Ph.D. (Eden II Programs)

Behavioral Gerontology SIG

Chair: Mark Mathews, Ph.D. (University of Kansas)

Behavioral Safety Network Business Meeting

Chair: Judy L. Agnew, Ph.D. (Aubrey Daniels International)

Behaviorists for Social Responsibility SIG

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

Business Meeting for the SIG: ABA in Health, Fitness and Sports

Chair: Amanda Nicolson (Applied Behavior Consultants, Inc.)

CABA- The Chicago Association for Behavior Analysis

Chair: Charles Merbitz, Ph.D. (Illinois Institute of Technology)

California Association for Behavior Analysis

Chair: Mary Ann Powers, Ph.D. (Cal ABA)

Clinical Behavior Analysis Special Interest Group

Chair: Anthony Procaccino (Private Practice)

Consideration of a Canadian Affiliate Chapter

Chair: Joel Hundert, Ph.D. (Behaviour Institute)

Council of Directors of Graduate Programs in Behavior Analysis

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

Crime and Delinquency SIG Open Business Meeting and Discussion

Chair: Michael A. Milan, Ph.D. (Georgia State University)

Developmental Behavior Analysis SIG

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

Editorial Board: Behavior and Social Issues

Chair: Mark Mattaini, Ph.D. (Jane Addams College of Social Work)

Editorial Board Meeting: Journal of Precision Teaching and Celeration

Chair: Claudia E. McDade, Ph.D. (Learning Services)

Education and Treatment of Children: Editorial Review Board Meeting

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

Experimental Analysis of Human Behavior Special Interest Group

Chair: Richard W. Serna, Ph.D. (Shriver Center, University of Massachusetts Medical School)

JABA Business Meeting

Chair: F. Charles Mace, Ph.D. (University of Wales)

Lesbigay Social Gathering

Chair: Kent Johnson, Ph.D. (Morningside Academy)

New York State Association for Behavior Analysis (NYSABA)

Chair: Bobby Newman, Ph.D. (NYSABA President)

Organizational Behavior Management Network Annual Meeting

Chair: Ramona Houmanfar, Ph.D. (University of Nevada, Reno)

Organizing an Instructional Design SIG

Chair: Guy Bruce, Ph.D. (Aubrey Daniels International)

Rehabilitation and Independent Living SIG

Chair: Charles Merbitz, Ph.D. (Illinois Institute of Technology)

SCS-Standard Celeration Society

Chair: Charles Merbitz, Ph.D. (Illinois Institute of Technology)

Teaching Behavior Analysis Special Interest Group

Chair: Daniel J. Moran, Ph.D. (Valparaiso University)

Verbal Behavior SIG

Chair: William F. Potter, Ph.D. (CSU Stanislaus and Verbal Technology Labs)

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Invited Events

Autism (AUT)

Children and Youth with Aspergers Disorder: The Search for Effective Practices

Richard L. Simpson, Ph.D. (The University of Kansas Medical Center)

Abstract: Aspergers Disorder, one of five disorders in DSM-IV within the Pervasive Developmental Disorders, is closely associated with autism and currently garnering intense interest from parents and professionals. While sharing some similarities with autism, Aspergers is, however, very different in a number of ways. Dr. Simpson will explore these issues. As one of the leading researchers focused on Aspergers, he can share his understanding of this disorder and the characteristics of effective practices. Additionally, this presentation will alert ABA members interested in autism to the refinement of diagnostic techniques and intervention methods for persons with Aspergers, individuals who, until recently, had often been considered autistic.

Dr. Simpson has over ten books and a large number of articles dealing with autism and Aspergers syndrome. Selected book titles include: *Autism-Information and Resources for Parents, Families, and Professionals*; *Collaboration with Parents and Families of Children and Youth with Exceptionalities*; *Educating Children and Youth with Autism: Strategies for Effective Practice*; and *Youth: Techniques for Successful Conferences*. He has had several federal research and training projects in autism/Aspergers. He is, with Brenda Miles, the author of a text on Aspergers Disorder published by Pro Ed. He was the editor of *Focus on Autistic Behavior* and now serves as the editor of *Focus on Autism and Developmental Disabilities*. Dr. Simpson is a professor at the University of Kansas Medical Center in Kansas City.

Joint Attention, Social Development and a Transactional-Neurodevelopment Model for Autism.

Peter Mundy, Ph.D. (University of Miami)

Abstract: Peter Mundy is among the world's top cognitive researchers in autism. His work has focused on the development of shared or joint attention in the young child. This attention sharing becomes, according to Mundy, the basis for social learning. The absence of joint attention predisposes the child with autism to intractable social and other learning problems. Mundy has recently provided a new conceptualization of the genesis of the constellation of behaviors seen as autism. In his model, early joint attention and other social learning deficiencies tend to impede learning in a global sense. These impediments interfere with the very high number of natural learning trials a child needs to learn and develop. The cause is partially transactional in that the child tends to take no social joy in learning opportunities or successes. The praise or joy of others is not reinforcing. This critical motivational limitation then inhibits critical neurological processes. The young brain is growing and differentiating in response to learning. However, the young child with autism, by failing to learn, does not subject the brain to the differentiation process essential for normal development.

Dr. Mundy will provide the research basis for his theory and show how this theory can, to a large degree, explain what may happen, cognitively, developmentally, and neurologically. He will specifically address what may happen when a young child with autism is provided with an intensive early behavioral intervention.

Dr. Mundy is one of the leading cognitive researchers focused on autism. He has authored a large number of influential articles on the topics of social development, joint attention and learning. His recent transactional-neurodevelopmental theory on the cause of autism may soon become the paramount theory for autism.

Behavioral Pharmacology and Toxicology (BPH)

Killing Us Softly: Development, Aging, and Behavioral Toxicology

M. Christopher Newland, Ph.D. (Auburn University)



Abstract: Operant behavior, like the nervous system, shows extraordinary flexibility in adjusting to environmental demands. This compensatory ability can mask behavioral consequences of neurotoxicant exposures, sometimes until most of a neural region is destroyed. Effects of chemical exposures early in development may become clearly manifest only when the organism ages or following other challenges that push behavior so far

that compensation is impossible. However, behavior analyses of sensory-motor function, "schedule-controlled operant behavior," and learning enable early detection of otherwise silent damage in humans and sentinel animals. Behavioral analyses also improve our understanding of mechanisms and refine our estimates of risk to human populations.

Dr. Newland completed his Ph.D. at Georgia Institute of Technology, after which he worked at Environmental Health Sciences at the University of Rochester for six years. He is currently Professor of Psychology at Auburn University. His research interests involve the behavioral and developmental effects of neurotoxicants and the analysis of behavior during transitions and in steady state. Dr. Newland has published over 40 articles and book chapters in the fields of behavioral toxicology and behavior analysis, is an editorial board member of several prominent journals in those fields, and has served on several federal panels and advisory committees on the risk assessment of neurotoxicants. Presently, Dr. Newland is President-elect of the Behavioral Toxicology Society.

Characterizing the Effects of Drugs of Abuse on Learning and Memory

Joseph M. Moerschbaecher, III, Ph.D. (LSU Health Sciences Center, New Orleans)



Abstract: The technique of repeated acquisition has been widely used in the characterization of drug effects on complex behavioral processes in both animals and humans. It has been demonstrated that these procedures are exquisitely sensitive to the effects of drugs in several ways. First, selective drug effects on the rate of responding versus the accuracy of responding have been demonstrated. Second, differential drug effects on the learning versus the performance

of discriminations have also been demonstrated. Third, studies using this technique have revealed that learning is differentially sensitive to various classes of drugs. The technique has also been used to characterize both anterograde and retrograde amnesic effects of drugs and how drugs within different classes alter memory processes. In summary, repeated acquisition techniques can be used to generate a profile of a drug in terms of how it alters various behavioral processes such as learning, memory and the performance of complex discriminations. Such information is significant in terms of both the rational therapeutic use of drugs and the clinical management of the drug abuser.

Dr. Moerschbaecher completed his Ph.D. at American University in 1975, after which he worked at the Naval Medical Research Institute, Georgetown University, and Abbott Laboratories. Dr. Moerschbaecher currently is a Professor in the Department of Pharmacology and Experimental Therapeutics at Louisiana State University Health Sciences Center – New Orleans. He also is the Vice Chancellor for Academic Affairs and Dean of Graduate Studies. Dr. Moerschbaecher has a very productive career in the area of drug effects on learning and memory; he is a pioneer in utilizing the repeated-acquisitions procedure to investigate these effects. His research has been continuously funded by NIH since 1976. Dr. Moerschbaecher has published over 60 articles and book chapters in the field of behavioral pharmacology.

Clinical; Family; Behavioral Medicine (CBM)

Self Management Therapy for Depression

Lyn Rehm, Ph.D. (University of Houston)



Abstract: The self-management therapy program for depression is based on an integrative model of depression. Elements of the model have received empirical support. The program has been assessed in a series of outcome studies. The program and its components will be described. Research outcomes assessing the program will be reviewed and clinical applications to a variety of populations will be discussed.

Dr. Lyn Rehm has been a Professor of Psychology at the University of Houston since 1979. He obtained his bachelors degree from the University of Southern California and his masters and doctorate from the University of Wisconsin-Madison. He did his internship at the Milwaukee VA hospital, worked as an inpatient psychologist for two years at the Neuropsychiatric Institute at UCLA, and was on the faculties of Psychology and Psychiatry of the University of Pittsburgh for nine years. He has published over 100 scholarly papers and is an internationally recognized expert in depression. Dr. Rehm is Director of Clinical Training for the Department's graduate program in Clinical Psychology. He is also Director of the Depression Research Clinic in the UH Psychology Department's training clinic, the Psychology Research and Services Center, located in the Clinical Research Services building. Dr. Rehm has been President of the Houston Psychological Association, the Texas Psychological Association, the Society for the Science of Clinical Psychology, and the Clinical Psychology Division of the American Psychological Association, and he has been the Chair of the Council of University Directors of Clinical Psychology, and of the Board of Educational Affairs of the American Psychological Association. He is currently President-elect of the International Society of Clinical Psychology and he is Chair of the Psychology Licensing Examination Committee of the Association of State and Provincial Psychology Boards for the United States and Canada. He has a private practice in clinical psychology in Houston.

The Role of Private Events in Clinical Behavior Analytic Approaches

Chair: David Greenway (University of Louisiana at Lafayette)

- Michael Dougher, Ph.D. (University of New Mexico)
- Robert Hawkins, Ph.D. (University of West Virginia)
- Steve Hayes, Ph.D. (University of Nevada-Reno)
- Philip Hineline, Ph.D. (Temple University)

Abstract: A substantial portion of psychotherapy involves interaction with clients regarding their thinking and feeling. A more refined understanding of the relationship between private events and other behavior may result in more effective clinical approaches. Behavior analysis accepts private events as a legitimate and important area of study. However, the field has suffered from a paucity of research in this area until recently. New knowledge in the areas of rule-governed behavior, derived stimulus relations, and establishing operations have implications for the role of private events in the ongoing flow of behavior of the individual, and in verbal interactions with others. The proposed panel discussion will address the implications of recent findings in behavior analytic research regarding the role of private events in clinical approaches.



Dr. Dougher received his undergraduate degree in psychology from UCLA in 1974 and his Ph.D. in clinical and experimental psychology from the University of Illinois at Chicago in 1980. Since then, he has been at the University of New Mexico where he holds the title of Presidential Professor and serves as chair of the Department of Psychology. He has served on the editorial of the *Journal of the Experimental Analysis of Behavior*, *The Behavior Analyst*, and the *Analysis of Verbal Behavior*. His main areas of research are in the areas of stimulus equivalence/relational responding and clinical behavior analysis.



Dr. Hawkins is a professor emeritus of psychology at West Virginia University. After earning his Ph.D. at the University of Pittsburgh he taught at the University of Washington, held a postdoctoral research fellowship at the University of Kansas, and then taught at Western Michigan University before moving to WVU. He has been involved in applied behavior analysis for over 35 years—specializing in child/family clinical issues—and is a

Fellow of American Psychological Association (and, before retiring, of the American Psychological Society and American Association of Applied and Preventive Psychology). In addition to dozens of articles and chapters, he has authored or edited seven books, the latest of which is about getting and using data in clinical and school practice and was written with Judith Mathews and Laureen Hamdan. He has served on the editorial boards of several behavioral journals and still serves on two such boards, although golf, raising bonsai, and involvement in community affairs are interfering increasingly with such activity. During his years at WVU, the university gave him the Benedum Distinguished Scholar award and the Heebink Award for outstanding service to the state.



Dr. Hayes is Nevada Foundation Professor and Chair of the Department of Psychology at the University of Nevada. An author of twenty books and more than 275 scientific articles, his career has focused on an analysis of the nature of human language and cognition and the application of this to the understanding and alleviation of human suffering. In 1992 he was listed by the Institute for Scientific Information as the 30th “highest

impact” psychologist in the world during 1986-1990 based on the citation impact of his writings. Dr. Hayes has been President of Division 25 of the American Psychological Association, of the American Association of Applied and Preventive Psychology,

and of the Association for Advancement of Behavior Therapy. He was the first Secretary-Treasurer of the American Psychological Society, and is currently co-chair of the Practice Guidelines Coalition. This summer he received the Don F. Hake Award for Exemplary Contributions to Basic Research and Its Application from Division 25 of the American Psychological Association.



Dr. Hineline completed his B.A. at Hamilton College and a Ph.D. at Harvard University. He then spent three years at the Walter Reed Army Institute of Research before moving to Temple University, where he is now a Professor. He has served as Editor and as Review Editor for the *Journal of the Experimental Analysis of Behavior*, and as President of ABA as well as Division 25 of APA. His research began in the study of

warm-up effects in avoidance, and led to analyses of behavior in relation to its long-term vs. its more immediate consequences. This has evolved into a focus on behavioral process more generally, as extended in time. Additional interests include the relationships between what people say and what they otherwise do, as well as the distinctive characteristics of explanatory language, especially as they contribute to behavior analysis being viewed as controversial.

Community Interventions; Social and Ethical Issues (CSE)

Not Necessarily Gender Issues: Advice on Career and Life Success from Effective Women in Behavior Analysis
Chair: Erin Rasmussen (Auburn University)

- Dr. Linda Hayes (University of Nevada, Reno)
- Dr. Maria Malott (Malott & Associates)
- Dr. Frances K. McSweeney (Washington State University)
- Dr. Carol Pilgrim (UNC Wilmington)

Some of the most prominent women in behavior analysis will explore diverse issues relating to building successful careers and lives. Though some topics specifically address gender issues, others are more general. Dr. Pilgrim will discuss effective techniques in establishing reputable patterns in research, teaching, and service, with attention to special pitfalls for women. Dr. Malott will discuss the cost of writing and other professional development activities when working in the consulting business. Strategies for professional development will also be discussed. Dr. McSweeney will speak on publishing as a woman. She will focus on two types of barriers that women may encounter in the publication process: one, rare occurrences of gender discrimination and the magnitude they carry, and two, subtle gender bias in the formal and informal rules of the publishing process. Specific suggestions will be given about how to confront each of these problems. Finally, Dr. Hayes will address the lifestyle of "having it all"—a successful career and motherhood. Here, she will characterize her experiences of being both a mother and a professional, as well as provide guidance and advice to women pondering this decision.



Dr. (Parrott) Hayes received her doctorate from Western Michigan University, and has been a member of the faculties of West Virginia and Saint Mary's Universities. She is currently a professor and the Director of the Behavior Analysis Programs at the University of Nevada-Reno, including three satellite masters' programs in other regions of the country. Dr. Hayes has also held administrative positions at UNR, with Academic

Affairs and the Office of the Vice President for Research, and has provided service to the profession through her involvement with the OBM Network, the ABA Education Board, and the Council of Directors of Graduate Programs in Behavior Analysis. Her research is focused in two areas, the experimental analysis of complex human behavior, and the experimental analysis of animal behavior, the latter in collaboration with faculty in the Departments of Bio-medical Engineering and Cell and Molecular Biology at UNR. She is best known for her work in behavior theory and philosophy.



Dr. Malott, is President of Malott & Associates, Executive Director of the Association for Behavior Analysis and holds affiliated faculty positions in four universities. She has worked for over 18 years with businesses from a variety of industries, including, service, manufacturing, retail, travel, banking, education and research. She has assisted approximately 30 universities and presented approximately 150

conferences and workshops on performance technology and process improvement through North America, Latin America, Asia and Europe.



Dr. McSweeney is Edward R. Meyer Professor of Psychology at Washington State University (WSU). She received her B. A. from Smith College, Summa cum Laude, and her masters and Ph.D. degrees from Harvard University. Fran's research has concentrated on topics in the Experimental Analysis of Behavior. Among other areas, she has investigated behavioral contrast, the matching law, and within-session

changes in responding. Recently, her work with Samantha Swindell has revealed that the increasing participation by women as authors in behavior analytic journals has not led to their increasing participation on editorial boards. Fran currently serves on the ABA Council and she has served several terms on the editorial boards of the *Journal of the Experimental Analysis of Behavior* and *The Behavior Analyst*.



Dr. Pilgrim received her Ph.D. from the University of Florida in 1987, with a specialization in the Experimental Analysis of Behavior. She is currently Professor of Psychology at the University of North Carolina at Wilmington, where she has been honored with a Distinguished Teaching Professorship and a Faculty Scholarship Award. Her research contributions include both basic and

applied behavior analysis, with emphasis in human operant behavior and the early detection of breast cancer. Dr. Pilgrim has served as associate editor of *The Behavior Analyst* and the *Journal of the Experimental Analysis of Behavior*, co-editor of the *Experimental Analysis of Human Behavior Bulletin*, and a member of the editorial boards of several journals. She currently serves as President of ABA, International, Member-at-large of Division 25, APA, and member of the Boards of Directors of the Society for the Experimental Analysis of Behavior and the Society for the Advancement of Behavior Analysis.

Developmental Disabilities (DDA)

Parameters of Pupil Freedom 25 Years Later: Identifying and Removing Ceilings on Learners' Performance

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



Abstract: Over 25 years ago Beatrice Barrett, Eric Haughton, and the presenter described a framework for identifying and freeing students from various types of constraints ("ceilings") that often preclude optimal learning and performance. These ceilings include features of our measurement and teaching procedures, as well as dysfluent critical behavior components that can limit performance and learning of behavior composites. This session re-

introduces the "Four Ceilings" framework, with updated thinking and examples from a wide range of special and regular student populations. It will be of particular interest to those involved in current discussions about "free operant" versus "discrete trials" teaching procedures and for anyone involved in instructional design and programming.

Dr. Binder is Senior Partner at Binder Riha Associates in Santa Rosa, California (www.Binder-Riha.com), and has been conducting research and consulting in organizations internationally since the 1970's. He began his career as a student with B.F. Skinner at Harvard in 1972, and worked at Beatrice Barrett's Behavior Prosthesis Lab for ten years, where he conducted laboratory research and developed precision teaching methods and tools for disabled and regular student populations. He trained teachers and instructional designers in several Boston area Master's programs, and consulted widely to schools and other human services organizations. His work with Eric Haughton during that time laid the foundation for a career-long commitment to development of fluency-based teaching and

coaching methods in both companies and schools. He founded Precision Teaching and Management Systems, Inc. in 1982, to develop commercial applications of fluency research and standard celeration charting. He founded Product Knowledge Systems, Inc., in 1992, to address the need for fluent knowledge in Fortune 1000 sales and marketing professionals, and developed what are now called "knowledge management" methods for large organizations. He has published extensively on behavioral fluency, as well as on educational policy, knowledge management, performance measurement, sales and marketing, behavior therapy, and performance management.

Human Development; Gerontology (DEV)

Two-Factor Theory Cannot Explain Avoidance

William M. Baum, Ph.D. (University of New Hampshire)



Abstract: Despite its proponents' claims, two-factor theory is unable to explain avoidance without resorting to hypothetical stimuli and reinforcement. It cannot explain avoidance in the Herrnstein-Hineline procedure at all. Experiments advanced to support two-factor theory are flawed in method and conception. Although the molar view in its simplest form is easily shown to be insufficient, it is nevertheless

necessary. Basic phenomena, such as avoidance and schedule effects cannot be explained without it.

Dr. Baum received his B.A. in psychology from Harvard College in 1961. Originally a biology major, he switched to psychology after taking courses from B. F. Skinner and R. J. Herrnstein in his freshman and sophomore years. He returned to Harvard University for graduate study in 1962, where he was supervised by Herrnstein and received his Ph.D. in 1966. He spent the year of 1965-66 at Cambridge University, studying ethology at the Sub-Department of Animal Behavior. From 1966 to 1975, he held appointments as post-doctoral fellow, research associate, and assistant professor at Harvard University. He spent two years at the NIH Laboratory for Brain, Evolution, and Behavior, and then accepted an appointment in psychology at University of New Hampshire in 1977. He retired from there in 1999. He currently has an appointment as Associate Researcher at University of California-Davis and lives in San Francisco. His research concerns choice, molar relations in reinforcement, foraging, and behaviorism. He is the author of a book, *Understanding Behaviorism: Science, Behavior, and Culture*.

The Avoidance Controversy

Chair: Jacob Gewirtz (Florida International University)

Avoidance in Terms of Stimulus Transition, Response-Produced Stimulus Changes, and Motivate Variables

Jack Michael, Ph.D. (Western Michigan University)



Abstract: Avoidance behavior has resulted in much research and theory. Although many procedures are primarily concerned with conditioned reinforcement, an adequate molecular interpretation requires a few additional conceptual tools. First is an understanding of the importance of stimulus transition as essential to the concept of an effective behavioral consequence. Next is an extension of the class of events

that are treated as stimuli to the various kinds of response-produced stimulus changes that are not under the direct control of the experimenter, as well as to time passage as an analogy to ordinary stimulus changes. Finally, in identifying the behavioral role of evocative stimuli it is important to distinguish between discriminative and motivational properties. With such conceptual tools it may be possible to abandon avoidance as a special topic and let it take its place simply as another example of behavior developed and maintained through its relation to a (rather complex) form of conditioned reinforcement.

Dr. Michael was born in 1926 in Los Angeles, entered UCLA in 1943 as a chemistry major. He served two years in the army, and returned to UCLA in 1946, this time as a psychology major. He obtained a B.A., M.A., and Ph.D. at UCLA, finishing in 1955. As a graduate student his main interests were statistical methodology, physiological psychology, and learning theory. During his first teaching job (Kansas University) he was much influenced by B. F. Skinner's *Science and Human Behavior*, and since then has been primarily involved in teaching behavioral psychology; at K. U., University of Houston, Arizona State University, and since 1967 at Western Michigan University. In 1957 as a result of influence by the rehabilitation psychologist, Lee Meyerson, he began to apply Skinner's approach to mental retardation, mental illness, and physical disability. During the next several years "behavior modification" was in a period of rapid expansion and Michael contributed with his teaching, writing, and public presentations. Most recently he has been concerned with the technical terminology of behavior analysis, basic theory regarding motivation, and verbal behavior. He contributed to the founding of the Association for Behavior Analysis in 1974 and served as its president in 1979. He was Western Michigan University's Distinguished Faculty Scholar for 1989.

If Rate of Responding is Fundamental, the Behavioral Process is Intrinsically Extended in Time

Philip N. Hineline, Ph.D. (Temple University)



Abstract: Behavioral process is best understood as occurring on simultaneously overlapping time scales. Thus, for example, short-term postponement of aversive events and response-contingent reduction in frequency of such events can occur simultaneously but independently. Attempts to reduce both to a single interlocking pair of processes that are

molecular in scale, have obscured some important and interesting aspects of the behavior we call avoidance, and they provide a distorted characterization of a special aspect of the processes that behavior analysis is concerned with -- a special aspect that was evident even in Skinner's early writings, and that arises from taking rates of occurrence as fundamental.

Dr. Hineline's biographical statement may be read on page 13.

Reduction in the Frequency of Shocks Does Not Account for Avoidance Behavior

James A. Dinsmoor (Indiana University)



Abstract: At a molecular level, reduction in the frequency of shock delivery is a continuous and pervasive process, rather than a discrete event, and therefore cannot be assigned a specific locus in time. At a molar level, to determine a correlation between the rate of response and the frequency of shock under conventional parametric values requires a delay so prolonged that this variable cannot be competitive

with the immediate safety signal conveyed by the feedback from the successful form of behavior. Moreover, detailed inspection of the temporal relation of responses to shocks under an adjusting avoidance schedule reveals that it is the occurrence of shocks rather than a reduction in their frequency that initiates an increase in the rate of responding. A sequence of two processes is necessary to explain the resulting behavior.

Dr. Dinsmoor received his doctoral degree from the Faculty of Pure Science at Columbia University in 1949. His dissertation was supervised by Fred S. Keller and W. N. Schoenfeld. After teaching at Columbia from 1946 to 1951, he was invited to join the faculty at Indiana University, where he remained until his retirement in 1986. He has served at various times as President of the Society for the Experimental Analysis of Behavior, the Midwestern Psychological Association, and Division 25 (Experimental Analysis of Behavior) of the American Psychological Association. His research interests include stimulus control, conditioned reinforcement, chaining, escape, avoidance, and punishment.

**Structured Organisms and Structured Environments:
Determinants of Early Perceptual Learning**
Robert Lickliter (Virginia Tech)



Abstract: Comparative studies utilizing avian and mammalian embryos and neonates have proven useful in exploring how alterations in sensory stimulation during the prenatal and early postnatal periods can affect early perceptual learning. Recent findings from my laboratory and others suggest that the various effects that modifications of perinatal sensory stimulation may have on early

perceptual responsiveness likely depend on a number of related factors, including (a) the timing of the stimulation relative to the developmental stage of the organism, (b) the amount of stimulation provided or denied the young organism, and (c) the type of sensory stimulation presented. This talk will review research findings drawn from comparative developmental psychology and psychobiology on early perceptual learning and will explore the usefulness of the notion of "effective stimulation" in accounting for age-related changes in early learning. The idea of effective stimulation takes into account both organismic and contextual factors thought to contribute to young organisms' selective attention, stimulus discrimination, and perceptual preferences and can provide a more comprehensive account of the determinants of perceptual learning in embryos and neonates.

