

Association for Behavior Analysis

an international organization

ABA newsletter

26th annual convention

Washington DC

Marriott Wardman Park Hotel

friday, may 26 through
tuesday, may 30, 2000

special convention edition
volume 33 number 1, 2000

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2000 Convention Overview

Friday, May 26

10:00 a.m.-5:00 p.m.	Workshops
6:00 p.m.-9:00 p.m.	Workshops

Saturday, May 27

8:00 a.m.-11:00 a.m.	Workshops
1:30 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 28

7:00 a.m.-8:50 a.m.	Breakfasts, Business Meetings
9:00 a.m.-11:50 p.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 29

7:00 a.m.-8:50 a.m.	Breakfasts, Business Meetings
9:00 a.m.-11:50 p.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 30

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

Welcome to the 2000 ABA Convention!

ABA 2000 in Washington, D.C. promises to be another exciting convention. From May 26th - 30th you will have many opportunities to attend stimulating presentations on experimental, conceptual, and applied issues in behavior analysis.

The convention opens with addresses from the Society for the Advancement of Behavior Analysis (SABA) award winners: Dr. Sidney Bijou will receive the award for *Distinguished Service to Behavior Analysis*, Dr. Liliana Mayo for *International Dissemination of Behavior Analysis*, Dr. Charles Schuster for *Public Service in Behavior Analysis*, Dr. James Partington for *Effective Presentation of Behavior Analysis in the Mass Media*, and the University of Kansas for *Enduring Programmatic Contributions to Behavior Analysis*.

Additionally, the first recipients of SABA's International Development Grant will be recognized during the SABA awards. The recipients are: the Children of Georgia Project, represented by Dr. Barry Parsonson and Dr. Jane Rawls of New Zealand; Ontario ABA, represented by Dr. Joel Hundert; and ALAMOC ABA - Colombia, represented by Wilson Lopez-Lopez.

You will hear an address by incoming ABA president, Dr. Carol Pilgrim. Dr. Pilgrim is a professor of psychology at the University of North Carolina at Wilmington. She is currently studying relational stimulus control in young children.

You will meet our 2000 Presidential Scholar, social psychologist Dr. Carol Tavris, a nationally renowned speaker and author on the subjects of gender, violence, pseudoscience, nature and nurture, media, and politics.

You can hear 23 addresses in 14 areas from distinguished invited members and guests of ABA. You will be able to attend five poster sessions with 533 posters, and the ABA Expo where graduates programs, behavioral organizations, special interest groups and ABA committees will exhibit.

Continuing education credits will be available from the American Psychological Association, the California Psychological Association, and for the first time, the Association for Behavior Analysis for Board certified behavior analysts. You can choose from 41 workshops on a rich variety of topics.

If you are looking for a job or hiring behavior analysts, interview on-site through our Job Placement Services. You can also update your behavioral library. Our bookstore will sell over 800 titles on topics related to behavior analysis.

Finally, you will be able to attend numerous other events, including symposia, panel discussions, business meetings and more, and interact with coordinators of our special interest groups and affiliated chapters.

We are expecting over 2,000 attendees in 2000. We hope you will be one of them. Washington, D.C. does not need advertising. The city offers a wealth of cultural and historical opportunities as well as a rich variety of entertainment. See you in D.C.!

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

International Development Awards

The Society for the Advancement of Behavior Analysis (SABA) established an international development grant program to promote the development and dissemination of behavior analysis internationally. The program, established in 1999, provides three annual \$1,000 grants to successful applicants. Applicants can be behavior analysts conducting a workshop or teaching at a particular university; organizations hosting a symposium or other event or developing a behavior analysis academic program; international affiliated chapters that wish to host a behavior analysis conference; students who are senior presenters on a behavior analysis topic at an international event; or potential members who support the formation of a new international chapter of ABA.

The SABA Board of Directors reviewed a total of six applications at the fall Board meeting. The decision was difficult as all the applications demonstrated considerable potential for the dissemination and growth of behavior analysis. After much deliberation, three applicants were selected for the grants. The following describes the awardees and the projects funded.

The Children of Georgia Project

Drs. Barry Parsonson and Jane Rawls of New Zealand were awarded an international development grant to conduct an intensive 2-week workshop in the practice and application of behavior analysis for children with developmental disabilities and war trauma in the Republic of Georgia.

There are 8,000 children in institutions in the Republic of Georgia and war-traumatized children among the 300,000 displaced persons in the autonomous region of Abkhazia. As a result, there is a need to train individuals to assist children in the region with physical or intellectual disabilities. In 1997, Drs. Parsonson and Rawls went to Georgia to teach a three-month program on the theory and practice of applied behavior analysis. Of 50 original program attendees, a core of 16 continued with a more intensive tutorial and practical experiences. In 1999, Drs. Parsonson and Rawls returned to Georgia for a further three months, this time working with a core group of eight from the former 16 students.

The workshop aided by this grant will be open to professionals who attended the earlier workshops, and will focus on developing remedial education programs in areas such as language, counting, letter discrimination, color naming, and in self-care and independent living skills. This workshop will both add to existing skills and increase the pool of behaviorally educated psychologists in Georgia, to the benefit of the children receiving their services.

Development of a Canadian Database by Ontario ABA

Ontario ABA, represented by Dr. Joel Hundert, was awarded an international development grant to develop a database of potential practitioners of applied behavior analysis in all ten provinces of Canada and a database of behavioral courses, both graduate and undergraduate, at Canadian colleges and universities.

Integrated databases are much needed in Canada, as currently there is no single database of behavior analysts located in the various provinces. Nor is there an integrated database of institutions that provide post-secondary training in applied behavior analysis. The members of Ontario ABA represent only a small fraction of behavioral practitioners in one province who work in such diverse fields such as education, corrections, developmental disabilities and acquired brain injury. There is little communication with behavior analysis organizations in other Canadian provinces.

These databases will serve to inform behavioral practitioners in Ontario about Ontario ABA and to encourage practitioners in other provinces to develop their own affiliated chapters. Additionally, Ontario ABA will use the databases to encourage the dissemination of information about educational opportunities in behavior analysis and to support the dissemination of the field throughout Canada.

ALAMOC-ABA Colombia Research Competition

ALAMOC-ABA Colombia, represented by Wilson Lopez-Lopez, was awarded an international development grant to organize a national competition for empirical or theoretical work in behavior analysis. A three-member jury of behavior analysts with long and distinguished academic careers will choose winners of the award. The jury will be composed of two behavior analysts from Colombia and one member of ABA appointed by ALAMOC-ABA Colombia. Applicants will be judged on the originality and creativity of the research, methodological rigor, and the impact of the research on the field of behavior analysis. The grant will be utilized to send five recipients of the award to the ABA convention to present their work in a symposium. This project will serve behavior analysts in Colombia, as well as the United States and elsewhere, by encouraging the exchange of research and ideas across geographic borders.

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

Majda Seuss
Association for Behavior Analysis

BEHAVIOR ANALYST CERTIFICATION BOARD NEWS

The Behavior Analyst Certification examinations will be administered on May 15th in San Francisco, Los Angeles, Dallas, Houston, Pittsburgh, Harrisburg, and New York City, and on May 30th in Oklahoma City and Washington, D.C. The application deadline for all of these administrations is March 13, 2000. The next administration will be late fall, 2000. Individuals who are certified in 2000 and state certificants transferring to BACB Certification by the end of 2000 will have BACB Charter Certificant status. Additional information and applications are available on www.BACB.com

Convention Highlights

Opening Address

Awards Ceremony: Society for the Advancement of Behavior Analysis

Chair: Masaya Sato, Ph.D. (Teikyo University)

2000 International Grant Awardees

Joel Hundert, Ph.D. (Ontario ABA)

Wilson Lopez-Lopez, M.S. (ALAMOC-Colombia ABA)

Barry Parsonson, Ph.D. (The Children of Georgia Project)

2000 SABA Awards

Award for Distinguished Service to Behavior Analysis:

Sidney W. Bijou, Ph.D. (University of Nevada)



Dr. Bijou received his Ph.D. in Psychology at the University of Iowa in 1941. Dr. Bijou is known for training many outstanding behavior analysts, for significant contributions to research and developmental theory, and for his advocacy of the international development of the field, just to mention a few of his accomplishments.

Dr. Bijou did post-doctoral work at Harvard University on a National Institute of Mental Health Senior Fellowship. Over the course of his career he has taught at the University of Washington, Indiana University, the University of Illinois, the University of Arizona, and the University of Nevada, Reno. He has been a visiting lecturer or scholar at the University of Michigan, San Diego State College, the University of California at Los Angeles, and the University of Hawaii. The work he has done internationally is no less impressive. He has lectured and taught in Mexico, Japan, and Peru, to name only three.

Dr. Bijou introduced the operant method for the systematic study of children in laboratory settings. He and his colleagues at the University of Washington introduced field operant methods for children and published a methodology for such studies. Dr. Bijou has an impressive publication record, including 16 books and over 150 articles. Dr. Bijou and Dr. Donald Baer published a highly regarded series of books on the behavior analysis of child development.

Dr. Bijou will give a presentation entitled:

Current Status of a Behavior Analysis of Child Development

Abstract: Almost 40 years ago, Donald M. Baer and I introduced, in a little paperback book, a theory of child development based on B. F. Skinner's radical behaviorism and J. R. Kantor's interbehaviorism. Over the years the theory has been revised and extended into verbal behavior and has been used primarily to analyze behavior in infancy and early childhood.

While the theory has for the most part been well received by

behaviorally oriented psychologists, it has been criticized by non-behaviorally oriented child psychologists who maintain that it is mechanistic and environmentalistic and that its application to practical problems could have detrimental effects. I believe, and I will attempt to show, that these issues are based on a misunderstanding of the history of behaviorism and the meaning of Skinner's radical behaviorism and Kantor's interbehaviorism.

To argue that these criticisms do not apply is not to contend that the theory is complete. Much remains to be done to demonstrate that it can serve to analyze behavior at all the stages of development. The immediate need is to update the analysis of behavior in infancy and early childhood. The next task is to make a first-approximation analysis of the major forms of behavior in later childhood and adolescence emphasizing the evolution of self-control, creative behavior, complex social and abstract reinforcers, and the like.

Award for International Dissemination of Behavior Analysis: Liliana Mayo, Ph.D. (Centro Ann Sullivan del Perú)



Dr. Liliana Mayo spent the last 20 years applying techniques of behavior analysis in the development of functional programs to educate people with different abilities (handicaps), especially those with the severest limitations. She is founder and director of CASP (Centro Ann Sullivan del Perú), which serves over 300 people with special abilities and their families, and educates over 1,000 parents and

professionals annually throughout Peru and Latin America. Dr. Mayo received her BA and psychology license from the Universidad Nacional Mayor de San Marcos, Lima, Perú, the oldest university in the Americas, in 1976. She received her MA in 1986 and her PhD in 1996 from the Department of Human Development, University of Kansas. Her dissertation involved effects of teaching families functional/natural parenting procedures with 8-year follow-up data. She was the president of the Applied Behavior Analysis Association of Peru from 1975-1983 and the chair of the ABA International Committee from 1994 to 1997. She has been invited to present her work in many countries in Europe, the Americas, and Japan. She is a professor at four leading universities of Lima, Peru and a courtesy professor at the University of Kansas. Among her numerous awards are the Peruvian Professional Excellence Award, Rotary Intl. Paul Harris Award, Cuban Medal of Honor, Regional Alcatel Award for Technical Innovation (long distance education program), and the Peruvian College of Psychology award for educational contributions. In the year 2000 she will receive the Queen Sofia of Spain award for her national and international contributions through the application and teaching of the CASP program in Peru and the world.

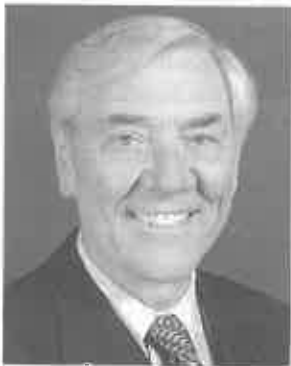
Dr. Mayo will give a presentation entitled:

The Application of Behavioral Teaching in a Functional/Natural Approach: The CASP Program (Centro Ann Sullivan del Perú)

Abstract: I founded CASP in the garage of my parent's house in 1979 with a behavioral orientation learned from Murry Sidman's *Tactics of Scientific Research*, Skinner's *Science and Human Behavior*, and Bijou and Baer's *Child Development*. The center is unique for its program of family participation in the education of children and the functional/natural curriculum developed with Judith LeBlanc (Kansas University). It is a lifetime educational program of 20 subprograms (from infant stimulation through supported employment) to educate parents, their children and professionals. CASP is a world leader in behavior analytic experimental teaching applications that produce lifetime skill generalization/maintenance. Our 25 member professional staff has formally educated parents and professionals in the provinces of Peru and in Spain, Argentina, Chile, and Brazil.

CASP also has an audio conference long distance education program serving outlying regions of Peru, is developing an internet resource center and serves families worldwide who come to learn to teach their children, to receive educational programs and to establish continuing telecommunication consultation. There are 7 centers following the CASP model in Brazil, Chile, Spain and Argentina. CASP maintains a formal international cooperation agreement with the Life Span Institute, Kansas University (Stephen R. Schroeder, Director).

Award for Public Service in Behavior Analysis: Charles Schuster, Ph.D. (Wayne State University School of Medicine)



Dr. Schuster is an internationally recognized researcher on the psychopharmacology of drugs of abuse. From 1986-1992 Dr. Schuster served as the Director of the National Institute on Drug Abuse (NIDA). In January 1992, Dr. Schuster returned to his research career as a Senior Research Scientist at the Addiction Research Center of the NIDA. In 1995 Dr. Schuster was appointed as a Professor in the

Department of Psychiatry and Behavioral Neurosciences at Wayne State University School of Medicine and the Director of the Clinical Research Division on Substance Abuse. He is also the editor of the APA journal: *Experimental and Clinical Psychopharmacology*. Prior to joining the National Institute on Drug Abuse in 1986, Dr. Schuster was the Director of the University of Chicago's Drug Abuse Research Center, and Professor of Psychiatry, Pharmacology and Behavioral Science. He has authored or co-authored over 200 scientific journal articles, as well as numerous book chapters and several books. He is also a member of the Expert Advisory Panel on Drug Dependence of the World Health Organization.

Dr. Schuster received his Ph.D. from the University of Maryland, his M.S. from the University of New Mexico, and a B.A. from Gettysburg College, Pennsylvania. He is a Fellow of

the American Association for the Advancement of Science, American College of Neuropsychopharmacology, and the American Psychological Association, and a member of the Institute of Medicine of the National Academy of Sciences. Dr. Schuster is the recipient of numerous awards including the Nathan B. Eddy Award from the College on Problems of Drug Dependence, the APA Distinguished Scientific Contributions Awards for the Applications of Psychology, E. M. Jellinek Award from Yale University and was the first recipient of the H. David Archibald Award from the Addiction Research Foundation in Toronto, Canada. He was recently elected to the Presidency of the College on Problems of Drug Dependence for 2000.

Dr. Schuster will give a presentation entitled:

The Application of the Principles of Behavior Analysis to the Treatment of Drug Dependence

Abstract: The discovery that certain psychoactive drugs could serve as reinforcers for laboratory animals and humans brought the phenomenon of drug abuse within the purview of behavior analysis. Drugs, which are abused by humans, are with few exceptions self-administered by laboratory animals. Further, drugs that are aversive to humans serve as negative reinforcers in animals. Finally, laboratory research in both animals and humans has clearly shown that variables affecting behaviors maintained by food or water reinforcers also apply to behavior maintained by drug delivery. Most importantly, it has been shown that drug self-administration can be decreased by making mutually exclusive non-drug reinforcers available.

Research will be presented illustrating how this principle can be utilized to assist drug dependent people to become drug-free. In addition the application of a cost-effective contingency management procedure designed to enhance compliance with treatment protocols will be presented. These applications of the principles of behavior analysis have done much to improve the treatment of drug dependent individuals. It remains however, for behavior analysts to determine how to better insure the use of these powerfully effective procedures in non-academic community treatment programs.--

Award for Effective Presentation of Behavior Analysis in the Mass Media: James W. Partington, Ph.D. (Behavior Analysts, Inc.)



Dr. Partington is the clinical director of Behavior Analysts, Inc., in Pleasant Hill, California. The psychological corporation provides a variety of educational services for children with autism or other developmental disabilities. He is a licensed psychologist and certified behavior analyst (C.B.A.), and has more than 25 years experience. His expertise is in language intervention with children who are

experiencing language delays as a result of autism-related disorders.

Dr. Partington received his bachelors and masters degrees at Western Michigan University, and received his Ph.D. from Florida State University. He has taught courses in the Psychology Department at West Virginia University, in the Department of Education at St. Mary's College, and in the Counseling Psychology Program at the University of San Francisco. He has published several papers on teaching strategies for children with disabilities, and has co-authored with Dr. Mark L. Sundberg *Teaching Language to Children with Autism or Other Developmental Disabilities* and *The Assessment of Basic Language and Learning Skills (The ABLLS): An Assessment, Curriculum Guide, and Skills Tracking System for Children with Autism or Other Developmental Disabilities*.

Dr. Partington will give a presentation entitled:

Translating the Covenant: Teaching Parents to Use Skinner's Analysis of Verbal Behavior

Abstract: The field of behavior analysis has a wealth of knowledge that can help to solve many problems encountered in our society. One of the most important tasks of behavior analysts is to make the tools of our science and technology available to the public. Teaching parents of children with autism to use Skinner's analysis of verbal behavior has not only served to provide direct help to individual children, but also to attract the general public's interest in our field.

Award for Enduring Programmatic Contributions in Behavior Analysis: The University of Kansas

Dr. Donald Baer will accept the award on behalf of the University of Kansas, and will give a presentation entitled:

"...and Only 25 Years after *The Behavior of Organisms*. Description of the Department of Human Development and Family Life, University of Kansas"

The University of Kansas' Department of Human Development and Family Life (HDFL) was formed in 1963 by Professor Richard Schiefelbusch, Director of the University's Bureau of Child Research, and Dr. Frances Horowitz, research associate in a soon-to-be-disbanded Department of Home Economics. They formed HDFL from Home Economics' division of Child Study. Newly staffed, HDFL attracted students to its degree programs, and federal research and training grants. The University already had a well established Department of Psychology, so HDFL was free to specialize. It was designed as a three-part structure: (1) a division using behavior analysis to understand human development and to ameliorate its problems; (2) a division analyzing intellectual development as empirically researchable discrimination process; and (3) a division pursuing the experimental analysis of biological bases of development. As the next 35 years unfolded, that plan was followed, but with the first component evolving steadily into more behavior-analytic application, the second becoming an examination of the potential usefulness of cognitive science in its pursuits, and the third concentrating more and more on pharmacological influences on behavior. In the process, HDFL grew from a half-dozen to a department of 20 full-time faculty and more than 80 adjunct and courtesy faculty.

Presidential Scholar's Address

The Business of Genes and the Politics of Prozac: Behavioral Science in the Biomedical Age

Carol Tavis, Ph.D. (Los Angeles, CA)

Gender, sexuality, violence, pseudoscience, nature and nurture, media, politics, culture -- social psychologist Carol Tavis writes and speaks about topics like these with a blend of scientific scholarlyness, wit, and style that few can match. Her published works include the acclaimed books *The Mismeasure of Woman* and *Anger: The Misunderstood Emotion*; many academic articles and book chapters; numerous op-ed essays and book reviews for *The New York Times* and *The Los Angeles Times*; and (with Carole Wade) three widely used psychology textbooks, which were the first to promote principles of critical and scientific thinking in assessing popular notions about human behavior. Dr. Tavis is a fellow of the American Psychological Association, the American Psychological Society, and the Committee for the Scientific Investigation of Claims of the Paranormal. With her broad knowledge of behavioral science and skill in communicating that knowledge to the public, she is in great demand as a lecturer in venues ranging from college classrooms to judges' conferences. Her ABA Presidential Scholar's Address examines the popularity of biological explanations and treatments for various behavioral problems, with an eye to the social, political, and economic variables involved.

Presidential Address

ABA, International: On Function and Structure and Emergent Behavior

Chair: Gina Green, Ph.D. (New England Center for Children)
Carol Pilgrim, Ph.D. (University North Carolina, Wilmington)

The exciting growth of the Association for Behavior Analysis, International over recent years is bringing with it many new challenges and opportunities. In this talk, we will consider the multiple functions that our organization is currently serving, with emphasis on important additional functions that seem possible if our many assets are fully utilized.

Dr. Carol 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. Her research contributions include both basic and applied behavior analysis, with emphasis in human operant behavior, and clinical and self-breast examination proficiency. Her current work on relational stimulus control in young children is funded by the National Institute of Child Health and Human Development. 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 is Member-at-large of the Executive Committee of Division 25, American Psychological Association, and chairs its Nominations and Elections Committee. She is a member of the Boards of Directors of the Society for the Experimental Analysis of Behavior and the Society for the Advancement of Behavior Analysis and was previously liaison for the Southeastern Association for Behavior Analysis, where she also served as

President. Dr. Pilgrim has been chair of ABA's Experimental Analysis of Human Behavior SIG and its Membership Recruitment and Retention Committee, and served as At-large Representative to the Executive Council, prior to her election last year as President of ABA, International.

Newcomer's Session

An Introduction to the Association for Behavior Analysis

Chairs: Jack Michael, Ph.D. (Western Michigan University), 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: Amy Elliott, M.S. (Western Michigan University)
Ned Carter, Ph.D. (University Hospital, Uppsala Sweden)

This discussion will provide individuals with information on ways to improve the effectiveness of their oral and poster presentations. Practical suggestions for preparation, delivery, and follow-up will be discussed. This presentation is primarily targeted to students and others who are interested in improving their skills in this area.

Grant Writing and Fellowships in Behavior Analysis: Advice from the Experts

Chair: Amy Elliott, M.S. (Western Michigan University)
David Eckerman, Ph.D. (University of North Carolina)

Grant writing can be a daunting task, particularly for those entering this domain for the first time. This discussion will focus on practical suggestions for gaining information about grant opportunities and writing a proposal. The discussants are individuals who regularly review grants or have been successful in obtaining funding in the past. Information on their personal experiences and strategies that have worked will be discussed. The panelists will also outline different types of fellowships available and how to apply. This discussion will be relevant to those just entering the academic arena and anyone who wants more funding for their research.

2nd Annual ABA Student Social

Chair: Amy Elliott, M.S. (Western Michigan University)

The ABA Student Social provides an opportunity for students to meet and mingle with influential behavior analysts in an informal setting. The social promotes excitement about the field of behavior analysis through the individuals who helped establish the field and those who are directing its future. Influential behavior analysts are selected carefully so that all aspects of the field (e.g., applied, theoretical, experimental) will be represented. Inviting individuals to attend also ensures an adequate student-to-behavior-analyst ratio. Aubrey Daniels and Associates, Inc. have once again generously agreed to financially support the student social.

Conversation Hours

Chairs: Erin Van de Hey, Gerald Mertens (Saint Cloud University)

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. Most recently he has been concerned with the technical terminology of behavior analysis, basic theory regarding motivation, and verbal behavior.

