

25th anniversary  
annual convention

# CHICAGO 1999

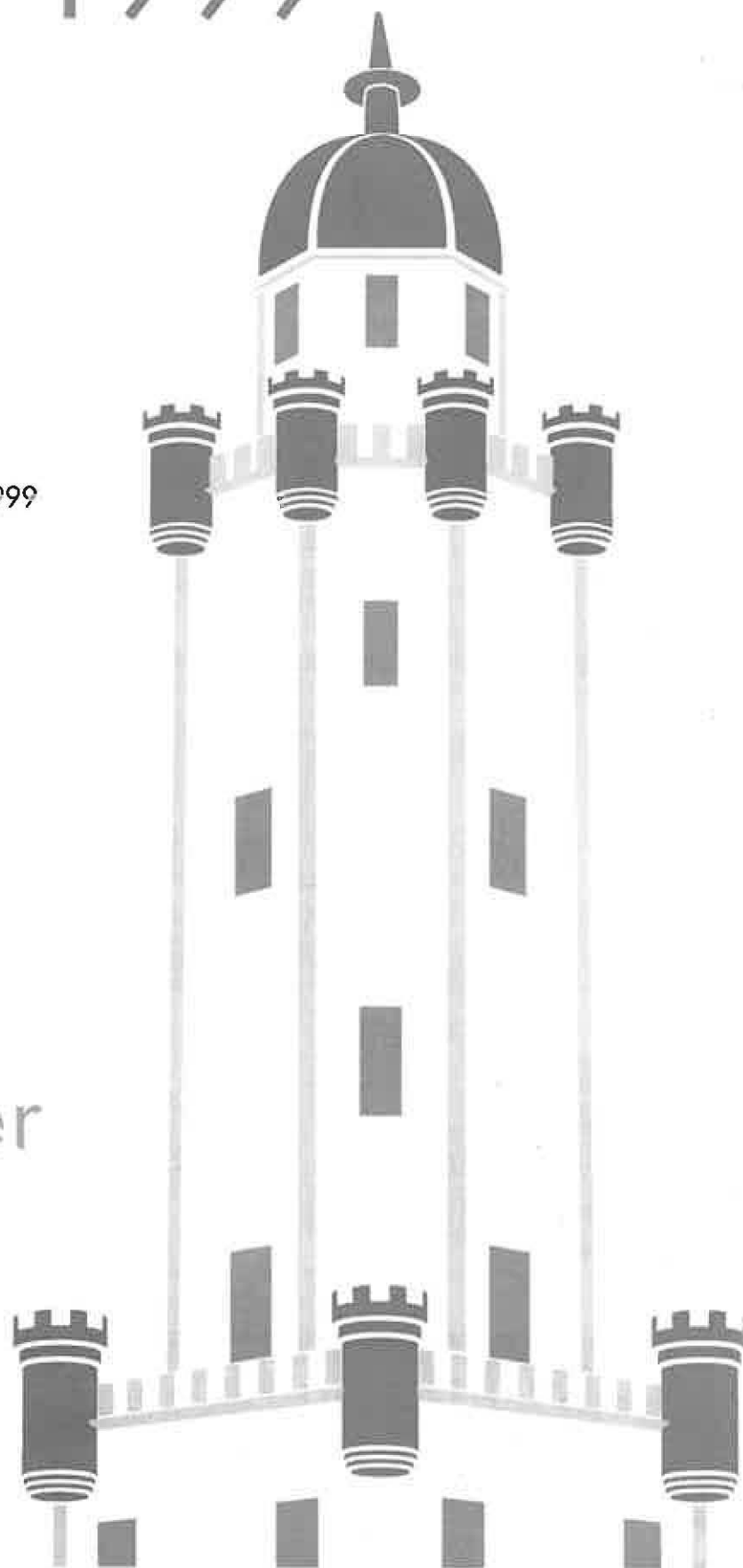
## ASSOCIATION FOR BEHAVIOR ANALYSIS

an international organization

wednesday, may 26 through sunday, may 30, 1999  
CHICAGO HILTON AND TOWERS

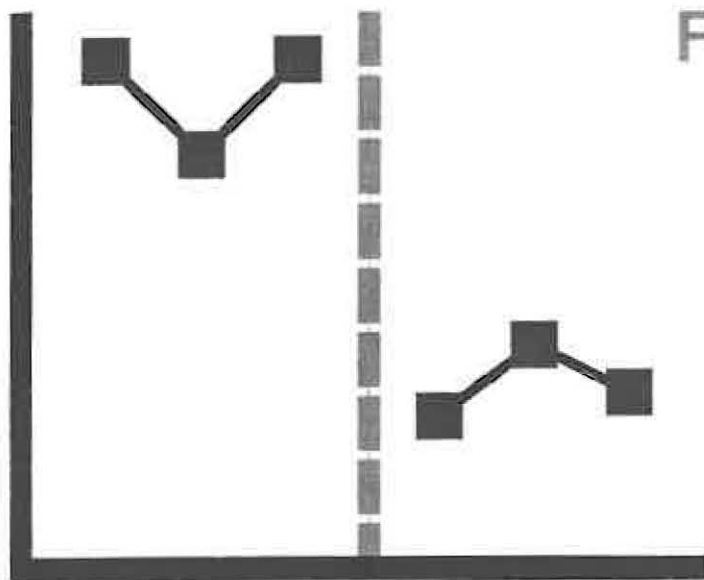
## ABA newsletter

special convention edition  
volume 22, number 1, 1999



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## 30 DAY MONEY BACK GUARANTEE

## Program Overview

### Wednesday, May 26

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

### Thursday, May 27

- 8:00 a.m. - 11:00 a.m. Breakfasts, Workshops  
11:00 a.m. - 1:00 p.m. Opening Event, SABA Awards  
1:00 p.m. - 5:00 p.m. Sessions  
5:00 p.m. - 6:30 p.m. Poster Sessions  
6:30 p.m. - 7:30 p.m. Pre-Banquet Reception/Cash Bar  
7:30 p.m. - 9:30 p.m. 25<sup>th</sup> Anniversary Banquet  
9:30 p.m. - 1:00 a.m. ABA Social & Dance

### Friday, May 28

- 8:00 a.m. - 9:00 a.m. Breakfasts, Business Meetings  
9:00 a.m. - 12:00 p.m. Sessions  
12:00 p.m. - 1:30 p.m. Poster Sessions  
1:30 p.m. - 4:30 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. - 10:00 p.m. Reunions/Receptions  
10:00 p.m. - 12:00 p.m. ABA Expo

### Saturday, May 29

- 8:00 a.m. - 9:00 a.m. Breakfasts, Business Meetings  
9:00 a.m. - 12:00 p.m. Sessions  
12:00 p.m. - 1:30 p.m. Poster Sessions  
1:30 p.m. - 4:30 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  
8:00 p.m. - 10:00 p.m. Reunions/Receptions

### Sunday, May 30

- 8:00 a.m. - 9:00 a.m. Breakfasts, Business Meetings  
9:00 a.m. - 2:00 p.m. Sessions

## ABA Celebrates 25<sup>th</sup> Anniversary

Join ABA's 25th anniversary celebration at the 1999 convention in Chicago. Our anniversary banquet will take place on May 27 in the fabulous Grand Ballroom of the Chicago Hilton and Towers, located at 720 South Michigan Avenue in Chicago. At the banquet you can revisit the founding of ABA, view highlights of our history and enjoy the humor of the Behavioral Follies.

From May 26 - 30, you will have countless opportunities for learning and debating about experimental, conceptual and applied issues of behavior analysis.

We will open the convention with addresses from the 1999 award winners of the Society of Advancement for Behavior Analysis (SABA): Dr. Ogden Lindsley will receive an award for *Distinguished Service to Behavior Analysis*, Comunidad Los Horcones for *International Dissemination of Behavior Analysis*, Dr. Gerald Shook for *Public Service in Behavior Analysis* and The Princeton Child Development Institute for *Enduring Programmatic Contributions to Behavior Analysis*.

You will meet our 1999 Presidential Scholar, Dr. Hideo Nishioka, internationally known for his work on the interaction of geography/environment and human behavior.

You will have the opportunity to listen to 25 addresses from distinguished invited members and guests of ABA.

You will be able to attend five poster sessions with 586 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 Florida Association for Behavior Analysis. You can choose from 33 pre-convention workshops on a 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 convention bookstore will sell over 1,000 titles in 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 approximately 2000 attendees in 1999. You should be one of them. See you in Chicago!

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

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## Convention Highlights

### Opening Address

**Awards Ceremony: Society for the Advancement of Behavior Analysis**

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

**Award for Distinguished Service to Behavior Analysis: Ogden Lindsley, Ph.D. (Professor Emeritus, University of Kansas; Behavior Research Company)**

Dr. Ogden Lindsley is a former President of the 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*<sup>TM</sup> and in corporate terms of *Quality Navigation*<sup>TM</sup>. 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 profession. He has accomplished all of this at international scope. The momentum of Dr. Lindsley's contribution to the advancement of behavior analysis into the next millenium 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.

**Award for International Dissemination of Behavior Analysis: Comunidad los Horcones**

In a daring experiment inspired by B.F. Skinner's Walden Two that has lasted over 25 years, a group of Mexican behavior analysts formed an intentional community to live behavior analysis rather than just talk about it. Located in the state of Sonora, Comunidad Los Horcones started with nothing but dreams of making the world a better place through behaviorism. Today, along with those dreams, the community has developed a large, picturesque ranch with a school for children with disabilities, a school for the Community's children, and space to hold classes, workshops and conferences on behavior analysis. In addition, members have started a satellite community in

Tucson, AZ. But the true measure of Los Horcones' contribution to society is not in bricks and mortar but in the amount of behavior that members have expended toward their goal of bettering society. In addition to experimenting actively with their own behavior and serving as a model experimental community, which are no small feats, members tirelessly hold classes, write manuscripts, make presentations at professional meetings and universities, and host conferences. Members frequently travel abroad to teach the world about behavior analysis, and have been a presence at ABA and APA conferences over the years. A group of members just completed a trip to Spain where they spoke at a conference and considered the possibility of starting a community there. Los Horcones also helps to spread information about behavior analysis to people worldwide through its presence on the Internet ([www.LosHorcones.org.mx](http://www.LosHorcones.org.mx)) and through the Walden Two International Association, an organization it founded in 1980. Despite all of Los Horcones' work in the international arena, perhaps its crowning achievement is that its second-generation members, now reaching adulthood, are choosing to remain in the community. It is exciting to contemplate how the contributions of Los Horcones will grow as these young people take active roles beside their parents in the dissemination of behavior analysis.

**Award for Public Service in Behavior Analysis: Jerry Shook, Ph.D., (Shook & Associates)**

Dr. Jerry Shook's public service efforts began some years ago during his tenure as Senior Behavior Analyst in the Florida Developmental Services Program Office, where he led a state wide effort to develop a comprehensive system for delivering sound behavior analytic services to individuals with developmental disabilities. As part of this work, he was instrumental in developing a certification program for behavior analysts. Dr. Shook's efforts, in concert with those of others, have been a major factor in the leadership position Florida holds among other states in the development the system by which behavior analysis presents itself to the public and consumer communities.

In recent years as a private consultant, he has been a leader in extending the Florida certification program to a number of other states. During the past year, working with Michael Hemingway and with support from ABA, he has been instrumental in building the foundation for a national certification program in behavior analysis. Over the next few years, the fruits of this effort will greatly aid consumers of behavior analytic services in making informed decisions in selecting providers of behavior analytic services.



**Award for Enduring Programmatic Contributions in Behavior Analysis: The Princeton Child Development Institute, Dr. Patricia Krantz & Dr. Lynn McClannahan, Directors**

Princeton Child Development Institute (PCDI) is recognized nationally and internationally as a state-of-the-art applied behavior analysis program for autism intervention with children, youth and young adults. For more than twenty years, PCDI has been the "gold standard" of applied programs for individuals with autism. It has established four direct replication programs and maintains close ties with Oslo University in Norway and a private program in Russia. PCDI has made a steady contribution of high-quality research to our field as well as high quality practitioners and researchers who have been trained at PCDI. The Institute has established a combination of treatment and published research that stands as an outstanding model for schools, agencies and other institutions. Additionally, PCDI promotes the development of applied behavior analysis in the field at large by disseminating its technology and assisting new programs in developing intervention techniques and educational programs.

Executive Directors Patricia Krantz and Lynn McClannahan have applied the principles of behavior analysis in a thoroughgoing way, not only in the treatment of autism, but to staff training, program evaluation, and organizational management. Throughout the years they have mentored many young professionals, and have been training graduate professionals since 1975. Professors Krantz and McClannahan epitomize the scientist-practitioner model. Their commitment to the appropriate use of applied behavior analysis at both an administrative and educational level is exceptional.

**Presidential Scholar's Address**

**What Kind of Cycle Do You Like?: From the Psychological or Behavior Analytic Point of View**  
Hideo Nishioka, Ph.D. (Professor Emeritus, Keio University)

ABA is proud to welcome Professor Hideo Nishioka as the Presidential Scholar for the 25<sup>th</sup> Anniversary Convention. Professor Nishioka is a Professor Emeritus at Keio University in Tokyo, and is one of the world's leading scientists in research studies on changes in the weather and their affect on human behavior.

Professor Nishioka first visited the United States as a member of an America-Japan student conference in 1938. A year later he visited China with the Keio Archaeological Expedition. In 1952 Harvard University invited him to its International Seminar. He visited Okinawa as a leader of the Keio Good-will mission in 1961 and the next year went to India as a leader of the Keio Scientific Expedition. In

1963 he traveled to Central America as a leader of the Keio-Waseda University Student Mission. In 1965 he visited North Borneo and in 1966 he visited Europe with the International Friendship Association.

Recently Professor Nishioka has concentrated his geographic studies on the South Pacific and South America. He is also the Director of the Folk Museum of Ota City, and Vice-President of the Japan Travel Writers Organization. He has been a visiting professor at both Chulalongkorn University and Thammasat University in Bangkok, and the Chinese University in Hong Kong. Professor Nishioka's main areas of interest and research are archaeology, history, climatology, and human geography.

**Presidential Address**

**Behavior Analysis in the New Age**

Chair: Masaya Sato, Ph.D. (Keio University, Japan)

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

Gina Green received a Ph.D. in psychology (analysis of behavior) from Utah State University. She is currently the Director of Research at the New England Center for Children in Southborough, MA and Associate Scientist at the E.K. Shriver Center for Mental Retardation in Waltham, MA. Previously, she taught in the Behavior Analysis and Therapy graduate program at Southern Illinois University. Dr. Green serves or has served on the editorial boards of the Journal of the Experimental Analysis of Behavior, Journal of Applied Behavior Analysis, The Behavior Analyst, Behavioral Interventions, and the American Journal on Mental Retardation, as well as reviewing for a number of other journals in psychology and developmental disabilities. Prior to assuming the position of president-elect of ABA, she served the organization as the Experimental Representative to the Executive Council, and as a member of the Accreditation Board, Public Relations Committee, Task Force on Facilitated Communication, and Presidential Advisory Group on Nomenclature. She is currently Chair of the ABA Professional Standards Committee, ABA's representative to a work group on APA Specialty and Proficiency in Behavioral Psychology, and a member of the Distinguished Speakers Bureau. In 1995 Dr. Green received the ABA award for Excellence in Behavior Analysis in the Public Service. She sits on the Board of Trustees of the Cambridge Center for Behavioral Studies, and the advisory boards for several autism programs and parent organizations. Dr. Green has lectured and consulted throughout the US and in several other countries, and has authored numerous articles, chapters, and abstracts on the education and treatment of individuals with disabilities and the experimental analysis of behavior. Currently, her main areas of interest are stimulus control (especially stimulus equivalence), behavioral intervention for autism, and educating the public about behavioral science.

## Newcomer's Session

### An Introduction to the Association for Behavior Analysis

Chair: Jack Michael, Ph.D. (Western Michigan 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. There will be slides of famous ABA contributors. Professors Michael and Wood, two of ABA's founding 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.

### Women Behaving Boldly II: Strategies and Stories of Behavior Analysts Meeting Life Challenges

Co-Chairs: Judith E. Favell, Ph.D. (AdvoServ Programs)  
Maria E. Malott, Ph.D. (Malott and Associates)

Beth Sulzer-Azaroff, Ph.D. (The Brown Group)  
Barbara Etzell, Ph.D. (University of Kansas)  
Susan Fowler, Ph.D. (University of Illinois)  
Sigrid Glenn, Ph.D. (University of North Texas)  
Laura Schriebman, Ph.D. (University of California, San Diego)

Jan Sheldon, Ph.D. (University of Kansas)  
Cydney Yerushami, Ph.D. (Yerushami and Associates)

The advancement of behavior analysis rests heavily upon the support of individual behavior analysts who comprise our discipline. Such support includes identification of potential challenges likely facing individuals during their lives and careers, and articulating strategies for addressing these. Professional challenges range from surviving and completing graduate school to establishing and maintaining a successful program of research, teaching or service provision. 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, behavior analysts should be supported both by the principles and methods of our discipline and by members who have faced similar issues, and will share the lessons learned from the success and failures of our own efforts. This event is intended to serve both the discipline and its members by discussing challenges often faced by women. The group is comprised of senior behavior analysts who as women have faced and are facing a wide range of personal and professional challenges. Their presentations and discussion 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.

## Professional Development Series

### How to Give Effective Verbal and Poster Presentations:

Chair: Amy Elliott, M.S. (Western Michigan University)  
R. Wayne Fuqua, Ph.D. (Western Michigan University)

This presentation is the first in the newly developed Professional Development Series arranged and sponsored by the ABA Student Committee. Presented by Dr. Wayne Fuqua, it is intended to describe the elements needed to give effective verbal and poster presentations. This event is intended for those early in their speaking careers, however all are welcome to attend.

### 1<sup>st</sup> Annual ABA Student Social

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

Meet individuals who have been influential in shaping the past and present of behavior analysis. This social will provide a unique opportunity to mingle with some of the top researchers and practitioners in the field. Whether you jump right on in and ask questions or whether you sit back and listen, it is sure to be a memorable occasion. Thanks to a generous donation from Jamie Daniels, food will be provided for those who attend.



### 25<sup>th</sup> Anniversary Banquet

Befitting ABA's 25th Anniversary Celebration, the 25th ABA convention will include a banquet in memory of all the wonderful banquets held for many years during the early ABA conventions. The banquet program will tentatively include the following events:

*The Founding of ABA*

*The Freds*

*Convention Memories*

*A Behavioral Folly*

*The Aging of ABA*

If you remember the early banquets, you will want to attend this special anniversary event. If you are too young to remember, come see what you missed. Banquet tickets are \$45 and may be purchased from the ABA office no later than May 1, 1999.

## Reunions/Receptions

### **The New England Center for Children Reception for ABA President Gina Green**

Chair: Bert Lannon, Ph.D. (New England Center for Children)

### **B.F. Skinner Foundation**

Chair: Julie S Vargas, Ph.D. (West Virginia University)

### **Utah State University**

Chair: Marilyn K Bonem, Ph.D. (Eastern Michigan University)

### **Drake University Graduates**

Chair: Christie P Enzinna, Ph.D. (Behavior Treatment and Training Center)

### **30th Anniversary Reunion of the Behavior Analysis Program at the University of Florida**

Chair: Henry S Pennypacker, Ph.D. (University of Florida)

### **Cambridge Center for Behavioral Studies**

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

### **Western Michigan University**

Chair: R. Wayne Fuqua, Ph.D., Alyce Dickinson, Ph.D., Howard Farris, Ph.D., Jack Michael, Ph.D., (Department of Psychology)

### **20 Years of Project 12-Ways**

Chair: Brandon F. Greene, Ph.D. (Southern Illinois University at Carbondale) and Randy V. Campbell (Charter School of Education)

### **Standard Celeration Chart Data Sharing**

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

## Breakfasts

### **International Development Committee Breakfast**

Chair: Ned Carter, M.S. (Uppsala, Sweden)

Join us in welcoming international members to the 1999 convention.

### **ABA Student Breakfast Fair**

Chair: Peter-Cornelius Dams, M.A. (Western Michigan University)

The Student Breakfast Fair is a great opportunity to find a job or qualified candidate for your organization. This breakfast provides an informal atmosphere for students and employers to interact.

## Behavioral Fitness Events

### **Aerobics Workout**

Chairs: Amanda Nicolson & Kimberly Lucker, (Florida State University)

Attendees will be led through an aerobic workout. The session will be 45 minutes in length. The session will be set to music and will combine elements of several varieties of aerobic workout (e.g., low impact, funk). Attendees should wear appropriate supportive and padded footwear and should be dressed in comfortable workout clothing.

### **Martial Arts Workout**

Chair: Bobby Newman, Ph.D. (Orca Dragon Kenpo)

## *ABA Affiliated Chapters and Special Interest Groups*

The following Affiliated Chapters and SIGs will hold open meetings at the convention. Look for dates and times in the Program Book and become involved!

