

An International Organization

The Association for Behavior Analysis Newsletter

Volume 21

1998

Number 3 (Fall)

A Message from the ABA President

Let me begin with a reminiscence of my high-school days right after World War II, when social studies teachers taught us to conduct student meetings through the use of "motions," where issues, when introduced, were "moved" upon, "seconded," and finally voted on. When I started participating in ABA Executive Council meetings, I was much surprised and, to be honest, amused that the Council conducted meetings exactly the same way as I was taught. I never dreamt as a student that I would come to a position in which I must be responsible to follow this practice. As a non-native speaker of English, one and a half days of Executive Council meetings are some burden on me; the intervals blessed with commensals who are, without exception, gourmets and connoisseurs of wine. A meal with the Executive Council is more than just dinner. It may well be named a symposium.

When I was nominated to run for the position of President of ABA, I was asked to write my statement of goals for ABA. I include that statement here, for all ABA members to read:

My primary goal is to make the Association for Behavior Analysis a truly international organization that is able to promote development and dissemination of behavior analysis on a worldwide scale. To attain this goal, I set the following sub-goals:

- A. To form a committee for the discussion of what should be done in order to become a truly international organization.
- B. To expand the number of participants in the ABA Annual Convention from outside the USA.



C. To use the Internet more effectively.

D. To facilitate the translation of basic books in behavior analysis into various languages.

In addition, I am committed to the goal of increasing the breadth of the field of behavior analysis by increasing communication between scientists. The following three sub-goals reflect this commitment:

E. To foster the integration of basic and applied research.

F. To seek behavioral solutions to various social problems more persistently.

G. To increase the communication between behavior analysts and other behavioral scientists.

It seems appropriate to refer to my statement in which I advocated the expansion of our activities outside of the US, as two developments have since been realized.

Recently, voting members of ABA approved the inclusion of an International Representative to the Executive Council who, in the actions and businesses of the Council, will represent international members. International voting members will choose the first International Representative to the Council early next year.

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General Information

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

Diversity Statement

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

Submitting to the ABA Newsletter

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

Mailing Date	Deadline for Submissions
January 2	December 15
May 1	April 15
October 1.....	September 15

Subscriptions

All members of the Association for Behavior Analysis 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 9½" deep).....	\$350
Quarter page (3¼" wide x 4½" deep).....	\$200

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

Questions?

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

Association for Behavior Analysis

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Visit the ABA Web Site at
<http://www.wmich.edu/aba>

"Message" continued from cover

Additionally, the Council voted to conduct an international conference every three years outside of the US. It is expected that in the year 2001 the first international conference will be held in Italy; ideal sites are being explored by our Executive Director/Secretary-Treasurer, Maria E. Malott.

Thanks to Maria, our financial conditions have been much improved. It seems now possible to develop certain cooperative systems, not only between US and non-US groups, but between different non-US groups, in the near future.

An extra Council meeting was held in Atlanta last February to discuss possibilities for a National Certification process for applied behavior analysts. It was decided to support the formation of an independent Behavior Analysis Certification Board to gain control of the Florida behavior analysis certification process for the purpose of developing a national process. Although this is, in a sense, a purely national issue in the US, it does have wider implications; namely, that international development of a certification process may be expected.

In the last Executive Council Meeting in Orlando, the issue of "quality control" of presentations in the annual conventions was discussed. It was decided not to implement sweeping regulations at once, but rather to phase them in gradually. For

the 1999 convention, proposals for data-based presentations will be required to include summaries of data. This year, the program committee will begin to develop criteria for other types of presentations as well.

To review the previous ABA Convention in Orlando, the attendance numbered 1992, the second highest on record, while the highest, of 2,014 participants, was recorded in Chicago last year.

In the coming 1999 Convention in Chicago, we will celebrate the 25th Anniversary of ABA by way of a banquet that has been discontinued since the demise of B.F. Skinner. We all look forward to meeting you, all the members of ABA, then and there.

Last but not least, we welcome from our members any opinion or advice that may improve ABA in any way, especially from our young members, student or otherwise. For example, Charlie Catania advocated improvements in convention poster sessions in order to relieve the much-congested program. Subsequent improvements in poster sessions will be adopted at the next convention.

You will find it easier to reach us now, as our systems of home page and Internet have been much improved. Visit the ABA website at <http://www.wmich.edu/aba>.

Masaya Sato, Ph.D.
President

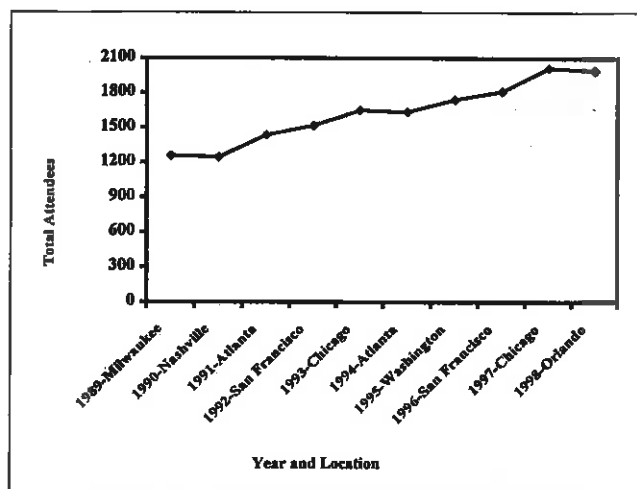
An Update from ABA

I am pleased to announce that ABA continues to grow healthy and strong with the support of its members, Affiliated Chapters, Special Interest Groups, the Executive Council, Board Coordinators, and Committee Chairs. I would like to address two issues with respect to ABA's development over the last year: the financial health of the organization and the support of students in the enhancement of the organization.

Financial Health

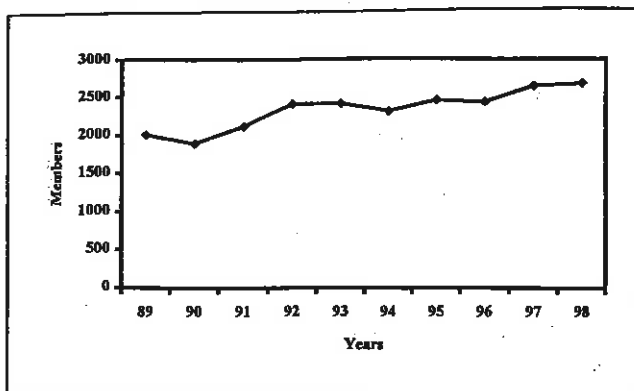
ABA's major income sources and growth indicators are convention attendance and membership; and both reflect ABA's strength. In 1998, 1992 people registered for the annual convention in Orlando, Florida. (Figure 1 shows convention attendance by year and location from 1989 to 1998).

Figure 1: Convention Registration by Year



ABA presents record membership in 1998 with a total of 2,685 members. Figure 2 shows membership by year from 1989 to the present.

Figure 2: Membership by Year



In 1997, ABA had an excellent year financially. Gross income was \$465,350 and expenses were \$370,510. Net margins were 20%. ABA's financial success had enabled the Association to begin building ABA's reserve to protect the organization in case of unpredictable emergencies. In addition, ABA has been able to invest in projects critical to the development of behavior analysis; for instance, support for the National Certification Board and a consensus initiative to develop a behavior analysis position on the treatment of autism. Figures 3 and 4 show the distribution of income and expenses for the 1997 calendar year.

Figure 3: 1997 Income

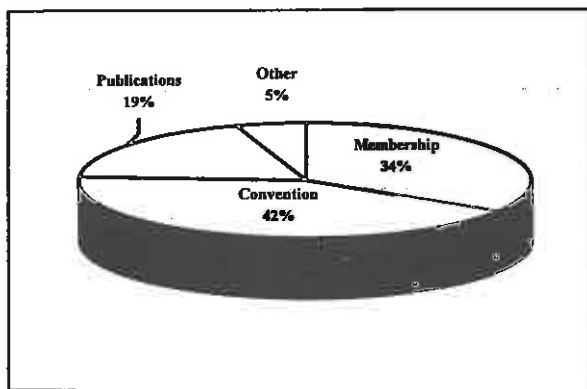
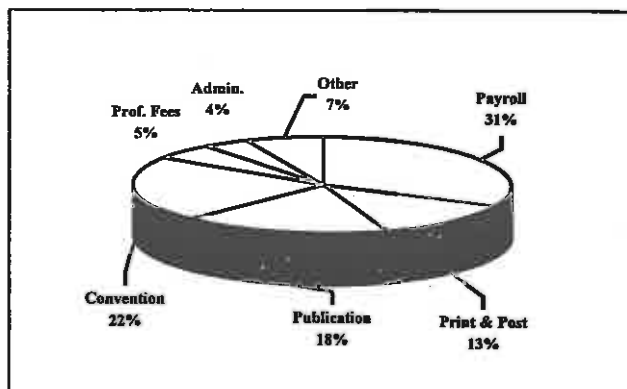


Figure 4: 1997 Expenses



ABA will have another financially successful year in 1998.

Student Projects

We have been fortunate at the ABA office to have tremendous support from the faculty and students of Western Michigan University. The ABA office serves as a practicum site for the Industrial Organization Class of Dr. Alyce Dickinson, for MA projects, theses, and other class projects. In the last five years, the ABA office has benefited from the work of a total of 47 students from the Psychology Department of WMU, and 14 students from other departments, including Graphic Design, Industrial Engineering, Computer Science and Education.

With student help, ABA has staffed the annual convention and conducted a series of projects including: development of the convention program system, enhancement of the annual convention, on-site registration, revision of ABA's structure, alignment of the strategic plan, convention management, staff management, and web page development.

More recent student projects have enhanced our 1998 convention as described in the following section by the students themselves: A process analysis of the generation of the Annual Program by Peter-Cornelius Dams, Convention Management by Lori Diner, Job Placement Services by Christi Versavage, Continuing Education by Corina Groeger, and the ABA Cooperative Bookstore by Jacalyn S. Smeltzer. Much of ABA's success at the 1998 convention is due to the contribution of these students.

Maria E. Malott, Ph.D.