Conversation Hour with E. Scott Geller

Dr. Geller has been a professor at Virginia Tech for over 30 years. His research and teaching focus on the application of behavior analysis to improve quality of life on a large scale. He has worked in prison management, environmental protection, road rage reduction, and industrial safety.

Conversation Hour with Gina Green

Dr. Green is the Director of Research at the New England Center for Children and President of the Association for Behavior Analysis. Her main interests currently are stimulus equivalence, behavioral intervention for autism, and educating the public about behavioral science.

Conversation Hour with Beth Sulzer-Azaroff

Dr. Sulzer-Azaroff is a Professor Emeritus of the University of Massachusetts and Principal of the Browns Group. Her most recent book is titled *Who Killed My Daddy: A Fable About Behavioral Safety Systems*.

Reunions/Receptions

B.F. Skinner Foundation

Chair: Kent Moreno (West Virginia University)

Cambridge Center for Behavioral Studies

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

Columbia University and CABAS "School Professionals"

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

OBM Network/Behavioral Safety SIG Hospitality Suite

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

Ohio State University Reunion to Honor John O. Cooper

Chairs: Tim Heron, Ph.D. and William Heward, Ph.D. (Ohio State University)

Saint Cloud State University Alumni and Friends ABA Reunion

Chair: Matt Miller, Ph.D. (WA Howe Developmental Center)

Standard Celeration Chart Data Share

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

Western Michigan University

Chair: R. Wayne Fuqua, Ph.D. (Department of Psychology)

Breakfasts

International Development Committee Breakfast

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

The international breakfast is scheduled for the first day of the convention. Last year, members from 20 countries attended the convention. At the breakfast we welcome international members and review the international development of behavior analysis. All members are welcome.

Fourth Annual ABA Student Breakfast Fair

Chair: Jason Otto (Western Michigan University)

ABA's Job Placement Services have grown over the years. We are delighted to see that the demand for behavior analysts is growing across many areas of applications. Last year, seven organizations offering opportunities for behavior analysts sponsored the Student Breakfast, which is a great opportunity to meet qualified candidates for your organization, and for candidates to meet individuals hiring in the field. The breakfast provides an informal atmosphere for students and employers to interact. We welcome all student members of ABA, as well as representatives of university programs.

Behavioral Fitness

Revive and Relax: A Participatory Session

Chairs: Amanda Nicolson and Kimberly Lucker (Florida State University)

Enhance your conference experience by attending this session of functional movement and energy rejuvenation! Relax your mind and body with tension reducing stretching and strengthening exercises.

The Observer: as flexible as human behavior

• **The Observer Basic** - Software for collection, analysis, management and presentation of observational data. For live data entry by a human observer, using a desktop or handheld computer.

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Please submit an abstract of no more than 300 words describing the study, its design and major outcome. Please include contact information about all authors (including e-mail addresses).

Please see www.pecs.com for submission form and deadline.

Invited Events

Autism (AUT)

Does Autism Involve Excess Will and Control? Can This Control Be Shared Using Free Operants?

Ogden Lindsley, Ph.D. (University of Kansas)

Abstract: Does autism involve excess will and perseverance, and can control be shared using free operants? In the most basic and plain-English terms, the child with autism may have excess will and high degrees of perseverance. The child strives for control of his or her environment and control over the persons who might, in a normal developmental progression, be expected to control or manage the child. Free-operant-based treatments may hold promise for allowing caring adults to gain control over the behaviors associated with excess will while helping the child achieve high levels of proficiency on important skills.

Dr. Ogden Lindsley is a former President of ABA, the Standard Celeration Society, and the National Association for Gifted Children, and has sat on advisory councils and boards too numerous to mention. He has devoted, and continues to devote, his entire life to the advancement of behavioral analysis through behavioral therapy, educational services, and the corporate world. With the perspective of providing behavioral skill changing to all, Dr. Lindsley works to express behavioral principles and practices in refined common-usage language of *Precision Teaching*TM and in corporate terms of *Quality Navigation*TM. Sharing his understandable descriptive and functional (Is-Does) planning paradigm, his standard performance and learning multiply-divide measurement system, and visual analyses of data, Dr. Lindsley empowers each individual to self-manage and to individually and collectively discover solutions to life's challenges.

Dr. Lindsley is responsible for four decades of child, parent, and teacher behavioral skill improvement. He has influenced adult learning and teaching, colleagues and professionals. He has accomplished all of this on an international scope. The momentum of Dr. Lindsley's contribution to the advancement of behavior analysis into the next millennium is assured and magnified by the numbers of those currently imbued by his life's testimonial. Dr. Ogden Lindsley deserves and has earned our recognition of his distinguished accomplishments and dedication to behavior analysis.

Animal Models of Training-Induced Recovery from Early Brain Damage: Implications for Early Intervention for Autism and Related Developmental Disabilities

Richard E. Tessel, Ph.D. (University of Kansas); Pippa S. Loupe, Ph.D., and Stephen R. Schroeder, Ph.D. (Schiefelbusch Institute for Life Span Studies)

Abstract: Many children with autism who receive intensive behavioral intervention beginning at an early age make dramatic progress. Some appear to be no longer autistic. While the most effective treatments are behavior analytic in nature, the change brought about in these children, in many cases, far surpasses the changes seen in older children and improvements for children with other disabilities. Could intensive behavioral intervention

be associated with early changes in the brain? Dr. Rick Tessel has conducted a series of experiments with rats. His overall objective has been to determine if exposure to operant learning opportunities presented in behavioral analytic treatments is associated with consistent differences in the brains of the treated animals after early brain damage related to some of the symptoms of autism. He has found that operant training restores dopamine levels in the basal ganglia in rats who had received neonatal dopamine lesions in the relevant areas. This invited paper provides provocative evidence as to the power of operant training to not only change behavior, but to actually alter brain function.

Dr. Richard Tessel received his bachelor's degree from UCLA and his masters degree from the University of Illinois, Chicago, both in Experimental Psychology. He then got his Ph.D. in Pharmacology from the University of Michigan, where he worked with Dr. James H. Woods. He sat on the editorial board of the *Journal of Pharmacology and Experimental Therapeutics* from 1981 to 1999 and currently sits on the editorial board of *Experimental and Clinical Psychopharmacology*. His previous research areas include psychomotor stimulant behavioral, cardiovascular and neurochemical pharmacology, neuropeptide-tyrosine and brain epinephrine in hypertension. More recently, he and colleagues reported that conditional (fixed-ratio) discrimination training markedly antagonizes "irreversible" brain damage and/or its behavioral consequences in rat models of human microencephaly and of Lesch-Nyhan and Parkinson's diseases.

Dr. Pippa Loupe is an Assistant Research Professor for the Schiefelbusch Institute for Life Span Studies at the University of Kansas. Her research interests are in biobehavioral pharmacology. One area of research includes studying changes in brain catecholamines due to environmental stimulation in an animal model of dopamine depletion. A second research project involves measuring changes in neuronal and glial cell formation due to environmental stimulation in a microencephalic animal model. Another area of research involves measuring the effectiveness of clinically relevant drugs to suppress problem behaviors in animal models of mental retardation without diminishing cognitive abilities.

Dr. Stephen Schroeder is the Director of the Schiefelbusch Institute for Life Span Studies; his office is in the Dole Center at the University of Kansas in Lawrence. Dr. Schroeder received his Ph.D. from the University of Pittsburgh in 1967. He is a fellow of the American Psychological Association, and he is past editor of the *American Journal on Mental Retardation* and currently co-editor of *Research in Developmental Disabilities and Mental Retardation* and *Developmental Disabilities Research Reviews*. He has served on the NICHD Mental Retardation Study Committee, and has also reviewed for NIEHS, EPA, and NIDRR.

Dr. Schroeder's primary research interests are in biobehavioral interactions in development across the life span, with a focus on developmental neurobehavioral pharmacology and developmental neurobehavioral toxicology related to disabilities.

Dr. Schroeder is the Principal Investigator on the NICHD-funded program project entitled "Severe Aberrant Behavior Among Persons with Retardation." The project is a broad-based biobehavioral investigation of chronic, severe aberrant behavior (i.e., stereotyped, self-injurious and aggressive behavior).

In collaboration with Rick Tessel, Dr. Schroeder also has an NICHD funded individual research project which uses three animal models to study the development of retardation and aberrant behavior as a function of specific genetic and early development biological antecedents.

Clinical; Family; Behavioral Medicine (CBM)

Depression: The Results of the First Two Years of a Behavior Analytically Based Treatment Development Study Robert Kohlenberg, Ph.D. (University of Washington)

Abstract: Depression is the common cold of adult psychological problems. The dominant treatments are cognitive therapy and pharmacotherapy, with the latter most frequently used. Behavior analysis has not had much influence on conception and treatment. For the past two years, we have been using behavior analysis to inform the development of a new depression treatment. I will describe how we used behavior analysis to reconceptualize and improve cognitive therapy and the measurement of the therapy process. I will describe the preliminary results of using this new treatment on depressed clients, new measures of therapy process, and findings that point towards new, non-DSM ways of defining depression.

Dr. Robert Kohlenberg graduated in clinical psychology from UCLA in 1968 and has been on the faculty at the University of Washington since that time. Currently he is the Director of Clinical Training. His primary focus is the application of behavior analysis to the understanding and improvement of psychotherapy. He and colleague Mavis Tsai developed Functional Analytic Psychotherapy (FAP), a radically behaviorally informed guide to enhancing treatment. Bob and associates Chauncey Parker, Madelon Bolling, Jonathan Kanter, and Mavis Tsai have spent the past three years completing a very exciting NIMH treatment development project that uses FAP to inform enhancements for the treatment of depression.

Federal Funding Opportunities for Clinical Behavior Analysts

Chairperson: David Greenway, Ph.D. (University of Louisiana at Lafayette)

Abstract: As an emerging approach to traditional problems within clinical psychology, clinical behavior analysis has much to offer federally funded research programs. However, the proportion of clinical behavior analysts obtaining federal funding is below that of psychologists working within mainstream clinical psychology. This symposium will introduce several representatives from federal agencies that fund research programs in clinical psychology. It will provide an introduction to mentoring software and information for new investigators applying for federal funding. It will also present descriptions of federal research programs within the National Institute of Health with particular emphasis on specific programs within the National Institute on Alcohol Abuse and Alcoholism and the National Institute of Mental Health.

Avoiding Fatal Flaws and Common Errors

Catherine Bolek, Ph.D. (University of Maryland - Eastern Shore)

Abstract: A discussion of proposal writing tips designed to assist new investigators in the development of competitive applications. Topics covered will include: significance, rationale, approach, methods, resources and facilities, background, and forms completion. Internet links to grant development sites will also be covered.

Dr. Catherine Bolek is the Director of the Office of Sponsored Programs at the University of Maryland Eastern Shore in Princess Anne, Maryland and the former Director at NIDA of the Special Populations Research and Training Office. She is an active developer of grant and contract training programs for biomedical scientists and the recipient of over four million dollars in grants and contracts from federal agencies including NIH, EPA and DOD.

Dr. Bolek is the creator of web-based mentoring programs for new grant applicants and author of articles, chapters and books on grant writing and research design.

Funding Opportunities in the National Institutes of Health: A Bird's-eye Perspective

Virginia Cain, Ph.D. (National Institutes of Health)

Abstract: The presenting author has extensive experience in research funding from the perspective of the Office of Behavioral and Social Science Research at the National Institutes of Health. The scientific values and specific research agendas of the various institutes within NIH combine to influence which investigators successfully achieve funding. A description of the funding process within NIH and the characteristics of successful applications will be offered.

Dr. Virginia Cain is Special Assistant to the Director in the Office of Behavioral and Social Sciences Research (OBSSR) at NIH where she is responsible for integrating behavioral and social science research into the research programs of the NIH. One of her major activities during the past year has been to chair the committee charged with reorganizing behavioral and social science reviews at CSR. Prior to joining OBSSR, she directed the research program of the Office of Research on Women's Health (ORWH), which focused on normal female development and diseases and conditions that affect women's health. Dr. Cain joined NIH in 1979 in the Demographic and Behavioral Sciences Branch at NICHD, where she managed a research portfolio focusing on sexual risk behaviors related to AIDS, STDs, and unwanted pregnancy. Her own research has been in the areas of reproductive health, including menopause, sexual behavior, and sexually transmitted diseases. Her earlier research addressed issues involved in childcare, fertility and female labor force participation. Dr. Cain received her Ph.D. from the University of Maryland in sociology, with a specialization in demography, in 1996. She has an M.A. and B.A. in developmental psychology.

Research funding opportunities from the National Institute on Alcohol Abuse and Alcoholism (NIAAA)

Harold Perl, Ph.D. (National Institute on Alcohol Abuse and Alcoholism)

Abstract: NIAAA supports a broad range of research programs in the causes, consequences, treatment, and prevention of alcoholism and alcohol-related problems, including research on the organization, effectiveness, utilization, and accessibility of alcohol-related health services. This presentation will describe the various mechanisms available for seeking NIAAA and NIH research funds and offer guidance on obtaining technical assistance in preparing viable applications for funding.

Dr. Harold Perl is a Public Health Analyst with the Health Services Research Program of the National Institute on Alcohol Abuse and Alcoholism (NIAAA), National Institutes of Health (NIH). He develops and manages extramural research programs that span a broad array of health services, treatment, and prevention issues related to alcohol research, including areas such as: effectiveness and outcomes of treatment; readiness and motivation for behavior change; brief interventions for at-risk drinking; screening, identification, and interventions in primary care and emergency medical settings; and interventions in rural settings. Prior to his government service, Dr. Perl was Program Director of the Prevention Research Center in the Department of Mental Hygiene of the Johns Hopkins School of Hygiene and Public Health. He earned a Ph.D. in Clinical and Community Psychology at the University of Maryland (1987) and a H.A. in Psychology at the University of Rochester (1974). He also maintains an independent practice in clinical psychology.

Broadening The Boundaries of Psychotherapeutic Intervention Research for Mental Health Disorders

Linda Street, Ph.D. (National Institute of Mental Health)

Abstract: The National Institute of Mental Health is expanding the kinds of psychosocial research it supports in several primary areas. These initiatives range from developing new interventions (through translation of basic behavioral science principles into more applied practice) to evaluating the impact of various psychosocial interventions (prevention, treatment, rehabilitation and other services) on public mental health from a more societal perspective. This talk will provide information about new directions and opportunities for behavioral investigators to conduct research.

Dr. Linda Street is currently Head of the Adult Psychosocial Treatment Program at the National Institute of Mental Health. This program is responsible for administering federally funded research grants to institutions conducting psychotherapy treatment outcome studies on adults with psychiatric disorders. Dr. Street specialized in the treatment of anxiety disorders and received her Ph.D. in clinical psychology from the State University of New York at Albany in 1992. Prior to coming to NIMH, she held positions as a Research Scientist in the Psychiatry Department at Columbia University, and as an Assistant Professor of Psychiatry at the George Washington University Medical Center.

Community Interventions; Social and Ethical Issues (CSE)

The History of "Antipsychotic" Drugs in Psychiatry

Sheldon Gelman, Ph.D. (Cleveland State University)

Abstract: Psychiatrists' conceptions of "antipsychotic" medication have changed repeatedly throughout the medication era, often in ways unrelated to new data or medical discovery. For example, claims about "antischizophrenic" drug actions rested in the first instance on rhetorical manipulation and changes in the definition of accepted terms. And claims about "minimal" drug side effects resulted from an apparent inability to recognize obvious -- and previously acknowledged -- neurological effects of medication. Throughout the era, psychiatrists have repeatedly subordinated their science to other objectives, including the supposed imperatives of a favored public health policy and the profession's hopes for recognition as a fully modern branch of medicine -- most recently, as the branch of medicine concerned with the brain. In the process, psychiatrists corrupted their public health revolution and vitiated their profession's medical claims.

Dr. Sheldon Gelman has focused his research on the interface of law and psychiatry. He has taught courses in that area at Cleveland State University in both the College of Law and the College of Arts and Sciences. Professor Gelman has published numerous articles in the law and psychiatry area, culminating with the 1999 publication by Rutgers University Press of his book entitled *Medicating Schizophrenia: A History*. In the book, he argues that the entire history of psychiatric research on psychotropic medications for schizophrenia has been driven by social and political concerns rather than scientific ones. Professor Gelman describes this history's legacy for public health, the profession of psychiatry, and contemporary psychopharmacological research.

Social Justice: Contributions We Can Make to Promote It Here and Now

Judith Komaki, Ph.D. (Baruch College)

Abstract: Twenty-five years ago, Dr. Komaki began setting up successful motivational programs. More recently, she has turned her attention to the way in which employees are appraised. Among her discoveries was how our measurement techniques could reduce subjectivity, a charge leveled by African-American employees about the process of deciding whom to promote at Texaco. Another valuable skill, useful in diagnosing current and proposed diversity policies, is that of doing functional analyses. These realizations have reawakened her dreams during the heady, idealistic times of the late 1960's. Please join us as she portrays how we have the skills and expertise to make the world a better place.

Dr. Judith Komaki. Formerly on the faculty at Purdue University, Prof Komaki is now at Baruch College in the wonderful city of New York, where she is the proud author of a leadership book (Routledge, 1998) and an Off-Off Broadway play.

Developmental Disabilities (DDA)

Passing the Baton: Making Self-Initiated Toilet Training Procedures Accessible to Students, Teachers and Parents in the New Millennium

Chair: Richard Foxx, Ph.D. (Pennsylvania State University)

Albert Pfadt, Ph.D. (NYS Institute for Basic Research)

Eileen Hopkins, M.A. (Eden II Programs)

Frank Cicero, M.S. (Eden II Programs)

Joanne Gerenser (Eden II Programs)

Abstract: Independent use of the bathroom is a skill that, once mastered, allows an individual to achieve a sense of personal dignity, decreases strain on parents and care providers, and significantly increases an individual's participation in community activities. Attempting to toilet train an individual with developmental disabilities is often challenging. In the early 1970's, Foxx and Azrin developed a toilet training package that proved to be highly successful in promoting self-initiated toileting with people who are developmentally disabled. Although the package was overwhelmingly successful, practical, ethical and political issues have led to a significant decrease in its use. Unfortunately, this seems to have led to a general decrease in the implementation of active toilet training plans by agencies that serve the developmentally disabled.

The focus of this panel presentation is to discuss past and present trends in toilet training with developmentally disabled populations. This presentation will offer an overview of 1) historical aspects of toilet training interventions and research; 2) issues of toilet training and ethical/political issues as they have impacted Eden II Programs and the consumers they serve; 3) the current trends in toilet training that are taking place where people with developmental disabilities receive services (family settings, day and residential programs, schools, etc.); 4) some practical modifications of established toilet training interventions that facilitate implementation by parents and care providers given the issues that have been discussed by the panel. Dr. Richard Foxx, who has conducted extensive research in the area of toilet training since the early 1970's, will serve as chairperson for the panel.

Dr. Richard Foxx is a Professor of Psychology and a Clinical Adjunct Professor of Pediatrics at Pennsylvania State University. He has written five books and over 100 scientific articles, made 13 training films, and is the co-developer of overcorrection. He is a recognized expert in treating behavioral problems and has lectured in 12 countries and 47 states. He is the editor-in-chief of *Behavioral Interventions*, is on the editorial board of eight scientific journals, and is the consulting editor of the Research Press Education Series. Dr. Foxx is a Fellow in four divisions of the American Psychological Association (APA), the American Psychological Society, and the American Association on Mental Retardation. He was the president of SABA and ABA, and the Division of Mental Retardation and Developmental Disabilities (DMR/DD) of APA. He has also served as DMR/DD representative to the APA Council of Representatives. He has served as an expert witness in a number of court cases involving the developmentally disabled including *Youngberg vs. Romeo*, which was heard by the U.S. Supreme Court. His book *Toilet Training in Less Than a Day* has sold over two millions copies

and has been translated into seven languages, and his training film "Harry" has won numerous cinematic awards.

Dr. Albert Pfadt is a research scientist at the New York State Institute for Basic Research in Developmental Disabilities with 20 years of administrative and clinical experience in a variety of settings. Currently, he provides consultative services to agencies throughout New York State as part of a multidisciplinary, tertiary level Diagnostic and Research Clinic that serves individuals with a dual diagnosis of mental retardation and psychiatric impairments. Previously, he developed and implemented a facility-wide toilet training program at Staten Island Developmental Center using the Foxx/Azrin self-initiation procedures to prepare over 100 people for placement in the community as part of the Willowbrook Consent Decree.

Dr. Pfadt's interests include using objective and subjective indicators of changes in quality of life and other measurable improvements associated with person-centered planning and clinical problem-solving strategies for helping people with challenging behaviors. He is also interested in using the tools of statistical process control and other total quality management strategies developed in manufacturing settings to help human service professionals evaluate applications designed to lead to continuous improvement.

As an associate editor of the *Habilitate Mental Healthcare* newsletter, Dr. Pfadt has written on the relationship between basic and applied research in Prader-Willi Syndrome. He has also initiated a new series of columns on community-based supports for people with challenging behaviors.

Eileen Hopkins is the Associate Executive Director and a behavior analyst for the Eden II Programs, Staten Island, NY. She is a graduate of the State University of New York at Binghamton, and is currently completing her doctoral degree in neuropsychology at the City University of New York. For the past ten years, Ms. Hopkins has worked primarily in day program and residential settings for adolescents and adults with autism, serving in both clinical and administrative positions. She has led various workshops relating to protecting the rights of individuals with developmental disabilities, and is a regular presenter at the ABA annual meeting and other national conferences.

Frank Cicero has been employed as a school psychologist for Eden II programs for the past 3 1/2 years. At the present time, he is the coordinator of psychological services for Eden II School for Autistic Children in Staten Island. As well as being a school psychologist, Frank serves as a chairperson for Eden II's behavioral management and human rights committees. Frank is a New York State certified school psychologist, receiving his Masters of Science degree in school psychology from St. Johns University. He is presently pursuing a doctoral degree in psychology through the City of New York Graduate Center. Over the past three years, Frank has conducted numerous training workshops and lectures on applied behavior analysis as well as participating in research projects on applied behavior analysis and developmental disabilities at Eden II, Frank is responsible for coordinating and monitoring the majority of toilet training programs that are implemented in the school, adult and outreach programs. Recently, Frank served as an author for an interactive training CD-ROM that was produced for use by

therapists and parents. In addition to his work at Eden II, Frank has been providing home-based behavioral consultation for Early Intervention for the past several years.

Joanne Gerenser is the Executive Director of the Eden II Programs. Ms. Gerenser received her master's degree in Speech and Hearing Sciences from the Ohio State University. She received a Certificate of Administration from the College of New Rochelle and is completing her Ph.D. in Speech and Hearing Sciences at the City of New York Graduate Center. Joanne is a co-author of an interactive CD-ROM titled *Behavioral Programming for Children with Autism*. She has presented on issues in autism and developmental disabilities throughout the United States and abroad. Joanne is currently an adjunct lecturer at the College of Staten Island.

Human Development; Gerontology (DEV)

The Broadening of Behavior Analysis

Nathan Azrin, Ph.D. (NOVA Southeastern University)

Abstract: From the vantage both of basic and of applied behavior analysis, literatures to which the author has contributed over the years, the presentation will chart some of the most notable changes he has observed. Also discussed will be the changes that the author believes are inevitable or required for the broadening of behavior analysis.