Animal Trainers Forum SIG

Autism SIG

Behavior Analysis in Correctional Settings SIG

Behavioral Gerontology SIG

Behavioral Safety SIG

Behavior Analysis League for Accuracy in News

Commentary and Education (BALANCE) SIG

Behaviorists for Social Responsibility SIG

California ABA

Chicago ABA

Clinical SIG

Developmental SIG

EAHB SIG

Health, Sports, and Fitness SIG

Interbehaviorists in ABA SIG

OBM Network SIG

New York State ABA

Northwestern ABA

Rehabilitation and Independent Living SIG

Standard Celeration Charting SIG

Teaching Behavior Analysis SIG

Verbal Behavior SIG



## Invited Events

### Autism (AUT)

#### **Rate-Based and Free Operant Responding with Individuals with Autism**

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

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

##### *High Rates and Autism: Operationalizing High Expectations*

R. Douglas Greer, Ph.D. (Health and Behavior Studies, Teachers College, Columbia University)

##### *Just Count On It: Achieving High Rate Performances with Persons with Autism*

Patrick E. McGreevey Ph.D., P.A. (Private Practice)

##### *Free Operant Fluency Building Compared to Discrete Trials with Autistic Children Aged 4 to 6 Years Old*

Giordana Malabello, Ph.D. (The Australian Optimal Learning Centre Pty Ltd.)

##### *Combining Restricted Operant and Free Operant Responding to Maximize Instructional Effectiveness for Preschool Children with Autism*

Claudia Clark, Ph.D. (Preschool for Children with Autism)

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

##### *Free Operant Instruction and Vocational Training for Young Adults with Autism: New Insights and Reappraisal of the Existing Research Base*

Richard McManus, Ph.D. (Private Practice)

Rate-based and free operant response formats have been highly successful in helping individuals with autism reach fluent, and in many cases, unexpected levels of responding on critical skills. In light of the current enthusiasm for behavior analytic skill development techniques, especially discrete trial instruction, it is essential to consider the power of free operant instructional formats. The five symposium presentations will address many of the perceived barriers to free operation responding to individuals with autism and provide rate data for selected skills. The presenters will highlight work done with school age children, preschoolers and young adults in school and vocational settings. An important element of several of these presentations will be a reappraisal of the existing research base for the application of free operant response formats to this population. Additionally, the presenters will feature innovative and exciting research demonstrating the practicality and efficiency of the instructional form and the generalizability of the behavioral gains. Each presenter will address the operationalization of high expectations with reference to rates obtained by persons with autism.

### Clinical Family; Behavioral Medicine (CBM)

#### **The Importance of Cognitive Processes in Facilitating Acceptance in Psychotherapy**

Albert Ellis, Ph.D. (Institute for Rational Emotive Behavior Therapy)

Dr. Ellis is one of the most recognized and controversial figures in clinical psychology today. He was a pioneer in cognitive-behavior therapy and developed a therapeutic approach called Rational Emotive Behavior Therapy (c.f., Ellis & Harper, 1961). His work pre-dates the acceptance-based behavior therapies of today as he has included acceptance issues in his clinical work for a long time. The cognitive-behavioral theory of Dr. Ellis stands in sharp contrast to radical behaviorism and behavior analytic approaches in general. His stance on the causal status of private events is a marked departure from the selection processes held central to a behavior analytic formulation. His theoretical differences with radical behaviorism, his work on acceptance issues and his general clinical approach promises to make his invited address an interesting event for ABA '99.

#### **Is Clinical Radical Behaviorism Remaining True to Its Roots?**

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

Phillip Heline, Ph.D. (Temple University)

Sam Leigland, Ph.D. (Gonzaga University)

Robert Kohlenberg, Ph.D. (University of Washington)

Kurt Salinger, Ph.D. (Hofstra University)

This invited event is an ongoing critical discussion of topics important to radical behaviorists in clinical practice. The past fifteen years has seen more radical behaviorists working in areas traditionally considered to be within mainstream clinical psychology. Radical behaviorists working in these areas have developed theories of psychopathology and therapeutic approaches that clearly do not fall within traditional clinical approaches, and at the same time, utilize a technical language not easily recognized as behavior analytic. The question under discussion is whether clinical radical behaviorists are remaining true to their behavior analytic roots. The panel consists of a lively mix of both basic and applied psychologists. After a brief presentation by each panelist, audience participation will be encouraged.



## Community Interventions; Social and Ethical Issues (CSE)

### Twenty Years of Research and Treatment in Child Maltreatment: Project 12-Ways

John R. Lutzker, Ph.D. (University of Judaism)

Brandon F. Greene, Ph.D. (Southern Illinois University)

Project 12-Ways was designed with an ecobehavioral approach to the prevention and treatment of child abuse and neglect. Since its inception in 1979, it has expended \$15 million to serve 2,300 families in rural southern Illinois, and has provided training to 300 students and professionals. The project has provided the basis for behavioral research ranging from single-case experimental studies of particular problems to large-scale program evaluation studies of recidivism, costs and benefits. The project has been a model that has been systematically replicated in several settings. This presentation will summarize the history of Project 12-and will be highlighted with data and the authors' personal observations from the life span of the project.

John R. Lutzker, Ph.D. is the Florence and Louis Ross Professor and Chair of the Department of Psychology and Director of Graduate Training at the University of Judaism in Los Angeles, California. Also, he is an Adjunct Professor of Human Development at the University of Kansas and President of Behavior Change Associates, a psychological service. Dr. Lutzker has published over 100 professional articles and chapters and presented nearly 300 professional papers. He is a fellow of the American Psychological Association, the American Psychological Society, and the American Association of Applied and Preventative Psychology. He is a past editor of *The Behavior Therapist*, and the *APA Division 25 Recorder*. He has been associate Editor of *Education and Treatment of Children* and is currently on the editorial boards of seven professional journals. Dr. Lutzker is the author of two books, *Behavior Change* (with Jerry Martin) and *Ecobehavioral Family Interventions in Developmental Disabilities* (with Randy V. Campbell) and editor of *Handbook of Child Abuse Research and Treatment*. He holds a license in psychology in California; his current major research interests are in the treatment and prevention of child abuse and neglect, developmental disabilities, and behavioral medicine.

Brandon F. Greene is a Professor in the Behavior Analysis and Therapy Program. He received degrees from the University of Alabama, the University of Kansas and Florida State University. Brandon's professional career began at Partlow State School in the wake of the landmark case, *Wyatt vs. Stickney*, which established a right to treatment for persons with mental retardation and other disabilities. Brandon's research, teaching and service

activities involve the application of behavior analysis to a broad range of populations (children, families, persons with disabilities) and issues (child abuse and neglect, education, home and community safety, staff and organizational management). He has published extensively and has worked for, or consulted with, a variety of organizations including human service agencies, schools, federal courts, and Ralph Nader's Center for Study of Responsive Law. Brandon co-founded the Behavior Analysis Society of Illinois (BASIL), dedicated to promoting the effective and ethical application of behavior analysis in human services, business and industry. Brandon coordinates Project 12-Ways.

### Feminist Issues and Behavior Analysis: An Emerging Nexus

Chair: Maria R. Ruiz, Ph.D. (Rollins College)

Discussant: Daniel Bernstein, Ph.D. (University of Nebraska)

*Feminism Subsumed by Native American Thought*

Christine Lowery, Ph.D. (University of Wisconsin)

*Research on Women and Gender: Where are the Behavior Analysts?*

Michelle Corbin, Ph.D. (Eastern Michigan University)

*Feminism and the Dimensions of Applied Behavior Analysis*

Jennifer R. Dressel, Ph.D. (University of Kansas)

*Undetected Racism and Sexism in Cultural Practices:*

*How Behavior Analysis Can Help*

Maria R. Ruiz, Ph.D. (Rollins College)

Chata Dickson-Crossley, Ph.D. (Quest Kids, Inc.)

A number of interesting commonalties characterize the work of feminist psychologists and behavior analysts. While women's issues are certainly important to many behavior analysts, there has been a paucity of research on women and gender conducted from a behavior analytic perspective. A Native American perspective on the confluence of feminist work, behavior analysis and older traditions of indigenous cultures that challenge the worldview and adversarial practices of the dominant culture will be presented. We examine possible reasons for the absence of the behavior analytic perspective in important research areas concerning women, gender and social justice, and offer preliminary steps to correct the problem. We add further insight to our analysis with a feminist appraisal of the seven criteria offered by Bear, Wolf and Risky (1969) for applied behavior analytic research, and suggest how feminist perspectives might enhance our working criteria. Finally we present an application of behavior analytic work in a feminist context with an analysis of discriminatory cultural practices, detection of contingencies and tacting repertoires.

## Developmental Disabilities (DDA)

### Emotions and Emotional Behavior: A Consequential Contingency Approach

T.V. Joe Layng (The New School for the Learning Sciences)

Emotions and emotional appear to be elusive topics for the basic and applied analysis of behavior. When addressed, they are often categorized as respondent behavior, sets of physiological responses, special types of internal or private reflexes, or as some sort of a by-product of other behavioral events. An alternative point of view first described by Israel Goldiamond in 1979 treats private emotions as indicators or descriptors – non spoken facts – of certain consequential contingencies, and further, once made public as emotional behavior maintained as any operant behavior may be maintained. Emotions are treated as either basic or social with the defining differences being the types of contingencies described. Implications for using emotions in a functional analysis are discussed for treatment programs for the developmentally disabled and other clinical populations. The present approach builds upon Goldiamond's early analysis and extends it to include certain other nonlinear consequential contingencies. Further, it is consistent with laboratory, ethological, and evolutionary observations and assumptions.

### Free Operant Fluency Building Compared to Discrete Trials with Autistic Preschoolers

Malabello Goirdana (The Australian Optimal Learning Centre Pty Ltd)

Our autistic children come in non-verbal and with no fine motor skills. We use SAFMEDS to begin with as it encourages self presentation (free operant performance) and helps build the see/say rate at approximately the same rate as they develop their fine motor rate.

Once the children are as proficient with SAFMEDS, we move on to the practice sheet grids, as we find that grids can be visually overwhelming at first for some of our children until they develop highly focussed on-task learning behaviors.

Apart from moving all our pre-academic skills (colours, shapes, numbers) to practice sheets, we have all our children doing math and reading - even the four year olds - using see/write and see/say sheets. We do use other learning channels, of course, in different presentations.

We have replicated all the principles of Johnson & Layng's generative instruction model in our instructional model for autism- I.M.A.G.I.N.E. (Intensive Model for Autism of Generative Instruction Excellence).

Outcomes and acquisition charts are compared in single case studies of accuracy and fluency based instruction with autistic preschoolers.

## Human Development; Gerontology (DEV)

### On Shaping Behavior

Neal E. Miller, Ph.D. (Yale University)

The esteemed Neal E. Miller began his studies with E. R. Guthrie at Washington and then moved to Yale where he worked on learning issues with C. L. Hull. He earned his doctorate from the latter university, and served on the Yale Faculty for many years, until he left to join the Rockefeller University. With John Dollard, Neal Miller authored (in 1941 and 1950) milestone behavior-theoretical approaches to social learning and personality development, much based on his own most creative experimental research. Subsequently, Miller did pioneering work on escape and avoidance learning, on the conditioning of visceral and glandular responses, and on biofeedback and behavioral medicine, among other topics. He has been one of the most prolific contributors to the conditioning literature. He will be honored for his great cumulative contribution at the Chicago ABA conference.

### Revisiting a Supportive Environment of Old Age

Elsie Pinkston, Ph.D. (University of Chicago)

Elsie M. Pinkston of the University of Chicago is eminently suited to give us an overview of research on seniors in nursing homes, daycare and in families, and place the data in the context of aging in this country. In the context of the results of early research and of contemporary work, she will share ideas about the research and policy steps that are appropriate. For this, she will draw upon diverse single-subject design studies.

## Experimental Analysis of Behavior (EAB)

### The Significance of Behavioral Variability

Allen Neuringer, Ph.D. (Reed College)

Dr. Neuringer will describe the causes and functions of behavioral variability. Current research in this area will be emphasized. Three important sources of variability are environmental noise; adversity due to decreased reinforcement; and reinforcement contingent upon variability. Emphasis will be on operant variability, or variability that is controlled by reinforcement contingencies. Three important functions are learning new instrumental responses, e.g., in educational environments; problem solving; and creativity. Studies of variability in and schizophrenic subjects will be described, as will the effects of drugs and aging. The experimental analysis of variability (as well as replicability) is necessary for an understanding of voluntary behavior, and those who study operant behaviors are uniquely situated to make important advances in this field.

## **Origins of Radical Behaviorism in the History of Psychology**

John C. Malone (University of Tennessee, Knoxville)

John Malone, Professor at the University of Tennessee, Knoxville, is known for insightful mixtures of profound scholarship and pithy humor, exemplified in publications mashing Mahoney, crushing Kant, and pulverizing Plato. Professor Malone will explain, with wit and scholarship, that radical behaviorism (RB) is not new, though everything seems new to those unfamiliar with history. The defining characteristics of RB are: rejection of all dualisms (metaphysical and epistemological), emphasis on dynamics over statics, rejection of mediators (especially representations), inclusion of "private" experience, and emphasis of the importance of activity extended over time.

No historical figure has promoted precisely this view, including Skinner, though Aristotle and Howard Rachlin came close. And Professor Malone will demonstrate convincingly and amusingly that key aspects of RB may be discerned in the views of the Milesians of the 6th CBC and in Protagoras, who was interested in pecuniary matters long before applied behavior analysis existed. Other conspicuous promoters of RB tenets were Aquinas, Berkeley, Hume, Wundt (sic), Peirce, and William James.

Historically, those who promoted this minority view warred with dominant "pop" psychologies of their times, as has continued during this century. Professor Malone will argue convincingly that it is time to withdraw from this battle that cannot be won and to rebuke behavior analysts who conform to the transient trends of popular culture. This includes the deplorable attempts to find allies in economics, cognitive "science," and evolutionary biology.

### **Education (EDC)**

#### **Contingency-based Instruction: Past, Present, and Future**

Julie Vargas, Ph.D. (West Virginia University)

Instruction based upon the design of optimal contingencies over the learner and over the teacher (or instructional designer) has come a long way since Skinner's first paper on teaching machines in the 1950's. Skinner's analysis of contingencies involved in teaching and in verbal behavior will be briefly reviewed and their diffusion into textbooks and educational language and practice will be examined. Similarly, the impact of landmark studies in Programmed Instruction, errorless learning, precision teaching, verbal behavior and stimulus equivalence will be looked at in terms of the impact, if any, they have had in regular and special education. Contingencies favoring and hindering expansion of contingency-based instruction in the future will be briefly mentioned, as well as the tremendous opportunities provided by the World Wide Web for expanding contingency-based instruction in the future.

## **Making Classroom Contingencies Conspicuous through Assessment, Training, and Consumer Satisfaction**

Dan E. Hursh, Ph.D. (West Virginia University)

Dan Hursh has spent 30 years designing, implementing, and evaluating learning environments for settings serving diverse populations of learners from infancy through late adulthood. In these efforts he has served as observer, caregiver, instructor, consultant, advocate, researcher, and coach. He has been a professor of Educational Psychology at West Virginia University for 24 years where he has participated in the training of doctoral students focusing on instructional design, behavior analysis, and environmental design. He has served as Co-Editor for *Education and Treatment of Children* for 22 years. He has been a certified or licensed School Psychologist for 15 years. For the past 10 years he has collaborated with Vicci Tucci assisting in her efforts to make her Competent Learner Model available to all educators.

Hursh characterizes successful efforts as those where the contingencies have become conspicuous to those involved. That is, when assessment focuses on a contingencies analysis in the simplest ABC form and training for instructional staff includes their doing this kind of assessment the conspicuousness of the contingencies makes clear the practices that can productively be arranged. When consumer satisfaction is added to the mix the means for developing a sustainable and successful collaboration among behavior analysts, teachers, administrators, and parents is achieved. This presentation will provide examples of these efforts. Vicci Tucci's Competent Learner Model and its focus on developing Competent Learner Repertoires makes essential contributions to this analysis and behavior analysis in education generally. Implications for the everyday practice of behavior analysis in educational settings will be presented.

### **Organizational Behavior Management (OBM)**

#### **Performance Anatomy**

Geary Rummel, Ph.D. (The Rummel-Brache Group)

Geary A. Rummel is known for his innovations in analyzing and improving human performance. He is a pioneer in the application of instructional and performance improvement methodologies in organizations and in incorporating these methodologies in the business environment. He is a founding partner in the Rummel-Brache Group (RBG), a consulting and training group that specializes in designing and developing organizational performance systems for business and government organizations in the U.S. and abroad. RBG works with large and medium-sized companies in both the manufacturing and service sectors, measuring the results of



process improvement projects in terms of quality improvement, cost reduction, and cycle time reduction.

The "Performance Anatomy" is a framework that links behavior to process and organization performance. Rummmler will review the three levels of performance: organization, process and job/performer (initially presented in *Improving Performance: How to Manage the White Space on the Organizational Chart*", by Rummmler and Brache) and present a comprehensive template for analyzing performance problems and designing effective solution sets. Rummmler will present the basic model and illustrate its utility with several case histories.

## **Other (OTH)**

### **Current Trends in Operant Techniques with Man's Best Friend**

#### *National Dog Training Task Force*

Steve Lindsley (Canine Behavioral Sciences)

#### *Learning versus Performance in Dog Training*

Marge Gibbs, Roosevelt University

#### *New Methods in use with Police and Service Dogs* and Steve White (Professional Training Services)

Two major training areas where the application of operant principles are most noticeable in marine mammal training, such as Sea World, zoos and public aquariums, and with man's best friends, living in our own homes. This symposium discusses three areas of active interest in training the most common pet animal in this country. Steve Lindsley will discuss the National Dog Training Task force, convened by the American Humane Association in an attempt to set formal standards of training and ethics for dog trainers. The skill of the animal trainers in ABA in training techniques makes ABA's involvement through the Animal Trainer's Forum Special Interest Group a natural choice. Steve White, a long-term police service dog trainer, will discuss current positive reinforcement and shaping methods to train very precise skills required of dogs in law enforcement. Marge Gibbs, who has trained dogs for years will discuss training of her students, where it is easily apparent that proficient verbal behavior in behavior analysis does not automatically translate to good animal training skills. The difference in operant classes (verbal vs. physical training behaviors) will be discussed, as well as how to make students proficient in both.

### **The Animals Who Benefit from Applied Operant Techniques**

#### *Behavioral Principles of Training and Enrichment*

C. Thad Lacenak, (SeaWorld, Inc.)

#### *The Use of Operant Conditioning in a Zoological Setting*

Timothy J. Sullivan (Chicago Zoological Society, Brookfield Zoo)

#### *Operant Techniques: The Key to Healthy Aquarium Animals*

Ken Ramirez (John G. Shedd Aquarium, Chicago)

Three presentations from well-known animal trainers will demonstrate daily applications of applied operant techniques. Training for lavish performances, which is often all an audience sees, is only the beginning in sound animal management. Basic veterinary care and enrichment activities for the animals are also necessary to maintain health and normal species behaviors. The speakers will present how applied operant techniques are used daily throughout a wide range of species and behaviors to maintain the health of animal in their care. Specific examples will be given, enhancing the ease of veterinary care using basic operant principles will be discussed, and the subject of enrichment—providing stimulating activities for the animals as a means to prevent stereotypes—will be discussed in detail. Videotaped examples will be presented. The extent of the use of behavior analysis in animal training facilities will be discussed as well.

## **SQAB Preeminent Tutorials**

### **From Basics to Contemporary Paradigms: Pavlovian Conditioning**

Chair: John Donanoe, Ph.D. (University of Massachusetts)

I. Gormezano, Ph.D. (University of Iowa)

### **From Basics to Contemporary Paradigms: Neural Networks**

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

John Donanoe, Ph.D. (University of Massachusetts)

### **From Basics to Contemporary Paradigms: Perception and Action**

Chair: Phillip Himeline, Ph.D. (Temple University)

Michael Turrey, Ph.D. (University of Connecticut)

### **From Basics to Contemporary Paradigms: Timing**

Chair: Gregor Fetterman, Ph.D. (IUPUI)

Peter R. Kelleen, Ph.D. (Arizona State University)



## Behavioral Pharmacology and Toxicology (TOX)

### Historical Foundations of Modern Behavioral Toxicology

Robert C. McPhail (United States Environmental Protection Agency)

### Previous Exposure to Amphetamine Promotes It's Self-Administration: Acquisition and Responding on a Progressive-Ratio Schedule

Paul Vezina, Ph.D. (University of Chicago)

## Theoretical, Philosophical and Conceptual Issues (TPC)

### The Science of Philosophy

Lawrence E. Fraley, Ph.D. (West Virginia University)

Familiar concepts of intuition, technology, science, and philosophy are analyzed to determine their functional roles in the control of other classes of behavior. Each of those terms is defined as a class of behaviors occurring under certain contingencies of reinforcement that relates it functionally to the other classes. Those functional definitions are then contrasted with the traditional descriptive definitions. By describing accurately the controlling relations governing technical, technological, scientific, and philosophical behavior we can intervene precisely to sharpen those controls and we can teach others to do likewise.

