

ABA NEWSLETTER

ASSOCIATION FOR BEHAVIOR ANALYSIS An International Organization

CHICAGO 1997

23RD ANNUAL CONVENTION

Thursday, May 22 through
Monday, May 26, 1997

Special Convention Edition
Volume 20, Number 1, 1997

Sheraton Chicago

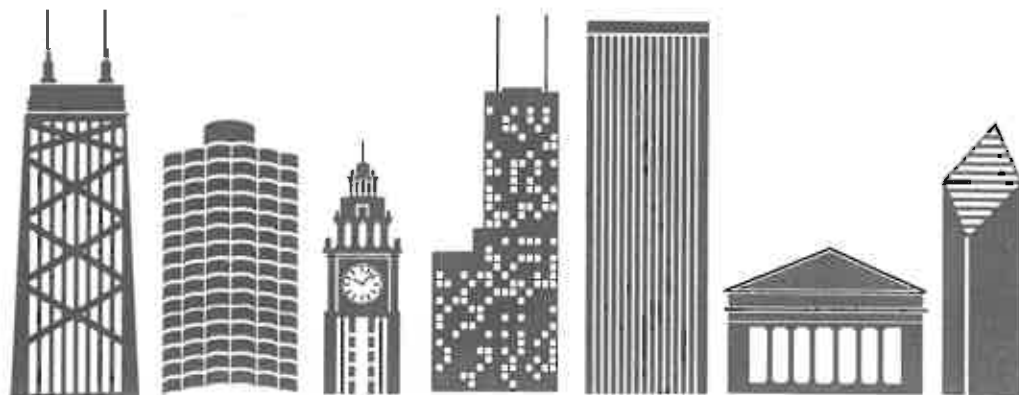


Table of Contents

Table of Contents	2
General Information	2
A Message from the ABA President	3
Why You Should Attend ABA's 22 nd Annual Convention	3
1997 ABA Convention Highlights	4
Pre-Convention Workshops	8
ABA '97 Exhibitors	22
ABA '97 Membership Form	25
ABA '97 Convention Registration Form	27
ABA '97 Workshop Registration Form	28
Student Committee News	30
BASIL-Sponsored, Behind-the-Scenes Tour of Shedd Aquarium	30
Financial Support for Training in School Psychology and Behavior Analysis	31
The Swedish Association for Behavior Analysis (SWABA)	32
New Graduate Programs in Behavioral Psychology	32
Position Announcements	34
Visit the ABA Web Site at http://www.wmich.edu/aba	34

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, 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 ABA Newsletter is published by the Association for Behavior Analysis three times per year. The publication dates and submission deadlines are as follows:

Mailing Date	Deadline for submissions
January 2	November 1
May 1	March 15
September 15	August 1

Subscriptions

All members of the Association for Behavior Analysis receive *The ABA Newsletter* as 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 classifieds 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 (6-1/2" wide x 4-1/2" deep) or (3-1/4" wide x 9-1/2" deep)	\$350
Quarter Page (3-1/4" wide x 4-1/2" deep)	\$200

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

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

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A Message from the ABA President

by Marc N. Branch, University of Florida

This message is mainly to pique your interest in the annual meeting to be held in Chicago. In technical parlance, it is intended to be an establishing operation that increases the probability that the contents of the meeting will serve as effective reinforcement for attending. Most of us do not need any additional influence to increase the likelihood of our attendance because we already find the annual meeting of ABA to be the most enjoyable intellectual experience among all the possible convention experiences. Nevertheless, to provide impetus to those who might be just considering attending and to provide additional confirmation to those who have already decided to attend, I'd like to mention a couple of special characteristics of this year's meeting.

First, the meeting will begin with a new signature event. This event is tied to the recent Executive Council decision to have SABA determine the selection of ABA awardees (e.g., the awardee for Distinguished Service to Behavior Analysis). SABA, for those of you who are not familiar with its functions, is a philanthropic organization dedicated to promoting Behavior Analysis. A new part of its portfolio of actions is to select persons to receive the ABA awards. The awardees will present addresses as part of an awards symposium that will open the meeting. The new Awards Symposium will give all members of the Association a chance to view and listen to luminaries of our discipline. Those who receive awards represent the very best Behavior Analysis has to offer, and I am sure that their presentations will enlighten and invigorate all of us at the beginning of the meeting.

A second outstanding feature of this year's meeting is its site. As all of you who have attended previous meetings there know, Chicago is a great city. This year the great city is complimented by a wonderful hotel, the Sheraton Chicago. The Executive Council held its Fall meeting in the hotel (rooms provided gratis as a result of our convention negotiations), and it is the finest hotel for a meeting that I have seen. The ABA meeting will use three floors, all of which open out to whole-wall, glassed views over the Chicago river. The lowest and uppermost of the three floors hold the meeting rooms, whereas the middle floor contains the hotel lobby and an enormous lounge.

The meeting rooms are state of the art, with advanced lighting possibilities, electronic signs indicating sessions in progress, etc. And for those of us who look to ABA as a place to meet other members, the physical arrangement is ideal. To traverse between the two floors holding meeting rooms, one must pass through the lounge/bar area on escalators. You should be prepared, therefore, to have ample opportunity to see, and be seen by, every attending member.

The only "negative" feature of the meeting, as best I can tell, is the chronic one. There are just too many good presentations to be able to take them all in. I think that is a "problem" that every association would like.

See you in the Windy City.

Why You Should Attend ABA's 22nd Annual Convention

by Maria E. Malott, ABA's Executive Director

The Association for Behavior Analysis has promoted the experimental, conceptual, and applied analyses of behavior since its beginning in 1974. Today ABA has about 2,500 members from 33 countries on five continents. Through its annual convention, the Association provides a forum for the discussion of issues and the dissemination of information pertinent to the advancement of the science of behavior and its application. Let's glance at what the 22nd annual convention has to offer:

Professional Development

- ❑ ABA's Opening Event, with addresses by the 1997 SABA award winners: Donald Baer (Distinguished Service to Behavior Analysis), Karen Pryor (Effective Presentation of Behavior Analysis in the Mass Media), Masaya Sato (International Dissemination of Behavior Analysis), and Aubrey Daniels (Public Service in Behavior Analysis).
- ❑ Twenty-five invited presentations from distinguished members and guests, such as Neil Jacobson (University of Washington) and Jack Stack (Springfield Remanufacturing Corp.).
- ❑ Twenty-nine workshops, with CEU Credits available on site.
- ❑ Nine hundred and fifty-one events, involving 1,032 participants. Each program area offers a significant number of events: 94 events in Clinical, Family and Behavioral Medicine; 21 in Community and Corrections; 200 in Developmental Disabilities and Autism; 35 in Human Development & Gerontology; 172 in Experimental Analysis of Behavior; 138 in Education, 10 in Ethical, Legal and Social Issues; 31 in Organizational Behavior Management; 27 in Toxicology; 29 in Teaching Behavior Analysis; 25 in Theoretical, Philosophical and Conceptual Issues; and 26 in Verbal Behavior.
- ❑ Three poster sessions, including 540 posters.
- ❑ ABA Book Store, offering a large collection of behavior analysis books, including books written by presenters.

Networking Opportunities

- ❑ Members of 23 Special Interest Groups (see list on page 26) network at the Convention.
- ❑ Open access to 39 business meetings on journal publications, Special Interest Groups, ABA Boards and Committees, and ABA's Administrative matters.
- ❑ Members of ABA's 33 Affiliated Chapters (see list on page 26) attend the Convention. Chairs of Affiliated Chapters gather to share progress and concerns.
- ❑ Social and professional events are available every day, including the ABA Expo, ABA Social, Behavioral Follies, and seven Reunions.

Finally, the convention offers a great location, both the city and the outstanding Sheraton Chicago Hotel. Register for the 22nd Annual Convention Now! Forms for convention registration, workshops, and membership (new or renewing) are included. See you in Chicago!

1997 ABA Convention Highlights

Program Overview

The 1997 Annual Convention will be held May 22 through May 26 at the Sheraton Chicago, located at 301 East North Water Street in Chicago, IL. The tentative schedule is:

Thursday, May 22

10:00 am - 5:00 pm Workshops
6:00 pm - 9:00 pm Workshops

Friday, May 23

8:00 am - 11:30 pm Breakfasts, Workshops, Welcome
11:30 pm - 1:00 pm Opening Event
1:00 pm - 5:00 pm Sessions
5:00 pm - 6:30 pm Poster Session
6:30 pm - 7:30 pm Business Meetings
9:00 pm - 11:00 pm ABA Expo

Saturday, May 24

8:00 am - 9:00 am Breakfasts, Business Meetings
9:00 am - 12:00 pm Sessions
12:00 pm - 1:00 pm ABA Business Meeting
1:00 pm - 4:00 pm Sessions
4:00 pm - 5:00 pm Presidential Scholar's Address
5:00 pm - 6:30 pm Poster Session
6:30 pm - 7:00 pm Business Meetings
7:00 pm - 9:00 pm Reunions
9:00 pm - 11:00 pm Behavioral Follies

Sunday, May 25

8:00 am - 9:00 am Breakfasts, Business Meetings
9:00 am - 4:00 pm Sessions
4:00 pm - 5:00 pm Presidential Address
5:00 pm - 6:30 pm Poster Session
6:30 pm - 7:30 pm Business Meetings
9:00 pm - 1:00 am ABA Social and Dance

Monday, May 26

8:00 am - 9:00 am Breakfasts, Business Meetings
9:00 am - 3:00 pm Sessions

Special Events

Opening Address:

Awards Ceremony: Society for the Advancement of Behavior Analysis

Chair: Richard M. Foxx (Pennsylvania State University)

- (1) Distinguished Service to Behavior Analysis, Donald Baer.
- (2) International Dissemination of Behavior Analysis, Masayo Sato.
- (3) Public Service in Behavior Analysis, Aubrey Daniels.
- (4) Effective Presentation of Behavior Analysis in the Mass Media, Karen Pryor.

Presidential Scholar Address:

The Overselling of Psychotherapy: What is a Radical Behaviorist to do?

NEIL JACOBSON (University of Washington)

Chair: Marc N. Branch (University of Florida)

Presidential Address:

Behavior Analysis and the R&D Paradigm

JAMES M. JOHNSTON (Auburn University)

Chair: Marc N. Branch (University of Florida)

Welcome to ABA

Chair: April D. Miller (University of Southern Mississippi)

The goal of this panel discussion is to enhance the welcome of new members of ABA, and to enhance the professional development of all members of ABA. All members of ABA are welcome, with particular attention to those who would like to take an active role in the professional development of an increasingly diverse membership.

Newcomer's Session:

An Introduction to the Association for Behavior Analysis

Chair: Jack Michael (Western Michigan University)

An overview of ABA, its history, structure, and function as an international locus of the field of behavior analysis. Awards, special interest groups, and other features will also be dealt with. There will be slides of famous ABA contributors. Professor Michael, one of ABA's founding members, will review the origin and organization of ABA as well as describe the principles of behavior analysis that form the scientific foundation of the field.

Welcome to Chicago

Chair: David Pyles (WA Howe Developmental Center)

Cash bar and hors d'oeuvres provided by BASIL and CABA. An informal gathering to meet and talk to ABA members.

Martial Arts Workout

Chair: Bobby Newman (Orca Dragon Kenpo)

This class will be taught by Bobby Newman, AFAA Certified Personal Trainer/Black Belt and Instructor in Dragon Kenpo. This *non-contact* class will emphasize basic self-defense maneuvers from the Kenpo system, systematized into an aerobic workout. Participants should wear sweats and may either be barefoot or wear sneakers. The class will be approximately 45 minutes in length.

Traditional Calisthenics

Chair: Bobby Newman (Orca Dragon Kenpo)

This class will be led by Vanetta R. DeSanto, AFAA Certified Personal Trainer. The class will emphasize floor exercises to tone and strengthen arms, legs, abdomen, and buttocks. The class will be approximately 45 minutes in length. Participants should wear work-out clothing (e.g. sweatsuits) and sneakers.

ABA Student Breakfast Fair

Chair: Judith A. Honeywell (Western Michigan University)

Reunions/Receptions

Development SIG (Dinner)

Chair: Jacob L. Gewirtz (Florida International University)

Restaurant to be announced in Development SIG newsletter.

University of Florida Reunion in Memory of Ed Malagodi

Chair: H. S. Pennypacker (University of Florida)

To allow colleagues, students, and friends of Ed Malagodi to gather and share their fondest remembrances.

University of Massachusetts Students, Faculty, and Alumni

Chair: Beth Sulzer-Azaroff (The Browns Group)

Standard Celeration Chart Data Sharing

Chair: James Pollard (Mediplex Lowell)

St. Cloud State University Reunion

Chair: Jerry Mertens (St. Cloud State University)

All SCSU alumni and friends are welcome to our annual ABA reunion.

The Cambridge Center for Behavioral Studies

Chair: Betsy Constantine (The Cambridge Center for Behavioral Studies)

Florida International University

Chair: Jacob L. Gewirtz (Florida International University)

OBM Network Hospitality Suite

Chair: Richard K. Fleming (Auburn University)

Invited Presentations

Fluency Research Topics

CARL BINDER (Precision Teaching & Management Systems)

Chair: Cathy Watkins (California State University, Stanislaus)

Industriousness: How it can be Learned

ROBERT EISENBERGER (University of Delaware)

Realistic Pragmatism or Pragmatic Realism: What in the World is There to Talk About?

JACK MARR (Georgia Tech)

Chair: Sam Leigland (Gonzaga University)

A New Way of Managing in the New Economy

JACK STACK (Springfield Remanufacturing Corp.)