Dr. Lickliter received his BS and MS in human development and his Ph.D. in animal behavior (1983) from the University of California, Davis. He completed a postdoctoral fellowship in Developmental Psychobiology at the University of North Carolina, Greensboro and joined the faculty of Virginia Polytechnic Institute and State University (Virginia Tech) in 1986, where he has pursued his research interests in behavioral embryology, the development of intersensory perception in birds and mammals, and the role of prenatal experience in neonatal physiological and behavioral organization. He is a recent recipient of the Frank Beach Award in Comparative Psychology from the American Psychological Association and is currently supported by an Independent Scientist Award from NIH, which allows Dr. Lickliter to actively collaborate with investigators of early perceptual development at several institutes and universities. He is currently a Visiting Research Professor at Florida International University and serves on the editorial boards of *Infancy*, *Journal of Comparative Psychology*, and *Developmental Psychobiology*.

Experimental Analysis of Behavior (EAB)

Behavioral Contrast Redux

Ben Williams, Ph.D. (University of California)



Abstract: The history of research on behavioral contrast has been a series of theoretical contests between the concept of relative value versus various competitors, including conditioned frustration, intrusion of Pavlovian conditioned responses, behavioral reallocation, habituation, etc. This lecture will summarize the current status of such contests, ending with the conclusion that relative value is

still the correct interpretation. It will also describe recent research on the paradoxical finding of anticipatory contrast, which demonstrate that it too is consistent with the concept of relative value, although with complications caused by Pavlovian contingencies embedded in anticipatory contrast procedures.

Dr. Williams graduated with his Ph.D. from Harvard University in 1970. He is currently on the faculty of the University of California San Diego, where he served for a period of time as Chairman of the Department of Psychology. He has been on the Editorial Boards at one time or another of *JEAB*, *Animal Learning & Behavior*, *JEP: Animal Behavior Processes*, *Learning and Motivation*, *Behaviorism*, *Behavior & Philosophy*, and *Psychonomic Bulletin & Review*. He has also written several articles/books on: choice theory, discrimination learning and stimulus control, delay of reinforcement, conditioned reinforcement, blocking and attentional processes, and Pavlovian conditioning. Dr. Williams has interests in the history of psychology and conception of intelligence, both comparative and human, and is also an expert on brain cancer.

Shaping a Theory of Choice

James E. Mazur, Ph.D. (South Connecticut State University)



Abstract: This presentation will describe how animal experiments on self-control choice led to the development of the hyperbolic-decay model, and how the model has evolved as more and more data have been collected. Research on related topics such as variable delays and conditioned reinforcement helped to shape the details of the model, sometimes in unanticipated and counterintuitive ways.

To extend the model to a broader range of choice situations, including concurrent and concurrent-chain schedules, additional assumptions were needed, and the existing data placed many additional constraints on what form the model could take. Comparisons to other theories of choice reveal both similarities and differences, and the differences suggest directions for research that should continue to shape and constrain the form of future theories.

Dr. Mazur received his B.A. from Dartmouth College and his Ph.D. from Harvard University. He was a post-doctoral fellow at Yale University, and then taught psychology at Harvard for several years. He is now a professor of psychology at Southern Connecticut State University, where he also serves as director of the psychology master's program. For over 25 years, he has conducted research on operant conditioning and choice, and he has published articles on such topics as Premack's principle, self-control, preference for variability, risk-taking, and procrastination. He is the author of a popular textbook, *Learning and Behavior*, which is currently in its fourth edition.

Education (EDC)

Visions, Missions, Content, and Language: Can Behavior Analysis Fit Into a Teacher Preparation Program?

Samuel Deitz, Ph.D. (Texas Christian University)

Abstract: Many of the critical issues facing education are related to some research or practice from behavior analysis. For example, accountability—the need to know about school effectiveness—led to the development of standardized tests to evaluate the progress of groups of children against national standards. That same need could have led to the development or adoption of individualized measures aimed to determine if each child reaches some academic criterion. Not so different, it seems, but only the latter method directly leads to improved instructional practice. You can look at reading, direct instruction, and other areas to see similar examples. Many school systems are adopting very behavioral methods (without calling them that). Schools of Education, however, are not changing very much. This paper looks at selected issues and attempts to offer some ideas on the future in this area.

Dr. Deitz began his career at Georgia State University in Atlanta after completing his Ph.D. at the University of Florida. He conducted research in the area of positive forms of classroom discipline eventually culminating in a text on that subject. He published articles on the use of DRL and DRO in general education classrooms and with students with special needs. After a brief stint at philosophical inquiry into Wittgenstein, language, and behavior analysis, he moved to computer-generated problem solving tasks examining the effects of instructions and consequences. From 1990 until present his research activity waned as he took on the role of Dean of the College of Education at Georgia State University. He has recently moved on to serve as Dean of the School of Education at Texas Christian University.

Register for
Job Placement Services
(JPS)
at ABA 2001

Direct Instruction: Where We Are and Where We Can Go Timothy A. Slocum, Ph.D. (Utah State University)



Abstract: Research on Direct Instruction reading instruction will be summarized with emphasis on areas of strong performance and areas of weakness. Areas in which data are weak will be analyzed conceptually and empirically. Directions for the continued development of models that include Direct Instruction programs will be described.

Dr. Slocum teaches courses in special education and research methods at Utah State University. He has evaluated school-wide implementations of Direct Instruction in Utah. Dr. Slocum is a member of the Association for Direct Instruction Board of Directors. He and Dr. Anne Desjardins consult with public schools on implementing effective educational practices and operate a private school that features Direct Instruction, Precision Teaching, and other behavior analytic strategies.

Organizational Behavior Management (OBM)

Facilitating Performance Improvement In Global Organizations

Peter J. Dean II, Ph.D. (University of Pennsylvania, University of Tennessee, Penn State University)



Abstract: Inflexibility and inertia in organizations bring about rigid assumptions about power and risk-avoidance in communication. Inflexibility comes from the fragmentation of the workforce through specialization, rigid hierarchy, organizational defense mechanisms and the control of work not being in the hands of the workers. This presentation demonstrates the use of models,

methods and measures for dealing with the inflexibility. The areas covered include:

- 1) Continuous and discontinuous performance change that is integrated and consistent among an organization's major components.
- 2) Approaches for individuals in organizations so they can design themselves through being their own catalyst for performance improvement.
- 3) Ways of 'learning' and 'learning how to learn' that help Organizational Learning take hold and that are the essential capacities for an organization to better design itself.

The models, methods and measures used in this session also address the fundamental attribution error in organizations in respect to performance. That error predisposes executives, directors and managers to over-emphasize humans as the cause of the problem and underestimate the role environmental factors play in causing resistance to plans for change. This results in decision-makers trying to fix the individuals in the workplace

and not trying to influence performance by systemically redesigning organization contexts.

Dr. Dean has been a Senior Fellow, The Wharton Ethics Program, Department of Legal Studies, The Wharton School at The University of Pennsylvania, and is a tenured, Associate Professor, Physician Executive MBA Program at The University of Tennessee. He has been an Assistant Professor of Management and Organization in the Smeal College of Business Administration at Penn State University, and an Assistant Professor and Regional Coordinator of Instructional Systems (Training Design and Development) at Penn State. Dr. Dean received his Ph.D. and subsequently taught at The University of Iowa. The graduate courses he has taught include: Business Ethics, Managerial Communication and Presentation Skills, Organizational Change Leadership, Systems of HRD, Performance Engineering and Technology, and Organization Learning, Educational Psychology, and Qualitative and Quantitative Research Methodologies. He was the recipient of the 1993 Excellence in Teaching Award at Penn State University at Great Valley, the 1995 MBA Core Curriculum Cluster Teaching Award, the 1998 Excellence in Teaching Award for Undergraduates at The Wharton School. He received the 1999 Outstanding Faculty Award for the Physician Executive MBA program at the University of Tennessee. He has published in *The Journal of Business Ethics*, *Human Resource Development Quarterly*, *Performance Improvement Quarterly*, *Performance Improvement Journal* and *The Australian Journal of Educational Technology*, is the current Editor of *Performance Improvement Quarterly*. He has edited the book titled *Performance Engineering at Work*, which is in its second edition, co-authored an instructional manual for the book titled *Managing Business Ethics*, co-edited five books on performance improvement models, methods and measures, and co-edited one book titled *The Business of Medicine: What Every Physician Leader Needs to Know*. For Post-Doctorate experience from 1984-1986, he supervised Management Development at Rockwell International Corporation, Cedar Rapids, Iowa. He has consulted for DuPont, Unisys, Microsoft, Johnson and Johnson, Bayer Inc., Lockheed-Martin, Oak Ridge National Laboratory, National Security Agency, Sprint Mid-Atlantic, PECO Energy, General Motors, Motorola University, and Holiday Inn. Dr. Dean worked in Europe and Asia and has lectured in Switzerland, India, Pakistan, Sri Lanka, Norway, Australia, Germany, and Canada.

OBM Lifetime Achievement/Outstanding Contribution Award: Terry McSween on Behavioral Safety Today
Terry E. McSween, Ph.D. (Quality Safety Edge)



Abstract: The Lifetime Achievement Award is given to individuals who have fundamentally advanced the understanding or application of behavioral principles in organizational settings and are deserving of this highest level of recognition. Past recipients of this award have been individuals whose contributions have fundamentally altered the field of OBM. The Outstanding Contribution Award is given to individuals or corporations

who have made significant and measured contributions to the field and who are deserving of special recognition from the OBM Network.

Dr. McSween is a nationally recognized expert in the field of behavioral safety and Founder of Quality Safety Edge, a company that specializes in the application of behavioral technology to create employee driven safety and quality improvement efforts. Dr. McSween has twenty years of experience consulting in educational, institutional, and business settings and has designed and implemented behavioral safety, teamwork, and quality improvement programs for an extensive list of clients.

Dr. McSween is a regular speaker at local and national conferences, and author of numerous papers on performance management, safety and quality. Member of the editorial board for the *Journal of Organizational Behavior Management* and *Behavioral Technology Today*. He is an active member in many business and professional organizations, including the Board of Trustees for the Cambridge Center for Behavioral Studies, the Association for Behavior Analysis, the American Society for Safety Engineers, and the Texas Association for Behavior Analysis. Terry McSween was awarded the prestigious 1994 American Society of Safety Engineers' Scrivener award for his article "Improve Your Safety Program with a Behavioral Approach," published in *Hydrocarbon Processing*, August 1993. He is also the author of *The Value-Based Safety Process: Improving Your Safety Culture with a Behavioral Approach*, John Wiley & Sons, NY, 1995

Teaching Behavior Analysis (TBA)

Images of Behavior Analysis: Using Multimedia for Teaching
Mickey Keenan, Ph.D. (University of Ulster at Coleraine)



Abstract: In the light of the information revolution experienced over the past decade the technology used to teach behavior analysis can appear dinosaur-like. To date the dissemination of empirical findings and conceptual developments has relied mostly on the printed word, on paper. Nowadays, although paper can be replaced with the computer screen, many teachers still rely solely on

the printed word. Some multimedia tutorials are starting to appear, though, that do more to take advantage of modern technologies. They expand the image database of our discipline, and they bring color and movement to our teaching materials. In this presentation you will see examples of how 2-D and 3-D images, animations, and video clips can be designed to teach complex conceptual issues in the analysis of behavior.

Dr. Keenan is a lecturer at the University of Ulster, at Coleraine. His current activities include research in human and non-human schedule performance, gerontology, autism, stimulus equivalence, and teaching behavior analysis. He has published widely in these fields in journals such as *Behavior and Social Issues*, *JABA*, *JEAB*, *Behavioral Interventions*, *The Psychological Record*, and *Precision Teaching*. He is founder

and director of the charity P.E.A.T. (Parents' Education as Autism Therapists) in Northern Ireland. He has co-edited *Advances in Behavior Analysis* (1997, University College Dublin Press) and *Parents' Education as Autism Therapists: Applied Behavior Analysis in Context* (2000, Jessica Kingsley Publishers) and co-authored the multimedia tutorial in behavior analysis, *Behavior Analysis: A Primer* (2000, Celtic Fringe Production, preview at <http://psych1.shsc.ulst.ac.uk/behav/index.html>). He lives in Northern Ireland with his partner Karola Dillenburger and their four children.

OTH: Other

Providing for the Future of Behavior Analysis: Issues in Graduate Education

Chair: Carol Pilgrim, Ph.D. (UNC at Wilmington)

Discussant: M. Jackson Marr, Ph.D. (Georgia Tech)

Abstract: Quality graduate education is key to the continued success and growth of behavior analysis. But how best to be fruitful and multiply, especially in a way that can provide adequately for the full range of needs for behavior analysts? The presenters in this symposium will address implications of our changing discipline for graduate training, as well as different models of graduate training that speak to both new and traditional challenges.

Responsibilities of Disciplinary Professionalization

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



Abstract: Behavior analysis is professionalizing, as evidenced by the implementation of accreditation proceedings for graduate training programs, and the development of individual certification efforts at the national level. One of the primary aims of such measures is to restrict access to societal resources to only those meeting proscribed standards.

Restriction of access to resources

implies a responsibility to meet the societies demands for the services such resources purchase, as well as to assure their superior quality. These responsibilities are fulfilled, in part, by assessing the discipline's record of supply and the society's demonstration of demand. Also required is a commitment to foster continuous improvement in training programs such as to make them eligible for accreditation, and to increase production of candidates with the expertise needed to become certified as behavior analysts. The aims and purposes of the ABA Self Study of Human Resources, and the newly founded Council of Graduate Training Programs in Behavior Analysis, are discussed in the context of these responsibilities.

Dr. Hayes' biographical statement may be found on page 13.

Masters Level Professionals and the Future of Behavior Analysis Sigrid Glenn, Ph.D. (University of North Texas)



Abstract: The argument is here advanced that highly trained masters level professionals will ensure a future for behavior analysis. Growth in the range of behavior analytic applications, as well as of the scientific knowledge on which those applications are based, requires a fresh approach to training professionals who are identified as behavior analysts (by themselves and others). Several elements critical to adequate

training of such professionals will be discussed: curriculum content; integration of training in scientific principles and methods with knowledge about behavioral characteristics of various populations; the importance of multiple practice settings and supervisors for skills generalization; and the role of interpersonal relations and professional networking in the maintenance of post-graduate behavior analytic repertoires.

Dr. Glenn is founding Chair of UNT's Department of Behavior Analysis, where a full time faculty of seven behavior analysts offer a masters degree in behavior analysis (65 graduate students currently) and a bachelors degree in ABA (85-100 majors) as well as distance courses to qualify professionals to take the national certification exam. Dr. Glenn has authored or co-authored four books and numerous empirical and theoretical articles, most recently a target article in *The Behavioral and Brain Sciences*. She has served as President of ABA and of TxABA and now is completing a 3-year term as Chair of ABA's Affiliated Chapters Board. She is on the Board of Directors of the Association for Science in Autism Treatment.

Providing for the Next Generation of University Faculty Marc Branch, Ph.D. (University of Florida)



Abstract: An important issue for the long-term health of behavior analysis is training of those who will be the next generation of research-university faculty, who will, in turn, provide training to subsequent generations. One important question for the field is what is the best model for accomplishing that. Another important issue is what is to be done if such a model cannot be sustained in current university departments,

especially the traditional homes of behavior analysis, Psychology Departments. Lessons learned at the University of Florida may point to ways in which training programs may survive in an environment in which behaviorist values and philosophy are not favored.

Dr. Branch received his Ph.D. from the University of Maryland in 1972. He is currently a Professor of Psychology in the Psychology Department at the University of Florida. That department has had a specialty training program in behavior analysis, leading to the Ph.D. degree, since 1969, and Branch

joined the faculty in 1973. Dr. Branch's research interests are in basic and experimental analysis of behavior and in behavioral pharmacology, and he has a strong commitment to unity of applied and experimental analysis. He recently completed a term as Chair of the Psychology Department. He is former Editor of the *Journal of the Experimental Analysis of Behavior* and also is a former President of ABA.

Theoretical, Philosophical and Conceptual Issues (TPC)

How to Deal with Philosophical Issues While Remaining a Behavior Analyst

Sam Leigland, Ph.D. (Gonzaga University)



Abstract: The traditional behavior-analytic emphasis upon "data" has sometimes become confused with a positivistic disdain for, and dismissal of, issues characterized as "philosophical." Such a tendency can interfere with both (a) the development of behavior-analytic science as it expands into areas of complex human behavior, and (b) the ability of behavior analysts to communicate effectively with those in other fields. The purpose of this

presentation is to show how one may bring an effective, consistent, comprehensive, and thoroughgoing behavior-analytic perspective to bear upon any and all philosophical issues and problems. The general strategy is to apply a functional analysis of verbal behavior to the task of disengaging the philosophical issue from its traditional verbal contexts, and reconfiguring the issue in functional/behavioral terms. Similar strategies have been effective (if not always popular) within academic philosophy, in such areas as the ordinary-language philosophy of the later Wittgenstein as well as philosophical pragmatism. Examples of relevant issues and problems will be provided, along with possible areas of empirical research.

Dr. Leigland is Professor of Psychology at Gonzaga University, where he has taught since 1987. He has served as Program Co-Chair for the American Psychological Association's Division 25 (Behavior Analysis), and twice as Program Chair for the Northwestern Association for Behavior Analysis, for which he has also served as President. He has served on the editorial boards of *Behavior and Philosophy* (formerly, *Behaviorism*), *The Behavior Analyst*, and the *Analysis of Verbal Behavior*, and is currently serving as editor of the *Analysis of Verbal Behavior*. He is the author of over 20 publications in behavior analysis and psychology, which cover a variety of topics including basic research in the experimental analysis of behavior, methodological issues in the analysis of verbal behavior, and implications of radical behaviorism for behavior-analytic science.

Evolutionary Behaviorism

William M. Baum, Ph.D. (University of New Hampshire)



Abstract: Behavior analysis is properly part of evolutionary biology, because only evolutionary theory can explain the origins of behavior and because behavior analysis follows the same mode of explanation as evolutionary theory. The resemblance among operant shaping, cultural evolution, and genetic evolution appears clearly only in the light of a sufficiently general concept of evolutionary process. Every evolutionary

process consists of three elements: variation, recurrence, and selection. Evolutionarily significant variation occurs among substitutable variants within a pool. These variants are defined by differences in their environmental effects. Their competitive position with respect to one another in the pool may be seen in a frequency distribution. Although the metaphor of copying has been used to characterize recurrence in genetic evolution, replication of DNA occurs as a result of a mechanism of reconstruction. In cultural and operant evolution, other mechanisms, such as stimulus control and induction, cause the recurrence of the variants. Selection occurs when recurrence is differential. Differences in environmental effects produce differences in recurrence, and those differences feed back to affect the composition of the pool of variants. This general view of evolutionary process clarifies the distinction between proximate and ultimate explanations of behavior. Genetic, cultural, and operant evolution all admit of this distinction, because they all distinguish mechanisms from the origins of those mechanisms in a history of selection. Proximate explanations deal with the 'expression' of variants, whereas ultimate explanations deal with the feedback from environmental effects to the frequencies of variants in the pool. The three evolutionary processes may be seen as nested: cultural evolution within genetic evolution, and operant evolution within cultural evolution. A complete understanding of human behavior requires constructing six types of explanation: proximate and ultimate explanations in all three processes.

Dr. Baum's biographical statement is to be found on page 14.

The ABA Social

Monday, May 28th

9:00 PM – 1:00 AM

Regency D & E

Verbal Behavior (VRB)

Verbal Behavior: "What's There to Talk About?"

Janet Twyman, Ph.D. (Headsprout & Fred S. Keller School)



Abstract: The onset of the 21st century provides an opportunity to reflect on the study and applications of verbal behavior. In *Verbal Behavior*, Skinner (1957) wrote about behavior thought to be singular to humans and seemingly unexplainable by behavior theory. Although considered one of Skinner's most important works, its publication did not result in a steady stream of research activity, especially when compared to

publications on nonverbal behavior. Fortunately, the 1990's heralded an increase in verbal behavior research, writing and application. The multitude of exciting and practice changing events occurring over the last decade include more journals welcoming verbal behavior research, additional summaries and clarifications of *Verbal Behavior* written and presented by others, the teaching of verbal behavior in college courses, the formation of discussion groups, and the systematic and growing use of a verbal behavior framework to establish communication repertoires with young and developmentally disabled children (by behaviorists and non-behaviorists alike). These events illustrate verbal behavior's tremendous utility to move forward our understanding of complex behavior and bettering the human condition. It's essential that we continue to draw people into the study and application of verbal operants, carrying on the touch lit by earlier researchers and writers.

Dr. Twyman is a Board Certified Behavior Analyst who earned her Ph.D. in Special Education/Behavior Analysis from Columbia University Teachers College. Dr. Twyman is the Vice President of Instructional Development at Headsprout, Inc., a Web-based education company striving to leverage the Internet to revolutionize the teaching of fundamental skills. She is currently on a leave of absence as the Executive Director of the Fred S. Keller School, a CABAS model behavioral preschool program for young children with and without disabilities, where she holds the rank of Senior Behavior Analyst and Research Scientist. She serves on several boards and committees, including the Cambridge Center for Behavioral Studies Advisory Board (focusing her efforts towards verbal behavior and education), the ABA Continuing Education Committee, the New York State ABA Executive Committee, and is the new chair of the ABA Accreditation Committee. Dr. Twyman was an adjunct Associate Professor in the Health and Behavior Sciences Department at Teachers College, where she taught courses in behavior science and behavioral curriculum and instruction. She has been an independent consultant for various families and programs throughout the Northeast and has served as an expert witness and case reviewer in legal actions involving appropriate services for children with autism. She has presented extensively at national and international conferences, on topics such as verbal behavior, effective instruction, teacher development, the CABAS schooling system, and behavioral perspectives. Dr. Twyman is on the editorial board of the AVB, and has been a guest reviewer for the

Journal of Applied Behavior and Behaviorology. She has authored or co-authored several journal articles and a book chapter on the science of behavior, verbal behavior and classroom application of behavior analysis.

The Acquisition of Intraverbal Frames through Modeling

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



Abstract: Some regularities in the ordering of verbal operants (grammar) appear to be acquired incidentally, through modeling alone, that is, without explicit instruction or shaping. The complexity of the acquired behavior, its often arbitrary nature, its speed of acquisition, and the absence of corrective feedback are challenges that a behavioral account must face. He claims here that our interpretive tools are adequate to this task. Drawing on

recent research, a fine-grained behavioral interpretation of the acquisition of the passive voice is offered as a test case. Intraverbal frames and automatic reinforcement are central in this interpretation.

Dr. Palmer, having received a B.S. in geology in 1969, stumbled across behavior analysis by reading *Walden Two*, and he never looked back. He spent a decade trying to start a Walden Two community before turning to graduate school in John Donahoe's lab at the University of Massachusetts. He has been teaching at Smith College since his graduation in 1988. Dr. Palmer serves on the board of editors of JEAB, TBA, and the AVB. Together with John Donahoe, he co-authored *Learning and Complex Behavior*, a book that attempts to bring an integrated biobehavioral approach to bear on our understanding of complex behavior. His principal ambition is to clarify and extend our interpretations of human behavior in order to help stake out the domain of the behavioral approach.

Please join us for

The Icebreaker Social

Friday, 9 – 11 PM
Regency D

At The New England Center for Children



each child's
independence



is at the center
of our attention.

The New England Center for Children Wins National Award for Model Professional Development

U.S. Secretary of Education Richard W. Riley has named The New England Center for Children in Southborough, Massachusetts as one of four schools and three districts from across the nation as a recipient of the U.S. Department of Education's **National Award for Model Professional Development**. Citing efforts to improve teachers' expertise and raise student achievement, Riley stated, "These award winners exemplify what can be done to give teachers the best skills and knowledge."

The National Award program recognizes comprehensive efforts that improve teacher effectiveness based on the best available research and exemplary practice. The Center is the first private special education program ever to receive this award. The U.S. DOE conducted a rigorous review process including comprehensive site visits and final review by a blue ribbon panel.

Established in 1975, The New England Center for Children is a non-profit, publicly funded school serving 215 students with autism, pervasive developmental disabilities, and behavior disorders from nine states and five foreign countries. The Center received the award from Secretary Riley in December 2000 at the Improving America's Schools National Conference in Washington, D.C.



The New England Center
FOR CHILDREN

Independence through Educational Excellence

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ABA's Continuing Education Program

General Information

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

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

Workshop Registration Instructions

You may pay membership dues and register for workshops and the convention by mail, using the forms included in this newsletter.

Workshops are subject to cancellation due to low enrollment, so advance registration is advised. If registering after April 30, 2000, please call the ABA office at (616) 387-8341 to determine if the workshop will be held before sending payment.

Detailed Instructions

Review workshop offerings on the following pages. Make selections on the Workshop Registration Form on page 40. Calculate total fees for all workshops selected. Enter the total on the workshop registration form and on the convention registration form (page 39).

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

Cancellations and Refunds

Registrants may cancel convention registration and tickets for workshops or other events before May 1, 2000. A handling fee of \$10 will be deducted from all refunds.

Ethics

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

ABA CE Credits for Behavior Analysts

The Association for Behavior Analysis hopes to provide continuing education for Behavior Analysis Certification Board (BACB) Certified Behavior Analysts™ and Board Certified Associate Behavior Analysts™ at the 2001 convention in New Orleans, LA. Information about how to receive credits and what workshops will be approved will be available from the ABA office at a later date and at the ABA Continuing Education Desk at the convention site.

APA-Approved CE Credits for Psychologists

The Association for Behavior Analysis is approved by the American Psychological Association to offer continuing education credits for psychologists. The Association for Behavior Analysis maintains responsibility for this program. If you are interested in receiving CE credits for attending workshops at the 2001 ABA convention, please visit the continuing education desk on-site in New Orleans, LA.

ABA will provide documentation of attendance, at no additional charge, to workshop attendees who request CE credits. This documentation can either be claimed on site at the continuing education desk or mailed, at your request.

Note: ABA does not offer APA CE credits for regular convention sessions.

Questions?

Contact the ABA office at (616) 387-8344 or by e-mail at 76236.1312@compuserve.com.


BEHAVIOR ANALYST

Center for Pediatric Feeding & Swallowing Disorders

As part of St. Joseph's Hospital & Medical Center, a major, multi-site regional teaching facility, St. Joseph's Children's Hospital seeks a dynamic, highly-motivated professional with demonstrated clinical skills to administer & coordinate the daily activities of its respected Feeding Unit.

