



Association For Behavior Analysis
An International Organization

ABA Newsletter

Special Convention Edition
Volume 21, Number 1, 1998

24th Annual Convention
Orlando

Walt Disney World Dolphin

Friday, May 22 through
Tuesday, May 26, 1998

Table of Contents

General Information	1
Why You Should Attend ABA '98.....	2
1998 Convention Highlights	3
Distinguished Speakers Bureau	9
Job Placement Services	11
Continuing Education	13
Pre-Convention Workshops	14
ABA '98 Exhibitors.....	30
Position Announcements.....	33
Student Breakfast Fair Sponsor Form.....	35
ABA '98 Convention Registration Form.....	36
ABA '98 Workshop Registration Form.....	37
ABA '98 Membership Form	38
Sidney Bijou Fellowship	40
Other News.....	41
In Memory of Rick Hussian.....	41
Available from ABA Order Form	43
Hotel Reservation Form.....	45

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, genders, classes, sexual orientations, health status, religions, abilities, and educational levels. ABA opposes unfair discrimination.

Submitting to The ABA Newsletter

The Association for Behavior Analysis publishes the ABA Newsletter three times per year. Lori H. Diener is in charge of Newsletter coordination and layout. Dr. Maria E. Malott is Newsletter Editor. 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 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 \$50 for the first 25 lines and \$2 for each additional line (approximately 35 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 4½" 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?

Any questions, concerns, or submissions related to *The ABA Newsletter* may be addressed to the ABA office.

Attention: Lori H. Diener
213 West Hall
Western Michigan University
1201 Oliver Street
Kalamazoo, MI 49008-5052
Phone: 616-387-8341
Fax: 616-387-8354
E-mail: 76236.1312@compuserve.com

Why You Should Attend ABA's 24th Annual Convention

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

I would like to take this opportunity to encourage you to attend ABA's 24th Annual Convention. A major purpose of the Annual meeting of ABA is to provide a forum for the discussion of issues and the dissemination of information pertinent to the advancement of the science of behavior and its application.

ABA has been promoting the experimental, conceptual, and applied analyses of behavior since 1974. Today, ABA has about 2,700 members, representing more than 30 countries. Our members are actively involved improving educational practice, quality of care for the developmentally disabled, productivity in business and industry, as well as basic research in learning and behavioral pharmacology. ABA has 35 Affiliated Chapters, 16 from countries outside the United States.

The 24th Annual Convention has much to offer individuals who are interested in the science of behavior and the advancement of behavioral theory and practice; you will find various opportunities for professional development and networking.

Professional Development

- ◆ ABA's Opening Event, with addresses by the 1998 SABA Award winners: *Distinguished Service to Behavior Analysis*: Montrose Wolf, Ph.D.; *Effective Presentation of Behavior Analysis in the Mass Media*: Scott Geller, Ph.D.; *Enduring Programmatic Contributions to Behavior Analysis*: Department of Psychology, Western Michigan University, Howard Farris, Ph.D. and Jack Michael, Ph.D.; *International Dissemination of Behavior Analysis*: Emilio Ribes-Inesta, Ph.D.
- ◆ 22 Invited Presentations from distinguished members and guests.
- ◆ The 1998 Presidential Scholar: Leonard Evans, Ph.D.
- ◆ 30 Pre-Convention Workshops.
- ◆ An opportunity to receive continuing education credits for the American Psychological Association and Florida Association for Behavior Analysis.
- ◆ A significant number of events by program area: 106 in Autism; 90 in Clinical, Family and Behavioral Medicine; 21 in Community Interventions; Social and Ethical Issues; 192 in Developmental Disabilities; 27 in Human Development; Gerontology; 149 in Experimental Analysis of Behavior; 114 in Education; 61 in Organizational Behavior Management; 18 in Behavioral Pharmacology and Toxicology; 28 in Teaching Behavior Analysis; 28 in Theoretical, Philosophical, and Conceptual Issues; and 24 in Verbal Behavior.
- ◆ Three poster sessions, including 617 posters.

Networking Opportunities

- ◆ Members of 25 Special Interest Groups network at the Convention.
- ◆ Open access to 29 business meetings on journal publications, special interest groups and ABA Boards and Committees.
- ◆ ABA's 35 Affiliated Chapters gather to share progress and concerns.
- ◆ Social and professional events, including the ABA Expo, ABA Social, Behavioral Follies and Reunions.
- ◆ ABA's Job Placement Services.

More than 2,000 people attend the Association's Annual Convention. You can learn about the program events of the upcoming ABA Convention in this Special Convention Edition Newsletter. In addition, you can register for one or more of our 30 pre-convention workshops that offer training opportunities in behavior analysis. Also enclosed are forms for membership (new or renewing), convention registration, and other regular newsletter items. If you have questions about the 24th Annual ABA Convention, please contact us at 616-387-8341/8342 or visit our website: <http://www.wmich.edu/aba>

The Annual Convention will be held in a great location: *Walt Disney World!* Register for the 24th Annual Convention now!

See you in Orlando!

1998 Convention Highlights

Program Overview

The 1998 Annual Convention will be held May 22 through May 26 in Orlando at the *Walt Disney World Dolphin*, located at 1500 Epcot Resorts Boulevard, Lake Buena Vista, Florida.

Friday, May 22

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

Saturday, May 23

7:30 a.m. – 11:00 a.m. International Development
Committee Breakfast, 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 Session
6:30 p.m. – 7:20 p.m. Business Meetings
9:00 p.m. – 11:00 p.m. ABA Expo

Sunday, May 24

7:30 a.m. – 9:00 a.m. Student Breakfast Fair, Business
Meetings
9:00 a.m. – 4:00 p.m. Sessions
4:00 p.m. – 5:00 p.m. Presidential Scholar's Address
5:00 p.m. – 6:30 p.m. Poster Session
6:30 p.m. – 7:20 p.m. Business Meetings
7:30 p.m. – 9:30 p.m. Reunions
10:00 p.m. – 12:00 a.m. Behavioral Follies

Monday, May 25

8:00 a.m. – 9:00 a.m. Business Meetings
9:00 a.m. – 4:00 p.m. Sessions
4:00 p.m. – 5:00 p.m. Presidential Address
5:00 p.m. – 6:30 p.m. Poster Session
6:30 p.m. – 7:20 p.m. Business Meetings
9:00 p.m. – 2:00 a.m. ABA Social & Dance

Tuesday, May 26

8:00 a.m. – 9:00 a.m. Business Meetings
9:00 a.m. – 2:00 p.m. Sessions

Special Events

Opening Address

Awards Ceremony: Society for the Advancement of Behavior Analysis

Chair: Marc N. Branch, Ph.D. (University of Florida)

Award for Distinguished Service to Behavior Analysis:
Montrose Wolf, Ph.D., "Adventures with Behavior Analysis"

Dr. Montrose Wolf has been a major contributor to Applied Behavior Analysis for over 30 years. He was co-founder and the first editor of the *Journal of Applied Behavior Analysis* and

the originator of the Teaching-Family model of service delivery, which has seen hundreds of applications around the world. Dr. Wolf has also been instrumental in the development of the Achievement Place Model, which has been adopted in many states in the U.S.

Award for International Dissemination of Behavior Analysis: Emilio Ribes-Inesta, Ph.D., "Behavior Analysis: Beyond Localisms and Fashions"

Dr. Emilio Ribes-Inesta is a co-founder of the Mexican Society for Behavior Analysis. He has developed three graduate behavior analysis programs throughout Mexico, organized numerous international meetings and conventions, and produced five texts for teaching behavior analysis to graduate and undergraduate students. His commitment to the international development of behavior analysis extends to Mexico, Brazil, Colombia, Venezuela, Spain, Italy and Japan.

Award for Enduring Programmatic Contributions in Behavior Analysis: Department of Psychology, Western Michigan University (WMU), Howard Farris, Ph.D. and Jack Michael, Ph.D., "Behavior Analysis at Western Michigan University: History, People and Eye on the Future"

The Psychology Department from Western Michigan University is notable for their tremendous accomplishments, publication and research records, and the breadth and depth of knowledge in all aspects of behavior analysis of its students and faculty. In addition, the Behavioral Programs of WMU have reached an outstanding reputation as confirmed by the quality of the faculty and its alumni. The Psychology Department from Western Michigan University is the first ever to receive this SABA award.

Award for Effective Presentation of Behavior Analysis in the Mass Media: Scott Geller, Ph.D., "The *Applied* of Behavior Analysis: Making Talk More People Will Walk"

Dr. Scott Geller has worked for over 20 years on the problem of alcohol impaired driving. He is currently working on a three-year research grant from the National Institute of Alcohol Abuse and Alcoholism. Dr. Geller consults with businesses and has trained over 200 companies on safety. He currently has two safety-related grants from the National Institute of Occupational Health and Safety. Dr. Geller provides a real life example of positive reinforcement for drilling safety and buckling safety belts.

Presidential Scholar Address

Traffic Safety and Road-User Behavior

Leonard Evans, Ph.D. (General Motors)

We are proud to announce that internationally renowned scientist, Dr. Leonard Evans, will be the Presidential Scholar speaker at ABA-98. Dr. Evans is Principle Research Scientist at General Motors and author of the classic book *Traffic Safety and the Driver*. Well known for his insightful talks, Dr. Evans will focus on traffic crashes as a major cause of death and injury in motorized countries and the compelling relationships between traffic crashes and road user behavior.

Presidential Address

A New Phase of Behavior Analysis

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

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

Professor Masaya Sato teaches Psychology at Keio University in Japan. Professor Sato was President of the Japanese Association for Behavior Analysis from 1984-1991. He is interested in the dissemination of behavior analysis internationally. Professor Sato's focus areas are conceptual issues in behavior analysis, behavior analysis of cognitive behavior (especially verbal behavior), and individual differences in behavioral patterns ("personality").

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.

Invited Events

Clinical; Family; Behavioral Medicine (CBM)

Changing Perspectives on Behavior Change

Chair: David Greenway, Ph.D. (University of Southwestern Louisiana)

Mark Sobell, Ph.D. (Nova Southeastern University)

Linda Sobell, Ph.D. (Nova Southeastern University)

Drs. Mark and Linda Sobell have studied behavior change in individuals with alcohol problems for over 25 years. Dr. Mark Sobell will discuss the shifting emphasis from helping people, to helping people change on their own and the factors facilitating these changes. He will also talk about future directions in cognitive behavioral therapy. Dr. Linda Sobell will offer a workshop for clinicians interested in how to assist patients with substance abuse problems in self-change techniques entitled "*Guided Self-Change: A Brief Motivational Intervention for Alcohol and Drug Abusers*".

Clinical Radical Behaviorism: Current Status and Future Direction

Chair: David Greenway, Ph.D. (University of Southwestern Louisiana)

Erik Augustson, Ph.D. (University of Alabama At Birmingham)

Elizabeth Gifford, B.A. (University of Nevada, Reno)

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

Leo Reyna, Ph.D. (Nova University)

Edelgard Wulfert, Ph.D. (Sunny, Albany)

The panelists in this invited event are comprised of a range of clinicians that are new to the field to well-established clinicians, with history of research and work. This range will provide an interesting view as to where the field has come from, where it is currently, and where it is going.

Community Interventions; Social and Ethical Issues (CSE)

Feminist Practice and Behavior Analysis: Is This a Bridge Worth Building?

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

Philip Heline, Ph.D. (Temple University)

Martha Pelaez-Nogueras, Ph.D. (Florida International University)

Richard Rakos, Ph.D. (Cleveland State University),

Evalyn Segal, Ph.D. (University of North Carolina, Chapel Hill)

This event will bring together male and female behavior analysts who have an interest in social change in general and feminism in particular. This symposium will examine the role male behavior analysts can assume in the efforts to remove gender discrimination.

Best Practices: Advocacy and Cultural Change

Chair: Richard Rakos, Ph.D. (Cleveland State University)

Anthony Biglan, Ph.D. (Oregon Research Institute)

Peter Lamal, Ph.D. (University of North Carolina)

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

Richard Rakos, Ph.D. (Cleveland State University)

This invited event will begin with an invited "state-of-the-science" presentation by Dr. Biglan. His argument is that behavior analysts have a good deal of knowledge about the scientific design of cultural practices that can improve aggregate human outcomes, and have a responsibility to act on that knowledge both individually and collectively (through organizations like the Association for Behavior Analysis and Behaviorists for Social Responsibility). His paper will specifically review what is known about effective ways to pursue data-based advocacy. Other panelists will then respond from differing perspectives.

Walden Two: 50 and 25 Years Later

Chair: Sidney Bijou, Ph.D. (University of Nevada, Reno)

Discussant: Edward Morris, Ph.D. (University Of Kansas)

"Walden Two: What it is and What it is Not", Juan Robinson Bustamante (Centro de Autismo)

"B. F. Skinner's Contributions to Cultural Design", Javier Armendariz (Centro de Autismo)

"Morning Star: Beginning and Sequel of Walden Two Novel", Linda Armendariz (Walden Center)

"Los Horcones: It's Contribution to Cultural Analysis and Design", Juan Robinson Lopez (Comunidad Los Horcones)

"Los Horcones: 25 Years of a Walden Two", Mireya Bustamante (Comunidad Los Horcones)

Los Horcones was invited to present their 25 year Walden Two experimental community, particularly because 1998 is the 50th Anniversary of the publication of *Walden Two*. Skinner regarded *Walden Two* as among his most important work, providing a model for "acting to save the world," and the Los Horcones community has tested a wide range of approaches to cultural design, which have direct implications for replications as well as more general implications for other efforts to improve human collectives.

Developmental Disabilities (DDA)

"Timing" as a Crucial Program Variable

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

Paul T. Andronis, Ph.D. (Northern Michigan University)

Dr. Paul Andronis applies the principles of a nonlinear, systemic and constructional approach to the treatment of developmental disabilities and autism. Dr. Andronis will describe how the timing of events and the sequence in which behavioral elements are learned influences the development of normal or abnormal behavior patterns.

Twenty-Five Years in Developmental Disabilities: Leaps, Lumps and Lessons

Chair: Michael Fabrizio, B.A. (Morningside Academy)

Judy Favell, Ph.D. (Advoserve)

Dr. Judy Favell is a long-time worker with the developmentally disabled population. Dr. Favell will reflect on the last 25 years of developmental disabilities, offering lessons to behavioral engineers in developmental disabilities. She will also discuss concepts and misunderstandings across the full range of behavioral applications.

Human Development; Gerontology (DEV)

The Interaction of Learning and Experience with Genotype in Mammalian Species

Chair: Slobodan Petrovich, Ph.D. (University of Maryland, Baltimore County)

J. P. Scott, Ph.D. (Bowling Green State University)

Dr. John Paul Scott is a Professor of Psychology and researcher in comparative psychology, behavior genetics, and the developmental psychology of attachment. Dr. Petrovich, has done important work in animal ethology, behavior genetics, biological-behavior interactions and the developmental psychology of attachment. They both will apply their expertise to the topic of the interaction of learning and genetics.

Accounting for Equivalence Classes and Natural Categories from Simpler Behavioral Processes

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

Lanny Fields, Ph.D. (Queens College)

Dr. Lanny Fields has devoted much of his productive career to performing extensive work on the basic behavioral processes that underlie the formation of equivalence classes in humans. Dr. Fields will discuss relations between stimulus equivalence looking at primary stimulus generalization.

Experimental Analysis of Behavior (EAB)

Shaping the Future of Behavior Analysis

Chair: John Platt, Ph.D. (McMaster University)

Gregory Galbicka, Ph.D. (Walter Reed Army Institute of Research)

Dr. Galbicka will address the experimental analysis of shaping, an enterprise he considers integral to the future of behavior analysis. He also questions some fundamental

tenets of behavior analytic methodology and technology, with an eye toward extending the range of procedures, stimuli and responses studied in the laboratory. He hopes "shaping" will increase the impact of future experimental efforts, extending the relevance of the natural science of behavior to all domains concerned with response dynamics, in fields as diverse as cognitive science, education and the clinical behavioral arena.