Chair: Maria Malott (Malott & Associates)

Selection: Biological Evolution, Operant Conditioning, and the Immune System

DAVID L. HULL (Northwestern University)

Chair: Sigrid S. Glenn (University of North Texas)

Applying Behavior Analysis in Child Abuse: Compatibilites and Difficulties

JOHN R. LUTZKER (University of Judaism)

Chair: Robert W. Montgomery (Georgia State University)

Adverse Implications for University Teaching Concealed in Economically-Driven Policies

LAWRENCE E. FRALEY (West Virginia University)

Chair: Richard K. Fleming (Auburn University)

Clinical Behavior Analysis and Clinical Social Work: A Mutually-Reinforcing Relationship

BRUCE A. THYER (University of Georgia)

Chair: Robert W. Montgomery (Georgia State University)

Personal Agency in Feminist Theory: Evicting the Illusive Dweller

MARIA R. RUIZ (Rollins College)

Chair: Sam Leigland (Gonzaga University)

The History of the Future of Cognitive Science

JOHN DONAHOE (University of Massachusetts)

Do Times Two Then Go For Four: Celeration Aims for the 21st Century

OGDEN LINDSLEY (Behavior Research Company)

Chair: James M. Peters (Morningside Learning Systems)

Using Structure Diagrams (Like Those in Physical Science) to Teach Abstract Concepts in Behavior Analysis

DAVID A. CASE (University of California, San Diego)

Chair: W. Scott Wood (Drake University)

Prevention of Crime in American Communities: Integrating Developmental and Intervention Science

THOMAS DISHION (Oregon Social Learning Center)

Chair: Julie Rusby (Oregon Research Institute)

Fluency Building and its Effects on Subsequent Learning

JESUS ROSALES and KRISTINA HENSLEY (University of North Texas)

Chair: Elaine Frances (Morningside Learning Systems)

A Search for the Causes of Social Attachment

HOWARD S. HOFFMAN (Bryn Mawr College)

Chair: Murray Sidman (New England Institute for Autism)

Discussant: Slobodan B. Petrovich (University of Maryland, BC)

Reducing High-Risk Sexual Behavior: Teaching Behavior Analysis with a Purpose

THOMAS A. BRIGHAM, Bo James Gilbert, Trica Donahoe, Nancy Thomas, Sarah Zemke, and Patricia Horn (Washington State University)

Chair: Howard Farris (Western Michigan University)

The Trouble with Time: The Meaninglessness of Moments

WILLIAM M. BAUM (University of New Hampshire)

From Radical Prisoner to National President: The Shaping of a Saint-President

ABDULRAZAQ A. IMAM (American University of Beirut)
Chair: Tom Critchfield (Auburn University)

A Community-Wide Program to Prevent Young Adolescents' Alcohol Use: Project Northland

CHERYL PERRY (University of Minnesota)
Chair: Barbara Gunn (Oregon Research Institute)

Uncommon Joy: A Fred S. Keller Photo Album

Chair: David A. Eckerman (University of North Carolina at Chapel Hill)

SQAB Invited Preeminent Tutorial: Chaos

JAMES TOWNSEND (University of Indiana)
Chair: William Palya (Jacksonville State University)

SQAB Invited Preeminent Tutorial: Delay Reduction

EDMUND J. FANTINO (University of California - San Diego)

SQAB Invited Preeminent Tutorial: Matching Law and Choice

GENE M. HEYMAN (Harvard University)

SQAB Invited Preeminent Tutorial: Aversive Control

PHILIP N. HINELINE (Temple University)

The Very Idea of Science and Scientific Behavior

Chair: Michael Dougher (University of New Mexico)

Discussant: Edward K. Morris (University of Kansas)

Presentations:

- ☐ Yield Not to Temptation, or, The Abuse of Science; JACK MARR (Georgia Institute of Technology)
- ☐ On the Study of Scientific Behavior: An Analysis of Scientific Truth, Representation, and Interpretation; MARTHA PELÁEZ-NOGUERAS (Florida International University)
- ☐ Variation, Selection, and Extinction among Selected Research Themes and Reporting Practices; THOMAS C. MAWHINNEY (University of Detroit - Mercy)

CAREER OPPORTUNITIES IN APPLIED BEHAVIOR ANALYSIS
SPECTRUM CENTER

Wait a minute....just who is Spectrum Center and why are they ALWAYS recruiting in the ABA Newsletter?

Spectrum Center is always recruiting behavior analysts because we are totally committed to applied behavior analysis. We continue to expand our services. As a result, we have averaged 2-3 new behavioral positions each year. Unlike universities, our position openings occur throughout the year, hence our continuous recruitment.

Spectrum Center always advertises in the ABA Newsletter because we continue to hear from and hire people who respond to our advertisement in the Newsletter.

Spectrum Center has begun to search for the following positions for the 1996-1997 school year:

- * **Special Education Teacher**
- * **Educational Consultant**
- * **School-Based Clinician**
- * **Educational Coordinator**

Please send letter of interest and resume to:

Lynn Engel, Recruitment Manager, Spectrum Center
2855 Telegraph Avenue, Suite 312, Berkeley, California 94705
Check our Web Site: www.spectrumcenter.org

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- JANUARY 1997 -

Eliot Hearst. William Nathan Schoenfeld (1915-1996); Innovative scientist, inspiring teacher, relentless questioner, complicated man.

Armando Machado and Munire Cevik. The discrimination of relative frequency by pigeons.

Randolph C. Grace and John A. Nevin. On the relation between preference and resistance to change.

T. Mary Foster, Katharine A. Blackman, and William Temple. Open versus closed economies: Performance of domestic hens under fixed-ratio schedules.

Troy J. Zarcone, Marc N. Branch, Christine E. Hughes, and Henry S. Pennypacker. Key pecking during extinction after intermittent or continuous reinforcement as a function of the number of reinforcers delivered during training.

Bertram O. Ploog and H. Philip Zeigler. Key-peck probability and topography in a concurrent variable-interval schedule with food and water reinforcers.

Kennon A. Lattal and April Michele Williams. Body weight and response acquisition with delayed reinforcement.

Ben A. Williams. Conditioned reinforcement dynamics in three-link chained schedules.

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Pre-Convention Workshops

Workshop #1

Thursday, May 22, 10:00 AM - 1:00 PM
Arkansas Room

Bringing the Behavior of People with Autism Under the Control of Relevant Environmental Stimuli: The Design, Implementation, and Assessment of Activity Schedules

PATRICIA J. KRANTZ, Gregory S. MacDuff, Edward C. Fenske, and Lynn E. McClannahan (Princeton Child Development Institute)

Description: The progress of people with autism is often impeded by dependence on prompts delivered by other people. Individuals who have learned to dress, complete household chores, or greet other people often fail to display these responses unless teachers or parents prompt them to do so. Although verbal prompts may be carefully faded from instructions to single words, to initial sounds, and, finally, to expectant looks, and, although these cues may be progressively delayed, transfer of stimulus control from prompts to task-related stimuli frequently fails to occur. Dependence on prompts may promote an undesirable set of contingencies; individuals may be rewarded for prompted performances, and teachers may be rewarded by learners' compliance. Under these circumstances, prompts are likely to accelerate, and there are fewer opportunities for transitions from prompted to unprompted responding. If people with autism could respond to stimuli in the physical environment without prompts from other people, their daily activities would more closely approximate those of their nondisabled peers. In addition, parents would be spared the virtually continuous supervision that is often perceived as highly stressful.

Objectives: The workshop is designed to teach participants to identify intervention practices that may result in prompt dependence. Additionally, they will receive instruction in (a) design and implementation of procedures to teach people to follow photographic and written activity schedules, (b) how to fade prompts, and (c) how to use motivational systems to bring behavior under the control of relevant environmental stimuli.

Activities: Activities will include lecture, discussion, instructional videotapes, and brief practica related to the use of activity schedules and prompt-fading procedures.

Target Audience: This workshop is designed for individuals who provide intervention services for people with autism and other developmental disabilities, and their trainers and mentors.

Academic Level: All levels

Workshop Fee: \$50

Workshop #2

Thursday, May 22, 10:00 AM - 1:00 PM
Mayfair Room

Incidental Teaching 101: Effective Intervention with Young Children with Autism

TERESA DALY, Edward Bovey, and Toni Thomas (Emory University School of Medicine)

Description: This workshop will provide participants with experiences designed to build skills in incidental teaching of language, play skills and self help that can be applied in their work with children and families. Incidental teaching (also known as activity-based instruction) provides a timely alternative to traditional discrete-trial methods of intervention for children with autism, and is developmentally appropriate for programs coming into compliance with IDEA, or those programs serving children with disabilities and normally-developing children in a mixed group. Research-based applications of incidental teaching procedures designed to increase such skills as eye contact, social responsivity, language and peer interactions will be demonstrated. Focus will be on young children (1-5 years old). Common errors and factors that compromise procedural effectiveness will also be addressed.

Objectives: To provide participants with exercises designed to: (1) task-analyze their practices for activities appropriate for incidental teaching, (2) target goals and learning objectives for clients, (3) develop an incidental teaching plan for their practice with toddlers, families, or preschoolers, and (4) gain knowledge of incidental teaching applications across a variety of language, social and self-care skills relevant to young children with disabilities and their families. Participants should leave with an understanding of the steps of incidental teaching and familiarity with the implementation of incidental teaching episodes obtained through practice during the workshop.

Activities: The workshop format will include a combination of presentation, videotaped vignettes, exercises, break-out groups and discussion. Break-out groups will focus directly on one client group (toddlers, families, or preschoolers). Extensive "how-to" materials designed for use with children and families will be provided to all participants.

Target Audience: Teachers, parents, early intervention professionals. The workshop is appropriate for professionals who work directly with families or young children, as well as professionals who supervise a program designed to build language, social and self-help skills for toddlers, preschoolers, or families. This workshop is a companion piece to Environmental Design for Effective Intervention with Young Children with Autism.

Academic Level: Introductory/Intermediate

Workshop Fee: \$53

Workshop #3

Thursday, May 22, 10:00 AM - 5:00 PM
Mississippi Room

Further Developments in Instructional Design

GUY BRUCE and John Eshleman (Precision Learning Systems)

Description: This workshop will teach the instructional design process used by Precision Learning Systems to create computer-based teaching activities that build fluent performance. Steps in the process include: writing performance objectives, designing teaching activities and tests, evaluating program effectiveness and efficiency, and redesigning parts of the program that do not meet outcome criteria. Participants will design teaching activities using the generative, fluency-building design principles developed by Engelmann and Carnine (Direct Instruction), Tiemann & Markle, Lindsley (Precision Teaching), and Johnson & Layng (Generative Instruction).

Objectives: (1) Given information provided by client, the learner will write possible performance objectives. (2) Given client-approved performance objectives, the learner will design a valid measurement instrument for measuring fluency of the desired performance. (3) Given a list of teaching objectives, the learner will design a training program for those objectives, using design principles presented during the workshop. (4) Given a set of objectives, a training program, and measures of program effectiveness and efficiency with respect to each objective, the learner will analyze those data and suggest changes in the instructional design of ineffective or inefficient sections of the program.

Activities: The workshop will be both highly interactive and practice-intensive. Participants will work on all phases of the design process, from identifying client objectives, evaluating learner performance, designing teaching activities, and revising them when they do not meet criteria for effectiveness or efficiency. Each participant will receive a complete training manual (3rd edition) with instructions, exercises and answer keys for each step in the design process.

Target Audience: This workshop is intended for instructional designers who work in the private or public sector. Although we will focus on the design of training software, the same design skills can be used in any media: computer, live teacher, text, audiovisual.

Academic Level: All levels

Workshop Fee: \$115

Workshop #4

Thursday, May 22, 10:00 AM - 5:00 PM
Parlor F

Rule-Governed Behavior, Self-Management, and Performance Management

RICHARD W. MALOTT (Western Michigan University)

Description: Behavior analysis often seems simplistic in its treatment of the behavior of verbal human beings. For instance, people work or fail to work toward the distant goal of a college degree. How can we understand this in terms of something so simple as the rat pressing a lever and immediately getting a drop of water? Lacking a plausible behavioral analysis, many clients, parents, teachers, staff, students, and professionals opt for cognitive or mentalistic analyses. This workshop provides a radical-behavioral alternative, by introducing the concepts of rule-governed behavior, direct-acting and indirect-acting contingencies, analog contingencies, rules that are hard and easy to follow, the myth of delayed gratification, the three-contingency model of performance management, the performance management model of cultural change, and contingency diagramming. These concepts help us rigorously relate the simple contingencies affecting laboratory animals to the complex contingencies affecting human beings in their daily lives. Also, we can understand better problems of self-management and performance management in applied settings. And we can design better self-management and performance-management systems.

Objectives: The students should understand and agree with 75% of the theoretical analysis presented; this will involve an analysis of direct and indirect-acting behavioral contingencies. These contingencies will include natural contingencies, performance-management contingencies, and theoretical contingencies. (In a six-hour workshop, students will not achieve fluency with this complex verbal repertoire. But the students will acquire a sufficient repertoire and sufficient additional resources to independently continue working toward the achievement of fluency.)

Activities: The format is called the structured-seminar format participants: (1) do paper-based workbook exercises, (2) do slide-show based "workbook" exercises, (3) diagram behavioral contingencies on transparencies, (4) present their exercises and transparencies, (5) react to the workbook exercises and participant presentations with group response cards in addition to oral comments and analyses, spend a minimal amount of time listening to lectures.

Target Audience: This seminar is appropriate for behavior analysts in all areas, with a general knowledge of the concepts and principles of behavior analysis.