Successful candidate will provide services to referred patients and consultation to medical & related personnel on identifying, evaluating and rehabilitating patients with feeding disorders. Additionally, you will provide clinical teaching and mentorship to staff & students affiliated with the feeding program. Qualifications include a Master's degree or Ph.D. in relevant discipline.

Position offers a competitive salary and comprehensive benefits package including on-site child care. For consideration, please send resume with salary history/requirements to William J. Roche, MS, CCC, Clinical Director, The Center for Pediatric Feeding & Swallowing Disorders ... or fax us at (973) 754-4330, attn: WJR. email: rocheb@sjhmc.org



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ABA Pre-Convention Workshops

Workshop #1

5/25/2001
10:00 AM - 5:00 PM
St. Charles C

Designing Efficient Learning Programs: Part I

GUY BRUCE, Ed.D. (Aubrey Daniels International), and Kathleen Bailey, Anthony Defulio, Carrie Hartman, Melanie Porter, Keith Williams, and Laraine Zanatta (University of North Texas)

Description - Participants will learn how to design instruction that achieves measurable performance objectives in the least amount of learning time. There are four steps in the design process: 1) define measurable objectives; 2) identify deficits; 3) create accelerated learning programs; and 4) evaluate the costs to achieve your business or educational results. This is a three-part workshop. Part I (6 hours) will teach the first half of the design process, 1) defining objectives and 2) identifying deficits. These are the planning steps crucial to the successful design and evaluation of an accelerated learning program. Part II (Workshop #14) will teach you to design accelerated learning programs. Part III (Workshop #26) will teach you to evaluate learning programs. These three workshops, though sequential, are designed to be independent.

Objectives - Participants will: 1) write measurable results and performance objectives; 2) design valid tests to assess performance deficits; 3) label performance deficits as teaching, management, or work design problems; 4) design a program that will achieve learning objectives in the least amount of time; and 5) evaluate the effectiveness and efficiency with which the program achieves its learning objectives.

Activities - Participants will engage in hands-on practice of the component skills necessary to design an accelerated learning program. After some initial practice with the exercises in *Instructional Design Made Easy*®, a workbook for designing accelerated learning programs, participants will work in teams to design efficient learning programs. A design coach will assist each team. All participants receive a copy of *Instructional Design Made Easy*®.

Audience - The workshop will benefit anyone who would like to improve the learning efficiency of his or her learning programs. If you want your students or trainees to get more from your courses in less time, this workshop is for you.

Members - \$180 **Non-Members** - \$195

Workshop #2

5/25/2001
10:00 AM - 5:00 PM
Burgundy B

Functional Analysis in Public Schools: Assessment, Data Analysis, and Intervention

JANET ELLIS, Ph.D., Sandy Magee, Amy Crye, Chris Ewing, Julia LePage, and Ellyn Uek (University of North Texas)

Description - Functional analysis as the Iwata, et al. (1982) model embodies it (i.e., 4 standard conditions) provides a competent and effective tool given certain populations. However, when functional analyses are conducted in public school settings with various student populations (ranging from those with mental retardation and autism to students with normal to above average cognitive and verbal skills) this model requires modification. Problem behaviors observed in classrooms may necessitate changes to accommodate the more complex antecedent and consequent stimuli occurring in these environments. Also, a novel behavioral economic approach to preference assessment will be included. This preference assessment procedure is unique in that it provides information regarding not only appropriateness, but also durability of specific reinforcers. This workshop provides extensive participant involvement including opportunities to observe, via videotape, the behavioral economic-based preference assessment, actual in-school functional analyses, take data on on-going behavior during functional analyses, and learn about successful modifications to the basic 4 assessment conditions.

Objectives - Participants will learn how to: 1) analyze data from baseline graphs and graphs from inconclusive functional analyses; 2) brainstorm and problem solve re other conditions to implement as well as modifications to conditions already conducted; 3) design and carry out modified conditions; 4) assess results; 5) devise and implement intervention strategies based on functional analysis outcomes.

Activities - Participants will practice: 1) recording data using a unique A-B-C event record; 2) role playing various modifications to the basic four functional analysis assessment conditions; 3) recording and analyzing data from customized functional analysis assessment conditions; 4) writing data-based behavior management plans.

Audience - Individuals interested in/responsible for carrying out functional analyses in public school or similar institutional settings with individuals whose behavior is multiply controlled and/or does not entirely fit the Iwata, et al. (1982) model.

Members - \$135 **Non-Members** - \$150

Visit the
ABA EXPO
Saturday, May 26th
10:00 PM – midnight
French Quarter

Workshop # 3

5/25/2001

10:00 AM - 5:00 PM

Royale

Introduction to Multimedia Instructional Design

JANET L. EMMENDORFER, Ph.D., and Barbara R. Bucklin
(Accelerated Multimedia Education, LLC)

Description - The eLearning revolution is here, and that means that instructional designers and trainers now need multimedia computer skills. This workshop will give participants the tools they need to produce an interactive computer-based training (CBT) product and post it on the Internet. We will cover basic computing with Macromedia Flash and introductory instructional-design topics including interactivity and evaluating CBT. Participants who have laptop computers should bring them, but a computer is not required to participate in the workshop. Materials include exercises, Flash reference guides, and sample software.

Objectives - After this workshop, participants will be able to: 1) create text, buttons, and animations with Flash; 2) assemble and publish a CBT module; 3) write active, meaningful learner interactions; and 4) use the provided checklist for evaluating CBT.

Activities - Participants will observe and practice the following basic Flash features: toolbars, timelines, text boxes, buttons, and animations. They will discuss effective and ineffective instructional-design techniques, and write sample instruction and interactions. Finally, participants will evaluate CBT using an evaluation checklist, instructions, and a sample course.

Audience - This workshop will benefit training professionals and students interested in instructional design. Participants should be beginners in multimedia training. A background in behavior analysis is recommended.

Members - \$145 **Non-Members** - \$160

Workshop # 4

5/25/2001

10:00 AM - 5:00 PM

St. Charles B

Teaching Reasoning and Problem Solving Skills, and Using Curriculum-Based Measurement: A Precision Teaching Approach

KENT JOHNSON, Ph.D., Joanne Robbins, and Susan Malmquist (Morningside Academy)

Description: Two more research-based methods have been incorporated into the Morningside Model of Generative Instruction: Arthur Whimbey's Thinking Aloud Problem Solving (TAPS), and Curriculum-Based Measurement (CBM). Join us and our Morningside faculty coaches as we teach you these methods and coach you while you practice them in a simulated classroom environment.

TAPS. We often tell students to "think," but many are not quite sure what we mean by that. Analytical skill is often an expected ability or talent, and not directly taught. In a radical behavior analysis, much of what we call thinking and reasoning involves a

private conversation with oneself. These conversation skills can be learned. In TAPS, we explicitly teach students how to verbalize their thinking—their observations, thoughts, and decisions—by teaching them specific speaker, listener, and dialoguing repertoires involved in thinking and reasoning. Our data show that students who learn TAPS in addition to basic academic skills make significantly more gains on standardized tests than students who learn only specific skills.

CBM. Curriculum-based Measurement is a set of procedures for evaluating basic skills in reading, writing, and mathematics. CBM tests are administered in brief timings, weekly, bi-monthly, or monthly, and the results are charted. CBM tests are normed in a school or school district to describe typical performance and progress in a school year's time. Teachers analyze student data and make decisions about whether students are progressing according to these standards, or whether specific instructional changes are warranted. Data indicate that students whose progress is systematically monitored by CBM earn achievement test scores between .4 and .7 standard deviations higher than their control group peers. In our Precision Teaching approach, students chart their CBM timings on weekly or monthly Standard Celeration Charts, and participate with teachers in making decisions about whether they need more instruction or more practice to meet our standard of two grade level gains in one school year.

Objectives – 1) Learn and practice the speaker, listener and dialoguing repertoires of TAPS while solving complex logic and other problems. 2) Learn and practice coaching others as they learn and practice using TAPS to solve complex logic and other problems. 3) Learn the steps of school, agency or district norming involved in CBM. 4) Learn and practice taking, administering, scoring, charting and interpreting CBM measures in reading, writing, math and reasoning, using Standard Celeration charts. 5) Design an implementation of CBM and/or TAPS for your home school or agency.

Activities - During TAPS instruction, we will demonstrate the steps we take to teach students the speaker, listener and dialoguing behaviors involved in reasoning and analytical thinking. We will model and prompt these behaviors, then you will practice them in speaker/listener pairs, while solving logic, verbal analogy, and math exercises of all kinds. During your talking aloud, you will get feedback from us and your peers. Then you will practice the behaviors out loud, "in the same skin," and eventually privately. You will also learn how to coach these repertoires.

During CBM instruction, we will teach you how to conduct program, school, or school district norming; and how to administer, score, chart, and interpret student performance using Standard Celeration Charts. You will take CBM tests and chart your own progress. We will also share normed CBM tests and software to facilitate implementation in your home school or agency. We will also describe how to extend CBM to reasoning and problem solving skill development. You will also design a CBM implementation for your home school or agency.

Audience - All teachers, school psychologists, behavioral specialists, and administrators and directors of programs that teach basic academic and intellectual skills are encouraged to attend. Populations include typical and mild special education

children and youth, and workplace literacy youth and adults. Managers and directors of staff development, and college instructors are also encouraged to learn how to implement the first half of the workshop dealing with TAPS with their staff and students.

Members - \$195 Non-Members - \$210

Workshop # 5

5/25/2001

10:00 AM - 5:00 PM

Dauphine

FECT: A Behavioral Treatment for Depression

ROBERT KOHLENBERG, Ph.D. Madelon Bolling, Jonathan Kanter, Chauncey Parker, and Reo Wexner (University of Washington)

Description - Depression is the common cold of mental health. Depressed clients often display negative verbal behavior followed by low mood, lack of energy, inability to concentrate, etc. In this case a behavior-behavior relationship has developed in the course of the client's reinforcement history and the interventions of Cognitive Therapy (CT) are appropriate and useful. Functional Analytic Psychotherapy (FAP; Kohlenberg & Tsai, 1991) enhanced by Cognitive Therapy (FECT) is a functional analytic approach to psychotherapy for depression. It provides a theoretical rationale to guide clinicians in the appropriate application of the well known empirically validated interventions of CT developed by Beck, Rush, Shaw, and Emery (1979). FECT emphasizes the in-vivo implementation of these strategies. In addition, when depressive behaviors are a direct result of interpersonal contingency shaping prior to verbal behavior, FECT provides a detailed guide to direct, in-vivo shaping of client behavior in the therapeutic hour.

This workshop will introduce a behaviorally informed treatment including methods of detecting operative functional relationships through observation and evocation of clinically relevant behaviors, and a theoretically consistent rationale for choosing appropriate interventions.

Objectives - The primary objectives are: 1) to introduce a behavioral understanding of the psychotherapy environment in general; 2) to introduce a behavioral view of phenomena focused on by cognitive therapists; and 3) to demonstrate applications of CT interventions in FAP. Participants will also learn about the use of reinforcement, specification of clinically relevant behaviors (including those of interest to cognitive therapists) and arrangement for generalization within the constraints of outpatient adult therapy; the three important client behaviors; the rules for the therapist that guide treatment; and the role of the therapeutic rationale in outpatient treatment. Finally, we will offer FAP-enhanced versions of standard CT forms that are more user-friendly for Radical Behaviorists.

Activities - Although the workshop is primarily didactic, participants will have opportunities to practice the methods within small groups and apply skills to clinical vignettes presented in transcripts, video, and/or audiotapes. For example, participants will practice detecting clinically relevant behaviors (including cognitive behavior) that are the focus of FECT; discriminating therapist behaviors that are called for by FECT;

presenting a behaviorally informed rationale; working with FECT case conceptualization; and using interventions with an in-vivo focus.

Audience - The workshop is aimed at several audiences. One is the experienced behavior analyst who has little or no experience in adult outpatient treatments such as cognitive therapy or other psychotherapies, and is interested in an introduction to therapy techniques and a radical behavioral interpretation of the process. Another is the experienced behavior therapist who has used cognitive therapy and is interested in enhancing treatment with methods suggested by a radical behavioral view. No prior familiarity with FAP or CT is required and, as such, some participants will find portions of the workshop to be more in the nature of a review than a presentation of new material. Because clinical material is being presented, the workshop is open only to faculty, graduate students or professionals.

Members - \$135 Non-Members - \$150

Workshop # 6

5/25/2001

10:00 AM - 5:00 PM

Burgundy C

How to Establish a Behaviorally Based Educational Program for Individuals With Autism

SUZANNE LETSO, Ph.D., Patricia Fitzsimons, and Jodi Linn Mazaleksi (Connecticut Center for Child Development, Inc.)

Description - In recent years, the demand for educational services based on empirically validated teaching strategies has increased exponentially. Behavior analysts, parents of children with autism, and other professionals are establishing private, non-profit organizations designed to meet this ever-increasing need for additional service programs. This introductory workshop will provide information regarding both the administrative and clinical aspects of development of a behaviorally based educational program for children with autism and related disorders. An overview of organizational design and implementation of a business plan will be provided. Creation of an agency mission, establishing organizational goals, and determining program design will be discussed. How to obtain status as a non-profit agency, create a budget, and determine a time line will be outlined. Strategies for identifying staffing needs, staff qualifications, recruitment, and training will be discussed. Information about establishment of a board of directors, fiscal management, public relations, and fundraising plans will be provided. Determination of location, space requirements, site selection, curriculum development, equipment, and materials will be discussed.

Objectives - 1) To provide basic information about the structure and operation of non-profit administration; 2) To provide basic clinical guidelines necessary for effective staff selection, training, and supervision; 3) To provide guidelines regarding the physical requirements of an educational facility; and 4) To identify additional resources participants can access to assist them in the establishment of a service organization.

Activities - Didactic lectures, group discussion, and videotape will be utilized. Handouts including an extensive bibliography

will be provided. Participants will be encouraged to present their own challenges and solutions to the group.

Audience - Behavior analysts, program administrators, parents, and other educational service providers interested in establishing service organizations for individuals with autism and related disorders.

Members - \$118 **Non-Members** - \$133

Workshop # 7

5/25/2001

10:00 AM - 5:00 PM

St. Charles A

Standard Celeration Chart Reading and Charting.

OGDEN R. LINDSLEY, Ph.D. (Behavior Research Company), Michael Fabrizio (Morningside Academy), Shahla Ala'I-Rosales (Autism Project, University of North Texas), Christine Kim (Department of Psychology), Giordana Malabello (The Australian Optimal Learning Centre), Alison L. Moors, and Jesus Rosales-Ruiz (University of North Texas), and Henry S. Pennypacker (University of Florida)

Description - This workshop teaches reading and charting daily, weekly, monthly and yearly Standard Celeration Charts. The dramatic learning results produced by Morningside Academy, Malcolm X College, and Free Operant Autism treatment attract attention to this powerful learning and behavior analysis tool. Daily frequency monitoring has proven highly successful in Applied Behavior Analysis, Precision Teaching, and Organizational Performance Management. Standard Celeration Charts were developed to easily track frequency growth, changes in growth, variance, outliers, and to project outcomes. This repeat of the very highly rated workshop at ABA 94 - 00 was requested by participants unable to attend those years.

Objectives - Throughout the entire workshop instructors coach as participants: read frequencies, celerations, celeration differences, turns, jumps, bounces, and outlier probabilities from Standard Celeration Charts at 60 per minute. Chart frequencies on daily, weekly, monthly, and yearly Standard Celeration Charts accurately at 10 per minute.

Activities - Morning: Pointing to frequencies on a chart wall and drawing a chart from scratch overcome fear and give standard chart feeling. Paced choral reading at 60 per minute of frequencies, celerations, turns, jumps, bounces, and outlier probabilities from 16 different Standard Celeration Chart practice sheets. Afternoon: Each participant charts from spread sheets on daily, weekly, monthly, and yearly charts at 10 dots per minute. Coaches assist the instant a participant hesitates. Singing fun chart songs lightens the load. Participants are shown how to continue daily charting practice on their own to reach fluency above 30 dots correct per minute. Unique features: From 1965 to 1994 Standard Celeration workshops taught dot dropping without chart reading practice. This workshop teaches fluent chart reading before putting dots on charts. Practice sheets with 100 small (3/8" x 1/2") Standard Celeration Charts help produce rapid, paced, choral chart reading. After reading frequencies, celerations bounces, turns, and jumps fluently at 60 per minute, accurate charting at 10 dots per minute comes rapidly, and easily. The second unique feature provides a coach

for every four participants as they practice throughout the workshop. Five of our eight coaches have early autism charting experience. Every participant has help at their side.

Audience - Students, faculty, researchers, and consultants who have heard about the power of Standard Celeration Charting, but had no opportunity to learn how. Charting discrete trial to free operant autism treatment is covered. ABA members from outside the U.S. find a coach at their side clears language difficulty. This proven, top-rated, entirely hands-on, fast paced, fun, workshop works!

Members - \$150 **Non-Members** - \$165

Workshop # 8

5/25/2001

10:00 AM - 5:00 PM

Versailles

How to Develop an ABA Educational Curriculum for Students With Autism (Ages 2 to 6 Years)

CAROLINE I. MAGYAR, Ph.D. (University of Rochester School of Medicine and Dentistry)

Description - The workshop will address the fundamentals of developing a comprehensive educational curriculum for children with autism ages 2 to 6. A general framework for conceptualizing educational curriculum and the progression of skill development will be discussed.

Objectives - Participants will refresh their knowledge of basic behavior analytic teaching techniques like task analysis, stimulus control, stimulus discrimination training, stimulus and response prompts, shaping, discrete trial teaching methods, and generalization and maintenance training methods. They will learn how to conduct an initial curriculum based assessment and identify a beginning educational curriculum. Participants will learn about other tools for assessing language, cognition, and adaptive abilities and how information gathered from those evaluations can translate into specific educational goals and objectives. Participants will learn how to write educational goals so that procedures and objectives are clearly written and easy to implement by trainers. Participants will learn how to identify appropriate teaching materials that promote concept formation and stimulus discrimination and generalization. Participants will learn how to identify activities that train for generalization and maintenance of targeted skills.

Activities - Participants will receive a lecture in order to review basic behavior analytic teaching techniques, developmental skills progression, and general educational information. Subsequently the participants will view a video tape of a student. They will be instructed to identify general strengths and weaknesses across areas of language, cognition, socialization and play. Handouts containing a formatted 'curriculum based assessment' will be distributed, which will enable the participants to structure their observational assessment. Additionally, participants will be provided with descriptive information on the student including 'standardized assessment' information on the student's language abilities, cognitive adaptive skills. Finally, participants will write one education program that contains a long range teaching goal, sequential teaching objectives, task analysis of the target skill, procedures

for discrimination, generalization and maintenance, and appropriate prompting procedures. Further, participants will identify and describe teaching materials specific to the target goal.

Audience - This workshop is designed for special educators, certified behavior analysts, behavioral psychologists, speech and language therapists, and curriculum specialists. Participants should be well versed in applying behavior analytic techniques to the education of children with autistic spectrum disorders. Participants should have some experience teaching in educational settings or in home ABA programs and in designing educational curricula.

Members - \$125 **Non-Members** - \$140

Workshop # 9

5/25/2001
10:00 AM - 5:00 PM
Burgundy D

Behavioral Relaxation Training

CARRIE PEACOCK, M.S., Tim Cripps, and Cynthia Zeller-Gonzalez (West Tennessee Regional Office)

Description - Behavior relaxation training has been used successfully with a variety of individuals such as children with Attention Deficit Hyperactivity Disorder, adults with schizophrenia, and adults with developmental disabilities. This workshop will teach participants to train and score Behavioral Relaxation.

Objectives - 1) Participants will be able to demonstrate competency on scoring BRT by obtaining 80% reliability with an experienced observer. 2) Participants will be able to demonstrate competency on training BRT by obtaining 80% or higher on the BRT training task analysis. 3) Participants will be able to demonstrate knowledge of the principles of BRT by scoring 80% or higher on a written exam.

Activities - Listen to lecture, observe model of BRT, practice BRT, score BRT, and train BRT.

Audience - Clinicians and Applied Behavior Analysts working in Behavior Therapy or Behavior Medicine settings or those interested in learning BRT.

Members - \$145 **Non-Members** - \$160

Workshop # 10

5/25/2001
10:00 AM - 5:00 PM
Burgundy A

FBT: A Clinical Methodology for the Treatment of Behavioral Disorders in Office-Based Settings

RAINER SONNTAG, M.D. (Private Practice)

Description - Functional behavior therapy (FBT) is a methodological model rather than a new kind of therapy or intervention. It can be specified by three main characteristics: 1) Within this model treatment is considered a process comprising several rather than one specific intervention. Planned interventions correspond to experiments. Because every

intervention experiment is coherent with the overarching goals of the treatment the therapeutic process resembles a thematic research program. 2) Specific interventions are embedded in nine background principles derived from behavior analysis. Among other components acceptance and commitment therapy, functional analytic psychotherapy, and self-control theory play their role as part of these background principles rather than as specific interventions. 3) Therapeutic questions (see Johnston, 1993) correspond to experimental questions. The answers guide the overall process of treatment including selection of target behaviors, methods of measurement, interventions, and evaluation of outcome. The questions are: What is the nature of the problem? What says the literature? What are the goals of treatment? What are the clinically relevant behaviors? What are the clinically relevant influences? What specific interventions are to be considered? How can treatment be organized? What are the effects and how can they be measured? How can treatment be improved?

Objectives - The primary objectives are: 1) To show that behavior analysis is ripe to develop a comprehensive and theoretically coherent treatment model that may compete with traditional psychiatry, CT and other more or less specified approaches serving verbally capable adult outpatients and that can incorporate the application of psychotropic drugs.

2) To present a conceptual framework that may be helpful in organising individual treatment processes in outpatient settings.

3) To conceptualize interventions from a functional perspective and with different time-frames, e.g. moment-to-moment or session-to-session, paying attention to the distinction between contingency-shaped and rule-governed behavior.

4) To link research methodology to clinical practice and provide a systematic scientist-practitioner model from the perspective of a clinician in an office-based full-time practice.

5) To provide behavior analytic conceptualizations for those treatment activities reaching beyond specific interventions thus filling up spaces that might have been theoretically "empty" so far and

6) To discuss this clinical methodology with an interested audience and explore its usefulness as an all-encompassing process model that may provide a basis for a standardization of true functional analyses rather than mere functional interpretations in outpatient settings.

Activities - 1) Clinical treatment is described as a thematic research program.

2) Nine background principles are presented (Pay attention to language traps; Be careful with reasons; Outcome counts; Change behavioral patterns; Focus on few and concrete topics; Pay attention to the whole; Use strengths; Work for a trusting relationship; Promote independence) It is shown how they are derived from behavior analytic research and how they contribute to treatment.

3) Each therapeutic question and its role in guiding the selection of interventions is discussed. Specifically, diverse methods to be applied to answer the questions are evaluated. For example, with regard to the nature of the problem the role of syndromal diagnoses is explored.

4) A method to assess environmental events is presented (Brown & Harris, 1978) that can improve verbal reports and provides a pragmatic means to control for confounding variables extraneous to the treatment.

5) Commonalities and points of contact with other treatment approaches are emphasized.

6) The procedures are illustrated with case examples of diverse clinical problems. Therefore, participants are invited to bring in some cases that can be worked through.

7) Role-plays are performed on selected procedures and there will be space for group discussions.

Audience - Clinical and applied behavior analysts interested in a generic treatment model that can incorporate a wide variety of interventions and nevertheless stands true to the philosophy of behavior analysis. With regard to the latter theoreticians may be interested as well. Office-based clinical behavior analysts and those interested in the relationship between behavior analysis and medicine/psychiatry may be specifically interested because the workshop is delivered by a behavioral psychiatrist in private practice.

Members - \$115 Non-Members - \$130

Workshop # 11

5/25/2001

10:00 AM - 5:00 PM

Kenilworth

Acceptance and Commitment Therapy: Core Principles in Treatment and Supervision

KELLY G. WILSON, Ph.D., Laura Ely, and Amy Murrell (University of Mississippi)

Description - In the workshop, participants will learn core principles that direct both treatment of clients and supervision of therapists working within this model. The treatment utilizes a variety of techniques derived from other therapeutic schools; however, these techniques are understood and modified according to the underlying behavioral theory on which ACT is based. Both general strategic and tactical issues will be examined.

Objectives - Workshop participants will learn to use metaphor, paradox, and experiential exercises to help clients: 1) recognize and let go of destructive suffering; 2) contact and embrace healthy suffering; 3) gain flexibility in their responses to troubling cognitive and emotional content; 4) make contact with a sense of self that transcends cognitive and emotional content; 5) clarify values; and 6) make and keep commitments.

Participants will get an overview of the treatment process. Participants will learn a variety of ACT interventions. Through these experiences, the workshop will clarify the core theoretical principles that can guide treatment of clients with a wide variety of topographical characteristics.

Activities - Workshop activities will include didactic instruction, viewing of therapy videotape, experiential exercises, and practice with some core ACT strategies.

Audience - This workshop targets behavior analysts working in applied settings where clients or client guardians face substantial psychological barriers to effective living. The workshop will also target treatment development researchers and clinical supervisors.

Members - \$135 Non-Members - \$150

Workshop # 12

5/25/2001

2:00 PM - 5:00 PM

Rampart

Review of Behavioral Assessment in Applied Settings

D. DANIEL GOULD, Ph.D., and Allen Karsina (New England Center for Children)

Description - The most effective interventions are those based on an assessment of the function of the target behavior. Hypotheses regarding the function of target behaviors may be generated by a number of assessment methods. This workshop will review the differences between indirect assessment, descriptive assessment, and systematic manipulation as an assessment method. The emphasis will be on behavioral assessment in applied settings.

Objectives - At the conclusion of this workshop, trainees will be able to 1) describe the differences between indirect assessment, descriptive assessment, and systematic manipulation, 2) identify the advantages and disadvantages of indirect assessment, descriptive assessment, and systematic manipulation, and 3) design assessments for sample cases.

Activities - This workshop will emphasize trainee participation in a series of exercises. Each of the training objectives will be addressed through a combination of brief lecture, discussion and written exercises.

Audience - This workshop is for clinicians, therapists, teachers, students, and anyone else who can benefit from a review of behavioral assessment in applied settings. It will also be of particular interest to behavior analysts who are preparing to take the board certification examination. The workshop will focus primarily on Task List Content Areas #4, #5, and #6 with additional reference to Content Area #1.