Dr. Nathan H. Azrin. After receiving his Ph.D. from Harvard University in 1956, studying under B.F. Skinner, Dr. Azrin served two years at the Army Human Engineering Lab, where he studied the psychological effects of noise and fatigue. As a research psychologist at Anna State Hospital in Illinois, he identified many of the effects of aversive control in controlled laboratory studies. Concurrently, and exclusively after 1968, he began studies with humans directed at devising and evaluating treatments for various clinical and applied problems. Among these problem areas were inpatient psychiatric care, training procedures for profoundly retarded persons, aggression, behavioral stereotypy, marital dysfunction, parent-child disorders, enuresis, toilet training, tics, nervous habits, job-finding stuttering and alcoholism.

At Nova Southeastern University after 1979, Azrin continued devising treatments for these problems and, in addition, for the problems of self-injury, staff management, Tourette's Disorder, medication compliance, and drug addiction. He has devised procedures that have proved general to several problem areas such as the token economy (with T. Ayllon), over-correction, positive practice, required relaxation, habit reversal, community reinforcement program, and graduated guidance.

Short- and Long-Term Biobehavioral Consequences of Early Social Experiences in Rhesus Monkeys

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

Abstract: An increasing body of research has disclosed marked individual differences in patterns of biobehavioral development exhibited by rhesus monkeys throughout the lifespan. Approximately 20% of rhesus monkeys growing up in naturalistic settings consistently display unusually fearful and anxious-like behavioral reactions to novel and mildly stressful situations throughout development; another 5-10% are likely to

exhibit impulsive and/or inappropriately aggressive responses in similar situations. These characteristic patterns of behavioral expression appear early in life and seem remarkably stable from infancy to adulthood, and each pattern has specific physiological concomitants that are similarly stable. Although both of these distinctive profiles appear to be highly heritable, they are also clearly subject to major modification by specific early social experiences. Indeed, experimental manipulations that involve cross-fostering genetically "high-risk" infants with highly nurturant multiparous adult females are associated with remarkably positive short- and long-term biobehavioral outcomes. Moreover, because the maternal "style" of the nurturant foster mothers is typically "copied" by high-risk foster-reared female monkeys when they grow up and become mothers themselves, similar advantages can be readily transmitted to the next generation of high-risk infants via nongenetic means.

Dr. Stephen Suomi is Chief of the Laboratory of Comparative Ethology at the National Institute of Child Health and Human Development (NICHD). Dr. Suomi studied psychology as an undergraduate at Stanford University, then continued his graduate study at the University of Wisconsin-Madison, receiving his Ph.D. in psychology in 1971. Dr. Suomi then joined the psychology faculty at the University of Wisconsin-Madison, where he eventually attained the rank of Professor. In 1983 he left Wisconsin for the NICHD.

Dr. Suomi received recognition for his extensive research on biobehavioral development in rhesus monkeys and other primate species. His initial post-doctorate research successfully reversed the adverse effects of early social isolation, previously thought to be permanent, in rhesus monkeys. Since joining the NICHD, he has identified heritable and experimental factors that influence individual biobehavioral development, characterized both behavioral and physiological features of distinctive rhesus monkey phenotypes, and demonstrated the adaptive significance of these phenotypes in naturalistic settings. His present research focuses on the interaction between genetic and environmental factors in shaping individual developmental trajectories, the issue of continuity vs. change and the relative stability of individual differences throughout development, and the degree to which findings from monkeys studied in captivity generalize to monkeys in the wild and to humans in different cultures.

Dr. Suomi has been the recipient of numerous awards and honors. He has authored/co-authored over 300 articles in scientific journals and chapters in edited volumes. He has also delivered over 300 colloquia, symposium and workshop presentations, and convention papers in the U.S. and in 12 foreign countries.

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Experimental Analysis of Behavior (EAB)

Quant vs Qual

Peter Killeen, Ph.D. (Arizona State University)

Abstract: Qual: "Why don't you just speak English, rather than hide what you think you're trying to say behind a hedge of symbols? Math is all Greek to many of us, including most Greeks. Why learn it? Pretty soon the symbols take on meaning of their own, and you talk just to hear yourself, or to show you can solve a problem that has nothing to do with behavior".

Quant: "Why stay monolingual?; some things you just can't communicate in English. Like "estrenar", or "div"; although you can explain them at length, you can't use them in English."

Qual: "Give me one good reason to care."

Quant: "OK; here are a few ..."

I seem to be a verbal

I was not, and then I was emitted;

I was stimulated by Skinner

And responded with a dissertation.

Emitted from the nest,

Hungry I went west

To Fort Skinner in the Desert.

Arizona's Beau Jeste,

I studied choice, denied awareness,

Manded my students tactfully,

And practiced the Autoclitic.

Until, a Senior Skinnerian,

¹ overlaid the maths.

Some applauded;

Others feared mental weigh-stations

As does a Peterbuilt or Big Mac driver,

That might lurk within my Equations.

Now I expiate and dessicate in the awful desert noon;

Venturing out only for the moist squab

Which prowls the coasts, elicited

By May's last moon.

Self-Control and a Weak Law of Exercise

Howard Rachlin, Ph.D. (State University of New York at Stony Brook)

Abstract: Thorndike was correct to reject the law of exercise as a law of learning but incorrect to reject it as a means of maintaining behavior. Some abstract behavioral patterns (habits) may be intrinsically rewarding even though their components are not intrinsically rewarding. Such patterns, usually considered to be self controlled or virtuous, may be maintained by exercise after being established by reinforcement.

Dr. Rachlin is a Distinguished Professor of Psychology at SUNY Stony Brook. He is a leading researcher in behavioral approaches to human and nonhuman choice, especially choice between smaller more immediate rewards and larger more delayed, or more abstractly framed, rewards. These kinds of choices define problems of self-control and addiction. His current research is focused on the effects of patterning of choices, making a series of decisions in advance of an actual choice, and other modes of commitment. A related area of current research is that of probabilistic choice and human

gambling. Dr. Rachlin's experiments attempt to discover why gambling may be attractive to the point of addiction and to discover ways to reduce that attractiveness.

Education (EDC)

Functional Behavior Assessment: IDEA and Beyond

Renee Bradley, Ph.D. (U.S. Department of Education)

Abstract: This session will provide an overview of functional behavioral assessment (FBA) as it is incorporated in the Individuals with Disabilities Education Act (IDEA). How this term was included in the IDEA and the confusion surrounding the use of this specific term will be addressed. The majority of the session will focus on the research on promising practices regarding FBA including the role of FBA in behavioral planning, developing positive behavioral support plans, and disciplinary actions within schools. The session will conclude with suggestions for future research.

Dr. Renee Bradley has thirteen years of experience in special education. She began her career as a teacher of students with emotional and behavioral disabilities, where she worked in a variety of settings, from self-contained to an inclusion program to providing homebound services working with children preschool through high school. Renee worked at the South Carolina Educational Policy Center for two years prior to joining the USC Special Education Program as a Clinical Instructor in the Graduate School coordinating the master's student-teacher experience. As an experienced consultant and trainer on a variety of education issues including instructional strategies, behavioral supports and interventions, juvenile justice, teacher training and school leadership, Renee has a reputation as an effective deliverer of research-based and practical information with a strong sense of the real world. In 1997, Renee joined the U.S. Department of Education, Office of Special Education Programs as a program specialist on the National Initiatives Team. In 1998 she became the special assistant to the Director of Research to Practice where she is the project officer for the National Center on Positive Behavioral Interventions and Supports and the National Center on Educational Disability and Juvenile Justice. Renee has bachelors and masters in special education and a Ph.D. in Educational Administration, Leadership and Policy.

Products that Facilitate the Implementation of the Competent Learner Model: A New Model for Teacher Preparation

Chair: Vicci Tucci, MA, CBA/ca (Tucci Educational Services)
Discussant: Michael Fabrizio, Ph.D. (Private Practice)

Symposium Abstract: The foundations of the Competent Learner Model are the development of the seven Competent Learner Repertoires, engineered learning environments (e.g., well-designed curriculum), and a series of CD-ROM instructional units to teach instructors each aspect of the model. Some of the products that have been developed to facilitate the implementation of the CLModel will be presented, compared, and contrasted to other models that are based on behavioral principles and direct instructional practices. The efficacy of utilizing this new teacher preparation model, the Competent Learner Model (CLM), will be discussed, particularly in relationship to instructing teachers in remote settings.

Vicci Tucci has a graduate degree in psychology with a special emphasis in applied behavior analysis from University of the Pacific in Stockton, California. She is a Certified Behavior Analyst in California. Vicci is a past-president of the California Association for Behavior Analysis and was instrumental in establishing statewide standards for professional practitioners. For the past decade, Vicci has maintained a successful consulting practice and developed 'practical' methods for teaching 'naïve' learners. She has dedicated a great deal of time to isolating the various learning skills (repertoires) mandatory for children and adults to be successful in their school or work environments. The successful implementation of these programs, plus her continued research, led the way to the introduction of the Competent Learner Model (CLModel). In 1985 she received a California Legislative Certificate of Recognition for her endeavors. She is currently developing performance-based series of training materials to assure the proper implementation of the CLModel. In 1999, Vicci received the Excellence in Education Award from the Association of Direct Instruction for promoting the goals of Direct Instruction through the integration of Direct Instruction and behavior analysis. She will chair the following presentations:

Points of Comparison and Contrast between the CLM and Autism Early Intervention Curriculums

Richard Laitinen (Tucci Inc.)

Keeping the Training Functional While Training Functional Analysis Skills in School Settings

Daniel E. Hursh, Ph.D. (Tucci Inc.)

The Application of the Competent Learner Model (CD-ROM Course of Study) to Practicum Students in Remote Settings

Barbara Becker-Cottrill and Jennifer McFarland (West Virginia Autism Center)

Organizational Behavior Management (OBM)

OBM vs. The Behavior Systems Approach to the Implementation of Organizational Performance Systems

William Abernathy, Ph.D. (Abernathy & Associates)

Abstract: This paper compares the conventional OBM approach to organizational performance management to a behavior systems approach. Comparisons include differences in how performance measures are specified, which contingencies are emphasized, the supervisor's role in performance management, and how performance management relates to the total organization.

Dr. William Abernathy, founder of Abernathy & Associates, received his doctorate in Organizational Psychology from Ohio State University and was an Associate Professor at Ohio University. He has twenty years of performance improvement consulting experience. Dr. Abernathy is an editor of the *Journal of Organizational Behavior Management* and a member of the Association for Behavior Analysis and the American Compensation Association. He has spoken on the topic of performance pay to hundreds of professional and trade associations, including the American Management Association, American Compensation Association, American Banking Association, American Psychological Association, International Institute of Industrial Engineers, International Quality and Productivity Center and The Executive Committee. He has also

led seminars for the executives of over 2,000 companies on the design of performance improvement systems.

Dr. Abernathy has published dozens of articles on performance pay and his work has been cited in the *Wall Street Journal*, *Business Month*, *Washington Post*, *U.S. News and World Reports*, and others. He is the author of *Designing and Managing an Organization-Wide Incentive Pay System*; *How to Design Effective Incentive Plans with Proven Plans of 20 of the Most Common Jobs*, and his latest publication *The Sin of Wages*. In 1981 he founded Abernathy & Associates, the exclusive business of which is designing and managing performance improvement systems. Abernathy & Associates' clients include banks, factories, distributors, retail, hotels, restaurants and others.

Implementing Reinforcement-Based Leadership at Chevron Chemical Corporation

Darald (Darry) Callahan (Chevron Chemical Co.)

Abstract: Leaders of Chevron Chemicals Company wanted to improve business results by changing their culture and they recognized that culture and results intimately involved behavior. The leaders and Leslie Braksick teamed to plan details, such as what people and behaviors were crucial to the success of the project, what early improvements could reinforce the supporting of key people, and how the project had to allow for a predicted downturn in the business cycle. The method came to be called Reinforcement-Based Leadership. It began at the top of the organization with coaching in the use of positive reinforcement; identifying important performance, safety and leadership objectives for the organization; cascading those objectives to successive levels of the organization; developing measures that reflected performance with respect to the objectives and that provided a basis for reinforcement.

Many data testify that the project was successful. The planned methods were widely implemented. Aggregated short- and long-term score card measures improved and continue to improve. The organization has a fundamentally different culture than existed prior to the project.

Darald (Darry) Callahan is president of Chevron Chemical Co. (CCC), LLC, a subsidiary of Chevron Corporation. CCC develops, manufactures, and markets high quality petrochemicals, plastics, lubricant, and fuel additives.

A native of Merrill, Wisconsin raised in Oregon, Callahan received a bachelor of science degree in chemical engineering from Oregon State University and did post-graduate work at the University of California. Callahan began his career with Chevron in 1964 as a research engineer at Chevron Research Co. in California. After serving for several years in advisory positions in the company's foreign operations area, Callahan was elected president of Chevron Oil Bahamas Lt. in 1980. Two years later he was named Manager, Pricing and Development, for Chevron USA's marketing department. In 1983 he became manager of commercial and industrial products, and was named General Manager of Marketing Operations in 1985. Less than three years later he was elected President of Warren Petroleum Co. In 1991 Callahan was named Senior Vice President of CCC. He assumed his current position in February 1999. Callahan is on the board of Directors of Dynegy, Inc. an affiliate of Chevron. Houston-based Dynegy, Inc. merged with Chevron's

natural gas business unit and Tulsa-based Warren Petroleum Co. in 1996, and is the largest natural gas and gas liquids marketer in North America. He is also a member of the Board of Trustees of Oregon State University.

Teaching Behavior Analysis (TBA)

Musical Contingencies: Can Behavioral and Suzuki Educators Perform a Duet?

Chair: Roger Bass, Ph.D. (Carthage College)

Abstract: This symposium is one of those rare opportunities where members of two fields discuss how they can advance each other's goal. Suzuki and behavioral education have developed independently over the last 50 years and are only now beginning to discover their many shared features. This symposium will highlight those features and extend that discussion by pointing to recent developments that can advance both fields.

The Relationship between Suzuki and Behavioral Education: It's like Looking Into a Mirror

Roger Bass, Ph.D. (Carthage College)

Roger Bass is an Association Professor of Education at Carthage College, Kenosha, WI where he directs a special education program. He is involved with ABA functions including the BALANCE and Teaching Behavior Analysis Special Interest Groups. His interests include addressing misrepresentations of behavior analysis, teacher training, all forms of behavioral education with special emphasis on Direct Instruction and precision teaching. He has recently begun building relationships between behavioral education and Suzuki educators.

Behavioral Education Research and Music

Douglas Greer, Ph.D. (Columbia University)

The Proof Is in the Performance: Live Performances of Suzuki Students Aged 3-14

Carolyn Barrett (Suzuki Association of Greater Washington)

Recent Research in String Training

Elaine Colprit, Ph.D. (Bowling Green State University)

Dr. Elaine Colprit. Before taking a position at Bowling Green University, Dr. Elaine Colprit studied under Dr. Robert Duke at the University of Texas at Austin. Dr. Colprit's research has stressed the analysis of music education methodology. Her work nicely overlaps with behavior analytic approaches based on small-n research of student-teacher relationships. She brings a behavior analytic interpretation to these results and thereby advances both Suzuki and behavioral education.

Behavior Analysis and Suzuki Education

Robert Duke, Ph.D. (University of Texas-Austin)

Dr. Robert Duke is a nationally recognized Suzuki Music educator and researcher. He pioneered video data collection of Suzuki music training techniques and has greatly advanced the goal of systematic inquiry into music education generally. This interest brought him into contact with behavior analytic principles and research procedures. Dr. Duke quickly recognized the relationship between Suzuki Education and behavior analysis. This led him to build bridges between music educators and our field by participating at our conferences and ensuring that behavior analysts are represented at Suzuki gatherings.

Precision Teaching for Teaching Piano

Abigail B. Calkin, Ph.D. (Calkin Learning Center)

Precision Teaching and Suzuki Education

John O. Cooper, Ph.D. (The Ohio State University)

Behavioral Pharmacology and Toxicology (TOX)

Inhalant Abuse: Opportunities for Behavioral Research

Robert L. Balster, Ph.D. (Institute for Drug and Alcohol Studies at VCU)

Abstract: Inhalant abuse continues to be among the most prevalent forms of substance abuse in America and throughout the world. Much less is known about the neurobehavioral basis of inhalant abuse than about other major classes of abused substances. Inhalants can be subclassified into a) abused solvents, fuels, and anesthetics, b) nitrous oxide and c) volatile alkyl nitrites. The etiology of abuse of each of these classes may differ, and therefore, the determinants of vulnerability may differ as well. The search for biological substrates for individual differences in vulnerability to inhalant abuse will be facilitated if we knew more about the neural substrates for their abuse-related effects. The focus of the talk will be on what we have yet to discover about inhalant abuse and how behavioral research can be used to help us elucidate the mechanisms of inhalant abuse.

Dr. Robert Balster is Director of the Institute for Drug and Alcohol Studies at VCU. The principal area of his research is in the neurobehavioral bases of drug dependence with a special emphasis in inhalant abuse. His research has been continuously funded by the National Institute of Health since 1976 and he is the current recipient of a National Institute on Drug Abuse Merit Award. Dr. Balster has published over 250 papers, books, and book chapters. He currently is Editor of *Drug and Alcohol Dependence*.

On the Peculiar Sensitivity of Behavior Organized in Time to the Effects of Drugs

David W. Schaal, Ph.D. (West Virginia University)

Abstract: The fixed-interval schedule has been employed in behavioral pharmacology since Dews first employed schedules of reinforcement. This schedule produces performance that is often sensitive to the effects of low-to-moderate doses of drugs from a number of pharmacological classes. Drug-induced changes in performance under this schedule are variously attributed to changes in temporal discrimination, disinhibition, or, less theoretically, to baseline rate-dependent effects. In this presentation data will be presented from studies in which details of fixed-interval schedules are manipulated so that these various explanations of the effects of d-amphetamine and morphine can be assessed. The general conclusion is that, although these drugs may alter temporal discrimination, their primary effect is to disinhibit low-rate behaviour. In this sense, they function in much the same way as other, non-drug stimuli.

Dr. David Schaal is an Associate Professor in the Behavior Analysis program at West Virginia University. He has been contributing to the field of behavior analysis since an undergraduate in the areas of delay of reinforcement and behavioral pharmacology. Dr. Schaal currently is a recipient of a FIRST award from the National Institute on Drug Abuse. He has

over 20 publications in behavior analysis and is on the editorial boards of JEAB and *The Behavior Analyst*.

Theoretical, Philosophical and Conceptual Issues (TPC)

Theoretical Roundtable: Free Will, Culturally Deviant Language and Practical Objectives for the Future of Behavior Analysis

Chair: Daniel J. Moran (Valparaiso University)

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

Peter Harzem, Ph.D. (Auburn University)

W. Joseph Wyatt, Ph.D. (Marshall University)

Bruce A. Thyer, Ph.D. (University of Georgia)

Kurt Salzinger, Ph.D. (Hofstra University)

Abstract: Scholars in the field of behavior analysis will be asked to give their responses to two discussion questions and maintain their point of view in light of the other participants' opinions. The first question for consideration will be, "What does behavior analysis need to accomplish in the next twenty years in order to establish greater longevity of the discipline?" The discussion will move to the second question, "How can the behavior analytic point of view on free will be disseminated in the culture without alienating the common man?" The format will allow for a free and open exchange of ideas with allowance for critical debate.

Dr. Philip N. Heline received a Bachelor of Arts degree at Hamilton College, followed by a Ph.D. at Harvard University in 1967 under the guidance of R. J. Herrnstein. After a three-year position at the Walter Reed Army Institute of Research, he joined the psychology department at Temple University where he is now a professor. His research began with studies of avoidance, which led to recognition of various types of behavior as affected by both long-term and short-term consequences. Some of his current research continues that theme, addressing behavioral processes that occur on extended time scales. Related research concerns choices between fixed versus variable outcomes. A second major interest concerns the characteristics of explanatory language, and its relation to particular features of the language of behavior analysis. Professor Heline was Associate Editor (1979 -1982) and the Editor (1983 - 1987) of the *Journal of the Experimental Analysis of Behavior*, for which he more recently served as Review Editor (1991 - 1998). He has been President of the Association for Behavior Analysis and of Division 25 of the American Psychological Association.

Dr. Peter Harzem is Hudson Professor of Psychology at Auburn University. He graduated from the University of London with first class' honors and received his Ph.D. from the University of Wales in 1968. His recent scholarly interests include empirical studies of personality and intelligence, interaction of language and action, and conceptual issues in psychology. He is currently working on a book about John B. Watson. The most recent honors he has received are the Bicentennial Silver Medal of the University of Guadalajara and the Distinguished Visitor award of Veracruz, Mexico. He was Honorary President of the Third International Congress on Behaviorism held in Japan in October 1996.

Dr. Joseph Wyatt is professor of psychology at Marshall University in Huntington, WV, where he also serves as

Psychology Clinic Director. He received his doctoral training in clinical psychology at West Virginia University. He describes his novel *The Millennium Man* as, "A positive look at behavior analysis." He has made many presentations at the ABA conference, and frequently presents continuing education workshops on a variety of topics including recovered memory syndrome, assessment of child sexual abuse, Munchausen's syndrome-by-proxy and others. He has served as the ABA Membership Committee Chair and as the ABA BALANCE (Behavior Analysis League for Accuracy in News, Commentary and Education) Special Interest Group's Chairperson.

Dr. Bruce Thyer is Research Professor of Social Work and Adjunct Professor of Psychology at the University of Georgia, and Associate Clinical Professor of Psychiatry at the Medical College of Georgia. Dr. Thyer has been a member of ABA since 1978. His most recent books include editing *The Philosophical Legacy of Behaviorism* with John Wodarski (Kluwer, 1999) and *The Handbook of Empirical Social Work Practice* (Wiley, 1998).

Dr. Kurt Salzinger is the Director of the Graduate Clinical/School Psychology Program, and Professor of Psychology at Hofstra University. He received the Stratton Award from the American Psychopathological Association (APPA), the NSF Sustained Superior Performance Award, and the Journal of Behavior Therapy and Experimental Psychiatry Award for writing the most meritorious article for that journal. He is a Fellow in Divisions 1, 3, 9, 12, 25, AAAS, APPA, the New York Academy of Sciences (NYAS), APS, and the Behavior Therapy and Research Society. He is also a member of ABA.

He has been President of NYAS, of the American Association of Applied and Preventive Psychology, of Division 25 and currently of Division 1 of the APA. He has been a member of the APA Board of Directors, member and Chair of the Board of Scientific Affairs, Co Chair of Division Leadership Conference, Council Representative Division 25, Secretary/Treasurer of CASAP in APA Council. He is a member of the editorial board of 12 journals and author or editor of 12 books and some 120 articles and book chapters. His interests are the application of behavior analysis to all areas of psychology, including psychopathology, verbal behavior, human error, and animal behavior.

