

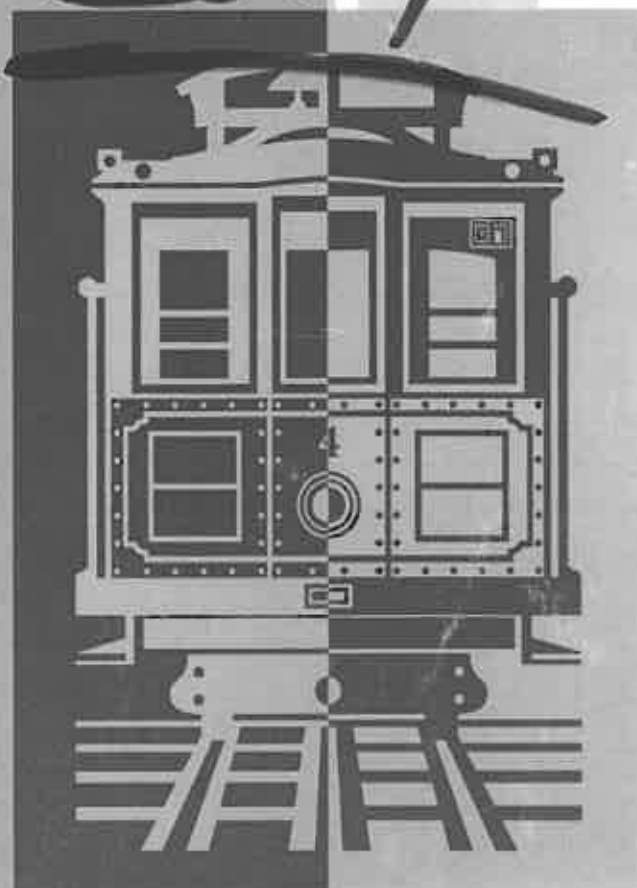
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The ABA Newsletter

Association
for Behavior
Analysis

An International
Organization

22nd
Annual
Convention



SAN FRANCISCO

May 24 - 28, 1996

San Francisco Marriott,
San Francisco

Special Convention Edition
Volume 19, Number 1, 1996
A Publication of the the Association
for Behavior Analysis

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General Information

The ABA Newsletter is ABA's primary means of communicating with its members about association activities and developments, the activities of ABA chapters and special interest groups, upcoming events, 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.

ATTN: Matthew L. Miller
Association for Behavior Analysis
213 West Hall
Kalamazoo, MI 49008-5052

Phone: (616) 387-8341/8342

Fax: (616) 387-8354

E-Mail: 76236.1312@Compuserve.Com

A Message from ABA

Dear Colleague:

On the following pages, you will find information on the events of the 22nd Annual Convention of the Association for Behavior Analysis. ABA was founded in 1974 to promote experimental, conceptual, and applied analyses of behavior. A major purpose of the Association is to provide a forum for the discussion of issues and the dissemination of information pertinent to the advancement of the science of behavior and its application.

ABA has about 2,500 members, representing more than 30 countries. Membership in ABA means that an individual is interested in the science of behavior and the advancement of behavioral theory and practice. Our members are actively involved in improving educational practice, quality of care for the developmentally disabled and productivity in business and industry, as well as basic research in learning and behavioral pharmacology. ABA has 33 Affiliated Chapters, 14 from countries other than the United States.

National, Regional, State, and Local Affiliated Chapters include the following:

- ☐ 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

Special Interest Groups within ABA include a full range of research and application:

- ☐ 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

Approximately 1700 people attend the Association's annual convention. You can learn about the program events of the upcoming ABA convention in this Special Convention Edition of the *ABA Newsletter*. In addition, you can register for one or more of our 30 preconvention workshops which offer training opportunities in behavior analysis. Also enclosed are forms for membership (new or renewing), convention registration, hotel reservations, product ordering, and other regular newsletter items. If you have questions about the convention of ABA, please contact us at (616) 387-8341.

Maria E. Malott, Ph.D.
Executive Director

Ethical Principles of Behavior Analysts

The ABA Executive Council has decided to accept the recommendation of Michael Perone and Robert Hawkins to adopt the American Psychological Association's *Ethical Principles of Psychologists and Code of Conduct*. A copy of the document can be obtained at no charge from APA by calling 800-374-2721 and following the on-line instructions. If you prefer not to have your own copy, you can simply run to your library, grab a copy of the *American Psychologist*, Vol 47 (12), flip to page 1597, and read it. It's only 15 pages, so it doesn't take much time to browse through it.

New from the ABA Office

The Behavior Analyst

Since May of 1994, Dr. Margaret Vaughan has been Editor of *The Behavior Analyst*. During this time, with the assistance of a competent editorial staff and board, she has consistently made *The Behavior Analyst* a well-designed, scholarly publication. Recently, Marge announced that she would be leaving her post early for medical reasons. We at ABA will miss her excellent editing skills, and look forward to her continued involvement in other aspects of the Association. Thanks for all the hard work (and I love the new color).