Academic Level: Intermediate

Workshop Fee: \$105

Workshop #5

Thursday, May 22, 10:00 AM - 5:00 PM
Columbus Room A&B

Behavioral Techniques for Identifying and Ameliorating Animal Behavior Problems

KENNON A. LATTAL and Gary M. Wilkes (West Virginia University)

Description: Techniques useful in identifying and correcting behavior problems of pets will be discussed, demonstrated, and practiced by workshop participants. The techniques include such standard techniques as response shaping, extinction, intermittent reinforcement and punishment, respondent conditioning procedures, corrective feedback, and response and stimulus generalization. These techniques will be applied to such common pet behavior problems as aggression, elimination, and different types of inappropriate or disruptive behavior. The use of these techniques in such open environments as homes and public places will receive special consideration. Issues related to ensuring owner compliance with treatment programs and long-term maintenance of behavior also will be considered.

Objectives: (1) To learn and apply general behavior analytic strategies for establishing effective treatment programs for pet behavior problems. (2) To develop practical skills in assessing and diagnosing behavior problems of pets. (3) To review and provide participants with experience in using basic behavioral techniques with pets in non-laboratory settings. (4) To familiarize participants with the varieties of pet behavior problems likely to be encountered in a pet behavior treatment practice. (5) To provide experiences in interacting with pet owners about behavior problems and their treatment in both short and long term.

Activities: Activities will include some didactic material, but mostly will involve practice by participants in small groups in assessing and treating pet behavior problems.

Target Audience: This workshop is intended for individuals with at least some experience in behavior analysis in either laboratory or applied settings, although not necessarily with pets.

Academic Level: All levels

Workshop Fee: \$120

Workshop #6

Thursday, May 22, 10:00 AM - 5:00 PM
Colorado Room

Treatment Windows: Providing Needed Healthcare Treatments to Physically-Resistant Clients

FRED KEMP (Quixote Consulting)

Description: While many clients with severe disabilities cooperate with needed health-related treatments (e.g., medical and dental examinations and treatments, toothbrushing, face washing, etc.), a significant minority physically resist such treatments, with predictably negative consequences for their health and quality of life. Treatment Windows is a comprehensive, field-tested behavioral package designed to transmute client resistance into cooperation, thus ensuring the delivery of such needed treatments. Treatment Windows consists of two stages. Positive Reinforcement of Participation (PROP) involves individualized positive reinforcement and coping-skills interventions applied before (e.g., education, desensitization, coping skills, rules), during (e.g., setting events, rituals, choice, patient control, distraction, reinforcement), and after (e.g., immediate and delayed reinforcers) the needed treatment. PROP is applicable to clients exhibiting minimal to moderate resistance. Hands On Protective Support (HOPS) is a staff-intensive treatment package designed for clients exhibiting more intense resistance. HOPS includes a consistent, predictable routine; positive reinforcers; escape extinction; differential outcomes; and massed practice. During HOPS, the resistant patient learns that resistance results in immobilization, no attention and more time in the unpleasant situation, while cooperation and self-control result in release from restraint, maximum attention, and less time in the unpleasant situation.

Objectives: (1) To provide a detailed description of Treatment Windows, PROP and HOPS, using toothbrushing and face washing examples. (2) To teach participants, via lecture and discussion, videotaped examples, and role play, the procedural details, instructional techniques, and physical movements involved in creating Treatment Windows. (3) To provide suggested indications and contraindications for client participation in Treatment Windows. (4) To suggest applications to other needed health-related and grooming activities.

Activities: The workshop will consist of two parts: (1) lecture and discussion based on the manual to be handed out, including videotaped examples of successful treatments and (2) demonstrations and role playing where participants will be encouraged to participate in the simulated application of HOPS. A significant portion of time will be reserved for questions at the end of the session.

Target Audience: This workshop is appropriate for everyone responsible for implementing health-related treatments for persons with severe disabilities – direct-care staff, interdisciplinary-team members, health-care professionals, occupational therapists, psychologists, and administrators.

Academic Level: Introductory

Workshop Fee: \$110

Workshop #7

Thursday, May 22, 10:00 AM - 5:00 PM
Michigan Room B

Systemic, Nonlinear, Constructional Approaches to Behavior Change in Educational, Organizational, and Clinical Settings

PAUL T. ANDRONIS (Northern Michigan University), T. V. Joe Layng (The New School for the Learning Sciences, Seattle), and Kent Johnson (Morningside Academy and The New School for the Learning Sciences, Seattle)

Description: Applications of behavior analysis have extended into more complex problem domains and require more elaborate intervention strategies than ever before. Recent attempts at using a functional analysis have proven fruitful in understanding disturbing behavior in a variety of contexts, including educational, business, and clinical settings. Unfortunately, when we consider the costs and benefits of the disturbing pattern only, while overlooking the costs and benefits of its available alternatives, we may misinterpret the situation in three ways. First, behavior may seem to be maladaptive or an outcome of a diseased process. Second, behavior may appear to be insensitive to its costs as a result of a putative history of rule governance. Third, behavior may seem to be a product of escaping or avoiding aversive internal stimuli (in a variation of two-factor theory). Indeed, these problems may lead to the formulation of functional analyses that do not even address the consequential governance of behavior. Israel Goldiamond and his students have developed a nonlinear functional analysis that helps clinicians, teachers, and performance managers focus upon the consequences of behavior and thus make sense of seemingly nonsensical behavior. Moreover, the topical treatments often associated with behavioral approaches – those that target the symptoms directly – are sometimes inappropriate, and may lead to ineffective outcomes. The present workshop will introduce participants to Goldiamond's (1974, 1978, 1984) approach to linear vs. nonlinear assessment and topical vs. systemic intervention planning, in a constructional approach to treatment. Nonlinear, systemic, treatment is typically directed not at the presenting complaint (aka, symptoms or disturbing patterns), but at other contingency relations which make the contingencies maintaining disturbing patterns potent. We will draw examples from educational, organizational, and clinical cases.

Objectives: Participants will: (1) learn to distinguish between pathological and constructional approaches to behavior change, (2) learn to distinguish between linear and nonlinear analyses of behavior, (3) learn to distinguish between topical and systemic behavioral interventions, (4) use information collected in a constructional questionnaire interview, and a completed case presentation guide to write a nonlinear, systemic, constructional treatment plan.

Activities: (1) Concept Program: Participants will observe presentations of definitions, examples and nonexamples of pathological approaches, constructional approaches, nonlinear analyses, linear analyses, topical interventions and systemic

interventions, drawn from clinical, educational, and organizational settings. They will then practice describing case studies along these dimensions. (2) Presentations: Initial constructional client interview, using the constructional approach questionnaire. (3) Writing a Case Presentation Guide From Interview Information. (4) Small Group Project: Small groups of participants will use Whimbey's talk-aloud-problem-solving method to collectively write a constructional, nonlinear, systemic treatment plan from information collected in an initial constructional interview and a written case presentation guide. Workshop directors will rotate and provide feedback to the groups as they are working. (5) Individual Project: Participants will design a nonlinear, systemic and constructional behavioral project of their own to implement at home.

Target Audience: Intermediate and advanced-level behavior analysts who work in schools, clinics and inpatient services for children and adults and business, industrial and other organizations.

Academic Level: Intermediate

Workshop Fee: \$95

Workshop #8

Thursday, May 22, 10:00 AM - 5:00 PM
Missouri Room

Cognitive Therapy for Depression: A Behavioral Approach

ROBERT J. KOHLENBERG, Chauncey Parker, and Madelon Bolling (University of Washington)

Description: Cognitive therapy (CT) is the most utilized short-term psychological treatment for depression. The preponderance, but not all, of the empirical studies support its effectiveness and it is included in most lists of empirically-validated treatments. Although behaviorists have often, and justifiably, criticized cognitive therapy for its mentalistic underpinnings, they have less frequently looked at it as a source of potentially useful techniques that might be incorporated into a comprehensive behavioral approach to treatment. This workshop will introduce a behaviorally-informed treatment that incorporates cognitive therapy methods and yet remains true to behavioral principles. This new treatment is based on (1) a radical behavioral analysis of the psychotherapeutic environment, based on Functional Analytic Psychotherapy (FAP) (Kohlenberg & Tsai, 1991) and (2) a behavioral reconceptualization of cognitive therapy, with a primary emphasis on the phenomena and methods discussed in Beck's (1978) *Cognitive Therapy for Depression*. The new treatment is known as FECT (FAP Enhanced Cognitive Therapy) and is used to account for and suggest ways to resolve the problems facing cognitive therapy, as identified by cognitive therapists, and improve CT efficacy.

Objectives: The primary objectives are: (1) a mastery of the behavioral principles and their application to an understanding of the psychotherapy environment in general, as well as the phenomena of interest to cognitive therapists, (2) a familiarity with CT methods and how they are used, and (3) how to apply

the behaviorally-informed treatment. As part of these primary objectives, participants will learn about (1) the use of reinforcement, specification of clinically relevant behaviors (including those of interest to cognitive therapists) and arrangement for generalization within the constraints of outpatient adult therapy, (2) the three important client behaviors and five therapist rules that guide treatment, (3) a system for classifying client responses, based on Verbal Behavior, that can help the therapist discriminate clinically-relevant behavior during the session, (4) the role of the therapeutic rationale in outpatient treatment and the difference between the cognitive and behaviorally-informed rationales, (5) the various meanings of cognition and their relationship to the "contingency shaped - rule governed" distinction, (6) the use of an adherence scale specifically designed for FECT, and (7) the use the "reaction to rationale" scale.

Activities: Although the workshop is primarily didactic, participants will have opportunities to practice the methods within small groups and apply skills to clinical vignettes presented in transcripts, video, and/or audio tapes. For example, participants will practice (1) detecting clinically-relevant behavior (including cognitive behavior) that are the focus of FECT, (2) discriminating therapist behaviors that are called for by FECT, (3) using a verbal behavior based system to classify client behavior, (4) presenting a behaviorally-informed rationale, (4) classifying the client's reaction to the therapeutic rationale, and (5) using cognitive therapy informed methods in session and for homework assignments.

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

Academic Level: Introductory

Workshop Fee: \$95

Workshop #9

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

Michigan Room A

Play-Based Assessment: Assessment using Open-Ended and Objective-Based Procedures

YVETTE CORNETT and Valeri Farmer-Dougan (Illinois State University)

Description: Transdisciplinary play-based assessment (TPBA) is increasingly used in early intervention programs as an alternative to traditional testing. Many consider it an improvement over traditional tests for young children because it assesses behavior within the natural environment while children are engaged in their typical behaviors-ongoing play. TPBA avoids artificial testing situations, and eliminates the difficulties when children are asked to perform for strangers in strange situations. However, questions remain regarding the validity and reliability of the procedure. Some investigations have found low reliability and low validity when open-ended assessment procedures are used. In contrast, when well-defined behavioral categories were developed, strong correlations have been obtained between the play-based assessment and standardized assessments of cognitive and social skill behavior (the Battelle Developmental Inventory and the SSRS-Teacher form), however, some investigators fear that objective tests may miss some behaviors. Given that no standardized assessment procedure for TPBA exists, the workshop introduces participants to two methods of assessment, an open-ended assessment more traditionally used with TPBA, and a closed-ended, objective based rating system. Participants will be given a chance to used both methods, and the pros and cons of each procedure will be discussed.

Objectives: Participants will receive training in two TPBA procedures. First, the traditional open-ended procedure proposed by Linder (1993) will be introduced. Participants will have an opportunity to use this system when viewing videotapes of preschool children engaging in four areas of freeplay: Blocks, Housekeeping, Manipulatives, and a circle-time setting. Following the break, the objective-based TPBA system will be introduced, and again participants will have an opportunity to use this system while viewing videotapes of preschool children. The pros and cons of each system will be evaluated, and participants will engage in discussion regarding the appropriateness of each method. Participants will leave the workshop with materials on play based assessment, in addition to knowledge and practice regarding each of the rating systems.

Activities: Participants will have an opportunity to use both the open-ended, traditional TPBA coding system and the objective-based coding system when viewing videotapes of preschool children engaging in four areas of freeplay: Blocks, Housekeeping, Manipulatives, and a circle-time setting. Participants will leave the workshop with materials on play-based assessment, in addition to knowledge and practice regarding each of the rating systems. Importantly, participants will receive at least one hour of actual coding practice time with each procedure. Finally, participants will be asked to voluntarily complete a

questionnaire and release their coding data to the workshop presenters for analysis. The data will be analyzed as part of the first author's dissertation. Results of this comparison between the two procedures will be given to all workshop participants when data analyses are completed.

Target Audience: Target audience includes anyone who is interested, has used on a limited basis, or wishes to gain further training in TPBA. This would include early childhood teachers, psychologists, social workers, speech pathologists and audiologists, occupational therapists, or anyone who may be part of an interdisciplinary assessment team. No previous knowledge of TBPA is required.

Academic Level: Introductory

Workshop Fee: \$130

Workshop #10

Thursday, May 22, 2:00 PM - 5:00 PM
Mayfair Room

Environmental Design for Effective Intervention with Children with Autism

TERESA DALY, Edward Bovey, and Toni Thomas (Emory University School of Medicine)

Description: Today, children with autism are being identified earlier, but there are few models for intervention with this younger group of children. Most practitioners are confronted with diluting a curriculum and methodology designed for older children in order to intervene with this younger age group. Furthermore, more traditional approaches to intervention for children with autism (Lovaas, 1981, 1993) have been criticized as developmentally inappropriate for toddlers. This workshop will present a model of environmental design and teaching approaches specifically geared toward toddlers with autism. Little Walden is an innovative treatment approach that combines center- and home-based activities that occur in naturalistic play settings, using incidental teaching techniques. The program was funded by the US Department of Education as a National Model Demonstration project.