The Scientist Practitioner in Behavior Analysis: A Case Study

Chair: William Dube, Ph.D. (E. K. Shriver Center)

Murray Sidman, Ph.D. (New England Center for Autism)

Dr. Murray Sidman has been a major contributor to basic and applied behavior analysis for over 45 years. Dr. Sidman will talk about his experiences in the mid-1960s, when he and his team from the Behavior Laboratory of the Massachusetts General Hospital's Neurology Service were among the first to bring behavior analysis out of the laboratory and into a state institution for children with severe mental retardation. He will also comment on the current relationship between experimental and applied behavior analysis, a relationship that "seems to be showing some strain these days."

Education (EDC)

Integrating Applied Behavior Analysis into Teacher Preparation Programs with a Little Help from Hollywood

Chair: Laura Fredrick, Ph.D. (Georgia State University)

Deborah Ann Shanley, Ph.D. (Medgar Evers College of The City University of New York)

Dr. Deborah Shanley is presently Dean of the School of Liberal Arts and Education at Medgar Evers College of the City University of New York. She served ten years as a public school teacher and has published numerous articles in the areas of special education and curriculum-based assessment, both here and abroad. Her recent work has been in developing joint college programs with The University of Sierra Leone in West Africa, a scholar's exchange with Vietnam, and three, 10-hour television series on educating children and youth with special needs. Dr. Shanley will share specific strategies along with a special feature on using Hollywood films to make our case and teach the basic principles of behavior.

Organizational Behavior Management (OBM)

Applying Behavioral Principles in Academic Organizations: Opportunities for Improving Institutional Effectiveness in Higher Education

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

Reid Johnson, Ph.D. (Institutional Effectiveness Assessment Consulting)

Dr. Reid Johnson consults privately to over 50 colleges and universities on institutional assessment and effectiveness. He is a nationally recognized leader in systems analysis and management of higher level educational institutions.

Communicating the Benefits of the Behavioral Approach to the Business Community

Chair: Alyce Dickinson, Ph.D. (Western Michigan University)

Paul Brown, Ph.D. (Instructional Design Associates)

Dr. Paul Brown is a leader in the field of organizational behavior management. His research, articles, books and training programs are in the core education of executives, managers and employees in several large organizations. His consulting firm has developed quality improvement, productivity improvement, and customer service programs. Dr. Brown will talk about considerations in communicating the technical concepts of behavior analysis to the large business community and the future of behavioral consulting.

Teaching Behavior Analysis (TBA)

Conversing with the Unconverted: Tactics that Accurately and Convincingly Represent Behavior Analysis

Chair: Joseph Wyatt, Ph.D. (Marshall University)

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

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

Effective and accurate representation of behavior analysis requires both a well-crafted literature and representatives who can present that literature to any audience. Drs. Jack Michael and Hayne Reese will discuss tactics for becoming such a representative.

Tactics for Increasing the Number of Well Trained Behavioral Educators

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

Bonnie Grossen, Ph.D. (University Of Oregon)

The accurate representation of the field and its chances for future success depend on our efforts to generate the next

spokespersons for behavioral education. Dr. Bonnie Grossen will focus on tactics for creating the critical mass of well-trained behavioral educators necessary to further the adoption of many already identified and effective behavioral practices.

Theoretical, Philosophical, and Conceptual Issues (TPC)

Prediction, Control and Understanding

Chair: Michael R. Markham, Ph.D. (Florida International University)

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

Dr. Edward Morris will discuss the true criteria of contextualism including correspondence, coherence, and prediction and control. He will explain how Skinner emphasized prediction and control as a means of evaluating explanations or determining the extent to which behavior analysts understand the various phenomena under investigation.

The War Between Mentalism and Behaviorism: Confessions of a Defector

Chair: Michael Markham, Ph.D. (Florida International University)

William Uttal, Ph.D. (Arizona State University)

Dr. William Uttal, a newcomer to the behaviorist camp, argues that behaviorism of the future must be recast into a new form that might well be called "psychophysical" behaviorism.

Verbal Behavior (VRB)

The Value of Skinner's Analysis of Verbal Behavior for Teaching Language to Children with Autism

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

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

"Teaching Operations for Verbal Behavior: Part 1: Applications" Janet Twyman, M.S. (Fred S. Keller School)

"Teaching Operations for Verbal Behavior: Part II: Extrapolations", R. Douglas Greer, Ph.D. (Columbia University Teachers College)

"Pecs, Autism and Verbal Behavior", Andy Bondy, Ph.D. (Delaware Autistic Program)

"Communicative Functions and Intentions: Considering the Role of Tacts and Mands", Joe Reichle, Ph.D. (University of Minnesota)

"Using Skinner's Analysis of Verbal Behavior as a Guide for Discrete Trial Training in the Natural Environment",

Mark Sundberg, Ph.D. (Behavior Analysts, Inc.) and James Partington, Ph.D. (Behavior Analysts, Inc.)

This symposium will focus on the benefits of using Skinner's analysis of verbal behavior as a guide for language assessment and intervention for children with autism. Speakers will describe how Skinner's classification system of the elementary operants goes beyond the traditional classification of language as expressive and receptive.

Other (OTH)

Research Funding for Behavior Analysts at the National Institutes of Health and the National Institute on Drug Abuse

Chair: Charles Salzberg, Ph.D. (Utah State University)

Discussant: Sebastian Striefel, Ph.D. (Utah State University)

Cora Lee Wetherington, Ph.D. (National Institute on Drug Abuse)

Marie Bristol-Powers, Ph.D. (National Institute on Drug Abuse)

Drs. Wetherington and Bristol-Powers will discuss what kind of research their government agencies are interested in that might be of interest to behavior analysts. They will talk about how to pursue funded research possibilities through those agencies.

SQAB Preeminent Tutorials

Signal Detection

Chair: Marc Branch, Ph.D. (University of Florida)

John T. Wixted, Ph.D. (University of California, San Diego)

Behavioral Momentum

Chair: Richard L. Shull, Ph.D. (University of North Carolina, Greensboro)

John A. Nevin, Ph.D. (University of New Hampshire)

Behavioral Economics

Chair: Edmund Fantino, Ph.D. (University of California, San Diego)

Steven R. Hursh, Ph.D. (Science Applications International Cooperation)

Choice

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

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

These tutorials are aimed at SQAB's commitment to simplify the transition to quantitative analyses for both advanced researchers and students. The tutorials will

explain the evolution of contemporary paradigms from their basic origins, as well as illuminate the analytical machinery.

SQAB Special Invited Speaker

On the Search for Parallels between Animal Learning and Human Cognition

William K. Estes, Ph.D. (Harvard University)

In 1997, President Clinton awarded the National Medal of Science to Dr. William K. Estes for his fundamental theories of cognition and learning that transformed the field of experimental psychology and led to the development of quantitative cognitive science. Dr. Estes' scientific career clearly demonstrates, in words that he used to describe mathematical psychology, "the value of efforts to employ mathematical reasoning in the solution of psychological research problems and to develop increasingly powerful models... that assemble and organize past experience and generate testable prediction."

Reunions/Receptions

B. F. Skinner Foundation

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

Temple University: Friends and Relations

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

Western Michigan University Reunion

Chair: Alyce Dickinson, Ph.D. (Western Michigan University)

Standard Celeration Chart Data Sharing

Chair: James Pollard, Ph.D. (Huntington Disease Program at Mediplex Lowell)

Cambridge Center for Behavioral Studies

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

Developmental Special Interest Group (DEV)

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

OBM Hospitality Suite

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

University of Massachusetts Reunion Dinner

Chair: Teresa Daly, Ph.D. (Emory University School of Medicine)

In Memoriam, Ellen P. Reese, 1926-1997

Chair: Barbara Etzel, Ph.D. (University of Kansas)

Jane S. Howard, Ph.D. (California State University, Stanislaus)

Breakfasts

International Development Committee Breakfast

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

Join us in welcoming international members to the 1998 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 candidates for your organization. This breakfast provides an informal atmosphere for Students and Employers to interact.

Behavioral Fitness Events

Calisthenics Workout

Chair: Vanetta DeSanto (PSCH)

Attendees will be led through a calisthenics workout. Attendees should wear comfortable, loose-fitting clothing and bring a towel or mat for floor-work. Exercises aimed at strengthening and toning the major muscle groups of the body will be demonstrated by the instructor and performed by attendees.

Aerobics Workout

Chair: Kimberly Lucker, B.A. (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)

Attendees will be instructed in the execution of techniques from the Dragon Kenpo Karate Academy. The session will be 45 minutes in length. These techniques will then be synthesized into an aerobics workout. Attendees should wear loose-fitting clothing and may either wear sneakers or be bare-foot.

The Association for Behavior Analysis
is Proud to Announce its First
Distinguished Speakers Bureau

The ABA Distinguished Speakers Bureau has been organized as a service to ABA members and as a mechanism for bringing new audiences into contact with the many strengths of current behavior analysis. A preeminent group of behavior analysts, representing a range of areas of expertise and geographic locales, constitute our initial Bureau membership. Each speaker has designed two talks for the Bureau, one targeting a general audience and one targeting a more specialized psychology or behavioral audience. Speakers' names and talk titles are provided below, with the general title listed first. As with many bureaus of this kind, our speakers have agreed to accept invitations for speaking engagements whenever possible, with travel expenses and minimal honoraria (\$250 maximum) to be provided by the host organization. Please consider the Bureau when needs for a speaker arise, and help pass the word along to colleagues. For information about the talks, about the Bureau operations, or about initiating an invitation, please contact Dr. Keith Allen, Chair of the ABA Membership and Recruitment Committee (phone: 402-559-5756; fax: 402-559-5737; email: kdallen@unmcvm.unmc.edu).

Marc N. Branch, Ph.D.

Behavioral Contributions to Drug Tolerance

Commonalities in Learning Processes in Human and Non-Human Animals

Judith E. Favell, Ph.D.

Solving Everyday Problems with Behavior Analysis

Behavior Analysis Beyond 2000: Thriving Amidst the Changing Landscape

Richard M. Foxx, Ph.D.

Parenting in the 90's

Severe and Challenging Behavior

Sigrid S. Glenn, Ph.D.

Behavioral Interventions: What's Old, What's New, and What's the Difference?

Selection in the Evolution of Organic, Behavioral, and Cultural Entities

Gina Green, Ph.D.

Science, Pseudoscience, and Antiscience in Autism Treatment

Stimulus Equivalence: Behavior Analysis Does Cognition

Philip N. Heline, Ph.D.

Magical Misdirection in the Ways We Talk

Choosing Among Situations of Uncertain or Diminishing Returns

James M. Johnston, Ph.D.

Behavior Analysis goes to the Dogs

Canine Detection Technology: A Case History of Behavior Analytic R&D

Kennon A. Lattal, Ph.D.

Living with Pets

Apparatus and the Evolution of Behavior Analysis

M. Jackson Marr, Ph.D.

The Stitching and Unstitching: What Behavior Analysis has to Say about Creativity

The Mechanics of Complexity: Dynamical Systems Span the Quick and the Dead

(Distinguished Speakers Bureau, continued...)

Jack Michael, Ph.D.

College Teaching: Why it is Often Ineffective and Some Easy Improvements
Motivation from a Behavioral Perspective

Edward K. Morris, Ph.D.

Behaviorism in the Post-Skinner Era
B.F. Skinner, Third Variables, and the Problem of the Province of Knowledge

Henry S. Pennypacker, Ph.D.

MammaCare: A Case History in Behavioral Medicine
Can Behavioral Technology be Transferred?

Laura Schreibman, Ph.D.

Beyond the M&M: New Behavioral Approaches to the Treatment of Autism
Behavior Analysis and Autism: Towards Designing Maximally Effective Treatments

Beth Sulzer-Azaroff, Ph.D.

Putting Fear to Flight through the Application of Behavioral Procedures
Fix it Before it's Broke: Behavioral Approaches to Injury Prevention on the Job

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 1998 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 1998 Convention.

ABA Job Placement Services

Are you applying for a job at the BA, MA, or Ph.D. level? ABA Job Placement Services and Career Development can help. With your registration fee, you will be able to interview on site for jobs in behavior analysis. You also will be able to attend three workshops given by leaders in the fields of OBM, human services and instructional design. These workshops are available only to those individuals registered for JPS at no additional charge. As an added bonus, once you get a job through JPS, if you share your success by writing a brief article for the ABA newsletter, you will be entitled to a free promotional item!

By registering for ABA Job Placement Services, employers and job applicants can list and review positions available or vitas of prospective employees during the convention. Meeting rooms are available for interviews, which provide a relaxed, comfortable atmosphere. Each year we have numerous success stories from employers and job seekers. Last year in Chicago, over 37 employers participated in JPS. Each applicant had an average of six interviews on site, and the majority were offered Jobs! Read further for instructions on how to register for JPS at ABA '98 in Orlando.

*To encourage early registration,
we have provided a special rate
if you register before April 1, 1998.
Use the registration form on page 36.*

Workshops available for Job Placement Registrants:

Succeeding in Graduate School: How to Get in and Excel Once You're in

Howard Farris, Ph.D. (Western Michigan University)
Sigrid Glenn, Ph.D. (University of North Texas)
Jon Bailey, Ph.D. (University of Florida)

Getting Your Foot in the Door: A Resume & Vita Writing Workshop

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

Getting the Job: What Employers are Looking for

Kent Johnson, Ph.D. (Morningside Learning Systems)
Aubrey Daniels, Ph.D. (Aubrey Daniels & Associates)

Applicants

To register, send 25 copies of your vita or resume and the following information on a 5" x 7" note card:

- ☐ 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. The registration is \$25 for early registration (before April 1, 1998) and \$30 for on site registration. The registration fee includes three workshops new to the service this year.

Employers

To register, send 10 copies of the complete job description, and the following information on a 5" x 7" note card:

- ☐ Degree required
- ☐ Geographic location of position
- ☐ Starting date
- ☐ Position title
- ☐ Experience required/preferred
- ☐ Pertinent information about the position

The registration fee is \$50 for early registration (before April 1, 1998) and \$65 for on-site registration.

2nd Annual Student Breakfast Fair

Chair: Peter-Cornelius Dams

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. (To sponsor the Student Breakfast Fair, see the form on page 35). Students and Employers! Don't miss this opportunity.

*Sunday, May 24,
7:30 a.m.- 9:00 a.m.
Northern Hemisphere A2, 3 and 4*

ABA 2nd Annual Bookstore

The Association for Behavior Analysis is proud to present its 2nd Annual Bookstore. The ABA Bookstore offers over 400 publications related to the field of behavior analysis.

If you would like to include a book that you published, or a book that you reference in an ABA presentation, please indicate the following:

Title of the book
Author(s)
Publisher (Name & Address)
Year
Contact person
Affiliation
Phone & Fax Number

and send it to the ABA office:
213 West Hall, 1201 Oliver Street
Western Michigan University,
Kalamazoo, MI 49008-5052.
Email: 76236.1312@compuserve.com

Animal Behavior Society Meeting

The Animal Behavior Society Meeting will be held July 18-22, 1998 at Southern Illinois University at Carbondale. Along with contributed talks and posters, the meetings will include symposia on 'Spiders in Behavioral Ecological Research' and invited papers on 'Proximate and Ultimate Causation of Behavior'. Plenary speakers include Sidney Gauthreaux, Jane Brockmann, and Jeff Galef. For further information contact Local Host, Lee Drickamer, Dept. Zoology, Southern Illinois University, Carbondale, IL 62901. Phone: 618-536-2314. Email: Drickamer@zoology.siu.edu. Website: http://loris.cisab.indiana.edu/animal_behavior.html

The Council on Quality and Leadership

Conference dates and locations:

January 26 & 27: Atlanta, GA
February 9 & 10: Las Vegas, NV
March 2 & 3: Minneapolis, MN
March 16 & 17: Denver, CO

For further information about these conferences, contact the Council by phone: 410-583-0060 or write to:
The Council on Quality and Leadership
100 West Road, Suite 406
Towson, MD 21204



We Need You in Seattle...

if you specialize in designing, implementing and managing intensive in-home ABA programs for young children with autism. We are FEAT of Washington (Families for Early Autism Treatment) - a parent group of over 80 families (& the list is growing) wrestling with the many challenges of autism. We all agree that ABA holds much promise for autism treatment - IF YOU CAN GET IT. The biggest problem facing our families is the lack of competent professionals to develop programs for our children. Thinking about establishing a private practice in an underserved area? We invite you to consider Puget Sound. Get to know us at:

FEAT of Washington

704 228th Ave. N.E. Suite 436
Redmond, WA 98053

Phone: (206)499-FEAT (499-3328)

E-Mail: FEATWA@aol.com

Web Site: <http://members.aol.com/featwa>



ABA's Continuing Education Program

Get 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 the 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 the record of all continuing education credits.