Members - \$75 Non-Members - \$90

Workshop # 13

5/25/2001

6:00 PM - 9:00 PM

Rampart

Review of Observation and Measurement Methods in Applied Settings

D. DANIEL GOULD, Ph.D. and Dan Cohen-Almeida (New England Center for Children)

Description - Direct observation and measurement of behavior is a hallmark of the behavior analytic approach. This workshop will provide review of- and practical guidelines for observation and measurement procedures in applied settings. The workshop will briefly review identifying and prioritizing target responses and developing operational definitions, and focus primarily on

selecting appropriate methods for measuring the target response and obtaining interobserver agreement data. Advantages and disadvantages of various measurement methods will be discussed with particular emphasis on selecting the most accurate measurement methods possible given the limited resources in typical applied settings.

Objectives - At the conclusion of this workshop, trainees will be able to: 1) evaluate operational definitions using four specific criteria; 2) identify appropriate measurement methods based on video-taped samples of behavior; 3) discuss advantages and disadvantages of various measurement methods for a variety of target responses; and 4) select and calculate an appropriate index of interobserver agreement data.

Activities - This workshop will emphasize trainee participation in a series of exercises. For operational definitions, trainees will generate definitions from video-taped behavior samples and review and critique other trainees' definitions according to specific criteria. For measurement methods, trainees will: 1) use a variety of measurement methods to record behaviors of varying frequency, duration, and temporal distribution; and 2) evaluate accuracy and interobserver agreement using sampling methods with varying parameters to measure the same target response.

Audience - This workshop is for clinicians, therapists, teachers, students, and anyone else who can benefit from a review of specifying, defining and measuring target responses. It will also be of interest to behavior analysts who are preparing to take the board certification examination. The workshop will focus primarily on Task List Content area #7.

Members - \$75 **Non-Members** - \$90

Workshop # 14

5/25/2001
6:00 PM - 9:00 PM
St. Charles C

Designing Efficient Learning Programs: Part II
GUY BRUCE, Ed.D. (Aubrey Daniels International), and Kathleen Bailey, Anthony Defulio, Carrie Hartman, Melanie Porter, Keith Williams, and Laraine Zanatta (University of North Texas)

Description - Participants will learn how to design instruction that achieves measurable performance objectives in the least amount of learning time. There are four steps in the design process: 1) Define measurable objectives; 2) Identify deficits; 3) Create accelerated learning programs; and 4) Evaluate the costs to achieve your business or educational results. This is Part II of a three-part workshop. Part II will teach you to design accelerated learning programs. Part III (Workshop 26) will teach you to evaluate learning programs. These three workshops, though sequential, are designed to be independent.

Objectives - Participants will: 1) Write measurable results and performance objectives; 2) Design valid tests to assess performance deficits; 3) Label performance deficits as teaching, management, or work design problems; 4) Design a program that will achieve learning objectives in the least amount of time;

and 5) Evaluate the effectiveness and efficiency with which the program achieves its learning objectives.

Activities - Participants will engage in hands-on practice of the component skills necessary to design an accelerated learning program. After some initial practice with the exercises in *Instructional Design Made Easy*®, a workbook for designing accelerated learning programs, participants will work in teams to design efficient learning programs. A design coach will assist each team. All participants receive a copy of *Instructional Design Made Easy*®.

Audience - The workshop will benefit anyone who would like to improve the learning efficiency of his or her learning programs. If you want your students or trainees to get more out of your courses in less time, this workshop is for you.

Members - \$130 **Non-Members** - \$145 (subtract \$65 if you are also registering for Workshop #1)

Workshop # 15

5/25/2001
6:00 PM - 9:00 PM
St. Charles B

Intensive Early Intervention: Individualized Programming for Complex Challenges - Three Case Studies

ERIC LARSSON, Ph.D. (FEAT of Minnesota), Kara Lyn Riedesel (REM Health, Inc./University of Kansas), and Angela M. Keene and Julie A. Waldoch (University of Kansas)

Description - In order to achieve the optimal prognosis in intensive early intervention for young children with autism or pervasive developmental disorder, the children should show a consistently high rate of skill acquisition, as they move toward independent, natural functioning. Children who do not make rapid progress may be challenged by a variety of complex autistic behavior patterns. The purpose of this workshop is to identify a variety of these challenging behavior patterns and present specific training programs which have been developed and validated to remediate these challenging behavior patterns. Where skills are not showing satisfactory progress, methods of individualizing therapy will be presented: for teaching motor and vocal imitation skills; for developing generalized (as opposed to rote) comprehension skills; for developing auditory as opposed to visual discriminations; for developing creative conversation; for developing spontaneous speech; for developing social interaction skills with peers; and for replacing stereotyped noncompliance. These issues will be presented in the context of three case studies of the complete course of treatment for three successful children.

Objectives - Participants will be presented with the detailed information necessary to problem-solve slowly-moving programs; state the rationale for specific skill-program enhancements; implement program enhancements; assess whether skill-program enhancements are having the desired effect; implement additional skill programs; and assess whether additional skill programs are having the desired effect.

Activities - Participants will participate in didactic presentations, discussions, and problem-solving sessions. Participants will obtain specific program sheets provided by the instructor.

Audience - The workshop is designed for parents, lead therapists, line therapists, consultants, and students. Participants should have a basic understanding of behavioral terms used in intensive early intervention. At least one-month's experience with intensive early intervention is preferable.

Members - \$73 **Non-Members** - \$88

Workshop # 16

5/25/2001

6:00 PM - 9:00 PM

Burgundy A

Integrating the PDD/Autistic Learner Into the Public School Utilizing the Principles of Applied Behavior Analysis
MARIA AGNEW, M.A., and Bonnie Sebastian (Bancroft NeuroHealth)

Description - The move towards inclusion into the public school system is permeating several disability groups, more each day. Autism has become a disability that is moving out of the private school and into the public school. One of the challenges to this movement is that many of the school systems are not prepared to serve these students. This workshop will assist educators and administrators in designing and implementing programs in the public school for students with autism/pdd based on the principles of applied behavior analysis. Instruction will include program design, staff development and training, discrete trial implementation, teaching methodologies, implementation of behavior management programs, classroom functional analysis training, inclusion and integration activities and parent training instruction.

Objectives - 1) The participant will be able to structure a classroom to meet the needs of the pdd/autistic learner in the public school. 2) The participant will demonstrate an understanding of the training involved for classroom staff and be able to implement training protocols. 3) The participant will be able to demonstrate an understanding of how to assess a student with autism for the purpose of writing discrete trial programs. 4) The participant will demonstrate an understanding of how the principles of applied behavior analysis are foundations for autism school programs. 5) The participant will be able to conduct a classroom functional analysis and develop classroom behavior plans. 6) The participant will be able to develop a parent training model for autism/pdd program. 7) The participant will be able to develop a model for an integrated/inclusionary program.

Activities - The participants will listen to a presentation on all the components of designing and implementing a program that allows the autistic/pdd learner to successfully be integrated into the public school setting. Following the presentation, participants will participate in a discussion of the materials presented. Each topic will be reviewed and opportunities to demonstrate an understanding of the material presented will be provided through small group discussions, hands on learning activities and written activities.

Audience - This workshop is designed for administrators, teachers, psychologists, parents, social workers, case managers and all others who work with autism and pervasive development disorder in a school setting.

Members - \$65 **Non-Members** - \$80

Workshop # 17

5/25/2001

6:00 PM - 9:00 PM

Burgundy B

Successful Job Search Using Behavioral Approach: Interviewing Skills, Networking, and Résumé Design
JUDY BLUMENTHAL, Ph.D. (Associates for Behavior Change), and Roger McIntire and Donald K. Pumroy (University of Maryland)

Description - The workshop will be designed to teach individuals how to be successful in the competitive job search using a behavioral approach. Individuals will learn effective interviewing skills, how to effectively and successfully use their employment network, and how to craft a good résumé that reveals a candidate's unusual skills.

The importance of a behavioral approach to successful job search can not be over emphasized. Many publications stress the importance of identifying desirable behaviors that match the required competencies to hire the right person for a specific job. To fully evaluate an applicant's relevant knowledge, skills, and abilities, the employer needs to identify the interview behaviors that would confirm the strength expected on a job through the interview, written exercises, and the resume.

Objectives - The candidate can anticipate and direct the employer's focus to the desirable behaviors that the job requires. Identifying desirable behaviors to hire the right person for a job is of utmost importance in today's job market. Identifying desirable behaviors increase the likelihood of accurately predicting job performance, the ability to work well with others, etc. Thus, identifying desirable behaviors increases the selection of the right people for specific jobs. This, in turn, strengthens the organization's workforce, reduces hiring errors and turnover, saves money and time, enhances communication throughout the organization, and serves as a model for, or can assist other organizations.

Activities - Attendees at this workshop will review and edit their resume and cover letter, and they will practice interviewing styles to fit a specific employment sector including academia, government, and the private sector. The workshop includes role-playing to practice and strengthen the use of behavioral strategies.

Participants will come away with new ideas and strategies for highlighting strengths that will enable them to move from one type of position to another.

Audience - The workshop is appropriate for employers seeking a more effective selection process, and for students searching for their first job, and others who are in transition or wish to enhance their current career.

Members - \$65 **Non-Members** - \$80

Workshop # 18

5/25/2001

6:00 PM - 9:00 PM

Burgundy D

Improve Your Oral Presentations

NED CARTER, Ph.D. (Department of Occupational and Environmental Medicine), Thomas E. (Ted) Boyce (University of Nevada, Reno), and Kenneth Nilsson (Uppsala University, Sweden)

Description - Oral presentations play an essential role in individual success in both the public and private sectors. The workshop content is based on detailed practical analyses of speaker and audience behavior. Truly effective speakers prepare themselves to control and to be controlled by their audience. This workshop will assist participants in identifying variables initiating and maintaining audience attention, interest and participation. Emphasis is placed on using the principles of behavior analysis, particularly the analysis of verbal behavior, to improve speaker behavior.

Objectives - Participants will learn to identify high probability audience demands prior to appearing. Participants will also learn techniques to initiate and promote audience demands for content. The workshop will teach participants to identify and control extraneous stimuli in order to maximize audience attention.

Activities - The workshop is interactive and active participation is encouraged. Techniques for creating better overheads, slides and presentation figures will be described. Participants will take part in a series of exercises and structured role-play sessions. Course content will be adapted to the interests of participants.

Audience - Behavior analysts who desire to improve their presentation skills at meetings, conferences and in teaching. The workshop is appropriate for both novices and experienced public speakers. Participants are encouraged to bring real-life examples for use in role-playing exercises.

Members - \$75 **Non-Members** - \$90

Workshop # 19

5/25/2001

6:00 PM - 9:00 PM

Loyola A

Using Organizational Behavior Management Skills to Develop Programs for Human Services Organizations

JOSEPH CAUTILLI, M.Ed., and Karen Clarke (Devereux Community Services of Philadelphia), and Michael Weinberg (Devereux Florida Treatment Network, Viera Campus)

Description - Given the current rapid increase in the credentialing of behavior analysts, there will be a growing number of behavioral practitioners applying their craft to a variety of workplace arenas. Among these is in organizational management and Human Resources (HR) applications. One particular area of interest for behavioral practitioners will be Organization Behavior Management (OBM). OBM conceptualizes and empirically solves organizational problems. This workshop will provide participants with the concepts and knowledge to increase their potential for professional behavioral

consultation to human services organizations. Operation issues plague most mental health and service industry professions. It is our experience that Organizational Behavior Management has much to offer traditional operations in job design, analysis and HR management. This workshop focuses on applying the basics of OBM to the development of successful service operations. Management involves the acquisition and use of resources. OBM redefines management from control of the person to control of the context/environment in which the person works. It has developed powerful techniques for a range of management areas, and can be used to improve the integrity and quality of treatment approaches being used in a human services organization. (from Cautilli & Clarke, BAT, 2000)

Objectives - Some critical questions with which certified behavior analysts will be faced, include: 1) How do we attract workers during worker shortages? 2) How do we organize what workers do? 3) How do we assess and become responsive to various stakeholders? 4) How do we go about building successful partnerships with other agencies? 5) How can we consult to other social service and mental health agencies? 6) How do we maintain high levels of worker performance and increase efficiency, while improving quality and maintain or increase worker satisfaction?

Participants in this workshop will acquire the skills to:

- Develop management by team objective programs
- Analyze performance problems from a traditional operations perspective
- Learn ways that OBM can enhance this approach.
- Learn Operations and HR approaches to enhance employee performance, and to achieve a company's strategic goals
- Learn how OBM in operations can be used to enhance treatment integrity.

Activities - Quality is one of the most critical functions of an operations manager. Organizational behavior management techniques can be integrated into an overall total quality framework. Participants will learn how to use statistical process control in the service industry and how tie results to overall organizational goals. OBM procedures based on outliers can be effective in achieving organizational objectives. Participants will learn the course objectives via instruction from the presenters, utilizing overheads and handouts, and will participate in exercises designed to teach the skills indicated, including use of data to make quality management decisions in an organization. Participants will have the opportunity to discuss concepts learned during the workshop, and receive input and feedback from the instructors during practice activities.

Participants will learn:

- How to integrate OBM into TQM
- How to use statistical process control to determine when to intervene. (P Chart).

Audience - The target audience for this workshop is applied behavior analysts who have an interest in learning the basic concepts and principles Organizational Behavior Management for application to the administration and management of human services organizations.

Members - \$65 **Non-Members** - \$80

Workshop # 20

5/26/2001

8:00 AM - 11:00 AM

Podyras B

How to Create Language Stimulation Groups to Enhance Generalization of Skills Taught by Discrete Trials

ABBY CHECKOFF, M.S., and Maria Agnew (Bancroft NeuroHealth)

Description - Students that have been diagnosed with autism and pervasive developmental disorder do not consistently generalize language skills taught in a discrete trial setting to other environments. It is critical for these students to be given multiple opportunities to use targeted language skills from one-to-one instruction in varied contexts throughout the school day for mastery to occur. We have designed a program that enables the student to have more opportunities to generalize skills learned through discrete trial instruction. All classroom staff are trained in language stimulation techniques. The training involves lecture, hands on activities, role playing opportunities and a video presentation. To assist the teachers with implementing appropriate language stimulation groups, we have created a Language Opportunity Checklist ("LOCK"). This checklist assists the teachers in developing groups that are language based and target the specific language goals of the students in the classroom. This presentation is designed to provide information on how to implement a language stimulation program to increase generalization of targeted language skills. Information will be given on how to train staff on language stimulation techniques; how to assess their competency in using techniques; how to use the Language Opportunity Checklist and how to implement ongoing quality assurance.

Objectives - 1. The participant will demonstrate an understanding of language stimulation techniques. 2. The participant will become proficient at identifying opportunities for student's to use targeted language skills from discrete trial instruction in other environments to improve generalization. 3. The participant will learn to use the Language Opportunity Checklist ("LOCK") to create language stimulation groups. 4. The participant will demonstrate the ability to plan and implement activity language groups, interest-center language groups and theme language groups. 5. The participant will demonstrate an understanding of the training involved for classroom staff and be able to implement training protocols and quality assurance protocols.

Activities - The participants will listen to a presentation on how to develop language stimulation groups for the autistic population to enhance generalization of language skills taught by discrete trial instruction. Participants will view a video presentation, which illustrates three different types of language stimulation groups. Opportunity for role-playing and hands on activities will be provided throughout the presentation to give the participants an opportunity to design and implement a language stimulation group.

Audience - This workshop is designed for professionals who work with children with autism and pervasive developmental disorder in a school setting. This workshop is applicable to administrators, teachers, speech-language pathologists,

psychologists, social workers, discrete trial instructors, behavioral analysts and parents. Members of the audience should have a basic understanding of applied behavioral analysis, discrete trial instruction and language and social deficits of children with autism.

Members - \$65 **Non-Members** - \$80

Workshop # 21

5/25/2001

6:00 PM - 9:00 PM

St. Charles A

Building Fluent Foundation Skills for Children With Autism

MICHAEL FABRIZIO, Ph.D. and Alison Moors

(Fabrizio/Moors Consulting), and Andrea Polhamus-Reed (Repertoire Development)

Description - Participants in this workshop will learn how to develop fluent performance in repertoires which form a significant part of the foundation children with disabilities need to build upon for later learning. Specifically, the areas of motor skills, imitation skills, receptive language, and expressive language will be targeted. Throughout, emphasis will be placed on developing generativity within repertoires, rather than on mastery of targeted skills alone.

Objectives - By the end of the workshop, participants will be able to: 1) State a typical skill sequence for learners with autism within the areas of motor, imitation, receptive, and expressive language skills using terminology and naming conventions from Precision Teaching. 2) Given a description of a targeted skill, identify the component skills and their associated frequency aims that are crucial for successful performance of the targeted skill. 3) Given sample performance data and accompanying videotape, list possible interventions to enhance performance after completing an error analysis.

Activities - While some lecture will be presented, emphasis will be placed on participants performing the objectives or component skills of the objectives.

Audience - This workshop is intended for persons with experience working with children with autism using behaviorally-based technologies. In addition, participants should have at least a rudimentary understanding of the concepts and principles of Precision Teaching.

Members - \$135 **Non-Members** - \$150

Workshop # 22

5/26/2001

8:00 AM - 11:00 AM

Esplanade A

Current Technologies for Rapid Acquisition and Generalization of Verbal Behavior in Children With Autism

SUSAN D. FOX, B.A., BCABA, (ACES Behavioral Consulting), Craig Thomas (The Childhood Learning Center), and Joseph D. Cautilli (Devereux/Temple University)

Description - This workshop reviews the current state of the art technology for acquisition and generalization of verbal skills for children with autism. A breath of current technologies for

children with autism are covered with the intent of integrating these technologies in a behavioral development model guided by Skinner's (1957) model of verbal behavior. Topics to be covered are the use of Skinner's verbal behavior to guide the milieu language training packet (including incidental teaching, mand-modeling, and time delay technique). This packet is a least to most prompt strategy and can be used to build tacts and mands. The use of contingent imitation and other techniques (including discrete trial training) are explored. Flash cards of pictures and word cards are used in a SAFMED format to build tacts and verbal fluency. Intraverbal's such as conversation skills are addressed through the use of script fading procedures. The use of recombinative generalization to build autoclitic frames is reviewed. Special topics include reading/writing programs for older nonverbal children with visual preferences in learning and augmentative communication (PECS) to build concept formations in nonverbal children. There is emphasis on the verbal community to approach learning from an ecobehavioral perspective including the use of siblings and peers.

Objectives - Upon completion of the workshop participants will have knowledge of:

- How to design a language intervention using Skinner's model of verbal behavior.
- A grasp of the state of the art technology in the acquisition and generalization of verbal skills for children with autism.
- An understanding of how to integrate these technologies in a behavioral development model guided by Skinner's (1957) verbal behavior.
- Developing a milieu language-training packet (including incidental teaching, mand-modeling, and time delay technique).
- Using least to most prompt strategy to build tacts and mands.
- Understanding the use of contingent imitation.
- The use of discrete trial training for tacts, mands, and to build intraverbal skills.
- Using SAFMEDS to build tacting.
- Using script fading procedures to build conversation, intraverbal skills
- Using recombinative generalization to build autoclitic frames.
- Designing recombinative generalization matrixes for use in training.
- Understand the use of reading and writing programs for children with visual preferences.
- Selection based communication systems to build concept formations in non-verbal children.

Activities - Participants will in role-plays assess children for both speaker behavior (using Skinner's verbal behavior) and listener behavior (using Steven Hayes' system) and generate interventions for each stage of VB.

Audience - Behavior analysts and educators

Members - \$75 **Non-Members** - \$90

Workshop # 23

5/25/2001

6:00 PM - 9:00 PM

Burgundy C

Teaching Nine Critical Communication Skills to Children with Autism and Related Disabilities

LORI FROST, Ph.D. and Andy Bondy (Pyramid Educational Consultants)

Description - Children with autism and related communications disabilities must learn a broad range of communication skills. Some intervention strategies focus upon the modality of communication- obtaining speech- while minimizing the role of the function of the communicative skills. This workshop focuses upon 9 critical communication skills that need to be taught early in intervention programs regardless of the modality stressed. These skills include a set of critical expressive skills as well as certain critical skills associated with understanding the communication of others. The workshop describes strategies designed to promote communication via initiation, responding to cues and prompts, as well as imitatively. Strategies will be reviewed that are beneficial to children who are speaking, signing, or using augmentative systems (including PECS).

Objectives - Participants will learn to differentiate between self-initiated, responsive, and imitative communication skills. Participants will identify and label examples of nine communication skills that must be acquired in order to participate independently in school, home, and community activities. Participants will be able to describe how to design effective lessons to teach each skill independent of communicative modality.

Activities - Participants will listen to a description of the 9 critical communication skills. Participants will read descriptions or view videos of children engaging in a variety of behaviors and determine whether appropriate communication skills are being exhibited or what functionally equivalent alternative behavior should be taught to replace an inappropriate behavior. The workshop will review how those with relatively good cognitive skills may still require specific training on certain critical functional communication skills.

Audience - This workshop is appropriate for behavior analysts, teachers, speech/language pathologists responsible for assessing current communication repertoires and for designing implementation packages.

Members - \$75 **Non-Members** - \$90

Future Convention Sites

2001 (fall conference): *Venice, Italy*

2002: *Toronto, Canada*

2003: *San Francisco, CA*

2004: *Boston, MA*

Workshop # 24

5/25/2001

6:00 PM - 9:00 PM

Versailles

How to Develop, Produce, and Use SAFMEDS

STEPHEN GRAF, Ph.D. (Youngstown State University)

Description - SAFMEDS, an acronym for "Say All Fast Minute Every Day Shuffled," represent a procedure to promote fluency in verbal behavior developed by Ogden Lindsley 20 years ago. Learners see information on the front of a card and attempt to say a brief response which can be found on the back. Use of the technique provides an easy way to monitor the learning of large numbers of facts and concepts. Use provides enhanced retention of material with better application to new material, as well as focused performance under pressure.

Objectives - Participants should be able to:

- Develop sets of SAFMEDS which conform to the rules provided for content areas in which the participants teach or train
- Produce SAFMEDS masters from the Microsoft Word templates provided to them as part of their materials.
- Reproduce sets of SAFMEDS for students or trainees.
- Implement use of SAFMEDS in various settings, structuring practice timings to interface smoothly within classroom or training sessions

Activities -

- Practice with conversion of different types of information to SAFMEDS
- Discussion of using the templates provided to produce SAFMEDS masters to be printed as decks on card stock
- Discussion of alternatives for making the SAFMEDS available to students, clients, or trainees
- Demonstration of how to run timings with small or large groups
- Discussion of how to incorporate SAFMEDS into larger patterns of learning.

Audience - Participants in this workshop should either have competent subject matter repertoires and be interested in promoting fluent verbal behavior in specialty areas for students, clients or employees they teach or train; or want to improve their own repertoires in a content area.

Members - \$85 **Non-Members** - \$100

Workshop # 25

5/25/2001

6:00 PM - 9:00 PM

Dauphine

Video Modeling: A Tool for Skill Building and Improving Performance

LINDA K. HAYMES, Ph.D. and Stephanie Martin (Spectrum Center for Educational and Behavioral Development)

Description - Recently, there has been growing interest in using technology for people with autism, especially use of videos. More parents and professionals are looking for these cost-

effective and efficacious methods. To create videos and maximize success for the students it is important to look at the components that lead to successful videos. This workshop will focus on the latest research in video modeling, break down the components and relate this to the latest research on autism. This workshop will also present future directions for research in skill acquisition and video modeling. We will present many different samples of video modeling and relate the components to the students learning styles (stimulus overselectivity). We will look at the use of videos across domains including speech, language, play, self-help, social interactions, and academics. Participants will have an opportunity to begin the process of creating effective tools for their students.

Objectives - 1) Participants will learn why videos are successful, the theory and data based research behind video modeling. 2) Participants will learn how to create effective videos for treatment and future research. 3) Participants will analyze the components of videos versus in-vivo modeling. 4) Participants will learn specific strategies for skill acquisition. 5) Participants will determine when the use of videos is warranted.

Activities - The session will include some didactic presentations with plenty of opportunities for discussions. Participants will analyze examples of video models across a variety of skills for the necessary components. In addition, they will design video-modeling treatments for skill acquisition and improving performance for students they work with. This component of the workshop includes use of video equipment. Participants will engage in role-plays for the creation of videos and be given feedback.

Audience - This workshop is appropriate for: 1) professionals who work directly with students with autism, 2) professional supervisors/trainers who teach parents, teachers or other direct care staff, 3) behavioral and educational consultants, 4) parents, 5) college instructors interested in teaching their students current methods and researching effective methods.

Members - \$85 **Non-Members** - \$100

Workshop # 26

5/26/2001

8:00 AM - 11:00 AM

St. Charles C

Designing Efficient Learning Programs: Part III

GUY BRUCE, Ed.D. (Aubrey Daniels International), Kathleen Bailey, Anthony Defulio, Carrie Hartman, Melanie Porter, Keith Williams, and Laraine Zanatta (University of North Texas)

Description - Participants will learn how to design instruction that achieves measurable performance objectives in the least amount of learning time. There are four steps in the design process: 1) Define Measurable Objectives, 2) Identify deficits, 3) create accelerated learning programs, and 4) Evaluate the costs to achieve your business or educational Results. This is Part III of a three-part workshop. Part III will teach you to evaluate learning programs. These three workshops, though sequential, are designed to be independent.

Objectives - Participants will 1) Write measurable results and performance objectives; 2) Design valid tests to assess

performance deficits; 3) Label performance deficits as teaching, management, or work design problems; 4) Design a program that will achieve learning objectives in the least amount of time; and 5) Evaluate the effectiveness and efficiency with which the program achieves its learning objectives.

Activities - Participants will engage in hands-on practice of the component skills necessary to design an accelerated learning program. After some initial practice with the exercises in *Instructional Design Made Easy*®, a workbook for designing accelerated learning programs, participants will work in teams to design efficient learning programs. A design coach will assist each team. All participants receive a copy of *Instructional Design Made Easy*®.

Audience - The workshop will benefit anyone who would like to improve the learning efficiency of his or her learning programs. If you want your students or trainees to get more out of your courses in less time, this workshop is for you.