## Verbal Behavior (VRB)

### Language Research in Autism: Implications for Our Understanding of Verbal Behavior

Chair: Gerald Shook, Ph.D. (Behavior Analysts Certification Board)

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

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

Esther Shafer, Ph.D. (Central School of Speech & Drama)

Mark Sundberg, Ph.D. (Behavior Analysts, Inc.) Recently, there has been a considerable increase in the use of behavior analysis for children with autism and other developmental disabilities. Perhaps most significant in this development is the increase in behavioral research on teaching language to these individuals. In various science and engineering areas, applied work sometimes functions to stimulate, correct, and interact in other ways with the relevant theoretical or basic science. In this presentation the authors will describe the possible implications of these research findings for our behavioral understanding of verbal behavior in general.

### Conceptual Issues in the Analysis of Verbal Behavior

Chair: Mark L. Sundberg, Ph.D. (Behavior Analysts, Inc.)

Discussant: W. Scott Wood, Ph.D. (Drake University)

Sam Leigland, Ph.D. (Gonzaga University)

Bill Potter, Ph.D. (CSU Stanislaus)

William S. Verplanck, Ph.D. (University of Tennessee)

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

Some of the most significant aspects of human behavior involve verbal behavior (e.g., language, thinking, understanding, memory). These topics are complex, but they are many of the same topics that are focused on extensively in mainstream psychology and linguistics. It is important that behavior analysts be able to analyze these topics in order to maintain the integrity of behavior analysis. The presenters in this symposium have all contributed to the analysis of these complex topics in the past, and will now present some of their recent work. Sam Leigland will describe how the role of reinforcement may be more complex in the case of verbal behavior than has been traditionally described in the case of nonverbal behavior. Bill Potter will describe how Protocol Analyses are currently being used in verbal behavior research and examine methods to make the data obtained more valuable to researchers. William Verplanck will point out that the use of the word "self" impedes the integration of research that is now being developed in a variety of areas. And finally, David Palmer will address the issue of structure in the analysis of verbal behavior. Scott Wood will comment on these presentations, as well as make suggestions for future areas of inquiry.

**REGISTER EARLY**  
*for*  
**ABA 1999**  
*and*  
**RESERVE YOUR  
HOTEL ROOM  
SOON**

*save money and time!*  
*hotel registration form on page 37*

# Discover What Makes the May Institute Among "America's Best Nonprofits" ...

**W**e are thrilled to be featured in the new book, *In Search of America's Best Nonprofits*. Compelling mission. Effective leadership. Innovation. Those are a few qualities shared by this select group. The honor reflects the excellence of our programs across New England and beyond.

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All our programs share the highest clinical standards, including:

- \* Use of the most effective, empirically validated methods
- \* Unparalleled commitment to accountability
- \* Integrated, outcome-focused case management
- \* State-of-the-art quality and clinical information systems

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The praise from the book's authors has been echoed by families, agencies, and accrediting bodies. May programs and staff have earned many national honors, including being named among the nation's "Schools of Excellence" by the U.S. Department of Education.

## *Guided by Leading Experts*

Our 2,000 staff benefit from the expertise of our Ph.D. and M.D.-level staff and an Advisory Board including experts in autism (Lovaas, Koegel, Singh, Wacker), brain injury (Sparadeo, Wertleib), and mental health (Barlow, Liberman, Linehan).

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We serve people of all ages with many diverse needs, including:

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# **ABA's Continuing Education Program**

## ***Receive Continuing Education Credits at the ABA Annual Convention!***

### **General Information**

One of the primary objectives of ABA 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 academic needs of 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, 1999, please call the ABA office at (616) 387-8341 to determine if the workshop will be held before sending payment.

### **Detailed Instructions**

1. Review workshop offerings on the following pages.
2. Make selections on the Workshop Registration Form on page 32.
3. Calculate total fees for all workshops selected. Enter the total on the Workshop Registration Form and on the Convention Registration (page 31)
4. 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.
5. 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, 1999. 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*.

### **APA-Approved CE Credits**

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 1999 ABA convention, please visit the continuing education desk on-site in Chicago.

ABA will provide documentation of attendance, at no additional charge, to workshop attendees that 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 CE credits for attending regular convention sessions.

### **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.

### **Continuing Education for 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 Certified Behavior Analysts and Associate Behavior Analysts (i.e., persons who have passed the Florida certification examinations) at the ABA 1999 convention in Chicago. All relevant materials will be available at the ABA continuing education desk, which will be located near the registration desk. For additional information, contact:

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

Phone: 850-644-2040  
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

5/26/99  
10:00 AM - 5:00 PM  
Room 4C

### Standard Celeration Chart Reading and Charting

OGDEN LINDSLEY, Ph.D. (Behavior Research Company), John Cooper, Ed.D. (Ohio State University), Jeremy Clofene, MS, Allison Crome, MA (Illinois Institute of Technology), Bradley Frieswyk, MA (Morningside Learning Systems), Michael Fabrizio, MA, Joanne M. Robbins, MA (Morningside Academy), Charles Merbitz (Illinois Institute of Technology)

**Description** - How to read and chart daily, weekly, monthly, and yearly Standard Celeration Charts. The dramatic learning results produced by Morningside Academy and Malcolm X College have attracted new 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. This repeat of the very highly rated workshop at ABA 94, 95, 96, 97, and 98 was requested by participants unable to attend those years.

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

**Activities** - Morning activities include paced choral reading (point-see-say) at 60 per minute of frequencies, celerations, turns, jumps, bounces, and outlier probabilities from Standard Celeration Chart practice sheets. In the afternoon each participant charts from daily, weekly, monthly, and yearly frequencies at 10 dots per minute. Coaches assist the instant a participant hesitates. Participants are given materials and shown how to continue daily charting practice on their own to reach fluency above 30 dots correct per minute. This workshop is unique for teaching 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 participants have read frequencies, celerations, bounces, turns and jumps fluently at 60 per minute, placing dots on charts accurately at 10 per minute is rapidly learned. No participant is ever without help.

**Audience** - Graduate students, faculty, researchers, and consultants who have heard about the power of Standard Celeration Charting, but had no opportunity to learn the technique. ABA members from outside the United States will find that having a coach helps clear language difficulty. Here is your chance! This proven, entirely hands-on workshop is fast-paced, fun, and it works!

**Fee** - \$130

## Workshop #2

5/26/99  
10:00 AM - 5:00 PM  
Room 4D

### Creating Business Success through Behavior Change

WILLIAM K. REDMON, Ph.D. Leslie Wilk Braksick, Ph.D. Paul Brown, Ph.D. (Continuous Learning Group, Inc.)

**Description** - Instructors will present a detailed view of recent advances in the application of behavioral theory and methodology in private sector businesses, primarily Fortune 500 companies. Subtopics will focus on the tools, processes and consulting methods that consistently lead to success and examples that illustrate how success can be achieved. A major focus of the workshop will be Reinforcement-Based Leadership (RBL), a comprehensive behavioral model for leaders that includes business strategy, behavior analysis and metrics components all integrated to bring about behavior change that drives workforce satisfaction competitive position and profitability. Instructors will describe how behavioral methods can be adapted to fit a variety of organizational cultures and industries including team-based organizations, high technology companies, traditional manufacturing businesses, and fast-growing entrepreneurial firms.

**Objectives** - Participants will, 1) Identify and describe the latest methods of applying behavior analysis to create and sustain business success; 2) Describe trends in private sector businesses, needs for behavioral technology and how these factors might shape the practice of OBM in the future; 3) Describe the profile of an effective behavioral consultant for the next decade including knowledge, skills and abilities that will drive success, 4) Identify topics, key content, and supporting materials for use in future training and supervision of graduate-level OBM students.

**Activities** - The workshop will include lecture/discussion, interactive exercises and action planning. Instructors will provide an overview of the key elements of each topic area and provide examples to illustrate its defining features and uses. For selected topics, they will ask participants to use information from the overview to carry out a practical,



interactive exercise called a Situation Buster(TM) to help extend learning. At the end of the workshop, participants will be asked to complete an idea log to document actions to be taken in follow-up to the session. The activities are designed to create new learning, limited application of new learning, and extension of the learning to situations outside the training.

**Audience** - This workshop is designed for teaching faculty from colleges and universities who teach OBM courses or manage internships or practice in OBM. It is not designed for consultants or students.

**Fee** - \$120

### **Workshop #3**

5/26/99

10:00 AM - 5:00 PM

Room 4B

#### **Functional Analysis of Problem Behavior in Public School Settings**

JANET ELLIS, Ph.D., Sandy Magee, MS, Debi Alvey, Amy Crye, Vicki Hodge (University of North Texas)

**Description** - Iwata, et al's (1982) model of functional analysis is very appropriate for certain populations, especially when control over all environmental variables is possible. In public school settings where strict environmental control may not be possible, serious behavior problems (involving students with normal to above average intellectual and verbal skills) requiring analysis and intervention abound. Modifications are required to the four basic experimental conditions. This workshop will provide extensive participant involvement, including opportunities to observe (via videotape) actual in-school functional analyses, take data on on-going behavior during functional analyses, and learn about successful modifications to the four basic assessment conditions for specified problem behaviors. Participants will conduct one experimental session, design data sheets for in- and out-of-class analysis conditions, and receive feedback. Additionally, for those participants who are interested in learning how to create interest in, as well as demonstrate importance of the functional analysis model for solving serious school behavior problems, strategies for accomplishing these goals will be presented.

**Objectives** - Participants will learn how to 1) modify the four basic functional analysis experimental conditions to meet the customized needs of students whose behavior requires functional analysis; 2) interact with professional school personnel (principals, psychologists, diagnosticians, counselors, classroom teachers) to gain their cooperation and help ensure continued referrals; 3) create individualized data sheets to best meet environmental challenges evoked by conducting functional analyses in

applied settings; 4) gain cooperative access from teachers into their classrooms in order to observe target student's ongoing behavior across the school day; 5) develop training objectives based on outcomes of functional analysis and coach teachers to use these; and 6) provide problem-solving strategies for persons working in non-institutional settings.

**Activities** - Participants will be asked to record data on ongoing behavioral interactions in classroom settings and in analog settings during actual functional analyses (on videotape). Participants will have the opportunity to design customized data sheets to use to observe ongoing behavior and as the basis for functional analysis undertakings in their educational/clinical/institutional settings. They will role-play providing feedback to teachers/paraprofessionals when training these classroom staff persons to assist in one or more of the experimental analysis conditions in the analog setting and to implement the functional analysis in their classroom setting (to ensure validity of the analog findings). Participants will engage in behavioral rehearsals, role playing, conducting one experimental condition in a functional analysis. Those participants interested in establishing an assessment system in their work setting will be given assistance in ways to create interest in functional analysis without threatening the purview of their colleagues. In summary, activities will include role-playing phases involved in functional analyses in applied settings, interacting with professionals in applied settings, and investigating marketing strategies for creating awareness of the importance of the functional analysis in changing problem behavior.

**Audience** - Individuals interested in functional analysis as the basis for remediation of seriously disruptive, inappropriate behavior of students in school classrooms, day-care centers, and other applied settings.

**Fee** - \$105

### *The ABA Social*

**ABA Dance  
with  
Music & Cash Bar**

**Join the Fun!**

**Thursday, May 27  
Grand Ballroom  
9:30 p.m. - 1:00 a.m.**

*no ticket required; All registrants welcome*

## Workshop #4

5/26/99  
10:00 AM - 5:00 PM  
Joliet Room

### **Prevention of Severe Problem Behaviors in Individuals with Developmental Disabilities**

CHRISTINE E. REEVE, Ph.D. (Baudhuin Oral School of Nova Southeastern University)

**Description** - The advent of antecedent-based interventions and those focusing on skill-building have allowed the field of behavior analysis to move from reactive to proactive methods. In other words, they have allowed us to begin to address prevention of severe problem behaviors rather than intervening after the problems have developed. This workshop will focus on a variety of factors in the classroom that can prevent and reduce the escalation and frequency of problem behaviors. The focus of strategies will include skill-building interventions, changes in the physical environment of the classroom, changes in routines of the day, and curriculum modifications.

Strategies that will be focused on in depth will include functional communication training, visual cueing, and arrangement of the physical environment. For each variable discussed, literature supporting its role in prevention of problem behavior will be discussed.

**Objectives** - Participants will learn skills that will include the following: (1) to identify and modify classroom strategies and factors that may affect the development and maintenance of problem behaviors; (2) to use a variety of prompting strategies including picture prompts and picture schedules; (3) to implement the teaching of functional communication skills to address typical functions of challenging behavior; (4) to engineer classroom routines and presentation of tasks to prevent development of problem behaviors; and (5) to use augmentative communication strategies, including assistive technology, to prevent the development of problem behavior.

**Activities** - Training activities will include, but are not limited to: lecture, videotape vignettes of strategies, presentation of data and other empirical support for the strategies discussed, role playing strategies and problem-solving, and make-and-take activities of classroom materials.

**Audience** - This workshop is designed for teachers and other staff (e.g., school psychologists, speech pathologists) working with students with developmental disabilities. It will also be beneficial to practitioners working with children in the home and direct care staff in group homes.

**Fee** - \$100

## Workshop #5

5/26/99  
10:00 AM - 5:00 PM  
Room PDR 2

### **Teaching Defiant Hyperactive Children to Follow Directions and Behave Well with the Behavior Management Flow Chart**

JEFFERY 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 representative child management research was conducted. The review focused on component 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) is a flow chart of the task analysis. The BMFC provides a synthesis of child behavior management literature and presents a cohesive unit that allows a clear portrayal of the many component responses adults may emit to manage child misbehavior. Danforth details the differences between the BMFC and other widely distributed behavioral parent training programs. The workshop will teach the steps of the Behavior Management Flow Chart as they may be used to manage the defiant and hyperactive behavior of children and youth.

**Objectives** - Participants will learn skills including an operative command defined as a directive requiring an immediate response in which the adult gets the child's attention, presents a reason, and uses the imperative form with the required response clearly labeled. Parents will learn to not respond to child whining or arguing, to praise desired behavior, to reprimand in close proximity to the child, immediately following the inappropriate behavior, with eye contact, using a firm voice to label the target behavior. Additionally, participants will learn to warn that the child will have to go to timeout if he/she does not comply. Aspect of timeout that will be discussed include a timeout preview, how timeout starts, labeling the behavior, ignoring the child, timeout duration, release contingent on calm behavior, and how to end timeout. Participants will learn how to present non-physical backup consequences that prevent timeout refusal. Finally, participants will also be able to vocalize the characteristics of ADHD and its relationship to defiant oppositional behavior.

**Activities** - The techniques used to train parents and staff who work with disruptive children will be used to train workshop participants: modeling and role playing with feedback. Behavior management skills will be taught in a foreword chaining fashion, in the same order that they are presented in the flowchart 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 direct a child is a command, and this is the first skill taught; the second response emitted by the adult is to wait five seconds, and this is the second skill taught, etc. In addition, a brief review of representative component analyses attesting to the efficacy of child management strategies will be presented. The literature reviewed is directly linked to the description of the strategy. Training materials that may duplicated will be provided, as well as copies of relevant published manuscripts about BMFC and its efficacy.

**Audience** - The workshop is designed for teachers, direct care staff, or other professionals who work with children emitting disruptive behavior, professional trainers/managers who teach parents, teachers or other direct care staff to manage the disruptive behavior of children, and college instructors interested in teaching current methods in child management research. The purpose of this workshop is to train these individuals in the skills that can help children follow directions and behave well.

**Fee** - \$105

### Workshop #6

5/26/99

10:00 AM - 5:00 PM

Boulevard A

#### FAP Enhanced Cognitive Therapy for Depression

ROBERT J. KOHLENBERG, Ph.D. Chauncey R. Parker, Madelon Y. Bolling, Jonathan W. Kanter (University of Washington)

**Description** - Cognitive therapy (CT) is the most utilized short-term psychological treatment for depression. Most (but not all) of the empirical studies support its effectiveness and it is included in most lists of empirically validated treatments. Although behaviorists have often (and justifiably) criticized cognitive therapy for its mentalistic underpinnings, they have less frequently looked at it as a source of potentially useful techniques that might be incorporated into a comprehensive behavioral approach to treatment.

This workshop will introduce a behaviorally informed treatment that incorporates cognitive therapy methods and yet remains true to behavioral principles. This new treatment is based on 1) a radical behavioral analysis of the

psychotherapeutic environment according to Functional Analytic Psychotherapy (FAP) (Kohlenberg & Tsai, 1991) and 2) a behavioral re-conceptualization of cognitive therapy (with a primary emphasis on the phenomena and methods discussed in Beck's 1979 *Cognitive Therapy for Depression*). The new treatment is known as FECT (FAP Enhanced Cognitive Therapy) and it is used to account for and to suggest ways to resolve the problems facing cognitive therapy (as identified by cognitive therapists) and to improve CT efficacy.

**Objectives** - The primary objectives are 1) to introduce a behavioral understanding of the psychotherapy environment in general and a behavioral view of phenomena of interest to cognitive therapists; 2) to review the CT approach and how it is used; and 3) to demonstrate how application of the FAP-enhanced treatment.

Participants will also learn about 1) 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; 2) the three important client behaviors and five therapist rules that guide treatment; 3) the role of the therapeutic rationale in outpatient treatment and the difference between the cognitive and behaviorally informed rationales; and 4) the various meanings of cognition and their relationship to the "contingency-shaped/rule-governed" distinction. Finally, we will review several of the standard forms used by CT therapists such as the Thought Record and Case Conceptualization forms, and offer FAP-enhanced versions 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 1) detecting clinically relevant behaviors (including cognitive behavior) that are the focus of FECT; 2) discriminating therapist behaviors that are called for by FECT; 3) presenting a behaviorally informed rationale; 4) assessing the client's reaction to the therapeutic rationale; 5) working with FECT case conceptualization; and 6) using methods of cognitive therapy in-session and for homework assignments.

**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 the 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.

**Fee - \$95**

### **Workshop #7**

5/26/99

10:00 AM - 5:00 PM

Marquette Room

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

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

**Description** - Direct observation and measurement of behavior is a hallmark of the behavior analytic approach. This workshop will provide 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 (a) evaluate operational definitions using four specific criteria, (b) write operational definitions that meet the specified criteria, (c) identify appropriate measurement methods based on written descriptions and video-taped samples of behavior, (d) discuss advantages and disadvantages of various measurement methods for a variety of target responses, (e) select an appropriate methods for obtaining interobserver agreement data, and (f) 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 (a) evaluate samples provided by instructors, (b) generate their own definitions from video-taped behavior samples, and (c) review and critique other trainees' definitions according to specific criteria. For measurement methods, trainees will (a) use a variety of measurement methods to record behaviors of varying frequency, duration, and temporal distribution; and (b) evaluate accuracy and interobserver agreement using sampling methods with varying parameters to measure the same target response.

**Audience** - This workshop is limited 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.

**Fee - \$105**

### **Workshop #8**

5/26/99

10:00 AM - 5:00 PM

Room 4A

#### **Psychology and AIDS Education: Teaching a Behavior Analysis Course to Reduce High-Risk Sexual Behavior**

THOMAS ARMON BRIGHAM, Ph.D. Patricia Donahoe, Colin Peeler, Duane Isava, Jenna Pierce, Heather Lindeman (Washington State University), Alan Gross (University of Mississippi)

**Description** - A one credit graded course in self-management and sexual decision making has been developed and experimentally demonstrated to affect students' knowledge, attitudes, and self-reported alcohol use and sexual behavior. A paper reporting the results is in press. The course has been approved as part of the university's regular academic program and enrolls approximately 200 students each semester. Because of the success of the class, the university is planning on expanding enrollment to 500 students per semester. Behavior analysts at the University of Mississippi and the University of Idaho have successfully replicated the basic course with appropriate modifications for the student populations. Teams of two peer instructors lead each section of 15 students. The peer instructors are trained and supervised by undergraduate course coordinators and an advanced graduate student. The faculty member of record then oversees the entire program. There are two texts associated with the class, "Self-management skills for your personal life: Dealing with school, 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 rationale of the course and its basic structure will be explained. The following major features of the course will be discussed: Relates behavior analysis ideas to issues students deal with in their daily lives; Uses discussion, demonstration, and role play exercises to teach basic concepts and skills; Focuses on self-management skills and sexual decision making; Helps students understand personal risk as it relates to AIDS/HIV, other STDs, and sexual assault; Taught by teams of peer



instructors who are rigorously trained in both the content of the course and how to teach; Taught in small sections to facilitate participation and learning; Rated by most students as the best course they have taken. The course texts will be reviewed and the specifics of how to teach each concept and skill will be demonstrated. Participants will also learn how to recruit, train, and supervise peer instructors. Finally, participants will be taught strategies for getting the course approved by the university catalog or academic review committee.