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 1998 ABA convention, please visit the Continuing Education Desk on-site in Orlando.

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.

Ethics

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

Questions?

Call the ABA office at 616-387-8341
(Monday through Friday, 9:00 a.m. - 5:00 p.m. EST)

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, 1998, 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 37.
3. Calculate total fees for all workshops selected. Enter the total on the Workshop Registration Form and on the Convention Registration (page 36)
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, 1998. A handling fee of \$10 will be deducted from all refunds.

Continuing Education for Certified Behavior Analysts and Associate Behavior Analysts

The Florida Association for Behavior Analysis in cooperation with ABA, will be coordinating 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 1998 Orlando conference. All relevant materials will be available at the ABA Continuing Education desk which will be located near the registration desk. For additional information, contact Al Murphy, FABA Continuing Education Program, 117 Walton Gulfview Drive, Panama City, FL 32413. Phone: 850-231-5186. Email: almurphy@aol.com

ABA Pre-Convention Workshops

Workshop #1

Friday, May 22, 10:00 AM – 5:00 PM

Northern Hemisphere A3

Standard Celeration Chart Reading and Charting

OGDEN LINDSLEY, Ph.D. (Behavior Research Company), John Cooper, Ph.D. (Ohio State University), David Gayler (Indian River District Schools, FL), Jennifer Manning, B.A. (Morningside Academy), Karen Marinko, B.A. (Morningside Academy) and Patrick McGreevy, Ph.D. (Private Practice, Orlando, FL)

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 renewed attention to this powerful learning and performance analysis tool. Daily frequency monitoring has proven highly successful in Applied Behavior Analysis, Precision Teaching and Organizational Performance Management. Standard Celeration Charts were developed to easily track frequency growth, changes in growth, variance, outliers, and to protect outcomes. This repeat of the very highly rated workshop at ABA 94, 95, 96, and 97 was requested by participants unable to attend in Washington, San Francisco, and Chicago.

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

Activities - Morning: 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. Afternoon: Each participant charts from tables of 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. Unique Features: From 1965 to 1994 Standard Celeration workshops taught dot dropping before chart reading. Chart reading was not directly practiced. This workshop's first unique feature is teaching participants to read charts fluently before putting dots on charts. Practice sheets with 100 small (3/8" x 1/2") Standard Celeration Charts helped produce rapid, paced, choral chart reading. After participants have read frequencies, celerations, bounces, turns and jumps fluently at

60 per minute, then placing dots on charts at 10 per minute is rapidly learned.

The second unique feature is a coach for every five participants as they practice throughout the workshop's duration. No participant is ever without help.

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

Fee - \$130

Workshop #2

Friday, May 22, 10:00 AM – 5:00 PM

Europe 7

Practical Functional Analysis Procedures for Clinical and Other Applied Settings

MARILYN BONEM, Ph.D. and J. Dennis Delprato, Ph.D. (Eastern Michigan University)

Description - Although there is not strong empirical evidence to support this claim, it is the assumption of these workshop presenters and other behavior analysts that behavioral interventions will be more accurate, more effective, and more cost-effective and have better generalization when developed from a thorough functional analysis. However, because of emphasis in the research literature on the experimental analogue methods of functional analysis, many practitioners assume that conducting a functional analysis is neither practical nor cost efficient. Therefore, this workshop is organized procedurally because of practicality. Procedures will be presented in order ranging from the least systematic and objective, but most practical to the most systematic, but time consuming. We will be presenting variations of procedures within the following classifications: behavioral interviews, surveys and rating scales, field recording for nonspecialists, direct observation by trained observers, the field experiment and experiments in analogue settings.

Objectives - Emphasis is on improving participants' skills in the development, use and consultation on functional analysis procedures that approximate ideal functional analysis as closely as possible, given practical considerations. One tool for accomplishing this is our classification system of procedures, around which the workshop is organized.

Activities - Procedures will be presented didactically and by modeling. Participants will be given the opportunity to rehearse skills via role-playing, observational exercises and simulation. We assume participants have some experience in recording behavioral events.

Targeted Audience - This workshop is designed for human service providers who have direct care, treatment, supervisory, or administrative responsibilities that require action or expertise in clinical functional analysis.

Fee - \$125

Workshop #3

Friday, May 22, 10:00 AM - 5:00 PM

Europe 9

Behavior Management for Children with Oppositional and Hyperactive Behavior

JEFFREY 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, Danforth, in press) 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 (in press) 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 oppositional and hyperactive behavior of children and youth.

Objectives - Participants will learn skills that include, but are not limited to: (1) An operative command defined as a directive requiring an immediate response with few steps in which the adult gets the child's attention, presents a reason, and uses the imperative form with the required response clearly labeled. (2) Remaining silent and not responding to

child whining or arguing. (3) Praise that labels the desired behavior. (4) Reprimands in close proximity to the child, immediately following the inappropriate behavior, with eye contact, a firm voice in a brief exchange with the target behavior labeled. (5) A warning that states the child will have to go to timeout if they do not comply. (6) Timeout. Aspects of timeout include a timeout preview, how timeout starts, labeling the behavior, ignoring the child, timeout duration, and release contingent on calm behavior. (7) How to end timeout. (8) How to present non-physical backup consequences that prevent timeout refusal.

Activities - The same techniques used to train parents and staff who work with disruptive children will be used to train the workshop participants: modeling and role playing with feedback. Behavior management skills will be taught in a forward chaining fashion, in the same order that they are presented in the flow chart and consistent with how the adult is to utilize the strategies in the context of child misbehavior. That is, the first response emitted by adults when they want to direct a child is a command, and this is the first skill taught; the second response emitted by the adult is to wait 5 seconds, and this is the second skill taught, etc. In addition, for this workshop 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. I will also provide training materials that may be copied and used for training, as well as copies of three relevant published manuscripts about the BMFC and its efficacy.

Targeted Audience - The workshop is designed for (a) teachers, direct care staff, or other professionals who work directly with children emitting disruptive behavior, (b) professional trainers/managers who teach parents, teachers or other direct care staff the skills necessary to manage the disruptive behavior emitted by children, and (c) college instructors interested in teaching their students current methods in child management research. The purpose of inviting these individuals to the workshop is to train them in the skills that can help children learn to follow directions and behave well.

Fee - \$105

Audiovisual Equipment at the Convention

Addresses, symposia, panel discussions and business meetings will be scheduled in rooms equipped with an overhead projector, a slide projector, a screen and a microphone. For information on renting other equipment *at your own expense* contact Art Sosenko, Walt Disney World Co. Audio Visual Services: 407-934-4450.

Workshop #4

Friday, May 22, 10:00 AM – 1:00 PM
Asia 2

Job Obtaining Behavior Strategies as Part of President Clinton's Welfare Reform Plan

MIKE WESOLOWSKI, Ph.D., Rick Zawlocki, Ed.D., and Ileana Rodriguez (Florida Department of Children and Families)

Description - JOBS was researched for several years with federal funding to find the best method of finding jobs for people with disabilities. The final product was an "intervention package" that used group meetings, activating social networks, novel methods of finding job leads, new ways to contact employers, different methods of composing resumes, and job interview training using videotape feedback. The results from our experimental studies showed that if participants with disabilities applied these procedures, they obtained jobs within 2 weeks or less, regardless of economic conditions. These were the same findings shown for the "Job Club."

Objectives - (1) Participants will learn the history, philosophy, and strategies behind JOBS. (2) Participants will be able to compare and contrast JOBS strategies with other job placement techniques. (3) Participants will learn how JOBS fits into the President's welfare plan. (4) Participants will learn strategies for obtaining job leads. (5) Participants will learn strategies for contacting employers. (6) Participants will learn strategies for filling out applications and composing resumes. (7) Participants will learn strategies for job interviewing.

Activities - (1) Participant volunteers will role-play employer telephone contacts. (2) Participant volunteers will role-play interviews. (3) Participants will engage in discussions about job hunting.

Targeted Audience - Practitioners who work with people who want to become employed.

Fee - \$100

Visit ABA's website for

convention information:

<http://www.wmich.edu/aba>

Workshop #5

Friday, May 22, 10:00 AM – 5:00 PM
Europe 10

A Requisite Primer: Stimulus Control Methodologies for Effective Instruction

ROBERT STROMER, Ph.D. (Eunice Kennedy Shriver Center) and Michael Cameron, M.A. (May Institute)

Description - By definition, people with severe learning difficulties do not acquire new skills when traditional educational strategies are used for instructional purposes. Consequently, special educators must possess a repertoire of alternative educational procedures if they hope to teach their students how to function adaptively in academic, domestic, and community settings. Unfortunately, not all teachers are prepared, either experientially or academically, to employ non-traditional teaching methods. This Workshop is specifically designed for people interested in extending their teaching skills, particularly in the area of stimulus control technology. This will be a process oriented Workshop in which participants will be guided, in a step-by-step fashion, to teach functional skills such as: communication via symbols, pictures, and printed words, following activity schedules, following verbal instructions, and rudimentary reading. The theoretical underpinnings of stimulus control technology will be reviewed and applied case studies will be used for explicit demonstrations of the principles discussed. Participants will learn about the equivalence paradigm, teaching by "exclusion" and constructed-response matching. Participants should leave this workshop able to expand their repertoire of teaching skills that can be brought to bear on learning problems encountered in their capacity as early interventionists, behavior analysts, special and general educators.

Objectives - Participants will learn the following terms, definitions, and principles of: (1) Matching to sample, (2) Simple discrimination, (3) Conditional discrimination, (4) Stimulus equivalence, (5) Stimulus overselectivity, (6) Generalization, (7) Feature class, (8) Arbitrary class, (9) Exclusion, (10) Stimulus shaping, (11) Stimulus fading, (12) Constructed-response matching.

Activities - Audience discussion

Targeted Audience - Behavior analysts, direct service personnel, program managers, parents, early interventionists, special educators, general educators, and applied researchers.

Fee - \$100

Workshop #6

Friday, May 22, 10:00 AM – 5:00 PM

Europe 8

Guided Self-Change: A Brief Motivational Intervention for Alcohol and Drug Abusers

LINDA SOBELL, Ph.D. (Nova Southeastern University)

Description - This workshop will present the use of Guided Self-Change (GSC) treatment for individuals who have alcohol and drug problems but who are not severely dependent. GSC is a self-change, cognitive-behavioral motivational intervention intended to enhance clients' motivation for change and provide a framework for clients to identify and use their own skills/resources to deal with their problems. Motivational strategies will be presented that can be used to enhance clients' commitment to change. A variety of empirically based assessment instruments that are practical to use and have clear clinical value will be presented. This presentation will help practitioners identify methods that will be useful and expedient in their assessment and treatment of alcohol and drug abusers. Among the treatment issues to be considered are: (1) characteristics of mildly dependent alcohol and drug abusers; (2) motivational issues in working with such individuals; (3) treatment goals, with an emphasis on goal self-selection by clients; and (4) types of high-risk situations for heavy drinking and drug use and related treatment strategies. The workshop will also briefly present some material on the use of GSC in a 4-session group format that incorporates an emphasis on group process (versus conducting individual treatment in a group setting).

Objectives – (1) To learn why a motivational intervention is a good first choice in a stepped care model of treatment for mildly dependent alcohol and drug abusers. (2) To learn what differentiates mildly to moderately dependent individuals from severely dependent alcohol and drug abusers. (3) To learn how to use and apply motivational interviewing skills. (4) To learn how to select clinically relevant and useful assessment instruments that can be used in a motivationally enhancing manner. (5) To learn how to implement the Guided Self-Change Model of Treatment. (6) To learn how to use a problem solving model to deal with clients' high risk alcohol and drug use situations.

Activities – (1) Using videotape clinical vignettes and clinical case materials, this workshop will teach practitioners the necessary motivational and behavioral skills to work effectively with problem drinkers and mildly dependent drug abusers. (2) A second videotape will also be used to illustrate how an assessment instrument-Timeline Followback-can be used as an advice/feedback tool to enhance motivation to change one's alcohol or drug use. (3) Motivational

interviewing techniques will be demonstrated using short role playing scenarios. Short written examples of various techniques will be handed out. (4) Discussion by participants is strongly encouraged throughout the workshop in relation to questions about clients they are currently treating. (5) Handouts describing the major treatment materials, and assessment instruments and treatment protocol will be distributed and used in conjunction with the video.

Targeted Audience - This workshop is intended to give psychologists and other health care professionals an opportunity to broaden the scope of their practice to address the treatment needs of a highly underserved population of individuals with alcohol and drug problems-problem drinkers and mildly dependent drug abusers (e.g., cannabis, prescription drugs, non injection cocaine). Individuals with mild alcohol and drug problems are most often employed, married, and socially stable. Whereas chronic substance abusers represent but the tip of the iceberg, mildly dependent substance abusers constitute the greatest number of individuals with such problems. Traditional alcohol and drug treatment approaches, however, neither attract nor greatly help less severely dependent individuals. Brief motivational interventions which are minimally intrusive and cost-effective have been shown to be highly successful with this population.

Fee - \$115

Workshop #7

Friday, May 22, 6:00 PM – 9:00 PM

Asia 3

Promoting Collaboration: A Behavior Analytic Perspective

RONNIE DETRICH, M.S. and Kari Bartlebaugh, M.A. (Spectrum Center)

Description - It has become common for behavior analysts to find themselves working in settings that require collaboration with others who may bring different perspectives and approaches to an issue. To work effectively in these circumstances it is important for us to develop effective skills in collaboration. This workshop will present a conceptual framework for collaboration, a definition of collaboration, a set of principles of collaboration, a process for promoting collaboration, and specific examples from the Instructors' experiences.

These examples will be drawn from multi-organization collaboration projects, a single organization working in team model of management, and person specific services.

Objectives - Participants will learn:

(1) To identify the perspectives of all the key members in a project. (2) To establish common goals for the project. (3) Specific strategies for remaining non-aligned (4) A model of influence based on the basic principles of shaping. (5) To implement the process for promoting collaboration to their own projects.

Activities - Participants will analyze example situations and current projects in which they are involved.

Targeted Audience - This workshop is appropriate for all individuals who find themselves working in situations that require collaboration among a variety of participants such as management based on team concepts, members of interdisciplinary teams, and mediators.

Fee - \$100

Workshop #8

Friday, May 22, 6:00 PM – 9:00 PM

Europe 7

The Making of a Stable Family

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

Description - The content is divided into three sections: (1) Parenting traps and how to avoid them: (a) Criticism (b) Sarcasm (c) Threats (d) Questioning (e) Logic (f) Arguing (g) Force (Physical and Verbal) (h) Despair; (2) Non-Coercive responding to inappropriate behavior using: (a) Extinction, paired with correctional procedures, (b) The selective reinforcement of appropriate behaviors, and (c) A stop, redirect, reinforce strategy; (3) Responding to children when they behave well by acknowledging appropriate behavior: (a) in some positive way, (b) intermittently, (c) casually and briefly, and (d) using "rich" verbal praise. 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.

Objectives - To equip professionals and parents with data-based strategies and noncoercive skills needed 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 overhead transparencies which will highlight and illustrate key points. It will be very interactive.

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

Fee - \$60

Workshop #9

Friday, May 22, 6:00 PM – 9:00 PM

Europe 8

A Systematic Approach for Designing Behavior Analytic Interventions

DAVID LUBIN, Ph.D. and Sharon Alexander (Behavior Therapy Group, PA)

Description - Maladaptive behavioral problems and skill deficits can often become a barrier to inclusion within normalized educational, social and residential environments. These behavioral problems are typical in children who have been diagnosed as having autistic disorder, neurological impairment and other forms of developmental delay due to genetic or historical anomalies (i.e., Fragile-X syndrome, William's syndrome, Down's syndrome, accidental head trauma, oxygen deprivation, etc.). Examples include severe aggressive, self-injurious and self-stimulatory behavior as well as other forms of socially inappropriate and maladaptive behavior.