We would like to also take this opportunity to welcome the new Editor of *The Behavior Analyst*, Daniel Bernstein. We appreciate his willingness and flexibility in accepting this task earlier than expected. Having had only minimal conversation with Dan, I can honestly say I'm looking forward to more in the future.

All new submissions or correspondence to *The Behavior Analyst* as of January 1, 1996 should be addressed to: Daniel Bernstein, Department of Psychology, University of Nebraska - Lincoln, Lincoln, NE 68588-0308. E-mail: tba@unlinfo.unl.edu

What's Up at the Central Office?

Some recent changes at the ABA office are: Patty DeLoach, ABA's long-time Membership Services Coordinator, has accepted a position in the Department of Black American Studies at Western Michigan University. She has been an integral part of the "behind the scenes" functioning of ABA. Even more recently we have had to say au revoir to Rob Schnarrs. Rob graduated from WMU this semester and is off to the "real world" at Amway. He has taken an active role in doing all of those things that no one else wanted to do. We wish you the best, Rob.

ABA is forming a new team of dedicated workers. Among them are: Tim Castañón, ABA's new financial guru (and ABA's only full-time, non-student employee); Jose Garcia, developing scheduling software and WWW pages; Michael Soung, who will be handling many of our other computer operations; Lori Diener, doing those things that no one else wants to do; Vivian Bowden-Montero, helping us keep on top up the endless

paperwork generated by the ABA Council; and Corina Groeger, taking our continuing education program up a level. We look forward to good things from them all.

Matthew L. Miller
Layout Editor

Tom Gilbert 1927 - 1995

Behavior Analysis lost one of its greatest creative originals on September 27, 1995. After a four month bout with lung cancer, Tom Gilbert died at home in Hampton, New Jersey. His faithful partner and wife, Marilyn Bender Gilbert (formerly Marilyn Ferster), was with him throughout his final illness.

I knew and loved Tom for 41 years. He was a very funny and gifted maverick, who was difficult to partner in business, and impossible to administer in a university. He loved children and thought them the greatest accomplishment of all, fathering seven and parenting four more.

Tom is credited with creating the field and the form of Performance Technology, a branch of Behavior Analysis. Proof that Behavior Analysis recognizes Performance Technology as a branch is that the Organizational Behavior Management Group of the Association for Behavior Analysis (ABA) awarded its Lifetime Achievement award to Tom Gilbert in 1989. Proof that Performance Technology recognizes itself as a branch of Behavior Analysis is that the National Society of Performance and Instruction (NSPI) awarded B. F. Skinner its Distinguished Professional Achievement Award in 1990. Performance Technology grew out of the Programmed Instruction twig in 1962, with the formation of the National Society for Programmed Instruction.

Associations

Tom was not a member of the Association for Behavior Analysis (ABA) and did not regularly attend ABA conventions until the last five years. Tom attended every yearly convention of the National Society for Programmed Instruction (NSPI) since its founding in 1962. It became the National Society for Performance and Instruction (NSPI), and then recently the International Society for Performance Improvement (ISPI). In 33 years this society grew from 7 to 10,000 members with over 50 chapters in 36 countries worldwide. It grew from a handful of producers of programmed instruction materials to performance technology specialists in academics, consulting, financial services, manufacturing, government, military, utilities, health services, transportation, retail sales, and non-profit organizations. Tom listed his affiliation in the program of the 1994 and 1995 ABA conventions as "The National Society for Performance and Instruction."

Companies

Tom had a lifetime disdain for the trivia of administrative academia and what he thought was the creativity - killing effects of the university tenure and retirement system. Tom thought it kept you lean, healthy, and creative to live by your wits in

industry. Tom founded or co-founded five Performance Technology companies.

The first company founded by Tom with Charlie Slack was Educational Design of Alabama (EDA), involving Mathetics, Incorporated, Tuscaloosa, Alabama. EDA was purchased by PR Incorporated, for which Tom and Charlie worked for a while in Connecticut after the buy-out.

A second company founded in New York City by Tom and Marilyn Gilbert and Charlie Jacobs was Praxionomy, Incorporated, further demonstrating, as with Mathetics, Tom's delight in locating existing, precise, and little used words.

A third company founded by Tom with Irving Goldberg, and Geary Rummler, was Praxis Corporation, New York, and later, Morristown, New Jersey. This company was bought by Kepner-Trisoc after operating successfully for ten years.

Tom's fourth company was the Performance Engineering Group, Hampton, New Jersey, which he and Marilyn operated until he died.

Professionals Trained

Tom not only founded the field of performance technology, but several of its acknowledged leaders were trained by or worked under him. They at first worked with Tom and then later set up their own company to focus on and market a part of Tom's system.