**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 the skills required to set up and run the course. Teaching strategies and lessons will be demonstrated and then the participants will teach specific lessons and receive feedback. The workshop instructors are very experienced with the course and are prepared to discuss and answer 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.

**Fee** - \$115

#### Workshop #9

5/26/99

6:00 PM - 9:00 PM

Boulevard A

#### **Sleep and its Disorders among Persons with Developmental Disabilities**

V. MARK DURAND, Ph.D. (University at Albany, SUNY)

**Description** - Sleep refreshes and restores us. However, when sleep is disrupted it can result in behavioral as well as physical problems that impact on the person affected as well as family and friends. This workshop will provide participants with an overview of sleep and the problems that are associated with it. Highlighted will be a number of the more common disturbances of sleep such as bedtime difficulties, night waking, circadian rhythm disorders and sleep terrors, and recent work on the non-medical treatments for these problems. Also featured will be work with people with developmental disabilities, who appear to exhibit a higher prevalence of sleep problems compared to the general population. Participants should gain a beginning appreciation of the nature of sleep problems, their assessment, and a variety of behavioral interventions.

**Objectives** - Participants should come away from the workshop understanding (1) the nature of sleep and how it can be disturbed, (2) how to assess the presence and cause of a variety of sleep problems, and (3) how to use behavioral interventions for a number of common sleep problems exhibited by people with and without developmental disabilities.

**Activities** - Attendees will participate in a discussion of sleep and its problems. Participants will have an opportunity to discuss particular examples of sleep problems and the instructor will recommend general intervention plans.

**Audience** - People who are directly responsible for the care of people who display sleep problems, including family members, direct care staff, teachers, psychologists, and special educators.

**Fee** - \$55

#### Workshop #10

5/26/99

6:00 PM - 9:00 PM

Room PDR 2

#### **The Pyramid Approach to Education**

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

**Description** - The Pyramid Approach to Education is 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 on functional activities and communication within a reinforcer-first paradigm. The approach emphasizes 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 concerns, as well as learning to wait and effectively dealing with life's vicissitudes. Quality assurance of data collection and

analysis and staff development and training also will be addressed.

**Objectives** - The objective is for participants to identify key elements of the Pyramid Approach and its sequence of analysis. The model distinguishes factors associated with why and what we should teach from how to teach effective lessons. The workshop will address issues related to designing effective educational environments in school, home and community settings. Participants will be able to identify: 1) functional activities and materials corresponding to critical lessons; 2) strategies associated with "let's make a deal" prior to each lesson; 3) functional communication skills; 4) advantages of PECS and other visually mediated strategies; 5) strategies for identifying the functional control of educational goals as well as behavior management targets, resulting in functionally equivalent alternative responses; 6) lesson designs associated with distinct prompt and error-corrections strategies; 7) strategies incorporating generalization strategies from the beginning; 8) effective data collection and analysis techniques; and 9) quality assurance strategies for staff implementation of the Pyramid Approach.

**Objective** - 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: 1) functional activities and materials corresponding to critical lessons, 2) strategies associated with "let's make a deal" prior to each lesson, 3) key functional communication skills that involve the learner as both "speaker" and "listener" 4) potential advantages of PECS and other visually mediated strategies, 5) strategies associated with identifying the functional control of educational goals as well as behavior management targets, resulting in functionally equivalent alternative responses, 6) a variety of lesson designs associated with distinct prompt and error-corrections strategies, 7) strategies incorporating generalization strategies from the beginning, 8) effective data collection and analysis techniques, and 9) quality assurance strategies associated with staff implementation of the overall Pyramid Approach.

**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.

Fee - \$75

## Workshop #11

### Beyond Training: An Analytical Process for Improving Performance

5/26/99

6:00 PM - 9:00 PM

Boulevard B

RONNIE DETRICH, M.S. Christa Dahlstrom (Spectrum Center for Educational and Behavioral Development)

**Description** - Historically, when a performance problem exists within an organization the default solution is training; however, a careful analysis of the problem, the context, and the gap between existing and desired performance will often reveal that other non-training interventions are appropriate, effective, and efficient. Default solutions generally impose a structural and formal solution rather than a functional, analytical one.

This workshop is designed to expand the range of options for producing performance solutions. Performance solutions are defined as methods for supporting performance, which may include many methods other than training. In most instances, there are multiple solutions for a given performance problem. Addressing the primary sources of performance problems requires interventions at many levels from changing organizational structures, to improving information design, to influencing motivation, to sharpening stimulus control.

In this workshop, a specific analytical process will be taught that addresses the following questions:

- a) What is the performance problem?
- b) What variables contribute to the problem?
- c) What are the constraints on the solution?
- d) What will be the results of performance improvement?
- e) What are the critical skills related to the performance?

This analytical approach assures that the solutions are functional rather than structural.

**Objectives** - Participants will be able to:

- 1) Identify the critical performance problem
- 2) Identify the constraints on performance solutions
- 3) Determine the source of the problem
- 4) Clearly state the outcomes of performance improvement
- 5) Determine from a variety of options which performance support is most appropriate
- 6) Design a performance solution

**Activities** - Instructors will use case studies from their own work to provide examples of performance supports. Participants will review these solutions in terms of the

critical design features. Participants will also use the analytical process to develop solutions for performance problems that exist within their own work settings. This will occur through small group interaction during the workshop.

**Audience** - This workshop is appropriate for anyone who is responsible for dealing with performance problems and performance solutions in the workplace.

**Fee** - \$80

### Workshop #12

5/26/99

6:00 PM - 9:00 PM

Room 4C

#### **Keeping Customers Coming Back: A Model and Methodology for Creating Loyal Customers**

ROBERT CICERONE, Ph.D. (Performance Systems CHECK)

**Description** - The workshop applies the concepts and methods of Tom Gilbert and Geary Rummler to buyer loyalty. A buyer's repeat purchase are determined by the buyer's experiences with a supplier's core products or services, people, policies, procedures, and non-core functional activities. A supplier's reputation is put at risk every time a prospect or customer comes into contact with any of these aspects of the supplier. Each of these 'moments of truth' is an opportunity to enhance or lower the reputation of the supplier. This workshop will present the following model for creating loyal customers: Buyer loyalty = Buyer experience with supplier's core products or services + Buyer experience with supplier's policies, procedures, and non-core functions + Buyer experience with supplier's personnel. The workshop will also give participants practice using diagnostic job aids to uncover opportunities to improve the use of the following factors to manage performance that impacts customer loyalty: expectations, feedback, resources, consequences, skills/knowledge, capacity, motivation, and work processes.

**Objectives** - Participants will be able to use a job aid to reveal for each of four positions they select from their organizations 1) which employees need, but are not getting, four critical kinds of information about the expectations of their customers. That information includes features and benefits of their company's core products or services that are important to the market, features of their company's procedures, policies and non-core functions that are important to the market, how prospects and customers expect to be treated by the company's employees, and requirements of customer contact employees for the work they receive from their internal suppliers. 2) A job-aid will reveal which employees need, but are not getting, four

critical kinds of information about the level of satisfaction/dissatisfaction of their customers, including with the company's core-products or services, procedures, policies, and non-core functions, satisfaction with treatment by company employees, and customer contact employee's satisfaction with the work of internal suppliers. Finally, a job aid will reveal weaknesses in what is being done currently to use the following factors to manage performance that impacts buyer loyalty: expectations, feedback, resources, consequences, skills/knowledge, capacity, motivation, and work processes.

**Activities** - Participants will select four positions from an organization. Position 1, which has direct contact with customers; position 2, which manages position 1; position 3, which provides key internal support to position 1; and position 4, which manages position 3. Participants will then apply a diagnostic job aid to each of the positions to identify opportunities to improve the use of the following factors to manage performance that impacts buyer loyalty: expectations, feedback, resources, consequences, skills/knowledge, capacity, motivation, and work processes. Participants will then plan corrective actions. Additionally they will contribute to group discussions and complete a workshop evaluation form.

**Audience** - The workshop is for business people interested in enhancing their company's competitive position by increasing sales; expanding the customer base; reducing customer turnover; increasing the benefits of investments in advertising, marketing, and selling; reducing the cost of acquiring new customers; reducing time spent "putting out fires"; and cutting costs of re-selling to lost customers.

**Fee** - \$65

### Workshop # 13

5/26/99

6:00 PM - 9:00 PM

Joliet Room

#### **School Violence: Assessment and Intervention**

JOSEPH WYATT, Ph.D. (Behavior Analysis Digest),  
Sandra Kiser-Griffith, MA (Diversified Consulting)

**Description** - School violence is a nationwide problem that has received increasing attention in the media, although as yet behavior analysts have not widely addressed the issues of intervention and prevention. This workshop will address the implementation of a community-based team approach to school violence.

**Objectives** - Attendees will learn the incidence of school violence, its historical and contemporary explanations, including a behavior analytic explanation. Numerous cases and their commonalities will be presented. Attendees will learn a seven-point plan for prevention and intervention.



**Activities** - Lecture/discussion with several brief videos and overheads is the general format of the workshop. Several handouts will be distributed. Audience members who work on a consulting or full-time basis with schools will be encouraged to share their experiences with and efforts to intervene upon school violence.

**Audience** - Professionals who work in schools or who consult in schools. This training is recommended for school psychologists, community behavioral health professionals who consult in schools, and others who may be called upon to help develop an approach to school violence in their communities such as teachers, law enforcement officers, school counselors, and those in related professions.

**Fee** - \$50

### Workshop #14

5/26/99  
6:00 PM - 9:00 PM  
Room 4A

#### **Essential OBM Consulting and Facilitation Skills for Soon to be Consultants**

BRIAN L. COLE, Ph.D., Tracy Turkow, Ph.D., Tim Nolan (Continuous Learning Group)

**Description** - This workshop will focus on basic consulting and facilitation skills. Specifically, the workshop will include the following topics: Using behavior analysis to objectively communicate, providing objective feedback, facilitating meetings using flipcharts and other tips, and facilitating role-playing.

**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; and facilitate a variety of types of role-plays with a diverse audience.

**Activities** - Participants will be actively involved in an experientially-based workshop during which they will be involved with the following activities: practicing communicating in an objective manner during role-play sessions; Practicing providing effective feedback to others in subgroups; discussing effective meeting tips and flipcharting techniques; and facilitating team meetings and 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.

**Fee** - \$60

### Workshop #15

5/26/99  
6:00 PM - 9:00 PM  
Room 4D

#### **Desktop and Online Collection, Management and Sharing of Response Rate Data Using Java and Open Source Software**

GEORGE W. LAWTON, Ph.D. (U-t-S Corporation),  
Kenneth Stephens (Operant Websites Inc.)

**Description** - Open source software is software that is distributed with source code included. Much of it is free over the Internet. This workshop will demonstrate response-rate data sharing using Java components and open source software.

**Objectives** - To teach practitioners how to use open source software and internet applications to collect, manage and share response rate data.

**Activities** - Attendees will learn the steps to obtain, download, install and set up a computer with the Linux operating system, a powerful multi-user, multi tasking operating system that is available free or for a small charge. Additionally, the use of custom software components will be addressed, as will the use of the Apache web server, the most widely used web server in the world. Attendees will listen to short lectures introducing techniques for electronic representation of response rate data. Each brief lecture presentation will be followed by a hands-on computer exercise demonstrating the loading and use of custom software.

**Audience** - Practitioners of OBM and precision training who need ways to present and share response rate data with other researchers, managers, trainers, teachers, or trainees.

**Fee** - \$100

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## Workshop #16

5/26/99

6:00 PM - 9:00 PM

Marquette Room

### **The Analysis Treatment of Habit Disorders with Simplified Habit Reversal Procedures**

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

**Description** - In this workshop, participants will learn how to use a simplified habit reversal approach to treat habit disorders (tics, trichotillomania, nervous habits, and related disorders). Research has shown the multi-component 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. A review of this literature will be presented. The remaining focus of the workshop will be on teaching participants the simplified habit reversal approach and adjunct procedures to augment simplified habit reversal when necessary. Discussion will address such topics as methods for recording habit disorders, assessment of treatment outcome, compliance with treatment, and long-term maintenance. 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.

**Objectives** - 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. 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 for a variety of habit disorders will be presented didactically. Recent research on the functional analysis of habit disorders will also be presented. Participants will be encouraged to ask questions and relate their own experiences with behavioral assessment and treatment of habit disorders. The habit reversal procedures will be described and modeled for participants. Participants will have an opportunity to practice the procedures in role-play.

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

**Fee** - \$50

## Workshop #17

5/26/99

6:00 PM - 9:00 PM

Room 4B

### **Building Fluency in Fine and Gross Motor Behavior Elements**

CARL BINDER, Ph.D. (Binder Riha Associates), Giordana Malabello (The Australia Optimal Learning Center Pty Ltd.), Ann Desjardins (Cache Valley Learning Center)

**Description** - This workshop provides concepts, tools, and methods for developing fluency in behavioral elements -- the most rudimentary fine and gross motor components that form the foundation for virtually every other type of skilled behavior. Dysfluency in these basic components blocks development of other skills in children and disabled individuals. Efficient Precision Teaching methods offer dramatic solutions in cases where students have had difficulty acquiring academic, self-care, vocational, and other types of skilled behavior. Workshop leaders will present behavior pinpoints, fluency standards (aims), guidelines for developing materials and procedures to build fluency, and data sets illustrating assessment and successful development of basic motor elements. In addition, they will discuss cases in which these methods have caused dramatic breakthroughs where traditional chaining and discrete trial approaches have failed. The workshop's aim is to introduce behavioral educators and clinicians to this largely unknown avenue for improving regular and special educational programs, and is presented by individuals who have done this type of work for many years, some of whom participated in the original efforts to apply Precision Teaching to behavior elements during the 1970's.

**Objectives** - Participants will be able to use tools and information provided in this workshop to: identify behavior elements of fine and gross motor skills; determine competent levels of performance and conduct diagnostic assessments; analyze composite behavior into its elementary components; develop material and procedures for building fluent performance on behavior elements; and monitor progress toward fluency using Precision Teaching methods.

**Activities** - Activities include: presentation by facilitators of background, concepts and tools; viewing of slides and/or videotapes of clinical examples; group exercises demonstrating the effects of dysfluent behavior elements (e.g., using non-dominant hand, slow-paced responding prompted with a metronome, etc.); 15-second samples of participants' behavior to estimate competent levels; using the Learning Channel Matrix to classify behavior pinpoints; using worksheets to analyze vocational, self-

care, and academic skill into behavior elements; brainstorming and discussion of materials for isolating and combining behavior elements; role-plays of practice procedures following models provided by facilitators; discussing implications for education, physical and occupational therapy, language training, and rehabilitation; and questions and discussion.

**Audience** - Practitioners or trainers involved in early education, rehabilitation, or other fields where development of fine and gross motor foundation skills is essential. Also researchers studying fluency in component/composite behavior relationships

**Fee** - \$70

### Workshop #18

5/27/99

8:00 AM - 11:00 AM

Room 4D

#### Data Collection and Display via the Web

KENNETH R. STEPHENS (Operant WebSites, Inc.),  
George Lawton (U-t-S Corporation)

**Description** - Behavior analysts working in business environments are surrounded by technology that could support their objectives if they only knew how. Most clients who employ performance management and safety consultants have intranets as well as a corporate web site that could be used to collect behavioral data, store it, and display it. This workshop will acquaint participants with three levels of using the Web: accessing information through the Web, publishing static content on the Web, and publishing dynamic Web applications. Participants will become conversational about web technology, so that they can recognize business opportunities to employ it to support behavioral interventions. A shared computer with a self-contained web server will allow them to perform activities under supervision of the instructors.

**Objectives** - Participants will be able to:

- ♦ Define and explain a number of terms and concepts applying to Internet technology
- ♦ Differentiate between a web page and a web application
- ♦ Discuss the potential for web applications to complement and enhance applications of behavior analysis in business and education
- ♦ Trace the data flow in a three-tier web application architecture
- ♦ Discuss three methods for generating HTML "on the fly" for dynamic web applications
- ♦ Discuss techniques for activating the user interface of a web page or application
- ♦ Discuss and define the various components of a web

application based on Active Server Pages

- ♦ Discuss the advantages of Java and how it is being used on both client and server sides of a web application.

**Activities** - Participants will receive a detailed set of workshop instructional objectives and study guide. As the discussion/lecture addresses each of the knowledge-level objectives, the participants will take notes, and raise questions. Later, synthesis level objectives will be tested by allowing each participant to create, at block diagram level of analysis, a design for a dynamic web site which supports the collection, storage, and display of behavioral data. Teams of participants will work with computers equipped with web server software, and will create web pages using simple HTML commands. They will fill in missing data in partially completed Active Server Page files, exercising their knowledge of the components of a web application, and run it to collect and display data.

**Audience** - This workshop is targeted toward OBM analysts, trainers and others requiring automated or off-site data collection. Participants will need some minimal level of familiarity with computers, and a desire to learn more about the Internet (or intranet) and how they can use it as a tool to assist behavioral data collection.

**Fee** - \$100

### Workshop #19

5/27/99

8:00 AM - 11:00 AM

Room Boulevard A

#### Building Conversational Skills for Children, Youths, and Adults with Autism: How to Use Script-fading Procedures

LYNN E. MCCLANNAHAN, Ph.D. Gregory S. MacDuff,  
Ph.D. Edward C. Fenske, Ph.D. Patricia J. Krantz, Ph.D.  
(Princeton Child Development Institute)

**Description** - Although most children and adults with autism learn to talk, many do not spontaneously initiate social interaction or engage in conversational turn taking. Initiations, when they occur, are often limited to mands (e.g., "I want . . ."). They seldom pertain to other peoples' activities and interests or to past or future events. It is possible that discrete-trial training contributes to this skill deficiency. In a discrete-trial paradigm, the teacher asks a question or gives an instruction, waits for the student to respond, and delivers response-contingent feedback; this format does not result in typical social exchanges. In addition, young peoples' failure to engage in spontaneous language may have an impact on the behavior of parents and caregivers; friendly inquiries and casual conversation are frequently ignored and may subsequently decline in frequency, with the result that people with autism are less

likely to be exposed to give and take of ordinary conversation. Recent research on teaching people with autism to use conversational scripts that are subsequently faded offers a means of circumventing this dilemma.

**Objectives** - The workshop will review research on scripting social interaction and fading scripts, and will teach participants how to apply this technology to diminish the social interaction deficits of toddlers, children, adolescents, and adults with autism. Instruction will include (a) how to use written and audiotaped scripts, (b) how to apply these procedures to readers and nonreaders, (c) how to collect data on people's scripted and unscripted verbal productions, (d) how to fade scripts, and (e) how to program for the generalization and maintenance of conversational skills.

**Activities** - Activities will include presentations accompanied by outlines, question-and-answer sessions, and videotaped examples of how to use script and script-fading procedures to promote the conversational language of people of different ages, and people with verbal repertoires that vary from single words to sentences or paragraphs. Brief practicum experiences will illustrate how to fade scripts and how to promote generalization and maintenance of social interaction skills. The workshop will conclude with information about how to troubleshoot procedural and practical problems.

**Audience** - The workshop is designed for teachers, clinicians, and parents who provide intervention for people with autism, and for their trainers, supervisors, and mentors.

**Fee** - \$90

*Visit the ABA*

# EXPO

*Friday, May 28*

*9:30 p.m. - 11:30 p.m.*

*International Ballroom North*

*Graduate Training Programs, ABA Committees, Special Interest Groups, Affiliated Chapters and more*

## Workshop #20

5/27/99

8:00 AM - 11:00 AM

Room PDR 2

### **Intensive Early Intervention: Program Enhancements, Complex Treatment Methods, and Alternative Skills to Remediate Inadequate Treatment Progress**

ERIC V. LARSSON, Ph.D. (REM Health), Angela Keene, Kara Riedesel (University of Kansas), Caroline Robillard, Maja Schmitt (Minnesota Intensive Early Intervention Project)

**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 them. 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 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.

**Fee** - \$52



## Workshop #21

5/27/99

8:00 AM - 11:00 AM

Room 4C

### Using a Person-centered Planning Strategy to Develop Goals for People with Behavioral Challenges

KURT A. FREEMAN, M.A. (Father Flanagan's Boys' Home), Cynthia M. Anderson (Munro-Meyer Institute) Donald K. Kincaid (West Virginia University Affiliated Center for Developmental Disabilities)

**Description** - Person-centered planning is increasingly becoming part of the services provided to people with behavioral challenges and/or developmental disabilities. Based on the underlying philosophy, various strategies can be used to help care-providers, family members, and agency personnel become and remain person-centered in the approaches they use to support individuals and/or families. In this workshop, a particular person-centered planning strategy, called Planning Alternative Tomorrows with Hope (PATH), will be presented in detail. PATH is a planning strategy that assists individuals, family members, and team members in developing appropriate and objective short and/or long-term goals for the future. The strategy involves also developing a time line for achieving those goals, and increases accountability by requiring people to commit to working on the goals. The PATH process fits well within a broader behavior analytic approach to intervening with people presenting with behavioral challenges. Specifically, completing the process provides access to information about how to best structure the environment to help the individual and/or family succeed.