Executive Director/Secretary-Treasurer

Student Projects at the 1998 ABA Convention in Orlando

The ABA Program Book: A Process Analysis

What began as a four-week measurement project for my I/O class with Dr. Alyce Dickinson developed into a seven-month process analysis for the ABA office. The purpose of the initial project was to measure the performance of entering the 1998 convention proposals into an electronic database. We categorized proposals into eight categories (e.g., poster, address, workshop, etc.) and four submission types (i.e., mail, fax, e-mail, and web). Maria Gleeson and other ABA staff¹ kept daily logs of the number of proposals received per category and type, and of the time they spent to print, tag, schedule, and enter the submissions. These logs enabled Dr. Maria Malott to track daily progress. We then decided that it would be helpful to collect data on the entire program book process because those data had not been previously collected.

Not surprisingly, and consistent with previous years' experience, we noted that 950 proposals (86%) were submitted during only four days—right before and on the October 24 deadline! It took about four weeks to schedule and enter these proposals into the database.

Of a total of 1,101 submission, 595 (54%) were received electronically, 63% of those through the World Wide Web and 37% by e-mail. While this use of modern technology made the submissions process easier for the submitting authors, it did not benefit ABA staff because they had to print hard

did not benefit ABA staff because they had to print hard copies of all electronic submissions and enter them in the database. For the 1999 program, however, an attempt will be made to enhance the program database to automatically download e-mail and web submissions.

It took 853 staff hours to prepare the program book—from receiving submissions to layout, editing, and printing the mailing labels. Maria Gleeson was responsible for about 60% of the entire process, and I appreciate that she not only consistently logged her hours, but patiently endured my revisions of log sheets, requests for database printouts, and timings of various data entry steps.

Early in 1998, ABA hired a new staff member, which increased the resources for the program book and resulted in a timely mailing to ABA members. For the first time, the entire convention program was available on the Internet; a service that required 105 programming hours because each event had to be linked to author, area, and poster indexes.

The major impact of this project was that the use of log sheets prompted Maria Malott to install a customized computer tracking system for all ABA staff and projects. Other outcomes were that staff can be assigned more effectively and efficiently, decreasing the daily fluctuations in submissions processing that occurred when one person was not only responsible for the program book but also for other office duties. The instructions in the Call for Papers and for the web-based submission forms have been revised to provide better submission guidelines so that the number of duplicate and incomplete proposals can be reduced.

¹ Thanks go also to Tim Castañón, Lori Diener, Corina Groeger, and Majda Seuss for data collection.

Peter-Cornelius Dams, M.S.
Western Michigan University

Convention Management

The purpose of a convention management system at ABA is to increase overall convention performance, by measures of quality, timeliness, and accuracy in all related processes and outcomes. ABA Annual Convention events only happen two times a year for most behavior analysts: when preparing and submitting your proposals and when attending and presenting at the convention. Nevertheless, the ABA Annual Convention is a yearlong process for the office staff. As the Association for Behavior Analysis grows in members, our annual conventions draw a larger crowd each year. The need for a management system is more crucial than ever. This is why I chose this topic for my Master's thesis.

Many would be surprised to learn how much time and work goes in to putting together each year's convention. The convention work begins in June, while we are still putting a closure to the previous year's convention. Main components of piecing together a successful convention include the following:

- ◆ Site visit
- ◆ Call for papers
- ◆ Exhibitor recruitment

- ◆ Negotiation and signing of contracts (such as audiovisual, decorator, security, computer rental, and transportation)
- ◆ Processing membership and registrations
- ◆ Working with the Design Center in creating thematic designs for our mugs, T-shirts, and sweatshirts
- ◆ Scheduling all of the presentations for the convention
- ◆ Publishing the convention newsletter, program book, and brochure for the local chapter members of the area in which the convention is held.
- ◆ Recruiting employers and applicants for job placement services
- ◆ Continuing education coordination
- ◆ Volunteer coordination
- ◆ Managing and coordinating the ABA store
- ◆ Working with the hotel in the logistics of the entire event
- ◆ Reconciling the books at the end of convention

The goal of improving convention performance is to eliminate disconnects in all convention related processes with a behavioral approach. A master calendar has been designed to help staff organize individual agendas and generate task lists for the week. Tasks are clearly defined in weekly meetings and the completion and non-completion of tasks are reported and tracked in staff meetings as well. The weekly meetings allow for group problem solving for uncompleted tasks and for new issues that arise. The general design of the management system includes monitoring weekly accomplishments that align with the master calendar and graphing trends in performance. This management system is a win-win. ABA employees work more efficiently and convention registrants (our receiving system) have an organized and effectively run convention to attend in which they can discuss and expand pertinent issues in behavior analysis.

Lori Diener, B.S.
Western Michigan University

Job Placement Service

This year at the ABA convention, Job Placement and Career Enhancement Services was the most successful the service has ever been. We were fortunate to have 34 applicants looking for jobs as well as 78 employers hiring behavior analysts. In addition, the jobs posted were more diverse in previous years. More jobs were offered in the fields of Organizational Behavior Management, Clinical, and University settings than in years past. Many of the applicants and the employers were able to utilize the facilities at the hotel for onsite interviews, which provided a relaxed comfortable atmosphere. As a result of this service, employers were able to fill their positions and applicants were able to find jobs in the areas of their interest. We were also able to provide workshops for the first time this year on resume and vita writing, what employers are looking for, and getting into graduate school.

The future for Job Placement and Career Enhancement services is rapidly expanding. We are now offering World Wide Web packages. This will enable applicants to access available jobs year round at their own convenience via the Internet. Job postings will be continually updated and kept current. There are multiple packages available for both applicants and employers who are interested in the web

service as well as the convention services provided by Job Placement and Career Enhancement Services. Be sure to check the 1999 Call for Papers for more detailed information.

Christie Versavage, B.S.
Western Michigan University

Continuing Education

The continuing education program at ABA provides academic training for behavior analysts and other professionals, as required by licensing associations and specialty boards. This program offers ABA members opportunities to stay current on research, theoretical issues, and applications of behavior analysis. Continuing education activities help achieve ABA's mission "to develop, enhance and support the growth and vitality of behavior analysis through research, education, and practice."

This year's convention was my last as coordinator of ABA's continuing education program. In the 1996 convention at San Francisco, my first year as coordinator, we implemented changes in an effort to improve the quality of our service in the continuing education area. That year for the first time, members and other professionals requesting continuing education credits were able to receive their certification of attendance on site. In addition, in the 1996 convention ABA became an approved provider of continuing education activities through the California Psychological Association, to help our Californian members meet their licensing requirements.

ABA's efforts to improve continuing education services to its members have not stopped. At the 1998 convention, ABA offered continuing education activities sponsored by the American Psychological Association and by the California Psychological Association. In addition, ABA, along with the Florida Association for Behavior Analysis, coordinated continuing education activities for Certified Behavior Analysts and Associate Behavior Analysts necessary for Florida certification. At this year's convention 28 workshops received American Psychological Association continuing education credits, three workshops were sponsored by the California Psychological Association Accrediting Agency, and 22 activities received continuing education credits through the Florida Association for Behavior Analysis. The number of continuing education credits/hours sponsored for each was 96, 9, and 31 respectively, for a total of 136 sponsored credits/hours. A significant number of members and professionals benefited from ABA's continuing education program at our last convention, when 206 requested American Psychological Association continuing education credit. The total number of continuing education credits/hours sponsored during the 1998 convention was 136. This represents a sensible increase from the two previous conventions that I coordinated, with 93 and 99 total credits/hours sponsored for the 1996 and 1997 conventions respectively.

In looking for ways to improve our continuing education program, at this year's convention, workshop attendees filled out a Needs Assessment Survey. This survey was oriented toward identifying areas of specialization within behavior analysis that needed to be included or extended in future

continuing education offerings. The results from the survey showed that the strongest interest in future workshop topics were the following, in order of popularity: behavioral interventions for children/adults with autism; training parents/staff of children with autism in applied behavior analysis, behavioral interventions for developmentally disabled children, behavioral interventions for children with hyperactive behavior, and training parents/staff of developmentally disabled in applied functional analysis. ABA is currently working to implement these suggestions at the 1999 convention.

But what makes ABA's continuing education program successful is the teamwork. Its success is the result of hard work and contributions from the ABA staff, the Executive Director, and the volunteers that help make each year's convention the best ever. This 1998 convention we had 23 volunteers who helped monitor the integrity and quality of ABA's continuing education program.

Majda Seuss has taken over my duties as the continuing education coordinator. Majda is working to maintain the improvements that have been made, and she is also looking for ways to offer our members and other professionals an even better service in the continuing education area.

Corina Groeger, Ph.D.
Western Michigan University

The ABA Cooperative Bookstore: Past, Present and Future

Dr. Maria E. Malott has consistently worked with university faculty to provide graduate students opportunities to apply the various skills they are learning to real-world projects. In 1997, Dr. Maria E. Malott and Dr. Alyce Dickinson provided Dan Sikora (Meijer, Inc.) and Wendy Jaehnig (W.A. Howe Developmental Center), then graduate students in Western Michigan University's Behavior Analysis program, an opportunity to design, organize and manage the first ABA-owned Cooperative Bookstore.

Applying Dr. Dale Brethower's total performance system model, Dan and Wendy identified a mission statement, organizational goals, and the organizational structure of the system. They then applied Geary A. Rummler and Alan P. Brache's Three Levels of Performance, to design work processes at the organizational, process, and job/performer levels. Through the utilization of behavioral systems analysis and human performance technology, Dan and Wendy presented ABA members with a bookstore featuring over 400 titles relevant to the field of behavior analysis, and sold approximately 1,568 books.

In 1998, while taking a class with Dr. Dale Brethower, I began work as Project Manager of the newly established ABA Cooperative Bookstore. Incorporating Dan and Wendy's system evaluation and recommendations, I also applied the Three Levels of Performance to diagnose performance improvement opportunities and redesign key processes. Linking work processes to organizational goals resulted in many process and logistical improvements, some of which are illustrated in the table following.

Critical business issue	Process influencing performance	Problem	Solution
Purchase time	Point-of-sale transactions	One cash register	Two cash registers
Purchase time	Point-of-sale transactions	Manual data entry	Bar-code scanners
Inventory control	Reconciling inventory with publisher invoices	Insufficient system for tracking inventory	Internal price-cards with bar codes Design an inventory control process.
Purchase selection	Selection of titles	Potential to improve selection quantity	Widen selection, carry more titles

The 1998 Cooperative Bookstore featured approximately 1,000 titles and sold 2,712 books, a 58% increase from 1997.