Brain Activity during the Emergence of Novel Relations in Stimulus Equivalence: an fMRI Study

David Dickins, Ph.D. (University of Liverpool)

Stimulus equivalence involves training minimal relations between a set of stimuli, with only two of the set present on each (reinforced) training trial. Testing (without reinforcement) if the subject can reverse by indicating the first stimulus when shown the second in a pair, or select another stimulus from the (minimally) interconnected set, shows that human subjects will accurately produce all other possible logical connections. We therefore say that "equivalence relations" have been manifested between these stimuli, in the mathematical sense. Now the first steps of some human subjects (some humans are quicker, whereas non-human subjects arguably fail entirely) are faltering, if this is objectively scored in terms of 'errors' and latencies. Their subsequent 'improvement', without formal guidance, gives

reason to believe that such equivalence class formation only occurs when tested. A study is described in which these first steps occurred whilst the brains concerned were being scanned by fMRI. What we were looking for, and what we have so far found, is described. The literature of such studies, which may throw light on such matters as the involvement of verbal behavior in equivalence, and even on the evolution of language, is considered.

Dr. David Dickins Always interested in animal behaviour, I read the "Origin" and won a zoology scholarship at 16, but as an immature student got into Freud both intellectually and emotionally and only excelled in entomology. Without funding to research ant behaviour, I read psychology whilst teaching school. Employed thereafter on an NIMH grant to Hannah Steinberg, I gave psychopharmacology an operant spin, acquired at Birkbeck from Harry Hurwitz, turning down the belated alternative of working in field primatology with Ronnie Hall at Bristol. In Liverpool I pursued an eclectic quest for the not yet fashionable "cognitive rat", studying such things as working memory, and optimal foraging. Meanwhile behavioural ecology field trips on Lundy Island led us to discover siblicide in the kittiwake gull. With my bird films I began with Lucas Noldus, creator of "The Observer" software, and then with a larger European team, to make multimedia programs for teaching the observational analysis of behaviour. My happy collaboration with Richard Bentall began through off-campus chats on equivalence at the UK EABG, of which I'm a founder member, and it was after Bill McIlvane's EABG talk (March 99), that, serendipitously, we tried again for a niche in the Walton Neurological Institute.

Verbal Behavior (VRB)

Computers Learn and Teach Behavior Analysis

William R. Hutchison, Ph.D. (Behavior Systems LLC and Applied Behavior Systems LLC)

The author will describe a new computer system to teach developmentally delayed children to talk. This system is interesting for behavior analysts in at least 3 ways. The first is that the curriculum to be taught is based on Skinner's analysis of verbal behavior, which will show the value of this analysis to teachers and parents using it. The second is that the voice recognition component is a computer model of operant learning in which the stimuli are speech sounds and the responses are simulated motor movements of speech articulators (lips, tongue, glottis, velum, and diaphragm). The third is that the new verbal behavior teaching system will be used not only to train developmentally delayed children, but also to train a copy of the computer model of operant learning. The long-term objective is a robotic simulation of an operant organism learning increasingly complex verbal behavior. The simulation should not only enhance our own molecular understanding of verbal behavior, but also prove the sufficiency of Skinner's analysis.

Dr. William Hutchison received his Ph.D. in 1976 from the State University of New York at Stony Brook. He has a unique combination of skills including an extensive history of computer programming, formal training in behavior analysis, and an

excellent grasp of the concepts from Skinner's book *Verbal Behavior*. Among his long list of publications and professional accomplishments is his development of the Seventh Generation (7G) system, an autonomous adaptive agent capable of learning complex behaviors, verbal behaviors, and goal-oriented behaviors. He has developed systematic training procedures for teaching 7G agents to imitate, name objects and actions, follow instructions, memorize verbal sequences including rules and facts, use correct word order, solve problems requiring creativity, and follow explicit memorized rules in novel situations (with pending patents). Dr. Hutchison has also converted 7G to Java and developed virtual reality (VRML) and robotic implementations. Additionally, he has added speech synthesis, voice recognition, and vision to the agent, and developed automatic learning of syntax, conditioned reinforcement of verbal behavior, stimulus equivalence phenomena, selective attention, and the replication of experiments with children learning logical relations.

Words Are Not Things

Jay Moore, Ph.D. (University of Wisconsin-Milwaukee)

On a traditional view, words are things that refer to other things. On a behavior analytic view, verbal behavior is "behavior that is reinforced through the mediation of other people, but only when the other people are behaving in ways that have been shaped and maintained by a verbal environment or language" (Skinner, 1986, p. 121). An appreciation that verbal behavior is ongoing, functional operant activity occasioned by certain factors and reinforced by its consequences, particularly with respect to other individuals of the same verbal community, first of all clarifies a number of topics that are traditionally troublesome, such as meaning, usage, grammar, syntax, and traditional structural parts of speech. Second, it helps to understand issues in the philosophy of science, such as theories and explanations. Third, it emphasizes that such important phenomena as "equivalence classes" need to be understood appropriately, so that there is no risk of reinstating the traditional view that words are things that refer to other things.

Dr. Jay Moore received his Ph.D. in 1975 from the University of California, San Diego. He is currently a professor in the psychology department at the University of Wisconsin-Milwaukee, where he has taught since 1977. Dr. Moore has published over fifty papers relevant to behavior analysis in a wide variety of journals including *Journal of the Experimental Analysis of Behavior*, *Behavior and Brain Sciences*, *Behaviorism*, *Psychological Record*, *The Analysis of Verbal Behavior*, and *The Behavior Analyst*. He has served as the editor of *The Behavior Analyst* and has been on the editorial boards of several professional journals. Jay has also served in many other roles for the Association for Behavior Analysis, including coordinator for convention papers in Theoretical and Philosophical Analyses of Behavior (1981-1984); Journal Advisory Board, *The Behavior Analyst* (1984-1989, 1991-1994); Chair of Accreditation Board (1992-1994); and Coordinator of the Standards, Accreditation and Professional Affairs Board (1995-1997, 1998-2000).

FIRST INTERNATIONAL ABA CONFERENCE

WEDNESDAY, NOVEMBER 28 - FRIDAY, NOVEMBER 30, 2001

LOCATION: VENICE, ITALY ON ST. GIORGIO ISLAND

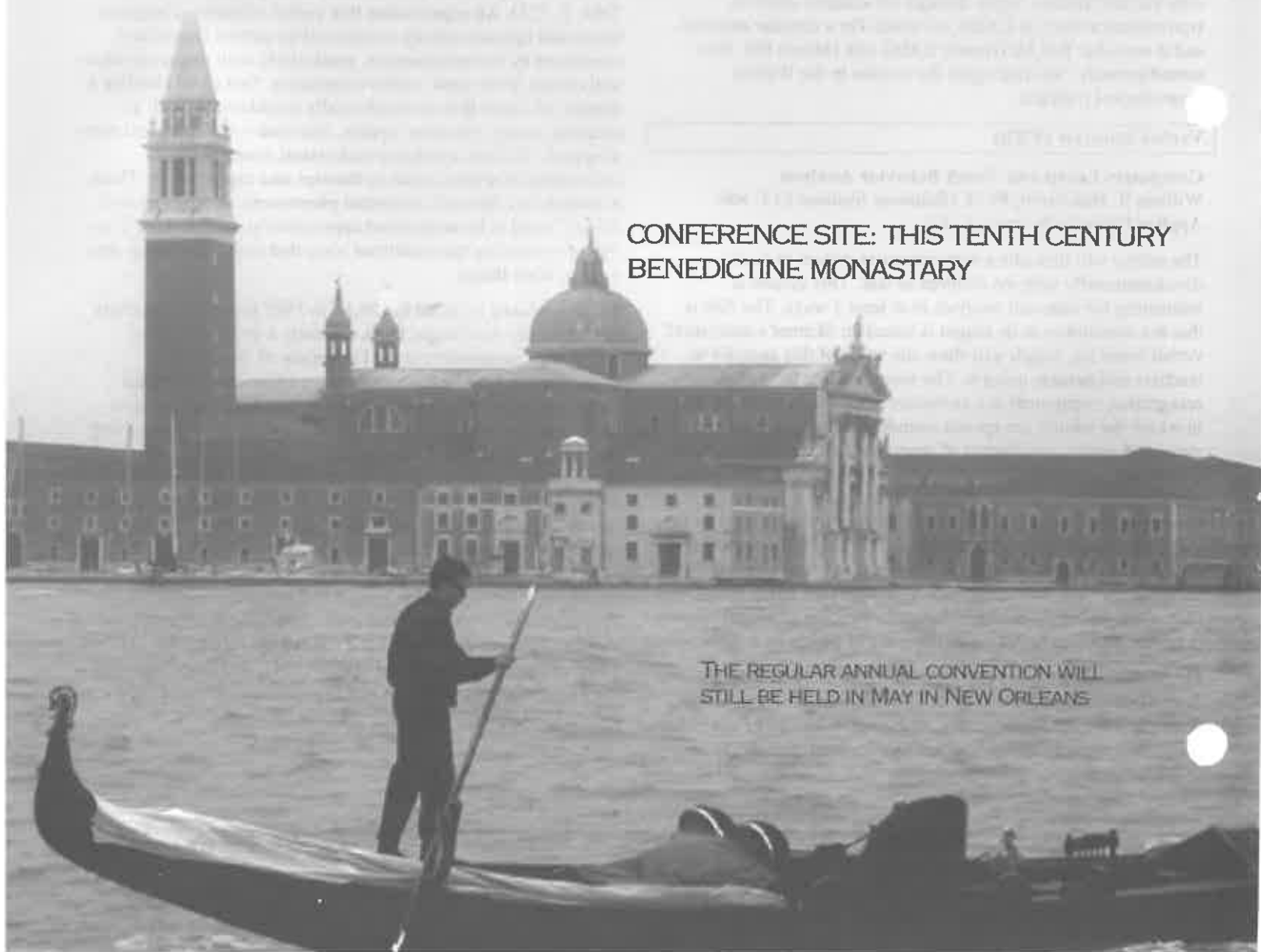
PRE-REGISTER: AT THE 2000 CONVENTION

CALL FOR PAPERS: MAILED SEPTEMBER 2000

HOTELS: LOCATED IN THE HEART OF VENICE

CONFERENCE SITE: THIS TENTH CENTURY
BENEDICTINE MONASTARY

THE REGULAR ANNUAL CONVENTION WILL
STILL BE HELD IN MAY IN NEW ORLEANS



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 (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*.

California Mandatory Continuing Education Credits for Psychologists

The California Psychological Association Accrediting Agency will offer Mandatory Continuing Education Credits for Psychologists (MCEP) for specified convention workshops. Please visit the continuing education desk at the convention site for a list of workshops qualified for MCEP. There will be an additional fee of \$15.00/workshop for MCEP.

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™ for the first time at the 2000 convention in Washington, D.C. 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 2000 ABA convention, please visit the continuing education desk on-site in Washington, D.C..

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.

Florida Certified Behavior Analysts and Associate Behavior Analysts

The Florida Association for Behavior Analysis, in cooperation with ABA, will coordinate the provision of approved and unapproved continuing education for Florida Certified Behavior Analysts and Associate Behavior Analysts (i.e., persons who have passed the Florida certification examinations) at the ABA 2000 convention in Washington, D.C. All relevant materials will be available at the FABA continuing education desk at the convention. For additional information about Florida CEs, contact:

Marilyn Colon
FABA Continuing Education Program
Department of Psychology
Florida State University
Tallahassee, FL 32306

Phone: 850-644-5008
E-mail: colon@psy.fsu.edu

Questions?

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

ABA Pre-Convention Workshops

Workshop # 1

5/26/2000
8:30 AM - 5:00 PM
Hotel Pull-In Lane

The Millennium Man Tour of Washington DC

W. JOSEPH WYATT, Ph.D. (Marshall University), Stephen F. LeDoux (SUNY Canton)

Description - The Millennium Man tour of Washington DC is an educational bus tour of many area attractions, as they appear in Wyatt's novel, *The Millennium Man*. The novel provides easier access to many of the conceptual aspects of behavior analysis than do standard textbooks. Several of its chapters take place in the nation's capitol. In the novel, which Wyatt describes as "a positive look at behavior analysis," Renaissance genius Leonardo da Vinci finds himself in the USA in the year 2001. He marvels at advances in science and technology, yet is discouraged to discover that, concerning behavior, dark-ages thinking frequently continues to prevail. He discovers the science of behavior analysis, reads Skinner, and undertakes analyses of what he observes. While in Washington DC, Leonardo visits museums, monuments and other attractions. Thus, the reader is gently led through behavioral analyses of war, government, economics, science and technology, art, and more. Tour participants will receive their bus tickets, tour shirts and a box lunch. The tour bus will load at the hotel pull-in at 8:30 am and return at 5:00 pm.

Objectives - Participants will make behavior analytic analyses of the following: art, scientific and technological advancement, economics, government, Jeffersonian freedom, war, and others.

Activities - Participants will tour many of the area museums, monuments and other attractions. At each stop discussion will take place and Wyatt will read briefly from *The Millennium Man* (or will describe the novel's relevant action as it takes place at that location) and the presenters will lead brief discussions. Then "on your own" touring time will take place. Exact locations have not yet been decided (some depend on ticket availability) but will be taken from the following (all of which are featured in the novel): the White House, the Capitol, Air and Space Museum, Washington Monument, Vietnam Memorial, Lincoln Memorial, Jefferson Memorial, National Gallery of Art, Museum of Natural History, Museum of American History, Arlington National Cemetery and the Mall.

Audience - The target audience is intermediate- to advanced-level behavior analysts. The workshop will be of particular value to those who teach behavior analysis and who already use or are considering using *The Millennium Man* in the classroom.

Members - \$170 **Non-Members** - \$185 This workshop fee is non-refundable.

Workshop # 2

5/26/2000
10:00 AM - 5:00 PM
Virginia C

A Practical Introduction to Direct Observation and Measurement of Behavior in Applied Settings

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

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

- evaluate operational definitions using four specific criteria;
- write operational definitions that meet the specified criteria;
- identify appropriate measurement methods based on written descriptions and video-taped samples of behavior;
- discuss advantages and disadvantages of various measurement methods for a variety of target responses;
- select an appropriate method for obtaining interobserver agreement data; and
- select an appropriate method for calculating an index of interobserver agreement.

Activities - This workshop will emphasize trainee participation in a series of exercises. For operational definitions, trainees will evaluate samples provided by instructors; generate their own definitions from videotaped behavior samples; and review and critique other trainees' definitions according to specific criteria. For measurement methods, trainees will use a variety of measurement methods to record behavior of varying frequency, duration, and temporal distribution; and 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 an introduction to specifying, defining and measuring target responses. It may also be of interest to more advanced behavior analysts who are interested in establishing standards for operational definition and measurement within their agencies.

Members - \$110 **Non-Members** - \$125

Workshop # 3

5/26/2000

10:00 AM - 5:00 PM

Maryland C

Designing Accelerated Learning Programs, Part I

GUY S. BRUCE, Ed.D. (Aubrey Daniels & Associates)

Description - According to tradition, experts teach by simply telling others what they know. If teaching were just telling, there would be no need to design instruction. Although the best prepared will learn under any circumstances, the traditional approach is too expensive. In business or education, time to achieve competence is the greatest cost. However, if instruction is carefully designed, learning is accelerated. Almost every learner can become an expert in a reasonable amount of time. 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 (Workshop #3) will teach the first half of the design process, defining objectives and identifying deficits. These are the planning steps crucial to the successful design and evaluation of an accelerated learning program. Part II (Workshop #15 -- 3 hours) will teach you to design accelerated learning programs. Part III (Workshop #27 -- 3 hours) will teach you to evaluate learning programs.

Objectives - Participants will:

- Write measurable results and performance objectives.
- Design valid tests to assess performance deficits.
- Label performance deficits as teaching, management, or work design problems.
- Design a program that will achieve learning objectives in the least amount of time.
- 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. We will work through the practice exercises in *Instructional Design Made Easy*®, a workbook for designing accelerated learning programs. Each participant will begin his or her own project during the workshop. All participants receive a copy of *Instructional Design Made Easy*® and a demonstration version of "Compose R+™," an authoring tool for designing customized computer-based learning programs.

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

Members - \$160 **Non-Members** - \$175

Workshop # 4

5/26/2000

10:00 AM - 5:00 PM

Maryland B

FECT: A Behavioral Treatment for Depression

ROBERT J. KOHLENBERG, Ph.D., Madelon Y. Bolling, Jonathan W. Kanter, Chauncey R. Parker (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:

- to introduce a behavioral understanding of the psychotherapy environment in general and a behavioral view of phenomena of interest to cognitive therapists
- to review the CT approach and how it is used
- to demonstrate its application 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 and five therapist rules 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 in-session.

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 - \$100 Non-Members - \$115

Workshop # 5

5/26/2000
10:00 AM - 5:00 PM
Delaware A

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

JANET ELLIS, Ph.D., Debi Alvey, Amy Crye, Julia LaPage (University of North Texas), Sandy Magee (Carrollton-Farmers Branch ISD)

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. In addition to identifying several new functional analysis experimental conditions, 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:

- analyze data from baseline graphs and graphs from inconclusive functional analyses
- brainstorm and problem solve re other conditions to implement as well as modifications to conditions already conducted
- design and carry out modified conditions
- assess results
- devise and implement intervention strategies based on functional analysis outcomes.

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

Audience - This workshop is appropriate for individuals already familiar with/responsible for carrying out functional analyses in public school or similar institutional settings with individuals whose behavior may require modifications to the Iwata, et al. (1982) model. Recommended for intermediate level.

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

Workshop # 6

5/26/2000
10:00 AM - 5:00 PM
Lanai 160

Guidelines for Professional Conduct and Ethical Decision Making in the Delivery of Behavioral Services in Mental Health and Education Settings

HAYDEE TORO, Ph.D., Sarah Robinson (Florida Department of Children and Families), Fay Decker (Liberty Health Care), Pamela Osnes (University of South Florida)

Description - This introductory workshop will provide a discussion of ethical principles and their application to the practice of behavior analysis services. It is designed to build understanding of ethical requirements in everyday professional situations. The workshop presenters will review the Code of Ethics of the Florida Association for Behavior Analysis, the Code of Ethics of the American Psychological Association, the Guidelines of Conduct of the American Association on Mental Retardation, Florida Statutes, the Behavior Analysis Rule, Task List for Behavior Analysis, and the International Standards for the Preparation and Licensure of Special Educators. The content will encompass background history and foundations for codes, differences between legal and ethical behavior, and interactive exercises.

Objectives - Participants will be able to refer to professional codes and guidelines that have been designed to dictate their professional conduct. Participants will be able to establish the relationship between ethics and law. Participants will discuss the conduct standards guiding the most frequent ethical dilemmas encountered by practitioners and/or supervisors in mental health and/or education settings:

- Confidentiality, privilege, and privacy consent
- Record keeping
- Professional competence
- Fees and financial arrangements
- Multiple relationships
- Misuse of influence
- Supervision
- Consultation and referrals
- Duty to warn
- Honoring commitments
- Rights of consumers
- Publication credits
- Use of punishment procedures

- Due process
- Distribution of education resources
- Conflicts among parents and teachers
- Issues relevant to development and implementation of individual education plans

Participants will be able to recognize and pursue strategies to avoid and resolve legal and ethical issues.

Activities - Participants will participate in interactive exercises designed to enhance their analyses of ethical issues, dilemmas, and decision-making. The exercises are the product of experiences and dilemmas encountered and researched by the presenters through their years of practice in diverse settings, as well as both published and unpublished teaching cases in the field of special education.

Audience - The target audience is special education teachers, regular education teachers, supervisors in mental health and education settings, mental health and education-related practitioners, psychologists, and researchers.

Members - \$170 **Non-Members** - \$185

Workshop # 7

5/26/2000

10:00 AM - 5:00 PM

Virginia B

How to Develop an ABA Educational Curriculum for Students with Autism

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

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 comprehensive 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 videotape 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 that 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 and adaptive skills. Finally, participants will write one educational program that contains a long-range teaching goal, sequential teaching objective, 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 - \$105 **Non-Members** - \$120

Workshop # 8

5/26/2000

10:00 AM - 5:00 PM

Hoover

Interventions for Hyperactive Children with Oppositional Behavior

JEFFREY S. DANFORTH, Ph.D. (Eastern Connecticut State University)

Description - Treatment programs based on the principles of behavior analysis have been developed to train behavior management skills to parents and teachers. Reviews of the research in child behavior management generally indicate positive change in adult and child behavior. Nonetheless, limitations in behavior management technology are apparent and current behavior management procedures are deceptively complicated and difficult to perform. In response to these limitations, a review of child management research was conducted. The review focused on analyses that isolated different behavior management strategies. Based upon this review, a task analysis of the steps adults can take to manage child misbehavior was completed. The Behavior Management Flow Chart (BMFC, Danforth, 1998) is a flow chart of the task analysis. The BMFC provides a synthesis of child behavior management literature and allows a clear portrayal of the many skills adults may use to manage child misbehavior. The workshop will teach the steps of the Behavior Management Flow Chart as they may be used to manage the oppositional and hyperactive behavior of children and youth. The workshop will also detail the differences between the BMFC and other behavioral parent and teacher training programs.

Objectives - Participants will learn skills including:

- How to present instructions that increase the probability of child compliance
- When and how to effectively ignore child whining or arguing

- How to praise in a manner that functions to reinforce desired behavior
- How to vocally reprimand in a manner that functions to reinforce desired behavior
- How to use effective warnings when children do not comply
- Timeout. Aspects of timeout include different types of timeout for different settings, how to diminish timeout resistance with previews, how timeout starts, what to do during timeout, timeout duration, and how to end timeout in a manner that increases the likelihood that the child will behave well immediately after timeout.
- How to present non-physical backup consequences that prevent timeout refusal

Participants will also be able to vocalize the characteristics of ADHD and its relationship to defiant oppositional behavior

Activities - The same activities used to train parents and staff who work with disruptive children will be used to train the workshop participants: modeling and role playing with feedback. Behavior management skills will be taught in a forward chaining fashion, in the same order that they are presented in the flow chart and consistent with how the adult is to utilize the strategies in the context of child misbehavior. That is, the first response emitted by adults when they want to instruct a child is a command, and this is the first skill taught, etc. In addition, a brief review of representative published research attesting to the efficacy of these child management strategies will be presented. The literature reviewed is directly linked to the description of the strategies. Training materials that may be copied and used for staff/parent training will be provided, as well as copies of relevant published manuscripts about the BMFC and its efficacy.

Audience - The workshop is designed for teachers; direct care staff or other professionals who work directly with hyperactive children exhibiting disruptive behavior; professional trainers/managers; psychologists; counselors; therapists who teach parents, teachers or other direct care staff; and college instructors interested in teaching current methods in child management research.

Members - \$105 **Non-Members** - \$120

Visit the ABA EXPO

Saturday, May 27th
10:00 p.m. - midnight
Salon 2

Workshop # 9

5/26/2000
10:00 AM - 5:00 PM
Virginia A

School-Wide Problem Solving: Strategies for Behavioral and Academic Assessment and Support

ROBERT PUTNAM, Ph.D. (May Institute/Harvard Medical School), Gretchen Jefferson (Eastern Washington University), Marcie Handler (May Institute/Lehigh University), Shanna Hagan-Burke (University of Oregon)

Description - The goal of this workshop is to teach participants empirically based school-wide strategies that will ensure positive academic and behavioral outcomes for students with academic and behavior support needs as well as the general student population. Participants will be provided both an overview of the shortcomings of current practices for the identification and remediation of problems that interfere with educational success as well as a review of validated alternatives that promote both summative and formative evaluation of student academic and behavioral progress.