**Objectives** - During the workshop, participants will be presented with information regarding when it is useful and appropriate to complete the PATH process. Specifically, participants will become familiar with who should participate in the process, as well as the types of problems that may best be addressed by planning in this manner. Participants also will be presented with the steps of the PATH process. Further, they will have the opportunity to learn and practice various team facilitation techniques that are involved when conducting a PATH. Finally, they will learn various group graphic techniques that are often useful when completing a PATH or other person-centered planning strategies.

**Activities** - Will include (a) didactic lecture and discussion to establish the rationale and conditions for using the PATH process; (b) interaction with examples of completed PATHs; (c) practice of team facilitation strategies to use when conducting a PATH, including practice completing several actual steps of the process; and (d) opportunities to practice utilizing group graphic techniques to document information produced while completing a PATH.

**Audience** - This workshop is appropriate for people who are already familiar with the person-centered values base and philosophy. Content of the workshop would be appropriate for behavior analysts, educators, therapists, other service providers, and family members of people presenting with behavioral challenges.

Fee - \$65

## Workshop #22

5/27/99

8:00 AM - 11:00 AM

Boulevard B

### The Making of a Stable Family

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

**Description** - The workshop topic is taking coercion out of parenting. Parents attempt to manage behavior in ways they hope will be both effective and expedient. Unfortunately, they also tend to be negative. Non-coercive, positive management strategies will be discussed and demonstrated through role-playing. A distinction will be made between consequential and inconsequential behaviors, and how to deal effectively with each. The workshop content is in three sections: 1) Parenting traps and how to avoid them, including criticism, sarcasm, threats, questioning, logic, arguing, physical and verbal force, and despair; 2) Non-coercive response to inappropriate behavior using extinction, paired with correction procedures, the selective reinforcement of appropriate behaviors, and a stop, redirect, reinforce strategy; and 3) Responding to children when they behave well by acknowledging appropriate behavior in some appropriate way, intermittently, casually and briefly, and using "rich" verbal praise.

**Objectives** - To equip professionals and parents with data-based strategies and non-coercive skills to effectively raise children in today's troubled environment.

**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 that will highlight and illustrate key points. It will be very interactive.

**Audience** - Parents and professionals including psychologists, counselors, social workers, and other direct family-care providers.

Fee - \$50

## Workshop #23

5/27/99

8:00 AM - 11:00 AM

Joliet Room

### **Munchausen Syndrome-by-Proxy: Assessment and Intervention**

JOSEPH WYATT, Ph.D. (Behavior Analysis Digest),  
Sandra Kiser-Griffith, M.A. (Diversified Consulting)

**Description** - Munchausen Syndrome-by-Proxy (MSBP) is a form of child abuse that is more common than was previously thought. In this syndrome, a caretaker, most often a parent, repeatedly injures a child or makes a child ill so that the parent can then receive positive attention from medical professionals and others. About 8% of such cases prove fatal. More typically the abuse goes on for years, undetected, with smothering the most frequent method of injury to the child.

**Objectives** - Attendees will learn the incidence of MSBP, its description, common signs of it in both the child and the parent, and will become familiar with several high profile cases. Also, attendees will learn guidelines for assessment and for conducting a team-based intervention, as well as how to avoid wrongful accusations.

**Activities** - Lecture/discussion with several brief videos and overheads is the general format of the workshop. Several handouts will be distributed. Audience members will be encouraged to present their own actual or suspected cases for group discussion.

**Audience** - Professionals with little or no experience with MSBP are the target audience. This training is especially recommended for those who work with children 10 and under, although MSBP does occur with older children. Behavior analysts, psychologists, social workers, physicians, counselors, nurses and law enforcement officers will benefit from the training, as will those who train such professionals.

**Fee** - \$50

## FUTURE ABA CONVENTIONS

2000	Washington D.C.
2001	New Orleans
2001, November	Italy
2002	Toronto
2003	San Francisco

## Workshop #24

5/27/99

8:00 AM - 11:00 AM

Room 4E

### **Sequential and Traditional Data Collection and Analysis Strategies Using Computer Technology: Hands-on Application of the BEST System**

TOM SHARPE, Ed.D. (Purdue University)

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

**Objectives** - Participants will exit with software-based data collection and analysis competencies in a Windows 95/98 environment, including the ability to 1) generate a time-based behavioral record using inclusive overlapping category systems, 2) perform traditional and sequential analyses and interpret Z score transformations, and 3) create and edit graphic data representations.

**Activities** - Activities include review of traditional behavior analysis recording methods; introduction to and hand-on application of, a computer-based package designed to enhance behavior analyses of complex interactive environments; and detailed demonstration of data-collection features, discrete and sequential analysis capabilities, and within and across data-file graphic representation.

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

**Fee** - \$125

## Workshop #25

5/27/99  
8:00 AM - 11:00 AM  
Room 4A

### How to Develop, Produce and Use SAFMEDS

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

**Description** - SAFMEDS, an acronym for "Say All Fast Minute Every Day Shuffled," represents a procedure to promote fluency in verbal behavior developed by Ogden Lindsley some 20 years ago. Learners see information on the front of a card and attempt to say a brief appropriate response that can be found on the back. The use of the technique by Precision Teachers has provided an easy way to monitor learning large numbers of facts and concepts. Users and practitioners have reported enhanced retention of material, endurance of behavior, ease of application to new material, and objective performance standards.

**Objectives** - Participants should be able to develop sets of SAFMEDS for content areas in which they teach or train that conform to the rules provided and explained in the workshop; produce SAFMEDS master from the Macintosh-based template for Microsoft Word provided 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 the use of the templates provided to produce SAFMEDS masters on the Macintosh to be printed as decks on card stock; discuss alternatives for 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 of the workshop should either have competent subject matter repertoires and be interested in promoting fluent verbal behavior in specialty areas for students, clients or employees, or want to improve their own repertoires in a content area.

**Fee** - \$70

Germany's Contribution to  
The ABA Expo

**PSYCHOTOOL.COM**

Self-Management via CD-ROM

e-mail: Learnps@aol.com (Dipl. Psych. Petra Nagel)  
c\_thiermann\_99@yahoo.com (Claus Thiermann)

## Workshop #26

5/27/99  
8:00 AM - 11:00 AM  
Room PDR 1

### Developing an Individualized, Language-Based Curriculum for Young Children with Autism

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

**Description** - The field of Behavior Analysis has been of considerable assistance in developing effective teaching procedures for young children who have been diagnosed with autism. Ideally, each child should have an individualized curriculum that takes into account his motivation and specific skills levels. This curriculum should result in intervention strategies that teach skills that will allow him to acquire new skills from his everyday interactions, and reduce the need for highly specialized instruction. Therefore, identification of a critical set of basic learner skills is extremely important to the development of an effective curriculum. Because language delays are one of the defining characteristics of the diagnosis of autism, special emphasis must be placed on the development of the child's verbal skills. B. F. Skinner's analysis of verbal behavior provides a useful guide for analyzing a child's motivation and language skills, and for the development of a language-based curriculum. An assessment of language, based on Dr. Skinner's analysis of verbal behavior, and other basic learner skills will be reviewed along with a language-based curriculum and a skills tracking system to measure development of the child's verbal skills. B. F. Skinner's analysis of verbal behavior provides a useful guide for analyzing a child's motivation and language skills, and for the development of a language-based curriculum. In this workshop, an assessment of language, based on Dr. Skinner's analysis of verbal behavior, and other basic learner skills will be reviewed along with a language-based curriculum and a skills tracking system to measure a child's progress.

**Objectives** - There are several specific learner objectives:

1. Participants will be able to identify basic learner skills that are important to include in a curriculum for young children with autism
2. Participants will be able to identify examples of B. F. Skinner's verbal operants.
3. Participants will be able to describe how curricular variables affect the motivation of young children with autism.
4. Participants will be able to identify how teaching a child to mand for reinforcers results in the development of several other important learner skills.
5. Participants will be able to identify components an initial behavioral language assessment such as to determine the most appropriate initial language intervention for young children with autism. Participants will review the



components of a behavioral language assessment (based on the work of Dr. Skinner) and other basic learner skills such as to determine the most appropriate initial language-based intervention for young children with autism. A review of a specific sequence of learner skills will be presented for several verbal operant repertoires. A review of a specific learner's skills profile will be conducted, followed by an analysis of the student's educational priorities, and the selection of appropriate language-based instructional objectives for the learner.

**Audience** - This workshop would be appropriate for behavior analysts, teachers, and/or educators who are responsible for assessing skills or for the development or monitoring of skill development programs for young children with autism.

**Fee** - \$60

### Workshop #27

5/27/99

8:00 AM - 11:00 AM

Room 4B

#### **Specialized Behavioral Techniques: Treating Young Children with ADHD or ODD without Medication**

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

**Description** - Many young children today are labeled with Attention Deficit Hyperactivity Disorder (ADHD) or Oppositional Defiant Disorder (ODD). Typically, these children exhibit problem behaviors such as: noncompliance, talking back, whining, tantruming, getting out-of-seat, nonattending, hitting, kicking, yelling, etc. The inability or unwillingness of parents, teachers and other professionals to control these behaviors often leads to prescribing medications for young children. The workshop presenter is a foster parent and has been a behavioral psychologist for 18 years. The presenter will provide participants information and training in the use of specialized behavioral techniques that are effective in changing the behaviors of these young children so that they can learn to exhibit appropriate behavior at home, in school and in other community settings without the use of medications.

**Objectives** - At the completion of this workshop, participants will be able to: 1. Name several specific problem behaviors that young children with ADD or ODD exhibit and specific appropriate behaviors to replace those problem behaviors. 2. Name and describe several preparatory/anticipatory techniques that encourage/invite appropriate behaviors in young children with ADD or ODD. 3. Name and describe several reinforcing techniques that reward appropriate behaviors exhibited by young children with ADHD or ODD. 4. Name and describe several techniques that discourage/eliminate problem

behaviors in young children with ADHD or ODD. 5. Name and describe several ways to encourage foster parents, teachers and day care providers to use the techniques above to eliminate the need to use medications with young children with ADD or ODD.

**Activities** - Participants attending the workshop will: 1. Receive handouts listing specific problem behaviors of young children with ADHD or ODD. 2. List specific appropriate replacement behaviors for young children with ADHD or ODD. 3. Receive handouts listing specialized behavioral techniques for teaching appropriate replacement behaviors to young children with ADHD or ODD. 4. Listen to descriptions, case examples and personal experiences of using these specialized behavioral techniques. 5. View videotaped and role-play demonstrations of these specialized techniques. 6. Role-play and practice these specialized techniques and receive feedback. 7. Ask questions about the use of these techniques with specific cases of the participants.

**Audience** - This workshop will be helpful to all individuals who work with young children diagnosed with ADHD or ODD, including: foster/adoptive parents, birth parents social workers, therapists, school counselors, teachers, day care providers, psychologists and psychiatrists.

**Fee** - \$55

### Workshop #28

5/27/99

8:00 AM - 11:00 AM

Room PDR 5

#### **Keys to Discriminating Behavior Change Processes**

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

**Description** - Beginning students and even well-trained behavior analysts struggle with distinctions between "positive reinforcement," "negative reinforcement," "extinction of positive reinforcement," "extinction of negative reinforcement," "positive punishment," and "recovery from negative punishment." These confusions have a respectable history (Skinner, 1938; 1953). "Concept Analysis," (Tiemann and Markle, 1990) is a technique for identifying the critical attributes of concepts and principles. A concept analysis of the basic behavior change process reveals that each can be defined along the same two dimensions: 1) how behavior affects the environment, and 2) how environment affects behavior. These two dimensions can be illustrated graphically, revealing how each process is related to the others by its location on the diagram.

**Objectives** - By the end of this workshop, participants will be able to label examples of the eight basic behavior change processes. This skill is a key component in the

analysis of behavior problems and the design of behavior change procedures to solve those problems.

**Activities** - Participants will practice labeling everyday examples of the eight behavior change processes, using a "job aid" developed from a concept analysis of those processes. The workshop will be practice-intensive. The instructor will present examples of each process and ask participants to hold up the appropriate response card for each example. Participants will also have the opportunity to test their discrimination and generalization skills with new examples at the beginning and the end of the workshop.

**Audience** - This workshop will be useful to anyone responsible for analyzing behavior problems and designing behavior change procedures to solve those problems, as well as to individuals responsible for teaching those skills. Each participant will receive a set of workshop materials along with instructions on how to use them, which may be incorporated into his or her own training materials.

**Fee** - \$70

### Workshop #29

5/27/99

8:00 AM - 11:00 AM

Marquette Room

#### **Publishing and Marketing for Behavior Analysts: How to Get Going, Publish, and Use Distributors, Media, and the Internet**

ROGER W. MCINTIRE, Ph.D. Donald K. Pumroy, Ph.D.  
(University of Maryland)

**Description** - Behavior analyst professionals have expressed frustration in their efforts to use the trade-publishing field as a means of presenting our behavioral approach to the more general audience of teachers, parents, and professionals in overlapping psychological fields. Often in the trade market questions and objections to the behavioral approach interfere when attempting to present the behavioral view in the trade publishing media. The workshop will review our best strategies in these publishing fields and give particular attention to marketing these publications through traditional distributors, the talk media, and internet. The instructors have experience in all of these avenues including a thriving independent publishing business. First, the instructors will present their experiences as authors proposing manuscripts to large publishers, selections of publishers, and matching manuscripts to specialty publishers. More recent methods of self-publishing, and cooperative publishing will be included. Production and marketing as an independent publisher will be a main focus. Marketing methods in the electronic media will be surveyed and the opportunities used by the instructors will be described.

**Objectives** - Participants will become familiar with the behind the scenes operations of book publishing and promotion by independent presses. They will also discuss the wide range of media selections available to the behavior analyst, as well as software that can enhance both production and marketing. Production considerations from cover design to reviews will be a part of the information that may benefit the participant.

**Activities** - In appropriate sized subgroups, participants will present their own publishing projects that are in the proposal stage as well as ones more developed. The experiences of the participants with productivity, organization, level of material, and selection of a target audience will be the subject of reports to the larger group. The instructors will summarize possible strategies and solutions to book promotion difficulties.

**Audience** - The workshop considers Behavior Analyst professionals and their strategies in reaching a larger public audience. Participants with experience as authors and presenters of the behavioral approach are most likely to benefit from the workshop activities. Participants would include college faculty, authors in private practice, as well as authors in school psychology and teaching.

**Fee** - \$55

### Workshop #30

5/27/99

8:00 AM - 11:00 AM

Room PDR 6

#### **Techniques of Conceptual Analysis**

PETER HARZEM, Ph.D. (Auburn University)

**Description** - Reports of scientific findings and discussion of scientific issues entail one or both of two types of statements: those concerning empirical findings, and those concerning concepts. Generally, behavior analysts have highly trained skills in matters dealing with the analysis and presentation of data. Skills of conceptual analysis tend, on the other hand, not to receive as much attention. However, these skills are helpful, and sometimes essential, in examining theoretical statements and basic assumptions, and in debating, for example, with non-behaviorist psychologists, issues related to concepts such as 'mind', 'consciousness', 'cognition', and the like. This workshop presents these skills, and provides practice in the application of these skills.

**Objectives** - Participants will learn: 1. What are empirical and conceptual statements; 2. To Distinguish empirical statements from conceptual statements; 3. To distinguish the types of conceptual statements; 4. The techniques of assessing conceptual statements.

**Activities** - Participants will practice: 1. Identifying the dynamic features of word usage; 2. Critically assessing theoretical and conceptual statements; 3. Discussing such assessments.

**Audience** - Behavior analysts who have some experience of research and literature search

**Fee** - \$55

### Workshop #31

#### A Stimulus Class Technology of Teaching and Some Areas for Applied Behavior Analysis

5/27/99

8:00 AM - 11:00 AM

Room 4F

ROBERT STROMER, Ph.D. (Eunice Kennedy Shriver Center)

**Description** - Research on the formation of stimulus classes, particularly equivalence classes, is an active area of behavior analysis that has important implications for how one teaches communication, language, academic, independent living, and social skills. However, over 25 years of research on stimulus classes has yielded only a few demonstrations of the applied significance of the area. This workshop is intended for behavior analysts who would like to help change this state of affairs and explore some of the possibilities for applied research involving "a stimulus class technology of teaching." We will examine details of research methods, concepts, areas of prior applications, and directions for future study. To make broad contact with areas of application, we will consider an integrated conceptual framework that places the stimulus equivalence phenomenon in a context of feature and arbitrary stimulus classes. In addition, the relevance of this approach for addressing problems of programming generalization and transfer of behavior change will be considered, as well as the relationships between verbal and nonverbal behavior. To adapt the workshop to specific areas of interest, participants will be asked to acquaint themselves beforehand with background material at the instructor's website and contribute to a list of discussion topics.

**Objectives** - The objectives of this workshop will be to (a) give the participant a thorough understanding of selected research methods appropriate for applied analyses of stimulus class formation, (b) expose the participant to an integrated conceptual framework for applying a stimulus class technology of teaching, and (c) assist the participant to formulate a plan for conducting an original research project involving this technology.

**Activities** - As background, before attending the workshop participants will be asked to (a) read a paper titled

"Classroom Applications for Stimulus Equivalence Technology" by Stromer, Mackay, and Stoddard that appeared in the Journal of Behavioral Education (1992, 2, 225-256), (b) formulate answers to a series of study questions prepared for that article, and (c) contribute to a survey of discussion topics to be addressed during the workshop. These materials are available electronically at the instructor's website:

<http://www.Shriver.Org/Research/Psychological/Staff/Stromer>. (difficulties accessing these materials should be brought to the instructor's attention at [rstromer@shriver.org](mailto:rstromer@shriver.org)). During the workshop, lecture and demonstrations will expand the content of the target article and reflect recent developments in applied research. Assessment data will be described to illustrate different scenarios for future research. Discussions of current research will include applications in teaching symbol communications, reading, writing, number, and social skills. As a specific focus, the role of feature and arbitrary classes in the generalization and transfer of behavior change will be addressed. The participants' suggestions for discussion topics will be incorporated throughout the workshop. (Participants will have access to a list of the most frequently suggested discussion

**Audience** - topics that will be updated periodically through mid-May.) This "intermediate-level" workshop is designed for participants who (a) would like to further the applied analysis of a stimulus class technology of teaching, (b) have at least undergraduate academic training in the principles and methods of behavior analysis, (c) have actually used behavioral principles and methods in an applied setting to teach someone to perform a language, communication, cognitive, or academic task, and (d) have read the target article mentioned earlier. This workshop is open to a maximum of 25 participants.

**Fee** - \$110

### 1999 CONVENTION BOOKSTORE

*Offering titles in the following categories:*

Clinical and Behavioral Intervention (CBI)  
Developmental Disabilities and Autism (DDA)  
Human Development (HD)  
Experimental Analysis of Behavior (EAB)  
Animal Training and Behavior (AB)  
Education and Instructional Design (E)  
Organizational Behavior Management and Performance Improvement (OBM)  
Pharmacology and Behavioral Medicine, (P, BM)  
Theoretical Analysis of (T)  
The Analysis of Verbal Behavior (V)  
Professional Development (PD)



## Workshop #32

5/27/99

8:00 AM - 11:00 AM

Room 4G

### Improved Oral Presentations

NED CARTER, Ph.D. (Virginia Polytechnic Institute and State University), Kenneth Nilsson (University Hospital, Uppsala, Sweden) Lawrence Littleton (Virginia Polytechnic Institute and State University)

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

**Objectives** - Participants will learn to identify high probability audience demands prior to appearing. Participants will learn techniques to promote audience demands. 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 participants.

**Audience** - Behavioral 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 the use in role-playing exercises.

Fee - \$55

## Workshop #33

5/27/99

8:00 AM - 11:00 AM

Room PDR 3

### Promoting Positive School-Wide Educational Outcomes: Strategies for Academic and Behavioral Change

ROBERT F. PUTNAM, Ph.D. Gretchen L. Jefferson (May Institute) Lynn Petetit (Massachusetts Urban Project)

**Description** - School systems increasingly serve students who present with challenging academic and behavioral issues. The systems current in place to manage the needs of

these students are costly and inefficient. Further, these approaches rarely have an empirical basis. With the reauthorization of IDEA, educators have the additional task of including students with exceptional needs in general education settings. Responsible and successful inclusion of these students requires the use of validated assessment and intervention practices. The goal of this workshop is to teach participants empirically based district and school-wide strategies that will ensure positive academic and behavioral outcomes for all students. Participants will be provided an overview of the shortcomings of current practices for the identification and remediation of problems that interfere with educational success. A review of validated alternatives that provide useful formative and summative evaluation of student progress and outcomes also will be provided.