In preparing for the 1999 Cooperative Bookstore, I have diagnosed performance improvement areas in order to implement continuous quality management. The table below illustrates some of these, not all of which yet have solutions.

Critical business issue	Process influencing performance	Problem	Solution
Advertising	Advertising strategies	Insufficient signage and promotion	Develop advertising packages of interest to publishers Advertise special events and services with additional signage
Purchase time	Point-of-sale transactions	Slow credit card processing	Not yet identified
Consignment contracts	Contract negotiation	Hidden charges and loop holes	Revised contracts targeting problem issues
Staffing	Price card process	Recycling price cards is cumbersome and inefficient	Ensure every book has a price card
Inventory control	Receiving incoming shipments and packing return shipments	Publishers' shipments varied from ordered Insufficient system for handling a large inventory Inadequate staff training	Redesign the inventory control process Implement a performance-based training process
Purchase selection	Selection of titles	68% of orders were returned to publishers	Analyze purchase data by categories and adjust selection

Through the continued application of behavioral systems analysis and human performance technology, the ABA Bookstore is full of promise. Be sure to stop by in 1999!

Malyn S. Smeltzer, M.A.
Western Michigan University

ABA members! Save over 25% on a personal subscription to...

Behavioral Interventions

Editor: RICHARD M. FOXX, Penn State Harrisburg

Behavioral Interventions primarily publishes reports of research involving the utilization of behavioral techniques in applied settings. The techniques may include behaviorally-oriented strategies used in the assessment, education and treatment of clients and students, as well as behavioral assessment/evaluation, training and management techniques used with staff. Applied settings include residential facilities, schools, daycare, partial hospitalization and other community-based treatment and educational programs.

New Regular Features & Topics for 1998...

- Special section on litigation and behavioral programming issues
- Special section on parental and consumer issues related to the delivery of behavioral services
- Book review section
- International Journal Alert: Outstanding international articles will be identified

Vol 13 1998 4 Issues Personal: US\$95/£60

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Clinical Psychology & Psychotherapy

Editors: PAUL EMMELKAMP and MICK POWER

Publishes theoretical, empirical and review papers that address issues of relevance to practising clinicians and researchers in any area of clinical psychology and psychotherapy, and related disciplines such as psychiatry, social work and counselling.

Vol 5 1998 4 Issues Personal: US\$105/£75

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Also of interest...

Cognitive Therapy of Anxiety Disorders A Practice Manual and Conceptual Guide

ADRIAN WELLS, University of Manchester, UK

"This is the one I had been waiting for: a detailed, technical, treatment manual... Dr Wells does an excellent job in passing on a wealth of useful information... This book will be of especial interest to CBT practitioners new and old, and to students and researchers interested in anxiety disorders. There are plentiful examples from practice and especially good examples of questions for the therapist to use in assessment and intervention. I know I will make much use of it and recommend it strongly to my trainees."

Behavior Research and Therapy

0471 96474 3 328pp July 1997 Hardback \$85.00

0471 96476 X 328pp July 1997 Paperback \$42.95

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Society for the Advancement of Behavior Analysis

The Society for the Advancement of Behavior Analysis (SABA) is working toward providing scholarships to students in behavior analysis. Thanks to the generous donation of Janet and Sidney Bijou, SABA annually provides one scholarship to a graduate student in a behaviorally oriented child development program. This year, the first grant from the Janet and Sidney Bijou Fund was awarded to Hiselgis Perez, a doctoral student in Life-Span Developmental Psychology at Florida International University in Miami.

SABA's endowment fund has been allocated to provide more scholarships to students in behavior analysis. Currently, the fund totals \$57,132. SABA needs to accumulate a principle of \$100,000 for interest to generate a second scholarship for a student in behavior analysis. SABA needs about \$43,000 in donations to provide a second scholarship. SABA welcomes your contributions.

We want to use this opportunity to thank all of the ABA members who contributed to the endowment in 1997-1998 to help build our scholarship funds:

Contributor to the Janet & Sidney Bijou Fund

- ♦ Jennie Williams

Contributors to the Endowment Fund

- ♦ Glenn Latham
- ♦ Richard W. Malott
- ♦ Jay Moore

We also want to thank all other donors to SABA. In 1997-98, SABA received donations for the registration of student presenters and for travel expenses of presenters to the annual convention, as well as unrestricted donations and a donation for the publication and distribution of *The Analysis of Verbal Behavior*.

Donation for Travel to the Annual Convention

\$100

- ♦ The New England Center for Children to support travel expenses of the Science Policy and Research Board.

Unrestricted Donations

\$10,000 The Estate of Ellen Reese

\$750 to \$1000

- ♦ Edward Anderson
- ♦ Masaya Sato

\$100 to \$200

- ♦ Donald Baer
- ♦ Victor Laties
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November

First ABA International
Conference in Italy

2001

in addition to the May annual convention in New Orleans

Donations for Convention Registration of Student Presenters

Each year members of ABA donate money to cover the convention registration for student presenters. Thank you to the following contributors:

\$50 or more

- | | |
|---------------------|-------------------|
| ♦ Janet Ellis | ♦ David Feeney |
| ♦ Richard W. Malott | ♦ Raimund Metzger |
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| ♦ Paul Mountjoy | ♦ Susan Schneider |
| | ♦ Mark Sundberg |

\$5 to \$49

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|-------------------|-----------------------|
| ♦ Osborne Cresson | ♦ Beth Sulzer-Azaroff |
| ♦ Corrine Donley | ♦ David Wesch |

Donations for the Publication and Distribution of The Analysis of Verbal Behavior (TAVB)

Jack Michael continues donating the net income generated from the sales of his book, *Concepts and Principles* to help with the purchase of the *Analysis of Verbal Behavior*. In the 1997-98 year 158 copies of *Concepts and Principles* were sold, generating a net income of \$460. The sale of *Concepts and Principles* has generated a total of \$9,055 to date.

Autism Task Force Update

Autism and behavior analysis: The histories of each are fraught with misunderstandings and controversies. It should be no surprise to anyone that when the two come together, the potential for confusion increases exponentially. That is what is happening today, on several levels.

The recent increased demand for applied behavior analysis services for children with autism presents behavior analysts with some tremendous opportunities to dispel long-standing misconceptions about our discipline, make important scientific contributions, and change the lives of thousands of people for the better. At the same time, the current state of affairs poses a number of serious threats to the integrity of the field.

For one, there are far too few well-qualified behavior analysts to meet the demand, so scores of "posers" (a term coined by Dave Pyles) are filling the vacuum. Many of these untrained and under-trained individuals are misrepresenting behavior analytic concepts and methods, engaging in unethical practices, and in some cases harming children and families. The actual and potential danger to the field should be obvious. In the absence of formal procedures for credentialing applied behavior analysts, confusion reigns as to what applied behavior analysis is and what skills are required to do it properly.

The guidelines adopted by the ABA Autism SIG last May (see the ABA web page) and stepped-up efforts to establish behavior analysis certification procedures are some positive side effects of the situation in autism, but much work remains to be done. Not surprisingly, old and new critics are also taking advantage of this opportunity to step up the "steady misrepresentation" of behavior analysis that has haunted our

discipline for so long. Some proponents of other approaches to the treatment of autism, for example, are spending substantial resources to oppose increased availability of applied behavior analysis services, often invoking inaccurate negative stereotypes about behavior analysis in the process.

Adding to the confusion are the plethora of treatments that are claimed to benefit individuals with autism, a dearth of clear statements about the scientific evidence of their efficacy (or lack thereof), and the absence of evidence-based standards of care for people with autism. The good news is that some individuals and groups are trying to remedy this last problem by conducting and disseminating reviews of the scientific literature on all autism treatments, including behavioral intervention. More and more parents are calling for science-based practice in autism diagnosis and treatment. The bad news is that controversies are raging within the area of behavioral intervention for autism that add to the general confusion and threaten to divide the field. Almost daily, practical questions about applied behavior analysis in the treatment of autism are debated on the Internet, in homes and classrooms, in professional journals, in the mass media, and even in courtrooms.

Increasingly (and understandably), consumers are looking to ABA for answers to some of these questions, such as: Which prompt- and prompt-fading procedures are the most effective? For what purposes are various instructional formats (discrete-trial "drills," incidental teaching techniques, chaining, task analyses, child-initiated activities, etc.) best suited? What are the most effective and efficient methods for teaching discrimination skills? Are behavior analytic methods effective for teaching complex skills like communication, social interaction, and abstract concepts? What are the most effective methods for reducing disruptive and dangerous behavior in young children with autism? How can skill generalization be enhanced? Last year the ABA Executive Council determined that a task force is needed to try to resolve some of the controversies swirling around autism treatment within our own discipline. As a result of various developments, this has evolved into a presidential task force under my direction. Objectives are to review and integrate the published scientific literature on applied behavior analysis in the treatment of autism; in other words, to answer questions like those listed above on the basis of the best available data. The goal is the development and dissemination of a "white paper" that will be useful to families of individuals with autism, agencies that fund and provide behavioral services, policymakers, professionals, and other interested parties. I am asking several respected behavior analysts, some of whom do not work in autism but are known for their scientific rigor, to serve on the task force. Others will be asked to coordinate and write reviews of research on specific topics (e.g., prompting strategies), and to submit published, peer-reviewed scientific studies to the task force. I welcome the help and support of ABA members in this important endeavor.

Gina Green, Ph.D.
President-Elect

Behavior Analyst Certification

The Behavior Analyst Certification Board, Inc. (Board) was formed as a result of a need identified by states within the ABA Affiliated Chapters Board. Its purpose is to develop, promote, and implement a voluntary certification program for behavior analyst practitioners across the United States and, eventually, other nations. The Board will establish uniform content, standards, and criteria for the Behavior Analyst Certification Board credential and ensure that its program meets the legal standards established through state, federal and case law; the standards for national certification programs as established by the National Organization for Competency Assurance; and the "best practice" and ethical standards of the behavior analysis profession.

The Board will develop its certification model based on the successful Behavior Analyst Certification Program operated by the State of Florida. The Florida Program has been in operation for 15 years and helps to ensure the competence of practitioners through stringent requirements including appropriate professional experience and specific formal education; passing a professionally-developed written examination; and obtaining ongoing continuing education. Florida certifies behavior analyst practitioners at two levels.