Objectives - Participants will receive training in the use of a problem-solving approach for the assessment and resolution of educational problems at the school-wide level. Special emphasis will be given to the development of an initial and ongoing data base to inform decision making in school-wide behavior support (i.e., office referrals, suspensions, grades). Also, emphasis will be placed on proactive and preventive strategies in school-wide behavior support (i.e., screening measures and follow-up training procedures). Participants will be taught to provide recommendations for program improvements that are based on these evaluation outcomes.

Participants also will be taught procedures for the development and implementation of an academic problem-solving model to promote positive educational outcomes for students at risk for academic failure. Participants will be trained in the use of Curriculum-Based Measurement (CBM) that are standardized, short duration fluency measures of basic academic skills. CBM results provide both summative and formative evaluation of student academic progress and are uniquely suited to inform instructional planning for students.

Activities - Participants will benefit from both didactic presentation and small group assignments focused on the development of school-wide behavior support plan recommendations for a school they serve. Participants also will engage in both didactic and active training exercises for the administration, scoring, and interpretation of CBM reading measures.

Audience - Persons most likely to benefit from participation in this workshop are consultants, special and general educators, school psychologists, and school-based administrative staff.

Members - \$95 **Non-Members** - \$110

Workshop # 10

5/26/2000

10:00 AM - 5:00 PM

Maryland A

Standard Celeration Chart Reading and Charting

OGDEN R. LINDSLEY, Ph.D. (Behavior Research Company), John O. Cooper, Barry D. Morgenstern (Ohio State University), Michael Fabrizio, Alison L. Moors (Morningside Academy), Shala Ali-Rosales (University of North Texas), Richard M. Kubina, Jr. (Clarion University), Giordana Malabello (The Australian Optimal Learning Centre)

Description - This workshop teaches how to read and chart daily, weekly, monthly, and yearly Standard Celeration Charts. The dramatic learning results produced by Morningside Academy, Malcolm X College, and Free Operant Autism Treatment have attracted renewed attention to this powerful learning and performance 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.

Objectives - Throughout the 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: Moving in a chart room and drawing a chart, overcome fear and develop 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 spreadsheets on daily, weekly, monthly, and yearly charts at 10 dots per minute. Coaches assist. Singing fun chart songs lightens the load. Participants are shown how to continue daily charting practice to reach fluency above 30 dots per minute. Unique Features: From 1965 to 1994 Standard Celeration workshops taught dot dropping before chart reading. Chart reading was not practiced. This workshop's first unique feature teaches participants to read charts fluently before putting dots on charts. Practice sheets with 100 small Standard Celeration Charts help produce rapid, paced, choral chart reading. After having read frequencies, celerations, bounces, turns, and jumps fluently at 60 per minute, accurate charting at 10 dots per minute comes rapidly. The second unique feature provides a coach for every four participants as they practice throughout the workshop. Participants have help at their side.

Audience - Graduate students, faculty, researchers, and consultants who have heard about the power of Standard Celeration Charting, but had no opportunity to learn how. ABA members from outside the U.S. find a coach at their side helps clear language difficulty. Here is your chance! This proven, top-rated, entirely hands-on, workshop is fast paced, is fun, and it works!

Members - \$120 **Non-Members** - \$145

Workshop # 11

5/26/2000

10:00 AM - 5:00 PM

Coolidge

Treating Substance Abuse with Acceptance and Commitment Therapy

KELLY WILSON, Ph.D. and Michelle Byrd (University of Nevada, Reno)

Description - The treatment technology developed in a grant will be presented. Participants will receive homework assignments, assessments, and a treatment protocol that is being executed in the grant. We will also present information on running an ACT supervision team.

Objectives - Participants will learn an ACT model of the problems experienced by substance abusers. They will get an overview of the treatment process. They will learn key ACT treatment principles. Participants will learn a variety of ACT interventions.

Activities - Participants will see videotapes of ACT treatment interventions with substance abusing clients. They will also see videotapes of supervision meetings that preceded some of these interventions. Workshop attendees will participate in some role-playing to demonstrate key ACT interventions. Some experiential exercises that provide attendees with a sense of the psychological and emotional tone of ACT will be included.

Audience - The workshop will target practicing behavior therapists and substance abuse counselors, clinical supervisors, and substance abuse treatment researchers.

Members - \$110 **Non-Members** - \$125

Workshop # 12

5/26/2000

10:00 AM - 5:00 PM

Delaware B

Using the Assessment of Basic Language and Learner Skills (The ABLLS) to Develop a Language-Based Curriculum for Individuals with Autism or Other Developmental Disabilities

JAMES W. PARTINGTON, Ph.D. (Behavior Analysts, Inc.)

Description - The workshop will provide participants with the necessary information to use The Assessment of Basic Language and Learning Skills (The ABLLS) to develop and monitor educational programs. Participants will learn how to score the assessment and gain a thorough understanding of the multiple uses the information gained from The ABLLS can provide in the development and adjustment of an intervention program. Specific topics will be covered with relevant examples, including administering and interpreting The ABLLS, analysis of the learner's skills, the evaluation of priorities, curriculum development, educational planning, and determining IEP objectives.

Objectives - Participants will be able to identify basic learner skills that are important to include in a curriculum for young children with autism. Participants will be able to identify examples of B. F. Skinner's verbal operants. Participants will be

able to describe how curricular variables affect the motivation of young children with autism. Participants will be able to identify how teaching a child to mand for reinforcers results in the development of several other important learner skills. Participants will be able to identify components of a behavioral language assessment that should be reviewed in order to determine the most appropriate elements to be included in a language intervention program for young children with autism.

Activities - Information regarding the development of The ABLLS and the concept of basic learner skills will be provided in a lecture format. Scoring of The ABLLS to determine skill strengths and deficits in the 25 assessment areas will be described and practiced. In addition, procedures for transferring the scoring information to the skills tracking grids will be illustrated. Discussions regarding the analysis of skills, evaluation of educational priorities, and determination of IEP objectives for two students will be conducted.

Audience - This workshop would be appropriate for behavior analysts, teachers, speech and language pathologists, or other individuals who are responsible for implementing, developing, or monitoring educational programs for children with autism or other developmental disabilities.

Members - \$140 **Non-Members** - \$155

Workshop # 13

5/26/2000

6:00 PM - 9:00 PM

Maryland A

Behind the Schoolhouse Door: Eight Skills Every Teacher Should Have

GLENN I. LATHAM, Ed.D. (Utah State University)

Description - For more than 30 years of polling public and educator opinion about concerns in education, inappropriate student behavior remains, over all, the number one concern. Despite knowing what works in the positive, non-coercive management of school environments, and student behavior within it, educators remain remarkably naïve about what conditions must exist in schools and classrooms to assure that such an environment exists.

Objectives - To equip educators with scientifically sound, data-based methods of effectively managing a school environment, and student behavior within it. The methods are addressed in three parts:

1. A discussion of five basic principles of human behavior: a) Behavior is largely a product of its immediate environment; b) Behavior is shaped by consequences; c) Behavior ultimately responds better to positive than to negative consequences; d) Whether a behavior has been punished or reinforced is known only by the course of the behavior in the future; e) Past behavior is the best predictor of future behavior.

2. A discussion of eight skills every teacher should have:

- The ability to teach expectations
- The ability to get and keep students on task
- The ability to maintain a high quality of teacher-to-pupil interactions

- The ability to respond non-coercively to inappropriate behavior
- The ability to maintain a high rate of risk-free student response opportunities
- The ability to serve behavior-problem students in the primary learning environment (that is, the classroom)
- The ability to avoid being trapped
- The ability to manage behavior "scientifically"

3. A discussion of the behavior analytic approach to problem solving.

Activities - Participants will be involved in numerous role-playing and problem-solving activities. The content will be presented via lecture and demonstrations, and will be supported by guided notes and overhead transparencies, which will highlight and illustrate key points. It will be very interactive.

Audience - This workshop is targeted at educators and parents, including school psychologists, counselors, social workers, college of education faculty, and other school support personnel.

Members - \$50 **Non-Members** - \$65

Workshop # 14

5/26/2000

6:00 PM - 9:00 PM

Lanai 160

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 as well as outlining treatment strategies for managing various aspects of the disorder.

Objectives - Individuals who complete this workshop will be able to recognize TS; understand the various facets of the syndrome; understand the various effects of the environment on the exacerbation of Tourette behaviors; and 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 the 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 who are in positions where individuals with TS may be contacted. Typical settings include hospitals, schools, or universities.

Members - \$50 **Non-Members** - \$65

Workshop # 15

5/26/2000
6:00 PM - 9:00 PM
Maryland C

Designing Accelerated Learning Programs, Part II GUY S. BRUCE, Ed.D. (Aubrey Daniels & Associates)

Description - According to tradition, experts teach by simply telling others what they know. If teaching were just telling, there would be no need to design instruction. Although the best prepared will learn under any circumstances, the traditional approach is too expensive. In business or education, time to achieve competence is the greatest cost. However, if instruction is carefully designed, learning is accelerated. Almost every learner can become an expert in a reasonable amount of time. 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 (Workshop #3) taught the first half of the design process. Part III (Workshop #27 -- 3 hours) will teach you to evaluate learning programs.

Objectives - Participants will:

- Write measurable results and performance objectives.
- Design valid tests to assess performance deficits.
- Label performance deficits as teaching, management, or work design problems.
- Design a program that will achieve learning objectives in the least amount of time.
- 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. We will work through the practice exercises in *Instructional Design Made Easy*, a workbook for designing accelerated learning programs. Each participant will begin his or her own project during the workshop. All participants receive a copy of *Instructional Design Made Easy* and a demonstration version of "Compose R+," an authoring tool for designing customized computer-based learning programs.

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

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

Workshop # 16

5/26/2000
6:00 PM - 9:00 PM
Virginia B

Essential OBM Consulting and Facilitation Skills for Soon-to-Be Consultants

BRIAN COLE, Ph.D., Julie Oliver (The Continuous Learning Group, Inc.)

Description - This workshop will focus on basic consulting and facilitation skills. Specifically, the workshop will include the following topics: 1. Using behavior analysis to objectively communicate, 2. Providing objective feedback, 3. Facilitating meetings, 4. Role-play facilitation.

Objectives - At the conclusion of this workshop, participants will be able to:

- Use a proven communication technique to effectively communicate with clients.
- Provide objective feedback to peers and clients.
- Use recommended meeting tips and flip charting techniques to conduct effective client and team meetings.
- Facilitate a variety of role-plays with a diverse audience.

Activities - The participants will be actively involved in an experientially based workshop during which they will be involved in the following activities:

- Practicing communicating in an objective manner during role-play sessions
- Practicing providing objective feedback to others in subgroups
- Discussing effective meeting tips and flip charting techniques
- Facilitating team meetings in subgroups
- Facilitating role-play sessions in subgroups

Audience - This workshop is primarily targeted towards graduate students enrolled in doctoral and master's degree programs in behavior analysis.

Members - \$60 **Non-Members** - \$75

MEETING FOR PARENTS OF CHILDREN WITH AUTISM

Chair: David Celiberti (Autism SIG and Eden II Program)

Sunday, May 28th
7:00 PM - 7:50 PM
Room Lanai 152

Given the increasing interest in ABA by members of the parent community, this meeting will survey the needs of parents who attend the ABA conference as affiliate members. Secondly, the meeting will explore ways in which the Autism SIG can support parents of children with autism.

Workshop # 17

5/26/2000

6:00 PM - 9:00 PM

Coolidge

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

ERIC LARSSON, Ph.D., Jeff Pionkowski (REM Health, Inc.), Angela Keene, Kara Riedesel, Julie Waldoch (University of Kansas) William Schwandt (Metro State University)

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 - \$56 **Non-Members** - \$71

FUTURE ABA CONVENTIONS

2001:	New Orleans
2001 (fall conference):	Venice, Italy
2002:	Toronto, Canada
2003:	San Francisco

Workshop # 18

5/26/2000

6:00 PM - 9:00 PM

Virginia C

Normalized Treatment Procedures with Autism and Related Disorders: Using the Everyday Environment

JENNIFER L. THOMAS, M.S. (Children's Hospital of Michigan), Dennis Delprato, Ph.D. (Eastern Michigan University)

Description - Behavior analysts have developed powerful interventions that require rather rigid control over the client's environment. In order to achieve this control, change agents often do not use procedures that faithfully parallel clients' everyday transactions with their world. Problems of generalization, transfer, and motivation pose frequent challenges to artificial treatments. Recent developments in behavioral theory and practice point the way to promising strategies and tactics for partly overcoming these challenges. Normalized teaching procedures make use of the everyday environment, naturally occurring situations, and natural consequences to develop and enhance life skills. Normalized procedures target vocal language, sign language, social interaction skills, sight-reading skills, play skills, and more. In addition, these procedures enhance generalization, motivation, and child initiations. Procedures, though natural and similar to a play format, are systematic and follow behavioral principles. Normalized therapies occur in diverse settings and make use of a variety of common materials. The child is an active participant in the therapeutic process. Parents, teachers, therapists, and peers can use these procedures that can be implemented independently from, or in addition to, more artificial behavioral interventions.

Objectives - Participants will improve the following skills:

- Describing transition continuity and this principle's application to problems of generalization and transfer of training
- Describing main procedural characteristics of artificial and normalized treatments
- Describing the major categories of normalized procedures
- Using basic and supplemental normalized procedures.
- Training and supervising others in the application of normalized procedures

Activities - Participants will receive training through didactic instruction, discussion, modeling of specific procedures through videotape, and role-playing.

Audience - The workshop is designed for teachers, parents, students, and others who provide supervisory or direct services for children with autism and related disorders at homes, in schools, or elsewhere. Those with experience in "discrete-trial" behavioral intervention (procedures that are not ruled out by normalized treatment) are particularly targeted. We assume participants have some experience with behavioral data collection and the antecedent-response-consequence framework.

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

Workshop # 19

5/26/2000

10 PM-9:00 PM

Lanai 152

Public Relations for Behavior Analysts: Why We Need It and How to Promote It in Your Interview and Public Presentations

DONALD K. PUMROY, Ph.D., Roger McIntire (University of Maryland), Judy Blumenthal (Associates for Behavior Change)

Description - Everyone can benefit from an understanding of behavior analysis applied to aspects of everyday living: marriage and family life, child rearing, and adjustment to work and school environments. Each member of ABA has a responsibility to further that benefit and expand the availability of information about behavioral principles. Presenting a behavioral view to the public is not frequently reinforced and, in fact, is often punished. This workshop will help participants promote the advantages of the techniques and strategies of the behavioral view and become more proficient in media and individual interviews, presentations and promotions to public groups. Examples and techniques from the instructors' experiences are part of the exercises:

- Connections with the media, agents, and publishers. Successful approaches to these avenues to visibility for the behavioral view will concern education, child rearing, counseling, and therapy.
- Presenting yourself and the behavioral view in interviews. Participants will practice interview strategies and specific answers and approaches to promotion of the behavioral approach in small group interview situations.
- Understanding and navigating the trade book market. New opportunities in the fast-changing trade and Internet market will be described with advice and review of projects participants bring to the workshop.

Objectives - The objective is for each participant to practice and further develop specific skills in interview and media events related to the promotion of, approach and principles of behavior analysis. Participants will be invited to further develop and modify the suggestions of the instructors in the discussions and practice sections.

Activities - In each of the three areas of the media, interviews, and the trade markets, subgroups of the participants will share their own suggestions for additions to the workshop.

Audience - Those interested in a more effective presentation to therapists, trainers, teachers, parents, and the general public and practice for future preparations and deliveries before these audiences. The workshop considers behavior analysts to be professionals in their preparation for presentations to lay audiences. Participants with some experience and prospects for future invitations are most likely to benefit from the workshop activities. University and college faculty, school psychologists, teachers, and counselors of students, parents and teachers should make up a large portion of the attendees.

Members - \$55 **Non-Members** - \$70

Workshop # 20

5/26/2000

6:00 PM-9:00 PM

Lanai 148

Social-Communication Intervention for Children with Autism

KATHLEEN QUILL, Ed.D. (The Autism Institute)

Description - Autism is a disorder of social, communicative and repetitive behaviors. Since impaired social and communication development are the defining symptoms of autism, the assessment and treatment of these skills should be an intervention priority. In this workshop, the audience will be instructed in the use of a comprehensive criterion-referenced assessment tool that has been designed specifically to evaluate social and communication skills in children with autism. The assessment instrument is used to design systematic, data-based intervention for the acquisition, maintenance and generalization of functional social and communication skills. The assessment tool includes lengthy skill checklists to assess attention, imitation, organization, solitary play, social play, group skills, social behavior and communication across social partners and social contexts. Information obtained from the assessment tool translates into specific behavioral objectives. The workshop will also provide the audience with a detailed framework for using incidental teaching procedures paired with multi-level prompt and fading techniques that facilitate independent social skills and spontaneous communication. The workshop summarizes the intervention guidelines provided in the text DO-WATCH-LISTEN-SAY: A communication and social skills intervention guide for children with autism (Paul H. Brookes Publishing, April, 2000).

Objectives - The audience will learn to:

- administer a criterion-referenced assessment of social and communication skills for children with autism
- develop behavioral intervention plans for the acquisition and generalization of target skills
- combine incidental teaching techniques with a multi-level prompt and fading procedure to build independent social skills and spontaneous functional communication

Activities - Workshop activities include:

- demonstration of the administration of a criterion-referenced assessment tool
- discussion of the multiple criteria for acquisition and generalization of target social and communication skills
- videotape demonstration of the use of multilevel prompt and fading procedures for the acquisition of target social and communication skills
- review of various systems of data collection for target social and communication skills

Audience - The target audience includes educators who conduct intensive behavioral intervention with children with autism and who seek protocols for building skills across social contexts and social partners. The audience should have an understanding of autism and basic principles of behavioral instruction.

Members - \$60 **Non-Members** - \$75

Workshop # 21

5/26/2000

6:00 PM-9:00 PM

Maryland B

Teaching Self-Management to Decrease High-Risk Sexual Behavior and Binge Drinking among College Students

COLIN PEELER, M.S., Thomas Brigham, Ph.D., Dana Lindemann, Duane Isava (Washington State University)

Description - A one-credit graded course in self-management and sexual decision-making has been developed and experimentally demonstrated to affect students' knowledge, attitudes, self-reported alcohol use and sexual behavior. Behavior analysts at the University of Mississippi, University of Idaho, and Eastern Washington University have successfully replicated the course with the appropriate modifications for the student populations. This workshop will provide hands-on training to those interested in running such a course at their place of affiliation. It is suitable for university and high school settings. Sections of the class are taught by a pair of peer instructors (typically junior and senior undergraduate students). Peer instructors are trained, and supervised by an advanced graduate student and undergraduate coordinators (students who have taught the class before). The faculty member then oversees the entire program. This structure makes it feasible to have several smaller sections of 10-15 students who facilitate the small group discussion/activity format of the class. There are two texts associated with the class, "Psychology Applied to Daily Living: Friends, Alcohol, and Sex" and the "Peer Instructor's Guide". Both are custom published by Harcourt Brace so that the text can be modified to fit the specific needs of the campus offering the course.

Objectives - The purpose of this workshop is to prepare participants to implement the course at the university or high school level. Therefore, workshop activities will include:

- discussing the importance of teaching students behavior analysis and self-management as a way to improve sexual decision making and decrease alcohol consumption
- learning how to use role-playing and in-class activities to provide students with behavioral practice of assertiveness, refusal of sex or alcohol, requesting a sexual partner to use a condom or be tested for HIV, and communication skills
- discussing how to recruit, select, train, and supervise peer instructors
- discussing methods for getting the class approved at a university
- reviewing the class texts and how to use them
- demonstration and participant practice of teaching sessions of the class

Activities - We have learned that for the course to be effective, it must actively involve all of the students and be fun! Participants will be sent the training materials in advance so that the workshop can be focused on demonstrating and practicing skills required to set up and run the course. Teaching strategies and lessons will be demonstrated and then the participants will have the opportunity to teach specific lessons and receive feedback.

The workshop instructors are very experienced with the course and are prepared to discuss and answer any questions about every aspect of the class.

Audience - The workshop is designed for college and university instructors who are seriously interested in learning how to implement the course at their own institution. The workshop would also be appropriate for advanced graduate students who are planning on an academic career.

Members - \$77 **Non-Members** - \$92

Workshop # 22

5/26/2000

6:00 PM-9:00 PM

Virginia A

The Analysis and Treatment of Habit Disorders

RAYMOND MILTENBERGER, Ph.D. (North Dakota State University)

Description - In this workshop participants will learn how to use a habit reversal approach to treat habit disorders (tics, trichotillomania, nervous habits, and related disorders). Research has shown the habit reversal procedure to be one of the most effective methods for the treatment of habit disorders. Researchers have also identified the important components of habit reversal in an effort to simplify the treatment, and have successfully used the simplified treatment with a variety of habit disorders. The workshop will teach participants the simplified habit reversal approach and adjunct procedures to augment simplified habit reversal when necessary.

Objectives - will address methods for recording habit disorders, compliance with treatment, long-term maintenance, and the need for data-driven booster sessions. Finally the workshop will emphasize the importance of assessing the function of habit behaviors and present recent research on the functional analysis of habit behaviors. Participants will learn the habit reversal procedure and simplified habit reversal procedures. Participants will learn the research evaluating simplified habit reversal procedures. Participants will learn a functional approach to understanding habit disorders and how to conduct a functional analysis of habit disorders. Participants will learn how to apply simplified habit reversal procedures to habit disorders such as motor tics, trichotillomania, and other nervous habits.

Activities - Information on the research and application of habit reversal procedures and adjunct treatment procedures for a variety of habit disorders will be presented

Audience - Individuals who are interested in the behavioral treatment of children and adults with habit disorders.

Members - \$50 **Non-Members** - \$65

Workshop # 23

5/26/2000

10 PM-9:00 PM

Lanai 156

The Importance of Appropriate Prompting, Prompt Fading, and Reinforcement

DEBRA RAUSCH, M.S. (The Childhood Learning Center)

Description - This workshop will focus on the principles of prompting and reinforcement as they pertain to intensive ABA programming. The participants will gain an understanding of how children may become prompt dependent, as well as learn valuable strategies to prompt in more effective ways. Reinforcement principles will also be covered, most notably, how can one determine the efficacy of the chosen reinforcers, when to pair reinforcers with alternate items, and how to effectively enable students to internalize such reinforcers.

Objectives - The objective of this workshop is to help individuals involved in early intensive behavioral intervention utilize prompting and reinforcement in the most effective manner. The participants will not only gain a full understanding of the levels of prompting typically utilized, but will learn to determine which level of prompting is most effective. In addition, participants will become familiar with prompt fading procedures, and how to tell when the fading is effective. Lastly, participants will be exposed to reinforcement principles, especially in the area of differential reinforcement as this parallels prompt usage.

Activities - Workshop activities involve viewing a videotape and depicting which level of prompt has been utilized and then deciding the most effective prompt fading technique. Additional activities involve role-playing in the use of prompting as well as reinforcement.