**Objectives** - Participants will receive training in the use of a problem-solving approach for the assessment and resolution of educational problems at the individual school and district levels. Special emphasis will be given to a) the early identification of those students who are at risk of the development severe behavior disorders and/or academic failure; b) identification of necessary behavioral support strategies within the district, and c) ongoing assessment of the efficacy of the supports for meeting the needs of students with challenging behavior within

the district. Participants will be taught how to provide recommendations for program improvements that are based on evaluation outcomes. Participants will be taught specific procedures for the development and implementation of empirically based behavioral support strategies at district-wide, school-wide, group and individual levels. Further training will be provided in the use of Curriculum-Based Measurement (CBM) which are standardized, short duration fluency measures of basic academic skills and the use of formative activities evaluation in making educational decisions for students. Instruction will include both a didactic presentation and guided practice in the development of district-wide and school-wide assessment practices. Participants will use the results of their assessment to determine the most appropriate empirically based behavior support strategies to effectively improve the social climate of the school and social skills development of individual students. Participants will also learn to administer and score Curriculum Based Measurement strategies.

**Audience** - Behavioral consultants, Administrators, Special Education Teachers and School Psychologists.

Fee - \$50

# 1999 Convention Registration Form

Mail form and payment to: ABA Convention Registration; 213 West Hall; Western Michigan University;  
1201 Oliver Street; Kalamazoo, MI 49008-5052

## Personal Information

NAME (Last, first, middle)

*Fill out the following information ONLY if changed:*

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PREFERRED MAILING ADDRESS 2

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## Convention Name Badge

Print your name as you would like it on your badge

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Expiration Date

Signature

**Note:** To register as a member, you must be a member for the 1999 calendar year. If you do not wish to renew your membership for 1999, 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, pay the "Before 3/15" amount. Discounts that are not taken will be considered donations to ABA unless a written request is submitted.

## Registration for the Entire Convention

Choose your membership category from the list below. Fill in the appropriate amount: \$ \_\_\_\_\_

Category	Before 3/15	After 3/15
Sustaining, Supporting, Full or Affiliate	\$83.00	\$104.00
Emeritus and Student	\$37.00	\$47.00
Chapter-Adjunct	\$110.00	\$131.00
Non-member	\$215.00	\$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 below and fill in the total (fee x # of days): \$ \_\_\_\_\_

Category	Before 3/15	After 3/15
Sustaining, Supporting, Full or Affiliate	\$37.00	\$47.00
Emeritus and Student	\$37.00	\$47.00
Chapter-Adjunct	\$53.00	\$63.00
Non-member	\$74.00	\$84.00

## Special Events & Materials

25<sup>th</sup> Anniversary Banquet \$45 .....\$ \_\_\_\_\_

Sweatshirts with Chicago '99 Logo

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

Short-Sleeved T's with Chicago '99 Logo

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

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

Long-Sleeved T's with Chicago '99 Logo

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

Chicago '99 Mug / \$5 ea. ....\$ \_\_\_\_\_

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

Registration for ABA '99 Convention .....\$ \_\_\_\_\_

Total Registration Payment Enclosed .....\$ \_\_\_\_\_

# ABA '99 Workshop Registration Form

Select workshops from the list below. Enter the total fee at the bottom of this page and on the reverse of this form by "Workshop Fee Total". DO NOT SELECT overlapping workshops. Workshop fees and convention registration may be paid with on check or credit card entry (see reverse side). Receipts and registration materials can be picked up 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.

## Wednesday May 26, 1999

1. 10 AM - 5 PM; *Standard Celeration Chart Reading and Charting*; Members \$130, Others \$145
2. 10 AM - 5 PM; *Creating Business Success through Behavior Change*; Members \$120, Others \$135
3. 10 AM - 5 PM; *Functional Analysis of Problem Behavior in Public School*; Members \$105, Others \$120
4. 10 AM - 5 PM; *Prevention of Severe Problem Behaviors in Individual...*; Members \$100, Others \$115
5. 10 AM - 5 PM; *Teaching Defiant Hyperactive Children to Follow Directions and Behave Well...*; Members \$105, Others \$120
6. 10 AM - 5 PM; *FAP Enhanced Cognitive Therapy for Depression*; Members \$95, Others \$110
7. 10 AM - 5 PM; *A Practical Introduction to Direct Observation and Measurement of Behavior in Applied Settings*; Members \$105, Others \$120
8. 10 AM - 5 PM; *Psychology and AIDS Education: Teaching a Behavior...*; Members \$115, Others \$130
9. 6 PM - 9 PM; *Sleep and its Disorders among Persons with...*; Members \$55, Others \$70
10. 6 PM - 9 PM; *The Pyramid Approach to Education*; Members \$75, Others \$90
11. 6 PM - 9 PM; *Beyond Training: An Analytical Process for Improving...*; Members \$80, Others \$95
12. 6 PM - 9 PM; *Keeping Customers Coming Back: A Model and Methodology...*; Members \$65, Others \$80
13. 6 PM - 9 PM; *School Violence: Assessment and Intervention*; Members \$50, Others \$65
14. 6 PM - 9 PM; *Essential OBM Consulting and Facilitation Skills...*; Members \$60, Others \$75
15. 6 PM - 9 PM; *Desktop and Network Data Sharing for OBM...*; Members \$100, Others \$115
16. 6 PM - 9 PM; *The Analysis and Treatment of Habit Disorders...*; Members \$50, Others \$65
17. 6 PM - 9 PM; *Building Fluency in Fine and Gross Motor Behavior Elements*; Members \$70, Others \$85

## Thursday May 27, 1999

18. 8 AM - 11 AM; *Data Collection and Display via the Web*; Members \$100, Others \$115
19. 8 AM - 11 AM; *Building Conversational Skills for Children, Youths, and Adults with Autism: How to Use Script-fading Procedures*; Members \$90, Others \$105
20. 8 AM - 11 AM; *Intensive Early Intervention: Program Enhancements, Complex Treatment Methods, and Alternative Skills to Remediate Inadequate Treatment Progress*; Members \$52, Others \$67
21. 8 AM - 11 AM; *Using a Person-centered Planning Strategy to Develop Goals for People with Behavioral Challenges*; Members \$65, Others \$80
22. 8 AM - 11 AM; *The Making of a Stable Family*; Members \$50, Others \$65
23. 8 AM - 11 AM; *Munchausen Syndrome-by-Proxy: Assessment and Intervention*; Members \$50, Others \$65
24. 8 AM - 11 AM; *Sequential and Traditional Data Collection and Analysis Strategies Using Computer Technology: Hands-on Application of the BEST System*; Members \$125, Others \$140
25. 8 AM - 11 AM; *How to Develop, Produce and Use SAFMEDS*; Members \$70, Others \$85
26. 8 AM - 11 AM; *Developing an Individualized, Language-Based Curriculum for Young Children with Autism*; Members \$60, Others \$75
27. 8 AM - 11 AM; *Specialized Behavioral Techniques: Treating Young Children with ADHD or ODD without Medication*; Members \$55, Others \$70
28. 8 AM - 11 AM; *Keys to Discriminating Behavior Change Processes*; Members \$70, Others \$85
29. 8 AM - 11 AM; *Publishing and Marketing for Behavior Analysts: How to Get Going, Publish, and Use Distributors, Media, and the Internet*; Members \$55, Others \$70
30. 8 AM - 11 AM; *Techniques of Conceptual Analysis*; Members \$55, Others \$70
31. 8 AM - 11 AM; *A Stimulus Class Technology of Teaching and Some Areas for Applied Behavior Analysis*; Members \$110, Others \$125
32. 8 AM - 11 AM; *Improved Oral Presentations*; Members \$55, Others \$70
33. 8 AM - 11 AM; *Promoting Positive School-Wide Educational Outcomes: Strategies for Academic and Behavioral Change*; Members \$50, Others \$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 March 15, add \$20 for each workshop ...\$ \_\_\_\_\_

Total for Workshops .....\$ \_\_\_\_\_



# ABA '99 Membership Form

## Association for Behavior Analysis: An International Organization

Mail form and payment to: 213 West Hall, Western Michigan University, 1201 Oliver Street, Kalamazoo, MI 49008-5052  
Telephone: (616) 387-8341/8342/8344 Fax: (616) 387-8354 Email: 76236.1312@compuserve.com Web: <http://www.wmich.edu/aba>

Dues for all Membership Categories include subscriptions to *The ABA Newsletter* and *The Behavior Analyst*, except Chapter/Adjunct Dues, which do not include *The Behavior Analyst*.

### Personal Information

NAME (Last name, first name, middle name)

Fill out the following information ONLY if changed:

PREFERRED MAILING ADDRESS 1 (for all ABA mailings)

PREFERRED MAILING ADDRESS 2

PREFERRED MAILING ADDRESS 3

CITY, STATE, COUNTRY, POSTAL ZIP CODE

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

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

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

E-MAIL

### 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

Overpayments and discounts not taken by the applicant will be considered donations to ABA unless the ABA office receives a request for a refund in writing.

### 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"/> \$230.00	<input type="checkbox"/> \$650.00
Supporting	<input type="checkbox"/> \$125.00	<input type="checkbox"/> \$335.00
Full	<input type="checkbox"/> \$94.00	<input type="checkbox"/> \$222.00
Affiliate	<input type="checkbox"/> \$94.00	<input type="checkbox"/> \$222.00
Emeritus	<input type="checkbox"/> \$37.00	<input type="checkbox"/> \$81.00
Student	<input type="checkbox"/> \$37.00	
Chapter-Adjunct	<input type="checkbox"/> \$32.00	<input type="checkbox"/> \$66.00
Student Transition*	<input type="checkbox"/> \$53.00	<input type="checkbox"/> \$179.00

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

### New Member Application Dues

If 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"/> \$115.00	<input type="checkbox"/> \$535.00
Supporting	<input type="checkbox"/> \$70.00	<input type="checkbox"/> \$280.00
Full	<input type="checkbox"/> \$54.00	<input type="checkbox"/> \$182.00
Affiliate	<input type="checkbox"/> \$54.00	<input type="checkbox"/> \$182.00
Emeritus	<input type="checkbox"/> \$26.00	<input type="checkbox"/> \$70.00
Student	<input type="checkbox"/> \$26.00	
Chapter-Adjunct	<input type="checkbox"/> \$21.00	<input type="checkbox"/> \$57.00

### Yes, I Would Like to Contribute

To the \$5 for Behavior Analysis Fund \$ \_\_\_\_\_

### 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.

## New Members:

Who referred you to ABA?

---

## Permanent Mailing Address

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

---

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## 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:

Please place a check in the box next to the ABA-affiliated chapter(s) of which you are a member:

- ☐ Alabama ABA
- ☐ Australian Behavior Modification Association
- ☐ Behavior Analysis Association of Michigan
- ☐ Behavior Analysis Society of Illinois
- ☐ Behaviour Analysis in Ireland
- ☐ Belgium Association for the Study of Behavior Modification & Therapy
- ☐ Berkshire Association for Behavior Analysis and Therapy
- ☐ Chicago ABA
- ☐ Colombia, South America
- ☐ Delaware Valley ABA
- ☐ Experimental Analysis of Behaviour, Wales
- ☐ Florida ABA
- ☐ German Society for Behavioral Medicine and Behavior Modification
- ☐ Italian Association for the Analysis and Modification of Behavior
- ☐ Japanese ABA
- ☐ Asociacion Latinoamericana de Analisis y Modificacion del Comportamiento
- ☐ Midwestern Association of Behavior Analysis & Therapy
- ☐ Mississippi Association for Behavior Analysis
- ☐ New England Society of Behavior Analysis & Therapy
- ☐ New York State ABA

- ☐ North Carolina ABA
- ☐ Northern California ABA
- ☐ Northwestern ABA
- ☐ Norsk Atferdsanalytisk Forening
- ☐ Ontario ABA
- ☐ Pennsylvania ABA
- ☐ Sociedad Mexicana de Analisis de la Conducta
- ☐ Sociedad Peruana de Analisis y Modificacion del comportamiento (Peru)
- ☐ Sociedad Uruguay de Analisis y Terapia de Comportamiento (Uruguay)
- ☐ Southeastern ABA
- ☐ Southern California ABA
- ☐ Tennessee ABA
- ☐ Texas ABA
- ☐ TriState ABA

Write "M" in the line next to the ABA Special Interest Groups (SIGs) of which you are a member. Write "I" in the box next to the SIGs about which you would like information.

- ☐ Animal Trainer's Forum
- ☐ Autism
- ☐ BALANCE
- ☐ Behavior Analysis in Corrections
- ☐ Behavior Analysis in Education
- ☐ Behavior and Fitness
- ☐ Behavioral Gerontology
- ☐ Behavioral Safety
- ☐ Behaviorists for Social Responsibility
- ☐ Clinical Behavior Analysis
- ☐ Development & Behavior Analysis
- ☐ Direct Instruction
- ☐ Experimental Analysis of Human Behavior
- ☐ Interbehaviorists in ABA
- ☐ Legal and Ethical Issues
- ☐ Organizational Behavior Management Network
- ☐ Rehabilitation & Independent Living
- ☐ Society for the Quantitative Analysis of Behavior
- ☐ Standard Celeration Charters
- ☐ Teaching Behavior Analysis
- ☐ Verbal Behavior

# Reservation Request

## Chicago Hilton & Towers

For reservations call: (312) 922-4400

Fax: (312) 663-6528

The Chicago Hilton & Towers welcomes you to Chicago for the 25<sup>th</sup> 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 (312) 663-6528. **All reservations must be received by May 5, 1999.**

**Group Name:** ASSOCIATION FOR BEHAVIOR ANALYSIS

**Meeting Date:** May 26 – 30, 1999

**Special ABA Member Room Rate:** \$120/\$160 per night (plus 14.9% 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 Chicago Hilton & Towers 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 Chicago Hilton & Towers to charge the above account for one night's room deposit)*

Type of card: ☐ American Express ☐ MasterCard ☐ Visa

### Personal Information:

Last Name

First Name

Middle Initial

Address

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 11:00 a.m. An early departure fee of \$25.00 will be charged if guest departs prior to scheduled departure.)

### Accommodation Information:

Number of rooms required: \_\_\_\_\_ Number of people in room: Adults: \_\_\_\_\_ Children: \_\_\_\_\_

I request a room with:

- ☐ Two (2) double beds (\$120 per night)
- ☐ One (1) king bed (\$120 per night)
- ☐ Towers Single (\$160 pr night)
- ☐ Towers Double (\$160 per night)

**Deposit:** Deposits will be retained and credit cards will be charged in the event that guests fail to cancel or arrive by 4 p.m. on the scheduled date of arrival

☐ I have enclosed a check

I prefer a:

- ☐ Smoking room
- ☐ Non-smoking room

☐ I have pertinent credit card information on this form



# Exhibitor Space is Still Available for ABA '99!

## Exhibit Space

The Association for Behavior Analysis offers exhibit space to both commercial and non-profit agencies. Exhibits provide an excellent opportunity to disseminate information and sell products and services to behavior analysts from around the globe. The ABA convention provides exhibitors the opportunity to expand their customer base and generate new leads. The 1999 exhibit booth rental fee includes:

- ☐ Eight (8) foot background drape
- ☐ Three (3) foot side drape
- ☐ One 7 x 44 inch I.D. sign
- ☐ One draped six (6) foot table
- ☐ Two (2) side chairs
- ☐ Convention registration for two (2) company representatives

The prices for exhibit space at the annual convention are as follows:

Single Exhibit Space.....	\$600
Double Exhibit Space.....	\$900
Space for Organizations with <10 employees.....	\$300

## Exhibit Hours

Wednesday	May 26	12:00 – 5:00 p.m.	Set up
Thursday	May 27	Open*	
Friday	May 28	Open*	
Saturday	May 29	Open* 6:30 – 8:30 p.m.	Break down

\* Open hours will be printed in the ABA program book.

Exhibit space is still available for the 1999 Convention! You can reserve a booth for your organization by returning the exhibitor contract on page 39 and a \$200 deposit by March 1, 1999 to:

Association for Behavior Analysis  
Exhibit Coordination  
213 West Hall  
1201 Oliver Street  
Western Michigan University  
Kalamazoo, MI 49008-5052  
Fax: (616) 387-8354

Questions may be addressed to Lori Diener, Exhibitor Coordinator, by phone: (616) 387-8341 or email: 76236.1312@compuserve.com.

## Exhibit Terms & Conditions

### Space Assignment

All applications for exhibit space at the Association for Behavior Analysis 25<sup>th</sup> Annual convention must be made on the official contract form included herein. Include a 65-word description of the products or services to be featured in the exhibit. The exhibit manager must approve the exhibit for inclusion in the program. Space assignments are based on the order in which reservations are received and are subject to change without notice. **The deadline for reserving an exhibit space is March 1, 1999.**

### Installation of Exhibits

Wednesday, May 26, 12:00 p.m. – 5:00 p.m.

All crates must be unpacked and ready for removal to storage on Wednesday, May 26. Crates not unpacked will be removed and stored. Any service personnel charges incurred after set-up hours will be at the exhibitor's expense. No set-up or moving of material or equipment is permitted during exhibit hours. As a courtesy to the registrants and to your fellow exhibitors, please be certain that your exhibit area is staffed during all exhibit hours.

### Dismantling

Saturday, May 29, 6:30 p.m. – 8:30 p.m.

Exhibit crates will be returned after 6:30 p.m. and must be packed for removal from the exhibit area no later than 8:30 p.m. on Saturday, May 29. It is the responsibility of the exhibitor to arrange for return shipment of exhibit materials, and the drayage firm should be notified of any shipping instructions.

### Furniture

Exhibitors are responsible for all signs and other items used in their displays. All exhibit labor in Chicago falls within the jurisdiction of the appropriate union. Furniture, draping, accessories, signs, electrical outlets, etc., beyond those provided by ABA, are the sole responsibility of the exhibitor.

### Conducting Exhibits

All exhibit dimensions must conform to standards set by the Association for Behavior Analysis, as follows:

Backgrounds must not exceed 8' in height; foregrounds must not extend more than 24" above the prescribed table height.

No exhibit will be permitted to span an aisle by roofing or floor covering. Exposed unfinished sides of exhibit backgrounds must be draped to present an attractive appearance. Inspections of the exhibits will be made during set-up time and an effort made to advise the exhibitor of any deviation from the exhibit rules. In the event the exhibitor is not available, the Exhibit Manager will order draping deemed necessary (including draping of any unfinished tables) and submit charges to the exhibitor.

Electrical or other mechanical apparatus must be muffled for noise and positioned so as not to interfere with other exhibits. X-ray equipment may not be operated.

Volatile or flammable oils, gasses, unprotected picture film, other explosive flammable matter or material, or any substance prohibited by City laws or insurance carriers are not permitted on the premises.

Character of the exhibits is subject to approval by the Exhibit Manager. Canvassing or distributing advertising matter outside the exhibitors' own space is not permitted. Solicitation of business or conference in the interest in the business, except by exhibiting firms, is prohibited. It is strictly prohibited to publicize and/or maintain any extracurricular activities, inducements or demonstrations away from the exhibition area during the exhibit hours.

Exhibitors may not assign, sublet or apportion the whole or any part of the space allocated to them, or the exhibit therein, or permit any other person or firm to exhibit therein, any goods other than those manufactured or distributed by the exhibitor in the regular course of their business, without written consent of the Association of Behavior Analysis.

Exhibitors must surrender space occupied by them in the same condition it was in at the commencement to occupation. Exhibitors or their representatives shall not injure or deface the walls, columns, floors or furniture of the exhibit facilities. All property destroyed or damaged by the exhibitor must be replaced in its original condition by the exhibitor at his or her own expense. The exhibitor shall be liable for all property damaged.

### **Liability**

Insurance and liability are the full and sole responsibility of the exhibitor. Neither the Association for Behavior Analysis, nor any of its officers, employees or representatives, nor the owners, employees or representatives of the facility shall be responsible for injury, loss or damage that may occur to exhibitor's property prior to, during, or subsequent to the exhibition period, provided such injury, loss, or damage is not caused by the negligence or willful act of one more of the aforementioned parties. The facility and the

Association for Behavior Analysis will exercise reasonable care for the protection of the exhibitor's materials and displays. The exhibit area will be monitored by security personnel during the hours the exhibit is not open to the public; but this precaution shall not be construed to be in any way an assumption of obligation or duty by the Association with respect to the protection of the property of the exhibitors. Exhibitors, by accepting space and making application for space, acknowledge the above terms and expressly release the above named Association, individuals and firms from any and all claims for such loss, damage or injury.