Behavior analysis and modification technology has become recognized as one of the most effective approaches to reduction and in some cases, elimination of the maladaptive behavior, as well as the behavioral deficits typical of children with such diagnoses. Furthermore, once barriers stemming from behavioral problems have been reduced or removed, integrated interventions can also facilitate inclusion or re-inclusion in the more normalized educational, social and residential environments noted above.

The development and implementation of effective behavior management procedures requires precise application of behavior-analytic principles during all facets of the intervention process from intake through maintenance and generalization.

Objectives - Instructors will provide insight and the working knowledge to precisely apply behavioral principles in the development of clinical interventions. Participants will receive process based instruction describing: (1) the intake process, (2) the baseline process, (3) functional assessment process, (4) program development process, (5) program implementation process and (6) the maintenance and generalization process. Real case examples of data analyses and actual behavior management programs will be provided. Participants will also receive numerous data collection and behavioral program templates that can be customized for

application in individual cases. This workshop will provide not only the theoretical basis of behavior management but the actual practical skills required for successful intervention from initial meeting through life-span maintenance.

Activities - The workshop will present a systematic approach to designing behavior analytic interventions. The format of the workshop will include lecture-style instruction concerning each of the six phases of an intervention. Real case studies will be presented to provide examples of this systematic process. Participants will receive a package containing sample of intake tools, data collection templates, and program templates. The participants will engage in role-playing exercises to establish "hands-on" practice of the techniques emphasized during the lectures. Instructors will provide assistance during the role-playing activities as needed. Following these activities, a group discussion will occur using the information generated by the audience. Common problems associated with each process will be discussed.

Targeted Audience - This workshop is designed for professional practitioners and students who implement interventions for individuals who exhibit behavioral problems and/or skill deficits. It would be beneficial for the participant to have general knowledge of the concepts and principles of behavior analysis. The material covered in this workshop will have utility for those working in schools, clinics, institutions and/or home-based contexts. Participants are encouraged to bring real-life case examples to facilitate the application of techniques during role-playing exercises.

Fee - \$110

Workshop #10

Friday, May 22, 6:00 PM - 9:00 PM
Europe 9

The Treatment of Habit Disorders with Simplified Habit Reversal Procedures

RAYMOND MILTENBERGER, Ph.D. (North Dakota State University) and Joel Wagaman, Ph.D. (University of Kansas)

Description - In this workshop, participants will learn how to use a simplified habit reversal approach to the treatment of habit disorders (tics, trichotillomania, nervous habits, rumination, 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. Each treatment component will be presented in detail. Discussion will address such topics as methods for recording habit disorders, functional assessment of habit disorders, assessment of treatment outcome, compliance with treatment, treatment acceptability, and long-term maintenance.

Objectives - Participant 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 rumination.

Activities - Information on the research and application of habit reversal procedures for a variety of habit disorders will be presented didactically. Participants will be encouraged to ask questions and relate their own experiences with behavioral 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-plays.

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

Fee - \$50

Workshop #11

Friday, May 22, 6:00 PM - 9:00 PM
Europe 10

Posttraumatic Stress Disorder: Behavioral Treatment of Children with Developmental Disabilities

MICHAEL CAMERON, M.A. and Robert Putnam, Ph.D.
(May Institute)

Description - Approximately 3.5 to 23.6% of all people exposed to trauma will exhibit the symptomatology of posttraumatic stress disorder (PTSD). While the extant literature is replete with information regarding the diagnosis and treatment of non-disabled people, there is a dearth of literature concerning clinical approaches for people with developmental disabilities. This presents a particular problem since the dissabled are more likely than their non-disabled peers to be abused physically, emotionally, and sexually (Ryan, 1990). In consequence, the purpose of this workshop is threefold: to review the behavioral

manifestations associated with PTSD, to discuss the appropriateness of extending behaviorally-based clinical management strategies used for non-disabled persons to people with developmental disabilities, and to discuss "best behavior analytic practices" for the management of PTSD in persons with developmental disabilities. A interdisciplinary approach will be emphasized and case study material will be presented. Participants should leave with an understanding of: (1) the profile of a person dually diagnosed with PTSD and developmental disabilities, (2) the importance of an interdisciplinary approach to the treatment of PTSD, and (3) effective behavior analytic strategies for the successful treatment of PTSD.

Objectives – (1) Review the definition of posttraumatic stress disorder (PTSD) according to DSM-IV, (2) Review the prevalence of PTSD among people with developmental disabilities, (3) Review the implication of this diagnosis when a person is cognitively challenged, (4) Provide an overview of circumstantial evidence of abuse, (5) Describe the profile of a perpetrator, (6) Review the behavioral manifestations of a person who has been physically, emotionally, or sexually traumatized, (7) Discuss the concepts "diagnostic" and "behavioral" overshadowing, (8) Describe behaviorally-based treatment interventions for non-disabled people, (9) Describe behaviorally-based, and empirically validated, interventions for people dually diagnosed with PTSD and developmental disabilities, (10) Communicate the importance of diagnostically-driven treatment interventions, (11) Raise the level of awareness regarding PTSD and proper treatment methodologies.

Activities – Workshop participants will be involved in the behavioral analysis of cases involving children with Posttraumatic Stress Disorder. Moreover, workshop attendees will collaborate in the development of hypothetical treatment programs.

Targeted Audience – Behavior analysts, direct service personnel serving people with developmental disabilities, program managers, parents and applied researchers who are interested in filling a gap in the extant literature.

Fee - \$55

Workshop #12

Friday, May 22, 6:00 PM – 9:00 PM
Europe 11

The Pyramid Approach to Education

ANDREW BONDY, Ph.D. (Pyramid Education)

Description - The Pyramid Approach to Education reflects a systematic model for designing effective educational

environments for children and adults with special needs. It combines a broad-spectrum view of applied behavior analysis with an emphasis upon functional activities and functional communication within a "reinforcer-first" paradigm. It emphasizes a variety of visually mediated communication strategies, including the Picture Exchange Communication System. The base of the Pyramid deals with certain Structural Elements, including functional activities and materials, the use of powerful reinforcers to set up all lessons, and the need to rapidly teach critical functional communication skills. The final element of the base concerns behavior management procedures, focusing on the development of functionally equivalent alternative responses and differential reinforcement strategies designed to help staff remember to "catch 'em being good." The body of the Pyramid involves Instructional Elements reflecting a broad array of lesson formats and prompting strategies; the use of error correction strategies matched to lesson format; and generalization strategies built into teaching plans from the initial lessons. All elements are combined to enhance other key educational issues, including visually-based reward systems, schedule following, requesting help, break and other key concerns, as well as learning to wait and deal with life's difficult moments.

Objectives - The objective of this workshop is for participants to be able to identify the key elements of the Pyramid Approach and its sequence of analysis with regard to use with children and adults with special needs. Although the Approach was initially developed for children with autism and related developmental disabilities, it has been used with a variety of populations and age groups. The model is also helpful in both school-based and in-home programs. Participants will be able to identify:

(1) Functional activities corresponding to critical lessons (2) "Let's make a deal" prior to every lesson that reflects elements that all workers want from their bosses. (3) Key functional communication skills that involve the learner as a "speaker" and a "listener". (4) The potential advantages of using PECS and other visual strategies. (5) Potential functionally equivalent alternative responses. (6) A variety of lesson formats and prompt strategies. (7) Three major forms of error correction. (8) Strategies incorporating generalization goals from the beginning. (9) Useful data collection strategies (10) Design strategies that link these elements, including visually based reward systems, schedule following, teaching requesting 'breaks' or 'help' and learning to wait and deal with frustrating circumstances.

Activities – (1) Lecture, (2) Demonstration of procedures, (3) Video tape of individuals at each level of training, (4) Role playing and direct feedback

Targeted Audience - Participants should have a core understanding of fundamental behavioral principles 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 - \$60

Workshop #13

Saturday, May 23, 8:00 AM - 11:00 AM
Europe 1

Parent-Child Interaction Therapy for Preschoolers with Challenging Behaviors

CHERYL McNEIL, Ph.D., and Alisa Bahl, M.A., (West Virginia University)

Description - This workshop describes Parent-Child Interaction Therapy (PCIT), an intervention grounded in behavior theory that has empirically-documented effectiveness for teaching parents to manage disruptive behavior problems in young children (2 to 7 years). PCIT is unique in that it is a short-term parent training approach that involves direct coaching of parent-child interactions. Therapists give parents immediate feedback in such areas as praising, interacting appropriately at the child's developmental level, ignoring, selective attention, and using appropriate consequences such as timeout. In PCIT, behavioral techniques are used to assess and improve parent-child relationships, increase child compliance, and decrease disruptive behavior problems.

Objectives - The aim of this workshop is to provide a framework within which behavioral health professionals can conduct family intervention for young children with disruptive behavior problems. Specifically, upon attendance of this workshop, participants will develop skills for helping parents to learn the following: (1) Positive parenting behaviors to enhance parent-child relationships (2) Ways to make timeout an effective consequence for inappropriate behavior of aggressive and defiant preschoolers (3) Selective attention and ignoring skills for decreasing negative attention-maintained behaviors (4) Ways to use labeled praise as an antecedent intervention for behavior problems

Activities - Videotape review, slides, handouts, and experiential exercises will be used to teach participants the basic skills and theoretical foundations of PCIT

Targeted Audience - This workshop will appeal to behavioral health professionals who work with preschoolers from various cultural backgrounds who are overactive,

defiant, and aggressive. Experienced clinicians will find this workshop appealing as material will be presented at an intermediate to advanced level.

Fee - \$50

Workshop #14

Saturday, May 23, 8:00 AM - 11:00 AM
Europe 2

Brief Therapy for Stuttering Using the Simplified Regulated Breathing Approach

RAYMOND MILTENBERGER, Ph.D. (North Dakota State University) and Joel Wagaman, M.S. (University of Kansas)

Description - In this workshop, participants will learn how to use a simplified regulated breathing approach to the treatment of stuttering. Research has shown the multi-component regulated breathing treatment to be one of the most effective approaches for the treatment of stuttering. Researchers have also demonstrated that a simplified regulated breathing approach is an effective and acceptable treatment for stuttering in children and adults. A review of this literature will be presented. The remaining focus of the workshop will be on teaching the participants the simplified regulated breathing approach. Each treatment component will be described and demonstrated for the participants. Discussion will address such topics as methods for recording stuttering, functional assessment of stuttering, assessment of treatment outcome, compliance with treatment, treatment acceptability, and long term maintenance.

Objectives - Participants will learn the regulated breathing treatment and the simplified regulated breathing approach. Participants will learn the research evaluating simplified regulated breathing as a treatment for stuttering. Participants will learn procedures for the objective measurement of stuttering. Participants will also learn a functional approach to understanding stuttering.

Activities - Information on stuttering and the research on the regulated breathing treatment and simplified treatment for stuttering will be presented didactically. Participants will be encouraged to ask questions and relate their own experiences with behavioral treatment of stuttering. The simplified regulated breathing approach will be demonstrated for participants. Participants will have the opportunity to practice the procedure in role plays.

Targeted Audience - Individuals who are interested in learning empirically validated behavioral treatment for stuttering in children and adults.

Fee - \$50

Workshop #15

Saturday, May 23, 8:00 AM – 11:00 AM

Europe 3

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

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

Description - This workshop has been continually revised to reflect the emergence of new methods which are consistent with a goal-directed, competency based approach to counselling/psychotherapy. Elements of the radical behavioral viewpoint will be related to standard practices, strategies, and concepts involved in helping others. The aim is to help provide attendees who are interested and/or familiar with radical behaviorism with the ability to begin using this perspective when working with clients. It will also be of interest to those with a counseling background who wish to explore how some of their approaches are related to this perspective. The workshop will consist of three components: a review of pertinent features of the radical behavioral viewpoint, the relationship of these features to counseling/psychotherapeutic practices and strategies, and exercises to facilitate acquisition of this perspective (and take-home material to facilitate continued practice).

Objectives - (1) To show the relationships between behavior analysis and current counseling approaches. (2) To show how practices may be integrated, modified, and supplemented by a radical behavioral analysis. (3) To provide beginning practical experience in using some of these perspectives and methods.

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

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

Fee - \$52

**Looking for a Job in Behavior Analysis or a
Behavior Analyst candidate?
Register for Job Placement Services
at ABA '98!**

Workshop #16

Saturday, May 23, 8:00 AM – 11:00 AM

Europe 4

A Parent-Centered Approach to Behavior Change: Serving the Developmentally Disabled in Natural Environments

MARICEL CIGALES, Ph.D., Emily Branscum, B.A., Sara Richardson, Rob Mills, Jose Merida and Yadira Ortiz (Liberty Healthcare Corp.)

Description - A parent-centered model for the delivery of home-and community-based behavioral services will be presented. The word "parent" is used broadly to represent any individual who regularly provides care or services to the client, such as teachers, caregivers, residential or day training staff. The model emphasizes parental participation and empowerment in the enrichment of the clients' lives while taking a holistic approach to services that includes consideration of family dynamics and resources. It has been successfully implemented by the Liberty Healthcare Managed Behavior Analysis Program to meet the needs of a large developmentally disabled population residing in an urban community.

Objectives - The audience will receive instruction and information in (1) the importance of a parent-centered approach to behavioral services in natural settings, (2) the service protocol used by the program, including: conducting the client intake and behavioral assessment, developing individualized treatment plans, parent training, data collection and graphing, behavior programming, maintenance and generalization of training with clients and parents, (3) strategies for obtaining parental participation toward achieving meaningful and lasting behavioral change for the client, (4) the challenges, and their possible solutions, when working in natural settings, (5) providing individual-tailored training in promoting generalization and maintenance of training with parents and clients, (6) strategies for efficient case-management when serving a large population, and (7) coordination of services with other providers.

Activities - The audience will participate in group discussions, role playing and exercises designed to train participants in the use of the service protocol and to simulate realistic situations. There will also be a video presentation of a case study.

Targeted Audience - The information presented will be useful to applied behavior analysts, parents/caregivers. Educators, administrators and others serving atypical populations in natural environments. The audience will benefit from reviewing the service protocol and strategies used to maximize the effectiveness of behavioral services in

the home, school or day training setting and the community at large.

Fee - \$50

Workshop #17

Saturday, May 23, 8:00 AM - 11:00 AM
Europe 5

Person Centered Planning and Behavior Analysis

KURT FREEDMAN, M.A., Cynthia Anderson, M.A., and Donald Kincaid, Ed.D. (West Virginia University)

Description - This workshop will provide a brief overview of the basic tenets of Positive Behavior Support. Additionally, one approach to providing Positive Behavior Support, Person-Centered Planning will be highlighted. Participants will learn the critical components of this comprehensive consultation model which operates from a person-centered value base and is consistent with the principles of behavior analysis.

Objectives - Upon completion of the workshop, participants will: (1) be aware of the tenets of Positive Behavior Support and its relevance to managing challenging behaviors; (2) understand the five essential goals and common characteristics of Person Centered Planning; (3) become familiar with the role of behavior analysis in Person Centered Planning processes; (4) learn to implement one specific Person Centered Planning approach to providing services (Personal profile and Futures Plan); and (5) become familiar with several strategies (Personal Profile and futures Planning, PATH, MAPS) that are useful in blending Person Centered Planning with behavior-analytic technologies into a positive behavior support model.

Activities - (1) Didactic lecture to establish tenets of Positive Behavior Support and Person Centered Planning; (2) Interact with sample data from person-centered planning techniques to gain experience with the principles and processes involved; (3) Opportunities will be provided to practice aspects of person-centered planning techniques and other Positive Behavior Support technologies; (4) Opportunities will be provided for participants to explore the impact of the Positive Behavior Support technology with people they are currently supporting.