Audience - The target audience is parents and professionals working with children with autism. Participants should have some knowledge of applied behavior analysis.

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

Workshop # 24

5/26/2000

6:00 PM-9:00 PM

Hoover

The Pyramid Approach to Education

ANDREW BONDY, Ph.D., Beth Sulzer-Azaroff (Pyramid Educational Consultants)

Description - This workshop is designed to provide an overview of the Pyramid Approach to Education, which reflects a systematic model for designing effective educational environments for children and adults with special needs. It combines a broad-spectrum view of applied behavior analysis with an emphasis upon functional activities and functional communication within a reinforcer-first paradigm. The approach emphasizes a variety of visually mediated functional communication strategies, including Picture Exchange Communication System (PECS). The base elements involve the basic elements of applied behavior analysis and identify issues

related to what is important to teach and issues associated with why students may learn our intended lessons. The body of the pyramid is associated with how to arrange for effective lessons, including lesson design, prompting and error correction strategies along with factors associated with planning for generalization from the start of a lesson. Within this framework, behavior management issues are addressed with long-term strategies after functionally equivalent alternative responses are identified and, if necessary, taught. Elements are combined to enhance other key educational issues, including visually-mediated reward systems, individual picture and schedule following, requesting help, break, and other key concerns, as well as learning to wait and effectively dealing with life's vicissitudes. Issues related to quality assurance associated with data collection and analysis, as well as staff development and training, also will be addressed.

Objectives - The objective for this workshop is for participants to identify the key elements of the Pyramid Approach and its sequence of analysis with regard to children and adults with special needs. The model distinguishes factors associated with why and what we should teach from how to teach effective lessons. The workshop will provide an overview and brief description of the issues related to designing effective educational environments in school, home and community settings. Participants will be able to recognize:

- functional activities and materials corresponding to critical lessons
- strategies associated with "let's make a deal" prior to each lesson
- key functional communication skills that involve the learner as both "speaker" and "listener"
- potential advantages of PECS and other visually mediated strategies
- strategies associated with identifying the functional control of educational goals as well as contextually inappropriate behaviors, resulting in functionally equivalent alternative responses
- a variety of lesson designs associated with distinct prompt and error-correction strategies
- strategies incorporating generalization strategies from the beginning
- effective data collection and analysis techniques
- quality assurance strategies associated with staff implementation of the overall Pyramid Approach

Activities - Activities will include lecture, demonstration of key elements (including videotapes), review of key forms to address issues of quality assurance, demonstration materials designed to promote the effective implementation of key Pyramid elements (including materials for learners and staff) and discussing how critical elements relate to participant's current work settings.

Audience - Participants should have a core understanding of fundamental behavioral principles (such as familiarity with Sulzer-Azaroff and Mayer's *Behavior Analysis for Lasting Change*, 1991) and a desire to learn how to combine elements of applied behavior analysis with functional activities and functional communication strategies to improve the educational environments for learners with special needs.

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

Workshop # 25

5/27/2000

8:00 AM - 11:00 AM

Lanai 156

A Brief Behavioral Activation Treatment for Depression

CARL LEJUEZ, Ph.D. (Brown University), Derek Hopko
(University of Texas at Houston)

Description - In this workshop, we present a time-limited behavioral treatment for depression that is based upon the matching law. We (a) outline the rationale for the treatment, (b) demonstrate its implementation (an abridged manual will be provided), and (c) provide empirical support.

Objectives - Provide clinicians with a purely behavioral and time-limited treatment for depression that can be used as an all-encompassing therapy or as a structured adjunct to other forms of psychotherapy and/or pharmacotherapy.

Activities - First, a review of previous behavioral therapies for depression will be provided. Second, the brief behavioral activation treatment for depression will be outlined and demonstrated in a step-by-step fashion (an abridged manual will be provided). Finally, outpatient and inpatient data showing its effectiveness will be presented.

Audience - Clinicians and applied behavior analysts interested in a time-limited treatment for depression that is both effective and consistent with current managed care demands.

Members - \$60 **Non-Members** - \$75

Workshop # 26

5/27/2000

8:00 AM - 11:00 AM

Hoover

Advanced PECS: Complex Lessons within the Picture Exchange Communication System

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

Description - The Picture Exchange Communication System (PECS) is a functional communication program designed to help children and adults with severe communication difficulties (including autism and related disabilities). PECS begins by teaching learners to initiate requests within a social framework. Subsequent phases of training develop discrimination of icons and the development of simple sentence structure. This workshop will address issues associated with more complex use of PECS for children and adults. When simple sentence structure is developed, a variety of lesson formats become available, including lessons regarding the use of attributes (i.e., color, size, place, etc.). Such lessons have traditionally been taught within "receptive" formats (i.e., "touch red," "show me big," etc.) and typically are not highly motivating. The use of PECS creates opportunities for highly motivating lessons regarding attributes. Advanced phases of PECS addresses developing commenting, both in answer to questions and spontaneously. This workshop also will review creative ways to introduce commenting within PECS, as well as issues associated with the co-development of speech after the introduction of PECS. Finally, the workshop

will review the relationship between the training sequence within PECS and Skinner's analysis of verbal behavior (1957).

Objectives -

- to briefly review the key phases of PECS
- to review strategies associated with the use of attributes and complex or difficult to teach mands
- to review strategies associated with the development of commenting (both pure and impure tacts)
- to review strategies associated with "listener" communicative functions (including direction following, schedule following, learning to wait, reward systems, etc.)
- incorporating PECS into in-home programs
- to review the relationship between the phases of PECS, training strategies and the analysis of verbal operants

Activities - Activities include: Lecture, demonstration of procedures and teaching strategies, demonstration of materials to support various lessons, video examples, discussion of incorporating PECS into situations raised by the audience, and review of the use of sentence structure with a PECS Communication Book (provided to all participants).

Audience - Participants should be familiar with the training sequence within PECS and preferably have experience in the use of PECS. This is an advanced workshop and is not intended to teach participants about the fundamentals of PECS.

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

Workshop # 27

5/27/2000

8:00 AM - 11:00 AM

Maryland C

Designing Accelerated Learning Programs, Part III

GUY S. BRUCE, Ed.D. (Aubrey Daniels & Associates)

Description - According to tradition, experts teach by simply telling others what they know. If teaching were just telling, there would be no need to design instruction. Although the best prepared will learn under any circumstances, the traditional approach is too expensive. In business or education, time to achieve competence is the greatest cost. However, if instruction is carefully designed, learning is accelerated. Almost every learner can become an expert in a reasonable amount of time. 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 (Workshop #3) will teach the first half of the design process. Part II (Workshop #15) will teach you to design accelerated learning programs. Part III will teach you to evaluate learning programs.

Objectives - Participants will:

- Write measurable results and performance objectives.
- Design valid tests to assess performance deficits.
- Label performance deficits as teaching, management, or work design problems.
- Design a program that will achieve learning objectives in the least amount of time.
- 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. We will work through the practice exercises in *Instructional Design Made Easy*, a workbook for designing accelerated learning programs. Each participant will begin his or her own project during the workshop. All participants receive a copy of *Instructional Design Made Easy* and a demonstration version of "Compose R+," an authoring tool for designing customized computer-based learning programs.

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

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

Workshop # 28

5/27/2000
8:00 AM - 11:00 AM
Marriott Balcony D

Direct Instruction: What It Is; Research Tactics for Making It Work

VICKI SNIDER, Ph.D., Sara Tarver, Ron Martella, and Nancy Marchand-Martella (University of Wisconsin, Eau Claire)

Description - Direct Instruction is used in thousands of classrooms so there is great interest in what it is and the case for using it. This workshop will address both of these issues. Techniques used in DI teaching will be covered with emphasis on its supporting research. Therefore the field's history, techniques, research, and relationship to behavior analysis will be covered. In addition, recent work that advances DI procedures will be presented by the primary researchers involved.

Objectives - Participants will: learn to identify the relationships between behavior analysis and DI theory, research procedures, and techniques; learn tactics for delivering DI lessons; review the research base for DI and current practices placed in this research context; learn from original researchers the current practices that may well shape the future of DI; and cover tactics for making DI work in school settings. This will be put in the teaching/training contexts of participants.

Activities - Participants will learn to use basic DI teaching procedures. Discussions will address how to make DI work within the applied contexts of the participants. Discussions will also address recent and long-standing data that forms the foundation of DI's practices. The participants will also address the relationship between DI and behavior analysis. Every attempt will be made to engage the participants in the use and analysis of DI procedures.

Audience - The target audience includes students, educators, parents, and those interested in the technology of teaching as Skinner used that term. Educational researchers interested in controlled teaching procedures would also find much of interest here. The potential audience also includes those interested in the expression of behavior analysis within proved, effective teaching procedures.

Members - \$50 **Non-Members** - \$65

Workshop # 29

5/27/2000
8:00 AM - 11:00 AM
Harding

Effective Treatment Environments: Designing for Success
JAMES F. MCGIMSEY, Ph.D., Gretchen Thwing (AdvoServ)

Description - Treatment environments for people with a variety of disabilities 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. Despite the undeniable progress seen, the vital elements that define an effective treatment environment remain very much an issue of discussion and debate. Such environments or processes might appear to be appropriate and effective when examined at face value. 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, and, where effects are found inadequate, examining and reordering the process.

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.

Activities - 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 for then supporting the cohesive delivery of these vital elements will be discussed. Participants are encouraged to bring their own examples of "system" approaches to service delivery for presentation and discussion. Professionals involved in the development and supervision of behavior analytic treatment environments for individuals with disabilities

Members - \$50 **Non-Members** - \$65

Workshop # 30

5/27/2000

8:00 AM - 11:00 AM

Marriott Balcony A

How Can I Tell if an ABA Provider is Any Good? Measurement!!!

JANET TWYMAN, Ph.D., Gina Bennett, Amy Davies-Lackey, Christopher McDonough, Sarah Moore, Catherine Sales, So-Young Yoon (Fred S. Keller School)

Description - The quality of behavior analytic services is governed by the expertise of the persons providing and overseeing the behavioral program. A quality behavioral program is grounded in a thorough understanding of behavior analysis, stresses individualization of student curriculum, and is continually evaluated and redesigned based upon student and teacher performance. These components are necessary for effective training of ABA service providers. This workshop will describe a performance management system that shapes, monitors, and reinforces the behavior of ABA service providers. This workshop addresses the supervision of ABA services, by utilizing several procedures to measure and evaluate teacher and student behavior. An observation tool that measures performance rate and accuracy will be introduced through interactive activities. A review of various systems of data collection will be discussed to provide additional information regarding the evaluation of the effectiveness of instruction. These forms of analyses will be presented within a larger teacher-training framework based on the Personalized System of Instruction.

Objectives - Participants will:

- Understand the importance of measurement of teacher behavior in an instructional episode.
- Define the critical components of an instructional episode.
- Use an observation protocol to measure various dimensions of responding that occur during instruction.
- Learn to produce visual displays of performance (teacher and student).
- Evaluate qualitative and quantitative instructional data.
- Learn to use various data to make decisions regarding student programming and teacher effectiveness.
- Learn to establish training objectives and performance management systems for ABA service providers.

Activities - Participants will discuss the importance of in-situ measurement of student and teacher behavior/interactions; conduct data-based observations and achieve reliability on the critical components of an instructional episode by viewing video tapes; summarize and produce visual displays of performance; and analyze real and hypothetical data of teacher performance to make programmatic and training decisions.

Audience - This workshop is designed for individuals who provide ABA services or who supervise ABA service providers. Participants may be teachers, teacher assistants, speech pathologists, school psychologists or administrators, social workers, case managers, parents, or quality assurance personnel.

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

Workshop # 31

5/27/2000

8:00 AM - 11:00 AM

Delaware A

How to Develop, Produce and Use SAFMEDS

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

Description - SAFMEDS, and acronym for "Say All Fast Minute Every Day Shuffled," represents 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 that 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 that conform to the rules provided for content areas in which the participants teach or train; produce SAFMEDS masters from the MSWord templates provided them as part of their materials; reproduce sets of SAFMEDS for students or trainees; and implement use of SAFMEDS in various settings, structuring practice timings to interface smoothly within classroom or training sessions.

Activities - Participants will practice with conversion of different types of information to SAFMEDS; discuss using the templates provided to produce SAFMEDS masters to be printed as decks on card stock; discuss alternatives form making SAFMEDS available to students, clients or trainees; demonstrate how to run timings with small or large groups; and discuss how to incorporate SAFMEDS into larger patterns of learning.

Audience - Participants 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 - \$70 Non-Members - \$85

Workshop # 32

5/27/2000

8:00 AM - 11:00 AM

Lanai 152

Improve Your Oral Presentations

NED CARTER, Ph.D., Kenneth Nilsson (University Hospital, Uppsala, Sweden), Thomas E. Boyce (University of Nevada - Reno)

Description - Oral presentation skills play an essential role in individual success in both the public and private sectors. The workshop content is based on detailed analyses of speaker and audience behavior. The analyses show how 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, comprehension and participation. Emphasis is placed on using the principles of applied behavior analysis,

particularly the analysis of verbal behavior, to improve speaker behavior.

Objectives - Participants will learn to identify high probability audience mands prior to appearing before their target audience. Participants will learn techniques to promote audience mands. The workshop will also teach participants to identify and control extraneous stimuli in order to maximize audience attention.

Activities - Participants will take part in a series of exercises and structured role-playing sessions. Course content will be adapted to the interests of the 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, case examples for role-playing sessions.

Members - \$60 **Non-Members** - \$75

Workshop # 33

5/27/2000
8:00 AM - 11:00 AM
Coolidge

Intensive Early Intervention: How to Respond to Inadequate Progress by Enhancing Programs, Utilizing Complex Methods, and Developing Alternative Skills

ERIC LARSSON, Ph.D., Caroline Robillard, William Schwandt, John Miller, Kelly Wolden, Rhonda Andrea (REM Health Inc.), Kara Riedesel, Angela Keene (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 high rate of skill acquisition in the first six months of training. Children who do not make rapid progress may be challenged by a variety of autistic behavior patterns. For example, one behavior pattern cited by Lovaas (1994) is that the children are "visual" rather than "auditory learners." The purpose of this workshop is to identify a variety of these challenging behavior patterns and present specific training programs that have been developed and validated to remediate these challenging behavior patterns.

Where skills are not showing satisfactory progress, methods 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 preventing skill loss; for developing social interaction skills with peers; for replacing stereotyped noncompliance; and for regaining attending skills.

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 - \$56 **Non-Members** - \$71

Workshop # 34

5/27/2000
8:00 AM - 11:00 AM
Marriott Balcony C

Making Inclusion a Reality for Children with Disabilities: In-Home and In-School Behavioral Consultation
JEANNIE GOLDEN, Ph.D., Lori Stuart, Holly Culton (East Carolina University)

Description - Inclusion of children with multiple disabilities and severe behavior problems is a challenging task that requires excellent interpersonal skills, a keen ability to assess the functions of behaviors in a variety of settings, and the development and implementation of creative behavior programs. The "how-tos" and specific case examples will be presented of children with multiple diagnoses such as cerebral palsy, mental retardation, Angelman's Syndrome, language impairment and attention deficits. Possible roadblocks that need to be addressed include parents who are mentally ill and/or uneducated and school personnel who are uncooperative and/or unskilled. Effective and efficient methods for assessment and treatment will also be included.

Objectives - At the completion of this workshop, participants will be able to describe:

- several interpersonal skills that are needed to work with parents and school personnel
- how to overcome specific road blocks with parents and school personnel
- several effective and efficient methods for functional assessment in home and school environments
- several creative treatment methods for children with multiple disabilities and severe behavior problems that can be implemented in inclusion settings.

Activities - Participants attending the workshop will: 1) receive handouts listing specific interpersonal skills and methods for functional assessment and treatment in inclusion settings; 2) listen to descriptions, case examples and personal experiences using these specific interpersonal skills and methods for functional assessment and treatment in inclusion settings; 3) view videotaped and role-playing demonstrations of these skills and methods; 4) role-play and practice these skills and methods; and 5) ask questions about the use of these skills and methods with specific cases of the participants.

Audience - This will be helpful for all individuals who work with children diagnosed with multiple disabilities and behavior problems, particularly in inclusion settings. These individuals could include: parents, social workers, therapists, school counselors, teachers, day care providers, psychologists and psychiatrists.

Members - \$55 **Non-Members** - \$70

Workshop # 35

5/27/2000

8:00 AM - 11:00 AM

Marriott Balcony B

Making Self-Initiated Toilet Training Procedures Accessible to Students, Teachers and Parents in the New Millennium
AL PFADT, Ph.D. (NYS Institute for Basic Research), Frank Cicero (Eden II Programs)

Description - Independent use of the bathroom is a skill that, once mastered, allows an individual to achieve a sense of personal dignity, decreases strain on parents and care providers and significantly increases an individual's participation in community activities. Attempting to toilet train an individual with developmental disabilities is often challenging. In the early 1970's, Foxx and Azrin developed a toilet training package that proved to be highly successful in promoting self-initiated toileting with people who are developmentally disabled. Although the packages were highly successful, practical, ethical and political issues have led to a significant decrease in their use. Unfortunately, this seems to have led to a general decrease in the implementation of active toilet training plans by agencies that serve the developmentally disabled. The focus of this workshop is to introduce the audience to effective toilet training procedures (for both children and adults) that are based largely on the Foxx and Azrin model. The presenters will discuss and illustrate some of the basic principles of the model and will introduce modifications that allow the interventions to be successfully implemented in community-based settings (e.g. classrooms, day programs, and the home). Issues of spontaneous requesting, self-initiation, bowel training, schedule training, data collection and nighttime training will be discussed.

Objectives - The objective of the present workshop is to make audience members aware of and skilled in the application of toilet training procedures that effectively promote self-initiation skills. Intervention strategies will be introduced that have led to successful self-initiated toileting with both children and adults with varying degrees and forms of developmental disabilities. The audience will be made aware of how to practically implement a toilet training intervention in either a center-based or home environment. In addition, the audience will be provided with an historical perspective of toilet training (with developmentally disabled populations) that will provide an overview of intervention strategies from Foxx and Azrin in the present.

Activities - Concepts and strategies of the present workshop will be introduced and taught through lecture, contrived demonstration, video footage, printed handouts and data presentation. Throughout the workshop, participants will be given the opportunity to model and practice procedures. Audience questions that lead to interactive discussion will be encouraged. In addition, the audience will receive user-friendly intervention instructions, guidelines, research references, journal abstracts, and data collection sheets for later use.

Audience - The present workshop will provide useful information for any individual who is interested in implementing toilet training programs for children and adults with developmental disabilities. Both parents and professionals are

encouraged to attend. Because of the diversity of the prospective audience, information will be presented in a comprehensive, yet practical manner and interactive discussion will be encouraged.

Members - \$60 Non-Members - \$75

Workshop # 36

5/27/2000

8:00 AM - 11:00 AM

Delaware B

Mediation in Complex Behavior: The Role of Joint Control in Verbal Behavior

BARRY LOWENKRON, Ph.D. (California State University, Los Angeles)

Description - An explication and review of the concept of joint control, its role in verbal behavior and in mediating other complex behavior. The workshop will focus on illustrating the crucial role joint control seems to play in allowing for the replacement of non-behavioral accounts of complex behavior with relatively simple behavioral accounts.

Objectives - The first objective in this workshop is to provide familiarity with the concept of joint control, and show how it relates to the other forms of multiple causation in verbal behavior that Skinner addressed. The second objective is to review published data illustrating the nature and role of joint control. The third and principal objective of the workshop is to illustrate how the concept of joint control may be applied to provide a behavioral interpretation of the many forms of complex behavior that currently have no accepted behavioral explanation, and that are thus left to cognitive interpretation.

Activities - To reach the first training objective, participants will review and analyze the various forms of multiple control first described by Skinner (1957) and compare them to the notion of joint control. To reach the second objective, participants will study various published data illustrating the effect of joint control training on the generalization of complex behavior. The third objective will be attained by a thorough review of the article published in JEAB (1998, 69, 327-354)--reprints of which will be supplied to participants--describing the role of joint control in complex behavior. This review will be accompanied by a discussion of some recent extensions of the concept of joint control to some types of behavior not described in the article.

Audience - Anyone already familiar with Skinner's verbal operants and interested in developing a means of extending the behavioral account of language to phenomena currently left to mentalistic/cognitive interpretation.

Members - \$52 Non-Members - \$67

BEHAVIORAL FOLLIES

Sunday, May 28th
10:00 p.m. - 1:00 a.m.
Salon 3

Workshop # 37

5/27/2000

9:00 AM - 11:00 AM

Janai 148

Radical Behaviorism and the Counseling Process: Constructional Bones, Solution-Focused Flesh

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

Description - This workshop has been continually revised to reflect the emergence of new methods that are consistent with a goal-directed, competency-based approach to counseling/psychotherapy. Elements of the radical behavioral viewpoint will be related to practices, strategies, and concepts involved in helping others. The aim is to help provide attendees who are interested and/or familiar with radical behaviorism with the ability to begin using this perspective when working with clients. It will also be of interest to those who wish to explore how some of their approaches are related to this perspective.

The workshop will consist of three components: a review of pertinent features of the radical behavioral viewpoint, the relationship of these features to counseling/psychotherapeutic practices and strategies, and exercises to facilitate acquisition of this perspective. Take home material is provided to facilitate continued practice.

Objectives - Workshop objectives include:

- explicating the relationships between behavior analysis and current counseling approaches.
- showing how counseling practices may be integrated, modified, and supplemented by a radical behavioral analysis.
- beginning the establishment of a repertoire of these perspectives and methods.

Activities - Activities will include presentation, discussion, exercises, and a review of handouts.

Audience - Practitioners, prospective practitioners, and others who see the world from a radical behavioral perspective and wish to employ counseling practices that fit with this perspective.

Members - \$52 **Non-Members** - \$67

Workshop # 38

5/27/2000

8:00 AM - 11:00 AM

Virginia A

Replicating Lovaas' Treatment and Results - Preliminary Findings

GLEN SALLOWS, Ph.D., Tamlynn Graupner, Lynn Hamilton, Michelle Sherman (Wisconsin Early Autism Project)

Description - Lovaas reported in 1987 that 9 of 19 autistic children achieved "normalcy" after two to three years of intensive behavioral treatment. These children were followed up at age 12 and again as young adults, and seem to have maintained their gains and continue to function normally in society. While these results seemed remarkable, methodological shortcomings in the original study interfered with clear

interpretation. Lovaas began his Multi-Site Replication Project to correct these shortcomings in 1995, and the Wisconsin Early Autism Project began treating children in September 1996 as part of that project. We have one and two year data on all children who began treatment in 1996 and 1997, and we have essentially replicated Lovaas' earlier results. In this workshop, we will present this data as well as videotapes of several children. We will have one of the parents describe her experience with treatment using videotapes of her son before and throughout treatment. We will describe Lovaas' treatment program, as well as procedures for insuring treatment fidelity, including staff training, supervision, and evaluation of treatment skills. We will also describe variables that predicted outcome. During the question and answer period we will also be available to troubleshoot behavioral treatment programs that those in the audience may be running.