Members - \$130 **Non-Members** - \$145 (*subtract \$65 if you are also registering for Workshops #1 or #2*)

Workshop # 27

5/26/2001
8:00 AM - 11:00 AM
Rampart

Review of Systematic Manipulations in Applied Settings

D. DANIEL GOULD, Ph.D. and Carrie Anne St. Amand (New England Center for Children)

Description - A fundamental characteristic of behavior analysis is an attempt to identify functional relationships between behavior and environmental events. Systematic manipulation of environmental events forms the foundation of the analysis of behavior and is central to demonstration of the effectiveness of interventions. This workshop will review the logic and methods of single-subject experimental designs with particular emphasis on use in applied settings.

Objectives - At the conclusion of this workshop, trainees will be able to 1) identify the underlying assumptions of behavior analysis, 2) identify the three components of baseline logic, 3) identify the four basic single-subject research designs, and 4) select appropriate experimental designs to assess the effectiveness of sample applied interventions.

Activities - This workshop will emphasize trainee participation in a series of exercises. Each of the four training objectives will be addressed through a combination of brief lecture, discussion and written exercises.

Audience - This workshop is for clinicians, therapists, teachers, students, and anyone else who can benefit from a review of systematic manipulation in applied settings. It will also be of interest to behavior analysts who are preparing to take the board certification examination. The workshop will focus primarily on Task List Content area #6 with additional reference to Content Area #1.

Members - \$75 **Non-Members** - \$90

Workshop # 28

5/26/2001
8:00 AM - 11:00 AM
Prytania

A Rational Habilitation for People With Profound, Multiple Handicaps

MARTIN IVANCIC, Ph.D. (Western Carolina Center)

Description - People who do not readily acquire new skills may need a habilitation that is different from traditional skill acquisition habilitation to insure their daily life-quality. Behavior technologies have become quite skillful in identifying reinforcers, preferences, and happiness indices for people, but these procedures have typically been used only as means to developing more complex skills. For people who do not show an ability to increase their life-quality through changing their behavior forms, Life-Quality Programming is an approach to habilitation that considers contacting preferred stimuli as an end in-and-of-itself. This programming divides the day into 9 intervals. The task for care providers is to generate predefined "approval" responses (approach, happiness indices, etc.). Higher percents of approval responses for a person are considered indications of maintaining higher life-quality for that person. Data can be managed to identify and then schedule toward more preferred experiences and away from less preferred events. Quality assurance and validity for such a program is based on an on-going client "voice" (daily satisfaction reports) about the quality of his or her habilitative experiences. Such habilitative programming may be the essence of "person-centeredness" for this population of people with severe disabilities.

Objectives -

- Learning to determine the habilitative programming level with the highest potential for progress by reviewing the parameters of habilitation found in skill acquisition programming, reinforcer assessment, preference assessment, happiness indices, and "Golden Rule Therapy."
- Identifying individuals who may benefit from an alternative form of habilitation based on the abilities identified in a review of habilitative parameters.
- Reviewing the behavioral techniques available for providing Life-Quality habilitation (single, paired, and multiple-stimulus choice; contingent vs. noncontingent experiences; increasing happiness; decreasing unhappiness or discomfort).
- Will be able to state the "clinical conundrum" which forbids ever eliminating training opportunities but maximizes immediate life-quality regardless of skill acquisition potential.
- Will review Life-Quality Tracking Programs and Shopping Programs designed to provide immediate life-quality across the day, every day, to people with profound, multiple handicaps.
- Will study data provided by seven individuals currently receiving Life-Quality Programming.

- Will receive copies of and practice the definitions, goals, programs, data-sheets, and data bases necessary to conduct this alternative type of habilitation utilizing the Self-Direction (SD) domain of traditional skill acquisition programming.

Activities -

- Participate in discussion of the rationale of alternative habilitative programming.
- Critique suggested definitions for life-quality reports for their conventional validity (e.g., a smile) and make suggestions for supporting evidence for definitions considered less conventional (e.g., opened eyes).
- Based on the interest of the audience, develop queries in Microsoft's database Access to answer questions of individual interest such as can activity groups be formed by identification of similar interests?
- Based on audience interest, sharing of positive staff management techniques for training and maintaining documentation of participant's satisfaction responding across a day.
- Each person will receive a complete packet of materials used to conduct Life-Quality habilitation including programs, data-sheets, and data-bases (using Microsoft's Word, Excel, and Access). The sheets will be reviewed in enough detail so that the participant can make their own individual adaptations.

Audience - Any person performing the responsibility of providing and documenting habilitation for a person or group of people with severe developmental disabilities would be appropriate for this workshop.

Members - \$125 **Non-Members** - \$140

Workshop # 29

5/26/2001
8:00 AM - 11:00 AM
Carrollton

Clinical Applications of Visual Programming for Young Children With Autism and Related Disorders
RICHARD LAITINEN, Ph.D. Carolyn Baker, Kathy Thompson, and Ranat Matalon (Center for Autism and Related Disorders, Inc.)

Description - Visual programming modifications of intensive early intervention programs for young children with autism will be reviewed, practiced and applied to individual cases. The workshop will cover ways of modifying traditional verbal/vocal-based early intervention programs to incorporate visual-based training procedures and progressions.

Objectives - Participants will learn how to (1) recognize client learning characteristics which indicate the need for visual programming, (2) blend visual programming into traditional programming progression, and (3) troubleshoot and modify visual programming in response to individual student needs and progress.

Activities - Brief lecture presentations that utilize both projector and TV/VCR presentations will be used to introduce and illustrate various aspects of visual programming and its

application to individual cases. Following each presentation, participants will be given vignettes of case studies to analyze and develop visual programming alternatives to traditional intervention progressions. Participants will also be encouraged to volunteer client profiles for review and discussion.

Audience - Clinicians, parents, and professionals working with young children with autism and related disorders.

Members - \$80 **Non-Members** - \$95

Workshop # 30

5/26/2001
8:00 AM - 11:00 AM
St. Charles B

Intensive Early Intervention: A Comprehensive System for Planning and Implementing the Generative Language Curriculum

ERIC LARSSON, Ph.D., John F. Miller, Jeff Scott Pionkowski, Steffani Dumond, William Lewis Schwandt, and Kala Dable (FEAT of Minnesota), Kristy L. Bartlett (University of Minnesota), and Leslie Standle (University of Kansas)

Description - In intensive early intervention with young children with autism, a great number of language skills are often taught. Such skills can be developed in a coherent conceptual framework, enabling productive treatment planning and program evaluation. In the case of language skills, a four-dimensional matrix of skills can be used to design an overall generative process of language development. The matrix of skills is addressed across generalization modalities, syntax forms, conditional discriminations, and functional communicative relationships. After receptive and expressive skills are developed, the matrix naturally flows into auditory comprehension and production skills. The organization of the language curriculum can be used to control the pacing of related social skills in a systematic manner. Data obtained from children in intensive early intervention will be presented to demonstrate how the generative curriculum can improve the progress of children with severely challenging language disorders.

Objectives - Participants will be presented with the detailed information necessary to plan and program children's language curriculums into a coherent whole ; state how to develop generative language skills rather than rote language skills; implement conditions that promote the production and comprehension of generative language learning; program across generalization modalities, syntax forms, conditional discriminations, and functional communication relationships; develop auditory comprehension and production skills, and assess and evaluate program progress.

Activities - Participants will participate in didactic presentations, discussions, and interactive exercises. Participants will obtain specific program sheets provided by the instructors.

Audience - The workshop is designed for parents, lead therapists, line therapists, consultants, and students. Participants should have a basic understanding of behavioral terms used in intensive early intervention. At least one-month's experience with intensive early intervention is preferable.

Members - \$73 **Non-Members** - \$88

Workshop # 31

5/26/2001

8:00 AM - 11:00 AM

Burgundy B

Behavioral Activation Treatment for Depression: Patient and Therapist Manuals

CARL LEJUEZ, Ph.D. (Brown University School of Medicine), Derek Hopko and Sandra Hopko (University of Texas-Houston Medical Center)

Description - The purpose of this workshop is to present a brief behavioral activation treatment package (including both a patient and therapist manual) that serves as a simple, cost-effective method for treating depression. By the end of the workshop, participants should be familiar with the theoretical rationale underlying the treatment, as well as the empirical data supporting its effectiveness. Most importantly, participants should leave the workshop with a clear understanding of how to implement the treatment to patients across a variety of settings.

Objectives - After completing this workshop, participants will be able to administer this brief behavioral activation treatment for depression. Further, participants will be comfortable with the theoretical rationale and empirical support, and be able to convey the utility of this treatment program to patients.

Activities - To begin this workshop, we will provide a theoretical rationale for the treatment, as well as empirical evidence supporting its utility. In the remainder of the workshop we walk participants, step-by-step, through the patient and therapist manuals provided for each participant at the start of the workshop.

Audience - This workshop is suited for any mental health practitioner (e.g., psychologists, psychiatrists, social workers) who is seeking a time- and cost-effective method to treat depression both within inpatient and outpatient settings.

Members - \$85 **Non-Members** - \$100

Workshop # 32

5/26/2001

8:00 AM - 11:00 AM

Versailles

Social Skills Training for Students With Asperger's Disorder

CAROLINE I. MAGYAR, Ph.D. and Leigh Ann Wheat (University of Rochester School of Medicine and Dentistry)

Description - The workshop will present a treatment protocol for social skills training for students with Asperger's Disorder.

Objectives - Participants will learn to: 1) identify and assess social communication difficulties in students with Asperger's Disorder; 2) design and apply behaviorally based intervention for developing social communication repertoires; and 3) develop and implement techniques to promote skill generalization.

Activities - Through lecture, video review, and discussion participants will receive instruction on the social communication deficits associated with Asperger's disorder and best practice for designing effective intervention for developing social

repertoires. Application exercises will be presented for practice in small groups.

Audience - This workshop is designed for special educators, certified behavior analysts, behavioral psychologists, and speech and language therapists. Participants should have some experience in applying behavioral techniques to the education of students with autism spectrum disorders. Participants should have some experience teaching in educational settings or in home ABA programs.

Members - \$70 **Non-Members** - \$85

Workshop # 33

5/26/2001

8:00 AM - 11:00 AM

Kenilworth

Using the Corrective Reading Program to Remediate Struggling Readers in Grades 3-12

NANCY MARCHAND-MARTELLA, Ph.D. and Ronald Martella (Eastern Washington University)

Description - This workshop will introduce participants to the Corrective Reading program published by Science Research Associates (SRA). Corrective Reading is a Direct Instruction program that teaches decoding and comprehension skills to struggling readers. Corrective Reading is a core program that is scripted. It includes cumulative skill development and promotion of mastery of skills. Modeling, guided practice, and independent practice are key elements of instruction. Participants will learn about the program and how to administer the placement tests. Format practice including praise and error correction techniques will be covered. Data collection strategies will also be shared. Data from a 4-year peer-delivered Corrective Reading program will be presented. This project is currently in place in 20 high schools across the state of Washington.

Objectives - Participants will learn about the Corrective Reading program and placement testing, error correction procedures, format practice, data collection procedures, school adoption, and sounds and blending.

Activities - Participants will practice doing the placement test and will conduct lessons in groups (format practice). This format practice will involve practicing lessons, doing error correction procedures, taking data, and charting performance on reading performance charts.

Audience - Educators, school psychologists, parents, behavioral specialists, other related school personnel

Members - \$65 **Non-Members** - \$80

Behavioral Follies

Sunday, May 27th

10:00 PM - 1:00 AM

Regency D & E

Workshop # 34

5/26/2001

8:00 AM - 11:00 AM

Delgado

Celerating Student Skills: Basic or Advanced

CLAUDIA E. MCDADE, Ph.D. and John M. Brown (Learning Services)

Description - For over twenty-four years Learning Services (formerly the Center for Individualized Instruction) at Jacksonville State University has served as a human operant laboratory in developing effective instructional strategies. Based on Precision Teaching and Direct Instruction, these strategies will be demonstrated. Participants will witness approaches which bring all students in any class to high rates of correct performing. Examples from psychology, statistics, reading, writing, and mathematics will showcase practice sheets, SAFMEDS, Standard Celeration Charts, computer-assisted modules, and other effective strategies. Participants will be encouraged to discuss particularly difficult tasks for their students to master, while facilitators will suggest possible solutions.

Objectives - Upon successful completion of this workshop, each participant will be able to: 1) list the basic elements of Direct Instruction and Precision Teaching; 2) create effective practice sheets and SAFMEDS decks for developing fluency; 3) use the Standard Celeration Chart as an instructional, motivational, and record-keeping tool; 4) design effective computer-assisted modules for developing fluency.

Activities - 1) Overview of Precision Teaching and Direct Instruction; 2) Completion of sample practice sheets, SAFMEDS decks, and computer-assisted modules; 3) Design of practice sheets, SAFMEDS decks, and computer-assisted modules; and 4) Plan for implementation in the classroom.

Audience - Any student, faculty member, or parent disheartened by poor student performance at any level, any age, or any discipline.

Members - \$80 **Non-Members** - \$95

Workshop # 35

5/26/2001

8:00 AM - 11:00 AM

Poydras A

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

JAMES F. MCGIMSEY, Ph.D. and Gretchen Thwing (AdvoServ)

Description - Treatment methods for people with a variety of disabilities and behavioral challenges have steadily evolved over the last decades. Clinical strategies have advanced significantly, as have the overall approaches to service delivery. The primitive methods of teaching skills and treating behavioral problems of the past have been steadily replaced by more effective, systematic, and well-conceived strategies of active treatment provided within more humane and normal living environments. This workshop will present systems of program development

and implementation, and quality assurance processes that address a number of issues affecting the effectiveness and efficiency of treatment delivery.

When examined at face value treatment environments or processes might appear to be appropriate and effective. However, an empirical approach insists that all aspects of a program's adequacy must be analyzed for effectiveness and efficiency in benefiting its consumers. In short, the definition of an effective treatment environment must specify how its individual aspects and milieu actually affect the behavior of individuals within it. Thus, the question of what defines an acceptable treatment environment may be productively addressed by:

- developing a process of systematically analyzing the functional impact of the environment's elements piece by piece,
- where effects are found inadequate, examining and reordering the process, and
- simultaneously, external processes of quality assurance must periodically examine these vital elements, their processes of delivery, and their overall effects, and provide clinical and social validation of their effectiveness and efficiency.

Objectives - This workshop will focus on identifying and reviewing vital elements and systems that collectively set the stage for effective treatment to occur. Processes for evaluating the effects of these elements, and revising and reordering them when called for, will be presented. Systems of quality assurance for then supporting the cohesive delivery of these vital elements, and validation of their effects, will be discussed.

Activities - Participants are encouraged to bring their own examples of "system" approaches to service delivery for presentation and discussion.

Learning Objectives: Participants will learn to isolate and define a number of vital treatment and environmental elements, and will examine methods of assessing the impact of these parameters on the acceptability and effectiveness of the overall treatment environment.

Audience - Individuals designing, supervising, and administering treatment environments.

Members - \$65 **Non-Members** - \$80

Workshop # 36

5/26/2001

8:00 AM - 11:00 AM

Burgundy C

School-Wide Effective Behavior Support

SHERRY MILCHICK, M.Ed., Tracy Hoover, Lynn Dell, Janet Armstrong, and William Galbraith (Pennsylvania Training & Technical Assistance Network)

Description - The Pennsylvania Training and Technical Assistance Network has developed a School-Wide Effective Behavior Support Training plan to assist school buildings in establishing an effective school-wide system. This system encourages and supports student behavior that results in a safe environment and promotes learning. By targeting instructional

design and delivery, classroom and school-wide arrangement, and classroom and school-wide rules and procedures, a significant number of school-wide behavioral problems can be precluded. This will leave staff with a limited number of individual behavior problems to manage.

Participants will become familiar with Pennsylvania's process for School-Wide Effective Behavior Support, which includes:

- The Procedural Framework for the development of School-Wide Effective Behavior Support
- The components that encompass a comprehensive approach to building-level behavior support
- Qualitative and quantitative baseline and ongoing assessments
- The link between instructional design & delivery and student behavior
- The training's reliance on research-based behavioral and instructional principles
- The development of School-Wide Effective Behavior Support plans that are individualized to particular school buildings strengths and needs

Ten Pennsylvania schools are currently involved in the School-Wide Effective Behavior Support training. The strategies for development and implementation of the plans of these teams will be shared in the session. Each participating school building team has designed a school-wide behavior intervention plan specific to its individual strengths and needs that supports research-based behavioral principles with data based decision making.

Objectives - Participants will become familiar with Pennsylvania's process for developing and implementing individualized School-Wide Effective Behavior Support plans. Participants will become familiar with the components that comprise a comprehensive approach to building-level behavior support. Participants will become familiar with the focus on data-driven decision-making, the link between instruction and behavior, and the reliance on research-based behavioral and instructional principles.

Activities - Defining behaviors, reinforcement/punishment card sort, school-wide self-assessment matrix, and ten effective teaching principles.

Audience - The workshop is appropriate, in design, for all personnel in the field of education.

Members - \$65 **Non-Members** - \$80

Workshop # 37

5/26/2001

8:00 AM - 11:00 AM

Royale

Facilitation Techniques From a Behavioral Perspective
TIM NOLAN, Ph.D., Julianne Oliver, and Brian Cole (CLG)

Description - This interactive workshop is designed to help participants explore different facilitation techniques and practices, and analyze how those techniques impact human behavior. Participants will use an "ABC Model" to analyze their own behavior as facilitators, as well as the behavior of others across a variety of settings. All proceeds from this workshop will

be donated to the OBM Network to support research in the field of Organizational Behavior Management.]

Objectives - During this workshop, participants will learn:

- Key facilitator behaviors before, during, and after meetings.
- Techniques for facilitating training sessions, planning sessions, and problem-solving meetings.
- How to get desired behaviors from meeting participants
- How to decrease undesired behaviors during meetings

Activities - The workshop will consist of a series of brief (10-15 minute) lectures followed by guided observation & practice by participants in small groups or pairs. Participants will have the opportunity to engage in brief role plays followed by group analysis and debrief of practice sessions.

Audience - The target audience for this session are graduate students or recent graduate students interested in enhancing their facilitations skills, as well as analyzing the critical antecedents, behaviors, and consequences that comprise effective facilitation.

Members - \$80 **Non-Members** - \$95

Workshop # 38

5/26/2001

8:00 AM - 11:00 AM

Elysian Fields

Bringing the Technology of Teaching to Teaching with Technology

ROGER RAY, Ph.D. (Department of Psychology, Rollins College)

Description - Behavioral principles underlying the technology of effective instruction, including effective successive approximation techniques for stimulus prompting/fading, response shaping, and leaning schedules of reinforcement in the learning process are now being applied to internet instruction via adaptive computerized instructional systems. These artificially intelligent systems bring an added dimension to the internet by delivering not just information, but also individually-sensitive instructional tutorial, precision-teaching, and certification services to students. Such systems also apply artificially intelligent and adaptive instructional technologies to the problem of improving general reading comprehension skills while still teaching specific content. How such systems are designed and how they can be used in support of Introductory Psychology courses is the primary focus of this workshop. We will explore options ranging from automating a PSI course to certifying your students' understanding of outside textbook readings so you can assure that "prepared learners" come to your lecture or discussion classes. We will also review and practice how to measure development of "stimulus association" networks as an alternative assessment/certification technique. We'll eventually relate this process to how instructors can add new relevance of the teacher, even in self-instructional formats, through applications of guided digital video viewings and assessments.

Objectives - Attendees in this workshop will learn why, how, and when they should either supplement or replace their Introductory Psychology classes with internet delivered adaptive instructional services based on advanced artificially intelligent systems. They will learn to identify course goals and mechanics

that are based on sound behavioral technologies and will be able to select appropriate computer technologies to help them achieve those goals. Attendees will learn also to assess students using Verplank's association test format, now expanded to include multiple modalities of representation. Attendees will learn how they can contribute to empirical research on the efficacy of technologically enhanced education. In so doing, they will also be able to justify the infrastructure cost of computer technologies to administrators based on the pedagogical value contributed.

Activities - A multimedia presentation will start the workshop, with interactive audience participation being integrated into the presentation. This includes demonstrations in the use of "guided video viewings" to take participants through an active review of the behavioral principles underlying a sound technology of teaching. Then we will construct stimulus association networks that illustrate how teachers can alternatively assess development of a student's behavioral repertory with respect to concepts and concept properties being taught through the use of such principles. We will construct and apply multi-modality association testing techniques to assess the goals of the workshop itself. The continual use of computerized video and adaptive instructional technology for teaching the workshop will illustrate the relevance of electronic technologies in teaching when that teaching itself relies on sound behavioral technologies.

Audience - Current or aspiring teachers of Introductory Psychology with any amount of experience in teaching or with computer and internet technologies.

Members - \$70 **Non-Members** - \$85

Workshop # 39

5/26/2001

8:00 AM - 11:00 AM

Toulouse

Challenges and Triumphs in Training Staff for Intensive Early Intervention Programs

LARISSA REYNOLDS, Ph.D., Christine Caselles, Kristen Villone (CSAAC)

Description: The intensity of early intervention services has been identified as a factor in child outcome (Lovaas, 1987). Providing 35-40 hours per week of behavioral intervention requires the use of teams of paraprofessionals, parents, and students. This workshop will focus on the challenges of recruiting, training, supervising, and motivating paraprofessionals and students working in intensive early intervention programs. A training model will be presented and potential solutions to common problems associated with staff training and retention will be provided. In addition, ethical and professional issues often encountered in the provision of in-home early intervention services will be discussed.

Objections: Workshop participants will:

- 1) Gain information regarding the process of developing a training program for paraprofessionals and students working in intensive early intervention programs.
- 2) Learn methods for training staff to implement intensive early intervention programs.

- 3) Learn strategies for recruiting, motivating, and retaining staff.
- 4) Learn techniques for reducing burnout and attrition.
- 5) Develop an understanding of professional and ethical considerations involved in using students as therapists.
- 6) Develop an understanding of professional and ethical considerations involved in home programs.
- 7) Be able to recognize potential problems related to professional conduct and generate solutions.
- 8) Learn how to evaluate staff and provide constructive feedback.
- 9) Understand the importance of ongoing evaluation and staff training.

Activities: Participants attending the workshop will: 1) receive handouts outlining a comprehensive model for training paraprofessionals to implement intensive early intervention programs; 2) participate in didactic presentations and problem solving sessions related to the challenges involved in recruiting, motivating, training, and maintaining staff; 3) explore the professional and ethical considerations involved in training paraprofessionals to work in in-home programs through discussion and presentation of case examples; 4) participate in interactive exercises to identify ethical/professional issues; and 5) obtain sample evaluation forms for monitoring the progress of trainees for later use.

Audience: The workshop is designed for early intervention program directors, psychologists, behavioral consultants, special educators, parents, lead therapists, and other individuals involved in supervising or coordinating home programs for young children with autism. Participants should have a basic understanding of behavioral terms used in intensive early intervention.

Members - \$80 **Non-Members** - \$95

Workshop # 40

5/26/2001

8:00 AM - 11:00 AM

Gentilly

The Use of Trigger Analysis Driven Intervention to Treat Anti-Social Behavior in School Settings

AMOS ROLIDER, Ph.D. (Emek Yezreel College)

Description - Trigger analysis is a set of assessment procedures that allows the identification of the events that evoke or cue children's inappropriate behaviors. The identification of the triggers is used to devise procedures to eliminate inappropriate behaviors and act in a socially appropriate manner in situations that previously resulted in inappropriate behaviors.

Objectives - The participants of this workshop will learn:

- How to identify typical environmental and interactional triggers that increase the likelihood of the students losing their self-control and thereby exhibiting a variety of anti-social behaviors.
- How to systematically assess the provoking triggers through teacher and pupil interviews, specifically designed direct observations, and by systematically introducing triggering circumstances planned in advance.

- Methods and procedures aimed to teach the students self-control based on the trigger analysis assessment. Those procedures include: Temporary removal of triggers; ecological changes and selection of appropriate teaching strategies; preparation of the students for triggering circumstances; preparation of the teacher for effective interactions; and creation of a positive momentum and teaching self-control through the gradual introduction of triggering circumstances.

Data will be presented on the effectiveness in reducing student's anti-social behaviors in a few Israeli schools.

Activities - Participants will receive handouts listing typical triggers which evoke or elicit students' antisocial behaviors in school settings, a set of diagnostic tools that allow the behavior analyst to accurately assess student's triggering circumstances, and a list of intervention strategies aimed at teaching the students to behave appropriately in the presence of their triggers. Additionally, specific classroom situations will be described and participants will be encouraged to bring examples from their own situations, which will be analyzed and discussed according to the discussed model.

Audience - This workshop will be helpful to individuals who work with children and adolescents in school settings who exhibit antisocial behavior and/or with ADHD.

Members - \$70 Non-Members - \$85

Workshop # 41

5/26/2001
8:00 AM - 11:00 AM
Dauphne

Effective Supervision and Data Collection in Applied Settings: Maximizing Efficiency by Going Paperless
RAYMOND G. ROMANCZYK, Ph.D. (SUNY), and Jennifer M. Gillis and Stephanie Lockshin (Institute for Child Development, SUNY Binghamton)

Description - Effective supervision in teaching and service delivery environments requires frequent and specific feedback. This can be a time-intensive process and also requires cumbersome paperwork and schedule management. This workshop provides step by step utilization of "off the shelf" computer hardware (Macintosh) and software to employ use of Palm PDAs to drastically reduce unnecessary paperwork and to provide an effective data management strategy. Participants will find this to be a cost-beneficial system that is very positively received by supervisees as well as supervisors.

Objectives - Participants will learn to 1)construct a supervision/data collection observation form, 2)create a computer database based on this form, 3)translate and transfer the database to a palm pilot, 4) learn how to use palm pilot for data collection, 5) automatically transfer data from the palm pilot to the database, 6) prepare reports from the database, 7) automate and customize database usage.

Activities - Impact and cost-benefit data from implementation in an academic/human services setting will be presented. Implementation procedures have been task-analyzed and will be presented to participants via lecture using large screen projection

of the steps of computer software development. Participants will also follow steps in a workbook detailing each step in the process. We will demonstrate actual use of the Palm PDA through development of the database to data collection to data analysis. Participants will be given all references and sources to obtain "off the shelf" computer hardware and software.

Audience - This workshop is designed for individuals who are responsible for teaching and supervising ABA skills to individuals providing direct services for individuals with developmental disabilities/autism.