Marilyn Gilbert was the first Matheticist. Tom called her "M-1." Marilyn has mostly specialized in applying principles of Mathetics to the teaching of writing. Joe Harless, a student of Tom's at the University of Alabama, formed the Harless Performance Guild, and went on to develop "Job Aids" and the "ABCD" curriculum development system. Geary Rummler, of Rummler Brache, focused on organizational hierarchy and successfully marketed analyzing and overcoming the "White Space" in the organizational chart. John McKee, of Pace Learning, credits Tom with his educational and training systems design. Recently, Carl Binder of Precision Teaching and Management Systems, credits Tom with many of his most powerful business tools and concepts. Each took a part of the system that Tom outlined in Human Competence and simplified the terms, found a niche, and successfully marketed it. Tom realized that each developed and marketed a part of his system, but was convinced that none had applied all of it.

Conceptual Accomplishments

Tom first deviated from classic Skinnerian linear programmed instruction concepts when he started teaching with mediators. He considered memory aids a special class of mediators. He was particularly proud of his mediators for the resistor color code: a FIVE dollar bill is GREEN, ONE BROWN penny, a WHITE cat has NINE lives, SEVEN PURPLE seas, a BLUE tail fly has SIX legs, ZERO BLACK nothingness, a RED heart has TWO parts, THREE ORANGES, a FOUR legged YELLOW dog, an EIGHTY year old man has GRAY hair.

In workshops he was proud of saying, "I can teach you to cook a successful omelet in three seconds. Bring the eggs to room temperature before you break them." This is an example of another of Tom's principles, "Teaching a performance theory first."

He did not endear himself to the budding group of programmed instruction advocates when he wrote, "Throw away your teaching machines."

Almost in passing, Skinner wrote that you could measure behavior or its results, and said little more. Although most of us in Behavior Analysis, call it behavior, we usually record its results, hardly ever recording its form. Almost always, we record the results of behavior: the lever or key depression, the math problem answer, the word spoken, the head-bang. Only in the field of Industrial Safety are we often concerned with the form of the behavior: Fingers curled inward in cutting, back of hand in touching electrical wires, straight back in lifting.

Gilbert said you should focus first on the valuable results, calling them accomplishments, and only later on behaviors. He defined performance as the transactions between behaviors and accomplishments. One of his favorite phrases was, "Behavior you take with you, accomplishments you leave behind." This focus linked behavior analysis to results, making it truly valuable in business. Tom called the economic value of the accomplishments stakes. He developed the first clear way to measure the cost-effectiveness of performance interventions using the formula: $Worth = Value - Cost$.

Tom's Potential for Improving Performance (PIP), the exemplary performance divided by the average, was a marked departure from traditional statistics, which ignores the outliers. Significantly, Tom expressed the PIP as a multiple, rather than a confusing percentage. Tom's PIP focuses on the exemplary performer -- not the middle one -- but the one whose performance could be an example to others. Exemplary performers were located and examined for performance variables that could be used to improve the performance of other workers, including the average.

The conceptual impact of Tom's teaching, writing, and speaking was world wide. He produced the field and form of performance technology.

Awards

Tom did not work for awards. His reinforcer was discovery, pure and simple. Although awards were not his goal, Tom received many. Because the list is long, I can mention only the most notable. The Organizational Behavior Management Network of the Association for Behavior Analysis awarded Tom its Lifetime Achievement Award in 1989. Tom was inducted into TRAINING Magazine's Hall of Fame on the first round. He was made one of the first Honorary Members for Life of the National Society for Performance and Instruction in 1963. Tom was the first to receive its Distinguished Professional Achievement Award in 1990. Recently the ISPI Board of Directors renamed this award, the "Tom Gilbert Award for Distinguished Professional Achievement in Performance Improvement."

Tom was working on a second edition of *Human Competence* when he died, probably to be called *Human Competence Revisited*. His co-author, Marilyn B. Gilbert, promises a complete draft to the publisher, HRD Press, in May for publication late in 1996. A more complete memorial to Tom will appear in the spring 1996 issue of *The Behavior Analyst*. This notice calls attention to Tom's passing and his major accomplishments.

Tom has taken his behavior with him. To us he has left his accomplishments, which will continue to profit Behavior Analysis for a long, long time.

Ogden R. Lindsley
University of Kansas, and Behavior Research Company

Where Have all the Relays Gone?

The photographs on the following pages show a few of the more than fifty items of old behavioral research equipment that were on display at the 1995 ABA convention in Washington, D.C. With the help of Dr. Peggy Kidwell of the Museum of American History at the Smithsonian, we displayed several of their pieces relevant to the history of behavior analysis. In addition to the teaching machine and early cumulative recorder shown in the photographs, there was an early (circa 1930s) combination lever and pellet dispenser built by Skinner (partially shown in Figure 9 of Skinner's "A Case History in Scientific Method") and donated to the Smithsonian by Fred Keller, who used it for several years while teaching at Colgate University. The operant conditioning chamber, being examined by Marian Breland in the photograph, was also on of the oldest items in the exhibit. A number of behavior analysts contributed items that documented something of the history of behavior analytic research. Particularly the early items, but even those appearing later, offered an interesting perspective on how the demands for rigor in the scientific study of behavior has led to ingenious solutions to practical problems of recording and controlling behavior in both basic and applied settings.