The ABA Council endorsed the formation of the Behavior Analyst Certification Board and has provided financial support for the development process. ABA will have a representative on the Board's Council of Directors. The Board will provide informational and feedback sessions at the 1999 ABA Convention with the goal being to administer the Certification Examination to eligible candidates at the Convention in 2000.

Determining the Examination Content

In the coming months, many professional ABA members and all currently certified behavior analysts will be asked to complete a critical survey. This survey is the central element of the occupational analysis (similar to a task analysis) of applied behavior analysis that Florida, with the Board, is conducting to identify the tasks of behavior analysis practitioners. These tasks are independent of the context (e.g., location or client population) in which the individual works and comprise the essential content within which certified behavior analysis practitioners should be trained and practiced to be considered minimally competent. The tasks are compiled in the "Applied Behavior Analysis Task List" that is further refined to include knowledge, skills and abilities statements (KSAs) under each task that are, in turn, keyed to specific content references. The Task List (tasks and associated KSAs) forms the content on which the certification examinations are built, and the survey results determine the tasks that are included in the Task List.

All ABA members who receive surveys in the mail are encouraged to take a few minutes to complete and return their surveys. By completing the survey, members will help to define the essential content of applied behavior analysis and contribute to the future of the field and profession.

Gerald L. Shook, Ph.D.

Executive Director, Behavior Analyst Certification Board and

Michael Hemingway, Ph.D.

Director, Florida Behavior Analyst Certification Program

News from the ABA Student Committee

Your Student Reps Are

Student Representative: Peter-Cornelius Dams, M.S.

Student Representative Elect: Amy Elliott, M.S.

Student Representative Past: Mark Dixon, Ph.D.

ABA 1998

The 1998 ABA convention provided several forums 'just for students.' The Annual Student Breakfast Fair was again well attended and supported by 16 sponsors—a new record! Four ABA presidents (Dr. Marc Branch, Dr. Jim Johnston, Dr. Masaya Sato, and Dr. Gina Green) showed their support of the student membership through their attendance at the breakfast.

The Student Committee Poster at the ABA EXPO profiled our mission and last year's accomplishment. Stop by the poster next year to meet your student reps and see what they are doing (and planning to do) for ABA's student members.

We were pleased to welcome four students to the Student Committee Business Meeting—a 100% increase over last year's attendance! These students provided critical input and volunteered to participate in the Committee. Amy Elliott is in the progress of providing them with some suggestions for involvement at the next convention. Next year, will publish our agenda so that student members have an idea what to expect at that meeting and what types of ideas and suggestions we are looking for.

The First Annual Student Paper Contest yielded two winners: Michael Clayton and David Wilder, both from the University of Nevada, Reno. We are conducting the contest again this year, so check your Call for Papers for details.

We also surveyed students' opinion about several ABA issues. We are using the responses to help formulate our strategy for the next few years and to enhance the convention experience for student members.

The convention featured many other student-oriented events sponsored by other active committees: JPS (Job Placement Services) started a series of workshops on professional development—a must for undergraduates who are contemplating grad school and grad students who are interested in what employers are looking for in new employees. Other presentations include the traditional Newcomer's Session with Jack Michael and Scott Wood, information about graduate training programs, the EAHB-SIG Student Paper Competition, and the Internship Training Site Overview.

ABA Support for Student Members

ABA provides convention support through the "Student Presenters Fund" and by using student volunteers to run the convention.

The least painful way is to apply for the "Student Presenters Fund." This fund is supported by donations to SABA and pays convention registration for students who are first authors and presenters at the next ABA convention (see the Call for Papers

for details). This past year, 51 students were eligible; unfortunately, the SABA funds only supported 41 of them! **ABA MEMBERS:** If you are interested in supporting students (besides buying them a beer at the EXPO), please contribute to the "SABA Student Presenters Fund". Mail your contributions to SABA, 213 West Hall, Western Michigan University, Kalamazoo, MI 49008-5052. It only takes \$37.00 to support a student who registers early!

ABA also provides student volunteers with free workshop admission, registration and membership, as well as other perks depending on the hours worked. If you're interested in a pre-convention workshop but can't afford the workshop fee on top of all the other convention costs, or if you like the excitement of running a convention, call ABA at (616) 387-8341/8342 or e-mail 76236.1312@compuserve.com

How to Run for Student Representative

Have you ever played with the idea to become actively involved in ABA? To contribute some of your time and talent in exchange for professional and organizational experience? Do you wonder sometimes what Council members REALLY talk about? Then you might want to consider becoming the next Student Representative to Council. Not only will you gain personal experience, but you can help ABA support the professional development of its almost 1,000 student members. However, you may not be sure if you will receive enough votes. The nomination and election process is probably easier—and more fun—than you think. If you follow the steps below, you can increase your chance of a nomination and election, and, at the same time, involve other students in the ABA elections.

1. Make sure that you will be in graduate school for at least two more years following the election. (During the first year you will serve as Student Representative Elect; during the second year, as the Student Representative, you will have a vote at Council.)
2. Tell students in your department and your friends at other schools that you are interested in becoming the next Student Rep. (Many students don't know who to nominate, and are thankful for suggestions. But don't forget: only student members can vote, so get them to become ABA members if they are not already.)
3. It's O.K. to send individual e-mail or letters to other students, but you cannot do mass e-mail or mass snail mails!
4. Post a sample nomination form and additional notices with your name on it at your department mailboxes, bulletin boards, etc.
5. Every year several votes are voided by unreadable names and missing signatures on the return envelopes, so be sure that you remind your fellow students to clearly write and sign their name on the envelope.
6. About two weeks before the nominations are due, remind students about the nomination deadline. Nominations have to be received by ABA by the deadline, because late comers will not be counted and are mercilessly thrown out.

7. Once you're nominated, follow steps 2-6 for the election process.

Often it takes less than ten votes to be nominated, so be sure to give it a try!!

Other News

Majda Seuss from the ABA office just put the updated edition of the Directory of Graduate Training Programs on the Internet—sorted by state! Access it through the "Publications" button on the ABA Homepage (www.wmich.edu/aba/). It is also available in print from the ABA office. The directory is an important resource for students searching for behavior analytic graduate programs and for graduates looking for teaching positions.

The Student Committee has its own web page (Click on the "Student Committee" button on the ABA Homepage). The web page has links to related sites, and we're currently working on expanding it to include the 1998 Student Committee Poster and other student-related information.

We are also working with the Membership Committee on the transition from student member to full member. As part of that collaboration, Mark Dixon is exploring why some student members discontinue their membership after graduation.

Currently, we are revising the Student Committee's mission and goals so that we know where we're going and how we can get there. Our focus will be on measurable goals and projects. We will report on the new mission after we have informed the Membership Chair and ABA Council of the proposed changes.

If you have any comments, suggestions, or ideas, please feel free to write or e-mail me!

Peter-Cornelius Dams, Student Representative
peter.dams@wmich.edu

Convention Volunteers

Volunteers are needed at the 1999 Convention in Chicago to assist with convention management. ABA will provide registration, membership, and/or other compensation.

If you are interested in volunteering in 1999, please send the following information to: Convention Volunteers; Association for Behavior Analysis; 213 West Hall; Western Michigan University; 1201 Oliver Street; Kalamazoo, MI 49008-5052.

Name: _____

Address: _____

Telephone: _____

of Hours You Can Work: _____

Please circle the days and times you will be able to work:

Wednesday, May 26	Morning	Afternoon
Thursday, May 27	Morning	Afternoon
Friday, May 28	Morning	Afternoon
Saturday, May 29	Morning	Afternoon
Sunday, May 30	Morning	Afternoon

ABA Offers Affiliated Chapters Support and Requests Same

ABA supports the development and vitality of its affiliated chapters. This article outlines the services ABA offers to its chapters.

ABA Affiliated Chapter Contacts

Dr. Sigrid Glenn, ABA Affiliated Chapter Board Coordinator, may be contacted concerning any matter related to affiliated chapters. Chapter chairs are invited to contact Dr. Glenn at:

Department of Behavior Analysis
PO Box 13438
University of North Texas
Denton, TX 76203-6438
Telephone: (940) 565-2561
E-mail: glenn@scs.unt.edu

Additionally, affiliated chapter chairs are invited to contact Majda Seuss at the ABA office to request support for any of the following services or to offer further suggestions for how ABA can aid chapters.

Accreditation of Behavioral Programs

ABA publishes a handbook entitled *Guidelines for the Accreditation of Programs in Behavior Analysis*. Chapter chairs may request copies of the handbook to send to educational institutions in their regions with strong or developing behavior analysis programs.

Certification of Behavior Analysts

ABA is supporting the *Behavior Analysis Certification Board*, an organization developed by Dr. Gerald Shook, of Shook and Associates in Tallahassee, Florida, and Randy Keyworth, of the Spectrum Center in Berkeley, California. Shook and Keyworth are in the process of developing a national system that states can use to certify behavior analysts. ABA has offered Shook and Keyworth in-kind and financial support to provide the exam at the ABA convention. For details about the development of the *Behavior Analysis Certification Board*, contact Dr. Shook at (850) 668-8757, by e-mail at Jerry_Shook@compuserve.com, or by mail at 519 East Park Avenue, Tallahassee, FL 32301-2524.

Clearinghouse Services

The ABA office is developing a system to file key documents for chapters to share with other chapters that need assistance with their development. Chapter chairs, please send us copies of current versions of your by-laws, handbooks, or other materials that you believe will be of help to other chapters. This clearinghouse, when complete, will also serve as an archival library for affiliated chapters.

Continuing Education

ABA is approved by the American Psychological Association to offer continuing education for psychologists. The main goal of continuing education is to keep behavior analysts' knowledge and skills current. In order to provide opportunities for continuing education, ABA sponsors CE events and co-sponsors CE events with other organizations or individuals throughout the year.

ABA will co-sponsor workshops for APA credit with interested

chapters. Chapters interested in offering workshops for continuing education credit may request the *Guidelines for Co-Sponsoring Continuing Education*. This manual provides information about the guidelines, policies and procedures that chapters must follow to be approved as a co-sponsor with ABA. Samples of materials that must be completed by the applicant as well as samples of other relevant materials are included.