Targeted Audience - This workshop would be appropriate for behavior analysts working with individuals who exhibit challenging behaviors. Participants may include parents, teachers, administrators, students, direct-care providers, and therapists.

Fee - \$60

Workshop #18

Saturday, May 23, 8:00 AM - 11:00 AM
Europe 6

Advanced PECS: Complex Lessons Within the Picture Exchange Communication System

LORI FROST, M.S., (Pyramid Educational Consultants, Inc.) and Brenda Terzich, M.S. (Applied Behavior Consultants)

Description - The Picture Exchange Communication System (PECS) is a functional communication program that is designed to help children and adults with severe communication difficulties (including autism and related disabilities). PECS begins by teaching learners to initiate requests within a social framework. Subsequent phases of training develop discrimination of icons and the development of simple sentence structure. This workshop will address issues associated with more complex use of PECS for children and adults.

When simple sentence structure is developed, a variety of lesson formats become available, including lessons regarding the use of attributes (i.e., color, size, place, etc.). Such lessons have traditionally been taught within "receptive" formats (i.e., "touch red," "show me big," etc.) and typically are not highly motivating. The use of PECS also creates opportunities for other highly motivating lessons. Advanced phases within PECS addresses developing commenting, both in answer to questions and spontaneously. This workshop will also review creative ways to introduce commenting within PECS, as well as issues associated with the co-development of speech after the introduction of PECS along with various strategies that may enhance speech development. Finally, the workshop will review the relationship between the training sequence within PECS and Skinner's analysis of Verbal Behavior (1957).

Objectives -

(1) To briefly review the key phases of PECS. (2) To discuss advanced discrimination strategies. (3) To review strategies associated with the use of attributes and complex or difficult to teach mands. (4) To review strategies associated with the development of commenting (both pure and impure tacts) (5) To review strategies associated with "listener" communicative functions, including schedule following, reward systems, learning to wait, etc. (6) To review the relationship between the phases of PECS, training strategies, and the analysis of verbal operants.

Activities -

(1) Lecture, (2) Demonstration of procedures, (3) Video tape of individuals at each level of training, (4) Role playing and direct feedback.

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

Fee - \$55

Workshop #19

Saturday, May 23, 8:00 AM - 11:00 AM

Europe 7

Applying the Ecobehavioral Model in Developmental Disabilities

KIM HUYNEN, Ph.D., (Behavior Change Associates) and John Lutzker, Ph.D. (University of Judaism)

Description - The topic of this workshop is the application of the ecobehavioral model to developmental disabilities. The ecobehavioral model is multifaceted in its assessments and treatment services, viewing people with developmental disabilities as having the same life needs as anyone else, but needing specially arranged social ecologies to help them maximize their lives. The model focuses on antecedent behavior management, with particular emphasis on functional assessment, planned activities training, behavioral momentum, behavioral relaxation training, and in the case of children with autism, discrete trial training. This workshop will cover the ecobehavioral model applied to adults with developmental disabilities and dual diagnosis, families who have children with developmental disabilities, especially autism, and in applying the logic and principles of this model in staff training.

Objectives - Participants will: (1) Gain knowledge about the ecobehavioral model; (2) Will learn about functional assessment applied with adults in a day program and with children in their families; (3) Will learn the basic principles of planned activities training, behavioral momentum, behavioral relaxation training and discrete trial training; (4) Will learn how the ecobehavioral model applies to staff training and management.

Activities - Participants will fill out a trial functional assessment and will be asked to problem-solve examples of they could apply these procedures in their own settings.

Targeted Audience - The target audience can be broad. Students, researchers interested in these applications, and especially practitioners in developmental disabilities.

Fee - \$67

Workshop #20

Saturday, May 23, 8:00 AM - 11:00 AM

Europe 8

Functional Analysis: A Minority View

FRED KEMP, Ph.D. (Quixote Consulting)

Description - Functional analysis is ubiquitous in contemporary behavior analysis. This workshop will consider the definition(s) and current status of the concept and will solicit the experiences of workshop participants in trying to implement functional analyses in the real world. Based on the empirical and theoretical literature, discussion will center on the following topics: Where's the data? What's new? Functional analysis in the real world. Functional analysis and the "nonaversive" debate. Alternatives to functional analysis. Contraindications to functional analysis. The need to expand categories considered in functional analysis. And, finally, a functional analysis of functional analysis. Conclusion: While undoubtedly valuable in some contexts, current enthusiasm for functional analysis is in danger of outstripping reasonable expectations for its contribution to the amelioration of severe behavior problems. Current expectations for functional analyses of all behavior problems are both unrealistic and impractical.

Objectives - Participants will: (1) gain an understanding of the definition and current status of functional analysis, (2) share their experiences in applying functional analysis in the real world, (3) discuss a variety of conceptual and practical problems associated with functional analysis, and (4) develop ideas for future research concerning functional analysis.

Activities - This workshop will consist primarily of lecture and discussion. In addition, participants will be invited to share their experiences in attempting to conduct functional analyses under real-world conditions.

Targeted Audience - Anyone directly or indirectly involved in assessing individuals with challenging behaviors.

Fee - \$50

**Take advantage of the early
Pre-Convention Workshop
registration discount
for ABA'98!
(See page 37)**

Workshop #21

Saturday, May 23, 8:00 AM – 11:00 AM
Europe 10

Strategies for Managing Staffs' Implementation of Programs for Severe Problem Behavior

DENNIS REID, Ph.D., (Louisiana State University Medical Center) and Marsha Parsons, M.A. (Carolina Behavior Analysis and Support Center)

Description - The workshop will describe strategies for assisting supervisors and clinicians in ensuring "hands on" personnel successfully implement treatment plans to prevent and treat consumer problem behavior. Step-by-step procedures will be presented for quickly training staff to provide the prescribed behavioral support, monitoring staffs' program implementation proficiency, and correcting inadequate program implementation. Working handouts will be provided to assist participants in diagnosing and remediating program implementation problems in their own setting, and to ensure environment and social supports are present to reduce the likelihood that problem behavior will occur. Strategies for motivating staff will also be described.

Objectives - Following the workshop, participants will demonstrate the skills to: (1) Identify the components of the treatment program essential for effective treatment of behavior problems (2) Organize program components into an observation form to facilitate direct observation (3) Conduct a direct observation of behavior treatment program implementation (4) Summarize information on program implementation for quick review (5) Train staff to correctly implement treatment programs (6) Provide performance-based supports to improve or maintain staffs' program implementation skills.

Activities - The workshop will include instructor verbal presentation (supplemented with visual illustrations using overhead transparencies and slides), distribution of written handouts, and modeling. Participants will engage in simulated practice activities through written exercises and role-play.

Targeted Audience - Personnel who are either directly or indirectly responsible for overseeing or evaluating the implementation of behavioral treatment plans for consumers with severe disabilities including supervisors, QDDP's, psychologists, quality assurance personnel, protection and advocacy personnel.

Fee - \$50

Workshop #22

Saturday, May 23, 8:00 AM – 11:00 AM
Europe 11

Sequential/Interbehavioral 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 configurations of behaviors which are emitted at high rates, oftentimes overlap in time, and which are context dependent. Discussion includes an introduction to (1) recommended procedures when collecting timebased 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 post workshop.

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

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

Targeted Audience - Advanced graduate students and behavioral psychologists interested in research and development related to the interactive nature of behavior in situational context. Those working in highly interactive educational settings should find the workshop experience and complimentary software particularly appealing to a wide range of research and assessment applications.

Fee - \$175

Workshop #23

Saturday, May 23, 8:00 AM – 11:00 AM
Oceanic 1

Intensive Early Intervention: Enhancements, Additional Skills, and Remedies for Children who Make Unsatisfactory Progress

ERIC LARSSON, Ph.D. (REM Health)

Description - In order to have 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 which have been developed and validated to remediate these challenging behavior patterns. Where skills are not showing satisfactory progress, methods will be presented, for teaching motor and vocal imitation skills; for developing generalized as opposed to rote comprehension skills; for developing auditory as opposed to visual discriminations; for developing creative conversation; for developing spontaneous speech; for preventing skill loss; for developing social interaction skills with peers; for replacing stereotyped noncompliance; and for regaining attending skills.

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

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

Targeted 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 #24

Saturday, May 23, 8:00 AM – 11:00 AM
Oceanic 2

Increasing Social and Play Skills in Children With Autism

MARY MCDONALD, B.A., and Catherine Fallo (The Genesis School)

Description - This workshop will focus on specific strategies based in behavior analysis used to teach children with autism social and play skills. Children with autism generally do not develop social and play skills according to a developmental model, therefore these areas are typically a deficit. Unlike typically developing peers children with autism usually do not acquire these skills without systematic task-analyzed teaching. Social and play skills are interrelated as each effects the progression of the other. For example, as play skills increase, it is more likely that a child with autism will have opportunities to interact with typical peers. As well, as social skills increase there are often more opportunities to engage in interactive play. (1) Social Skills: The importance of teaching social skills to individuals with autism will be highlighted. Social skills will be discussed in terms of level (beginning, intermediate and advanced). Curriculum will be considered, and materials will be suggested for a variety of specific skills. Specific strategies for promoting social skills will be presented and shown on videotape. Motivation systems, prompting techniques, fading of prompts, materials, and group instructions are examples of some of the areas that will be covered; (2) Play Skills: The importance of play skills for children with autism will be discussed as well as the relation of play skills to inclusion in the mainstream. Specific types of play will include: isolated play, cooperative play, sequenced play, pretend and dramatic play. Specific methods for teaching play skills will be discussed and shown on video, such as: modeling schedules, observational learning, videomodeling, written instructions/scripts. Specific materials will be suggested for play activities and a curriculum for play skills will be reviewed. Lastly, ways to incorporate language into play will be proposed with regard to systematic teaching strategies.

Objectives - (1) To provide participants with a curriculum that can be used as a guideline for selection of specific social and play goals. (2) To provide a detailed description of the strategies used to teach these skills. (3) To teach participants the procedural details and instructional techniques related to implementing these strategies. (4) To allow participants to observe (videotape) the techniques discussed during the workshop.

Activities - (1) Lecture (2) Video tape of sample teaching strategies (3) Sample curriculum of social and play skills (4) Problem solving scenarios done in group format.

Targeted Audience - Individuals who work directly with children with autism (in the field of speech of special education) either in a classroom setting or home setting as well as individuals who supervise educational programs for children with autism in either home or school settings. This workshop could also benefit parents who are conducting a home program for their child.

Fee - \$65

Workshop #25

Saturday, May 23, 8:00 AM - 11:00 AM
Oceanic 3

Prevention of Problem Behaviors in Early Childhood Settings

MICHAEL MORRIER, M.A., Sharon Hynes, B.A., Edward Bovey, B.A., and Toni Thomas, B.A. (Emory University School of Medicine)

Description - This workshop will describe research-based approaches to positive behavior management techniques in early childhood settings. Procedures designed to promote engagement with materials, adults, and peers, while eliminating problem behaviors in children with special needs, children at-risk due to economic disadvantage, and middle-class typical children will be described. Hands-on activities to design effective environmental arrangements, use of classroom materials, deployment of teachers, and program evaluation techniques will be utilized. Participants will gain the skills needed to promote positive behavior management techniques within inclusive groups of children ages 15 months to kindergarten entry.

Objectives - Participants will learn applicable skills in the use of positive behavior management techniques that promote increased child engagement with their environment. Means of conducting inclusive groups of children in early childhood settings will be immediately applicable to teachers, administrators, and parents. Participants will be equipped with familiarity knowledge of ways to use classroom materials, and evaluation methods to promote peer-peer interactions, while reducing problem behaviors in their early childhood settings.

Activities - Participants will learn positive techniques through didactic presentations, role plays, and hands-on training.

Targeted Audience - Early childhood administrators, special educators, regular educators, and parents will benefit

from attendance in this presentation. Early childhood personnel who work with children with autism, children at-risk due to economic disadvantage, and middle-class typical children are targeted.

Fee - \$80

Workshop #26

Saturday, May 23, 8:00 AM - 11:00 AM
Oceanic 4

How to Design a Site Based Preschool Program for Preschool Age Children with Autism and/or Related Disorders Using an Applied Behavior Analysis Approach

BONNIE SEBASTIAN, M.A., and Maria Agnew, M.A.
(Bancroft, Inc.)

Description - Based on the principles of applied behavioral analysis, this workshop will include 3 hours of intensive instruction in the organization and implementation of a site based preschool program for children with autism and pervasive developmental disorder. This workshop will provide a basis for developing classroom structure and design, developing classroom schedules and developing discrete trial programs. Additional information will be provided in the integration of related services into a site based program, behavioral interventions, parent and staff training as well as instruction on how to organize and develop an inclusion component to a program.

Objectives - (1) The participant will be able to design a classroom setting to meet the needs of children with autism and pervasive developmental disorder. (2) The participant will be able to write a discrete trial program based on a child's individual program plan. (3) The participant will be able to develop a behavior program based on a comprehensive functional analysis. (4) The participant will be able to integrate related services (speech therapy, occupational therapy, physical therapy) into a specialized preschool program. (5) The participant will be able to follow a model for a parent and staff training program. (6) The participant will be able to follow a model for an inclusion program with typical peers.

Activities - The participants will listen to a presentation on all the components of developing and implementing a site based preschool program for preschool age children with autism and pervasive development disorder. Following the presentation the participants will participate in a discussion of the materials presented. This component may include opportunities to role play and/or write discrete trial programs.

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

Fee - \$50

Workshop #27

Saturday, May 23, 8:00 AM - 11:00 AM
Oceanic 5

Preparing Children with Autism for Inclusive Early and Elementary Education: What does it Take, and how do we get There?

SHEILA WAGNER, M.Ed., Carolyn Parsons, B.S., Catherine Rice, M.A., and Julia Whitney, B.S. (Emory University School of Medicine)

Description - This workshop will focus on the identification of important goals for children with autism to increase success in inclusive educational settings. The education of children with autism has gone through dramatic changes in recent years. This workshop will emphasize the successful inclusion of students into general education settings. Topics discussed will include individual and environmental assessment of communication, social, academic, and behavioral goals; specific strategies and methods to enhance programming and increase peer involvement both in school and in the community. Collaboration between home, school, and community will be highlighted. Profiles of individuals with autism at varying functioning levels will be detailed across the early educational age span. Participants will be presented with profiles and assisted to develop realistic educational programs.

Objectives - Workshop participants will identify pertinent target goals; develop individual and class-wide inclusive teaching plans (including positive behavior strategies and academic modifications); learn strategies to enhance peer involvement; understand and utilize a team approach including teachers (regular and special education), administrators, related therapists, and parents.

Activities - The format of this workshop will consist of presentation, videoclips, and small-group planning, discussion, and role-playing. All participants will work as part of an educational planning team to plan an appropriate educational plan for a young student with autism.

Targeted Audience - This workshop is intended for parents, teachers (both regular and special education), administrators, and speech therapists. This workshop is appropriate for people who work either planning or

implementing educational programs for children with autism in preschool and elementary regular education settings.

Fee - \$80

Workshop #28

Saturday, May 23, 8:00 AM - 11:00 AM
Oceanic 6

Generalizing Applied Behavior Analysis Into Public School Settings for Children with Autism: Strategies for Success

MARY JANE WEISS, Ph.D., Nina Wilde, B.A., Matthew Bowman, Kendra Peacock and Noel Nelson (Rutgers, The State University)

Description - This workshop will focus on extending the principles of applied behavior analysis into public education settings for children with autism. While many high quality private segregated settings exist for these children, public education options are limited. The intensive ratios and precise instructional techniques of applied behavior analysis require the allocation of considerable resources. Generalizing the methods of applied behavior analysis into a public education environment is an imperative current challenge. This workshop will address related curricular and training issues. Curricular progression will be described, based on hierarchical skill development. In particular, strategies for increasing spontaneity through establishing operations and for generalizing skills will be explored. Behavioral criteria for small group instruction and inclusive experiences will be reviewed. Methods of data collection and tracking will also be described. Methods to assess the competencies of instructors will be highlighted, and special attention will be paid to the training model for staff, which includes ongoing assessment and instruction. The incorporation of incidental teaching procedures and parent training will be delineated. Optimal environmental set up, materials selection, and staffing patterns will also be discussed.