Objectives - Participants will:

- understand the framework of Lovaas' treatment.
- understand the nature of methodological shortcomings of Lovaas' original study, and how the Multi-Site Replication Project attempted to correct them.
- understand the one and two year results of the Wisconsin Early Autism Project's replication project.
- understand the impact of the results on actual children.
- understand the training and supervision model used to produce these results.
- understand the impact of intensive behavioral treatment on a family that was involved in treatment.
- have their questions answered with regard to programs they may be running that have run into obstacles.

Activities - The presenters will use overheads of tables and figures to describe the sample and results. Videotapes will be used to depict children in treatment and to illustrate the several phases of treatment. Videotapes will be used to illustrate "normalcy" in treated children. A parent will describe her experience with treatment in terms of the stress involved and her changing view of her child. Overheads will be used as an outline for describing the training and supervision of treatment staff. The Wisconsin Early Autism Project supervisory staff will answer the audience's questions regarding their own in-home programs. A paper will be distributed.

Audience - The target audience falls into three groups. Parents of autistic children will be interested because there are many professionals in the field of autism treatment who attempt, based on inaccurate information, to dissuade parents from undertaking Lovaas' treatment. Those actually running in-home programs will be interested because we will be offering solutions to common problems. Professionals in the field of autism treatment will be interested because the present study controlled for several of the earlier shortcomings and achieved results similar to those of Lovaas without the use of aversives. Policy makers will be interested because Lovaas' treatment is proliferating rapidly, because our results represent one of the first replications of Lovaas' work, and because policy makers are interested in predictor variables and staffing issues.

Members - \$50 **Non-Members** - \$65

Workshop # 39

5/27/2000

8:00 AM - 11:00 AM

McKinley

Strategies for Success: Women Facing Life's Challenges

JUDITH E. FAVELL, Ph.D. (AdvoServ), Maria E. Malott (Malott & Associates), Sigrid Glenn (University of North Texas), Beth Sulzer-Azaroff (The Brown's Group), Cydney Yerushalmi (Yerushalmi & Associates)

Description - This workshop is intended to provide women of ABA with strategies and tactics for dealing with the professional and personal challenges they are likely to face during their lives and careers. Professional challenges include surviving graduate school, maintaining a successful program of research, teaching, and providing services. Personal challenges include pursuing personal health and happiness in the midst of a career, supporting family and friends through the course of their lives, and dealing with major life crises. In dealing with such issues, women should be supported both by the principles and methods of behavior analysis and by ABA members who have faced similar issues, and will share the lessons learned from the success and failures of their own efforts. The presenters are senior behavior analysts who as women have faced a wide range of personal and professional challenges. The workshop will focus on how they have dealt with these life circumstances, and in particular how the philosophy and methods of behavior analysis have served them in this process.

Objectives - Workshop objectives include:

- To aid participants in analyzing the variables impacting the personal and professional issues identified by them as barriers or challenges
- To provide participants with tangible strategies for addressing these challenges, utilizing behavioral principles seasoned with personal experiences
- To guide and assist participants in developing their own strategies for dealing with challenges
- To provide participants with resources (both contacts and materials) that may be useful in solving problems

Activities - At the beginning of the workshop, each presenter will briefly summarize a general issue, such as professional prioritization, interpersonal effectiveness, or health. Specific examples of those issues will be described by participants and presenters who will then discuss how to analyze and address the problem. The discussion will be guided by written outlines and augmented by role playing and case presentations. This process will rest upon the principles and methods of behavior analysis, as well as the experiences and lessons of the presenters and participants. All activities in the workshop are designed to provide participants with tangible and proactive strategies for dealing with their personal and professional challenges.

Audience - The workshop targets women of all ages and stages in their careers who are interested in learning and living proactive, behaviorally based strategies for facing personal and professional challenges.

Members - \$55 **Non-Members** - \$70

Workshop # 40

5/27/2000

8:00 AM - 11:00 AM

Virginia B

Teaching Self Control through Trigger Analysis

AMOS ROLIDER, Ph.D. (Emek Yezre'el College, Israel)

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 are used to devise procedures to eliminate inappropriate behaviors. In the process, students eventually learn to control their own 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 their presence increases the likelihood of the students to lose their self-control and thereby to exhibit 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 - \$55 **Non-Members** - \$70

5/27/2000

8:00 AM - 11:00 AM

Janai 160

Techniques for Teaching Functional Behavioral Assessment

JOSHUA K. HARROWER, Ph.D., Donald K. Kincaid (West Virginia University Affiliated Center for Developmental Disabilities), Ethan S. Long (West Virginia University)

Description - This workshop will present a variety of procedures identified to be effective in teaching principles of functional behavioral assessment. The procedures to be presented were identified by various state teams who have been conducting trainings in functional behavioral assessment to school personnel across the country through the Rehabilitation Research and Training Center on Positive Behavior Support. Various state teams have identified their most effective strategy for training on a specific principle of functional behavioral assessment and contributed the materials used for the lesson. These materials will be provided and specifically taught to participants of this workshop.

Objectives - The objectives of this workshop are to

- train participants in effective strategies for training school personnel in the use of functional behavioral assessment
- provide materials used in such a training activity
- promote the dissemination of best-practice procedures for training others in the use of functional behavioral assessment techniques.

Activities - Activities will include training in a variety of identified best-practice techniques for training school personnel in the use of functional behavioral assessment techniques.

Audience - This workshop is designed to target personnel involved in training others in the use of functional behavioral assessment in the classroom. Participants should have a basic understanding of functional behavioral assessment, as workshop activities will focus on how to train others in its use, not on training the participants per se. Included in this group are school consultants, school psychologists, university faculty and graduate students in the fields of teacher education, school psychology, and applied behavior analysis.

Members - \$50 **Non-Members** - \$65

EAHB ON-LINE JOURNAL

The Experimental Analysis of Human Behavior special interest group is happy to announce that the EAHB Bulletin, the SIG's journal, is now available online at www.eahb.org. In addition to the 1999 issue of the Bulletin, you will find information on the SIG including how to become a member and sign up on the mailing list, guidelines for submitting articles to the Bulletin, and links to other websites devoted to behavior analysis and psychology.

ABA Student Committee

The ABA Student Committee is comprised of all student members and has a mission to provide an organizational support system that enables student members to actively participate in ABA so that they grow professionally and contribute to the science of behavior analysis.

Congratulations

The ABA Student Committee would like to congratulate Erin Rasmussen and Bryan Saville, both of Auburn University for being nominated to the ballot for Student Representative. ABA student members will receive a ballot and personal statements from each candidate. I urge each student member to take the responsibility for voting seriously. The student ballot return rate was only 15% for the 1999 election. Even if you do not know the nominees personally, please take the time to read their personal statement and make a selection. The student representative can make a difference in the opportunities for students and the voice of students in the ABA Executive Council.

ABA 2000

Did you know that ABA students represent approximately 38% of those who attend the annual convention? This makes the Student Committee the largest group within ABA. The Student Committee and others are making plans to ensure that ABA 2000 provides even more events that are geared primarily to students. Please note the following events when deciding which events to attend during the conference. Our plans for the 2000 convention include the 2nd Annual Student Social, a Professional Development Series, and the 4th Annual Student Breakfast Fair. Pages 6 and 7 of this newsletter describe these events in detail.

Additionally, consider attending the panel discussion Jobs for Behavior Analysis: Reflections of the Recently Hired. You've worked for many years to complete your graduate education, but what happens now? Doug Woods, Kurt Freeman, Cynthia Anderson, and Jodi Polaha are all ABA members who were recently hired to academic positions. They will describe their job search experiences as well as their job requirements. Attend this session and see the diversity of jobs available to behavior analysts and receive job-searching tips from those who have just been through it.

The winners of the Student Paper Contest will present their award-winning papers at the 3rd Annual Student Committee Paper Contest. Your attendance will help show your support for your fellow students.

Finally, the Student Committee Meeting solicits input from student members regarding their concerns and ideas about student involvement in ABA. This meeting allows students and student representatives to interact and begin planning for the upcoming year. If you would like to become more involved in ABA, or would just like to know more about the Student Committee, you are invited to attend.

Amy Elliott, M.S., ABA Student Representative
amy.elliott@wmich.edu



CALIFORNIA ASSOCIATION for BEHAVIOR ANALYSIS

CAL-ABA 2000: ENTERING THE 21ST CENTURY
HELD FEBRUARY 3,4,5, 2000
CROWNE PLAZA UNION SQUARE SAN FRANCISCO

KEYNOTE SPEAKERS:

JACK MICHAEL, PH.D.
WESTERN MICHIGAN UNIVERSITY

OGDEN LINDSLEY, PH.D.
BEHAVIOR RESEARCH CO. KANSAS

HIGHLIGHTS:

- Six concurrent sessions each day featured outstanding faculty • 15 workshops • Julie Vargas Award Presented
- Poster Session & Reception • Exhibitors • Book Sales • Cal-ABA Merchandise

FEATURED PRESENTERS (PARTIAL LISTING):

- Judy Agnew • Anthony Biglan • Judy Cameron • Marc Branch • Eric Carlson • Mariorie Charlop-Christv • Carl Cheney
- Alyce Dickinson • Janet Ellis • William Frea • Sigrid Glenn • Leonard Green • Elizabeth Haughton • Jane Howard • Dan Hursh
- Brian Iwata • Kent Johnson • Randy Keyworth • Patricia Krantz • John LaCampagne • Richard Laitinen • Nyla Lamm • Glenn Latham • Victor Laties • Marilyn Lauer • Mark Levine • Ivar Lovaas • John Lutzker • Maria Malott • Richard Malott • Roy Mayer
- Lynn McClannahan • Edward Morris • David Palmer • David Pierce • Bill Potter • Mary Ann Powers • Jose Rios • Lewis Sachs
- Carl Schrader • Gerald Shook • Paul Stephany • Greg Stikeleather • Mark Sundberg • Brenda Terzich • Vicci Tucci • Janet Twyman
- Jerome Uiman • Ernest Vargas • Julie Vargas • Robert Vreeland • Greg Wagner • Geoffrey White • Phyllis Williamson • Murray Work

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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

www.clinicalsolutions.com/cba.htm

ABA 2000 Convention Registration Form

Mail form and payment to: ABA Convention Registration; 213 West Hall; Western Michigan University;
1201 Oliver Street; Kalamazoo, MI 49008-5052
Telephone: (616) 387-8342/8341/8344. Fax: (616) 387-8354

Personal Information

NAME (Last, first, middle)

Fill out the following information ONLY if changed:

PREFERRED MAILING ADDRESS (for all ABA mailings)

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CITY, STATE, COUNTRY, POSTAL/ZIP CODE

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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

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, 2000, 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

(Friday 5/26 – Tuesday 5/30) Choose your membership category from the list below. Total: \$

Category	Before 3/15	After 3/15
Sustaining, Supporting, Full or Affiliate	<input type="checkbox"/> \$83.00	<input type="checkbox"/> \$104.00
Emeritus and Student	<input type="checkbox"/> \$37.00	<input type="checkbox"/> \$47.00
Chapter-Adjunct	<input type="checkbox"/> \$110.00	<input type="checkbox"/> \$131.00
Non-member	<input type="checkbox"/> \$215.00	<input type="checkbox"/> \$236.00

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

☐ Thursday 5/27 ☐ Friday 5/28
☐ Saturday 5/29 ☐ Sunday 5/30

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"/> \$37.00	<input type="checkbox"/> \$47.00
Emeritus and Student	<input type="checkbox"/> \$37.00	<input type="checkbox"/> \$47.00
Chapter-Adjunct	<input type="checkbox"/> \$53.00	<input type="checkbox"/> \$63.00
Non-member	<input type="checkbox"/> \$74.00	<input type="checkbox"/> \$84.00

Special Events & Materials

Sweatshirts with Washington DC 2000 Logo

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

Short-Sleeved T's with Washington DC 2000 Logo

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

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

Long-Sleeved T's with Washington DC 2000 Logo

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

Washington DC 2000 Mug / \$8 ea. \$

Donation to Support Student Presenters \$

Registration for ABA 2000 Convention \$

Total Registration Payment Enclosed \$

ABA 2000 Workshop Registration Form

Enter the total fees at the bottom of this 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 26, 2000

1. 8:30 AM-5:00 PM; *The Millennium Man Tour of Washington DC*; Members-\$170 Non-Members-\$185
2. 10:00 AM-5:00 PM; *A Practical Introduction to Direct Observation*... Members-\$110 Non-Members-\$125
3. 10:00 AM-5:00 PM; *Designing Accelerated Learning Programs, Part I*; Members-\$160 Non-Members-\$175
4. 10:00 AM-5:00 PM; *FECT: A Behavioral Treatment for Depression*; Members-\$100 Non-Members-\$115
5. 10:00 AM-5:00 PM; *Functional Analysis in Public Schools*... Members-\$115 Non-Members-\$130
6. 10:00 AM-5:00 PM; *Guidelines for Professional Conduct*... Members-\$170 Non-Members-\$185
7. 10:00 AM-5:00 PM; *How to Develop an ABA Educational Curriculum* ... Members-\$105 Non-Members-\$120
8. 10:00 AM-5:00 PM; *Interventions for Hyperactive Children*... Members-\$105 Non-Members-\$120
9. 10:00 AM-5:00 PM; *School-Wide Problem Solving*... Members-\$95 Non-Members-\$110
10. 10:00 AM-5:00 PM; *Standard Celeration Chart Reading and Charting*; Members-\$130 Non-Members-\$145
11. 10:00 AM-5:00 PM; *Treating Substance Abuse with Acceptance* ... Members-\$110 Non-Members-\$125
12. 10:00 AM-5:00 PM; *Using the Assessment of Basic Language*... Members-\$140 Non-Members-\$155
13. 6:00 PM-9:00 PM; *Behind the Schoolhouse Door: Eight Skills*... Members-\$50 Non-Members-\$65
14. 6:00 PM-9:00 PM; *Clinical Management of Tourette's Syndrome*... Members-\$50 Non-Members-\$65
15. 6:00 PM-9:00 PM; *Designing Accelerated Learning Programs, Part II*; Members-\$115 Non-Members-\$130
16. 6:00 PM-9:00 PM; *Essential OBM Consulting and Facilitation Skills*... Members-\$60 Non-Members-\$75
17. 6:00 PM-9:00 PM; *Intensive Early Intervention: A Comprehensive System*... Members-\$56 Non-Members-\$71
18. 6:00 PM-9:00 PM; *Normalized Treatment Procedures with Autism*... Members-\$70 Non-Members-\$85
19. 6:00 PM-9:00 PM; *Public Relations for Behavior Analysts*... Members-\$55 Non-Members-\$70
20. 6:00 PM-9:00 PM; *Social-Communication Intervention for Children with Autism*; Members-\$60 Non-Members-\$75
21. 6:00 PM-9:00 PM; *Teaching Self-Management to Decrease High-Risk ... Behavior*; Members-\$77 Non-Members-\$92
22. 6:00 PM-9:00 PM; *The Analysis and Treatment of Habit Disorders*; Members-\$50 Non-Members-\$65
23. 6:00 PM-9:00 PM; *The Importance of Appropriate Prompting*... Members-\$70 Non-Members-\$85
24. 6:00 PM-9:00 PM; *The Pyramid Approach to Education*; Members-\$75 Non-Members-\$90

Saturday, May 27, 2000

25. 8:00 AM-11:00 AM; *A Brief Behavioral Activation Treatment*... Members-\$60 Non-Members-\$75
26. 8:00 AM-11:00 AM; *Advanced PECS: Complex Lessons within*... Members-\$85 Non-Members-\$100
27. 8:00 AM-11:00 AM; *Designing Accelerated Learning Programs, Part III*; Members-\$115 Non-Members-\$130
28. 8:00 AM-11:00 AM; *Direct Instruction: What It Is; Research Tactics*... Members-\$50 Non-Members-\$65
29. 8:00 AM-11:00 AM; *Effective Treatment Environments: Designing for Success*; Members-\$50 Non-Members-\$65
30. 8:00 AM-11:00 AM; *How Can I Tell if an ABA Provider is Any Good*... Members-\$75 Non-Members-\$90
31. 8:00 AM-11:00 AM; *How to Develop, Produce and Use SAFMEDS*; Members-\$70 Non-Members-\$85
32. 8:00 AM-11:00 AM; *Improve Your Oral Presentations*; Members-\$60 Non-Members-\$75
33. 8:00 AM-11:00 AM; *Intensive Early Intervention: How to Respond*... Members-\$56 Non-Members-\$71
34. 8:00 AM-11:00 AM; *Making Inclusion a Reality for Children*... Members-\$55 Non-Members-\$70
35. 8:00 AM-11:00 AM; *Making Self-Initiated Toilet Training Procedures Accessible*... Members-\$60 Non-Members-\$75
36. 8:00 AM-11:00 AM; *Mediation in Complex Behavior*... Members-\$52 Non-Members-\$67
37. 8:00 AM-11:00 AM; *Radical Behaviorism and the Counseling Process*... Members-\$52 Non-Members-\$67
38. 8:00 AM-11:00 AM; *Replicating Lovaas' Treatment and Results*... Members-\$50 Non-Members-\$65
39. 8:00 AM-11:00 AM; *Strategies for Success: Women Facing Life's Challenges*; Members-\$55 Non-Members-\$70
40. 8:00 AM-11:00 AM; *Teaching Self Control through Trigger Analysis*; Members-\$55 Non-Members-\$70
41. 8:00 AM-11:00 AM; *Techniques for Teaching Functional Behavioral Assessment*; Members-\$50 Non-Members-\$65

Enter workshop numbers and fees. Total all fees.

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

Name: _____

Workshop # _____ \$ _____

Workshop # _____ \$ _____

Workshop # _____ \$ _____

If paying after 3/15, add \$20 for each workshop \$ _____

Total for Workshops _____ \$ _____

ABA 2000 Membership Form

Association for Behavior Analysis: An International Organization

www.wmich.edu/aba

Mail form and payment to: 213 West Hall, Western Michigan University, 1201 Oliver St., Kalamazoo, MI 49008-5052
Telephone: (616) 387-8341/8342/8344 FAX: (616) 387-8354 Internet: 76236.1312@compuserve.com

Membership dues 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:

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Method of Payment

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

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If paying by credit card, please fill in the following:

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Expiration Date

Signature

Overpayments and discounts not taken by the applicant will be considered donations to ABA unless a written request for a refund is received by the ABA office.

Membership Renewal Dues

If you have been a member of ABA in a previous year, check one of the following and enter the amount due here: \$

Category	One Year	Three Years
Sustaining	<input type="checkbox"/> \$242.00	<input type="checkbox"/> \$683.00
Supporting	<input type="checkbox"/> \$131.00	<input type="checkbox"/> \$352.00
Full	<input type="checkbox"/> \$99.00	<input type="checkbox"/> \$233.00
Affiliate	<input type="checkbox"/> \$99.00	<input type="checkbox"/> \$233.00
Emeritus	<input type="checkbox"/> \$39.00	<input type="checkbox"/> \$81.00
Student	<input type="checkbox"/> \$39.00	
Chapter-Adjunct	<input type="checkbox"/> \$34.00	<input type="checkbox"/> \$69.00
Student Transition*	<input type="checkbox"/> \$56.00	<input type="checkbox"/> \$188.00

*If you were a student member last year and have received a graduate degree, you may apply for Full-member status at the student transition rate. Send vita and an official transcript (or letter from advisor) with this form. You may take advantage of this special rate only once.

New Member Application Dues

If you are joining ABA for the first time, check one of the following and enter the amount due here: \$

Category	One Year	Three Years
Sustaining	<input type="checkbox"/> \$121.00	<input type="checkbox"/> \$562.00
Supporting	<input type="checkbox"/> \$74.00	<input type="checkbox"/> \$294.00
Full	<input type="checkbox"/> \$57.00	<input type="checkbox"/> \$191.00
Affiliate	<input type="checkbox"/> \$57.00	<input type="checkbox"/> \$191.00
Emeritus	<input type="checkbox"/> \$27.00	<input type="checkbox"/> \$74.00
Student	<input type="checkbox"/> \$27.00	
Chapter-Adjunct	<input type="checkbox"/> \$22.00	<input type="checkbox"/> \$60.00

Verification of Student Status

I, _____, certify
that _____ is a
full-time student, intern, or resident at (insert name of
institution) _____.

Faculty Signature: _____

Date: _____

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.

Types of Membership

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. Requirement: Same as full members (see below).

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. 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. 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. 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. Requirement: A letter from

the chapter confirming membership must be sent annually at the time of application of renewal.

Student Members

Student members are full-time undergraduate or graduate students, residents, or interns. Requirement: You must send verification of full-time student, intern, or resident status with your application for membership.

New Members

Who referred you to ABA:

Permanent Mailing Address

If your mail is returned to the address listed on the front of this form, ABA will send you mail to 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:

List any ABA-affiliated chapter(s) of which you are a member:

List any ABA SIGs of which you are a member or about which you would like information :

Reservation Request

Marriott Wardman Park Hotel

For reservations call: (202) 328-2000

Fax: (202) 387-5397

The *Marriott Wardman Park Hotel* welcomes you to Washington, D.C. for the 26th 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 (202) 387-5397. **All reservations must be received by April 26, 2000.**

Group Name: ASSOCIATION FOR BEHAVIOR ANALYSIS
Meeting Date: May 26 – 30, 2000
Special ABA Member Room Rate: \$119 per night (plus 14.5% 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 *Marriott Wardman Park Hotel* covering the first night's stay, or
- ☐ The entire number of your credit card (American Express, Visa or MasterCard), expiration date, and your signature noted below:

Credit Card Number	Expiration Date	Signature
(This signature authorizes the <i>Marriott Wardman Park Hotel</i> 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 (\$119 per night)
- ☐ One (1) king bed (\$119 per night)

I prefer a:

- ☐ 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 48 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

Volunteers Needed

Convention volunteers are still needed to assist at the on-site desk, the pre-registration desk, the convention bookstore, and to distribute and collect evaluations at the sessions and the pre-convention workshops. ABA will provide convention registration, membership, workshop admission, and/or other compensation to volunteers depending on the number of hours worked. If you want to volunteer at the 2000 convention in Washington, D.C., please fill out the application below and send it to:

**Association for Behavior Analysis
Attn: Convention Volunteers
213 West Hall
Western Michigan University
1201 Oliver Street
Kalamazoo, MI 49008-5052**

All volunteer forms must be returned by March 15, 2000!

Name: _____

Address: _____

Telephone and Best Time to Contact: _____ Email: _____

Please indicate the area(s) in which you are interested in working:

- | | |
|--|--|
| <input type="checkbox"/> Workshops | <input type="checkbox"/> Convention Registration |
| <input type="checkbox"/> Poster Sessions | <input type="checkbox"/> Bookstore |



April 5-7, 2000

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a provider of services to children and adults with disabilities, is pleased to sponsor
Autism 2000, a conference featuring nationally known experts in the field of autism.

Presentations by:

Mark Sundberg, Ph.D. Nancy Minshew, M.D., CCC/SLP
Andrew Bondy, Ph.D. Rebecca Landa, Ph.D.
Lori Frost, M.S., CCC/SLP Raymond Romanczyk, Ph.D.
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For additional information, please contact:
Jennifer Eidam or Mary Vesloski
888.879.8858 (toll-free)
You can also visit our website
for the latest details: www.hscm.com

Topics Include:

**Siblings of Children
with Autism
Language Development
PECS
Legal Issues
Applied Behavioral Analysis
Pros & Cons of Seclusion**

Mark your calendar today!