Objectives: Participants will: (1) be able to identify environmental manipulations that promote language, self-help, and social skills in toddlers with autism, (2) be provided with supervised practice of strategies to promote skill development in toddlers with autism, and (3) leave the workshop with concrete plans for modification of their real-life environments to accommodate intervention for toddlers with autism.

Activities: Workshop activities will include an overview of the Little Walden treatment model and the use of environmental and strategic teaching arrangements that can be used to encourage skill development. Participants will receive instruction in strategies for building self-help, play skills, and language opportunities into a naturalistic setting.

Target Audience: Childcare providers, parents and early intervention professionals. Participants are encouraged to bring a "case study," their floor plan, and a list of materials available

with them to facilitate real-life application of materials covered in the workshop. It is recommended that participants have basic understanding of incidental teaching techniques or have completed the companion workshop, Incidental Teaching 101, before taking this workshop.

Academic Level: Introductory/Intermediate

Workshop Fee: \$53

Workshop #11

Thursday, May 22, 2:00 PM - 9:00 PM
Arkansas Room

Standard Celeration Chart Reading and Charting

OGDEN LINDSLEY (Behavior Research Company), John Cooper (Ohio State University), Patsy Daly (Ohio Dominican College), Sandra Fields (Malcolm X College), James Peters (Morningside Learning Systems), and Randy Seevers (University of Wisconsin - Oshkosh)

Description: How to read and chart daily, weekly, monthly, and yearly Standard Celeration Charts. The dramatic learning results produced by Morningside Academy and Malcolm X College have attracted renewed attention to this powerful learning and performance analysis tool. Daily frequency monitoring has proven highly successful in Applied Behavior Analysis, Precision Teaching, and Organizational Performance Management. Standard Celeration Charts were developed to easily track frequency growth, changes in growth, variance, outliers, and to project outcomes. This repeat of the very highly rated workshop at ABA 94, 95, and 96 was requested by participants unable to attend in Atlanta, Washington, or San Francisco.

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

Activities: Morning: Paced choral reading (Point-See-Say) at 60 per minute of frequencies, celerations, turns, jumps, bounces, and outlier probabilities from Standard Celeration Chart practice sheets. Afternoon: Each participant charts from tables of daily, weekly, monthly, and yearly frequencies at 10 dots per minute. Coaches assist the instant a participant hesitates. Participants are given materials and shown how to continue daily charting practice on their own to reach fluency above 30 dots correct per minute. Unique Features: Since 1965, Standard Celeration Charting workshops have taught dot dropping before chart reading. Chart reading was seldom directly practiced. This workshop's first unique feature is teaching participants to read charts fluently before putting dots on charts. Practice sheets with 100 small (3/8" x 1/2") Standard Celeration Charts helped produce rapid, paced, choral chart reading. After participants have read frequencies, celerations, bounces, turns and jumps fluently at 60 per minute, then placing dots on charts at 10 per minute is rapidly learned. The second unique feature is a coach

for every five participants as they practice throughout the workshop's duration.

Target Audience: Graduate students, faculty, researchers, and consultants who have heard about the power of Standard Celeration Charting, but have had no opportunity to learn how. Here is your chance! This proven, entirely hands-on workshop is fun, and it works!

Academic Level: Introductory

Workshop Fee: \$130

Workshop #12

Thursday, May 22, 6:00 PM - 9:00 PM

Michigan Room A

How to Develop, Produce, and Use SAFMEDS

STEPHEN A. GRAF (Youngstown State University)

Description: SAFMEDS, an acronym for "Say All Fast Minute Every Day Shuffled," represent a procedure to promote fluency in verbal behavior developed by Ogden Lindsley some 15 years ago. Learners see information on the front of a card and attempt to say a brief appropriate response, which can be found on the back. The use of the technique by Precision Teachers has provided an easy way to monitor learning large numbers of facts and concepts. Enhanced retention of material, endurance of behavior, ease of application to new material, and objective performance standards have been reported by users and practitioners.

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

Activities: (1) Practice with conversion of different types of information to SAFMEDS. (2) Discussion of using the templates provided to produce SAFMEDS masters on the Macintosh to be printed as decks on card stock. (3) Discussion of alternatives for making the SAFMEDS available to students, clients, or trainees. (4) Demonstration of how to run timings with small or large groups. (5) Discussion of how to incorporate SAFMEDS into larger patterns of learning.

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

Academic Level: Introductory

Workshop Fee: \$70

Workshop #13

Thursday, May 22, 6:00 PM - 9:00 PM

Mississippi Room

The Use of a Personalized Training Model to Train Staff in Applied Behavior Analysis with Children with Autism

MARY F. MCDONALD and Sharon A. Hobbie (The Genesis School and Queens Services for Autistic Citizens)

Description: This personalized training model is an efficient model used to effectively train staff with minimal experience in the field of psychology. Staff members gain an understanding of applied behavior analysis and how it is used with children with autism. This model was developed for an agency that had difficulty finding staff who were trained in the use of applied behavior analysis with children with autism. It is unique in that the staff progress through the series at their own pace. This is accomplished by task analyzing the relevant areas of applied behavior analysis into ten steps or training classes. Each training class consists of lecture, scenarios, role playing and/or video tape. After each training class, the staff are evaluated through testing and only after mastery of the material is demonstrated the staff are permitted to advance to the next class. Because most of the material is cumulative as well as interrelated, we found it necessary to present smaller amounts of information and require our staff to demonstrate mastery criteria of this information before advancing to the next topic, in accordance with Keller's (1967) personalized system of instruction. In addition to classroom training, our staff is then supervised performing hands-on implementation of the material they have learned. When working with the children with autism, the staff must show mastery of one implementation of a technique before advancing to the next level of implementation during this component of the training as well.

Objectives: (1) To provide a practical explanation of the development of the personalized training model. (2) To provide a detailed description of the personalized training model. (3) To teach participants the procedural details and instructional techniques related to implementing the personalized training model to staff teaching children with autism. (4) To allow participants to practice using the techniques learned during the workshop.

Activities: (1) Lecture. (2) Video tape of sample training classes. (3) Sample syllabus of training course. (4) Sample training class. (5) Role playing and direct feedback.

Target Audience: People who are responsible for the supervision and training of direct-care staff in a school or agency utilizing the principles of applied behavior analysis with children with autism.

Academic Level: Introductory/Intermediate

Workshop Fee: \$60

Workshop #14

Thursday, May 22, 6:00 PM - 9:00 PM
Columbus Room A&B

Create a Web Page

LESLIE BURKETT (University of North Texas)

Description: As teachers, administrators, clinicians, and researchers, behavior analysts have information and data to organize and share with colleagues and the rest of the world. The World Wide Web offers the potential, not only to organize and make available vast amounts of information, but to do so in a distributed, decentralized way, sharing the response cost and eliminating bureaucratic organization. The Web Page has opened the doors to the Internet – those who take advantage of its potential now will be on the leading edge, helping to create the future. The Web Page is more than just some flashy graphics and commercials. Participants in this workshop will explore the range of possibilities – practical, productive, serious applications for behavior analysts on the Internet, including sharing research and references, funding and job information; publicizing services, graduate programs, and projects; establishing new ways of collaborating across distances; and establishing clearinghouses of information for special interest groups. Through participant exercises and instructor demonstration, participants will discover how easy it is to build a Web Page, as well as how to delegate the job. Attendees will learn not only how to create a Web Page, but why.

Objectives: At completion of this workshop, participants will be able to: (1) identify 3 Web Page projects needed in their own work/research environments, (2) make informed decisions on when to find or hire outside help versus create their own Web Page, (3) design their own first Web page, including attractive headings, a bulleted list, graphics, and links to Web sites, and (4) describe a strategy for setting up a Web Page on the Internet and establishing links to and from other sites.

Activities: (1) View sample Web sites covering a wide range of potential applications. (2) Hear descriptions and receive handouts on the hardware, software, and behavior needed to design, create, and publish Web Pages. (3) Follow step-by-step instructions to add HTML codes to a document to create a Web Page before end of the '97 ABA meeting and view their own Web Page as it would appear on the Internet. (4) Receive a workbook containing handouts on all the information presented.

Target Audience: Anyone with information to organize and share online. The workshop is designed for intermediate computer users – not "techies," programmers, or hackers. It is also for non-computer users who will delegate Web Page project tasks to others.

Academic Level: Introductory

Workshop Fee: \$55

Workshop #15

Thursday, May 22, 6:00 PM - 9:00 PM
Mayfair Room

Describing Behavioral Principles Through Visual Media

RONNIE DETRICH and Christa Dahlstrom (Spectrum Center)

Description: Recently, there has been a call for behavior analysts to increase the accessibility of behavior analytic concepts and reach a wider audience. Perhaps part of the difficulty in increasing accessibility has been the media used to describe basic behavior relations. Traditional methods are primarily text-based, which have inherent limitations for presenting complex, abstract relations. Visual media provide an alternative to text-based media that have important advantages for instruction. Visual strategies are more efficient and concise; communicating dense information more quickly. They aid in retention and provide a focal point for attention. When visuals are used to communicate the basic content of an idea, words are free to expand rather than explain. This workshop will examine the ways in which behavioral relations can be more effectively and more easily communicated through a strategic balance of visual and text-based instruction. The workshop will present instructional design strategies that capitalize on the unique strengths of text and visual tools, methods for creating visual metaphors to explain relationships and abstract ideas, and examples of behavior analytic concepts presented in primarily visual media.

Objectives: (1) Utilize basic principles of visual design to effectively communicate concepts in Behavior Analysis in print and other visual media. (2) Identify the design properties of established visual communication tools (i.e. graphs, charts, matrices, timelines, etc.) and use decision rules for their use in presenting data and information. (3) Employ design techniques that enhance the instructional effectiveness of established visual communication tools, such as graphs and charts. (4) Design visual metaphors for translating narrative information and abstract concepts into visual ideas.

Activities: The workshop will present: (1) a conceptual framework for instructional design, (2) decision-making rules to guide the application of this framework, and (3) practical strategies for use in designing materials for instruction. The teaching format will include didactic instruction, group discussion, and numerous case studies. After being introduced to the instructional design process, the group will practice applying these principles to actual topics. Participants will be provided handouts that summarize the major themes and worksheets they can use to guide their practice as they begin to apply the principles that were learned in this workshop.

Target Audience: This workshop is appropriate for anyone who teaches behavior analysis to the wider community, such as college faculty, management consultants, workshop leaders, or education and training specialists.

Academic Level: Introductory

Workshop Fee: \$70

Workshop #16

Thursday, May 22, 6:00 PM - 9:00 PM
Michigan Room B

No-Nonsense Guide to Group Home Management

SHIRLEY O'BRIEN, Vicki Pommier, Roger Zhuang, Doris Duan (Community Environments), Jose Martinez-Diaz (Department of Health and Rehabilitative Services), and Ira Ehrlich (Community Environments)

Description: This workshop will focus on the components necessary to develop and operate efficient and effective behavioral group homes. The workshop will focus on six primary topic areas: (1) an overview of the literature on group homes, (2) the management and organizational structure of group homes, (3) the important components of staff training and when during employment this training should be provided, (4) the development and implementation of behavioral programs for training clients in appropriate home and community behaviors, (5) what to consider when your group home is being monitored by an outside agency, and (6) community acceptance, funding patterns, and political ramifications when operating a group home.

Objectives: The goal of this workshop is to provide information to the audience on the components necessary to develop and operate a behavioral group home.

Activities: All participants will be provided with a manual containing the materials which are covered in the topic areas described above (e.g., sample schedules, components of staff training, a competency-based staff training tool, tools for assessing client behaviors, and a monitoring checklist). The presentation will include lecture (slides and overheads), role-plays, demonstrations, and audience discussion.

Target Audience: Introductory to Advanced.

Academic Level: All levels

Workshop Fee: \$70

Workshop #17

Friday, May 23, 8:30 AM - 11:30 AM
Colorado Room

Functional Analysis: A Minority View

FRED KEMP (Quixote Consulting)

Description: Functional analysis is ubiquitous in contemporary behavior analysis. This workshop will consider the definitions and current status of the concept and will solicit the experiences of workshop participants in trying to implement functional analyses in the real world. Based on the empirical and theoretical literature, discussion will center on the following topics: Where's the data? What's new? Functional analysis in the real world. Functional analysis and the "nonaversive" debate. Alternatives to functional analysis. Contraindications to functional analysis. The need to expand categories considered in functional analysis. And, finally, a functional analysis of functional analysis. Conclusion:

While undoubtedly valuable in some contexts, current enthusiasm for functional analysis is in danger of outstripping reasonable expectations for its contribution to the amelioration of severe behavior problems. Current expectations for functional analyses of all behavior problems are both unrealistic and impractical.

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

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

Target Audience: This workshop is appropriate for anyone directly or indirectly involved in assessing individuals with challenging behaviors.

Academic Level: All levels

Workshop Fee: \$50

Workshop #18

Friday, May 23, 8:30 AM - 11:30 AM
Arkansas Room

Time-Based Data Collection and Analysis Strategies Using Computer Technology: Hands-on Application of the BEST System

TOM SHARPE (Purdue University)

Description: The workshop will provide hands-on application of a sophisticated software package designed to collect and analyze discrete and sequential behavioral data. The program is particularly useful to advanced graduate students and behavioral psychologists interested in analyzing complex configurations of behaviors which are emitted at high rates, oftentimes overlap sequentially, and are contextualized within a larger behavioral stream. Discussion includes an introduction to (a) recommended procedures when collecting time-based data in the live setting and from videotape records, (b) computer-generated discrete and sequential analyses (Bakeman & Gottman, 1986), (c) alternative graphic representations, and (d) reliability issues related to sequential data.