Objectives - The workshop attendees will achieve knowledge of (1) the staffing ratios and environment set up needed for this type of program (2) curricular skill progressions in several critical areas, including spontaneous requesting (3) potential criteria to use from moving children from one to one discrete trial instruction to small group instruction and/or inclusive experiences (4) how to evaluate staff competency in the implementation of discrete trial instruction (5) strategies for generalizing skills from the one to one instructional format (6) data collection methods useful in these programs.

Activities - Participants will experience didactic instruction via a variety of venues. Videos will be used to demonstrate

curricular progressions. Some active participation exercises will be used to demonstrate training in reinforcement and shaping. Role plays of differential reinforcement and extinction procedures will also be incorporated.

Targeted Audience - The target audience is teachers and instructional assistants working with children with autism. This will be especially informative for clinicians who are working in, or who plan to work in, a public school program.

Fee - \$50

Workshop #29

Saturday, May 23, 8:00 AM - 11:00 AM
Oceanic 7

Answers, Responses, and Rebuttals: Behavior Analysts in Reply to Objections to Behavioral Interventions

ROGER MCINTIRE, Ph.D., Donald Pumroy, Ph.D.,
(University of Maryland) and Marcie Smith (Private Practice)

Description - Even experienced behavior analyst professionals can be surprised by the questions and objections to the behavioral approach by those who attend workshops and meetings. At invited talks and workshops, audiences can provide challenges where an adequate reply is difficult to make in the short periods of a public presentation. The instructors have collected and employed explanations and debate strategies drawn from numerous sources. Participants and instructors will build a summary of objections and effective professional reactions. While these responses can turn objections to a particular procedure into a useful discussion, a complete understanding of behavioral interventions requires a broader view. As an example, the instructors will present their brief overview of the process from setting events, to definitions of behavioral events and their consequences, to selections of incentives and delivery systems provides a basis for understanding behavioral programs. The client's understanding of the process of behavior analysis is fundamental to a consideration of strategy options and the validity of them. The workshop intends to update us all on the issues raised by the lay public and the most effective ways to alleviate client concerns and open the way for a productive intervention.

Objectives - Participants will discuss modifications and additions to a list of circumstances they have encountered where resistance and objections to the behavioral approach. The objective is for each participant to become familiar with common objections and possible replies. Audience participation and demos will be tried out in the workshop. Workshop materials will include handouts used by the

authors and others in parent and teacher training programs and presentations.

Activities - In subgroups participants will share their own encounters and suggested strategies for specific exchanges. The subgroups will prepare their entries for the summary list and report back to whole group. The instructors will make the modifications and arrange for copies to be distributed to each participant.

Targeted Audience - The workshop considers behavior analyst professionals and their discussions with clients or presentations to lay audiences. Participants with some experience and prospects for future invitations are most likely to benefit from the workshop activities. Participants would include college faculty, persons in private practice, school psychologists, and teachers as well as counselors of students, parents and teachers.

Fee - \$55

Workshop #30

Saturday, May 23, 8:00 AM - 11:00 AM
Oceanic 8

How To Develop, Produce, and Use SAFMEDS

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

Description - SAFMEDS, an acronym for "Say All Fast Minute Every Day Shuffled", represent a procedure to promote fluency in verbal behavior developed by Odgen Lindsley some 15 years ago. Learners see information on the front of a card and attempt to say a brief appropriate response which 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. Enhanced retention of material, endurance of behavior, ease of application to new material, and objective performance standards have been reported by users and practitioners.

Objectives - Participants should be able to: (1) Develop sets of SAFMEDS for content areas in which they teach or train which conform to the rules provided and explained in the workshop. (2) Produce SAFMEDS masters from the Macintosh-based template for Microsoft Word provided to them as part of their materials. (3) reproduce sets of SAFMEDS for students or trainees. (4) Implement use of SAFMEDS in various settings, structuring practice timings to interface smoothly within classroom or training sessions.

Activities - (1) Practice with conversion of different types of information to SAFMEDS. (2) Discussion of using the templates provided to produce SAFMEDS masters on the Macintosh to be printed as decks on card stock. (3) Discussion of alternatives for making the SAFMEDS

available to students, clients, or trainees. (4) Demonstration of how to run timings with small or large groups. (5) Discussion of how to incorporate SAFMEDS into larger patterns of learning.

Targeted Audience - Participants in this workshop should either, (1) have competent subject matter repertoires and be interested in promoting fluent verbal behavior in specialty areas for students, clients or employees they teach or train, (2) want to improve their own repertoires in a content area.

Fee - \$70

ABA '98 Exhibitors

Exhibit Hours

Exhibits provide an excellent opportunity to obtain information about new and existing products and services. The 1998 Convention Exhibit hours as follows:

Saturday, May 23	Installation 8:00 a.m. - 12:00 p.m. 1:00 p.m. - 6:30 p.m. 9:00 p.m. - 11:00 p.m.
Sunday, May 24	1:00 p.m. - 6:30 p.m.
Monday, May 25	1:00 p.m. - 6:30 p.m.
Tuesday, May 26	8:00 a.m. - 1:00 p.m. (Dismantling)

Exhibitors

The following are some of our Exhibitors. Please join us in the Northern Hemisphere Ballroom for these and other interesting exhibits.

Colbourn Instruments

7462 Penn Drive, Allentown, PA 18106. Colbourn Instruments offers behavioral research systems for startle, active and passive avoidance, activity monitoring (open field and home cage), rotometry, operant and classical conditioning, etc. A complete line of modular mazes and operant environments, bio-electric stimulators, shockers, auditory and visual stimuli, liquid and dry feeders, etc. LabLinc V physiological recording system, includes amplifiers, couplers, transducers, computer interface, and software packages for acquisition, processing, and analysis.

The New England Center for Children

33 Turnpike Road, Southboro, MA 01772. The New England Center for Children, founded in 1975 by Vincent Strully, Jr., is located in Southboro, Massachusetts, 20 miles west of Boston. The Center's primary focus is to increase the skills and abilities of children with autism and other developmental disorders through the use of systematic operant conditioning. The Center serves approximately 205 students in a variety of programs including: community

based residential for students 3-22 years of age; community-based residential for young adults; integrated and intensive preschool programs for students 3-6; home-based early intervention programs; day school for students up to 22 years of age, and transition programs where students who were residential have been integrated back into supported home or school situations.

The majority of our students, particularly those who are in our residential programs, display intense, chronic and seriously, interfering forms of inappropriate behavior including aggression, property destruction, and self-injury. Our Staff Intensive Unit was established in 1988 to provide residential treatment for those students deemed beyond the treatment capabilities of most other residential programs. The overriding goal is to provide state-of-the-art behavioral services to these students to decrease their dangerous and interfering behavior and increase their ability to function and communicate independently. A critical component of the success of our program is the competency of our teachers, all of whom are college graduates. We provide intensive training in ABA and teaching strategies, and all teachers must pass a graduate level ABA course during their first months of employment. In addition, we are associated with two university Master's Programs (Simmons College Masters in Severe Special Needs and Northeastern University's Masters in Applied Behavior Analysis). Both of these are 3-year programs with courses taught on-site, and research projects and Master's theses supervised on-site by The New England Center for Children Personnel. The Center has an active commitment to research. Our clinical and applied research interests focus on: the assessment and establishment of reinforcement systems, generalization and maintenance of treatment gains, augmentative communication, early intervention, and basic learning processes. To learn more about The New England Center for Children, Inc., please stop by and visit our display in the exhibit area.

Pyramid Educational Consultants, Inc.

226 West Park Place, Suite #1, Newark, DE 19711. Pyramid Educational Consultants, Inc. was founded by Dr. Andrew Bondy and Lori Frost, M.S., CCC/SLP in 1993 and is dedicated to the advancement of programming for children and adults with autism and related developmental disabilities. Pyramid provides a variety of consulting services and inservice training in the areas of functional communication, behavior analysis, and program development. Andrew Bondy and Lori Frost developed the Picture Exchange Communication System (PECS) to provide nonverbal children and adults with an effective functional communication system that incorporates initiation and higher

(Exhibitors, continued...)

level communication skills. Training seminars include, but are not limited to the following: Picture Exchange Communication System, the Pyramid Approach to Education, Applied Behavior Analysis, and Functional Communication. Our consultants are among the best and they provide expertise from a variety of fields. Pyramid consultants include speech pathologists, teachers, behavior analysts, vocational specialists, and clinical psychologists. In addition to inservice training and clinical services, Pyramid offers training manuals and materials to aid in the implementation of PECS. Products include the following: Picture Exchange Communication Training Manual (available in English and Spanish), Pyramid Approach to Education, Autism Program Staff Manual, Large Communication Book, Small Communication Book, Picture Exchange Communication System Training Tape, Beginning Pictures (high preference items for preschoolers)

Noldus Information Technology

Noldus Information Technology offers computer software and integrated systems for recording and analyzing the behavior of animals or humans. The main products are; The Observer, a system for collection and analysis of observational data, live or from video; Etho Vision, an automatic video tracking, motion analysis and behavior recognition system; SIGNAL, a system for acquisition, editing, spectral analysis and graphical display of acoustical signals; and UltraVox, for automatic detection of ultrasonic vocalizations.

U-t-S Corporation

2968 South Columbus Street, Suite B2, Arlington, VA 22206. U-t-S Corporation provides prepackaged software, custom component software and internet/intranet solutions for Performance Engineering, OBM and Precision Teaching.

Exhibit your product or service at the ABA convention!

The ABA Convention the ideal place
to introduce your service or products to behavior analysts
from around the world!

The ABA Convention provides you, as an exhibitor,
the opportunity to expand your customer base
and generate new leads.

To find out more information
or to reserve an exhibit booth in Orlando,
please contact the ABA office.

Phone: 616-387-8342;

Email: 76236.1312@compuserve.com

The Transformation Business Strategies for the 21st Century

By Doug LaFleur and Dale Brethower, Ph.D.

The Transformation systematically shows the reader how pieces of Human Performance Technology are added to a small business and the dramatic results they offer. Based on the true story of a father and son business buyout, this captivating story is sure to keep your interest while exposing you to a technology which is poised to offer businesses valuable tools and concepts for improving human performance in the 21st Century.

"This book stretches from the first principles of Human Performance Technology to the real demonstration of its value. From concept to application, The Transformation covers all of the steps in between. It is ideal for professors, professionals and practitioners," Peter Dean, Ph.D., Senior Fellowship at The Wharton School of The University of Pennsylvania, Physician Executive of the MBA program at The University of Tennessee, Editor of the Performance Improvement Quarterly and member of the Human Performance Technology Institute Faculty.

"This book is an interesting and novel presentation of some powerful management concepts and tools THAT WORK. It will be a valuable asset for the new and experienced manager, for the small business manager as well as the corporate manager," Geary Rummier, Ph.D., The Rummier-Brache Group and co-author of Improving Performance: How to Manage the White Space on the Organizational Chart.

Available at the ABA Bookstore!

Travel for Less!

Conventions in America has secured discounts on Delta Air Lines into Orlando for the ABA Annual Meeting May 22-26, 1998. Save 5% to 10% on applicable fares, or take an additional 5% off with a 60 day advance purchase. Alamo Rent A Car is also offering special low rates with unlimited free mileage. For lowest fares on any airline, call Conventions in America at 1-800-929-4242 and ask for ABA Group #349. Receive free flight insurance of \$100,000. Or contact them on your website: www.scitravel.com (group #349). If you call Delta Directly at 1-800-241-6760, ask for File #111787. Alamo direct is 1-800-732-3232, ID #541005.

International Stress Management Association

The Seventh International Stress Management Association (ISMA-7) Congress will meet in Houston, Texas, September 28 through October 3, 1999. For information, contact: D. Phillip Morgan, Chairman, Voice: 713-266-1198, Fax: 713-781-2548, Email: epcint@interserv.com

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 about employment, graduate school programs and internships, visit our exhibition booth at the convention or visit our website at: www.NECC.org



**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>

Behavior Analysis Position Announcements

Behavioral Specialist

Full-time position, Marchus School. Job Summary: Provides assistance to Contra Costa County Office of Education (CCCCOE) Students with autism in autistic classes, the classroom staff, and their families in coordinating intensive behavioral intervention programs. Consults with districts for the purpose of developing, implementing, and supervising inhome behavioral intervention programs for students with autism. Requirements: Experience with developing behavioral programs for autistic students, particularly the discrete trial method. Appropriate California Teaching or Services Credential. Contact: Human Resources Department, Contra Costa County Office of Education, 77 Santa Barbara Road, Pleasant Hill, CA 94523.

TR-UMC NeuroRestorative Center, a post acute brain injury rehabilitation facility, is accepting applications for the position of Coordinator of Behavioral Services. The Behavioral Coordinator performs assessments and designs programs to increase appropriate behavior. This individual trains staff to implement strategies and programs for the clients' maximum benefit. The position includes research and providing inservices on behavioral theory and practice. The position also involves counseling clients and families. A Master's Degree or doctorate in behavior analysis, psychology or other related field is required. Candidate must have behavioral programming experience with an emphasis on rehabilitation. Send resumes to: Carol Mancuso, TR-UMC NeuroRestorative Center, C/O McFarland Hospital, 500 Park Ave., Lebanon, TN 37090; Fax (615)444-3135

Director - Delaware Statewide Autistic Program

The Christina School District, the administering district for the Statewide Autistic Program, is seeking an outstanding individual to provide leadership to the Autistic Program. Doctorate in Psychology or Exceptional Children is required. Experience with students with Autism and/or related severe disability. Position is twelve months with an approximate salary of \$80,000 to \$85,000. Criminal background check and drug screening are required prior to employment with the District. It is anticipated that the starting date will be May 1, 1998 or at other mutually agreeable date. Items necessary for a completed application: Letter of interest, resume, transcripts, description of present assignment, and five current letters of recommendation (within the last year). Completed application items must be received at the following address by March 13, 1998. Christina School District, Personnel Services Office, 83 East Main Street, Newark, Delaware, 19711. EOE.

Columbus Medical Services is looking for professionals with a Ph.D. in Behavior Analysis, strong academic training, and at least two years of Post-Doctoral experience with the Developmentally Disabled. Superior starting salary (minimum of \$70,000 per year). For more information, please contact: Richard Tann, Senior Project Director. Phone: 800-229-5116. Fax: 610-783-5255.

NSSA Doctoral Level Positions

NSSA's Martin C. Barell School, a data based education program for children with autism has doctorate level positions available. Qualifications include a doctorate in Psychology or Special Education with academic training in behavior analysis and several years of clinical and research experience in behavior analysis and/or autism. The Martin C. Barell School is a small individualized program which is a direct replication of the Princeton Child Development Institute, and has achieved much acclaim for learner outcomes. The doctoral position will involve the opportunity to supervise educational programming and behavioral intervention strategies, to conduct parent education initiatives, engage in direct teaching, to develop research lines, and to be involved in program development and administration. Excellent salary and benefits, commensurate with experience. The school is located in a suburban area outside of New York City. Career Development and opportunities for growth exist and will be encouraged. Please send vitae to: Howard C. Schneider, Ph.D., Executive Director, NSSA, 208 Division Avenue, Levittown, NY 11756. Phone: 516-579-5087. Fax: 516-579-8124

NSSA Postdoctoral Fellowships

NSSA's Martin C. Barell School, a data based education program for children with autism has fellowships available. Qualifications include a doctorate in Psychology or Special Education with academic training and clinical and research experience in behavior analysis. The Martin C. Barell School is a small individualized program which is a direct replication of the Princeton Child Development Institute, and has achieved much acclaim for learner outcomes. Fellows will have the opportunity to become proficient in educational programming, behavioral intervention strategies, parent training and support systems, direct teaching, supervision of teachers, and program development and administration. Research is encouraged. Excellent salary and benefits. The school is located in a suburban area outside of New York City. Career development and opportunities for growth exist and will be encouraged. Please send vitae to: Howard C. Schneider, Ph.D., Executive Director, NSSA, 208 Division

Avenue, Levittown, NY 11756. Phone: 516-579-5087. Fax: 516-579-8124

Psychologist II, annual salary \$35,110 to \$48,006, excellent fringe benefits. Join a team of quality mental retardation professionals serving clients in very progressive ICF/MR and community settings. You will provide training, consultation, evaluation, behavioral assessment, program development, and direct service and program monitoring. Interdisciplinary program development. State leaders in client centered planning, autism services and sexual offender and victim programming. Located 30 minutes from Des Moines and Ames along the scenic Des Moines River. Minimum qualification: Master's degree in psychology or counseling and guidance and two years postmasters experience as a psychologist. For an application or further information contact Chadwick Hoffbeck, Director, Division of Program Support, Woodward State Hospital-School, 1251 334th Street, Woodward, Iowa 50276. Phone: 515-438-2600 or 515-438-3446.