Members - \$80 Non-Members - \$95

Workshop # 42

5/26/2001
8:00 AM - 11:00 AM
Burgundy D

Sustained Performance Curriculum: Innovative Clinical Behavior Therapy for Children with ADHD
ENNIO CIPANI, Ph.D. (California School of Professional Psychology)

Description - While children with ADHD have received extensive clinical attention from behavior therapy, much of the past and current interventions have relied heavily on the utilization of contingencies for either decreasing problem behavior and/or increasing compliance to adult instructions. Targeting specific ADHD symptoms, such as failure to sustain attention and continuous performance may require the utilization of additional behavioral principles in the design of the intervention strategy, e.g., shaping and stimulus control principles. Developing a child's sustained performance and attention to necessary criterion levels may go beyond the wielding of powerful contingencies. In essence the ability of behavioral interventions to address ADHD symptoms involving attention and concentration may be vastly enhanced by additional components of behavioral technology. This workshop will cover four training games for developing sustained attention, concentration and performance in young children with ADHD. This unique behavioral clinical program presents the following four games: 1) Get Me Game, 2) Memory Game, 3) Good Listening game and 4) Perseverance training. Workshop instruction will involve didactic presentation, demonstration of procedures and participant role play of procedures (on volunteer basis only). Handouts allow the participants to utilize these games in their clinical work with others, by providing detailed instructions on the procedural requirements of each game.

Objectives - Workshop participant will be able to identify typical behavioral techniques used with ADHD children. Workshop participant will be able to identify the behavior specific effects of such techniques. Workshop participant will be able to define sustained attention and how it can be developed using shaping and error correction procedures. Workshop participant will be able to identify why a simple contingency may not be effective with children who have a skill deficit. Workshop participant will be able to perform the Get Me Game in role play. Workshop participant will be able to perform the Memory Game in role play. Workshop participant will be able to

perform the Good Listening Game and Perseverance Training in role play.

Activities - After didactic presentation of the conceptual basis of the sustained performance curriculum, each training game will be presented, demonstrated and then the participants can practice the skills in role play with each other. Handouts provide participants a resource for further applications.

Audience - Clinicians and ABA personnel working in residential facilities, managed care, mental health centers, professors in clinical programs, School Psychologists and other school personnel, parents and care providers of children with ADHD.

Members - \$75 **Non-Members** - \$90

Workshop # 43

5/26/2001
8:00 AM - 11:00 AM
St. Charles A

Applied and Experimental Data Collection and Analysis Strategies Using Computer Technology: Hands-On Application of the BEST System
TOM SHARPE, Ed.D. and Hosung So (University of Nevada-Las Vegas)

Description - The workshop will provide hands on application of a sophisticated software package designed to collect and analyze discrete and time-based behavioral data. The program is particularly useful to advanced graduate students and behavioral psychologists interested in analyzing complex configurations of behaviors which are emitted at high rates, oftentimes overlap in time, and which are context dependent. Discussion includes an introduction to 1) recommended procedures when collecting time-based data in the live setting and from videotape records, and 2) computer generated discrete and sequential descriptions, graphic and statistical analyses, and reliability comparisons of discrete and sequential data. Participants will be provided with a complimentary copy of the complete software package on CD ROM as a function of workshop participation.

***It is recommended that workshop participants bring their own IBM compatible laptop hardware to facilitate hands-on workshop interactions.

Objectives - Workshop participants will exit with software-based data collection and analysis competencies, including the ability to 1) generate a time-based behavioral record using inclusive overlapping category systems, 2) perform traditional and sequential analyses and interpret Z score transformations, and 3) create and edit graphic data representations.

Activities - Activities include 1) review of traditional behavior analysis recording methods, 2) introduction to, and hands on application of, a computer-based package designed to enhance behavior analyses of complex interactive settings, and 3) detailed hands-on demonstration of data collection features, discrete and sequential analysis capabilities, and within and across data-file graphic representations.

Audience - Advanced graduate students and behavior analysts working in experimental and applied settings who are interested

in research and development related to the interactive nature of behavior in situational context. Those working in educational and social science settings and who are challenged with how to describe and analyze highly interactive behavioral transactions should find the workshop experience and complimentary software particularly appealing to a wide range of research and assessment applications.

Members - \$135 **Non-Members** - \$150

Workshop # 44

5/26/2001
8:00 AM - 11:00 AM
Audubon

Using PowerPoint to Teach Beginning Literacy Skills to Children With Special Needs
ROBERT STROMER, Ph.D. (Eunice Kennedy Shriver Center) and Elisabeth Kinney (BEACON Services)

Description - Multi-media authoring tools like PowerPoint are often used for "teaching" at professional meetings and in corporate and college classrooms. Recently, we have also used the software to program individualized learning experiences for children with special needs. This workshop is an intensive examination of how to use a tool like PowerPoint to teach early language and literacy skills to such children. It is designed for participants who want to learn how to supplement their teaching with computer software that permits custom tailoring of instructional antecedents, task requirements, and consequences. As illustrative cases, we highlight our work using the software to teach basic literacy skills to young children with autism and other pervasive development disorders. The programs incorporate photographs, videos, and audio recordings of the children themselves, and significant events and other people from their environment. Receptive and expressive language tasks and the prerequisites for relevant feature and arbitrary stimulus classes are intertwined throughout the programs. The programs are maximally interactive and involve listening, speaking, choice making, matching, sorting, and sequencing activities. The skills targeted are requisite for communication, reading, and spelling.

Objectives - We seek to give participants a thorough appreciation of how PowerPoint and similar software titles can be used to teach basic literacy skills. By illustration, we hope to encourage the use of such software to integrate the latest findings from basic and applied research. We also want to assist participants in their plans to conduct research using computer technology.

Activities - We provide a rationale for teaching with software like PowerPoint and consider its advantages and disadvantages. We demonstrate several examples of programs that are used to teach language, reading, and spelling. We illustrate, step-by-step, how to prepare teaching slides that include video clips, photographs, sound, and text. Software functions to be illustrated include slide transitions, action buttons, animation, and setting up sessions. We consider other multi-media software titles on the market that may be used for individualized instruction (e.g., Astound, HyperStudio, and mPower). We discuss areas of

potential software development and share ideas for research topics using the software.

Audience - This is an intermediate-level workshop designed for participants who (a) have at least undergraduate academic training in the principles and methods of behavior analysis, (b) have hands-on experience (tabletop or computer-based) using the principles and methods to teach language, communication, cognitive, or academic skills, and (c) have at least limited experience using PowerPoint or similar presentation software (e.g., to prepare and deliver a workshop or lecture).

Members - \$90 **Non-Members** - \$105

Workshop # 45

5/26/2001

8:00 AM - 11:00 AM

Burgundy A

Clinical Management of Tourette's Syndrome and Related Behaviors

DOUGLAS W. WOODS, Ph.D. (University of Wisconsin, Milwaukee)

Description - Tourette's Syndrome (TS) is a complex and often misunderstood diagnosis. Behavioral psychology's involvement in the treatment and clinical management of the syndrome has historically been confined to treating one or two of the many tics a person with TS may experience. In addition, other areas of concern, such as social functioning and obsessive-compulsive behaviors, are often ignored. This workshop will focus on describing the complexities of TS from a clinical standpoint and outlining treatment strategies for managing various aspects of the disorder.

Objectives - Individuals who complete this workshop will be able to 1) recognize TS; 2) understand the various facets of the syndrome; 3) understand the various effects of the environment on the exacerbation of TS behavior; and 4) will learn a variety of treatment strategies to address the wide range of behavior problems exhibited by a person with TS.

Activities - Through the use of videotapes and didactic presentation, participants will learn to recognize TS and associated behavior problems. Research will be discussed regarding the effects of various environmental variables on the exacerbation of TS behaviors. Through the use of didactic presentations, case demonstrations, and role-plays, participants will learn clinical strategies necessary to manage a variety of the behavioral difficulties associated with TS including tics, obsessive-compulsive behaviors, social acceptance concerns, and educational difficulties.

Audience - The audience best suited for this workshop include individuals in positions where persons with TS may be contacted relatively often. These settings include hospitals, schools, or universities.

Members - \$65 **Non-Members** - \$80

Federation of Behavioral, Psychological, and Cognitive Sciences

One of ABA's strategic alliances is with the Federation of Behavioral, Psychological, and Cognitive Sciences. According to the Federation's by-laws, the purpose of the Federation is the promotion of the behavioral, psychological, and cognitive sciences by assisting its member organizations and providing such services as may be appropriate to conduct their scientific business, by facilitating and encouraging communication among its member organizations and with other scientific groups, the communications media and the general public, by educating public and private agencies on the need for basic research in these sciences, by representing these sciences before public and governmental bodies, by seeking out important issues and contributing to the passage of current legislation dealing with these issues, and by advocating to the legislative, judicial, and executive branches of government the views of the Federation and the views of its constituent organizations.

The Federation is governed by a Council whose members represent the 19 constituent organizations and who are named by those organizations. Each organization has 1 to 3 representatives on the Council, depending on the size of the organization's scientific membership. ABA, along with 12 other organizations, has 1 representative (currently Michael Perone). The American Psychological Association has 3 representatives, and the following organizations have 2: the American Educational Research Association, the International Behavioral Neuroscience Society, the Psychonomic Society, the Society for Research in Child Development, and the Society of Multivariate Experimental Psychology.

The Federation is served by three full-time professional staff members, an executive director, assistant director, and communications director, in offices provided by the American Psychological Association in the Capitol Hill area of Washington D.C. In 2000, the operating budget was \$258,000.

Federation Activities in 2000

The Federation organizes its activities into three categories: advocacy, education, and communication. Substantial achievements were recorded in all three areas during the last year. A few highlights are noted below; detailed information is available in the executive director's report which is posted on the Federations web site, <www.thefederationonline.org>.

Advocacy

The primary efforts were directed toward obtaining healthy research budgets for the federal agencies that fund the research of Federation members and that support education. The director and assistant director's activities included: (a) testimony before House and Senate appropriations subcommittees (e.g., those responsible for the National Institutes of Health, the National Science Foundation, the Department of Education, the Department of Defense, and the Federal Aviation Administration); (b) visits to the offices of key lawmakers; (c) participation in the advisory committee meetings of the NIH

institutes responsible for the bulk of funding for behavioral research, in the internal advisory committee for the Office of Behavioral and Social Science Research at NIH, in the advisory committee to the Social, Behavioral and Economic Sciences Directorate at NSF, and in the research and development advisory committee of the Federal Aviation Administration; (d) monthly meetings with staff of the science division of the Social, Behavioral and Economic Sciences Directorate to discuss and respond to developments at NSF; and (e) monthly meetings with staff of the White House Office of Science and Technology Policy.

The appropriations work is paying off in the form of substantial increases in research funding. For example, the National Science Foundation received a 14% increase. The Social, Behavioral and Economic Sciences Directorate has been informed that it will be the lead directorate for a major NSF initiative in fiscal year 2003. The Federation has been active in talks about what the nature of the initiative should be. A draft of the initiative is in wide circulation, and member organizations are encouraged to send comments to Norman Bradburn, NSF Assistant Director for Social, Behavioral, and Economic Sciences.

Several other activities are of particular relevance to ABA. (a) The Federation opposed the Department of Agriculture's move to extend the Animal Welfare Act to include rodents and birds (the Act was extended anyway, but the Federation will act on our behalf during the writing of the specific regulations). (b) The Federation joined the National Quality Forum, which will steer the development of programs within the federal Agency for Healthcare Quality and Research. Within the Forum, the Federation will promote behavioral research and its application to patient safety. (c) After a decade of lobbying by the Federation (and other groups), Congress authorized the Occupational Safety and Health Administration to issue rules concerning ergonomic workplaces. (d) The Federation lobbied to broaden the definition of Aresearch@ within the context of education. The definition contemplated in proposed legislation is narrow and would restrict fundable research to experimental research employing control groups. The legislation may become an issue in the new Congress.

Education

The education segment of the Federation's mission is carried out through its science seminar series on Capitol Hill, the Forum on Research Management, participation in relevant meetings, and publications.

The seminar series is an opportunity to showcase behavioral research. Eight talks were given this year while Congress was in session. The rationale for the series is that if policy makers understand the research for which federal support is being sought, they will be more likely to support it. The Federation invites suggestions for speakers who have the ability to speak well before an audience of public policy makers on behavioral science research topics. To extend the reach of the series, the Federation has a three-book contract with Sage Publications to produce books based on the seminars. The first book was published three years ago and has sold well. The second book is nearing completion and should be published early in 2001. In addition, the Federation is making the published monographs of

the talks available for downloading or printing at the Federation's website.

The Federation conducts the Forum on Research Management, at which mid-level scientific officers from federal government agencies and university researchers examine and seek ways of resolving management problems that arise in the research enterprise and affect scientific productivity. The meeting this year was focused on building databases for the behavioral sciences. At the request of representatives of member societies, the Federation has sought funding from NSF to create a set of such databases. That proposal is now under review. Three meetings are planned for 2001, on building a research agenda around the use of technology in classrooms, on the feasibility of building a database of genetic information relevant to behavioral research, and on the closings of all research programs at several universities because of alleged violations of federal regulations by IRBs at those universities.

Communication

Several improvements in communication were made this year: (a) The website was redesigned with an eye toward members as the primary audience, and the website's name was changed to make it easy to find: <<http://www.thefederationonline.org>>. (b) With the September 2000 issue, the monthly newsletter has been published in electronic format: Members are sent a summary of the news each month with links to the full stories and the full newsletter which are located at the Federation's website. (c) Planning is underway for a weekly electronic memo to officers of member societies and affiliates to keep them informed about Washington news highlights. (d) The Federation plans to summarize its activities into an Excel spreadsheet that contains information about each activity and an estimation of the societies that are likely to benefit most from the activity. The plan is to send the spreadsheet approximately monthly. (e) The Federation hopes to complete an agreement with the Office of Behavioral and Social Science Research to give members direct input into planning at NIH. The Federation has proposed a series of dialogues between scientists and NIH staff built around research themes. These dialogues may lead to Requests for Applications that are more closely in line with the developmental trajectories of the various topics of research in the behavioral sciences.

New Prospects for Behavioral Research Funding

A significant portion of the Federation's annual meeting (December 1-2, 2000, Washington, D.C.) was devoted to discussions with high-level officers of federal research agencies: Norman Bradbury, Assistant Director for Social, Behavior, and Economic Sciences, NSF; Reynard Kingston, Director, Office of Behavioral and Social Science Research, NIH; Robert Crawl, Associate Director for Behavioral Research, National Cancer Institute; and James Griffin, Assistant Director for Patient Safety, Agency for Healthcare Quality and Research.

Three general themes were evident. First, federal research funding is increasing, and it is expected to continue to increase for several years. Second, there is growing interest in behavioral research in several agencies, including NSF, NIH, the National Cancer Institute, and the Agency for Healthcare Quality and Research. Third, the demand by federal agencies for multidisciplinary approaches is rising.

All of the officials encouraged interested parties to seek additional information at the agencies' web sites. The following sites may be of particular interest to members of ABA, because they describe opportunities for behavioral researchers that may not be well known: the National Cancer Institute's Behavioral Research Program, <<http://dcccps.nci.nih.gov/brp/>>, the Agency for Healthcare Quality and Research, <<http://www.ahrq.gov/>>, and the site of the related Quality Interagency Coordination Task Force, <www.quic.gov>.

Michael Perone, Ph.D.
West Virginia University

BACB Update

The BACB administered examinations for Board Certified Behavior Analyst and Board Certified Associate Behavior Analyst on November 18, 2000 to 81 candidates, resulting in a total of 63 individuals being newly certified. The pass rate was approximately 80% for Board Certified Behavior Analyst candidates, and approximately 64% for Board Certified Associate Behavior Analyst candidates. The BACB currently has over 550 certificants.

Administrations are scheduled on May 19th in 15 sites across the country, and on May 30th in New Orleans in conjunction with the ABA Annual Convention. The application deadline for all May administrations is March 5, 2001. The BACB is exploring administration of the examinations in the United Kingdom on the May 19th date. Individuals who are interested in having the examinations administered in their area should contact the BACB Executive Director. Information and applications are available on www.bacb.com.

State certificants must transfer to BACB Certification by June 30, 2001.

Two new members have been named to the BACB Board of Directors: ABA members James Partington and John Jacobson. Dr. Partington's term as Director began in May of 2000, while Dr. Jacobson's joins the Board in May of 2001.

Interest in BACB certification is increasing nationally. The BACB has made presentations at several ABA affiliated chapters this fall including the Tennessee ABA, Florida ABA, Maryland ABA, the Berkshire ABAT, and the Alabama ABA. Affiliated chapters that are interested in BACB presentations at their conferences should contact the BACB Executive Director.

The BACB is assuming responsibility for an increasing portion of the Florida Behavior Analysis Certification Program. The BACB has signed a multi-year contract with Florida to do eligibility determination and renewal processing for the Florida program, and a second multi-year contract with Florida to assume all responsibility for job analysis activities as part of updating the examinations and their content. As an initial step in this process, the BACB is convening a meeting of a Content Expert Panel in February in conjunction with the California Association for Behavior Analysis annual conference.

The Association for Behavior Analysis Executive Council has accepted a proposal of the ABA Ad Hoc Committee on Continuing Education, chaired by Gina Green. This sets the stage for ABA to accredit Approved Continuing Education

providers and events that will meet the BACB standards for Approved CEUs. Particulars on this process will be posted on the ABA Website when available.

The BACB is field-testing the process for Pre-Approval of University Graduate Coursework. University programs that have their coursework pre-approved will be able to assure students that this coursework will meet the BACB coursework eligibility standards and can advertise their pre-approved coursework status. The BACB plans on posting the names of university programs with pre-approved coursework on www.bacb.com once the process is in place. University programs that are interested in having their coursework pre-approved by the BACB should check the BACB Website for information and applications.

Gerald L. Shook, Ph.D., BCBA
Executive Director

Behavior Analysis Breakthrough in Florida's Child Protection!

It was announced last May in the *ABA Newsletter* mentioned in Dr. Pilgrim's inspirational address and was in the works for at least one year before that. A Florida behavior analysis statewide initiative in child protection, funded by the Florida legislature, is beginning a search for capable and enthusiastic analysts who will forge ahead on a groundbreaking project. Behavior analysts have provided services for families in the child protection systems of other states, and have demonstrated effective behavioral interventions for individual children or families affected by the pervasive social problems of abuse and neglect. However, this Florida project is the first statewide initiative, and opportunity, for behavior analysis to offer systemic help to those who provide care for children.

What's so new about this? Why should a behavior analyst consider working in the area of child protection? What difference can behavior analysts make?

Let me try to give you a behavior analyst's glimpse into this world of child protection. The first concerted efforts of behavior analysts in the Florida Family Safety Program began in Tampa when a few behavior analysts were hired into the Family Safety Program of Department of Children and Families. Support was strong and hopes were high that these positions would make a difference for all of the children in foster care, especially those with behavior problems affecting their placement stability. A few analysts, an overwhelmed system, many children, and too many of these children experiencing multiple placement changes during their time in foster care, more if they engaged in problematic behaviors. When homes and schools are struggling to maintain a precarious balance involving multiple relationships, even age-typical, normal child behaviors like writing on walls, wetting the bed, hitting your sister, "not doing" your chores, cursing, skipping school, and taking money from your mom's purse can, and often do, jeopardize placements. Furthermore, the more shocking behaviors of children that **normally** occur because of their **unusual** environmental learning histories involving physical or sexual abuse and neglect are even more disruptive.

ABA Student Committee

Your Student Representatives:

Current: Meeta Patel, Ph.D. (Marcus and Kennedy Krieger Institutes and Johns Hopkins University Medical School)
Elect: Erin Rasmussen, M.S. (Auburn University)
Past: Amy Elliott, M.S. (Western Michigan University)

The ABA Student Committee is comprised of all student members who want to actively participate in ABA so that they can grow professionally and contribute to the science of behavior analysis. This committee is a forum for collaboration for all student members. ABA student members continue to grow each year.

ABA Convention 2001- New Orleans

ABA 2001 will feature the Student Breakfast, Student Social, Professional Development Series, Conversation Hours, and Tutorials. The Tutorials will be the new addition to the program this year..

Student Opportunities

Throughout the year there are many student opportunities, from free ABA registration to contests and awards. The newsletter and the ABA Student Web page will highlight some of these opportunities for you. If anyone is interested in publicizing student opportunities please let me know (Meeta.Patel@Marcus.org) so we can inform students via newsletter, WEB page, or e-mail.

Free Registration

ABA Student Presenters Funds. SABA provides complimentary registration to a limited number of student presenters. If you are the first author of a presentation for ABA 2001 you are eligible for the ABA Student Presenter Fund. These funds are awarded on a first-come, first-serve basis.

The Society of Quantitative Analysis of Behavior (SQAB). SQAB offers free registration at its annual meeting, immediately before ABA for students presenting a quantitative paper at either SQAB or ABA. Membership/registration fee is \$10.00 before May 1, 2001. If you register early you will save \$5.00. For more information about SQAB go to <http://sqab.psychology.org/>.

Contests/Awards

The Autism Special Interest Group. This SIG sponsors an annual Student Research Poster.

Award. Interested individuals can contact David Celiberti at (718) 816-1422 or via e-mail (Dacnys@aol.com). Submission forms can also be obtained at our annual Business Meeting.

Sidney W. and Janet R. Bijou Scholarship. Doctoral level students studying child development from a behavior analytic perspective may apply for a \$5,000 grant. Please contact the ABA office for more information.

Gerontology Student Poster Contest. Students who wish to have a poster considered for this award at the ABA 2001 convention should submit a copy of their poster abstract to the Gerontology SIG, c/o Mark Mathews, Gerontology Center, 3050 Dole, University of Kansas, Lawrence, KS 66045.

These age-typical and unusual but environmentally normal behaviors often lead to labels such as conduct disorder, intermittent explosive disorder, severe emotional disturbance, ADHD and a variety of other diagnoses. These behaviors also are often a prelude to long term counseling, special school placements and/or placements into residential treatment facilities. The behavior analysts trying to change the environments for these children not only have to provide good behavioral assessments, they also must weave in an approach based on the perspective that "the child is right," the environment has been "wrong," and the child's behavior can change. The child protection system interacts extensively with schools and the mental health system, and these systems are only just becoming aware that behavioral approaches are different and more comprehensive than perceived historically. This is new ground.

This situation is both overwhelming and a challenge. Behavior analysts bring a valuable perspective and approach. The point persons for the solutions to these problems are families and caregivers, the most important "environments." It is clear that the greatest hope lies through helping caretakers interact in ways to make behaviors better and help kids live happier and healthier lives. This is an area of particular behavior analytic expertise. The Tampa behavior analysts created a curriculum and began a program of instruction and collaboration that incorporates assessment and the direct services necessary to optimize acquisition.

As this initiative has moved statewide, two major state universities have become involved – the behavior analysis program at the University of Florida and the Florida Mental Health Institute at the University of South Florida. These universities are collaborating with the Florida Department of Children and Families and providers to promote statewide leadership, systemic improvements, empirical evaluations of the parent training programs and to develop state-of-the art interventions for children who have experienced abuse or neglect, and/or who are experiencing difficulty in academic settings. Each of the two university programs brings a unique orientation to the project while maintaining the integrity of the behavior analytic approach. The university involvement will promote graduate and undergraduate student involvement and help bring skilled behavior analysts to the project.

The pyramid model of spreading behavioral interventions through direct caregivers has proven to be efficient and effective in the Tampa Bay area, as many children and foster parents will attest. The curriculum, *Parenting Tools for Positive Behavior Change*, based on Dr. Glenn Latham's, *The Power of Positive Parenting*, is work to build on and live by. Behavior analysts are working with the community, including foster parents, schools, mental health providers, and the child welfare system to make a positive difference in the lives of children.

If you are interested in joining this effort check out the ABA Web page for application information.

Teresa A. Rodgers, Ph.D.

Experimental Analysis of Human Behavior SIG. EAHB SIG offers an annual student paper competition. Submission deadline is October 1, 2001. To submit a manuscript send four copies of the paper to the Competition Coordinator, Gregory J. Madden, Ph.D.: Department of Psychology, University of Wisconsin-Eau Claire- Eau Claire, WI 54702. For more information go to www.eahb.org/StudentPaperCompetition.htm.

General Information

If you are interested in getting involved with the Student Committee please contact me (Meeta.Patel@Marcus.org). If you have any suggestions for ABA 2001 please let me know. We want to get as many students involved as possible. Your input and feedback is important to the Student Committee.

Meeta R. Patel, Ph.D.
ABA Student Representative

The Behavioral Virtual Community (BVC) hosted through the Cambridge Center for Behavioral Studies (www.behavior.org)

The Behavioral Virtual Community (BVC) is an interactive meeting place for sharing resources, views, and findings for anyone interested in behavior analysis, psychology, and the application of behavior principles to clinical issues as well as everyday life. In short: the BVC is *the* interactive meeting place in behavior analysis on the Internet!

The Cambridge Center welcomes ALL ABA SIGs to become part of our virtual community. All you need to do is to write Joe Plaud (plaud@behavior.org), and we will work together to put together your SIG Forum. To see what the BVC is all about, check out the Virtual Community as it now functions.

To check out the many exciting opportunities, or to join one of the existing forums, please go to: <http://www.behavior.org> and then go to the Virtual Community link (located on the top right gold bar) and learn all about the mission and vision of the BVC, and sign up as a new member on the Login Page.

Presently, there are many active forums in the Virtual Community, including Behav-An, the largest forum in the world for exchange in behavior analysis, Dick Malott's Notes from a Radical Behaviorist, the Behavioral Safety Network, the Crime & Delinquency Network, and the ABA International Chapters Network (all of which are the official forums for these ABA SIGs). In the informational examples below, I will use the Behav-An forum as an example.

What do I do on the Login Page?