In organizing the exhibit I was struck by how many of these historically important items have disappeared or been destroyed. In an effort to preserve this aspect of behavior analysis' heritage a registry and museum have been created at West Virginia University for such items. We are interested in both having items donated to the museum and in developing a directory of where important items are located. We already have received a number of items, including a complete set of cumulative recorders manufactured by the Gerbrands Company (from the Psychology Department at Boston University through the efforts of J. M. Harrison and Henry Marcuella). If you have or know of old pieces of historically significant equipment used in either basic or applied research that you believe should be preserved, please contact me, Andy Lattal, at the Department of Psychology, West Virginia University, Morgantown, WV 26506-6040; telephone 304-293-2001; INTERNET: lattal@wvnm.wvnet.edu.

Kennon A. Lattal
West Virginia University

DIRECTOR PSYCHOLOGICAL SERVICES

Heartspring is a nationally focused residential school program serving children with multiple disabilities.

The Director of Psychological Services is responsible for coordinating services addressing the behavioral needs of students including the assessment of student behavioral excesses and deficits, development, implementation and assessment of behavior intervention programs, training staff in intervention skills and psychological assessment of children with developmental disabilities.

Requirements include:

- doctoral degree
- eligibility for Kansas licensure
- direct experience in applied behavior analysis with children with developmental disabilities and communication disorders.
- experience training staff to implement behavior intervention plans and commitment to interdisciplinary model of service delivery.

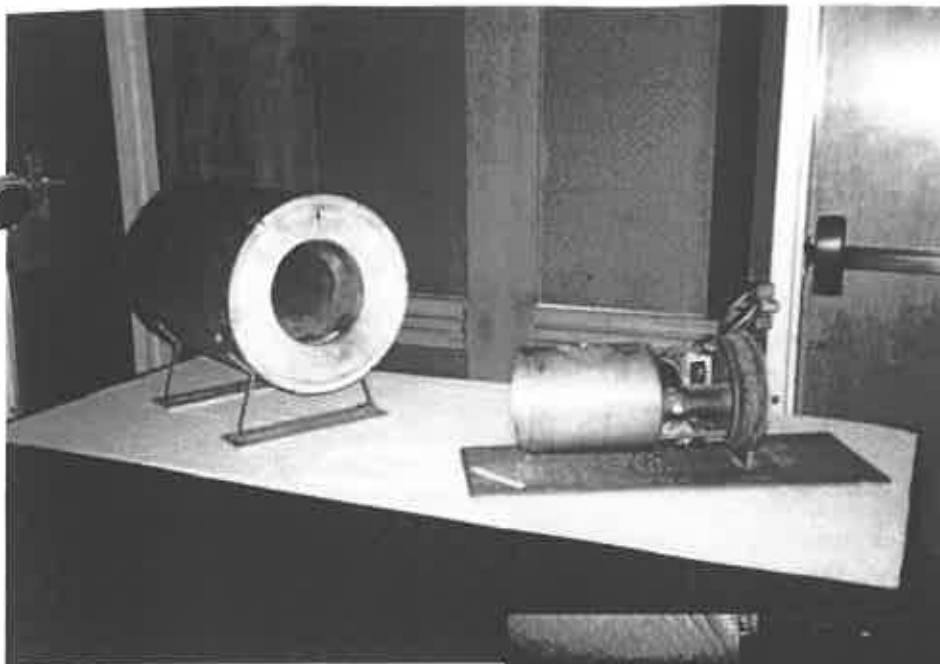
Salary offered will be in the \$40s range with credit given for experience. We offer a liberal benefits package.

Submit vita and a cover letter that includes a description of your experiences with children with developmental disabilities. Also include references who can address your skill level.



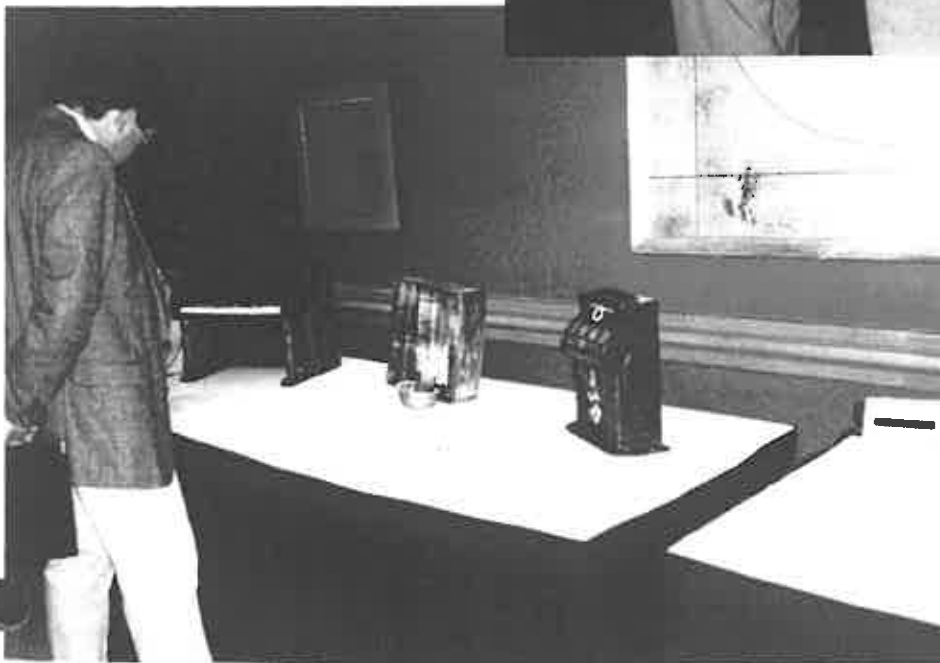
Director of Human Resources
Heartspring
2400 Jardine Drive
Wichita, Kansas 67219-4699