Behavior Analyst: Devereux CARES is a new center-based education program for students with autism spectrum disorder, aged 5-8 years old, located in Downingtown, PA. We are seeking a Behavior Analyst to work with the Program Director to implement and evaluate the education program. The person we hire will possess the following essential skills. Bachelor's degree (MA strongly preferred) with demonstrated expertise in applied behavior analysis with children with ASD, data collection and analysis, staff training and supervision, design, implementation, and evaluation of education programs, parent training, and excellent oral and written presentation skills. Please send resume to: Vincent Winterling, Ed.D., Devereux CARES, 620 Boot Road, Downingtown, PA 19335. AA/EOE. Drug-free work place, drug testing required.

Bancroft provides educational, vocational, and residential programming for children and adults with developmental disabilities, and brain injuries. I am seeking applied behavior analysts to fill the following positions:

Area Supervisor – The Lindens: The Lindens is a 20-bed secure unit specializing in the assessment and treatment of severe behavior problems in children and adults. Each individual served in the Lindens undergoes a complete functional analysis that serves as the basis for subsequent treatment design. Computerized data collection, 24-hour video monitoring and well educated, highly trained staff make the Lindens a truly rewarding environment for behavior analysts. The successful candidate will report to the Lindens Program Director and will supervise clinical cases, develop

and implement behavioral assessment and treatment procedures, and participate in ongoing research projects. Master's degree required; Ph.D. preferred.

Area Supervisor – Brain Injury Services: Bancroft Brain Injury Services is a comprehensive continuum of community residences serving approximately 40 brain injured adults. Community residences range from group homes to congregate apartments, supervised apartments and semi-independent apartments. Individuals served in the program are provided with training in self-care, residential, vocational, and community skills. Emphasis is also placed on developing appropriate social skills and reducing the frequency of problem behaviors. The successful candidate will report to the Brain Injury Services Program Director and will supervise group home and apartment managers. Responsibilities will include designing treatment and programming for individuals served, supervising cases, maintaining program standards across all service units, and conducting research. This is a management position that provides an excellent opportunity for any behavior analyst who wishes to exercise true control over environmental contingencies rather than merely consult to a team. Bachelor's degree and two to three years experience required; Master's degree and supervisory experience preferred.

Area Supervisor – Mullica Hill Vocational Services: Bancroft at Mullica Hill serves approximately 55 adults who are developmentally disabled or survivors of brain injury. Vocational services are provided across a broad range of settings including community based supported and competitive employment sites as well as campus based horticultural, farm, custodial and equestrian sites. The successful candidate will report to the Mullica Hill Program Director and will supervise individual vocational site managers. Responsibilities will include designing treatment, developing jobs, supervising cases, maintaining program standards across all service units, and conducting research. Bachelor's degree and two to three years experience in vocational programming required; Master's degree and supervisory experience preferred.

*Bancroft offers competitive salaries and comprehensive benefits, including tuition reimbursement. Please send a curriculum vitae (indicating position of interest) to Paul A. Nau, Ph.D., Senior Director of Rehabilitation Services, Bancroft, Hopkins Lane, P.O. Box 20, Haddonfield, NJ 08033-0018. Email: pnau@aol.com
EOE M/F/D/V*

ABA Student Breakfast Fair 1998

The ABA Student Committee invites all students and organizations hiring behavior analysts to participate in the 2nd Annual Student Breakfast Fair in Orlando. The student breakfast fair will be held in an expo setting with large round tables for students and representatives from behavioral organizations to interact.



Employers! The breakfast is an excellent recruitment tool.

To be a sponsor, fill out the following information and fax or mail the form to:

ABA Student Committee
The Association for Behavior Analysis
213 West Hall
1201 Oliver Street
Kalamazoo, MI 49008-5052
Fax: 616-387-8354
Peter.dams@wmich.edu

ABA 1998 Student Breakfast Fair Sponsor Registration Form

☐ Yes, a representative from my organization will participate in the 1998 ABA Student Breakfast Fair

Name of organization: _____

Contact person: _____

Telephone: _____

E-mail: _____

Please indicate the amount you will contribute:

- | | |
|--|-------|
| <input type="checkbox"/> Small organization (less than 10 employees) | \$200 |
| <input type="checkbox"/> Medium organization (11-50 employees) | \$400 |
| <input type="checkbox"/> Large organization (51 or more employees) | \$600 |

Purchase Order #: _____
(or other billing information)

Please note that the actual billing amount may be less depending on the number of attending sponsor organizations.

ABA '98 Convention Registration Form

Association for Behavior Analysis

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

Personal Information

NAME (Last name, first name, middle name)

Fill out the following information ONLY if changed:

PREFERRED MAILING ADDRESS (for all ABA mailings)

PREFERRED MAILING ADDRESS (cont'd.)

CITY, STATE, COUNTRY, POSTAL ZIP CODE

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

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

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

E-MAIL

Convention Name Badge

Print your name as you would like it to be typed on your badge

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

Method of Payment

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

☐ American Express ☐ MasterCard ☐ Visa

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

Name as it appears on your card

Card Number

Expiration Date

Signature

Note: For registering as a member, you should be a member for the 1998 calendar year. If you do not wish to renew your membership for 1998, you should register as a non-member. Presenters and authors must register for the convention.

Convention Registration

A Discount is available for early payment of all registration fees. If your registration is postmarked before March 15, 1998, send the amount listed in the "Before" column. You may register for the entire convention or for just one day.

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

Registration for the Entire Convention

(Saturday 5/23-Tuesday 5/26). Choose your membership category from the list below.

Fill in the appropriate amount: \$ _____

Category	Before 3/15/98	After 3/15/98
Sustaining, Supporting, Full or Affiliate	<input type="checkbox"/> \$79.00	<input type="checkbox"/> \$99.00
Emeritus and Student	<input type="checkbox"/> \$35.00	<input type="checkbox"/> \$45.00
Chapter-Adjunct	<input type="checkbox"/> \$105.00	<input type="checkbox"/> \$125.00
Non-member	<input type="checkbox"/> \$205.00	<input type="checkbox"/> \$225.00

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

☐ Saturday 5/23 ☐ Sunday 5/24
☐ Monday 5/25 ☐ Tuesday 5/26

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

Category	Before 3/15/98	After 3/15/98
Sustaining, Supporting, Full or Affiliate	<input type="checkbox"/> \$35.00	<input type="checkbox"/> \$45.00
Emeritus and Student	<input type="checkbox"/> \$35.00	<input type="checkbox"/> \$45.00
Chapter-Adjunct	<input type="checkbox"/> \$50.00	<input type="checkbox"/> \$60.00
Non-member	<input type="checkbox"/> \$70.00	<input type="checkbox"/> \$80.00

Special Events & Materials

Sweatshirts with Orlando '98 Logo

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

Short-Sleeved T's with Orlando '98 Logo

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

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

Long-Sleeved T's with Orlando '98 Logo

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

Orlando '98 Mug / \$5 ea.\$ _____

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

Registrations for ABA '98 Convention\$ _____

Job Placement Service

-Applicants: \$25 (before 4/1) \$30 (after 4/1)\$ _____

-Employers: \$50/position (before 4/1)
\$65 (after 4/1)\$ _____

Workshop (from other side)\$ _____

Total Registration Payment Enclosed

Total of all items above (US funds only):\$ _____

ABA '98 Workshop Registration Form

Association for Behavior Analysis

Pre-Convention Workshops, May 22 & 23, 1998

- (1) Select workshops from the list below (fees listed include material fees); (2) enter the total fee at the bottom of this page and on the reverse side of this form under "Workshop Fee Total". Please note the dates and times; 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.

Friday, May 22

1. 10:00 AM - 5:00 PM: Standard Celeration Chart Reading..., LINDSLEY, Cooper, Gayler, Manning, Marinko & McGreevey, \$130 members, \$145 others
2. 10:00 AM - 5:00 PM: Practical Functional Analysis Procedures for Clinical and other Applied Settings, BONEM & Delprato, \$125 members, \$140 others
3. 10:00 AM - 5:00 PM: Behavior Management for Children with Oppositional & Hyperactive Behavior, DANFORTH, \$105 members, \$120 others
4. 10:00 AM - 1:00 PM: Job Obtaining Behavior Strategies as a Part of President Clinton's Welfare Reform Plan, WESOLOWSKI, Zawlocki, & Rodriguez, \$100 members, \$115 others
5. 10:00 AM - 5:00 PM: A Requisite Primer: Stimulus Control Methodologies for Effective Instruction, STROMER & Cameron, \$100 members, \$115 others
6. 10:00 AM - 5:00 PM: Guided Self-Change: A Brief Motivational Intervention for Alcohol and Drug Abusers, SOBELL, \$115 members, \$130 others
7. 6:00 PM - 9:00 PM: Promoting Collaboration: A Behavior Analytic Perspective, DETRICH & Bartlebaugh, \$100 members, \$115 others
8. 6:00 PM - 9:00 PM: The Making of a Stable Family, LATHAM, \$60 members, \$75 others
9. 6:00 PM - 9:00 PM: A Systematic Approach for Designing Behavior Analytic Interventions, LUBIN & Alexander, \$110 members, \$125 others
10. 6:00 PM - 9:00 PM: The Treatment of Habit Disorders with Simplified Habit Reversal Procedures, MILTENBERGER & Wagaman, \$50 members, \$65 others
11. 6:00 PM - 9:00 PM: Posttraumatic Stress Disorder: Behavioral Treatment of Children with Developmental Disabilities, CAMERON & Putnam, \$55 members, \$70 others
12. 6:00 PM - 9:00 PM: The Pyramid Approach to Education, BONDY, \$60 members, \$75 others

Saturday, May 23

13. 8:00 AM - 11:00 AM: Parent-Child Interaction Therapy..., MCNEIL & Bahl, \$50 members, \$65 others
14. 8:00 AM - 11:00 AM: Brief Therapy for Stuttering..., MILTENBERGER & Wagaman, \$50 members, \$65 others
15. 8:00 AM - 11:00 AM: Radical Behaviourism & the Counseling Process..., WILLIAMS, \$52 members, \$67 others
16. 8:00 AM - 11:00 AM: A Parent Centered Approach to Behavior Change..., CIGALES, Branscum, Richardson, Millis, Merida & Ortiz, \$50 members, \$65 others
17. 8:00 AM - 11:00 AM: Person Centered Planning & Behavior Analysis, FREEDMAN, Anderson & Kincaid, \$60 members, \$75 others
18. 8:00 AM - 11:00 AM: Advanced PECS: Complex Lessons within the Picture Exchange..., FROST & Terzich, \$55 members, \$70 others
19. 8:00 AM - 11:00 AM: Applying the Ecobehavioral Model in Developmental Disabilities, HUYNEN & Lutzker, \$67 members, \$82 others
20. 8:00 AM - 11:00 AM: Functional Analysis..., KEMP, \$50 members, \$65 others
21. 8:00 AM - 11:00 AM: Strategies for Managing Staffs' Implementation..., REID & Parsons, \$50 members, \$65 others
22. 8:00 AM - 11:00 AM: Sequential/Interbehavioral Data Collection & Analysis Strategies..., SHARPE, \$175 members, \$190 others
23. 8:00 AM - 11:00 AM: Intensive Early Intervention..., LARSSON, \$52 members, \$67 others
24. 8:00 AM - 11:00 AM: Increasing Social & Play Skills in Children with Autism, MCDONALD & Falleo, \$65 member, \$80 others
25. 8:00 AM - 11:00 AM: Prevention of Problem Behaviors..., MORRIER, Hynes, Bovey & Thomas, \$80 members, \$95 others
26. 8:00 AM - 11:00 AM: How to Design a Site Based Preschool Program..., SEBASTIAN & Agnew, \$50 members, \$65 others
27. 8:00 AM - 11:00 AM: Preparing Children with Autism..., WAGNER, Parsons, Rice & Whitney, \$80 members, \$95 others
28. 8:00 AM - 11:00 AM: Generalizing Applied Behavior Analysis..., WEISS, Wilde, Bowman, Peacock & Nelson, \$50 members, \$65 others
29. 8:00 AM - 11:00 AM: Answers, Responses & Rebuttals..., MCINTIRE, Pumroy & Smith, \$55 members, \$70 others
30. 8:00 AM - 11:00 AM: How to Develop, Produce & Use SAFMEDS, GRAF, \$70 members, \$85 others

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, 1998,
add \$20 for each workshop\$ _____

Total for Workshops\$ _____

ABA '98 Membership Form

Association for Behavior Analysis: An International Organization

Mail form and payment to: 213 West Hall, Western Michigan University, 1201 Oliver St., Kalamazoo, MI 49008-5052
Telephone: 616-387-8341/8342. Fax: 616-387-8354

Dues for all Membership Categories include subscriptions to *The ABA Newsletter* and *The Behavior Analyst*, with the exception of Chapter/Adjunct Dues, which do not include a subscription to *The Behavior Analyst*.

Personal Information

NAME (Last name, first name, middle name)

Fill out the following information ONLY if changed:

PREFERRED MAILING ADDRESS (for all ABA mailings)

PREFERRED MAILING ADDRESS (cont'd.)

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 you card

Card Number

Expiration Date

Signature

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

Category	One Year	Three Years
Sustaining	<input type="checkbox"/> \$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

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 collecting agency.

Permanent Mailing Address

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

Degree Held

List most recent degree received:

Year Received:

Degree Received:

Conferring Institution:

Position Title

Please check the one box that most closely describes your job title:

- ☐ 01 Administrator
- ☐ 02 Student
- ☐ 03 Consultant / Staff Trainer
- ☐ 04 Professor / Academic
- ☐ 05 Psychologist / Therapist
- ☐ 06 Researcher
- ☐ 07 Social Worker
- ☐ 08 Speech / Language Pathologist
- ☐ 09 School Teacher
- ☐ 00 Other:

Primary Activity

Please check the one box that most closely describes how you spend the majority of your time at work:

- ☐ 01 Administration
- ☐ 02 Clinical
- ☐ 03 Consulting / Staff Training
- ☐ 04 Research
- ☐ 05 Student
- ☐ 06 Teaching
- ☐ 07 Retired
- ☐ 00 Other:

Primary Discipline

Please check the one box that most closely describes your field of study:

- ☐ 01 Behavior Analysis
- ☐ 02 Behaviorology
- ☐ 03 Communication Disorders
- ☐ 04 Education
- ☐ 05 Medicine
- ☐ 06 Organizational Management
- ☐ 07 Pharmacology
- ☐ 08 Psychology
- ☐ 09 Social Work
- ☐ 00 Other:

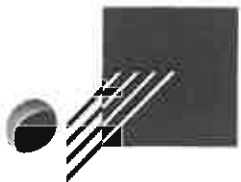
Please place a check in the box next to the ABA-affiliated chapter(s) of which you are a member:

- ☐ Alabama ABA
- ☐ Association Scientifique pour la Modification du Comportement, Canada
- ☐ 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 (Norwegian ABA)
- ☐ Ontario ABA
- ☐ Pennsylvania ABA
- ☐ Sociedad Mexicana de Analisis de la Conducta
- ☐ Sociedad Peruana de Analisis y Modificacion del comportamiento (Peru)
- ☐ Sociedad Uruguaya 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 of which you are a member. Write "I" in the box next to the Special Interest Groups about which you would like to receive information.