At the ABA convention, ABA offers workshops for continuing education credits from both APA and California Psychological Association's Mandatory Continuing Education for Psychologists (MCEP) and, more recently, we offer CEU credits for the Florida Association for Behavior Analysis (FABA). Recent workshop topics have included:

- ◆ Behavior management for children with oppositional and hyperactive disorders
- ◆ Increasing social and play skills in children with autism
- ◆ Motivational intervention for alcohol and drug abusers
- ◆ Person-centered planning and behavior analysis
- ◆ Practical functional analysis procedures for clinical and other applied settings

Convention

ABA will schedule and provide space at the convention without charge for chapters to conduct business meetings. If chapter chairs are interested in organizing a meeting, please follow the submission procedures for business meetings in the ABA *Call for Papers*. The *Call* will be mailed in August and will be available on the ABA web page by mid August. Submissions should be received in the ABA office no later than October 21, 1998.

Additionally, the convention offers a wide variety of events for chapters and chapter-member participants. ABA Boards and Committees hold their meetings at the convention and often address issues of interest to chapters.

ABA provides chapters space at no charge in the Expo to display promotional materials and network with other chapters and special interest groups. Chapter chairs should contact the ABA office if they are interested in Expo space at the convention. Please follow the procedures for the Expo included in the *Call for Papers*.

Courtesy Membership Status

Jon Bailey of the Florida Association for Behavior Analysis recently proposed that ABA offer chapters the option to provide ABA courtesy membership for chapter members who are not regular members of ABA. This will be a non-voting membership. The cost per member will be \$4.87 and will be used to cover the cost of mailing two newsletters a year. ABA makes no profit out of this service. ABA courtesy chapter members will receive two mailings a year from ABA. One mailing will consist of the regular convention newsletter and the other of a special newsletter including eight pages of the *Behavior Analyst Digest* from Dr. Joseph Wyatt plus additional fillers from ABA. Chapters that participate will provide ABA with two sets of mailing labels a

year to make these publications available to joint members. This courtesy membership will be offered on a voluntary basis to affiliated chapters. If chairs are interested in providing this service to chapter members, contact Jon Bailey at (850) 644-6443 or by e-mail at bailey@psy.fsu.edu.

Handbook for Affiliated Chapters

ABA is assembling a handbook of information relevant to ABA affiliated chapters. We are requesting assistance in the development of this project. We specifically need chapters' input about materials chapter chairs would like to see in the handbook. We plan to have handbooks available by April and will forward a copy to chairs upon receipt of the annual status report.

Networking

ABA Membership Directory. ABA provides the chair of each of its affiliated chapters one complimentary copy of the ABA Membership Directory. ABA publishes its directory every two years. The next edition will be available in 1999, and will be mailed to those affiliated chapters that submit the annual report to the ABA Executive Council.

Mailing Labels. ABA will provide one complimentary set of mailing labels of ABA members a year in the chapter's geographic location upon request for causes compatible with the enhancement and development of behavior analysis.

Newsletter Support

ABA provides newsletter space for any chapter wishing to contribute an article, conference information, or other chapter-related news. We encourage chairs to submit material up to two times a year for the dates indicated below. Chapter's chairs are encouraged to use ABA's newsletter as a vehicle to communicate with ABA members. If chairs wish to include an article or other information in the ABA Newsletter, please be aware that the deadlines for submissions are listed at the beginning of the newsletter. Submissions for the ABA newsletter should be made to the ABA office by the given dates.

Additionally, ABA provides articles of interest from the ABA Newsletter for use in chapter newsletters. Please call the ABA office if you are interested in reprinting one of our published articles. We ask that if you use an article from ABA you identify the source.

Distinguished Speakers Bureau

The ABA Distinguished Speakers Bureau consists of preeminent behavior analysts who represent a range of expertise. Speakers have each designed a talk targeting a general audience and one targeting a specialized audience. Speakers have agreed to accept invitations to speak whenever possible, with travel expenses and minimal honoraria (\$250 maximum) to be provided by the host organization. A list of speakers and topics follows. To initiate an invitation, please contact Dr. Keith Allen, at (402) 559-5756 or by e-mail at 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. Himeline, 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

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

We encourage all ABA affiliated chapter chairs to take advantage of the support ABA offers and to suggest further ways in which ABA can support chapters.

Sigrid Glenn, Ph.D.

Affiliated Chapter Board Coordinator

Maria E. Malott, Ph.D.

Executive Director/Secretary-Treasurer

News from ABA Affiliated Chapters

Chicago ABA

CABA members look forward to welcoming ABA to Chicago in May. Although CABA is one of the oldest behavioral associations, even predating MABA, CABA has been less active in recent years, as more effort in Illinois has gone to support our state association (BASIL). With BASIL on firmer footing now, and with more sites in Chicago deploying behavioral technologies, the presence of ABA in May is a good opportunity to increase CABA's activities again. ABA members moving to Chicago are encouraged to contact Charles Merbitz at IIT (312 567-8862 or cmerbitz@iit.edu) for additional CABA information.

Charles Merbitz, Ph.D., C.R.C.

Director, Rehabilitation Engineering Technology Lab

The Function of Asociación Latinoamericana de Analysis y Modificación del Comportamiento (ALAMOC) in Behavior Analysis Development in Colombia

It is very important for the ABA Colombia chapter of ALAMOC to increment its audience in the international context, to become part of the growth of ABA in the world, and to consolidate its commitment with behavior analysis promotion. This column expects not only to show behavior analysis development in Colombia, but also to discuss relevant issues in behavior analysis. In this case I am interested in showing the dynamic of ALAMOC-ABA Colombia during the last years.

Since 1991 ALAMOC-ABA Colombia has grown from 50 affiliates to near 300. In the last three years this number has fluctuated between 150 and 300, according to the number of member renewals. Although our number of affiliates has not been stable, our rate of annual events has been maintained between four and five a year. These events are conferences, symposia, seminars and work-shops, with objectives to: 1) Promote behavior analysis in Colombia, 2) Interest and stimulate young figures to our approach, 3) Obtain resources for our functioning, and 4) Contribute to our local social and academic development.

The chapter's development is associated with an international bulletin that has been published twice a year without interruptions since 1991, for a total of 13 editions. This bulletin is distributed to our national affiliates and also to other ALAMOC chapters in South America and Spain. It is the only regular publication by a psychological group in Colombia. The events we organize also occur with regular frequency.

Our chapter has had a growing participation in events at the international level. For example, in the last two years our affiliates have represented the chapter while participating in more than ten national and international events.

It is also important to mention that our active members have obtained international awards for their graduate theses: One from the Interamerican Society of Psychology and another from the Congress for Professionals Committed to Behavior Analysis Promotion.

Perhaps the most recent and significant contribution to behavior analysis' progress in Latin America has been the edition of the book *Handbook of Behavior Analysis*, with more than 20 chapters written by 25 representative authors in contemporary behavior analysis from Colombia, Canada, Belgium, Argentina, U.S.A., Spain and Great Britain.

Besides these quantitative indicators of the advances of our chapter, it is worthwhile to note that we are in the process of improving the administration system in order to make it more efficient, with the target of increment its scope, including more services and better alternatives for behavior analysis.

The chapter has many challenges to and responsibilities for the future of our discipline, not only in the Colombian context, but also in Latin America's. It is clear that these challenges could not be addressed without the establishment of the productive cooperative relations and interchanges we are initiating. I am sure this process will strengthen us and will permit the accomplishment of the mission of developing behavior analysis. I hope our next contributions will focus not only to talk about our local growth but also to contribute with theoretical, methodological and practical issues in behavior analysis.

Wilson Lopez Lopez, M.A.

President of ALAMOC - ABA Colombia

Delaware Valley ABA

The Delaware Valley Association for Behavior Analysis (DVABA) meets approximately four times per year at Temple University in Philadelphia, Pennsylvania. We are an informal group comprised of professional and student attendees primarily interested in the application of applied behavior analysis in clinical and educational settings. Dues are not charged, and all interested people are welcome to attend meetings.

Thus, individuals not particularly identified with behavior analysis, but having a specific interest in a presentation or topic, often will be among those attending. Attendees come from anywhere within a 50-mile radius of Philadelphia, an area that includes metropolitan Philadelphia, northern Delaware and southern New Jersey, as well as southeastern Pennsylvania.

Presentations at the meetings generally focus on innovative applications of behavioral techniques, with presentations of data that document their effectiveness; representative topics have included the use of activity schedules for individuals with autism, direct instruction, reinforcement schedules, and the teaching of alternative communication systems. Formal discussion of the presentation is encouraged, with subsequent informal discussion over pizza and refreshments following. An emphasis is placed on maintaining a relaxed, casual style

where ideas can easily be exchanged and informal networking is facilitated.

DVABA has joined forces with a group headed by Richard M. Foxx, Ph.D. (Pennsylvania State University, Capitol Campus) to form a Pennsylvania State ABA Chapter. This initiative was inspired by rapidly growing numbers of requests and expressions of interest from parents of children with autistic disorders in Pennsylvania. These people are seeking services that are specifically based upon principles of behavior analysis for their children. Both school-based and in-home ABA services are actively being sought and used by these families.

There has thus been a high demand for qualified practitioners to guide these services. In response to political activity of the increasing numbers of people recognizing their need for such services, officials in Pennsylvania as well as in other states have begun an initiative for certification of Behavior Analysts to identify those people who are qualified to provide such services.

Representatives of DVABA have attended planning meetings with Richard Foxx and other practitioners throughout the state and the chapter meeting with Jerry Shook at the ABA meeting in Orlando. Planning meetings have been held with our members to discuss these issues and future directions for our organization regarding involvement with the state ABA chapter, and the Certification initiative.

Randy LaBorde, M.Ed. & Mike Weinberg, Ph.D.
DVABA Coordinators

Behaviour Analysis in Ireland

The Behaviour Analysis in Ireland (BAI) group has been in existence since the mid-1970's. The original aim of the group was to provide a supportive environment primarily for students to develop their research interests through meeting and presenting their ideas and findings. The importance of this is obvious when one considers the diverse geographical location of the main active groupings of behaviour analysts in Ireland. These are in the University of Ulster (Drs Michael Keenan, Kevin Tierney, & Prof. Julian Leslie), Queens University, Belfast (Dr. Karola Dillenburger), University College Dublin (Dr. Mark O'Reilly), National University of Ireland, Cork (Dr. Dermot Barnes and Dr. Bryan Roache), and the University of Limerick (Dr. Thomas Waldman).