EQUAL EMPLOYMENT OPPORTUNITY



1. A Skinner box loaned by the University of Minnesota and built to B. F. Skinner's specifications in the 1930s. On the left is a sound-proofed enclosure constructed from a recycled candy barrel and on the right is the chamber in which the rat was placed.

2. Dr. Marian Breland Bailey tries her hand at "running" a rat as she did when a student at Minnesota under Skinner "some years ago." The operant conditioning chamber was constructed to Skinner's specifications at the University of Minnesota in the 1930s and was loaned to ABA for the exhibit by the University

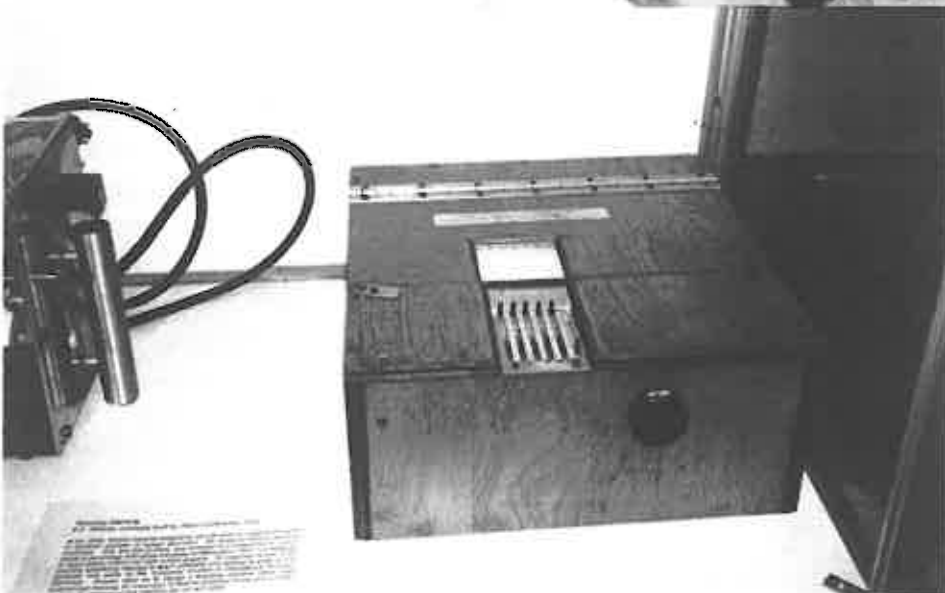


3. From left to right, a piano, a portable feeder and a juke box used in Breland and Breland's early work on animal training for commercial establishments. On the extreme right is a TMI teaching machine made for mass distribution and home use in the 1960s.



4. The Gerbrands Company cumulative recorder made for commercial distribution, in the early 1950s, that is part of the Smithsonian Museum's permanent collection.

5. Dr. William Morse explains the operation of his interresponse time recorder, built in the early 1950s at Harvard University in the "pigeon lab."



6. An early teaching machine, demonstrated at the University of Pittsburgh in the 1950s by B. F. Skinner, that is part of the Smithsonian Museum's permanent collection.

1996 ABA Convention Highlights

Program Overview

The 1996 Annual Convention will be held May 24 through May 28 at The San Francisco Marriott, located at 55 Fourth Street in San Francisco, CA. The tentative schedule is:

Friday, May 24

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

Saturday, May 25

8:00 am - 12:00 pm Breakfasts, Workshops,
Welcome Sessions
12:00 pm - 2:00 pm Opening Symposium
2:00 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

Sunday, May 26

8:00 am - 9:00 am Breakfasts, Business Meetings
9:00 am - 12:00 pm Sessions
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 - 7:30 pm ABA Business Meeting
7:30 pm - 9:30 pm Reunions

Monday, May 27

8:00 am - 9:00 am Business Meetings
9:00 am - 12:00 pm Sessions
1:00 pm - 4:00 pm Sessions
4:00 pm - 4:10 pm Awards Ceremony
4:10 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

Tuesday, May 28

8:00 am - 9:00 am Breakfasts, Business Meetings
9:00 am - 1:00 pm Sessions

Special Events

Opening Address:

One Parent's Reflections on Persuasion and partnership

CATHERINE MAURICE

Chair: Gina Green (New England Center for Autism - Southborough, MA)

Few writers have communicated the essence of Behavior Analysis to the general public as effectively as Catherine Maurice in *Let Me Hear Your Voice*, the account of her two young children's progression from autism to normal functioning as a result of intensive behavioral treatment. In her book, Dr. Maurice vividly and candidly portrays the dangers of pseudoscience and antiscience, her initial misgivings about the behavioral approach, and how she came to be committed to

science and to Behavior Analysis. She describes the basic principles of Behavior Analysis and their application to teaching your children with autism in clear, understandable terms. *Let Me Hear Your Voice* has now been published in English, French, German, and Japanese. It has set the occasion for an international grassroots parents' movement to promote Applied Behavior Analysis for educating and treating children with autism and related disorders.