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



Society for the Advancement of Behavior Analysis

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

Origin

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

Fellowship Objective

The objective of the *Sidney W. and Janet R. Bijou Fellowship Program* is to enable doctoral students to study child development from a behavior-analytic perspective. The Fellowship will provide a grant for one student per year in a doctoral program in psychology or education, in which it is possible to conduct research in behavioral child development. For the academic year of 1998-1999 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.

Nationality of the Student and Location of the Program

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 in the opening event of ABA's Annual Convention and the recipients 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 1998-1999 academic year must be received at the SABA Office by March 1, 1998

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

Student Committee News

By Mark R. Dixon, M.A.

The Student Committee of ABA is pleased to announce the winners of the first ABA Student Paper Contest: David Wilder from University of Nevada, and Michael Clayton, also from the University of Nevada. David Wilder's paper, "*Cognition and Causality: Theoretical and Empirical Perspectives of Modern Scientific Psychologies*" and Michael Clayton's paper, "*Conceptual Differences in the Analysis of Stimulus Equivalence*" will both be presented at the student sponsored symposium on May 26th, 1:00 – 1:50 p.m. at the ABA Convention.

Make sure to check your programs at the ABA convention for other student-related activities. They include a student breakfast where you will be able to meet representatives from organizations who hire behavior analysts, the student committee business meeting where you can bring up issues that you would like the student committee to pursue, and the ABA Expo, where you can learn more about graduate training programs and research centers.

I hope to see all of you at the convention!

Greetings from SWABA!

By Ned Carter, M.S.

While SWABA is growing slowly in Sweden, the interest in virtual membership has been encouraging with 10 new members signing up at ABA in Chicago. The Swedish Association for Behavior Analysis held one meeting during the fall and watched *Patient like the Chipmunks* (a video on the development of animal training produced by the Brelands) and attended to local business. During the spring of 1998 we hope to be able to arrange a series of seminars on "Hot Topics in Behavior Analysis". Suggestions for topics and literature are welcome.

At present it's uncertain whether or not SWABA will be represented at ABA in Orlando. If any of you would be willing to represent SWABA, let us know. We'll send you a poster, registration forms for virtual membership, diplomas for new members and some money to buy some Absolut vodka (to be consumed primarily by old and new virtual members).

Drop us a line, especially if you have plans to visit Northern Europe. SWABA President, Kenneth Nilsson, has a new e-mail address: Kenneth.Nilsson@bupinst.uu.se

In Memory of Rick Hussian

By Ron Davis, Ph.D.

Rick Hussian died on December 23, 1997 in Greensboro, North Carolina following a brief illness. Rick was nationally recognized for his work in the field of Behavioral Geriatric Psychology. He authored two books: *Geriatric Psychology: A Behavioral Perspective* and *Responsive Care: Behavioral Interventions with Elderly Persons*. He founded and served as Editor-in-Chief of the International Journal of Behavioral Geriatrics. He also had numerous publications in books and journals. Rick is survived by his former wife, Melanie Spence of Dallas, Texas and a brother, Bill Hussian, of Jacksonville, Florida. I worked with Rick for many years at Terrell State Hospital and collaborated with him on one of the above listed books. He was a bright, sensitive and fun loving person. I learned a great deal from him, as did the many students he trained at Terrell. He was dedicated to his career and his death is a significant loss to the field. He will be sorely missed by the people whose lives he touched.

News from BFSR SIG...

By Mark Mattaini, Ph.D.

The Behaviorists for Social Responsibility SIG exists to expand applications of behavioral and cultural analysis to issues with social justice, human rights and cultural survival implications. Objectives include networking among behavior analysts with related interests, connecting behavior analysts with organizations that could benefit from their knowledge and participation, encouraging action related to justice issues among behavior analysts and others, the development and dissemination of "state-of-the-science" papers related to social issues, and related activities. **WE ARE ESPECIALLY INTERESTED IN STUDENT PARTICIPATION!** We can be reached through our Website at "www.bfsr.org", contributions to the links and list of databased actions are also welcomed!

Register for the International Congress of Applied Psychology

The 24th International Congress of Applied Psychology, will take place August 9-14, 1998 in San Francisco. The early registration deadline is April 1, 1998.

To request a copy of the circular, contact: Congress Secretariat, APA Office of International Affairs, 750 First Street, NE, Washington, DC 20002-4242; fax 202-336-5956; Email: icap@apa.org.

The Analysis of Verbal Behavior
A Publication of
**The Association for
Behavior Analysis**

VOLUME 14, 1997
NOW AVAILABLE!

Polson, D. A. D., Grabavac, D. M., Parsons, J. Interverbal Stimulus-Response Reversibility: Fluency, Familiarity Effects, and Implications for Stimulus Equivalence.

Barns, D., Hegarty, N., & Smeets, P. M. Relating Equivalence Relations to Equivalence Relations: A Model of Complex Human Functioning.

Potter, W. F., Michael, J., & Huber, S. Comparison of Selection-Based and Topography-Based Verbal Behavior.

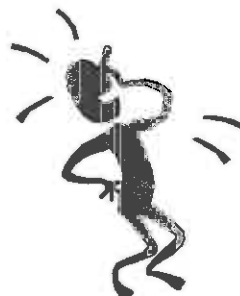
Potter, W. F., Brown, D. L., & Huber, S. A Review of Studies Examining Differences Between Selection-Based and Topography-Based Verbal Behavior.

Knapp, T. J. Meeting the Enemy: An Essay Review of Noam Chomsky: A Life of Dissent by Robert F. Barsky.

Order your copy now!
(See reverse side for order form)

The University of Nevada, Reno
presents...

The Behavioral Follies



A humorous spoof on current
events in the behavioral
community.

STILL ACCEPTING SUBMISSIONS!

Send submissions to:
Steve or Linda Hayes
University of Nevada-Reno
Department of Psychology, 296
Reno, NV 89557-0062

The new *Directory
of Graduate Training
Programs in Behavior Analysis*
Available Soon!
Order your copy
NOW!

U-t-S Corporation

U-t-S Corporation provides prepackaged software,
custom component software and internet/intranet
solutions for Performance Engineering,
OBM and Precision Teaching

U-t-S Corporation
Suite B2
2968 South Columbus Street
Arlington, VA 22206

Available from ABA Order Form

Make checks payable to: ABA, 213 West Hall, Western Michigan University,
1201 Oliver St, Kalamazoo, MI 49008-5052

Phone: (616) 387-8341/8342 Fax: (616) 387-8354

Prices include shipping and handling

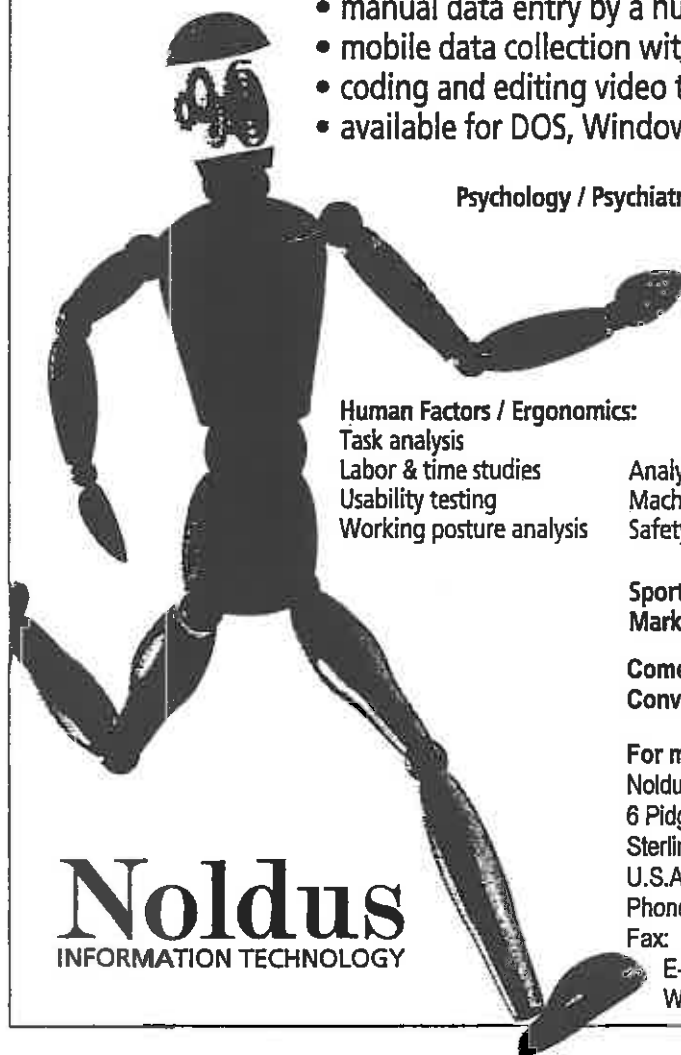
Publications	Unit Cost		Quantity	Total Cost
	Domestic	Foreign		
ABA General Publications				
ABA Newsletter (free w/membership)	\$30.00	\$30.00	x _____	= \$ _____
ABA Membership Directory (1997-98)	\$16.00	\$21.00	x _____	= \$ _____
Directory of Graduate Training Programs in Behavior Analysis	\$15.00	\$20.00	x _____	= \$ _____
Recommendations of the Task Force on Regulatory Issues	\$4.00	\$5.00	x _____	= \$ _____
Recommendations of the Task Force on the Right to Effective Behavioral Treatment	\$4.00	\$5.00	x _____	= \$ _____
Position Statement on Students Right to Effective Education	\$4.00	\$5.00	x _____	= \$ _____
Journals				
Analysis of Verbal Behavior	Institution \$53.00	\$57.00	x _____	= \$ _____
	Individual \$23.00	\$27.00	x _____	= \$ _____
	Student \$16.00	\$20.00	x _____	= \$ _____
The Behavior Analyst (free w/membership)	Institution \$85.00	\$95.00	x _____	= \$ _____
	Individual \$35.00	\$50.00	x _____	= \$ _____
	Student \$15.00	\$23.00	x _____	= \$ _____
Ferster, C.B. and Skinner, B. F.				
Schedules of Reinforcement	\$24.00	\$30.00	x _____	= \$ _____
Keller, Fred S.				
Pedagogue's Progress	\$15.00	\$20.00	x _____	= \$ _____
Principles of Psychology (with Schoenfeld, William N.)	\$24.00	\$31.00	x _____	= \$ _____
Michael, Jack				
Concepts and Principles of Behavior Analysis	\$17.00	\$22.00	x _____	= \$ _____
Pryor, Karen				
Don't Shoot the Dog! The New Art of Teaching and Training	\$8.00	\$10.00	x _____	= \$ _____
Lads Before the Wind: Diary of a Dolphin Trainer	\$17.95	\$22.95	x _____	= \$ _____
If I could Talk to the Animals (video)	\$44.90	\$44.90	x _____	= \$ _____
Super Training! The Art and Science of Training (video)	\$74.90	\$74.90	x _____	= \$ _____
Skinner, B. F.				
The Behavior of Organisms	\$24.00	\$30.00	x _____	= \$ _____
Verbal Behavior	\$24.00	\$30.00	x _____	= \$ _____
Other				
Designs for Excellence in Education: The Legacy of B. F. Skinner	\$34.95	\$39.95	x _____	= \$ _____
National Public Radio: Interview with B. F. Skinner (audio)	\$4.00	\$6.00	x _____	= \$ _____
SUBTOTAL				\$ _____
6% Sales Tax (Michigan Residents Only)				SUBTOTAL x .06 = \$ _____
TOTAL (Make Checks Payable to ABA)				\$ _____

Name: _____ Affiliation: _____
 Street Address 1: _____
 Street Address 2: _____
 City: _____ State: _____ Country: _____ ZIP Code: _____
 Credit Card #: _____ Expiration: _____
☐ Visa ☐ MasterCard ☐ American Express Signature: _____

The Observer[®]: as flexible as human behavior

The professional software system for observing, coding and analyzing series of events: activities, postures, movements, positions, facial expressions, social interactions or any other aspect of human behavior.

- manual data entry by a human observer
- mobile data collection with handheld computers
- coding and editing video tapes
- available for DOS, Windows and Macintosh



Psychology / Psychiatry: Developmental psychology
Educational psychology
Nursing
Psychotherapy
Psycholinguistics
Behavioral medicine
Forensic psychology
Behavioral assessment

Human Factors / Ergonomics:
Task analysis
Labor & time studies
Usability testing
Working posture analysis

Analyzing man-machine interactions
Machine downtime recording
Safety & risk management

Sports research, Traffic research,
Market research and much more....

**Come visit us at the 1998 ABA
Convention in Orlando, Florida.**

For more information contact:
Noldus Information Technology Inc.
6 Pidgeon Hill Drive, Suite 180
Sterling, VA 20165
U.S.A.

Phone: 1-800-355-9541

Fax: (703) 404-5506

E-mail: info@noldus.com

Web: www.noldus.com

Noldus
INFORMATION TECHNOLOGY

Walt Disney World Dolphin Reservation Request

For reservations call: 1-800-227-1500

Fax: 407-934-4710

The *Walt Disney World Dolphin* welcomes you to Orlando and the 24th Annual ABA Convention. All reservations will require a deposit as follows:

- Enclosing a check or money order made payable to the *Walt Disney World Dolphin* covering the first night's stay.
- Note the entire number of your credit card below (American Express, Diner's Club, Visa, MasterCard, Discover, Carte Blanche, Enroute, or JCB). Please include expiration date and signature of card holder.
- All reservations must be received by April 21, 1998.

The *Walt* only if appropriate cancellation notification is given (cancellations must be received 48 hours prior to the scheduled arrival date).

Group Name: **Association for Behavior Analysis**

Meeting Date: **May 22-26, 1998**

Last Name _____ First _____ Middle _____

Sharing With _____

Address _____ Phone _____

City _____ State _____ Zip Code _____

Special ABA Member Room Rate: \$110 per night (plus 11% tax, subject to change without notice).

Arrival: _____ arrival time at the hotel will be: _____ (Check-in time 3:00 p.m.)
Day Date

Departure: _____ (Check-out time 11:00 a.m.)
Day Date

Accommodation Information:

Number of rooms required: _____ Number of people in room: Adults: _____ Children: _____

I request a room with:

- ☐ Two (2) double beds (\$110 per night)
- ☐ One (1) king bed (\$110 per night)

I prefer a:

- ☐ Smoking room
- ☐ Non-smoking room

☐ I have enclosed a check

☐ I have pertinent credit card information on this form

Credit Card Number _____ Expiration Date _____ Signature _____

(This signature authorizes the *Walt Disney World Dolphin* to charge the above account for one night's room deposit)

Circle type of card: American Express MasterCard VISA Discover JCB Diner's Club Carte Blanche

Orlando - Get there for less!

Association for Behavior Analysis May 22-26, 1998 - Orlando, Florida

Delta Air Lines - official airline for ABA

- Save 5% on lowest applicable fares (some restrictions apply)
- Save 10% on unrestricted coach class fares (7-day advance purchase)
- Take an additional 5% off with 60 day advance purchase
- Travel between May 18-31, 1998

Alamo Rent A Car - official car rental company

- Special low rates are available
(book early, supply may be limited)
- Unlimited free mileage
- Bonus frequent flyer mileage

Conventions in America - the official travel agency for ABA

- Lowest available fares on any airline
- Discounts on Delta and Alamo
- Free flight insurance of \$100,000
- Seat assignments, senior discounts, frequent flyer mileage
- Easy ticketless travel on most carriers

Make one easy call to Conventions in America

1-800-929-4242, ask for Group #349

Visit our website: www.scitravel.com

Outside U.S. & Canada call 619-453-3686 / Fax 619-453-7976

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

Email address: flycia@scitravel.com

7770 Regents Road, Suite 111, San Diego, CA 92122

If you call direct or use your own agency, refer to these codes:

Delta	1-800-241-6760, File #111787A
Alamo	1-800-732-3232, ID #541005

 **Delta Air Lines**





An International Organization

The Association for Behavior Analysis

Western Michigan University

213 West Hall

1201 Oliver Street

Kalamazoo, MI 49008-5052

Bulk Rate

U.S. Postage Paid

Kalamazoo, MI

Permit No. 478



24th Annual Convention

Orlando