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

Activities: Activities include: (1) review of traditional recording methods highlighting their inherent challenges when dealing with complex behavioral configurations and highly interactive settings, (2) introduction to, and hands-on application of, a computer-based package which overcomes those challenges, and (3) detailed demonstration of data collection features, discrete

and sequential analysis capabilities, and within and across data-file graphic representations using a video-based education research illustration.

Target Audience: Masters and doctoral-level behavioral psychologists in training and practicing professionals interested in software which accommodates the collection and analysis of behavioral data in time-based sequence. Workshop activities should be of particular interest to those working in highly interactive educational and clinical settings.

Academic Level: Introductory/Intermediate

Workshop Fee: \$125

Workshop #19

Friday, May 23, 8:30 AM - 11:30 AM
Huron Room

A Behavior-Analytic Approach to the Assessment of Child Sexual Abuse

W. JOSEPH WYATT (Marshall University)

Description: Most date the onset of national attention to child sexual abuse to the McMartin Preschool case in Manhattan Beach California. The McMartin Preschool case, due in large measure to the woefully inadequate assessment techniques employed, lasted 7 years, cost \$16 million to prosecute and caused children who were not abused to believe that they had been. There were no convictions. What went wrong in the McMartin case continues to be repeated nationwide -- examiners fail to adequately assess the swirl of situational variables, both antecedent (coercion, acrimonious divorce, promises) and consequent (promises, special attention, differential reinforcement of accusatory or exculpatory verbal behavior) often found in sexual abuse cases. Moreover, examiners often pursue only a single hypothesis (either that the abuse occurred or that it did not), make unwarranted assumptions (children might be wrong about the details, but never about the "important things"), use repeated or leading questions, and make other mistakes. Behavior analysis has much to offer that leads to defensible assessment practices, including a systematic approach to the functional analysis of behavior and a tendency to avoid going beyond our data. These and more create the foundation that well prepares behavior analysts to make unique contributions to the assessment of child sexual abuse. The workshop will provide an overview and introduction to the behavior analyst's role in the assessment of child sexual abuse.

Objectives: Workshop attendees will: (1) know the most recent data regarding incidence of child sexual abuse and the frequency of true claims and false claims, (2) have a working knowledge of a half dozen landmark cases, (3) know the most frequently held myths about the assessment of child sexual abuse, (4) know the most recent research and its implications for a number of crucial issues in assessment of child sexual abuse including: (a) problems inherent in pursuit of a single hypothesis, (b) the influence of repeated questioning on later child testimony, (c) the influence of leading questions, (d) the uses and limitations of anatomically detailed dolls, and (e) the problems of stereotype induction,

(5) be knowledgeable of the specific steps in, and elements of, an effective and accurate assessment of child sexual abuse. These include how to "test" a child to determine (a) the ease with which the child may be led, (b) whether the child knows fantasy from reality, and (c) whether the child is being influenced by another person to gain operant consequences (money, leverage in a custody dispute or divorce case) and others, and (6) be able to critique child sexual abuse assessment for its strengths and weaknesses.

Activities: Attendees will participate in lecture and discussion and will view two videotapes (a reenactment of interviews and testimony from the McMartin Preschool case, and a research video based on the work of Steven Ceci and Margaret Bruck). The videos run approximately 35 minutes, combined. Also, participants will be given an exercise in which they will review the transcript of an interview with an alleged child victim and then critique that interview in light of what they have learned in the didactic portion of the workshop. All names have been changed in the interview transcript.

Target Audience: The workshop is targeted for those who train doctoral and masters-level practitioners (especially those who teach general assessment courses, interviewing courses and child-related courses), and at masters and doctoral-level practitioners as well. It is also especially suitable for those who work in children's services, those who participate in sexual abuse prevention (or treatment) teams, those who consult with law enforcement agencies, those who may be called upon to give expert testimony regarding child sexual abuse, and those who, at times, must assess children for sexual abuse.

Academic Level: Introductory

Workshop Fee: \$60

Workshop #20

Friday, May 23, 8:30 AM - 11:30 AM
Michigan Room A

Maximizing Success: Creating a Context to Promote Educational Accomplishments

RONNIE DETRICH and Karl Bartlebaugh (Spectrum Center)

Description: In many classrooms it is common that the teaching staff spend as much or more time managing misbehavior as they spend directing instruction. Often, there is an arbitrary distinction drawn between behavior and educational accomplishments. It is the thesis of this workshop that the level of educational success and student behavior are not separate domains, but rather both reflect something about the context in which education is occurring. Most classroom behavior management systems emphasize arranging consequences for behavior. The approach described in this workshop emphasizes creating a context to maximize student success, which reduces the motivation to misbehave. This workshop will describe: (1) contextual variables that influence student behavior, (2) a method for encouraging rule following, (3) a function-based method for arranging activities to maximize success, and (4) instructional strategies that promote active student responding.

Objectives: (1) Participants will learn the conceptual framework that drives this classroom management system. (2) Participants will be able to use contextual variables in a classroom to arrange activities in such a way to maximize educational success and constructive social behavior. (3) Participants will learn how to design instructional activities to increase active student responding.

Activities: Participants will: (1) practice implementing the concepts with samples provided by the instructors and (2) in small group discussion develop plans based on students with whom they are currently working.

Target Audience: Classroom teachers, school psychologists, school administrators, behavioral consultants working in schools, and university faculty responsible for training classroom teachers.

Academic Level: Introductory

Workshop Fee: \$70

Workshop #21

Friday, May 23, 8:30 AM - 11:30 AM

Superior Room B

The Treatment of Habit Disorders with Simplified Habit Reversal Procedures

RAYMOND G. MILTENBERGER (North Dakota State University) and Joel R. Wagaman (University of Kansas)

Description: In this workshop, participants will learn how to use a simplified habit reversal approach to the treatment of habit disorders (tics, stuttering, trichotillomania, nervous habits, rumination and related disorders). Research has shown the multi-component, habit reversal procedure to be one of the most effective methods for the treatment of habit disorders.

Researchers have also identified the important components of habit reversal in an effort to simplify the treatment and have successfully used the simplified treatment with a variety of habit disorders. A review of this literature will be presented. The remaining focus of the workshop will be on teaching participants the simplified habit reversal approach. Each treatment component will be presented in detail. Discussion will address such topics as functional assessment of habit disorders, assessment of treatment outcome, compliance with treatment, treatment acceptability, and long-term maintenance.

Objectives: Participants will learn: (1) the habit reversal procedure and simplified habit reversal procedures, (2) the research evaluating simplified habit reversal procedures, (3) a functional approach to understanding habit disorders, and (4) how to apply simplified habit reversal procedures to habit disorders such as motor tics, stuttering, trichotillomania, and rumination.

Activities: Information on the research and application of habit reversal procedures for a variety of habit disorders will be presented didactically. Participants will be encouraged to ask questions and relate their own experiences with behavioral treatment of habit disorders. The habit reversal procedures will be described and modeled for participants. Participants will have an opportunity to practice the procedures in role-plays.

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

Academic Level: Introductory/Intermediate

Workshop Fee: \$50

Workshop #22

Friday, May 23, 8:30 AM - 11:30 AM

Columbus Room A&B

Creating a Behavior Analyst's Handbook for Speaking to Teacher and Parent Audiences

ROGER W. MCINTIRE, Donald K. Pumroy (University of Maryland), and Marcie Smith (Private Practice, Silver Spring, MD)

Description: Many very useful guidelines for presentations to lay audiences reside in the subculture of our profession and surface occasionally when the more experienced of us reveals a personal style or strategy. Our field would benefit from any sharing of effective techniques that result in the more frequent use of appropriate behavioral principles by our audiences. "Building Your Brief Handbook for Behavior Analysts Speaking to Teacher and Parent Audiences" will be a workshop where participants will share their own approaches and accumulate a set of effective techniques that will improve the understanding of behavioral approaches by the general audience.

Objectives: Participants will discuss modifications and additions to the suggestions presented by the leaders. The objective is for each participant to produce an organized booklet of do's, don'ts, tips, examples, handouts, and checklists for effective presentations of behavioral principles and their use. Audience participation and demonstrations will be tried out in the workshop. Workshop materials will include handouts used by the authors and others in parent and teacher training programs and presentations. Those interested in a more effective presentation to parents, teachers, trainers and therapists will obtain a personalized handbook modified with the contributions made from the workshop discussion and re-copied. The new edition should be a valuable guide in future preparations and deliveries before these audiences.

Activities: In subgroups, participants will share their own suggestions for additions to the handouts addressing subtopics (examples below). Copies of the group's final edition will be made and distributed. Examples of Subtopics: (1) Before you go: Questions to ask when invited. Suggestions: Topics of previous speakers, behaviors and population of concern (ages, etc), audience characteristics, room characteristics, other agenda items. Also, provide personal biography to your host for an informed introduction. (2) Objectives: Yours, the audience's, the organization's. (3) Preparation: What checklist would be useful? Suggestions: Handouts ready and plentiful, all tapes checked and set all tapes to starting places, early arrival to set up, make acquaintances, and ask questions. (4) Presentation: What are the pros and cons of providing an agenda and/or objectives for the audience? (5) Presentation: What are the important concerns in

developing handout materials and flip charts? When, during the session, should they be used? (6) Presentation: What should be on a checklist of speaker style? (7) Presentation: What would be the do's and don'ts of the speaker's habits? (8) Presentation: What should be your "to bring" checklist? (9) At the end: Do's and don'ts of the question period. (10) At the end: What issues of professionalism and ethics arise during and after the question period?

Target Audience: The workshop will be designed to help professional behavior analysts prepare for presentations to audiences in other human service and educational professions. Participants with some experience and prospects for future invitations are most likely to benefit from the workshop activities. University and college faculty, school psychologists, teachers, and counselors of students, parents and teachers should make up a large portion of the attendees.

Academic Level: Intermediate

Workshop Fee: \$55

Workshop #23

Friday, May 23, 8:30 AM - 11:30 AM
Michigan Room B

Training to Teach in a Day: A Program for Rapidly Training Direct-Support Staff How to Teach People with Severe Disabilities

MARSHA B. PARSONS (Carolina Behavior Analysis and Support Center), and Dennis H. Reid (Louisiana State University Medical Center)

Description: The instructors will describe the Teaching-Skills Training Program for training staff how to teach within one, eight-hour work day. The program has been developed through applied research with residential and community staff that repeatedly demonstrated the effectiveness of the training procedures. Such research has also shown the program to be well received by staff trainees including residential, direct-support personnel and classroom aides. The workshop will describe strategies for training staff to (a) follow a written task analysis, (b) effectively use a least-to-most prompt sequence, (c) reinforce consumer progress, and (d) correct consumer errors. The workshop will include step-by-step instructions for conducting the training program including descriptions of procedures for observing for teaching accuracy and mistakes as well as instructions for effectively providing feedback to staff to enhance their teaching proficiency.

Objectives: Following the workshop, attendees will demonstrate skills to: (1) define correct teaching behavior regarding the use of task analyses, a least-to-most prompting strategy, reinforcement, and error correction, (2) describe classroom-based procedures for training the four basic teaching skills, (3) describe on-the-job training procedures to ensure staff correctly implement teaching skills, (4) describe a monitoring system for quantifying staffs' teaching proficiency, and (5) describe a protocol for delivering performance-improving feedback that staff find acceptable.

Activities: This workshop will focus on the components necessary to develop and operate efficient and effective behavioral group homes. The workshop will focus on six primary topic areas: (1) an overview of the literature on group homes, (2) the management and organizational structure of group homes, (3) the important components of staff training and when during employment this training should be provided, (4) the development and implementation of behavioral programs for training clients in appropriate home and community behaviors, (5) what to consider when your group home is being monitored by an outside agency, and (6) community acceptance, funding patterns, and political ramifications when operating a group home.

Target Audience: Supervisors and staff development personnel in programs serving consumers with severe disabilities and clinicians who rely on direct-support staff to implement effective teaching programs.

Academic Level: Introductory

Workshop Fee: \$50

Workshop #24

Friday, May 23, 8:30 AM - 11:30 AM
Ontario Room

Sleep and its Disorders among Persons with Developmental Disabilities

V. MARK DURAND and Eileen Mapstone (SUNY at Albany)

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

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

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

Target Audience: People who are directly responsible for the care of people who display sleep problems, including family

members, direct-care staff, teachers, psychologists, and special educators.

Academic Level: Introductory

Workshop Fee: \$50

Workshop #25

Friday, May 23, 8:30 AM - 11:30 AM
Erie Room

Person-Centered Planning and Behavior Analysis

CYNTHIA M. ANDERSON, Kurt A. Freeman, and Donald K. Kincaid (West Virginia University)

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

Objectives: (1) Be aware of the tenets of Positive Behavior Support and its relevance to managing challenging behaviors. (2) Understand the five essential goals and common characteristics of Person-Centered Planning. (3) Become familiar with the role of behavior analysis in Person-Centered Planning processes. (4) Learn to implement one specific Person-Centered Planning approach to providing services (Personal Profile and Futures Plan). (5) Become familiar with additional strategies that are useful in blending Person-Centered Planning with behavior-analytic technologies into a positive behavior support model.