Catherine Maurice's interest in Behavior Analysis, and her concern for people with autism, did not end with the successes of her children and publication of *Let Me Hear Your Voice*. Recently she spearheaded the development of a manual for parents and professionals on early behavioral intervention for autism. For this manual she solicited contributions from several parents as well as many noted Behavior Analysts, and bent her formidable literary and intellectual talents to the task of serving as primary editor. Dr. Maurice also serves on the board of Bancroft, Inc., a program serving people with development disabilities of all ages. She supports, in numerous ways, the advancement of empirically validated, science-based treatments for such disabilities. Her opening address offers suggestions as to how Behavior Analysts might increase the likelihood that their voices will be heard.

Presidential Scholar Address:

Behavior Management in the Zoo

TERRY MAPLE (Zoo Atlanta - Atlanta, GA)

Chair: Richard M. Foxx (Pennsylvania State University - Middletown, PA)

A variety of applications to behavior analysis to zoological parks will be discussed.

Presidential Address:

Behavioral Processes in Humans and Nonhuman Animals: How Similar are They?

MARC N. BRANCH (University of Florida - Gainesville, FL)

Chair: Richard M. Foxx (Pennsylvania State University - Middletown, PA)

Marc Branch is the President-Elect of the Association for Behavior Analysis. This address marks the beginning of his Presidential term.

Newcomer's Session

JACK MICHAEL (West Michigan University - Kalamazoo, MI) and W. SCOTT WOOD (Drake University - Des Moines, IA)

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

Reunions

20th Anniversary Reunion of the Behavior Analysis Program at West Virginia University

KENNON A. LATTAL (West Virginia University - Morgantown, WV)

Alumni, former faculty, and the many friends of the Behavior Analysis program at West Virginia University are invited to join the current faculty and students in celebrating twenty years of teaching, research, and service in behavior analysis.

OBM Network Hospitality Suite

To provide further networking opportunities and future planning.

SCSU Reunion

GERALD C. MERTENS (St. Cloud State University - St. Cloud, MN) and Matthew L. Miller (Western Michigan University - Kalamazoo, MI)

A reunion/meeting of alumni, faculty, ex-faculty, current students, and/or friends of St. Cloud State University. Come for some conversation, presentations, fun, future planning, etc.

Standard Celeration Chart Data Sharing

JAMES POLLARD (Huntington Disease Program at Mediplex Lowell - Lowell, MA)

Each year since 1980 this meeting has provided an opportunity for interested individuals to see, hear and share information across the spectrum of behavior using daily, weekly, monthly, and yearly Standard Celeration Charts presented on overhead transparencies.

Invited Presentations

Building Fluency with Free-Operant Procedures

CARL BINDER (Precision Teaching & Management Systems, Inc. - Newton, MA)

Chair: James Pollard (Mediplex of Lowell, Inc. - Lowell, MA)

Developmental Disabilities and Behavior Analysis: Can this Relationship be Saved?

JUDITH E. FÄVELL (Au Clair Programs - Mount Dora, FL)

Chair: Todd E. Risley (University of Alaska - Anchorage, AK)

Verbal Behavior and Pavlovian Learning Processes

NATHAN STEMMER (Jerusalem, Israel)

Producing Higher Order Thinking by Middle School Students

DOUG CARNINE (University of Oregon - Eugene, OR)

Chair: Dan Hursh (West Virginia University - Morgantown, WV)

Establishing a Role for Science in Education: Paving the Way for Behavior Analysis

DOUG CARNINE (University of Oregon - Eugene, OR)

Chair: Dan Hursh (West Virginia University - Morgantown, WV)

Global Open and Closed Economies: Is National Income Accounting Amenable to a Behavioral Economic Analysis?

ABDULRAZAQ A. IMAM (Behavior Analysis Consultancy Services - Abuja, Nigeria)

Chair: Steven R. Hursh (Walter Reed Army Institute of Research - Washington, D.C.)