Student Opportunities at ABA

Free/Discounted Convention Registration

Student Presenter Funds. SABA provides complimentary registration to a limited number of sole or senior student presenters. Send ABA an application with your name, address, e-mail, and the title of your proposed presentation. Funds are awarded on a first-come, first-serve basis.

The *Society of Quantitative Analysis of Behavior (SQAB)* offers free registration at its annual meeting, immediately before ABA, to students presenting papers or posters at ABA that involve quantitative analyses. For further information, visit SQAB's web page at <http://sqab.psychology.org/>

Send those registrations in by *March 15th* to save \$10.00!

ABA 2000 Activities

To ALL STUDENTS doing EXPERIMENTAL work in the ANALYSIS OF BEHAVIOR: Let's start a new tradition! Share your serious and not-so-serious experiences (curious lab lore, exiting experimental findings, and other brief tidbits) at the *EAB Student Forum* organized by students for students (Monday, May 29th from 2:30 - 4:30 p.m. in Wilson A). Help create a community and send your idea for a contribution to Claudia at ccardina@astro.ocis.temple.edu by March 31, 2000.

Contests/Awards

The *Sidney W. and Janet R. Bijou Fellowship Program* provides a \$5000 award to a doctoral student studying child development from a behavior analytic perspective. Interested students may register following the guidelines on page 52.

The *Behavioral Gerontology SIG* has an "Excellence in Behavioral Gerontology" award for a first author student

presentation in behavioral gerontology at the ABA convention. For more information contact Michelle Bourgeois (Florida State University), Chair, mbourgeo@garnet.acns.fsu.edu.

The Autism SIG holds a student research poster award each year at the ABA convention. Student participation is solicited during the autism oriented poster sessions. Please contact David Celiberti at dacnys@aol.com for further information.

Unique Learning Opportunity

St. Cloud State University is offering an exciting and innovative *Psychology Tour* course for the summer session, from May 15 to June 4, 2000. The *Psychology Tour* is offered for six undergraduate credits or three graduate credits. Students and instructor Jerry Mertens will visit the best of Psychology as a Natural Behavioral Science, with an emphasis on Behavior Analysis and Critical Thinking/Analysis, and Critical Analysis of Extra Ordinary Claims. Participants will travel to presentations at behavioral-related points of interest. The trip will take the students to "where the action is" in the behavioral sciences. The tour offers first-hand learning opportunities to see events and talk with people doing interesting behavioral work. Past tours have attracted students from all over the world and from approximately 30 colleges and universities. Please contact Jerry Mertens to find out more about this exciting opportunity (gmertens@stcloudstate.edu).

Please contact Amy Elliott (amy.elliott@wmich.edu) if you would like an event or opportunity publicized.

Amy J. Elliott, M.S., ABA Student Representative

ABA Job Placement Services

Job Placement Service (JPS) matches qualified job applicants with jobs that suit their abilities and provides employers with highly effective employees. The following table describes options for participating in ABA's Job Placement Service:

Employer & Applicant Options	Description	Price
Post a job or internship on the ABA Website	Positions are posted on the ABA JPS Web site for four months, unless you would like to remove the posting prior to that date.	\$50 per job position
Post job(s) and schedule interviews at the convention	Employers attending the convention in Washington, D.C. will have access to vitas and resumes of potential candidates. ABA will also arrange for applicants and employers to meet in a professional atmosphere; call your hotel room when someone is interested in interviewing with you; and schedule interviews at your convenience.	\$35 per job posting (Scheduling of interviews is included in price)
Sponsor the Student Breakfast Fair at the convention	The Student Breakfast Fair is an opportunity for employers and students to interact in an informal atmosphere. Each employer sends one or two representatives to the breakfast, which is held in a large, Expo setting.	Large organization (>51 employees) = \$690 Medium Organization (11-50 employees) = \$460 Small Organization (<10 employees) = \$230
Post a resume/vita	Post your vita or resume at the convention for employers to review. ABA will schedule interviews for you with employers and will post your vita/resume on the ABA Website for four months. You may just post your vita/resume on the ABA Website if you are not attending the convention. The price is the same.	\$15

Job Placement Service

How to Register

I am registering to (Check all that apply):

- ☐ Post a job position on the ABA website \$50 per position
☐ Post a job/internship & schedule interviews at the convention..... \$35
☐ Sponsor the Student Breakfast Fair..... \$230, \$460, or \$690

Please provide the following information:

Name of Organization: _____

Contact Person: _____

Address: _____

Phone: _____ Email: _____

If posting a job or internship position on the Website and/or the convention, please provide the following information:

Position Title: _____

Please check the level of training this position requires:

- ☐ Bachelor's ☐ Master's ☐ Doctorate

Please check the area (s) that this position fits under:

- ☐ Clinical ☐ Developmental Disabilities/
Autism ☐ Education ☐ Organizational Behavior
Management ☐ Research

Please specify the state in which this job is located: _____

Starting Date: _____

You must include a detailed description of each position along with this form.

Payment Information

Total amount: \$ _____

I have included with this form:

- ☐ Check
☐ Purchase Order: # _____
☐ Credit Card information

Name as it appears on the card: _____

Card #: _____ Expiration Date: _____

Signature: _____

Please send this form along with payment and job description (if applicable) to:

Association for Behavior Analysis
Attn: Job Placement Service
213 West Hall
1201 Oliver Street
Western Michigan University
Kalamazoo, MI 49008-5052

Positions in Behavior Analysis

Behavioral Neuroscientist of Learning The Department of Psychology at Queens College of the City University of New York (CUNY) announces a tenure-track Assistant or Associate Professorship starting in Fall, 2000 for a Behavioral Neuroscientist of Learning. The candidate is expected to participate in the Doctoral Subprograms in Learning Processes and Neuropsychology of CUNY and the undergraduate and MA programs in Psychology, all located at Queens College, through teaching and the establishment of a relevant basic research program. www.qc.edu/Psychology provides information about these programs.

Candidates must have a doctoral degree in Psychology or a related field, a commitment to teaching, and evidence of scholarship in the neuroanatomical, neurophysiological and/or neurochemical substrates of respondent, operant and/or complex forms of learning. Candidates should submit a letter of application, a curriculum vitae, sample publications, and arrange to have three letters of recommendation sent to: Behavioral Neuroscience of Learning Search Committee, Department of Psychology, Queens College, CUNY, 65-30 Kissena Blvd., Flushing, NY 11367-1597. Applications must be received by March 15, 2000. Screening will continue until a suitable candidate is identified. AA/EOE

Ph.D. Psychologist Liberty Healthcare, a medical management company, is seeking Ph.D. level psychologists to be responsible for all aspects of behavior management programming for our innovative program serving adults with Developmental Disabilities in Oklahoma. Experience serving individuals with dual diagnosis (MR/MI) is preferred. Call Craig Span at 800-331-7122. Fax resume to 610-668-7689, email at craigs@libertyhealth.com or mail to Liberty Healthcare Corporation, 401 E. City Avenue, Suite 820, Bala Cynwyd, PA 19004. EOE

Behavioral Clinician Liberty Healthcare Corporation has immediate openings for masters and bachelors level behavioral clinicians to undertake an extended temporary assignment located near North Vernon, IN. Experience with ICF or MR/DD required. Challenging opportunity with exceptional compensation. We offer housing plus per diem stipend up to \$25/day. Call Yehudis Golombeck at 800-331-7122 x190 or email yehudisg@libertyhealth.com. Fax your resume to 610-668-7689 or mail to Liberty Healthcare Corporation, 401 E. City Avenue, Suite 820, Bala Cynwyd, PA 19004-1155. EOE

Assistant Professor Rehabilitation Institute, Southern Illinois University Carbondale invites applications for a full-time, tenure-track position at the rank of Assistant Professor beginning August 16, 2000. Responsibilities include teaching graduate classes in the Behavior Analysis & Therapy Program, supervising practicum, internship, and research of masters students in the Behavior Analysis & Therapy Program, providing advisement to masters and Doctoral students, and conducting research in area of specialty. Requirements for the candidate include the completed doctorate with a concentration in behavior analysis or behavior therapy. ABD's

considered. If the doctorate is not completed by August 15, 2000, a one-year appointment at the rank of Instructor will be offered. The candidate's area of specialty is open but should be compatible with, and preferably complement, current faculty's specializations in developmental disabilities and child/family relations. Review of applicants will begin March 1, 2000, and continue until position is filled. A complete application must include: a letter of interest, a curriculum vita, original transcript of highest degree earned, and at least three current letters of recommendation. Material should be sent to Dr. Roger Poppen, Coordinator, Behavior Analysis & Therapy Program, Rehabilitation Institute, Southern Illinois University Carbondale, IL 62901-4609. SIUC IS AN AA/EOE.

Seeking Behavior Analysts to carry out behavioral assessment including functional assessment and analysis, develop individual treatment programs. Woodward & Glenwood State Hospital Schools provide opportunities to use your skills in an environment that supports behavior analysis. *Salary/Benefits:* \$37,253 to \$50,918 (higher classification possible based on education, experience, and special knowledge/skills). Extensive benefit package: retirement program; life, health, dental insurance; deferred comp. program; vacation; sick leave. *Qualifications:* Master's degree in Psychology or Counseling and Guidance and 2 years experience. Behavior analysis background is essential. Other positions are available for persons with significant behavior analysis training. Woodward is located near Des Moines or Ames, IA. Glenwood is located near Omaha, NE. *To apply contact:* Jim Prickett, Ph.D.; Psychology Dept.; Woodward State Hospital School; 1251 334th Street; Woodward, IA 50276. (515) 438-3522 Fax: 515438-3573 e-mail: jpricke@dhs.state.ia.us. Tom Hoogestraat, Treatment Program Services; Glenwood State Hospital School; 711 So. Vine Glenwood, IA 51534. (712) 527-2420; Fax: (712) 527-2371 e-mail: Thoooges@dhs.state.ia.us.

Education Director of the Virginia Commonwealth University Autism Center of Virginia (ACV) Immediate opening for an individual to provide leadership for a new school for children with autism based on Applied Behavioral Analysis (ABA). The school is part of a recently established comprehensive interdisciplinary service, research and training center located within a large urban university. The education director is responsible for supervision of the educational team, management of staff training, development of curriculum and services, management of referral and intake processes for prospective students and the monitoring and coordination of students' progress and transition. Position requires a master's or doctoral degree in psychology, special education or related field with training and experience in ABA. Candidates should have three years direct teaching of children with autism, and leadership/management experience. Experience in culturally diverse environment preferred. Send CV to Robert Cohen, Ph.D., Department of Psychiatry, Virginia Commonwealth University, P.O. Box 980489, Richmond, VA 23298. VCU is EEO/AA employer. Women, minorities and persons with disabilities are encouraged to apply.

Behavioral Psychologist. *Requirements:* MA., Ph.D., Psy.D., or Ed.D., Training in animal or human operant conditioning, behavior modification, applied behavior analysis, or behavioral-clinical required *Duties:* Oversee treatment plans of students with behavioral problems or autism at the Judge Rotenberg Educational Center (JRC). JRC is a fast growing, highly structured, residential education and treatment program based on a consistent application of Skinnerian behaviorism, precision teaching and other behavioral technologies. JRC is able to employ an exceptionally wide range of behavioral procedures and to achieve correspondingly effective educational and treatment results Attractive salary. Excellent benefits. Happy environment. For information please contact: Hillary Zysk, JRC, 240 Turnpike Street, Canton, MA 0202 Telephone (781) 828-2202 Fax (781) 828-2804. E-mail hzysk@judgero.org. Our Web site is www.judge.org.

The New England Center for Children (NECC), a state-of-the-art educational, residential and treatment center for children with autism, PDD, developmental disabilities and behavior disorders, ages 3 to young adult, seeks individuals experienced in behavior analysis to join our dynamic team of professionals.

Program Specialist. Primary duties include development and implementation of clinical and educational programming for a caseload of 8-10 students and supervision of teaching staff in our treatment center located in the suburbs of historic Boston. Qualified applicants need to possess a master's degree or Ph.D. in psychology or education with significant experience in applied behavior analysis. Interested individuals should forward their curriculum vita along with letters of reference to the address below.

Teachers. Primary duties include applying principles of behavior analysis to teach our students to acquire skills and maximize independence in the areas of socialization, self-control of behavior, activities of daily living, communication and employment services. Qualified candidates need to hold a minimum of a bachelor's degree and possess a desire for a challenging and rewarding career. Forward resume and letter of interest to Scott Barnes, M.Ed., Director of Human Resources, The New England Center for Children, 33 Turnpike Road, Southborough, MA 01772. NECC is an Equal Opportunity/Affirmative Action Employer. To learn more about the center and to speak to a representative please visit our display in the main exhibit area throughout the convention. Visit our Web site at <http://www.NECC.org>

Calendar of Events

February 2000

- ☆ **California ABA Annual Conference**
February 3 - 5; San Francisco, California
- ☆ **North Carolina ABA Annual Conference**
February 23 - 25; Asheville, North Carolina

March 2000

- ☆ **Association for Science in Autism Treatment Conference**
March 9 - 10; New York City, NY
- ☆ **Behavior Analysis Association of Michigan**
March 18 - 19; Ypsilanti, MI
- ☆ **California Psychological Association's 53rd Annual Convention**
March 23 - 26; San Jose, CA

April 2000

- ☆ **Autism 2000 Conference**
April 5 - 7; Wilkes-Barre, PA
- ☆ **IX Congress INFAD-2000 on Education, Childhood and Adolescence: Education on the New Century**
April 27 - 29; Cardiz, Spain

May 2000

- ☆ **Association for Behavior Analysis Annual Convention**
May 26 - 30; Washington, D.C.

July 2000

- ☆ **23^d Annual Scientific Meeting of the International Society of Political Psychology**
July 1 - 4; Seattle, WA

THE ABA SOCIAL

with

Music & Cash Bar

Join the Fun!

Monday, May 29

Salon 3

9:00 p.m. - 1:00 a.m.



Universal Applications

- Education research and assessment
- Social science research and evaluation
- Experimental and applied behavioral analysis
- Animal behavior research and assessment
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Flexible,
Real-time
Collection and
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Observational Data



Behavior Evaluation Strategies and Taxonomies (BEST) is a user-friendly software package that facilitates the real-time collection and analysis of observational category system data. Developed by Tom Sharpe and John Koperwas, BEST provides a number of powerful features and functions to improve the efficiency and accuracy of your recordings.

- Record the stop and start times of events
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- Qualitatively, quantitatively, and sequentially represent and analyze observational data

Visit the Scolari booth #1 at the
Association for Behavioral Analysis
conference to discover how BEST can
provide you with the tools
for successful research.



Society for the Advancement of Behavior Analysis

Apply by March 1st for the Sidney W. and Janet R. Bijou Fellowship Program!

Origin

In December 1996, Dr. Sidney W. and Janet R. Bijou donated a substantial amount of money to SABA to establish the Sidney W. and Janet R. Bijou Fellowship Program.

Fellowship Objective

The objective of the Sidney W. and Janet R. Bijou Fellowship Program is to enable doctoral students to study child development from a behavior-analytic perspective.

The Fellowship will provide 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. For the academic year of 2000-2001 the Fellowship will provide a grant of \$5,000. The recipient may apply for renewal of the Fellowship for one additional year.

Criteria for Applicants

GPA and Letters of Recommendation

Applicants must have a high grade point average (GPA) and must obtain at least two letters of recommendation in support of their application.

Professional Commitment

Applicants must be committed to the study and research of child development from a behavior-analytic perspective.

Academic Level

Applicants must be enrolled or have been accepted as a first or second year student in a doctoral program in a department of psychology or education, in which there are a sufficient number of behaviorally oriented faculty members to sponsor and supervise research in child development.

Geographical Constraints

There are no constraints on the recipient's nationality or on the country in which the university is located.

Selection Procedure

The SABA Board of Directors constitutes the Fellowship Selection Committee. The SABA Board consists of the full members of the ABA Executive Council.

The Fellowship Selection Committee will select the applicant at the Spring Board Meeting. The Fellowship recipient will be announced during the SABA Awards Ceremony at the opening event of the ABA Convention, and the recipient's name will be published in the ABA Newsletter.

Application Procedure

Application Documents

Students who are interested in applying for the *Sidney W. and Janet R. Bijou Fellowship Program* should submit the following documents to the SABA office:

- ☐ A résumé or curriculum vitae.
- ☐ A one-page, typed description of the applicant's professional objectives.
- ☐ A description of the doctoral program in which the applicant is enrolled, including a list of courses in child psychology with instructors' names, and a list of topics in child psychology being currently investigated, if any.
- ☐ A transcript or other record of GPA.
- ☐ Two letters of recommendation.

Deadline for Submissions

Fellowship applications for the 2000-2001 academic year must be received at the SABA office by March 1, 2000.

For More Information Contact

Sidney W. and Janet R. Bijou Fellowship Program
Society for Advancement of Behavior Analysis
213 West Hall
1201 Oliver Street
Western Michigan University
Kalamazoo, MI 49008-5052
Phone: 616-387-8341 or 8342
Fax: 616-387-8354
E-mail: 76236.1312@compuserve.com

Journal of the Experimental Analysis of Behavior

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Consider a subscription to the journal for original research relevant to the behavior of individual organisms. Review articles and theoretical papers also considered for publication. Six issues published yearly by the Society for the Experimental Analysis of Behavior.

- JANUARY 2000 -

Neil Dugdale and C. Fergus Lowe. Testing for symmetry in the conditional discriminations of language-trained chimpanzees.

Jesse Dallery, J. J. McDowell, and Juliana S. Lancaster. Falsification of matching theory's account of single-alternative responding: Herrnstein's k varies with sucrose concentration.

Gregory J. Madden, Warren K. Bickel, and Eric A. Jacobs. Three predictions of the economic concept of unit price in a choice context.

Michael Davison and Douglas Elliffe. Travel time and concurrent-schedule choice: Retrospective versus prospective control.

Masato Ito, Sachifu Takaturu, and Daisuke Saeki. Choice between constant and variable alternatives by rats: Effects of different reinforcer amounts and energy budgets.

Paul Neuman, William H. Ahearn, and Philip N. Hineline. Pigeon's choices between fixed-ratio and linear or geometric escalating schedules.

D. E. McMillan and W. C. Hardwick. Drug discrimination in rats under concurrent variable-interval schedules.

Enter your personal subscription before December 31 and receive all six 2000 issues. And make certain your library subscribes. Individuals (personal use only), \$28.00; institutions, \$122.00. Subscribers outside the U.S. should add \$10.00 for postage. Please send orders and checks (payable to JEAB) to

JEAB, Devonia Stein
Psychology Department
Indiana University
Bloomington, IN 47405-1301 USA

VISA and MasterCard orders are accepted.

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each child's
independence



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of our attention.

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They come for our nationally recognized educational, residential and treatment programs — all community based, all offered from one center of excellence. They come for our professional staff, nationally known in the fields of autism and applied behavior analysis. And they come to participate in services that range from speech and language programs, to adaptive physical education, to employment placement.

And when, in time, each child leaves, individual potential has been reached, a new level of independence achieved.

At NECC, we welcome children diagnosed with autism, behavior disorders, learning disabilities, language delays, mental retardation and related disabilities. We are nationally recognized for the success of our programs and for our dedication to bringing about positive change in the lives of children who come here. Change that helps them live more productively and independently, long after they leave.

*For more information on employment,
graduate school programs and internships,
visit our exhibition booth at the convention.*



**The New England Center
FOR CHILDREN**

Independence through Educational Excellence

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ABA MISSION: To develop, enhance, and support the growth and vitality of behavior analysis through research, education, and practice.

TASK FORCES

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ABA EXECUTIVE COUNCIL

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Gina Green, Present (1998-2001)
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Meeta Patel, Elect (1999-2002)

EXECUTIVE DIRECTOR & SECRETARY TREASURER
Maria E. Malott (1993-2002)

ADMINISTRATION

Maria E. Malott

Financial Clerk, Tim Castañón
Convention Program, Maria Gleeson
Professional Support, Majda Seuss
Student Support

Mission: To implement the directions of the Executive Council, maintain financial integrity and manage all administrative processes of the organization, such as membership services, the annual convention, Executive Council meetings, publication, continuing education employment services.

AFFILIATED CHAPTERS

Sigrid Glenn (1998-2001)

Mission: To foster behavior analysis world wide through ABA affiliated chapters and their coordination with the parent organization.

EDUCATION

Linda Hayes (1997-2000)

Mission: To recruit students into behavior analysis, train them, place the resulting professional behavior analysts, and maintain their behavior-analytic efforts to improve the well being of humanity.

MEMBERSHIP

Keith Allen (1999-2002)

Mission: To devise and implement strategies to increase national and international membership of qualified behavior analysts, maintain current membership, support professional development efforts of current members, and encourage student participation.

PROGRAM

Carol Pilgrim (1999-2000)

Mission: To study and recommend policy to Council for the preparation of the annual convention program of research reports, symposia, workshops, seminars and other scholarly offerings.

SCIENCE POLICY & RESEARCH

William McIlvane (1998-2001)

Mission: To facilitate the promotion of behavior analysis by coordinating efforts directed to increase support of behavior analysis with its own constituents, other professionals, and with the public and agencies that represent public interests.

STANDARDS, ACCREDITATION, & PROFESSIONAL AFFAIRS

Jay Moore (1994-2000)

Mission: To oversee the accreditation of graduate programs in behavior analysis and the development of science-based standards of scientific and professional training. The Board identifies the skills required to perform effectively as a teacher, practitioner, or researcher in behavior analysis.

PUBLICATION

Mark Sundberg (1999-2002)

Mission: To support the publication of the Association's two journals, The Behavior Analyst (TBA) and the Analysis of Verbal Behavior (AVB) by (a) recommending to Council the persons to be appointed as editors of the journal, (b) assisting editors with such matters of editorial policy an procedure as may be raised in conducting the journals' business, (c) overseeing the operation the journals, and (d) communicating with the journals' editors as the journals primary stewards - and the Executive Council.

STUDENT RESOURCES
VACANT

EMPLOYMENT
Mark Adams (1997-2000)

APPLICATION REVIEW
Jack Michael (1989-2000)

INTERNATIONAL DEVELOPMENT
Wilson Lopez and Dan Sikora (1999-2002)

RECRUITMENT AND RETENTION
Doug Woods (1999-2002)

STUDENT
Amy Elliott (1999-2000)

PROGRAM COMMITTEE
Frances McSweeney (1997-2000) &
Martha Palaez-Nogueras (1998-2001)

FEDERATION REPRESENTATIVE
Gary Pace

PLANNING SUMMIT REPRESENTATIVE
VACANT

SCIENCE POLICY COMMITTEE
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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

May 1 April 15

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.

Display advertisements should be submitted on camera-ready, laser-quality copy. The following table shows the standard pricing structure for display advertisements.

Display size	Cost
Full page (7" wide x 10" deep)	\$500
Half page (6½" wide x 4½" deep) or (3¼" wide x 9½" deep)	\$350
Quarter page (3¼" wide x 4½" deep)	\$200

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

Questions?

Contact the ABA office.

Association for Behavior Analysis

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