Activities: (1) Didactic lecture to establish tenets of Positive Behavior Support and Person-Centered Planning. (2) Interact with sample data from Personal Profiles and Futures Plans to gain experience with the principles and processes involved. (3) Opportunities will be provided to practice using Personal Profiles, Futures Plans, and other Positive Behavior Support technologies. (4) Opportunities will be provided for participants to explore the impact of the Positive Behavior Support technology with people they are currently supporting.

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

Academic Level: Introductory/Intermediate

Workshop Fee: \$60

Workshop #26

Friday, May 23, 8:30 AM - 11:30 AM
Mississippi Room

Assessment, Diagnosis and Behavioral Treatment Prescription for Severe Problem Behaviors: The C-BAD System

ENNIO CIPANI (California School of Professional Psychology - Fresno)

Description: This workshop will delineate a procedural format, utilizing the Cipani Behavioral Assessment & Diagnostic (C-BAD) System, for: (1) conducting a behavioral assessment, (2) diagnosing problem behavior into a four-category system, and (3) prescribing a behavioral strategy on the basis of the diagnosis. The C-BAD manual, which contains many usable forms and tables, will guide the participant in the activities needed in these three stages. The Behavioral Assessment Report (BAR) software system (Microsoft Word 6.0, Windows 95, and IBM-compatible) will be illustrated on video, as a specific format for writing a behavioral assessment and treatment plan.

Objectives: (1) Ability to contrast differences between a traditional diagnostic system and a behavioral diagnostic system. (2) Ability to delineate characteristics of a behavioral diagnostic approach. (3) Ability to collect relevant data through interview, observation and hypothesis testing using the C-BAD Manual. (4) Ability to identify four environmental functions a problem behavior may serve and use such as a basis for diagnosis. (5) Ability to identify antecedent-behavior relationships. (6) Ability to identify alternative-replacement behavior(s) for each function. (7) Ability to identify a functional treatment, given diagnosis of problem and replacement behaviors. (8) Ability to identify current, effective, non-aversive strategies.

Activities: Activities include using the C-BAD system to diagnose and prescribe behavioral treatment(s) for a presented case study.

Target Audience: All professionals working with children, adolescents and adults with challenging problem behaviors who write behavior programs, evaluate such programs and/or review proposed behavior programs in committees; client advocates; and administrators who also review proposed behavior programs. Also, faculty teaching behavior analysis courses and supervising practica will find the manual useful as a way to develop report writing skills of the behavioral assessment and treatment plans.

Academic Level: Intermediate

Workshop Fee: \$78

Workshop #27

Friday, May 23, 8:30 AM - 11:30 AM
Mayfair Room

The "Other" Type of Conditioning: Personal Fitness Training, Martial Arts, and Behavior Analysis

BOBBY NEWMAN (Orca Dragon Kenpo)

Description: Personal training is a booming industry. Behavior analysts, because of their knowledge of behavior, are in a unique position to be highly effective personal trainers. They can take their knowledge of how to teach skills and how to ensure compliance with programs, and apply this to personal training. Particular attention will be placed upon doing this work with the developmentally disabled.

Objectives: Participants in this workshop will learn how to become personal trainers, and how to apply their knowledge to exercise-related issues. Participants will learn about the legal issues involved in becoming personal trainers, common types of requests for personal training, and how to design task analyses and contracts to ensure compliance with programs. Common myths in exercises and fitness will be explored.

Activities: Participants will explore, in a discussion format, dietary issues and exercise methodology. Martial arts instruction will be used as an example of how to write task analyses, as well as shaping and chaining of responses.

Target Audience: The target audience consists of behavior analysts who wish to apply their skills to the area of fitness training and those who serve clients who may have particular health problems that require steady exercise.

Academic Level: Introductory

Workshop Fee: \$60

Workshop #28

Friday, May 23, 8:30 AM - 11:30 AM
Superior Room A

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

JOHN L. (Jack) WILLIAMS (University of Waterloo)

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

radical behavioral viewpoint, the relationship of these features to counseling/psychotherapeutic practices and strategies, and experiential exercises to facilitate acquisition of this perspective.

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

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

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

Academic Level: Introductory/Intermediate

Workshop Fee: \$52

Workshop #29

Saturday, May 24, 9:00 AM - 12:00 PM
Sheraton Ballroom II

Integrated Couple Therapy: A Behavior- Analytic, Acceptance-Based Approach to Troubled Relationships

NEIL JACOBSON (University of Washington)

Description: The workshop will provide an overview of a promising new approach to treating couples, based on a radical behavioral philosophy. This approach, developed with Dr. Andrew Christensen, has been described in their recent book, Jacobson, N.S. & Christensen, A. (1996) *Integrative Couple Therapy*. New York: W. W. Norton. Jacobson will provide an overview of the program, which integrates strategies for promoting acceptance with those promoting change. The workshop will provide the theory underlying the Integrative approach, the basic principles of therapy themselves, and examples of intervention strategies. In addition to lectures, videotaped examples will be used to illustrate techniques.

Objectives: (1) To provide an overview of the theory underlying Integrative Couple Therapy (ICT). (2) To provide an overview of the basic principles of ICT. (3) To provide examples of techniques illustrating ICT.

Activities: Listening and asking questions. Since the workshop will be a lecture combined with videotapes, participants will not be involved except as listeners, although question and answer periods will be allocated.

Target Audience: Students in training and professionals looking for continuing education: In particular, professionals who are academics interested in psychotherapy, and professionals interested in clinical research. Marriage and family therapists would be a final target audience.

Academic Level: All levels

Workshop Fee: \$50

ABA '97 Exhibitors

Exhibit Hours

Exhibits provide an excellent opportunity to obtain information about new and existing products and services. The 1997 Convention Exhibit hours are as follows:

Friday, May 23	5:00 pm - 6:30 pm
	9:00 pm - 11:00 pm
Saturday, May 24	12:00 am - 6:30 pm
Sunday, May 25	12:00 am - 6:30 pm

Exhibitors

The following are some of our Exhibitors. Join us in the Sheraton Chicago Ballroom for these and other interesting exhibits.

Brooks/Cole Publishing Company

ITP-7625 Empire Drive, Florence, KY 41042. Stop by the Brooks/Cole booth to see a display of outstanding books and software, including the following new titles: *Behavior Modification: Principles and Procedures*, by Raymond Miltenberger, *Contemporary Behavior Therapy, Third Edition*, by Michael Spiegler and David Guevremont, *Self-Directed Behavior, Seventh Edition*, by Watson and Tharp, and *Principles of Everyday Behavior Analysis, Third Edition*, by L. Keith Miller. Also on display: *Sniffy the Virtual Rat, Version 4.5*, by Lester Krames, Jeff Graham, and Tom Alloway, *Learning and Behavior*, by Paul Chance, *Essentials of Learning and Conditioning*, by Michael Domjan, and more!

Bluestem Technologies

1104 E 25th Terrace, Lawrence, KS 66046. The Data Collection Assistant (DCA) is a powerful tool for educators, clinicians, and other human service providers. It is designed to bring the technological advances in bar code systems to bear on programmatic data collection in human service settings. Thus, DCA is designed to facilitate data collection in settings where individuals receive support services and where detailed evaluations of the outcome of those services are desired. These settings include locations for education, training, treatment, habilitation, rehabilitation, and general care. The individuals served may be children with special needs, adults with developmental disabilities, person with mental illness, patients in long-term care facilities, and others.

Cartesian Products, Inc.

52 River Road, Winnipeg, Manitoba, Canada R2M 3Z2. The major product we are exhibiting is CAPSI/PC, a program that enables an instructor to run a Computer-Aided Personalized System of Instruction course on an PC network. We will also be exhibiting behavior analysis graphics, research, and student lab software.

The New England Center for Children

33 Turnpike Road, Southboro, MS 01772. The New England Center for Children, founded in 1975 by Vincent Strully, Jr., is located in Southborough, Massachusetts, 20 miles west of Boston. The Center's primary focus is to increase the skills and abilities of children with autism and other developmental disorders through the use of systematic operant conditioning. The Center serves approximately 195 students in a variety of programs including: community-based residential for students 3-22 years of age, community-based residential for young adults, integrated and intensive preschool programs up to 22 years of age, and transition programs where students who were residential have been integrated back into supported home or school situations. The majority of our students, particularly those who are residential, display intense, chronic and seriously interfering forms of inappropriate behaviors, including aggression, property destruction, and self-injury. Our overriding goal is to provide state-of-the-art behavioral services to our students to decrease their dangerous and interfering behaviors and increase their ability to function and communicate independently. A critical component of the success of our program is the competency of our teachers, all of whom are college graduates. We provide intensive training in ABA and teaching strategies, and all teachers must pass a graduate-level ABA course during their first months of employment. In addition, we are associated with two university Master's Programs (Simmons College Masters in Severe Special Needs and Northeastern University's Masters in Applied Behavior Analysis). Both of these are 3-year programs with courses taught on-site, and research projects and Master's theses supervised on-site by The New England Center for Children personnel. The Center has an active commitment to research. Our clinical and applied research interests focus on: the assessment and establishment of reinforcement systems, generalization and maintenance of treatment gains, augmentative communication, early intervention, and basic learning processes. To learn more about The New England Center for Children, Inc., please stop by and visit our display in the exhibit area.

The Professional Crisis Management Association, Inc.

4321 NW 93 Way, Sunrise, FL 33351. Professional Crisis Management (PCM) is a cognitive behavioral system of crisis management used with children, adolescents and adults who exhibit disruptive, aggressive and self-injurious behaviors. Professional Crisis Management was designed and developed for use by educators and human service providers whose primary focus is to go beyond the first step in crisis management training. PCM is prevention oriented, but includes a complete system of physical intervention procedures which are based on the principles of active feedback and learning. The system has been utilized in hospitals, training programs, residential and home settings for more than 15 years. PCM is the only complete crisis management system available that can guarantee successful prevention and intervention with maximum safety, increased dignity and total effectiveness. PCM includes competency-based training and certification for practitioners and master trainers.

Cooperative Book Exhibit

ABA provides an area in which multiple copies of publications, brochures, and other materials may be displayed and sold throughout the convention. The Cooperative Book Exhibit will be open during all regular exhibit hours and is designed for the display and sale of all books in or related to the field of behavior analysis. In particular, we would like to display books written or edited by presenters at the ABA Convention.

If you would like to include your publications in this display, please contact the ABA office.

CMS Software

PO Box 1514, Columbia, MD 21044-0514. Psychology on a Disk: Interactive Software for Introductory Psychology. Behavior on a Disk: Interactive Software for Psychology of Learning. For a free demonstration disk, write to: CMS Software, PO Box 5777, Santa Fe, NM 87502-5777 USA.

Free-Take-One Display

Brochures and other materials which convention registrants may pick up at no charge are displayed in the Free-Take-One Display, which is run in conjunction with the Cooperative Book Exhibit. ABA will display and restock all display items, until the supply is depleted. We recommend that a minimum of 100 copies be supplied, depending on general interest to the ABA membership.

School Psychologist - Delaware Autistic Program

Public School program for autistic students seeks a school or clinical psychologist (MA or Ph.D.) with experience in developmental disabilities and a strong behavioral orientation.

Responsibilities include:

- ☐ Intervention at the individual and classroom level as part of a team
- ☐ Staff and parent training
- ☐ Assessment

Program development and related evaluation/research activities are ongoing and encouraged. University teaching available. Applicant must be eligible for school certification or psychology license. Salary range: MA \$28,590 to 50,626; with doctoral level from \$33,176 to 56,924; for 10 months with summer employment optional.

Send résumé and two letters of reference to:

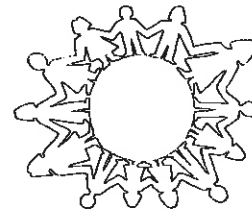
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The Groden Center, Inc.

Positions Available

The Groden Center, Inc. and its affiliates are private, nonprofit, state-licensed treatment and educational center for children and adults with emotional disturbances, autism, and other types of behavioral disorders. These nationally-recognized therapeutic programs are seeking qualified candidates for the following positions:

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ABA '97 Membership Form

Association for Behavior Analysis

Mail form and payment to: 213 West Hall, Western Michigan University, Kalamazoo, MI 49008-5052

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

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NAME (Last name, first name, middle name)

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

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Sustaining	\$230.00	\$650.00
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Chapter-Adjunct	\$32.00	\$66.00
Special Student Transition	\$53.00	\$179.00

(If you were a student last year and have received a graduate degree, you may apply for Full-member status at a special one-year transition rate of \$53. Send vita and evidence of graduation (official transcript or letter from advisor) with form. You may take advantage of the special rate only once.)

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Affiliate	\$54.00	\$182.00
Emeritus	\$26.00	\$70.00
Student	\$26.00	
Chapter-Adjunct	\$21.00	\$57.00

Verification of Student Status

I, _____, certify that
_____ is a full-time
student, intern, or resident at <insert name of institution>

Faculty Signature: _____

Date: _____

Payment of Dues is subject to current federal, state, and local tax regulations. To determine the tax exemption status of your payment, seek individual consultation in your locality, or contact your local office of federal, state, or local tax information.

Permanent Mailing Address

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

Degree Held

List most recent degree received:

Year Received:

Degree Received:

Conferring Institution:

Position Title

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

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

Primary Activity

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

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

Primary Discipline

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

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

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

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

- ☐ Northern California ABA
- ☐ Northwestern ABA
- ☐ Norsk Atferdsanalytisk Forening (Norwegian ABA)
- ☐ Ontario ABA
- ☐ 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
- ☐ Texas ABA
- ☐ TriState ABA

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

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

ABA '97 Convention Registration Form

Association for Behavior Analysis

Mail form and payment to: 213 West Hall, Western Michigan University, Kalamazoo, MI 49008-5052
Telephone: 616-387-8342. FAX: 616-387-8354

Personal Information

NAME (Last name, first name, middle name)

Fill out the following information ONLY if changed:

PREFERRED MAILING ADDRESS (for all ABA mailings)

PREFERRED MAILING ADDRESS (cont'd.)