On Behaviorism, Theories, and Hypothetical Constructs

JAY MOORE (University of Wisconsin - Milwaukee, WI)

Bringing About Change in a State's System for Serving the Need of Families with Chronically III Children

GEORGE SINGER (University of California - Santa Barbara, CA)

A Behavioral Analysis of Informed Consent

KURT SALZINGER (Hofstra University)

Chair: Robert W. Montgomery (Georgia State University)

Beyond Consequences: Stimulus control and the Rapidly Changing Role of Behavior Analysis in Developmental Disabilities

PAUL E. TOUCHETTE (University of California - Irvine, CA)

Chair: James Peters (Morningside Academy - Seattle, WA)

On Characterizing the Economic Continuum

ABDULRAZAQ A. IMAM (Behavior Analysis Consultancy Services - Abuja, Niger)

Skills Training Interventions for AD Caregivers: Results of a 5 Year Study

MICHELLE S. BOURGEOIS (University of Pittsburgh - Pittsburgh, PA)

What a Skinnerian Might Like About Signal Detection Theory

JOHN T. WIXTED (University of California - San Diego, CA)

Chair: Barbara Wanchisen (Baldwin-Wallace College)

Bringing Stimulus Control into the Law of Effect: The Three-Term Contingency Revisited

MICHAEL DAVISON (University of Auckland - New Zealand)

Chair: Robert Allan (Lafayette College)

Behaviorological Thanatology: New Ethics of Death and Dying from a New Discipline

LAWRENCE E. FRALEY (West Virginia University - Morgantown, WV)

Chair: Richard F. Rakos (Cleveland State University - Cleveland, OH)

What is Clinical Behavior Analysis?

Chair: Robert W. Montgomery (Georgia State University)

Presenters:

STEVEN C. HAYES (University of Nevada - Reno, NV)

ROBERT J. KOHLENBERG (University of Washington)

LEO J. REYNA (Nova Southeastern University)

KURT SALZINGER (Hofstra University)

The Tom Gilbert I Knew: A Memorial to Thomas F. Gilbert

Chair: Richard M. O'Brien (Hofstra University - Hempstead, NY)

Presenters:

MARILYN GILBERT (Performance Engineering Group - Hampton, NJ)

OGDEN R. LINDSLEY (University of Kansas/Behavioral Research Co. - Lawrence, KS)

DALE BRETHOWER (Western Michigan University - Kalamazoo, MI)

JOHN McKEE (Institute for Social & Educational Research - Tuscaloosa, AL)

DONALD A. COOK (Cambridge Center for Behavioral Studies - Jamaica Plain, MA)

Feminism and Radical Behaviorism: Bridging an Alliance

Chair: Maria R. Ruiz (Rollins College - Winter Park, FL)

Discussant: Edward K. Morris (University of Kansas - Lawrence, KS)

Presentations:

- ☐ Behavior analysis and Feminist Practice: A Congenial Partnership; MARIA R. RUIZ (Rollins College - Winter Park, FL)
- ☐ The History of Affection in Behaviorism: A Feminist Perspective; KATHLEEN ZANOLLI (University of Kansas - Lawrence, KS)
- ☐ An Analysis of Sexism as individual Behavior and Cultural; PATRICIA M. DALY (Ohio Dominican College - Columbus, OH)

Alternative Means of Enhancing Communication for Persons with Severe Disabilities

Chair: Michael M. Behrmann (George Mason University)

Presentations:

- ☐ Multiple Disabilities; MAUREEN M. SCHEPIS (Family, Infant, Preschool Program - Morganton, NC), Dennis H. Reid (Louisiana State University Medical Center), and Michael M. Behrmann (George Mason University - Fairfax, VA)
- ☐ An Evaluation of Happiness Indices for Persons with Profound Multiple Disabilities; MARTIN IVANCIC, Gary Barret (Western Carolina Center - Morganton, NC), Amy Simonow, and Abbey Kimberly (Western Michigan University - Kalamazoo, MI)
- ☐ An Evaluation of Voice Output Communication by Young Children with Autism in Naturally Occurring Routines; MAUREEN M. SCHEPIS (Family, Infant, Preschool Program - Morganton, NC), Dennis H. Reid (Louisiana State University Medical Center), Michael M. Behrmann (George Mason University - Fairfax, VA), and Kelly A. Sutton (Western Carolina Center - Morganton, NC)

Current Behavioral Research with Young Children

Chair: Mark Mathews (University of Kansas - Lawrence, KS)

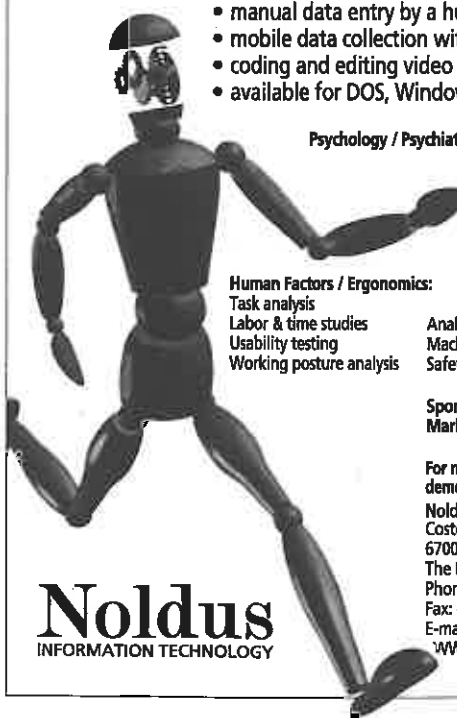
Discussant: Michelle S. Bourgeois (University of Pittsburgh - Pittsburgh, PA)