In the preface of the BAI text, Advances in Behaviour Analysis (1997), Prof. Leslie, one of the co-founders of BAI, noted the direction that the group was moving in:

Our objective in the next twenty years will be to establish as strong a network in Ireland for the support of applied behavioural analysis as we have for behaviour analysis in general. (page xv)

Leading members of BAI have already made great strides in bringing about the transfer of this technology to the community. BAI has already made significant inroads into the applied arena in Ireland as suggested by the inclusion of papers on autism, gerontology, precision teaching, and sport psychology at the BAI Annual Meeting in Galway, 1997. Indeed, interest in the application of behavioural principles in

autism has resulted in an unprecedented number of requests for the skills of applied behaviour analysts.

Perhaps the greatest development within BAI in the North of Ireland has come in the area of Autism. Due to the innovative work of Dr. Michael Keenan, a community-based group entitled Parents' Education as Autism Therapists (PEAT) was founded. Under the guidance of Dr. Michael Keenan (UU), Dr. Ken Kerr (Director of Training, PEAT) & Dr. Ian Taylor (UU) the group has gone from strength to strength through a series of well-structured workshops. By teaching applied behaviour analysis to parents, it has been possible to improve the quality of lives of both the autistic child and parents. International support for this work has kindly been provided by Dr. Bobby Newman from the Association in Manhattan for Autistic Children, New York.

BAI plans to establish further international links to create more learning opportunities for younger behaviour analysts beginning their career and, hopefully, to attract established members of ABA to share their knowledge and resources.

Whilst members of BAI publish widely in many different journals, one project of interest to those teaching behaviour analysis is the multimedia work of Dr. Michael Keenan. Entitled Behaviour Analysis: A Primer. This innovative multimedia brings behaviour analysis alive and contains sections on classical conditioning, operant conditioning, stimulus equivalence, and behavioural observation. Dr Keenan has employed multimedia in teaching over the last few years, an approach that has been welcomed by students as reflected by the increasing number of students interested in behaviour analysis.

Although the numbers involved in BAI are relatively small (under 30 people), we are encouraged by advances made in recent years. By attracting more interest from undergraduate students across the country, it is hoped that an infrastructure can be developed to promote careers in behaviour analysis, which will benefit ABA in general, and more specifically allow the transfer of skills to the community.

If you would like any further information on BAI please contact:

Dr. Ken Kerr
Learning & Behavioural Consultancy
47 Dunsuivnish Ave.
Portstewart
Co. Derry BT 55 7EP
Northern Ireland

References

- Dillenburger, K., O'Reilly, M., & Keenan, M. (Eds.) (1997). Advances in Behaviour Analysis. UCD Press: Dublin.
Keenan, M. (in press). Behaviour Analysis: A Primer.

Ken Kerr, Ph.D.
Learning & Behavioural Consultancy

Japanese Association for Behavior Analysis

Japanese Association for Behavior Analysis (J-ABA) celebrated its 16th year with the Annual Convention on August 19 and 20, 1998, at the University of Tsukuba, 60 km north of Tokyo. The convention highlights included the symposium on Behavior Analysis of "the Theory of Mind," invited lectures on statistics applied to single-subject experimental data, Fred. S. Keller school performance management by J. S. Twyman, behavior analysis and IEP, to mention a few.

J-ABA has more than 400 members, and publishes the Japanese Journal of Behavior Analysis twice a year, and the J-ABA newsletter. Original articles and interesting essays in English are welcomed from abroad. J-ABA, one of ABA's affiliated chapters, becomes known as the site that brought about the first non-American ABA president, Masaya Sato, this year.

The 1999 Annual Convention of J-ABA will be held July 29 and 30, at the Hokkaido Medical University, north of Japan, cool and beautiful campus even in the hot summer season. The convention contact person is Takashige Iwamoto, Department of Nursing & Social Welfare, Hokkaido Medical University, 1757 Kanazawa, Tobetsu-cho, Ishikari-gun, Hokkaido 061-0293. Telephone 01332-3-1211.

J-ABA's website is <http://marine.nime.ac.jp/~behavior>. Language used is Japanese at present but we are now developing an English homepage. J-ABA's International Communication Chairperson is Yoshiaki Nakano, Professor of Psychology, Department of Psychology, Sophia University, 7-1 Kioi, Chiyoda, Tokyo 102-0094, Japan. QYJ01651@nifty.ne.jp

Yoshiaki Nakano, Ph.D.
Japan ABA Coordinator

New York State ABA (NYSABA) President's Message

NYSABA has a membership of more than 290 individuals interested in the science and practice of behavior analysis. Our 8th annual conference, entitled Quality Behavioral Approaches: Effective Strategies for Parents and Professionals, will occur on October 15 - 16 at the Gideon Putnam Hotel in Saratoga Springs. Speakers include: George Du Paul, Mark Durand, Ray Romanczyk, William Pelham, Michael Powers, Pat Krantz, Richard Foxx to name a few of the more than 25 invited speakers. A mini-conference also is scheduled for Cortland, New York next April.

Clearly the issue of certification is very important to our membership and has been a significant focus of our organizational efforts. The NYSABA Executive Committee is working hard to offer a certification exam in New York and hopes to accomplish this goal next year. In anticipation of the exam, we are offering a one-day workshop on Saturday, October 16 to anyone wishing to obtain certification as a Behavior Analyst. The workshop will offer participants an

opportunity to take a mock exam and assess individual areas of strength and weakness. The workshop leader, Jerry Shook, also will review the application process.

For more information about NYSABA, call our office at 518 244-2494 or visit our web page: www.sage.edu/html/NYSABA. Membership as well as conference registration information can be located on the web page.

Stephen R. Anderson, Ph.D.
President, NYSABA

Texas ABA

The Texas Association for Behavior Analysis, in cooperation with the Florida Department of Business and Professional Regulation and University of North Texas Continuing Education, will be offering the Behavior Analysis Certification Examination in March 1999.

The exam will be scheduled just before or after the annual TxABA conference (the first or second week of March). Details of the scheduling and costs will be worked out over the next few months. The exam security requirements necessitate that the TxABA conference be moved from Houston to Dallas in 1999. The conference itself is, as always, open to everyone from Texas and neighboring states. Workshops are typically offered the first day and provide CEUs. The second day is a single-track conference with speakers on different topics within behavior analysis.

If you are a TxABA member and wish to have more information about the exam or the conference, contact Cloyd Hyten, Department of Behavior Analysis, P.O. Box 310919, University of North Texas, Denton, TX 76203. E-mail: Hyten@scs.cmm.unt.edu. Phone: (940) 565-4071. Also, when details of the exam schedule and the conference program are available they will be posted on the TxABA web site (www.scs.unt.edu/depts/behv/txaba).

Cloyd Hyten, Ph.D.
TxABA Coordinator



25TH ANNIVERSARY BANQUET

Please join us in the historic Grand Ballroom at the Chicago Hilton and Towers to celebrate 25 years of ABA.

A special commemorative program highlighting a quarter century of ABA will follow the banquet.

Thursday, May 27th Cash Bar from 6:30 - 7:30 p.m.

Banquet from 7:30 - 9:30 p.m.

Please note that tickets are \$45.00 and must be purchased in advance.

News from ABA Special Interest Groups

Animal Trainer's Forum

Every ABA member has at least a basic working knowledge of behavior analysis and the use of operant principles. So, here are three questions for you. 1) How well behaved is your family pet? 2) If your next assignment in behavior analysis was to train a young killer whale to jump ten feet out of the water on cue, what would be your first three steps in the process? 3) Your three horses are body bashing you when you walk into their corral with their feed buckets. How are you going to train them to stop this potentially dangerous (to you) behavior?

There is a Special Interest Group (SIG) within ABA where many of the members have never had a class in behavior analysis, and may even be unable to define the basic concepts of behavior analysis. Yet, this group has some of the finest practitioners of behavior analysis in the world. This is the Animal Trainer's Forum, where more and more animal trainers are starting to look for both practical and scientific information on applied animal training. Our membership is slowly climbing, and the last newsletter was sent to 122 people.

Members of this SIG train all sorts of animals for their own enjoyment, as part of daily management of their own animals, or as part of their jobs. Members train marine mammals, captive wild animals, as well as many domestic animals such as dogs, cats, birds, and horses. Several of the instrumental and leading members of the Animal Trainer's Forum include Karen Pryor, the current Chair, Marian Breland Bailey, and Robert Bailey. Marian and Bob are two of the pioneers of applied animal training, and have been contributing to the field for decades.

The function of the Animal Trainer's Forum at this time covers two major areas. First, it is a way for members of ABA to make a leap from their academic and verbal behavior to practical everyday use of basic operant principles. Many of us in the SIG have noted that mastery of verbal behavior in behavior analysis does not indicate competence when actually applying it. Are there any of you ABA members out there who have a poorly trained pet in your home? Joining the Animal Trainer's Forum gives you the opportunity to learn the practical applications of behavior analysis with your own animals.

The second function of the SIG is to introduce animal trainers to the scientific basis of their training, and guide them in the most effective training techniques. Our newsletter actually reaches more animal trainers at this time than ABA members. The last newsletter contained articles on 1) the social behavior of people with substance abuse when exposed to animal assisted therapy by Miller, Cross, and Underwood, 2) the interaction of learning and experience with genotype in mammals by John Paul Scott, and 3) part two of an article on time-out in dogs who exhibit intrusive social behavior on humans by Steve Lindsay.

Presentations for the 1999 ABA convention in Chicago are already in the planning stages. Presenters will come from Sea

World, the Shedd Aquarium, and a police detective who trains police K-9's. For information on this unique SIG, contact Karen Pryor (Chair) at (781) 398-0754, Mary Burch (Membership Secretary) at (904) 877-2901 or at dogs@nettally.com, or Catherine Crawmer (Newsletter Editor) at (518) 477-8230 or at Crawmer1@aol.com.

Sharon Kirkpatrick-Sanchez, M.A.
Coordinator, Animal Trainers Forum

Behavior Analysis in the Correctional Setting: Why Just a Few of Us?

As individuals incarcerated in the United States have increased at an alarming rate in recent years, still only a few behavior analysts work in the correctional setting. This brief article is an attempt to answer this frustrating question and provide possible alternative answers.