CITY, STATE, COUNTRY, POSTAL ZIP CODE

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

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

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

E-MAIL

Convention Name Badge

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

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

Method of Payment

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

☐ American Express ☐ MasterCard ☐ Visa

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

Name as it appears on your card

Card Number

Expiration Date

Signature

For office use only

Membership Status:

Check:

Cash:

Credit Card:

Date Received:

Convention Registration

A Discount is available for early payment of all registration fees. If your registration is postmarked before February 15, 1997, send the amount listed in the "Before" column. You may register for the entire convention or for just one day. **Please Note: Discounts that are not taken will be considered donations to ABA unless a written request is submitted.**

Registration for the Entire Convention

(Friday 5/23-Tuesday 5/26). Choose your membership category from the list below and fill in the appropriate amount: \$ _____

Category	Before 2/15/97	After 2/15/97
Sustaining, Supporting, Full, Affiliate	\$79.00	\$99.00
Emeritus and Student	\$35.00	\$45.00
Chapter-Adjunct	\$105.00	\$125.00
Non-member	\$205.00	\$225.00

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

Friday 5/23 Saturday 5/24
Sunday 5/25 Monday 5/26

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

Category	Before 2/15/97	After 2/15/97
Sustaining, Supporting, Full, Affiliate	\$35.00	\$45.00
Emeritus and Student	\$35.00	\$45.00
Chapter-Adjunct	\$50.00	\$60.00
Non-member	\$70.00	\$80.00

Special Events & Materials

Sweatshirts with Chicago '97 Logo

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

\$ _____

Short-Sleeved T's with Chicago '97 Logo

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

\$ _____

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

\$ _____

Long-Sleeved T's with Chicago '97 Logo

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

\$ _____

Chicago '97 Mug / \$5 ea.

\$ _____

Donation to Support Student Presenter

\$ _____

Registrations for ABA '96 Convention

\$ _____

Placement Service

• Applicants: \$20 (before 4/1) \$25 (after 4/1)

\$ _____

• Employers: \$35/position (before 4/1) \$45 (after 4/1)

\$ _____

Total Registration Payment Enclosed

Total of all items above (US funds only):

\$ _____

ABA '97 Workshop Registration Form

Association for Behavior Analysis

Preconvention Workshops, May 22, 23, & 24, 1997

Select workshops from the list below (fees listed include materials fees); enter the total fee at the bottom of this page and on the reverse side of this form under "Workshop Fee Total." Please note dates and times; DO NOT SELECT overlapping workshops. Workshop fees and convention registration may be paid with one check or credit card entry (see reverse side). Receipts and registration materials can be picked up at the registration desk at the convention. You will not receive a receipt by mail. All workshops are subject to cancellation because of insufficient enrollment.

Thursday, May 22

1. 10:00 AM - 1:00 PM: Bringing the Behavior of People with Autism Under the Control of Relevant..., KRANTZ, MACDUFF, FENSKE, & MCCLANNAHAN, \$50 members, \$65 others.
2. 10:00 AM - 1:00 PM: Incidental Teaching 101: Effective Intervention with Young Children with Autism, DALY, Bovey, & Thomas, \$53 members, \$68 others.
3. 10:00 AM - 5:00 PM: Further Developments in Instructional Design, BRUCE & Eshleman, \$115 members, \$130 others.
4. 10:00 AM - 5:00 PM: Rule-Governed Behavior, Self-Management, and Performance Management, MALOTT, \$105 members, \$120 others.
5. 10:00 AM - 5:00 PM: Behavioral Techniques for Identifying and Ameliorating Animal Behavior Problems, LATTAL & Wilkes, \$120 members, \$135 others.
6. 10:00 AM - 5:00 PM: Treatment Windows: Providing Needed Healthcare Treatments to Physically-Resistant Clients, KEMP, \$110 members, \$125 others.
7. 10:00 AM - 5:00 PM: Systemic, Nonlinear, Constructional Approaches to Behavior Change in Educational, Organizational, and..., ANDRONIS, Layng, & Johnson, \$95 members, \$110 others.
8. 10:00 AM - 5:00 PM: Cognitive Therapy for Depression: A Behavioral Approach, KOHLENBERG, PARKER, & BOLLING, \$95 members, \$110 others.
9. 10:00 AM - 5:00 PM: Play-Based Assessment: Assessment using Open-Ended and Objective-Based Procedures, CORNETT & FARMER-DOUGAN, \$130 members, \$145 others.
10. 2:00 PM - 5:00 PM: Environmental Design for Effective Intervention with Children with Autism, DALY, Bovey, & Thomas, \$53 members, \$68 others.
11. 2:00 PM - 9:00 PM: Standard Celeration Chart Reading and Charting, LINDSLEY, COOPER, DALY, FIELDS, PETERS, & SEEVERS, \$130 members, \$145 others.
12. 6:00 PM - 9:00 PM: How to Develop, Produce, and Use SAFMEDS, GRAF, \$70 members, \$85 others.
13. 6:00 PM - 9:00 PM: The Use of a Personalized Training Model to Train Staff in Applied Behavior Analysis with Children with Autism, MCDONALD & Hobbie, \$60 members, \$75 others.
14. 6:00 PM - 9:00 PM: Create a Web Page, BURKETT, \$55 members, \$70 others.
15. 6:00 PM - 9:00 PM: Describing Behavioral Principles Through Visual Media, DETRICH & Dahlstrom, \$70 members, \$85 others.
16. 6:00 PM - 9:00 PM: No-Nonsense Guide to Group Home Management, O'BRIEN, Pommier, Zhuang, Duan, Martinez-Diaz, & Ehrlich, \$70 members, \$85 others.

Friday, May 23

17. 8:30 AM - 11:30 AM: Functional Analysis: A Minority View, KEMP, \$50 members, \$65 others.
18. 8:30 AM - 11:30 AM: Time-Based Data Collection and Analysis Strategies Using Computer Technology: Hands-on Application of the BEST System, SHARPE, \$125 members, \$140 others.
19. 8:30 AM - 11:30 AM: A Behavior-Analytic Approach to the Assessment of Child Sexual Abuse, WYATT, \$60 members, \$75 others.
20. 8:30 AM - 11:30 AM: Maximizing Success: Creating a Context to Promote Educational Accomplishments, DETRICH & BARTLEBAUGH, \$70 members, \$85 others.
21. 8:30 AM - 11:30 AM: The Treatment of Habit Disorders with Simplified Habit Reversal Procedures, MILTENBERGER & WAGAMAN, \$50 members, \$65 others.
22. 8:30 AM - 11:30 AM: Creating a Behavior Analyst's Handbook for Speaking to Teacher and Parent Audiences, MCINTIRE, Pumroy, & Smith, \$55 members, \$70 others.
23. 8:30 AM - 11:30 AM: Training to Teach in a Day: A Program for Rapidly Training Direct-Support Staff How to Teach People with Severe Disabilities, PARSONS & REID, \$50 members, \$65 others.
24. 8:30 AM - 11:30 AM: Sleep and its Disorders among Persons with Developmental Disabilities, DURAND & MAPSTONE, \$50 members, \$65 others.
25. 8:30 AM - 11:30 AM: Person-Centered Planning and Behavior Analysis, ANDERSON, FREEMAN, & Kincaid, \$60 members, \$75 others.
26. 8:30 AM - 11:30 AM: Assessment, Diagnosis and Behavioral Treatment Prescription for Severe Problem Behaviors: The C-BAD System, CIPANI, \$78 members, \$93 others.
27. 8:30 AM - 11:30 AM: The "Other" Type of Conditioning: Personal Fitness Training, Martial Arts, and Behavior Analysis, NEWMAN, \$60 members, \$75 others.
28. 8:30 AM - 11:30 AM: Radical Behaviourism and the Counseling Process: Constructional Bones, Solution-Focused Flesh, WILLIAMS, \$52 members, \$67 others.

Saturday, May 24

29. 9:00 AM - 12:00 PM: Integrated Couple Therapy: A Behavior-Analytic, Acceptance-Based Approach to Troubled Relationships, JACOBSON, \$50 members, \$65 others.

Enter Workshop numbers and fees. Total all fees. Enter total due below and on reverse side of this form.

Workshop # \$

Workshop # \$

Workshop # \$

**If Paying after February 15, 1997,
add \$20 for each workshop.** \$

Total for Workshops \$

Reservation Request

Check In: 3:00pm
Check Out: 12:00pm

For Reservations Call:**312-329-7000**

or

800-233-4100**Or you may fax your request to:****312-329-6929****Or mail your request to:**

Sheraton Chicago
301 East North Water Street
Chicago, Illinois 60611

The Sheraton Chicago Hotel & Towers Cityfront Center welcomes you to Chicago and the 23rd Annual ABA Convention. In making your reservation, we request that you guarantee your arrival by either:

- Enclosing a check or money order made payable to the Sheraton covering the first night's stay.
- Note the entire number of your credit card below (American Express, Diner's Club, Visa, MasterCard, Discover, Carte Blanche, or JCB). Please include expiration date and signature of card holder.

The Sheraton Chicago Hotel & Towers regrets that it cannot confirm your reservation without one of the above guarantee methods. Deposits will be refunded only if appropriate cancellation notification is given (cancellations must be received by 4:00pm of the scheduled arrival date).

Group Name: The Association for Behavior Analysis
Meeting Date: May 22-26, 1997

Last Name First Middle

Sharing With

Company Name

Address Phone

City State Zip Code

Group Rates (please check)

Single Occupancy (1 person)	\$113.00 per night
Double Occupancy (2 people)	\$113.00 per night
Triple Occupancy (3 people)	\$113.00 per night
Quad Occupancy (4 people)	\$113.00 per night

Circle One:

King	Two Doubles
King	Two Doubles
King	Two Doubles
King	Two Doubles

Credit Card No. Expiration Date Signature

This signature authorizes the Sheraton Chicago to charge the above account for one night's room deposit.

American Express
Diner's Club

Master Card
Carte Blanche

VISA

Discover

JCB

All state and local taxes apply.

**** Suite Available Upon Request ****

Student Committee News

by Judy Honeywell, Western Michigan University

It's that time of year again; Student Committee Representative elections. Please take the time to vote this year. Student participation in the election process has dwindled in the last few years. Students make up 36% of the total ABA membership with approximately 855 student members. Yet, fewer than 50 have voted in the last few Student Representative elections. We can make a difference if we can get more student members actively participating.

One way that we are increasing participation is by developing Student Committee contacts at every school represented by an ABA student member. We have developed contacts at some of the larger schools, and are working on developing more as the year goes on. Each school contact will be in contact with the student representative, and has the responsibility of passing information from their schools to the student committee, and from the student committee to their schools. If your school does not have a student committee contact, please contact me at the address below. Having contacts at every school will enable us to better communicate and plan for the future.

The Student Committee is organizing a number of events for the 1997 ABA Convention. One such event is an All Student Meeting, in which the student committee, all of the school contacts to the student committee, and other interested students will gather to discuss upcoming student committee activities, communication among students, and the future of the ABA student membership.

Other events that the Student Committee is organizing include a symposium on OBM internships with presentations from students and representatives from interning organizations, a poster presentation during the ABA Expo, and a student breakfast fair. The student breakfast fair is a new idea this year which magnifies the idea of the previous student breakfasts. You will be able to meet and get to know representatives from a variety of organizations, as well as have a quick breakfast, at the fair.

During the 1996 convention, we began an electronic mail directory of ABA student members. This directory allows the student committee to share the latest ABA information with student members. It also allows those on the directory to share information from their schools with the rest of the membership.

If you are interested in joining the e-mail directory, interested in becoming a school contact for your school, or would like further information about the student committee, feel free to contact me at the numbers below. I would enjoy hearing from you and appreciate your input.

Contact Judy Honeywell, ABA Student Committee Chair,
Department of Psychology, Western Michigan University,
Kalamazoo, Michigan 49008-5052, Phone: 616-372-1057, E-mail: x90honeywell@wmich.edu

BASIL-Sponsored, Behind-the-Scenes Tour of Shedd Aquarium

The Behavior Analysis Society of Illinois is proud to sponsor a behind-the-scenes tour at the Shedd Aquarium. Visitors will be able to observe demonstrations of basic operant conditioning techniques used for providing animal care at the Shedd Aquarium.

Group size is limited to 30 people. There are a maximum of two tours possible. If the first fills up, the second can be scheduled. The first tour is Saturday, May 24, from 10:00 am to 12:00 noon. The second tour would be scheduled Sunday, May 25, from 10:00 am to 12:00 noon.

Cost of the tour, including ticket to the Shedd Aquarium, is \$15.00. Visitors may stay and tour the Aquarium following the tour.

BASIL cannot provide transportation to this event, but will provide information on public transportation from the hotel to the aquarium.

To register for the tour, send \$15.00 per ticket to:

Shedd Aquarium Tour
BASIL
PO Box 1184
Homewood, IL 60430-0184

If you have questions, please call (708) 922-0792, or e-mail jmpyles@aol.com.

Please check one of the following:

- ☐ I can only attend on Saturday, May 24.
- ☐ I can attend either Saturday, May 24 or Sunday, May 25.
- ☐ I can only attend Sunday, May 25.