### **Deposit & Cancellation**

A \$200.00 deposit is required with your application and to reserve space for the 1999 ABA Convention. The deposit is due March 1, 1999. The balance of the amount for the rental space is due April 1, 1999. Should an exhibitor wish to cancel a reservation prior to April 1, 1999, \$50.00 will be held for our costs, and the balance of the deposit will be refunded.

Cancellation within 90 days prior to the opening of the exhibition obligates the Exhibitor to full payment of the rental. No refunds will be made after this date unless the space has been resold, and at the option of the Association, in which case a refund will be granted as provided above.

Failure to remit the balance of the rental by the date specified constitutes cancellation of the contract and the reserved space will be subject to resale without refund of deposit.

### **Hotel Accommodation**

To obtain ABA rates (\$120/room/night), please use the hotel reservation form on page 35. The phone number is (312) 922-4400. When making reservations, identify yourselves as a member of the ABA Group. The hotel reservation form will also be in the 1999 Program Book. ABA encourages that you make your hotel reservations early.

### **Space Assignment**

The exhibitor will forfeit space not occupied by the close of the exhibit installation period and this space may be resold, reassigned or used by the Association without refund, unless prior approval is obtained in writing from the Association.

Each exhibitor will be assigned a booth number and will be notified of that booth number prior to the convention in order to make any special arrangements with the decorating company.

# Exhibitor Contract

## Association for Behavior Analysis

25<sup>th</sup> Annual Convention: May 26 – 30, 1999

Chicago Hilton & Towers

**Firm Name:** \_\_\_\_\_

**Contact Person & Title** (person to whom the ABA Program should be sent):  
\_\_\_\_\_  
\_\_\_\_\_

**Preferred Mailing Address:**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Email:** \_\_\_\_\_

**Telephone:** \_\_\_\_\_

**Fax:** \_\_\_\_\_

**Number of Employees in your Organization/Company:** \_\_\_\_\_

**Name of Representatives Attending the Convention** (Two registrations included in any booth rental fee):

1. \_\_\_\_\_ 2. \_\_\_\_\_

**Exhibit Product Description.** Please type a description of your product or services.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

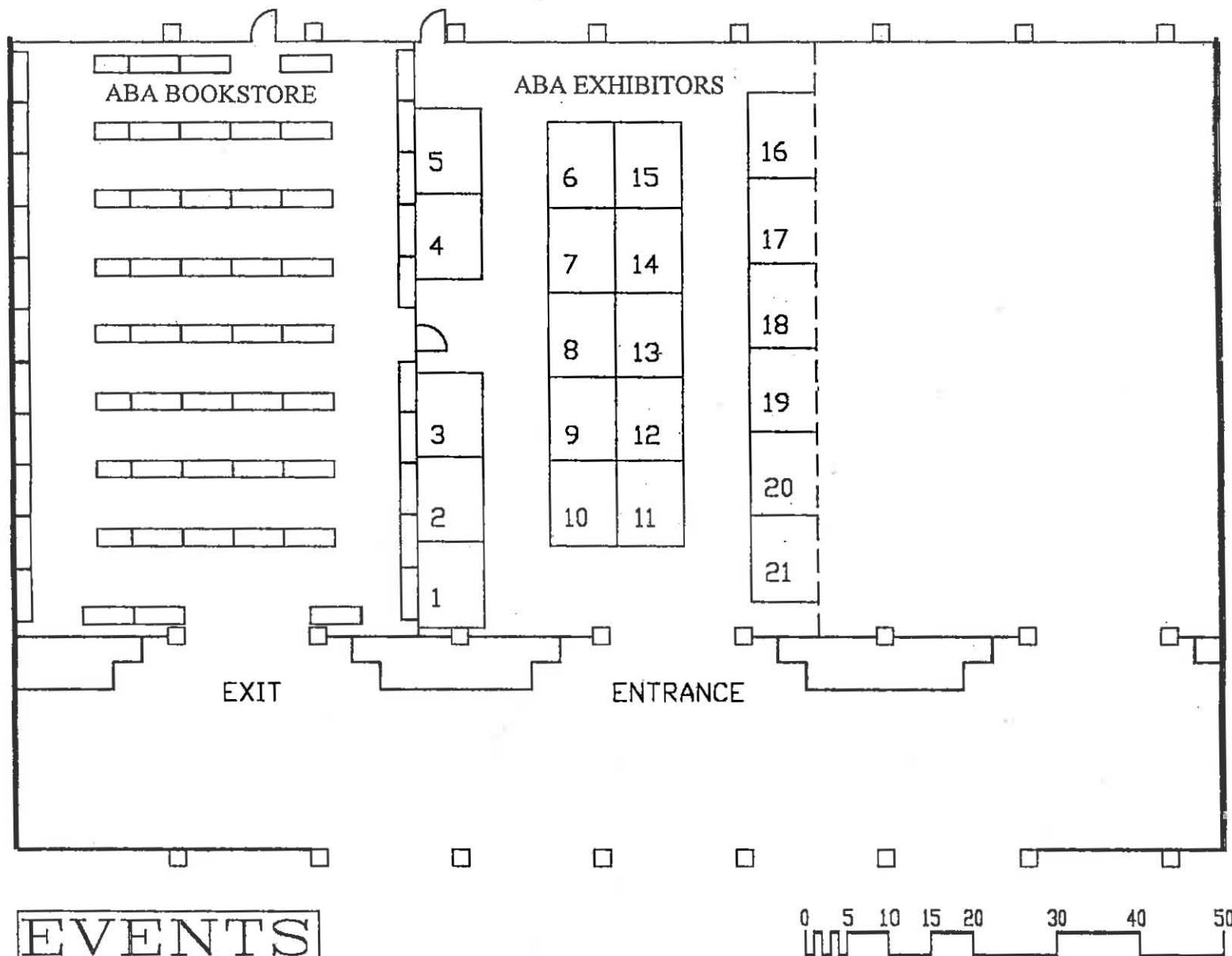
Please return completed original with your payment to: Exhibitor Information, Association for Behavior Analysis, 213 West Hall, Western Michigan University, 1201 Oliver Street, Kalamazoo, MI 49008-5052. Fax: 616-387-8354. *Make checks payable to ABA in U.S. funds only.* Questions? Call the ABA office: (616) 387-8341/8342. In making this application, we agree to conform to the Exhibit Terms and Conditions for the 1999 Convention of the Association for Behavior Analysis. It is mutually agreed that all said regulations shall be interpreted by the Executive Council of ABA and the parties hereto shall be bound by such interpretations.

**Authorized Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

"Exhibitor" hereby assumes entire responsibility and hereby agrees to protect, defend, indemnify and save the hotel, its owners and operator, Hilton Hotels Corporation, ABA, and each of their respective parents, subsidiaries, affiliates, employees, officers, directors and agents harmless against all claims, losses or attorney's fees arising out of or caused by its installation, removal, maintenance, occupancy or use of the exhibition premises or a part of thereof, excluding any such liability caused by the sole gross negligence of the hotel and its employees and agents.



# Exhibitor Floor Plan



**EVENTS**  
Exposition Services, Inc.

CHICAGO - MILWAUKEE

SHOW: ASSOCIATION FOR BEHAVIOR ANALYSIS  
DATE: MAY 27-29, 1999  
FACILITY: CHICAGO HILTON TOWERS CONTINENTAL ROOM  
BOOTHS: 21-8X10  
JOB #: 5-104-9 | SCALE: N.T.S.

EVENTS EXPOSITION SERVICES INC. has made every effort to ensure the accuracy of all information and plans provided; however, due to facility expansions and changes, current information is not always available. EVENTS EXPOSITION SERVICES INC. can make no warranties as to the accuracy of floor plans issued pertaining to the exposition. If location of building columns, utilities or components of the facility are considerations in the construction or set-up of an exhibit, it is the responsibility of the exhibitor and/or their agent to physically inspect and verify all dimensions and locations.

**Announcing:**



## *The Association for Science in Autism Treatment*

*A new, not-for-profit organization of parents and professionals dedicated to:*

*Providing accurate, science-based information*

*Promoting access to effective treatment*

### **Board of Directors**

Marissa Bennett  
Joan Davin  
Richard Foxx, Ph.D.  
Sigrid Glenn, Ph.D.  
Gina Green, Ph.D.  
John Jacobson, Ph.D.

Lawrence Lee, M.D.  
Suzanne Letso  
Kathy Mannion  
Catherine Maurice, Ph.D.  
Karla McGlothlin  
James Mulick, Ph.D.

Susan Niederberger  
Lora Perry  
Raymond Romanczyk, Ph.D.  
Howard Schneider, Ph.D.  
Gerald Shook, Ph.D.  
Bridget Taylor, Psy.D.

If you recognize the need for a national organization committed to clearly stating what the scientific literature says and does not say about the multiple "treatment options" for autism;

If you would like to see an organization fighting for every child's right to effective, timely intervention;

If you would like to accelerate national training and credentialing initiatives for treatment providers;

**THEN PLEASE SHOW US YOUR SUPPORT NOW**

Send us your name and address, and we will send you information on how you can become a registered supporter of ASAT

Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

email address: \_\_\_\_\_

*The Association for Science in Autism Treatment*

575 Coal Valley Road, Suite 109 • Pittsburgh, PA 15025 • Phone (412) 469-7600 • Fax (412) 469-7601  
email [ASAT@autism-treatment.org](mailto:ASAT@autism-treatment.org)

# ABA Job Placement Services

## Purpose

The purpose of Job Placement Services (JPS) is to match qualified job applicants with employers in behavior analysis. The format of ABA's Job Placement Services has recently been retailored to enhance our efforts in the direction of this purpose.

## New Efforts

In addition to posting jobs and vitae at the convention, and scheduling interviews, JPS is now on the worldwide web, accessible year-round. The web site offers the opportunity for employers to post jobs and applicants to post their resumes and vitae. The web site can be accessed at [www.wmich.edu/aba/jps](http://www.wmich.edu/aba/jps).

## Who should participate in JPS?

### *Employers*

Employers looking for skilled behavior analysts should register for JPS. Employers can post job positions on the ABA web, at the convention, and in ABA Newsletters. Employers can interview candidates and also have the opportunity to participate as a sponsor in the 3<sup>rd</sup> Annual Student Breakfast Fair at the convention.

### *Applicants*

Individuals who are currently searching for a job in behavior analysis are encouraged to register for the service. Applicants may make their resume and vitae available at the convention for employers to view. This is a great way for employers to have immediate access to your curriculum vitae and to meet with you at the convention. Applicants also have the opportunity to attend JPS workshops, which feature topics on skill building in various areas of professional development. The workshops are a great tool for undergraduates who may not be looking for a job yet, but would like some tips on interviewing skills or to even hear some information from some of the leading graduate schools in behavior analysis.

## The 3<sup>rd</sup> Annual Student Breakfast Fair

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. The ABA Student Committee invites all students and organizations hiring behavior analysts to participate in the Student Breakfast fair in Chicago. Students and Employers! Don't miss this opportunity.

EMPLOYER PACKAGE	DETAILS	PRICE
Package #1	<ul style="list-style-type: none"> <li>• Posting of a job on the ABA web site</li> </ul>	\$50
Package #2	<ul style="list-style-type: none"> <li>• Posting of a job on the website</li> <li>• Posting of a job at the ABA Convention</li> <li>• Interviews scheduled at the Convention</li> </ul>	\$75
Package #3	<ul style="list-style-type: none"> <li>• Posting of a job on the website</li> <li>• Posting of a job at the ABA Convention</li> <li>• Interviews scheduled at the Convention</li> <li>• Sponsor of the Student Breakfast</li> <li>• (prices vary for student breakfast based upon size of organization)</li> </ul>	\$75 +: \$200 \$400 or \$600
Package #4	<ul style="list-style-type: none"> <li>• Posting of a job on the website</li> <li>• Posting of a job at the ABA Convention</li> <li>• Interviews scheduled at the Convention</li> <li>• Sponsor of the Student Breakfast</li> <li>• (prices vary for student breakfast based upon size of organization)</li> <li>• 25 line classified ad in the ABA Newsletter</li> </ul>	\$125 +: \$200 \$400 or \$600
Package #5	<ul style="list-style-type: none"> <li>• Sponsor of the Student Breakfast</li> <li>• (prices vary for student breakfast based upon size of organization)</li> </ul>	\$200 \$400 or \$600

APPLICANT PACKAGE	DETAILS	PRICE
Package #6	<ul style="list-style-type: none"> <li>• Vita on file at the convention</li> <li>• Interviews scheduled at the convention</li> </ul>	\$35
Package #7	<ul style="list-style-type: none"> <li>• Vita on file at the convention</li> <li>• Interviews scheduled at the convention</li> <li>• JPS Workshops</li> </ul>	\$40



# How to Register for JPS

## Employers

### Package #1

1. E-mail advertisement text, billing and contact information to 76236.1312@compuserve.com. ABA will post positions for four months,
  - ABA will send you an invoice for the jobs that you post.

### Package #2

1. See (1) of Package #1 above.
2. Send 10 copies of the complete job description, and the following information on a 5" x 7" note card to the ABA office:
  - Degree required
  - Geographic location of position
  - Starting date
  - Position title
  - Experience required/preferred
  - Pertinent information about the position
3. Send all relevant information and \$75 to the ABA office: Attention: Job Placement Services.

### Package #3

1. See (1) and (2) of Package #2 above.
2. Indicate the amount you wish to contribute to the student breakfast fair:

• Organization with < 10 employees	\$200
• Organization with 11-50 employees	\$400
• Organization with 51 > employees	\$600
3. Send all relevant information and the amount of total payment to the ABA office: Attention: Job Placement Services.

### Package #4

1. See (1), (2), and (3) of Package #3 above.
2. Include a 25-line classified ad (about 50 characters per line).
3. Send all relevant information and the amount of total payment to the ABA office: Attention: Job Placement Services.

### Package #5

1. See (2) and (3) of Package #3 above.

## Applicants

### Packages #6 and #7:

1. Send 25 copies of your vita or resume and the following information on a 5" x 7" note card to the ABA office:
  - Most recent degree received (include date, conferring institution, and degree program)
  - Geographic restrictions/preferences
  - Date available for employment
  - Type of position sought
  - Experience
  - Pertinent information about the type of position desired

(Potential employers will post this card for review; we recommend that it be typed.)

2. For package 6: Send copies of vita or resume and \$35 to the ABA office: Attention: Job Placement Services.

For package 7, Send copies of vita or resume and \$40 to the ABA office: Attention: Job Placement Services.

**You may mail this form and other pertinent information to the ABA office:**

**Attention: Job Placement Services**  
213 West Hall  
1201 Oliver Street  
Western Michigan University  
Kalamazoo, MI 49008-5052

Name \_\_\_\_\_

Affiliation \_\_\_\_\_

Phone \_\_\_\_\_

Fax \_\_\_\_\_

Email \_\_\_\_\_

Address \_\_\_\_\_

Package # \_\_\_\_\_

☐ I have enclosed a check or P.O. number

☐ I am paying with a credit card

☐ Am Express      ☐ Visa      ☐ MasterCard

Card Number \_\_\_\_\_

Expiration Date \_\_\_\_\_

Signature \_\_\_\_\_

## Free Registration for Student Presenters!

Complimentary registration will be provided for a limited number of student presenters, depending on the availability of funds and the eligibility of the student. These registrations will be provided on a first-come, first-serve basis to students who meet all of the following criteria:

- ☐ The student must be a 1999 student member of ABA
- ☐ The student must be the sole or senior author and the presenting author of a poster, an individual address, or an address in a symposium.

To be eligible, you must complete this form and send it to:

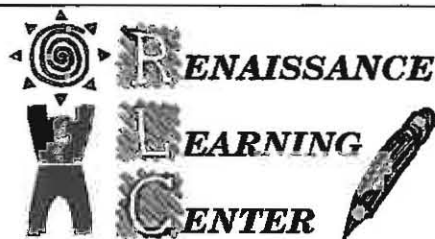
Student Presenters Fund  
Association for Behavior Analysis  
213 West Hall  
Western Michigan University  
1201 Oliver Street  
Kalamazoo, MI 49008-5052.

Name \_\_\_\_\_

Address \_\_\_\_\_

Title of presentation \_\_\_\_\_

*Students applying for the complimentary registration will be notified of the outcome prior to the 1999 Convention.*



**A SCHOOL FOR YOUNG AUTISTIC CHILDREN**

## CLINICAL DIRECTOR

Join our talented and dedicated team! The Renaissance Learning Center (RLC) is a private, non-profit school located in Palm Beach Gardens, Florida. The primary delivery model of our educational program is applied behavior analysis that is provided in both highly structured one-to-one and small group settings. RLC offers reverse mainstreaming. Transition and follow-up services are also provided to students who leave RLC to return to less restrictive educational settings.

### REQUIREMENTS:

- 1) Hands on experience working with preschool children with autism using ABA
- 2) Competence in creating and implementing beginning through advanced curricular progressions
- 3) Competence in developing and implementing behavioral intervention plans
- 4) Experience with staff and parent training.

**Position:** Full time Clinical Director

**Salary:** Commensurate with experience

**Education:** Ph.D. or Masters

Visit our Website at:

<http://pages.prodigy.com/Renaissance/>

Please send resume, including salary history, in confidence to:

*Renaissance Learning Center*

*Attn: Search Committee*

*P.O. Box 32696*

*Palm Beach Gardens, FL 33420*

*or FAX: (561) 625-3484*

## Calender of Events

### February 1999

- ☆ **Florida Association for Behavior Analysis;**  
February 14-16; Daytona Beach, Florida
- ☆ **North Carolina ABA 10<sup>th</sup> Anniversary Conference**  
February 17-18; Wrightsville Beach, NC

### March 1999

- ☆ **Behavior Analysis Association of Michigan Conference**  
March 18 - 19; Ypsilanti, Michigan
- ☆ **American Psychosomatic Society 57<sup>th</sup> Annual Scientific Meeting**  
March 17 - 20; Vancouver, Canada
- ☆ **Annual Meeting of the American Society for Adolescent Psychiatry**  
March 26 - 28; Chicago, Illinois

### April 1999

- ☆ **Society for Research on Child Development**  
April 15 - 18; Albuquerque, New Mexico

### May 1999

- ☆ **Association for Behavior Analysis 25<sup>th</sup> Anniversary Convention**  
May 26 - 30; Chicago, Illinois

### June 1999

- ☆ **XXVII Interamerican Congress of Psychology**  
June 22 - July 2; Caracas, Venezuela

### July 1999

- ☆ **Australian Association for Cognitive and Behaviour Therapy National Conference**  
July 3 - 7; Fremantle, West Australia
- ☆ **Psychology in Society: Challenges Beyond 2000**  
July 18 - 23; Durban, South Africa
- ☆ **Japanese ABA Annual Convention**  
July 29 - 30; Hokkaido Medical University; Hokkaido, Japan

D A V I D S O N   F I L M S   P R E S E N T S

## BF SKINNER: A FRESH APPRAISAL

*A new 30-minute videotape with Murray Sidman, PhD.*



Designed for use in undergraduate classes as an introduction to Skinner and his work, this new video includes archival footage and newly shot scenes in both regular and special education classrooms. From her father's home office, Julie Vargas reminisces about her father's work habits and parental role. Her sister diffuses the infamous "Baby in the Box" myth. The video introduces essential vocabulary and demonstrates the power of the ideas while diffusing some of the controversies and misunderstandings that have so long plagued Behavioral Analysis.

**SPECIAL CONFERENCE PRICE: \$200.**

*Good only until June 30, 1999. A \$50 savings from the regular price.*



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## At The New England Center for Children



each child's  
independence



is at the center  
of our attention.

There are many reasons why children come to The New England Center for Children.

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

33 Turnpike Road  
Southborough, Massachusetts 01772-2108  
phone 508-481-1015, internet: <http://www.NECC.org>

## Positions in Behavior Analysis

**CLINICAL PSYCHOLOGIST** (Behavioral Health and Welfare) I.D. #9080. Dept. Psychiatry, University of Illinois at Chicago (UIC) has employment opportunities for two licensed psychologists in a dynamic, innovative program working within child welfare. Potential for future faculty appointment and research responsibilities. The candidates must have experience working with adolescents. Experience in conducting psychological and educational assessments or candidates certified as behavioral analysts also sought. Ph.D. or Psy.D. in clinical, counseling or other applied area of psychology with the completion of internship, from APA accredited doctoral or internship program. Licensure (or license eligibility) as required by the state of Illinois. Spanish-bilingual ability is also highly desired. Send cover letter, resume and salary requirements to Chris Radzom, Dept. Psychiatry, UIC, 912 s. Wood, M/C 913, Chicago, IL 60612, or fax (312) 413-1228. UIC is an AA/EOE. Person of color and members of under-represented groups are encouraged to apply.