Perhaps working conditions, limited job opportunities, and restricted research activities are contributing factors. Equally, higher learning institutions that train behavior analysts are responsible. Few behavior analysis programs include correctional settings in their curriculums. In a time where higher learning institutions have to consider their budgets, it is unrealistic to expect that universities will create new behavior-analysis related curriculums. But, how about a course or two?

We must include the non-traditional correctional setting population. For example, there are, to the best of my knowledge, no behavior programs for the home detention population. It would provide us an excellent opportunity develop behavioral counseling programs for this population.

The juvenile delinquent population should be another area that we, the behavior analysts can focus on. The recent statistics indicate that more than 90% of the incarcerated population are substance abusers. So it would be very conceivable to integrate behavioral treatment with substance abuse inmates, and another door is opened to us.

More than two decades have passed and I have learned a very important lesson: Money talks. Perhaps we need to demonstrate and then convince lawmakers that behavioral treatment does save money.

Finally, we need to incorporate our approach with other professional disciplines. For example, how about "Besomed Treatment" (behavioral, social, and medical) in the correctional setting? After all, in addition to the substance abuse population, it is also known that many inmates suffer from behavioral disorders.

The above just mark a few of my own observations. Please share your thoughts with us - Behavior Analysis in Correctional Settings SIG and share the excitement for the future.

Sherman Yen, Ph.D.
Behavior Analysis in Correctional Settings, Chairperson

Interbehaviorists in ABA SIG

Report on activities in last year:

Bill Verplanck led the group to establish a website to provide ABA members and others with fuller information on J. R. Kantor, whose writings define interbehaviorism. The website makes accessible for reading a number of his briefer papers, as well as his full bibliography and a brief biography. The address is <http://web.utk.edu/~wverplan/kantor/kantor.html>.

SIG members have been active as members of the Committee that awards the Archives of the History of American Psychology's J. R. Kantor Research Fellowship.

Last year's winner (1997-1998) was Kennon Lattal; the announcement of this year's winner incorporates a description of the Fellowship. ABA members are urged to read the announcement and to apply early. ABA members are especially well suited to be awarded this Fellowship.

Dr. Popplestone sent the following announcement to the SIG.

The J.R. Kantor Research Fellowship

The J.R. Kantor Research Fellowship - Archives of the History of American Psychology for 1998-1999 has been awarded to Thomas Blass of the University of Maryland, Baltimore County. His project is "Research Toward a Biography of Stanley Milgram".

This Fellowship, offered to promote research in the history of psychology, is supported by the sale of books published by the Principia Press and distributed by the Archives. Proposals that draw on any of the resources of the Archives are invited, but since this award is in honor of Dr. Kantor, preference may be given to projects that are relevant to a behavioral viewpoint. The Fellowship will be offered annually in the amount of \$750. It is intended to assist the recipient in meeting travel and living expenses while using the resources of the psychology archives. A fact sheet describing the Fellowship and giving deadlines for 1999-2000 may be obtained from the Archives, write or call: Dr. John A. Popplestone, Psychology Archives, The University of Akron, Akron Ohio 44325-4302, (330) 972-7285. Fax: (330) 972-6170. Jpopplestone@UAKRON.EDU

Dennis Delprato, Ph.D. and William Verplanck, Ph.D.
Coordinators, Interbehaviorists in ABA SIG

Rehabilitation and Independent Living SIG

After a lower profile at ABA in 1998, it looks as if the SIG may be more prominent at Chicago in 1999. Mike Mozzoni, SIG member, is spearheading an important effort to review traumatic brain injury rehabilitation outcome measures at Chicago in 1999. The outcome measures issue is a large one in medical rehabilitation, because of the shift away from a fee-for-service payment model. Ideally, professionals measure and document the effects of rehabilitation treatment, and only effective treatments would ultimately survive.

However, many current outcome measurement tools survey only a limited range of performance areas (like ambulation, dressing, eating, communication, etc), and are often useful and validated only with limited populations (like persons with stroke). This means that persons with other diagnoses (like SCI) or multiple diagnoses, are often not accurately portrayed by the instrument. However, what seems to be likely politically is that only the areas addressed by the survey instrument used in a given facility will receive reimbursement. Then, treatments may be skewed to address what the reimbursement instrument will see. Such a resource allocation can be good when the tool assesses all areas of need, but is not good if areas important to a given individual are neglected.

A further complication is that tool validation is a statistical process, and of course a tool may be adequate for estimating a population mean while inadequate for the assessment of any individual who presents for treatment. Because behavior analysis embraces all individuals, perhaps a challenge for the SIG members is to develop behavior measurement tools that span the full spectrum of human behavior, represent all individuals, and address both process management and outcomes measurement.

Charles Merbitz, Ph.D., C.R.C.

Director, Rehabilitation Engineering Technology Lab

The Society for Quantitative Analyses of Behavior Sponsors Preeminent Tutorials at the Meetings of the Association for Behavior Analysis

Most of the research issues in our field have been framed in ordinal terms: More or less of this class of behavior when some intervention is arranged or removed. Relatedly, interpretation has dealt mostly with qualitative, categorical questions: Is this variable a member of class X? Is this behavior change a member of class Y?

Recently, however, many basic and applied research issues have been addressed more quantitatively, with increased emphasis on measurement methods and mathematical modeling. Descriptive models of behavior allocation such as the generalized matching law are no longer confined to the pages of JEAB, and basic quantitative research has been extended to account for outcomes in applied settings (see, for example, JABA Winter 1994 and Fall 1997).

In order to help generalists and students to understand fundamental issues and methods in quantitative research and theory, and to keep up with current developments, the Society for Quantitative Analyses of Behavior (SQAB) sponsors a series of preeminent tutorials at the annual meetings of ABA. During the past two years, tutorials by distinguished researchers and teachers have been offered on many topics of current interest: Peter Killeen on timing, Howard Rachlin on choice and matching, Nestor Schmajuk on neural networks, John Staddon on behavioral dynamics, Phil Hinson on aversive control, James Townsend on chaos theory, Edmund Fantino on delay reduction, and Gene Heyman on the

matching law. Each of these tutorials has been recorded on videotape, and they are now being edited for classroom use. Some sample tapes were available at the 1998 Orlando meetings of SQAB, immediately before ABA convened; you can consider these for use in your courses for 1998-99.

At the 1998 meetings, William Baum offered preeminent tutorials on choice, John Wixted on signal detection, myself on behavioral momentum, and Steve Hursh on behavioral economics, in order of presentation. Although these tutorials did not appear in the body of the ABA program, they were listed in the SQAB announcement on page 29 of your convention program book (see also page 126 of the spring 1998 issue of JABA, and page 140 of the March 1998 issue of JEAB). These tutorials were presented (and videotaped) on Saturday, May 23. We hope that you had the opportunity to join us to see if you agreed that SQAB's tutorial series could make current work in quantitative analysis and its applications accessible to you and your students.

John A. (Tony) Nevin, Ph.D.
President, SQAB

Standard Celeration and Charting SIG

This SIG remains quite active and productive. In addition to the Journal of Precision Teaching and Celeration, members of the SIG participate in a listserve (SCListserv@lists.acs.ohio-state.edu, based at Ohio State) which enjoys a lively international traffic on scientific, technical, and research issues. An interactive chat also occurs once a week (now on Monday nights) for people with additional questions or issues for discussion. Contact Rick Kubina at Kubina.3@osu.edu for more information about the

listserve or chat. Plans for next year at ABA include additional talks, workshops, posters, and meetings. Nonmembers of the SIG are welcome to join the list or chat, or contact a SIG member for more information.

Charles Merbitz, Ph.D., C.R.C.
Director, Rehabilitation Engineering Technology Lab

ABA 25th Annual Convention

October 21, 1998

Submissions Deadline

Chicago 1999

Calendar of Upcoming Behavioral Conferences

October 1998

- ☆ **Berkshire Conference on Behavior Analysis and Therapy**
October 16 - 17; Amherst, Massachusetts
- ☆ **Florida Association for Behavior Analysis**
October 14-16; Daytona Beach, Florida
- ☆ **New York State Association for Behavior Analysis**
October 14-16; Saratoga, New York
- ☆ **Southeastern Association for Behavior Analysis**
October 15-17; Asheville, North Carolina

November 1998

- ☆ **Preventive Intervention Research at the Crossroads: Contributions and Opportunities from the Behavioral and Social Sciences**
November 5 - 6; Bethesda, Maryland
- ☆ **South Carolina Autism Society**
November 6-7; Columbia, South Carolina
- ☆ **Fourth International Congress on Behaviorism and the Sciences of Behavior**
November 18 - 21; Seville, Spain

February 1999

- ☆ **Florida Association for Behavior Analysis**
October 14-16; Daytona Beach, Florida

March 1999

- ☆ **American Psychosomatic Society 57th Annual Scientific Meeting**
March 17 - 20; Vancouver, Canada
- ☆ **Annual Meeting of the American Society for Adolescent Psychiatry**
March 26 - 28; Chicago, Illinois

Opportunities for Behavior Analysts

POSTDOCTORAL POSITION to collaborate with Don R. Cherek and Scott D. Lane. Our research group consists of two additional faculty members and research assistants and is supported by seven NIH grants. Laboratory facilities include 14 individual sound-attenuated test chambers and general-purpose laboratory space. Research activities are focused upon the biology of aggression and impulsivity, the effects of environmental manipulations on social and nonsocial behavior and the effects of marijuana on human operant behavior. The candidate will be expected to initially work on funded projects, but will be encouraged to develop and pursue his or her own interests. A background in experimental analysis of behavior is preferred; experience in pharmacology or human research is not required. Interested individuals can contact Don R. Cherek, Ph.D.; Dept. Psychiatry & Behavioral Science; University of Texas Health Science Center; 1300 Moursund Street; Houston, TX 77030. Phone: 713-500-2797. Fax: 713-500-2618. E-mail: dcherek@msi66.uth.tmc.edu.

Correction: Please note that the above position is printed in this issue with correct telephone and fax numbers and an accurate e-mail address.