There are three options presented: GUEST- this is an easy way to see what's going on in BVC, without actually participating. But don't be a "lurker!" BVC is a friendly place, and we welcome your participation. In fact, it won't be the same without it. Don't be intimidated by posts by names you recognize- even senior behavior analysts tend to be approachable, particularly if

you have something interesting to contribute. When you click the Guest button, you will be taken to the main BVC display. NEW USERS- this is what you want right now. Clicking on this button will take you to a New User Information screen, where you will be asked to enter certain basic information about yourself, as well as to choose a Login name and a Password (don't forget to enter it twice to confirm it!). You will also have a choice to make to "use frames" or not- we recommend you use frames so that you can always see the list of conferences in the left frame while other content is swapped in and out of the right frame. Your Login name has to be unique, so don't be surprised if you are told that your first choice is already taken- just try again. There is more information that you can add later (find out how) to fill out your profile for the benefit of other BVC participants who might want to know a little more about you, such as your background, training, interests, and current work. NAME and PASSWORD Login- this is for users who have already gone through the process of establishing a Login name and password. Don't forget to click the box marked "remember my password." It will save you the trouble of logging in every time. When you click on the Enter button, you will be taken to the main BVC display.

Once you are logged in and join us at the BVC at the Cambridge Center, you can set your options. Most of the conferences of BVC will be set up to allow participation by e-mail for those who prefer this mode instead of through the user interface of a web browser. However, this capability isn't automatically enabled for each individual, since most will probably prefer the richer experience of dealing with BVC through the web.

Choose the Format

Edit Your Profile. Near the bottom are three mutually exclusive "radio buttons" labeled Non-digest, Digest, and Digest / ZIPped. Non-digest - each message from a conference in which you participate via mailing list will show up individually. Digest- once a day, you will get a mail message containing all traffic from the previous 24 hours for that conference. Digest/ZIPped - like Digest, but smaller because it's ZIPped. You have to unZIP it before you can read it, but the download will go quicker. After you make any changes, don't forget to SAVE your profile.

Mailing Lists

Choose More... and then choose Mailing Lists. You will see a list of all conferences on the current virtual board. Beside each one is a checkbox. Check the conferences you want to come to you via e-mail.

Replying to a Posting

This could be a source of confusion, so pay particular attention to this. DO NOT try to reply by simply using the reply button on your e-mail browser! True, this will send a reply to "Listserver" but it won't be properly posted to BVC. In fact, it may be bounced back to you. Notice that the e-mail you received from BVC Listserver and the way it is formatted. At the bottom of the message (if there are multiple messages in a digest, it will be the line before the next message starts), there is a very specific e-mail address which contains the name of the mailing list and the number of the post to which you are replying, e.g. mailto:behav-an.168@www.virtualcommunity.org sends a reply to message 168 in the conference which has radicalbehaviorist as its mailing

list. Reply to that address. Depending on what e-mail client you are using, it might be as easy as clicking on the link that it makes for you out of this mailto: address.

Posting a New Topic

In the previous example, we replied to a specific message in the conference which has the radicalbehaviorist mailing list. If you want to post a new message (start a new topic) in that conference, just send your message to behavior-an@www.virtualcommunity.org. You can always find the name of the mailing list in other messages you've received from a particular conference. That's all there is to it. If you have any questions, please email me directly at: plaud@behavior.org.

Our new web conferencing offers online Help for all major features, and there is a list of Frequently Asked Questions. If you have questions about a feature, look for the help button on the menu bar or read the FAQ. If you still can't figure it out, or if you have trouble logging in the first time, send me an e-mail and I will try to help.

We hope you join us at the Behavioral Virtual Community. Remember, just go to: <http://www.behavior.org> and click on the Virtual Community link. After you log in and look around, we hope that you can start to take advantage of the many exciting informational opportunities provided by the Cambridge Center for Behavior Studies. Thank you.

Joseph J. Plaud, Ph.D.
Cambridge Center for Behavioral Studies

The Council of Directors of Graduate Programs in Behavior Analysis

Purpose

The purpose of the Council of Directors of Graduate Programs in Behavior Analysis (hereafter, the Council of Directors (CD)) is to promote the advancement of graduate education in behavior analysis. Graduate education in this field is intended to produce behavior analysts who are equipped to generate, integrate, and apply knowledge, so as to further the philosophy, science and professional practice of behavior analysis. In furtherance of this purpose, CD shall promote:

1. Formulation of policies concerning graduate education in behavior analysis that maintains diversity, integrity, mutual support, and cooperation
2. Dissemination of information, exchange of views, and facilitation of communication concerning graduate education in behavior analysis
3. Fostering and assessing the growth and development of graduate programs
4. Accreditation of graduate programs in behavior analysis
5. Recruitment of students into the discipline
6. Facilitation of admissions to graduate programs in behavior analysis
7. Certification of behavior analysts and participating in the refinement of the certification process

8. Effective placement of graduates of behavior analysis programs
9. Liaisons with other organizations relevant to graduate training in behavior analysis
10. Other such objectives as may arise

Membership & Representatives

Any graduate degree-granting program that provides behavior analytic training is eligible for membership. Each behavior analytic program within an academic department may be a member. The representative of the member program is normally the Director of the program. If the Director is unable to be present at a meeting of CDGPBA, he or she may appoint a designee to represent the member program. Membership fees are \$50/calendar year.

Benefits of Membership

As a member of the CD your program director/representative will be able to better serve your students through the following opportunities offered to CD members:

- Updated and expanded ABA Directory of Graduate Programs in Behavior Analysis to add more specific information re admissions criteria, funding, graduation outcomes
- Links provided from ABA website to job placement opportunities
- Your behavior analysis degree advertised via a listing in the ABA program booklet
- Facilitated certification of graduates from accredited programs
- Published annual report of CD members on placement of graduates

Information

Please contact the chairperson, Dr. Linda J. Hayes (lhayes@scs.unr.edu), or graduate student assistant, Karen Kate Kellum (kellum@scs.unr.edu), for more information about or to join the Council of Directors.

Department of Psychology/ 296
University of Nevada, Reno
Reno, Nevada 89557-0062
(775) 784-4998
Fax: (775) 784-1126

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Association for Behavior Analysis

27th Annual ABA Conference

May 25 – 29, 2001

New Orleans, LA

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A \$10 transaction fee will be applied to all tickets purchased via phone service.

Reservation hours: M-F 6:30am - 5:00pm Pacific Time

ABA 2001 Convention Registration Form

Mail form and payment to: ABA Convention Registration; 213 West Hall; Western Michigan University;
1903 West Michigan Avenue; Kalamazoo, MI 49008-5301
Telephone: (616) 387-8342/8341/8344 Fax: (616) 387-8354

Personal Information

NAME (Last, first, middle)

Fill out the following information ONLY if changed:

ADDRESS (for all ABA mailings)

ADDRESS

CITY, STATE, COUNTRY, POSTAL/ZIP CODE

WORK TELEPHONE # (please include area and/or country codes)

HOME TELEPHONE # (please include area and/or country codes)

FAX # (please include area and/or country codes)

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):

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: To register as a member, you must be a member for the 2000 calendar year. If you do not wish to renew your membership for 2000, you must register as a non-member. *Presenters and authors must register for the convention.*

Convention Registration

A discount is available for early payment. If your registration is postmarked before March 15, 2001, send the amount in the "Before" column. *Discounts that are not taken will be considered donations to ABA unless a written request is submitted.*

Registration for the Entire Convention

(Saturday 5/26 – Tuesday 5/29) Choose your membership category from the list below. Total: \$ _____

Category	Before 3/15	After 3/15
Sustaining, Supporting, Full or Affiliate	<input type="checkbox"/> \$87.00	<input type="checkbox"/> \$109.00
Emeritus and Student	<input type="checkbox"/> \$39.00	<input type="checkbox"/> \$49.00
Chapter-Adjunct	<input type="checkbox"/> \$116.00	<input type="checkbox"/> \$138.00
Non-member	<input type="checkbox"/> \$226.00	<input type="checkbox"/> \$249.00

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

Saturday 5/26 Sunday 5/27
Monday 5/28 Tues 5/29

Choose your membership category from the list below and fill in the total fee (fee x # of days): \$ _____

Category	Before 3/15	After 3/15
Sustaining, Supporting, Full or Affiliate	<input type="checkbox"/> \$39.00	<input type="checkbox"/> \$49.00
Emeritus and Student	<input type="checkbox"/> \$39.00	<input type="checkbox"/> \$49.00
Chapter-Adjunct	<input type="checkbox"/> \$56.00	<input type="checkbox"/> \$66.00
Non-member	<input type="checkbox"/> \$78.00	<input type="checkbox"/> \$88.00

Special Events & Materials

Sweatshirts with New Orleans 2001 Logo

-Adult Sizes: M L XL XXL / \$27 ea. \$ _____

Short-Sleeved T's with New Orleans 2001 Logo

-Adult Sizes: M L XL XXL / \$17 ea. \$ _____

-Youth Sizes: S M L / \$12 ea. \$ _____

Long-Sleeved T's with New Orleans 2001 Logo

-Adult Sizes: M L XL XXL / \$22 ea. \$ _____

New Orleans 2001 Mug / \$8 ea. \$ _____

Donation to Support Student Presenters \$ _____

Workshop Registration from pg. 52 \$ _____

Total Registration Payment Enclosed:

..... \$ _____

ABA 2001 Workshop Registration Form

Enter the total fees at the bottom of page and on the reverse of this form by "Workshop Fee Total". DO NOT SELECT overlapping workshops. All fees may be paid by check or credit card. Receipts and registration materials will be at the Pre-Registration desk at the convention. You will not receive a receipt by mail. All workshops are subject to cancellation due to insufficient enrollment.

Friday May 25th 10:00 AM - 5:00 PM

1. *Designing Efficient Learning Programs: Part I;*
Members - \$180 Non-Members - \$195
2. *Functional Analysis in Public Schools: Assessment...;*
Members - \$135 Non-Members - \$150
3. *Introduction to Multimedia Instructional Design;*
Members - \$145 Non-Members - \$160
4. *Teaching Reasoning and Problem Solving Skills;*
Members - \$195 Non-Members - \$210
5. *FECT: A Behavioral Treatment for Depression;*
Members - \$135 Non-Members - \$150
6. *How to Establish a Behaviorally Based Educational Program ...;*
Members - \$118 Non-Members - \$133
7. *Standard Celeration Chart Reading and Charting;*
Members - \$150 Non-Members - \$165
8. *How to Develop an ABA Educational Curriculum for Students...;*
Members - \$125 Non-Members - \$140
9. *Behavioral Relaxation Training;*
Members - \$145 Non-Members - \$160
10. *FBT: A Clinical Methodology for the Treatment of...;*
Members - \$115 Non-Members - \$130
11. *Acceptance and Commitment Therapy...;*
Members - \$135 Non-Members - \$150

Friday May 25th 2:00 PM - 5:00 PM

12. *Review of Behavioral Assessment in Applied Settings;*
Members - \$75 Non-Members - \$90

Friday May 25th 6:00 PM - 9:00 PM

13. *Review of Observation and Measurement Methods in Applied Settings;* Members - \$75 Non-Members - \$90
14. *Designing Efficient Learning Programs: Part II;*
Members - \$130 Non-Members - \$145 (subtract \$65 if you are also registering for Workshop #1)
15. *Intensive Early Intervention: Individualized...;*
Members - \$73 Non-Members - \$88
16. *Integrating the PDD/Autistic Learner into the Public School...;*
Members - \$65 Non-Members - \$80
17. *Successful Job Search Using Behavioral Approach...;*
Members - \$65 Non-Members - \$80
18. *Improve Your Oral Presentations;*
Members - \$75 Non-Members - \$90
19. *Using Organizational Behavior Management Skills...;*
Members - \$65 Non-Members - \$80
21. *Building Fluent Foundation Skills for Children with Autism;*
Members - \$135 Non-Members - \$150
23. *Teaching Nine Critical Communication Skills to Children...;*
Members - \$75 Non-Members - \$90
24. *How to Develop, Produce and Use SAFMEDS;*
Members - \$85 Non-Members - \$100
25. *Video Modeling: A Tool for Skill Building ...;*
Members - \$85 Non-Members - \$100

Saturday, May 26th 8:00 AM - 11:00 AM

20. *How to Create Language Stimulation Groups to Enhance...;*
Members - \$65 Non-Members - \$80

22. *Current Technologies for Rapid Acquisition and Generalization...;*
Members - \$75 Non-Members - \$90
26. *Designing Efficient Learning Programs: Part III;*
Members - \$130 Non-Members - \$145 (subtract \$65 if you are also registering for Workshops #1 or #2)
27. *Review of Systematic Manipulations in Applied Settings;*
Members - \$75 Non-Members - \$90
28. *A Rational Habilitation for People with Profound... Handicaps;*
Members - \$125 Non-Members - \$140
29. *Clinical Applications of Visual Programming for Young...;*
Members - \$80 Non-Members - \$95
30. *Intensive Early Intervention: A Comprehensive...;*
Members - \$73 Non-Members - \$88
31. *Behavioral Activation Treatment for Depression...;*
Members - \$85 Non-Members - \$100
32. *Social Skills Training for Students with Asperger's Disorder;*
Members - \$70 Non-Members - \$85
33. *Using the Corrective Reading Program to Remediate...;*
Members - \$65 Non-Members - \$80
34. *Celerating Student Skills: Basic or Advanced;*
Members - \$80 Non-Members - \$95
35. *Effective Treatment: Vital Elements, Systems Approaches...;*
Members - \$65 Non-Members - \$80
36. *School-Wide Effective Behavior Support;*
Members - \$65 Non-Members - \$80
37. *Facilitation Techniques from A Behavioral Perspective;*
Members - \$80 Non-Members - \$95
38. *Bringing the Technology of Teaching to Teaching with...;*
Members - \$70 Non-Members - \$85
39. *Challenges and Triumphs in Training Staff for Intensive Early...;*
Members - \$80 Non-Members - \$95
40. *The Use of Trigger Analysis Driven Intervention to Treat...;*
Members - \$70 Non-Members - \$85
41. *Effective Supervision & Data Collection in Applied Settings...;*
Members - \$80 Non-Members - \$95
42. *Sustained Performance Curriculum: Innovative Clinical...;*
Members - \$75 Non-Members - \$90
43. *Applied and Experimental Data Collection and Analysis...;*
Members - \$135 Non-Members - \$150
44. *Using PowerPoint to Teach Beginning Literacy Skills...;*
Members - \$90 Non-Members - \$105
45. *Clinical Management of Tourette's Syndrome and Related...;*
Members - \$65 Non-Members - \$80

Enter workshop numbers and fees.

Enter total due below and on reverse side of this form.

Your Name: _____

Workshop # _____ \$ _____

Workshop # _____ \$ _____

Workshop # _____ \$ _____

If paying after 4/16, add \$20 for each workshop \$ _____

Total for Workshops _____ \$ _____

2001 Conference in Venice Early Registration Form

November 28 - 30, 2001

Mail form and payment to:

ABA Venice Conference Registration; 213 West Hall; Western Michigan University;
1903 West Michigan Avenue; Kalamazoo, MI 49008-5301
Telephone: (616) 387-8342/8341/8344. Fax: (616) 387-8354

Personal Information

NAME (Last, first, middle)

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

Convention Name Badge

Print your name as you would like it on your badge:

Print your affiliation (where you work or go to school):

Method of Payment

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

☐ American Express ☐ Discover ☐ MasterCard ☐ Visa

If paying by credit card, please include:

Name as it appears on you card

Card Number

Expiration Date

Signature

Call for Papers

The call for papers will be mailed in August, 2000. The program schedule will be posted on the ABA Website in March.

Convention Registration

A discount of \$40 is available for early payment. If you register by the last day of the convention in New Orleans (May 29, 2001) you will pay the amount in the "before" column. *Discounts that are not taken will be considered donations to ABA unless a written request is submitted.*

Registration for the Conference

(Wednesday, November 28 - Friday, November 30, 2001)

Register before 5/29/2001: ☐ \$360.00

Register after 5/29/2001: ☐ \$400.00

Registration Fees:.....\$

Donation to Support
Student Presenters:.....\$

Total Registration
Payment Enclosed:.....\$

2001 ABA Membership Information

Reduced Membership Fees for International Members

We are excited to offer, for the first time, discounts in membership fees for international members who live in countries that have incomes per capita that are <75% of the United States'. Membership fees have been divided into four groups. **Category A** fees are for members in counties with income per capita within 25% of the US'. **Category B** fees are for members in counties with income per capita between 50% and 75% of the US'. **Category C** fees are for members in counties with income per capita between 25% and 50% of the US'. **Category D** fees are for members in counties with income per capita <25% of the US'.

Membership fees have not changed in Category A. 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 US Department of Commerce, International Trade Administration, 1998. Source data is available on the Web at <http://ia.ita.doc.gov/wages/> or by calling the ABA office. Members with permanent residency in the following countries may use the International Membership Form: **Argentina, Bolivia, Brazil, Colombia, Costa Rica, France, Greece, Korea, Mexico, New Zealand, Peru, Russia, Saudi Arabia, Singapore, Spain, Turkey and Venezuela.** If your country of residency is not listed here, 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 76236.1312@compuserve.com or by fax at (616) 387-8354.

Sustaining and Supporting Members

Sustaining and supporting members are eligible to vote on ABA business matters and to participate in the nomination and election of officers. Through their contributions, sustaining and supporting members help support the involvement of undergraduate and graduate students in the science and practice of behavior analysis. Benefits: Citation in *The ABA Newsletter* and the *Convention Program Book*, subscriptions to *The ABA Newsletter* and *The Behavior Analyst*, and reduced convention registration fees. Requirements: Same as Full Members.

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 (fill out the check list on this page).

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.

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 2001 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 (616) 387-8354. Please fill out and send both sides of the form. To receive a Membership Form, you may contact the ABA office or visit the ABA Web site at: <http://www.wmich.edu/aba>

Voting Member Status Determination

If you are applying for the first time as a Full, Supporting, or Sustaining Membership, you must show evidence of at least a Master's degree in psychology or a related discipline. Send your vita and complete the following checklist:

- ☐ My training included a minimum of one year's supervised experience in behavior analysis, and my graduate project, thesis, or dissertation was in experimental or applied behavior analysis.
- ☐ I have had two or more years of supervised experience in experimental or applied behavior analysis.
- ☐ I have made significant contributions to the knowledge in behavior analysis evidenced by research publications, presentations at professional conventions, or by other comparable means (your vita should reflect such contributions).

Name: _____

Affiliation: _____

ABA 2001 Membership Form

Association for Behavior Analysis: An International Organization

www.wmich.edu/aba

Mail form and payment to: 213 West Hall, Western Michigan University, 1903 West Michigan Ave., Kalamazoo, MI 49008-5301
Telephone: (616) 387-8341/8342/8344 Fax: (616) 387-8354 Internet: 76236.1312@compuserve.com

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*.

Personal Information

NAME (Last name, first name, middle name)

Fill out the following information ONLY if changed:

ADDRESS (for all ABA mailings)

ADDRESS

ADDRESS

CITY, STATE, COUNTRY, POSTAL ZIP CODE

WORK TELEPHONE # (please include area and/or country codes)

HOME TELEPHONE # (please include area and/or country codes)

WORK FAX # (please include area and/or country codes)

HOME FAX # (please include area and/or country codes)

E-MAIL

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 you card

Card Number

Expiration Date

Signature

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. 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.

Membership Dues

Category A*: For countries with income per capita (in 1998) within 75% of the US, including Australia, Belgium, Canada, Finland, Germany, Iceland, Ireland, Israel, Italy, Japan, The Netherlands, Norway, Sweden, Switzerland, and the United Kingdom.

Membership Type:	New Members		Renewing Members			
	1-Yr	3-Yr	1-Yr	1-Yr Early**	3-Yr	3-Yr Early**
Sustaining	\$121	\$562	\$242	\$222	\$683	\$663
Supporting	\$74	\$294	\$131	\$111	\$352	\$332
Full	\$57	\$191	\$99	\$79	\$233	\$213
Affiliate	\$57	\$191	\$99	\$79	\$233	\$213
Emeritus	\$27	\$74	\$39	\$29	\$81	\$71
Student	\$27	NA	\$39	\$29	NA	NA
Chapter/Adjunct	\$22	\$60	\$34	\$24	\$69	\$59
Student Transition***	NA	NA	\$56	\$56	\$188	NA

Membership Total \$

*Income per capita data was obtained from the US Department of Commerce, International Trade Administration, 1998.

**Early membership prices are for renewing members whose payment is received in the ABA office by *December 11, 2000*.

***If you were a student member last year and have received a graduate degree, you may apply for Full-member voting status at the student transition rate. Send vita and an official transcript (or letter from advisor) with this form and the information from page 16 under "Voting Member Status Determination." You may take advantage of this special rate only once.

Verification of Student Status

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

Faculty Signature: _____

Date: _____

New Members:

Who referred you to ABA?

Permanent Mailing Address

If your mail is returned as "non-returnable" to the address listed on the front of this form, ABA will send you mail to the following address:

Degree Held

List most recent degree received:

Year Received:

Degree Received:

Conferring Institution:

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
- ☐ 00 Other:

Primary Activity

Please check the one box that most closely describes how you spend the majority of your time at 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:

Mark the ABA SIGs of which you are a member (M) or about which you are interested (I).

- ☐ Animal Trainer's Forum
- ☐ Autism
- ☐ BALANCE
- ☐ Behavioral Gerontology
- ☐ Behavioral Safety Network
- ☐ Behaviorists for Social Responsibility
- ☐ Clinical Behavior Analysis
- ☐ Crime and Delinquency
- ☐ Development & Behavior Analysis
- ☐ Direct Instruction
- ☐ Experimental Analysis of Human Behavior (EAHB)
- ☐ Health, Sports and Fitness
- ☐ Interbehaviorists in ABA
- ☐ OBM Network
- ☐ Rehabilitation & Independent Living
- ☐ Society for the Quantitative Analysis of Behavior (SQAB)
- ☐ Standard Celeration Charters
- ☐ Teaching Behavior Analysis
- ☐ Verbal Behavior

Check (☒) any ABA-affiliated chapter(s) of which you are a member:

- ☐ Alabama ABA
- ☐ Argentina ABA
- ☐ Asociacion Latinoamericana de Analisis y Modificacion del Comportamiento (ALAMOC)
- ☐ ALAMOC-Colombia
- ☐ Australian Association for Cognitive Behaviour Therapy
- ☐ Behavior Analysis Association of Michigan (BAAM)
- ☐ Behavior Analysis Society of Illinois (BASIL)
- ☐ Behaviour Analysis in Ireland
- ☐ Berkshire Association for Behavior Analysis and Therapy (BABAT)
- ☐ California ABA
- ☐ Chicago ABA
- ☐ Delaware Valley ABA
- ☐ Experimental Analysis of Behaviour Group, UK and Europe
- ☐ Florida ABA
- ☐ German Society for Behavioral Medicine and Behavior Modification
- ☐ Italian Association for the Analysis and Modification of Behavior
- ☐ Japanese ABA
- ☐ Kansas ABA
- ☐ Maryland ABA
- ☐ Midwestern Association of Behavior Analysis & Therapy
- ☐ Mississippi ABA
- ☐ Missouri ABA
- ☐ New England Society of Behavior Analysis & Therapy (NESBAT)
- ☐ New York State ABA
- ☐ North Carolina ABA
- ☐ Northwestern ABA
- ☐ Ontario ABA
- ☐ Pennsylvania ABA
- ☐ Russian ABA
- ☐ Sociedad Mexicana de Analisis de la Conducta
- ☐ Southeastern ABA
- ☐ Texas ABA
- ☐ Venezuelan ABA

ABA 2001 International Membership Form, for categories B, C & D

Mail form and payment to: 213 West Hall, WMU, 1903 W. Michigan Ave., Kalamazoo, MI 49008-5301; or Fax: (616) 387-8354

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*.

Personal Information

NAME (Last name, first name, middle name)

Fill out the following information ONLY if changed:

ADDRESS (for all ABA mailings)

ADDRESS

CITY, STATE, COUNTRY, POSTAL CODE

WORK TELEPHONE # (please include area and/or country codes)

HOME TELEPHONE # (please include area and/or country codes)

WORK FAX # (please include area and/or country codes)

HOME FAX # (please include area and/or country codes)

E-MAIL

Determining Your Membership Dues

Find the chart to the right that lists your country of residency, and circle the appropriate fee based on your **membership type** and whether you are a **new or renewing member**. Renewing members whose payment will reach the ABA office before December 11, 2000 may pay the 1-Yr Early* or 3-Yr Early* membership fees. Write in total for your membership below:

Membership Total \$ _____

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 you card

Card Number

Expiration Date

Signature

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.

**Income per capita data was obtained from the US Department of Commerce, International Trade Administration, 1998.

International Membership Fee Charts**

Circle your membership fee in the appropriate chart below.

Category B: For countries with income per capita (in 1998) of 50%-75% of the US, including France, New Zealand, Saudi Arabia, Singapore, Spain

Membership Type:	New Members		Renewing Members			
	1-Yr	3-Yr	1-Yr	1-Yr Early*	3-Yr	3-Yr Early*
Sustaining	\$91	\$422	\$184	\$167	\$512	\$498
Supporting	\$56	\$221	\$99	\$83	\$264	\$249
Full	\$43	\$143	\$75	\$59	\$175	\$160
Affiliate	\$43	\$143	\$75	\$59	\$175	\$160
Emeritus	\$27	\$56	\$35	\$29	\$61	\$53
Student	\$27	NA	\$35	\$29	NA	NA
Chapter/Adjunct	\$22	\$45	\$34	\$24	\$52	\$44
Student Transition	NA	NA	\$42	NA	\$141	NA

Category C: For countries with income per capita (in 1998) of 25%-50% of the US, including Argentina, Greece, Korea

Membership Type:	New Members		Renewing Members			
	1-Yr	3-Yr	1-Yr	1-Yr Early*	3-Yr	3-Yr Early*
Sustaining	\$73	\$337	\$147	\$133	\$410	\$398
Supporting	\$44	\$176	\$79	\$67	\$211	\$199
Full	\$35	\$115	\$60	\$47	\$140	\$128
Affiliate	\$35	\$115	\$60	\$47	\$140	\$128
Emeritus	\$27	\$44	\$35	\$29	\$49	\$43
Student	\$27	NA	\$35	\$29	NA	NA
Chapter/Adjunct	\$22	\$36	\$34	\$24	\$41	\$35
Student Transition	NA	NA	\$35	NA	\$113	NA

Category D: For countries with income per capita of <25% of the US, including Brazil, Bolivia, Colombia, Costa Rica, Mexico, Peru, Russia, Turkey, Venezuela

Membership Type:	New Members		Renewing Members			
	1-Yr	3-Yr	1-Yr	1-Yr Early*	3-Yr	3-Yr Early*
Sustaining	\$49	\$225	\$98	\$89	\$273	\$265
Supporting	\$35	\$118	\$53	\$44	\$141	\$133
Full	\$35	\$76	\$40	\$35	\$93	\$85
Affiliate	\$35	\$76	\$40	\$35	\$93	\$85
Emeritus	\$27	\$35	\$35	\$29	\$35	\$35
Student	\$27	NA	\$35	\$29	NA	NA
Chapter/Adjunct	\$22	\$35	\$34	\$24	\$35	\$35
Student Transition	NA	NA	\$35	NA	\$75	NA

* Early membership prices are for *renewing members* whose payment is received in the ABA office by December 11, 2000

New Members:

Who referred you to ABA?