### **DYNAMIC STATEWIDE ORGANIZATION**

providing home and school based behavioral education & training seeks experienced individual to develop/supervise a division of expanding private practice in western MA. Experience in applied behavior analysis & early childhood education required. Willingness to travel/car required. Qualifications include Masters in applied behavior analysis, special educator or related field. Salary negotiable. Resume: Beacon Services, 321 Fortune Boulevard, Milford, MA 01757. Minorities encouraged to apply.

### **BEHAVIORAL PSYCHOLOGISTS** Requirements:

Doctoral and Master's level. Training in animal or human operant conditioning, behavior modification, applied behavior analysis, or behavior-clinical. Duties: Oversee behavioral treatment plans of students with behavior disorders or autism at residential school. Ideal for experimentally-trained person wishing to work in applied setting. Send resume to: Rob Duquette, Judge Rotenberg Educational Center, 240 Turnpike Street, Canton, MA 02021.

### **BEHAVIORAL/PEDIATRIC PSYCHOLOGIST**

The Department of Behavioral Psychology at the Kennedy Krieger Institute and Johns Hopkins University School of Medicine is seeking Behavioral/Pediatric Psychologists for its pediatric outpatient and hospital consultation services. Duties include: assessment and treatment of pediatric behavior problems; supervision of pre- and post-doctoral trainees; development of an active line of clinical research. Desired qualifications include:

(1) a Ph.D. in psychology with a concentration in applied behavior analysis and/or pediatric psychology; (2) licensure (or license eligible) in Maryland; (3) at least two years experience applying behavioral methods with children; (4) a record of published clinical research; and (5) excellent ability to collaborate. Interested candidates should send a curriculum vita and three letters of recommendation to Keith J. Slifer, Ph.D.; Department of Behavioral Psychology; the Kennedy Krieger Institute; 707 N. Broadway, Room 216; Baltimore, MD 21205.

### **FACULTY POSITIONS IN BEHAVIORAL PSYCHOLOGY**

The Department of Behavioral Psychology at the Kennedy Krieger Institute (KKI) at Johns Hopkins University School of Medicine (JHUSM) is inviting applications for 4 new faculty positions projected to start either July 1 or September 1, 1999. Two positions will focus on the study and treatment of severe behavior disorders (aggression, pica, property destruction, self-injury) displayed by children with autism or mental retardation. The other two will focus on the study and treatment of pediatric feeding disorders. Successful applicants will be recommended for full time faculty appointments in the JHUSM at a rank commensurate with the individual's scholarly productivity. KKI has excellent salary and benefit packages for faculty. Preferred qualifications include eligibility for licensure as a psychologist and strong clinical and research skills in applied behavior analysis. Interested applicants should send a curriculum vita and three letters of reference to Wayne W. Fisher, Ph.D. (severe behavior disorders) or Cathleen C. Piazza, Ph.D. (pediatric feeding disorders); Behavioral Psychology, KKI N. Broadway, Baltimore, MD 21205. KKI is an Equal Opportunity/Affirmative Action Employer.

### **AUBURN UNIVERSITY RESEARCH ASSOCIATE, I/II/III/IV** Institute for Biological Detection Systems

This position will involve assisting Post-doctoral Research Fellows and working with Graduate Research Assistants in both the Canine Olfactory Detection laboratory and the Canine Field Research Facility at the Institute for Biological Detection Systems. This individual will therefore be required to apply existing advanced professional skills and to learn new skills pertinent to the type of research conducted by IBDS in laboratory and field research programs. These projects will require professional involvement in planning studies, coordinating with other departments at the University, acquiring equipment, developing materials, developing data collection and analysis methods,

supervising the work of staff in implementing protocols, taking responsibility for compliance with research protocols, preparing presentations for professional meetings, and interacting with funding agency personnel. The required background for this position is a master's degree in psychology from a program having clear programmatic emphasis in behavior analysis. Training and experience in scientific measurement, compliance with research protocols, various types of laboratory instrumentation, computer skills, and applied research projects are also important. This person must have or be able to obtain a security clearance.

This position is available starting on February 15, 1999. Continued employment depends upon funding support and satisfactory job performance reviewed on an annual basis. Interested candidates should send a letter of interest, names of two references, and a resume to:

Mr. Tommy Waldrop  
Employment Specialist  
Human Resources  
Langdon Hall  
Auburn University  
Auburn, AL 36849-5532  
Ph: 334-844-4145  
Fax: 334-844-1617

Review of applications will commence February 1, 1999 and will continue until a candidate is recommended for employment. Auburn University is an Affirmative Action/Equal Opportunity Employer. Women and minorities are encouraged to apply.

**BEHAVIOR ANALYSTS** ReMed has two positions available for behavior analysts:

1. Working with clients in our nationally recognized program for individuals with neurologic disorders; and
2. ReMed's program for children and adults with autism.

Responsibilities include functional assessment, development of treatment plans, development and implementation of crisis plans and client treatment. Candidates should possess:

- ♦ Minimum Master's degree in behavioral analysis or related field
- ♦ Two years work experience with individuals with disabilities
- ♦ Ability to train staff, be a team player and be flexible

Contact: Gale Stimmler at

ReMed  
625 Ridge Pike, Bldg. C  
Conshohocken, Pennsylvania 19428  
(610) 834-1300

Fax (610) 941-9477

**MIAMI, FLORIDA** Flexible half-time salaried position for Spanish-speaking Behavior Analyst. Experience in applied behavior analysis required. Full company-paid health insurance and paid leave plus mileage reimbursement. Fax resume to: M. Cigales, Liberty Managed Behavior Analysis Program, 20000 NW 47th Avenue., Keller Bldg., Rm. 47, Opa Locka, FL 33055, fax (305) 621-0132, or call (305) 623-4660. EOE

## Behavior Analyst North Miami

**Liberty Healthcare, a national medical management organization with over 20 years of experience, is currently seeking two qualified Behavior Analysts for positions in North Miami.**

You will be responsible for the design, implementation and monitoring of behavior analysis services. The successful candidates will have a minimum of 2 years experience working with persons with developmental disabilities. CABA/CBA preferred. One position requires M.A. in psych-related field; the second position requires a Bachelor's degree.

- We offer**
- Competitive compensation
  - Full benefits (including generous paid time off)
  - The support of our facility team (including psychology, medical services and nursing)
  - Support of Liberty's national clinical network and experienced management

Contact **Yehudis Golombek**, Liberty Healthcare Corp., 401 E. City Ave., Ste. 820, Bala Cynwyd, PA 19004-1155. Phone: (800) 331-7122 or after hours at (610) 617-3699 x 190. Fax: (610) 667-5559. E-Mail: [yehudisg@libertyhealth.com](mailto:yehudisg@libertyhealth.com).

**Liberty  
Healthcare**  
Corporation

EOE



**College of Education  
SOUTHERN ILLINOIS UNIVERSITY  
CARBONDALE, ILLINOIS**

**DIRECTOR  
REHABILITATION INSTITUTE  
To begin August 1, 1999**

The Rehabilitation Institute is housed in the College of Education and consists of several degree-granting programs as well as community service units. Further information may be found at our webpage: <http://www.siu.edu/~rehab/index.html>.

**RESPONSIBILITIES:** The Director provides leadership to the Rehabilitation Institute in achieving its goals and is responsible for its academic and administrative operations. The Director represents the Rehabilitation Institute to the University, the community, alumni and funding agencies.

**QUALIFICATIONS:** The position of Director requires an earned doctorate in a field of human services and a distinguished record commensurate with appointment at the rank of Professor with tenure in the Rehabilitation Institute. Experience in the following areas is required: Teaching, research and community service, all with recognized excellence; administrative and budgetary responsibility with proven leadership ability; the articulation and advancement of the goals of higher education in human services; and the development of collaborative partnerships with faculty, students, funding sources and the community.

**PREFERRED QUALIFICATIONS:** Experience in the following areas: Management of undergraduate, masters and doctoral programs; writing, managing or supervising grants and other fund raising programs; management of community based service agency; recruitment and retention of diverse students, faculty and staff; and academic innovation, such as distance learning methods or interdisciplinary programs.

**SALARY:** Competitive and commensurate with experience.

**TO APPLY:** An application will consist of a letter of interest describing experience and abilities related to the qualifications listed above, a curriculum vitae, and three letters of reference. Address all correspondence to: Roger Poppen, Chair, Director Search Committee, College of Education, Southern Illinois University, Carbondale, IL 62901-4624. Initial screening will begin March 1, 1999 and continue until position is filled. SIUC is an AA/EOE. Minorities and women are encouraged to apply.

## **CAREER OPPORTUNITIES IN APPLIED BEHAVIOR ANALYSIS**

### ***Spectrum Center is again expanding its programs!***

These are exciting times for applied behavior analysis in California, which is implementing public policy initiatives in Positive Behavior Interventions and state-wide Education Reform. (Plus the weather is still great!) The opportunities for behavior analysts at ***Spectrum Center*** are equally exciting!

Due to its reputation for providing quality products and services, ***Spectrum Center*** has been asked to expand its current operations across a wide range of programs and applications. As a result, ***Spectrum Center*** will have job openings for:

- **Senior Clinician** (Masters and PhD Degrees)
- **Educational Consultants** (Masters and PhD Degrees)
- **Special Education Teachers** (Special Education Credential)
- **Behavior Specialists** (Bachelors Degree)

**If you are interested in getting more information about immediate career opportunities, or sometime in the future.....**

**Send a resume to Andrea Goodwin at Spectrum Center,  
2855 Telegraph Avenue, Suite 312, Berkeley, California 94705**

# 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 1999 —

**Mark Galizio.** Extinction of responding maintained by timeout from avoidance.

**Stanley J. Weiss and Leigh V. Panlilio.** Blocking a selective association in pigeons.

**Randolph C. Grace.** The matching law and amount-dependent exponential discounting as accounts of self-control choice.

**Ben A. Williams and Matthew C. Bell.** Preference after training with differential changeover delays.

**James S. MacDonall.** A local model of concurrent performance.

**William M. Baum and Carlos F. Aparicio.** Optimality and concurrent variable-interval variable-ratio schedules.

## THEORETICAL ARTICLE

**K. Geoffrey White and John T. Wixted.** Psychophysics of remembering.

## BOOK REVIEW

**John C. Malone, Jr.** Operants were never "emitted," feeling is doing, and learning takes only one trial: A review of B.F. Skinner's Recent Issues in the Analysis of Behavior.

Enter your personal subscription before December 31 and receive all six 1999 issues. And make certain your library subscribes. Individuals (personal use only), \$26.00; institutions, \$120.00. 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.*



# **Society for the Advancement of Behavior Analysis**

## **Apply by March 1<sup>st</sup> 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 1999-2000 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 and SABA's Executive Director & Secretary-Treasurer.

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*

Those 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 1999-2000 academic year must be received at the SABA Office by March 1, 1999.

### **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

### SQAB Meeting Features Nobel Laureate

Behavioral economics will be a major topic at this year's meeting of the Society for Quantitative Analyses of Behavior (SQAB). Participants will include Professor Colin Camerer, California Institute of Technology, who specializes in behavioral decision theory; Professor Alvin Roth, Harvard University, who works on game theory and experimental economics; and Professor Reinhard Selten, University of Bonn, whose work on game theory with John Harsanyi and John Nash earned the Nobel Prize in Economic Sciences in 1994. SQAB is honored to bring these distinguished economists together with quantitatively oriented behavior analysts for a stimulating and fruitful interaction.

Behavioral economics brings economic principles to bear on the analysis of behavior and employs behavioral principles to account for some aspects of economic decisions. In the late 1970s, Steven Hursh, Stephen Lea, and Howard Rachlin and his colleagues introduced economic principles into the experimental analysis of behavior. These researchers will participate in this year's SQAB meeting, with George Ainslie, Gene Heyman, James Mazur, and Drazen Prelec, who have contributed to an understanding of impulsiveness and other apparent irrationalities in choice; William Baum, Luc-Alain Giraldeau, and John McNamara, who have examined models of stable foraging strategies; and Jose Burgos and David Stephens, who have explored models of learning and evolution of cooperative behavior. The meeting should provide an excellent opportunity to discuss the relations between empirical economics, game-theoretic analyses, mathematical models of foraging and choice, the biological foundations of these behaviors, and descriptive models developed by experimental analyses of behavior.

The meetings will be held on May 26-27, immediately before the ABA convention. Each day's session will be preceded by an introductory breakfast tutorial led by Steven Hursh and Stephen Lea. The meetings are open to all. Registration fees are \$10 for students, \$30 for postdoctoral fellows, and \$50 for all others if received before May 1, 1999; on-site registration is \$10 for students, \$35 for postdoctoral fellows, and \$55 for all others. Send registration fees to William L. Palya, Program Chair, at Department of Psychology, Jacksonville State University, Jacksonville, AL 36265. For program details and updates, see SQAB's Web page at [sqab.psychology.org](http://sqab.psychology.org).

Tony Nevin, Ph.D.  
President, Society for Quantitative Analyses of Behavior

### Proposed Teaching Introductory Psychology SIG

The Program Committee has scheduled an organizational meeting for a special interest group on teaching introduction to psychology. The SIG was proposed with tasks such as these in mind: communication among members about structural matters like texts, organization (PSI vs. traditional), exam methods, and advocacy with text authors about coverage of behavior analysis. Dave Schmitt's article in the fall issue of *TBA* on teaching the introductory course raises several issues related to such a SIG. Please let Dave Meyers know what you think about the viability of such a SIG and other tasks or goals for such a group. He may be reached via e-mail at [davidmeyers@edison.cc.oh.us](mailto:davidmeyers@edison.cc.oh.us).

Dave Myers, Ph.D.  
Edison Community College

### News from The ABA Student Committee

#### A New Mission

The ABA Student Committee is developing a long-term strategic plan to guide present and future student representatives in policy decisions that will lead to more and better services to all student ABA members. The Student Committee developed a new Council-approved mission that reflects its efforts to support student members in measurable ways: "The mission of the ABA Student Committee is 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." Measures that will help track how Student Committee activities affect the student membership include:

- ◆ Growth of student membership
- ◆ Number of students transitioning to full membership
- ◆ Number of student-oriented convention events and participants
- ◆ Number of students participating in the nomination and election of Student Representatives
- ◆ Number of NEW student members
- ◆ Number of hits on the Student Committee web page

We believe that a system that tracks these measures is crucial for the maintenance of this strategic framework and will allow future Student Representatives to readily assess the Student Committee's progress.

#### Opportunities for Web-Savvy Students

The Cambridge Center for Behavioral Studies (CCBS) is currently designing and implementing a brand new web presence designed to become a one-stop web site for



behavior analysis. Dr. Howard Sloane, Member of the CCBS Board of Trustees and Editor of the CCBS "Links" page, expressed the Center's interest in active student involvement in creating an outstanding web site, specifically in designing and maintaining student pages. Dr. Sloane stated that, "Our thinking is that a student should edit this section, and have a committee in which students have major representation." Students are also needed to work with CCBS to search the web for behavioral links, and keep abreast of the field and mass media for content for a "What's New" section. Chat room and message board assistance is also needed, as is advanced specialty and technical training.

All students will be welcomed and offered a reduced-price, or possibly free, CCBS membership. Dr. Betsy Constantine, CCBS Executive Director, underscored that she strongly supports a generous honorarium for active contributions to the site. If you are interested in working with prominent members of the behavior analysis community, please contact Howard Sloane at [hsloane1@home.com](mailto:hsloane1@home.com). And while you're online, check out the CCBS web site at <http://www.behavior.org>.

#### **1999 ABA Student Breakfast Fair**

The Student Breakfast is becoming an increasing hit with both students and organizational sponsors. Fifteen sponsors and more than 150 student attended the breakfast in 1998. I talked to all sponsors, and without exception, I found them personable, outgoing, and involved in interesting and challenging work. They asked me to let students know that their main aim is NOT to recruit students; they want to talk to all students, not just those looking for a job. Sponsors want to introduce themselves and their organization and answer questions students have about job opportunities. If you are a student who doesn't "know what to talk about" or if you are "not looking for a job," come to the breakfast. You may learn a thing or two that you are interested in--and isn't that what a convention is all about?

Finally, I would like to encourage student members to let us know how we can improve their membership and convention experience. I also encourage international students to let us know what works for them and what could be improved. If you have ideas and suggestions, e-mail me at [peter.dams@wmich.edu](mailto:peter.dams@wmich.edu) or talk to me at the convention. A really good time to catch me (and other student representatives) is during the Expo at the Student Committee poster or during the ABA Student Committee business meeting. I look forward to hearing from you and to meeting you in person.

Peter-Cornelius Dams, M.S. Student Representative  
([peter.dams@wmich.edu](mailto:peter.dams@wmich.edu))

## **Behavioral Virtual Community**

In January, 1999, the Cambridge Center for Behavioral Studies (CCBS) introduces a new, completely redesigned web site ([www.behavior.org](http://www.behavior.org)) which will have much more content and be more interactive. The main goals of the site are to present a positive picture of behavior analysis to the outside world, to promote the goals of the Center, and to facilitate communication within the behavioral community.

Part of the site will be dedicated to the **Behavioral Virtual Community (BVC)**. It will feature threaded discussion groups around a variety of topics, centers of information on topics of interest (written by some of the leaders in our field), an on-line newsletter, an on-line bookstore, and, eventually, real-time virtual conferences. It will become a place in cyberspace where the leaders of the field as well as newcomers and students can share their perspectives on behavior. The Cambridge Center will set up the site and help it to get started, but what it will become is largely a function of the participation by the behavioral community. The "content" of the site will be generated mostly by community members. We hope that BVC will be a catalyst for interaction and debate to promote the continued evolution of behaviorism. BVC will allow the kind of collegial interaction and camaraderie that behavior analysts experience at the ABA convention, but it will be available all year long.

The Cambridge Center is offering ABA Special Interest Groups the opportunity to use the new interactive capabilities of our web site to foster interaction and communication within the group. If you would like to have your SIG discussion group hosted on the CCBS web site, please contact CCBS at [center@behavior.org](mailto:center@behavior.org). We hope that by adopting new technology and making it available to the ABA community, we can provide all members with a richer, more interactive, and personalized means of communicating on line with each other and with the public. We are excited by the potential of this new medium to advance our science, but ultimately its success or failure will be determined by your participation. Check out the new web site at <http://www.behavior.org> beginning January 15, and join or start a new discussion group.

Kenneth Stephens  
Operant WebSites, Inc. & CCBS Webmaster  
Betsy J. Constantine, Ph.D.  
CCBS Executive Director



## **Experimental Analysis of Behaviour Group**

**The Annual Conference 1999**

### **Call for Papers**

The Annual Conference of the Experimental Analysis of Behaviour Group (EABG) will be held at **University College London**, March 29th and 30th, 1999. Accommodation will be at Canterbury Hall, University College London (for further details about accommodation see our web page). It would be appreciated if delegates pre-book accommodation when submitting abstracts.

Symposia may be convened on the following topics:

**Verbal Behaviour and Related Issues**  
**Assessment and Intervention in Developmental Disabilities**  
**Applied Behaviour Analysis (Social and Clinical)**  
**Behavioural Pharmacology**  
**Associative Learning and Basic Conditioning Processes**  
**Conceptual Issues in Behaviour Analysis**  
**Behaviour Analysis in Education**

Papers and posters are invited on these topics, or any other within behaviour analysis and learning. Submissions are especially welcome from undergraduate and postgraduate students. Titles and abstracts (150 words maximum) should be submitted before **January 29th 1999**. The preferred method for submission of abstracts is electronically via our internet page or by email. Alternatively, paper abstracts should be sent to:

**Carl Hughes, E.A.B.G.,**  
**School of Psychology,**  
**University of Wales, Bangor,**  
**Gwynedd LL57 2DG, Wales, (UK).**

**Tel: +44 1248 382629**  
**Fax: +44 1248 382599**

**e-mail: [c.hughes@bangor.ac.uk](mailto:c.hughes@bangor.ac.uk)**  
**[www.psych.bangor.ac.uk/eabg](http://www.psych.bangor.ac.uk/eabg)**

## 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  
Attn: Majda M. Seuss  
213 West Hall  
Western Michigan University  
1201 Oliver Street  
Kalamazoo, MI 49008-5052  
Phone: (616) 387-8344  
Fax: (616) 387-8354  
E-mail: 76236.1312@compuserve.com

VISIT ABA  
ON THE WEB

at

WWW.WMICH.EDU/ABA



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## **Association for Behavior Analysis May 25-30, 1999 - Chicago, Illinois**

### **American Airlines**

- AA - Save 5% on lowest applicable fares (some restrictions apply)
- AA - Zone Fares save you money with no Saturday night stay
- AA - Take an **additional 5% off** with 60 day advance purchase
- Travel between May 20 - June 4, 1999

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- Special low conference rates starting at \$34/day or \$155/week
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An International Organization

The Association for Behavior Analysis

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213 West Hall  
1201 Oliver Street  
Kalamazoo, MI 49008-5052

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