CHILD CARE CENTER DIRECTOR/TEACHER AND TEACHER The Center for Learning and Health, a treatment-research unit of Johns Hopkins University School of Medicine, will fill two key positions for new model child care and early intervention program for children (0-5 years) of poor, inner-city women in long-term treatment for heroin and cocaine dependence. The **Child Care Center Director/Teacher** will be responsible for developing and maintaining policies and procedures manuals; hiring, training and supervising staff; purchasing materials and equipment; providing direct care and education to children; maintaining compliance with Maryland licensing requirements; and participating in efforts to secure future funding. Research opportunities available. Masters degree in early childhood education or a related field preferred. Training in behavior analysis, operant conditioning, and Direct Instruction is highly desirable. Must meet Maryland licensing requirements for Director of small preschool child-care center. The **Teacher** will provide direct care and education to children. Training in behavior analysis, operant conditioning, and Direct Instruction is highly desirable. Must meet the Maryland licensing requirements for senior staff of small preschool child-care center. Send letter and curriculum vitae to Kenneth Silvermann, Ph.D.; Department of Psychiatry and Behavioral Sciences; Johns Hopkins University School of Medicine; 5510 Nathan Shock Drive; Baltimore, MD 21224; or fax them to (410) 550-0030.

PSYCHOLOGIST IN HUMAN-ANIMAL INTERDEPENDENCY Tuskegee University School of Veterinary Medicine's new multidisciplinary Center for the Study of Human-Animal Interdependent Relationships is seeking an innovative behavioral psychologist or behavioral-social psychologist with strength in single subject design and an interest in the effects of animals on the well-being of people. Responsibilities in service, research, and teaching will emphasize establishing a strong program that contributes new knowledge about the benefits people and animals derive from one another. Anticipated research will be in stress reduction and neurophysiological or psychosocial aspects of biosocial, cognitive, and emotional social behaviors.

MINIMUM REQUIREMENTS: Ph.D. or equivalent and experience in preparing winning grants, doing independent research, and working with animals. Salary commensurate with experience. Please send letter of intent, curriculum vitae, and three letters of recommendation to:

Alfonza Atkinson, D.V.M., Ph.D.
Associate Dean, School of Veterinary Medicine
College of Veterinary Medicine, Nursing, and Allied Health
Tuskegee University; Tuskegee, AL 36088.

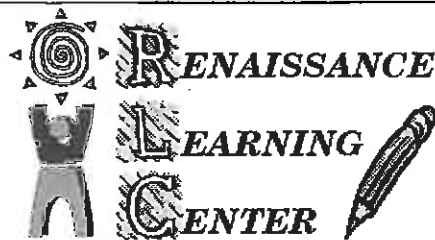
Tuskegee University is an equal opportunity employer.

DIRECTOR-DELAWARE STATEWIDE AUTISTIC PROGRAM The Christina School district, the administering agency for the Statewide Autistic Program, is seeking an outstanding individual to provide leadership to a program that provides comprehensive educational services for students ages 2 - 21. The program has a stable funding source and has staff that is firmly grounded in applied behavior analysis. 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 \$83,000 - \$88,000. There would also be the possibility for university level teaching and approved research opportunities. Criminal background check and drug screening are required prior to employment with the District. It is anticipated that the starting date will be January 1, 1999 or at another 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 November 1, 1998.

Christina School District
Personnel Services Office
83 East Main Street
Newark, Delaware 19711

EOE

"Opportunities" continued on page 20



A SCHOOL FOR YOUNG AUTISTIC CHILDREN

CLINICAL DIRECTOR

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

REQUIREMENTS:

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

Position: Full time Clinical Director

Salary: Commensurate with experience

Education: Ph.D. or Masters

Visit our Website at:

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

Please send resume and salary history, in confidence to:

Renaissance Learning Center

Attn: Search Committee

P.O. Box 32696

Palm Beach Gardens, FL 33420

or FAX: (561) 625-3484

CAREER OPPORTUNITIES IN APPLIED BEHAVIOR ANALYSIS

new federal education regulations requiring functional assessments.....

dramatic expansion of services for children with Autism.....

Behavior Analyst Professional Certification programs.....

These are exciting times for Applied Behavior Analysis, and **Spectrum Center** is at the very forefront of these new developments. Come work in an organization that is committed to promoting and advancing the field of applied behavior analysis.

Spectrum Center has job openings for:

- **Senior Behavior Analyst** (Masters or PhD Degree)
- **Educational Consultants** (Masters or PhD Degree)
- **Special Education Teachers** (Special Education Credential)
- **Behavior Specialists** (Bachelors Degree)

If you are interested in getting more information, send your resume to:

Recruitment Manager: Spectrum Center, 2855 Telegraph Avenue, Suite 312,
Berkeley, California 94705

recruit@spectrumcenter.org

Web Site: www.spectrumcenter.org

TENURE TRACK ASSISTANT PROFESSOR West Chester University anticipates hiring a tenure-track faculty member at the assistant professor level with a research and teaching specialization in child or adolescent clinical psychology. The successful applicant will teach graduate and undergraduate courses and should be able to develop a course in child psychopathology at the master's level. In addition, candidates who can teach graduate courses in intellectual or personality assessment are particularly welcome. Candidates must have an active program of research and will be expected to involve undergraduate and graduate students in this research. Interests that encompass issues of gender, ethnic, racial, and cultural diversity will be seen as a plus. The department is especially interested in recruiting faculty from under-represented groups. Finalists will be selected after completion of on-campus interviews, during which each candidate will present a colloquium to demonstrate teaching and research excellence. The department of psychology is comprised of 19 FTE faculty and serves over 500 undergraduate majors and 75 master's degree students; additional information is available at www.wcupa.edu. Completion of the Ph.D. is required before the start of the fall, 1999 semester. Salary and benefits are competitive. Applicants should send a letter clearly identifying the courses they are prepared to teach a current curriculum vitae, three letters of reference, and representative reprints or preprints. Deadline for receipt of applications in November 16, 1998. Address Applications to: Michael J. Renner, Search Committee Chair; Department of Psychology; West Chester University; West Chester, PA 19383. West Chester is an Affirmative Action/Equal Opportunity Employer.

ASSISTANT PROFESSORS: Western Michigan University seeks applications for two tenure-track faculty positions beginning fall 1999, pending budgetary approval. The development of externally funded research is expected. Applied Behavior Analysis - Assistant: Doctorate in psychology or related discipline required. Research interests in developmental disabilities preferred. Child Clinical Psychology - Assistant: Ph.D. in psychology, graduation from an APA accredited program and completion of an APA approved internship required. Research and clinical interests in early childhood (infant through 12 years) preferred. All specializations will be considered. Western Michigan University, a Carnegie Classification Doctoral I Institution and equal opportunity employer, has an affirmative action program which encourages applications from underrepresented groups. Send letter of application, vita, statement of research plans, academic transcripts, and three letters of recommendation to: Howard E. Farris, Chair, Department of Psychology, Western Michigan University, Kalamazoo, MI 49008. FAX (616) 387-4550, INTERNET howard.farris@wmich.edu. Review of applications will begin December 1, 1998 and will continue until the positions are filled.

BEHAVIORAL PSYCHOLOGIST Requirements: Ph.D., Psy.D., or Ed.D. Training in animal or human operant conditioning, behavior modification, applied behavior analysis, or behavior-clinical is desirable but not necessary. **Duties:** Oversee behavioral treatment plans of students with behavior disorders or autism at residential school. Ideal for experimentally-trained person wishing to work in applied setting. Call Rob Duquette; Judge Rotenberg Educational Center; 240 Turnpike Street; Canton, MA 02021. (781) 828-2202.

SPECIAL INTRODUCTORY OFFER

JEAB/JABA

(New Subscribers Only)

JEAB (6 Issues)

The JOURNAL OF THE EXPERIMENTAL ANALYSIS OF Behavior is primarily for the original publication of experiments relevant to the behavior of individual organisms. Review articles and theoretical papers are also considered for publication.

Individuals (personal use only)

___ \$24.00 (\$26.00 less \$2.00 discount)

Full-time Students (personal use only)

___ \$12.00 (\$13.00 less \$1.00 discount)

Additional postage outside the US \$10/year

Send orders for JEAB to:
Devonia Stein, JEAB
Psychology Department
Indiana University
Bloomington, IN 47405

JABA (4 Issues)

The JOURNAL OF APPLIED BEHAVIOR ANALYSIS is primarily for the original publication of reports of experimental research involving applications of the experimental analysis of behavior to problems of social importance. It will also publish technical articles relevant to such research and discussion of issues arising from behavioral applications.

Individuals (personal use only)

___ \$24.00 (\$26.00 less \$2.00 discount)

Full-time Students (personal use only)

___ \$12.00 (\$13.00 less \$1.00 discount)

Additional postage outside the US \$10/year

Send orders for JABA to:
Mary Louise Wright, JABA
Department of Human Development
University of Kansas
Lawrence, KS 66045

ABA '99 Membership Form

Association for Behavior Analysis: An International Organization

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

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

Personal Information

NAME (Last name, first name, middle name)

Fill out the following information ONLY if changed:

PREFERRED MAILING ADDRESS 1 (for all ABA mailings)

PREFERRED MAILING ADDRESS 2

PREFERRED MAILING ADDRESS 3

CITY, STATE, COUNTRY, POSTAL ZIP CODE

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

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

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

E-MAIL

Method of Payment

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

☐ American Express ☐ MasterCard ☐ Visa

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

Name as it appears on you card

Card Number

Expiration Date

Signature

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

For 1999 membership renewals, please deduct \$20 for sustaining, supporting, full or affiliate membership and \$10 for chapter/adjunct, emeritus, or student membership if payment is received by ABA prior to December 15, 1998.

Membership Renewal Dues

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

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

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

New Member Application Dues

If 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

Yes, I Would Like to Contribute

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

Verification of Student Status

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

Faculty Signature: _____

Date: _____

Payment of dues is subject to current federal, state, and local tax regulations. To determine the tax-exempt status of your payment, contact your local office of federal, state, or local tax information.

New Members:

Who referred you to ABA?

Permanent Mailing Address

If your mail is returned as "non-returnable" to the address listed on the front of this form, ABA will send you mail to 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 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
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- ☐ Japanese ABA
- ☐ Asociacion Latinoamericana de Analisis y Modificacion del Comportamiento
- ☐ Maryland Association for Behavior Analysis
- ☐ 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" next to the ABA SIGS of which you are a member. Write "I" next to the SIGS about which you would like to receive information.

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- ☐ Behaviorists for Social Responsibility
- ☐ Clinical Behavior Analysis
- ☐ Development & Behavior Analysis
- ☐ Direct Instruction
- ☐ Experimental Analysis of Human Behavior
- ☐ Interbehaviorists in ABA
- ☐ Legal and Ethical Issues
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