Permanent Mailing Address

If your mail is returned as "non-returnable" to the address listed on the front of this form, ABA will send you mail to the following address:

Degree Held

List most recent degree received:

Year Received:

Degree Received:

Conferring Institution:

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
- ☐ 00 Other:

Primary Activity

Please check the one box that most closely describes how you spend the majority of your time at 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:

Mark the ABA SIGs of which you are a member (M) or about which you are interested (I).

- ☐ Animal Trainer's Forum
- ☐ Autism
- ☐ BALANCE
- ☐ Behavioral Gerontology
- ☐ Behavioral Safety Network
- ☐ Behaviorists for Social Responsibility
- ☐ Clinical Behavior Analysis
- ☐ Crime and Delinquency
- ☐ Development & Behavior Analysis
- ☐ Direct Instruction
- ☐ Experimental Analysis of Human Behavior (EAHB)
- ☐ Health, Sports and Fitness
- ☐ Interbehaviorists in ABA
- ☐ OBM Network
- ☐ Rehabilitation & Independent Living
- ☐ Society for the Quantitative Analysis of Behavior (SQAB)
- ☐ Standard Celeration Charters
- ☐ Teaching Behavior Analysis
- ☐ Verbal Behavior

Check (☒) any ABA-affiliated chapter(s) of which you are a member:

- ☐ Alabama ABA
- ☐ Argentina ABA
- ☐ Asociacion Latinoamericana de Analisis y Modificacion del Comportamiento (ALAMOC)
- ☐ ALAMOC-Colombia
- ☐ Australian Association for Cognitive Behaviour Therapy
- ☐ Behavior Analysis Association of Michigan (BAAM)
- ☐ Behavior Analysis Society of Illinois (BASIL)
- ☐ Behaviour Analysis in Ireland
- ☐ Berkshire Association for Behavior Analysis and Therapy (BABAT)
- ☐ California ABA
- ☐ Chicago ABA
- ☐ Delaware Valley ABA
- ☐ Experimental Analysis of Behaviour Group, UK and Europe
- ☐ Florida ABA
- ☐ German Society for Behavioral Medicine and Behavior Modification
- ☐ Italian Association for the Analysis and Modification of Behavior
- ☐ Japanese ABA
- ☐ Kansas ABA
- ☐ Maryland ABA
- ☐ Midwestern Association of Behavior Analysis & Therapy
- ☐ Mississippi ABA
- ☐ Missouri ABA
- ☐ New England Society of Behavior Analysis & Therapy (NESBAT)
- ☐ New York State ABA
- ☐ North Carolina ABA
- ☐ Northwestern ABA
- ☐ Ontario ABA
- ☐ Pennsylvania ABA
- ☐ Russian ABA
- ☐ Sociedad Mexicana de Analisis de la Conducta
- ☐ Southeastern ABA
- ☐ Texas ABA
- ☐ Venezuelan ABA

Reservation Request

Hyatt Regency New Orleans

For reservations call: (504) 561-1234

The *Hyatt Regency New Orleans* welcomes you to New Orleans, LA. for the 27th Annual ABA Convention. We recommend that you reserve your room as early as possible to avoid difficulties during the holiday weekend. To make a reservation please fill out the following information completely and fax to (504) 552-4210. *All reservations must be received by April 26, 2001.*

Group Name: ASSOCIATION FOR BEHAVIOR ANALYSIS
Meeting Date: May 25 - 29, 2001
Special ABA Member Room Rate: \$107 per night (plus 12.0% tax, subject to change without notice).

Deposit Information:

Reservations that are not accompanied by a deposit will not be processed. Reservations require one of the following in deposit:

- ☐ An enclosed check or money order made payable to the *Hyatt Regency New Orleans* covering the first night's stay, or
- ☐ The entire number of your credit card (American Express, Visa, MasterCard, etc.), expiration date, and your signature noted below:

Credit Card Number

Expiration Date

Signature

(This signature authorizes the *Hyatt Regency New Orleans* to charge the above account for one night's room deposit)

Type of card: ☐ American Express ☐ MasterCard ☐ Visa ☐ Discover ☐ Diner's Club

Personal Information:

Last Name

First Name

Middle Initial

Address

City

State

Country

Zip or Postal Code

Telephone Number

Sharing With

Arrival Date: _____ Arrival time: _____ (Check-in begins at 3:00 p.m.)

Departure Date: _____ (Checkout ends at 12 noon)

Accommodation Information:

Number of rooms required: _____ Number of people in room(s): _____

I request a room with:

☐ Two (2) double beds (\$107 per night)

I prefer a:

☐ One (1) king bed (\$107 per night)

☐ Smoking room

☐ Non-smoking room

☐ **Deposit:** A deposit equal to one night's stay is required to hold each individual's reservation. Should a guest cancel a reservation, the deposit is refundable if notice is received at least 72 hours prior to arrival, and cancellation number is obtained or if the rooms are resold. All prepaid reservations will be held until Hotel Check Out time (12 Noon) the following day.

☐ I have enclosed a check ☐ I have pertinent credit card information on this form.

Pass the CBA Exam!!!

Behavior Development Solutions Presents the

CBA Learning Module Series

Computer-Based Mastery Training for Students Preparing for the CBA Exam

The CBA Learning Module Series provides mastery training on most of the Content Areas for the CBA exam. Based on a precision teaching model, the program is ideal for individuals preparing for the CBA exam or anyone who wants to learn more about applied behavior analysis.

Those of us who had the advantage of using your modules feel we were more prepared because of them. We couldn't talk enough about how you helped us.

—Denise McKee

It doesn't take that long to go through the modules to get to 100% proficiency, and it's a fun way to review the material because it requires an active response.

—Mareile Koenig

I found it very helpful that I had studied module 2 before the exam - there were several questions on the test which covered that material and I got (most of them!) right - which I'm not sure I would have done had I not had study module 2.

—Maggie Hancock

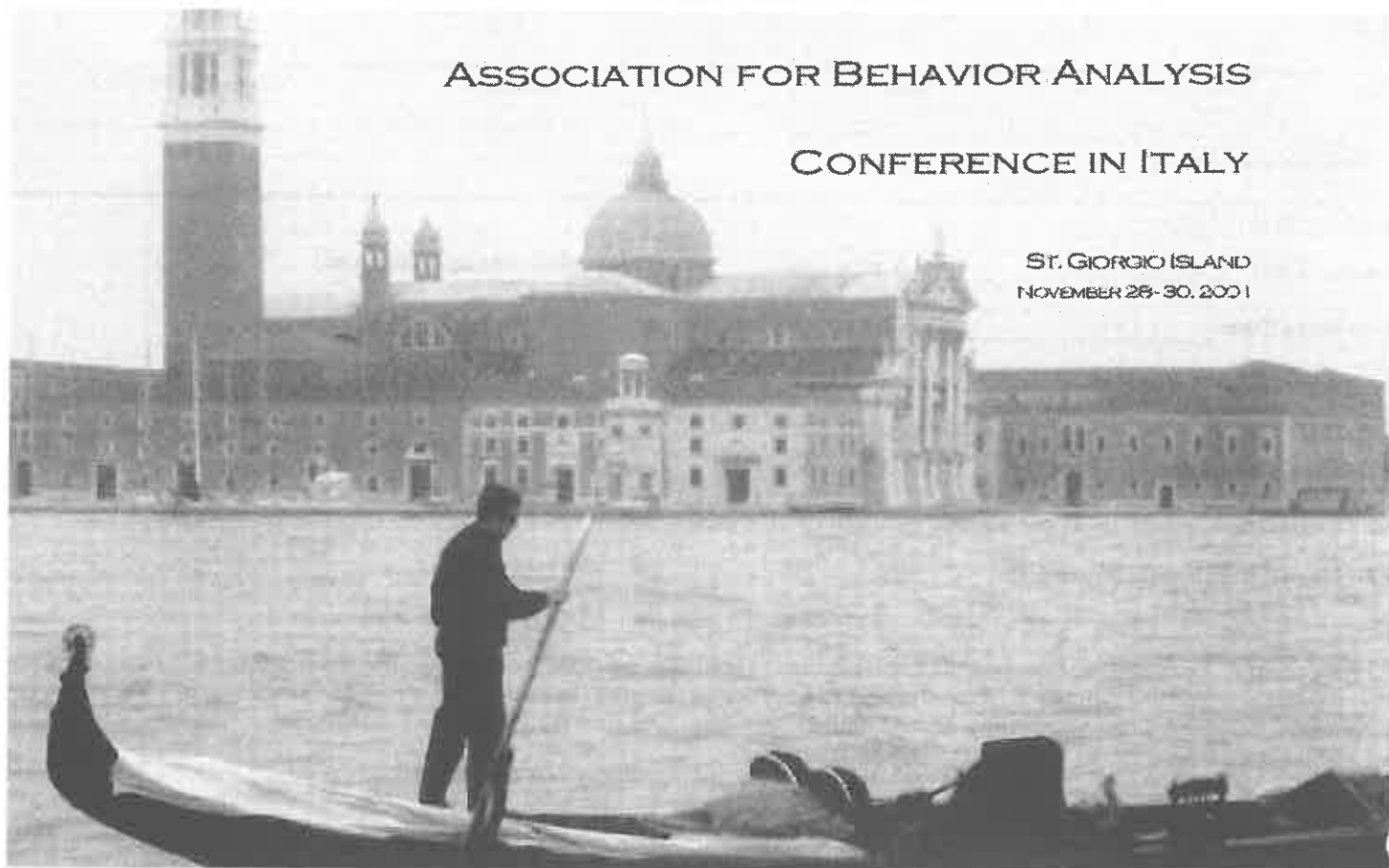
SEversol@aol.com

www.behaviordevelopmentsolutions.com

ASSOCIATION FOR BEHAVIOR ANALYSIS

CONFERENCE IN ITALY

**ST. GIORGIO ISLAND
NOVEMBER 28-30, 2001**



Job Placement Service

Goal

The goal of ABA's Job Placement Service (JPS) is to match qualified job applicants in the field of behavior analysis with jobs that best suit their abilities and to provide employers with highly effective employees so that their organization will prosper and their clients will obtain the highest caliber of service possible.

Employer Services:

1. Post a job position on the ABA Website (year round)
2. Post a Job Position and schedule interviews at the convention
3. Sponsor the Student Breakfast Fair at the convention

Applicant Services:

1. Post your resume on the ABA Website (year round)
2. Post your resume at the convention and interview at the convention

How to Register

Complete this form and return it to the ABA office along with the job description (if you're an employer), your resume/vita (if you're an applicant), or a description of your company (if you're a Student Breakfast Fair Sponsor), and the appropriate payment.

Check All That Apply:

- ☐ Post a job position on the ABA website (year round).....\$50 per position for 4 months
- ☐ Post a job position & schedule interviews at the convention..... \$35
- ☐ Sponsor the Student Breakfast Fair..... \$230 (<10 employees in organization)
- \$460 (11-50 employees in organization)
- \$690 (>51 employees in organization)
- ☐ Post your resume on the ABA Website (year round)..... \$15
- ☐ Post your resume at the convention and interview at the convention \$15

Name of Organization: _____

Contact Person Name: _____

Address: _____

Phone: _____ Email: _____

If posting a job position on the Website and/or the convention, please provide the following information:

Position Title: _____ State this job is located in: _____

Please check the level of training this position requires:

- ☐ Bachelor ☐ Master's ☐ Doctorate

Please check the area (s) that this position fits under:

- ☐ Clinical ☐ Developmental ☐ Education ☐ Organizational Behavior ☐ Research
Disabilities/ Autism Management

Please specify the state this job is located in: _____

Payment Information

Total amount: \$ _____

I have included with this form: (please circle) Check, Purchase Order, Credit Card Information

Name as it appears on the card: _____ Card #: _____

Expiration Date: _____ Signature: _____

Please this form and required information to: Association for Behavior Analysis, Attn: Job Placement Service, 213 West Hall, 1903 West Michigan Avenue, Western Michigan University, Kalamazoo, MI 49008-5301; or Fax: (616) 387-8354.

Convention Volunteer Signup Form

Volunteers are extremely important in making the ABA convention run smoothly. We need help in various areas of the convention. If you are interested in volunteering at ABA, please complete this form and send it to the ABA office.

Volunteers receive \$5.15/hour equivalent compensation. This compensation can be used toward the following:

- Convention Registration Refund (this refund is provided after the convention)
- 2001 Membership Refund (this refund is provided after the convention)
- Purchases at the ABA bookstore
- Job Placement Service Registration

Volunteers are needed for the following times and positions. Please put a check mark by the shifts you are interested in working:

ABA Registration

Duties: Distribute pre-convention registration packets & help ABA staff at on-site registration.

May 25

- ☐ 8:00 a.m. to 12:00 p.m.
- ☐ 12:00 p.m. to 5:00 p.m.

May 26

- ☐ 7:00 a.m. to 12:00 p.m.
- ☐ 12:00 p.m. to 5:00 p.m.

May 27

- ☐ 8:00 a.m. to 12:00 p.m.
- ☐ 12:00 p.m. to 5:00 p.m.

ABA Bookstore

Duties: Unpack and pack books, replenish books on tables when needed, & help ABA attendees locate books.

May 24

- ☐ 12:00 p.m. to 6:00 p.m.

May 25

- ☐ 8:00 a.m. to 1:00 p.m.
- ☐ 1:00 p.m. to 7:00 p.m.

May 26

- ☐ 8:00 a.m. to 1:00 p.m.
- ☐ 1:00 p.m. to 7:00 p.m.

May 27

- ☐ 8:00 a.m. to 1:00 p.m.
- ☐ 1:00 p.m. to 7:00 p.m.

May 28

- ☐ 8:00 a.m. to 1:00 p.m.
- ☐ 1:00 p.m. to 7:00 p.m.

May 29

- ☐ 8:00 a.m. to 1:00 p.m.
- ☐ 1:00 p.m. to 7:00 p.m.

ABA Workshops

Duties: Assist in the continuing education process by collecting tickets and signatures at the beginning and end of the workshop & assisting workshop presenter(s) by passing out materials. (A maximum of \$10.30 is paid for workshop volunteers in addition to free admission to the workshop)

May 25

- ☐ Morning (8:00 a.m. – 12:00 p.m.)
- ☐ Evening (5:30 p.m. – 9:30 p.m.)

May 26

- ☐ Morning (8:00 a.m. – 12:00 p.m.)

Your Name: _____ **Telephone:** _____

Email Address: _____

Mailing Address: _____

What is the best way for ABA Volunteer Coordinator to contact you?

Phone Email Mail

Please send this completed form to: Association for Behavior Analysis, 213 West Hall, 1903 West Michigan Avenue, Western Michigan University, Kalamazoo, MI 49008-5301 -or- Fax: (616) 387-8354

Positions in Behavior Analysis

Northwest Behavioral Associates, a not-for-profit organization serving children with autism and related disorders in the Seattle area, is looking for a new Program Manager effective February 1, 2001.

Program Manager Responsibilities include:

- ◆ Delivering direct intervention services to children served by Northwest Behavioral Associates
- ◆ Training individual tutors and school staff working with the specific children they serve
- ◆ Training members of the greater community as part of the Northwest Behavioral Associates Tutor Training Program
- ◆ Developing individualized programs for the children served
- ◆ Conducting regularly scheduled home and school observations

We are looking for someone with the following qualifications:

- ◆ Bachelors or Masters Degree in Behavior Analysis or in a related field with an emphasis in Applied Behavior Analysis.
- ◆ Interest in becoming a Board Certified Behavior Analyst
- ◆ Experience working with children of various ages with autism and related disorders
- ◆ Broad background designing and implementing programs using a variety of behavior analytic principles

Experience with typically developing children in regular education classrooms

Please contact the Program Director, Stacey Shook, Ph.D., BCBA for more information.

Phone (425) 823-6442, extension 1
Fax (425) 823.6774
Email sshook@nba-autism.com

CDSO provides innovative ABA-based programs at its center and in outreach programs for children with autism & related disabilities. We are seeking a behavior analyst, as well as skilled teachers who want to be a part of a stimulating development process at our West Portland campus.

Behavior Analyst: At least two years clinical experience required, preferably with supervision duties. Will manage and train staff, develop and monitor programs for efficacy, in conjunction with Operations Manager. Provide consultation, liaison with community and university programs, develop internships, plan curriculum and teach interns. Requirements: Masters in behavior analysis or Doctoral degree; Experience with autism; Excellent clinical skills and leadership qualities; Good organizational skills. Knowledge of scope and sequence of a range of academic curriculums a plus. Salary range negotiable, DOE.

Instructors: Provide 1:1 & small group instruction. Requirements: Bachelors degree in psychology or education and at least 1 year of experience in autism & ABA-based program. Salaries commensurate with experience. CDSO is in Portland, Oregon serving children from 3 to 12 years of age.

Portland has a plethora of activities from uncrowded surfing to skiing, hiking, rafting with a diverse multicultural community. Visit us at www.cdso.org. Send resumes & interest to Therese Steward, PO Box 1603, Hillsboro, OR 97123.

Provide services to adults and children with developmental disabilities in variety of community settings. FL Dept. of Children and Families, Developmental Disabilities Program seeks behavior analysts to enroll as Medicaid Waiver providers to serve growing Jacksonville, FL area. Must be FL or Board CBA/CABA or FL licensed psychologist. LCSW, LMHC, or LMFT. Competitive fee-for-service rates. Individuals or agencies welcome to apply. Contact Dr. Sarah Robinson at: (904) 992-2440 or e-mail Sarah_Robinson@dcf.state.fl.us

Neuroscientist of Learning/Biological Psychopathologist
The Psychology Department of Queens College of the City University of New York (CUNY) announces two tenure-track Assistant or Associate Professorships starting in the Fall of 2001. Candidates must have a doctoral degree in Psychology or a related field, a commitment to teaching courses in the BA and MA programs in Psychology, and evidence of productive research and scholarship.

1. Behavioral Neuroscientist of Learning: This candidate will participate in the Doctoral Subprograms in Learning Processes and Neuropsychology of CUNY, and have research expertise in the neuroanatomical, neurophysiological and/or neurochemical substrates of respondent, operant and/or complex forms of learning.

2. Biological Psychopathologist: This candidate will participate in the Neuropsychology Doctoral Subprogram of CUNY, and have research expertise in the biological and/or psychopharmacological substrates of psychopathology. Formal clinical psychological training is preferred, but not required.

<http://www.qc.edu/Psychology> provides information about the department and its programs. Candidates should submit a letter of application, a curriculum vita, sample publications, and arrange to have three letters of recommendation sent to either: Behavioral Neuroscientist of Learning Search Committee or Biological Psychopathologist Search Committee, Department of Psychology, Queens College, CUNY, 65-30 Kissena Blvd., Flushing, NY 11367-1597. Applications must be received by Feb. 6, 2001. Screening will continue until suitable candidates are identified. AA/EOE.



Society for the Quantitative Analyses of Behavior

Annual Meeting, May 25-26, 2001

Hyatt Regency Hotel, New Orleans

Friday, May 25

John Staddon	<i>Duke University, The dynamics of interval timing</i>
Amy Odum	<i>University of New Hampshire, Behavioral pharmacology and timing</i>
Geoffrey White	<i>University of Otago, Temporal generalization and diffusion in forgetting</i>
Kim. Kirkpatrick	<i>York University, Packet theory of conditioning and timing</i>
William Roberts	<i>University of Western Ontario, Timing and counting by pigeons: Do they require similar or different mechanisms?</i>
Richard Keen	<i>Indiana University, Relative numerosity discrimination and short-term memory</i>
Allen Neuringer	<i>Reed College, Operant variability and a theory of operant behavior.</i>
Alexandra Logue	<i>Baruch College, City University of New York, Self-control, impulsiveness, and higher education administration</i>
Howard Rachlin	<i>Stony Brook, Teaching and learning in the prisoner's dilemma</i>
John Kraft	<i>Armstrong Atlantic State University, Quantifying human social behavior with the Ideal Free Distribution model</i>
Anthony McLean	<i>University of Canterbury, Extraneous reinforcement, response rate and resistance to change</i>
Randolph Grace	<i>University of Canterbury, Acquisition of preference: comparing representational and linear operator models</i>
William Baum	<i>University of New Hampshire, Analysis of visits in the dynamics of choice</i>

Saturday Morning, May 26

Ralph Miller	<i>Binghamton, Interference between cues and between outcomes presented together and presented apart</i>
Douglas Williams	<i>University of Winnipeg, Input coding in animal and human associative learning</i>
Tony Nevin	<i>University of New Hampshire, Behavioral Momentum: measurement properties of force and mass</i>
John Donahoe	<i>University of Massachusetts, On neuroscience and behavioral analysis.</i>

Saturday Afternoon, May 26

Invited Preeminent Tutorials: From basics to contemporary paradigms

Author	Affiliation	Title	Discussant
Michael Davison.	<i>Auckland University</i>	What Reinforcers Do To Behaviour	William Baum
Randolph Grace	<i>University of Canterbury</i>	Quantification	John Nevin
William Timberlake	<i>Indiana University</i>	Behavior Systems	Donald Patterson
Leonard Green	<i>Washington University</i>	The Discounting Function	Michael Davison

For further information, visit the **SQAB** web page at <http://sqab.psychology.org> or contact Armando Machado, **SQAB** Program Chair, at armandom@iep.uminho.pt



Society for the Advancement of Behavior Analysis

The Society for the Advancement of Behavior Analysis (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 eight Directors of SABA are also members of the Executive Council of ABA.

Funds to Support Behavior Analysis

Janet and Sidney Bijou Fund

In December 1996, Dr. Sidney W. and Janet R. Bijou donated a substantial amount of money to the Society for the Advancement of Behavior Analysis to establish the *Sidney W. and Janet R. Bijou Fellowship Program*. The objective of the program is to enable doctoral students to study child development from a behavior-analytic perspective. The Fellowship provides a grant for one student per year in a doctoral program in psychology or education, in which it is possible to conduct research in behavioral child development.

Endowment Funds

The SABA Endowment Fund recently exceeded \$100,000, allowing the establishment of a grant similar to the Bijou Fellowship for doctoral students of the experimental analysis of behavior. Applications for the SABA Experimental Fellowship will soon be available for 2002.

Further contributions will go to support the International Development Endowment Fund, established to provide financial assistance for individuals and organizations wishing to pursue research or organize workshops and meetings internationally. When the principal of this fund reaches \$100,000, SABA will use the return on the principal to provide \$5,000 in annual grants to successful applicants who make proposals that fulfill the mission of the fund, "to support the dissemination of behavior analysis internationally. SABA is currently accepting contributions to the endowment fund for this purpose.

Student Presenters' Fund

Additionally, SABA has established a fund to provide registration to student members presenting at the annual convention. In order to sustain this service, it is essential that this fund be replenished. Please consider a donation to the SABA Student Presenters Fund.

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 program 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.

To make a contribution to SABA please include the following information:

Name:

Address:

City, State, Zip:

Telephone:

Area to which you wish to contribute:

- ☐ International Development Endowment Fund
- ☐ Student Presenters Fund
- ☐ Unrestricted Donations

Make checks payable, in US dollars, through a US bank, to SABA or charge to your:

☐ American Express ☐ MasterCard ☐ Visa ☐ Discover

Name as it appears on your card:

Card Number:

Expiration Date:

Signature:

Gifts should be made to: SABA, Inc., 213 West Hall, Western Michigan University, 1903 West Michigan Avenue, Kalamazoo, MI 49008-5301. SABA welcomes inquiries about gifts of any type by writing to the above address or by calling (616) 387-8342.

Additionally, gifts may be made at the secure SABA Web site: www.aba.wmich.edu/donate/default.asp

~ Job Opportunities ~

for

Behavior Analysts

Liberty Healthcare has two positions immediately available with our team at the Community of Landmark.

The *Community of Landmark* is located in northern Dade County, Florida – only minutes from Ft. Lauderdale and downtown Miami. Landmark provides supportive services in a residential setting to over 250 people with severe and profound mental retardation. Landmark is operated by the Florida Department of Children and Families – medical, psychological and nursing services are provided on contract by Liberty Healthcare.

Many of Landmark's residents display challenging behaviors and require skill acquisition. Our dedicated team of Behavior Analysts addresses those areas. They are primarily responsible for conducting functional assessments of residents, developing integrated behavioral plans, training line-level behavioral services staff to implement plans, monitoring residents' progress, and evaluating plans for efficacy. Behavior Analysts also serve as Treatment Team Leaders to assure the effective integration of all consumer services.

We're offering:

Competitive salary ~ 6 weeks of paid time off annually

~ health, life, and short-term disability insurance ~

~ assistance with relocation expenses ~ 401k program ~

Qualified candidates must have a Masters degree in psychology (or related field) with training in behavioral analysis. Experience working with people with mental retardation and developmental disabilities is preferred. Candidates must possess a minimum of one year of supervised experience developing, training, implementing and monitoring behavioral supports. In addition, effective oral and written communication skills, computer literacy, and the ability to work within and lead a multidisciplinary team are a must.

For more information, call Ian Castronuovo at (800) 331-7122 [within Pennsylvania, call (610) 668-8800].

For immediate consideration, fax resume to Ian at (610) 668-7689 or email the same to ianc@libertyhealth.com.



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Bala Cynwyd, PA 19004
www.libertyhealthcare.com

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ABA Therapists are needed to provide full-time, part-time and hourly services in all five boroughs of New York City as well as Nassau, Suffolk, Westchester, Rockland and Putnam Counties. Lead Teacher and ABA Supervisor's positions may also be available in some locations.

Please visit TheraCare's booth at the ABA Conference or fax your resume to Summer Turturro at (212)643-8497.

For further information call (212) 564-2350, Extension 139.

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