Number of tickets: _____ Amount enclosed: \$ _____

Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Daytime Phone (____) _____ - _____

E-mail: _____

Financial Support for Training in School Psychology and Behavior Analysis

by G. Roy Mayer, California State University, Los Angeles

I and some of my colleagues have been awarded two 4-year grants from the U.S. Department of Education, Office of Special Education and Related Services, to train bilingual (Spanish/English) school psychologists. Grant #1 has a behavioral and special education emphasis. Grant #2 has a speech pathology and behavioral emphasis. Each grant provides \$7,800 to \$8,000 per a year, for up to two years, for each of 21 students in the following manner:

- ☐ \$1,200/quarter stipend
- ☐ \$475/quarter to help with registration fees
- ☐ \$175/quarter to help pay for texts and materials
- ☐ \$300 - \$500 to attend/participate in professional conferences
- ☐ \$100 to be used to join professional organizations.

The program is a three-year M.S. degree that is NCATE accredited and approved by the National Association of School Psychologists (NASP). The third year is primarily internship, and most of our students have been obtaining paid internships. Students who complete the program qualify for the Pupil Personnel Services (PPS) Credential with Advanced Authorizations in both School Psychology and Child Welfare and Attendance. Students in Grant #1 also can qualify for a Certificate in Educational Applications of Behavior Analysis. The Certificate is designed to prepare our students to become educational Behavior Intervention Case Managers and to take the Certification exam in California (i.e., the Florida exam). The Certificate also is based on courses provided in our ABA approved M.S. Degree program in Behavior Analysis. Those in Grant #2 can qualify for the Certificate by taking one additional class (COUN 504) in Behavior Analysis. In addition, students who serve as school psychologists for two years, after their year long internship, can apply to the Board of Behavioral Science Examiners to take the State Examination to become a Licensed Educational Psychologist (LEP).

Training in Behavior Analysis

The training to obtain the Certificate in Behavior Analysis is integrated into the school psychology program (but also can be taken separately), and consists of the following 18 quarter units:

- ☐ COUN 501 - An intense introductory course to Behavior Analysis that covers: What Behavior Analysis is about; developing and selecting objectives; behavioral, ecobehavioral, and functional assessments; selecting and implementing procedures; reinforcement; selecting and implementing effective reinforcement; group and peer reinforcement; developing stimulus control; and, reducing behavior through extinction and differential reinforcement.

- ☐ COUN 502 - An advanced Behavior Analysis class on promoting, applying and transferring stimulus control; teaching new behaviors via shaping and chaining; reducing behavior with stimulus control, response cost, timeout, contingent effort, and punishment; strategies for maintaining and generalizing behavior; and, legal and ethical issues. In addition, consultation and staff development strategies are addressed extensively.
- ☐ COUN 504 - A Topical Seminar including single subject research designs; specific schedules of reinforcement; teaching academic skills; and, current issues and developments in ABA.
- ☐ COUN 592 - A class on Managing Severe Behavior Problems. Particular emphasis on functional assessments, the Positive Behavior Intervention Regulations in California, and biological bases of behavior.
- ☐ COUN 593 - A Supervised Practicum in staff development and consultation activities using analysis.

Admission to the Program

Admission to the School Psychology Program is based upon:

- ☐ Attainment of a Bachelor's Degree
- ☐ Completion of both University and Division applications
- ☐ Grade point average of 2.75 or above in the last 90 quarter units of coursework
- ☐ Three satisfactory letters of recommendation
- ☐ Admission interview with faculty including completing an on-campus writing sample

In addition to these requirements, students seeking financial support must demonstrate:

- ☐ Experience and commitment to working with LEP Hispanic children and youth with disabilities and their families
- ☐ Cultural background in and experience with Hispanic population
- ☐ Bilingual competence (Spanish and English)

Also preference will be given to students who commit to full time study (about 12 units/quarter)

For More Information and Dates of Orientation Sessions

Call or write to:

G. Roy Mayer
School Psychology Bilingual Project Director
California State University, Los Angeles
Charter School of Education
Division of Administration and Counseling
5151 State University Drive
Los Angeles, CA 90032.
Ph: 213-343-4250

Be sure to identify yourself as a bilingual student applying for one of the grant programs in School Psychology

The Swedish Association for Behavior Analysis (SWABA)

by Kenneth Nilsson and Ned Carter
Uppsala University Hospital

We are pleased to announce the formal creation of the most recent national association for behavior analysis. The Swedish association was formed in September, 1996, following two years of semi-formal existence. Kenneth Nilsson was elected as SWABA's first president. SWABA has approximately 30 dues-paying members from Sweden, Finland, and the USA. In addition, SWABA boasts another 50 "virtual" members from around the world. "Virtual" members receive information about SWABA's activities by fax or e-mail, but do not have voting privileges and pay no dues. To our knowledge, we are the first organization to include such a membership category.

Like other behavior analytic organizations, the purpose of SWABA is to promote the development and dissemination of behavior analysis. At present, there are no ongoing, university-affiliated programs in behavior analysis in Sweden. Consequently, one of our first tasks is to provide opportunities for members to develop and refine their skills. We are currently planning a series of seminars on topics such as behavioral notation systems, stimulus equivalence, behavioral momentum, and rule-governed behavior. Current members are active in a variety of settings; including child and youth psychiatric services, group homes for the developmentally disabled, the caring sciences, and occupational settings. Due to this diversity, we have chosen to focus on general topics, rather than to emphasize applications in particular settings. Since only a few members have university affiliations, we expect that it will take some time before recognized, organized training programs can be offered.

Many SWABA members are also members of the Swedish Association for Behavior Therapy (SABT) and most plan to retain their dual membership for the foreseeable future. SWABA is committed to the goals of ABA and plans to play an active role in achieving these goals. At ABA 1996 in San Francisco, Ned Carter was elected as co-chair for ABA's international development committee. He is sincerely interested in hearing your views as to how ABA can better serve the needs of its membership, particularly for those members residing outside the USA.

Visiting Scandinavia? Contact Us!

If you have plans to visit Scandinavia, please get in touch. SWABA members are in a developing country with respect to behavior analysis, and we both need and appreciate outside support. With a little forewarning, we can attempt to organize workshops or seminars on many topics.

Contact Kenneth Nilsson at Dept. of Child and Adolescent Psychiatry, Uppsala University Hospital, S-750 17 Uppsala, Sweden, kenneth.nilsson@itp.uu.se; or Ned Carter at Dept. of Occupational and Environmental Medicine, Uppsala University Hospital, S-751 85 Uppsala, Sweden, ned.carter@occmed.uu.se

New Graduate Programs in Behavioral Psychology

by John R. Lutzker
University of Judaism

With considerable enthusiasm and excitement, I am pleased to announce that beginning Fall, 1997, we will offer MA and MS Degree Programs in Behavioral Psychology at the University of Judaism. The emphasis of these programs will be serious disorders such as developmental disabilities, child abuse and neglect, head injury, and schizophrenia.

The MA Program will be 60 credits and require an applied/experimental thesis. The MS Program will be 45 credits and require a project. Each will prepare students for careers in behavior analysis or prepare them for some doctoral programs.

We have commitments for some excellent funding for some applicants. The funding involves stipends that require work in applied settings.

We are interesting in attracting highly qualified applicants without regard to race or religion. That is to say, you don't have to be Jewish to be a graduate student in this program. Two courses in Jewish Family Life and Jewish Sociology are required in each program, however.

Dr. Paul Touchette, internationally known behavior analyst, will be the site coordinator for some of the applied stipends and will be involved in teaching in the program. We will be hiring some other prominent faculty.

The University of Judaism is located at the top of the Sepulveda Pass in Bel-Air, one of the most attractive areas in the Santa Monica Mountains in Los Angeles. A working car is essential to be enrolled in the graduate program because public transportation is so slow in the greater Los Angeles area and because much travel is required for practica and internships in the Program.

Applicants should contact:

Admissions Office
University of Judaism
15600 Mulholland Drive
Bel Air, CA 90077-1599
(310) 476-9777

I would be happy to discuss the program with interested colleagues and can be reached at that same phone number. My e-mail address is: jlutzker@aol.com

**Bluestem Technologies
Announces the Release of**

Data Collection Assistant (DCA)

Bar code technology has revolutionized many aspects of business and industry. Now the power and efficiency of automated bar code data collection is available in a software and hardware package designed specifically for applied behavior analysts. This package seamlessly integrates bar code data collection into educational and habilitation methodologies found in typical service delivery settings. While focusing on enhanced data collection and analysis capabilities the software, DCA, also promotes and facilitates the highest standards in behavioral program development and application.

DCA Features

- Converting from paper-and-pencil to bar code data collection is fast and efficient.
- Completely eliminates the need for manual data entry and analysis of collected data.
- Designed for use in the most active educational and treatment environments.
- Allows the user to customize important terminology.
- Allows the user to customize data collection forms with useful instructions on program implementation.
- Supports the collection of discrete event, duration, likert scale/prompt hierarchy, and yes/no data.
- Supports data output in several formats including totals, frequencies, durations, means, percentages, and distributions.
- System can track up to 25,000 outcomes for each of 1000 individuals.
- Produces tables of data in a variety of useful report formats.
- Rapidly produces charts and graphs with easy to use tool bars.
- Supports Videx TimeWand I ®, DuraWand ®, and DuraTrax™ scanners.

Please visit our booths at the ABA and AAMR annual meetings.

Bluestem Technologies
1104 E. 25th Terrace • Lawrence, Kansas 66046
Phone: (913) 865-3804

Position Announcements

Arizona State University - seeks to fill a **Post-Doctoral Research Associate** position to conduct research under an NSF grant on mathematical principles of reinforcement. The position begins on 1 June 1997. A record of involvement in publishable research is required, along with an interest in developing quantitative analytic skills. Basic programming skills are desirable. Applicants must send a letter of application, curriculum vitae, relevant preprints, and two letters of reference. Mail applications to Dr. Peter Killeen, Chair, Search Committee, Department of Psychology, Box 871104, Tempe, AZ 85287-1104. Arizona State University is an EO/AA Employer.

Behavior Analyst, Lovaas trained - needed by organization devoted to treating children with autism. This challenging position, located in Madison, WI (voted #1 city to live in), offers the opportunity to join our administrative team. Fax letter of interest, including credentials, to 608-836-4650.

Exciting Behavioral Positions - Bachelors, Masters, and Doctoral Level. The Sonia Shankman Orthogenic School, a residential treatment agency affiliated with the University of Chicago, is currently interviewing applicants for full-time positions. Applicants with a bachelors degree or higher who are interested in extensive training and contact with youth exhibiting severe behavior disorders and devoted to providing high levels of clinical care, should apply. Applicants with behavioral experience in residential treatment agencies are particularly encouraged to apply. Entry-level positions offer intensive staff training, as well as numerous personal and career development opportunities. Supervisory positions offer similar benefits plus potential appointments at the University of Chicago. All employees enjoy the full package of University of Chicago benefits including partial tuition remission for graduate-level courses. Some positions include full room and board. The Sonia Shankman Orthogenic School is an Equal Opportunity Employer. Please send a letter of interest and resume

to: Stephen C. Luce, Ph.D., Executive Director, Sonia Shankman Orthogenic School, The University of Chicago, 1365 East 60th Street, Chicago, IL 60637. Ph: 773-702-1203. Fax: 773-702-1304. E-mail: sluce@midway.uchicago.edu.

The Jericho School for Children with Autism, Inc. -

seeks a Program Director to implement an intensive behavioral intervention pre-school program. Skilled use of applied behavioral analysis is required. The director must have a strong desire to be in the classroom and a love for teaching children. Program includes training of teachers, aides, interns and parents. A masters degree of higher is desired, but experience will be heavily weighted. Compensation will be commensurate with background and experience. Call Allen Tuthill. Ph: 904-987-5098. Fax: 904-987-2072. E-mail: rdhx31a@prodigy.com. Send resume or vitae to PO Box 19798, Jacksonville, FL 32245-9798.

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

How long has it been since you visited our home?

We've been adding on and doing some home improvement, so it may be worth another visit. Much of your dealings with ABA can be conducted over the Internet.

The following is a partial list of things you might find interesting at the ABA site:

- ☐ Information on the ABA Convention in Chicago, May 22 - May 26, 1997. Copy our registration form, online.
- ☐ The Call for Papers for 1997 including forms for advertisements, convention exhibits, donations, and sponsors. We will continue to accept convention proposals via the Web for future conventions, so check back toward the end of next summer to submit a proposal for the 1998 convention.
- ☐ *The Behavior Analyst* (TBA) page.
- ☐ *The Analysis of Verbal Behavior* (AVB) page.
- ☐ Pages for *The ABA Newsletter* and other publications, including back issue information for TBA and AVB.
- ☐ ABA affiliated chapter and special interest group pages, including links to their web sites. If you know of a chapter or special interest group web site we have not included, please tell us so we can update our links.
- ☐ The Society for the Advancement of Behavior Analysis (SABA) page.

Any suggestions?

We've included a convenient on-line form, so you can let us know what you think. Please, feel free to make suggestions. Our goal is to provide the services that will most benefit ABA members.

The New England Center for Children

At The New England Center for Children, we provide state-of-the-art education and



individualized treatment for children with autism and behavior disorders. Our community-based educational, residential and treatment programs are designed with one goal in mind: *helping children reach their individual potential.*

NECC's full range of programs and services include:

- Residential program for children with autism
- Behavior disorders program
- Transition program
- Pre-school and day school
- Intensive program

Our unique programs and services, exceptional staff, and applied research have placed NECC at the forefront of understanding and treating autism and related disabilities.



For more information about NECC career, graduate school, and internship opportunities, visit our exhibition booth at the convention or write to us:



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