Presentations:

- ☐ The Study of Natural Contingencies: Problems of Method and Analysis; FLORENTE LOPEZ-RODRIGUEZ (Universidad Nacional Autonoma de Mexico) and Daniel Gomez-Fuentes (Veracruz University)
- ☐ Evaluating the Effects of Two Matching-to-Sample Procedures on the Learning of Concepts of Hyperactive Children; MARCO WILFREDO SALAS MARTINEZ, Martin Ortiz Bueno, and Dinorah Leon Cordoba (Veracruz University - Mexico)
- ☐ Number Conservation in Children: A Response under the Discriminative Control of Discontinuous Set Transformation by Addition; JEAN -CLAUDE DARCHEVILLE (Universite Charles-de-Gaulle de Lille)
- ☐ A Longitudinal Study of Aggressive Patterns of Preschool Age Children; C. SANTOYO, C. Espinosa, and O. Maciel (National Autonomous University of Mexico - Mexico)
- ☐ A Selectionist Approach to the Problem of Universal; ULLIN T. PLACE (University of Wales Bangor)

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INFORMATION TECHNOLOGY

Pre-convention Workshops

Workshop # 1

Friday, 10:00 AM - 1:00 PM

Behavioral Psychotherapy: A Radical Approach

STEVEN ZLUTNICK (University of San Francisco - San Francisco, CA)

Description: Only a few practitioners have applied the radical behavioral approach to more traditional psychotherapy. More to the point, however, has been a paucity of attempts to address issues that traditional, non-behavioral clinicians rightly deem critical to the therapeutic process. These include therapist variables, such as maturity, self disclosure and common sense, developmental issues such as divorce, separation, individuation, etc., values clarification and conflict, caring and concern. Attempt to translate, incorporate or integrate rather than discount such controversial topics as transference, counter transference, insight, resistance, the need for long term therapy, etc., are rare.

Objectives: The goals of this workshop include: 1) A chance for the participant in clinical practice to integrate the seemingly disparate views of radical behaviorism and traditional clinical psychology, 2) The opportunity for clinicians teaching applied courses in behavior therapy to develop coherent, reasonable explanations to students who are attempting to reconcile these issues during their training, and 3) An opportunity to address and discuss issues and concepts historically avoided and discounted in "traditional" behavior therapy training environments.

Activities: This workshop will attempt to address these and other related issues in a format designed to facilitate discussion and integration of traditional clinical issues with a radical behavioral approach via the operationalizing of similarities and differences between the two. Activities will include brief didactic presentations by the presenter designed to facilitate discussion as well as a mutual generation of topics and agenda by the presenter and participants.

Target Audience: All levels, although preference during discussions will be given to advanced practitioners and trainers.

Academic Level: All levels

Workshop Fee: \$50 for ABA members, \$65 for all others.

Workshop # 2

Friday, 10:00 AM - 1:00 PM

An Introduction to B. F. Skinner's Analysis of Verbal Behavior

MARK L. SUNDBERG (Behavior Analysts, Inc. - Danville, CA)

Description: This workshop will cover the basic concepts of Skinner's analysis of verbal behavior.

Objectives: Participants will learn how to define and exemplify the elementary verbal operants (i.e., echoic, mand, tact, intraverbal, textual, and transcriptive). The workshop will also teach participants how to classify samples of verbal behavior, and how to apply Skinner's analysis of verbal behavior to various human problems. Several potential research topics will also be presented, along with suggestions as to how to conduct research in verbal behavior.

Activities: Classify responses as mands, tacts, intraverbals, etc. Assess samples of verbal behavior.

Target Audience: Audience members should have a working knowledge of behavior analysis and some interest in the topic of language.

Academic Level: Intermediate

Workshop Fee: \$70 for ABA members, \$85 for all others.

Workshop # 3

Friday, 10:00 AM - 1:00 PM

The Interpersonal Treatment Model: Analysis and Treatment of Severe Behavior Problems

AHMOS E. ROLIDER (Western Neuro Rehabilitation Centre - Hamilton, Ontario), Ron Van Houten (Mt. Saint Vincent University - Halifax, Nova Scotia), Eitan Eldar (The Zinman College of Physical Education at the Wingate Institute - Israel)

Description: The general goal of this workshop is to illustrate how severe behavioral problems can be treated and maintained through the use of a treatment model that places primary emphasis on a) identifying those stimuli which reliably predict the onset of problem behavior, b) the establishment of personal stimulus control in the presence of those stimuli previously associated with problem behavior, and c) programming for generalization and maintenance of behavioral gains beyond the clinical environment and across relevant natural community settings.

Objectives: To enable participants to: a) conduct a trigger and functional analysis of problem behavior in order to identify the eliciting stimuli and the functions currently being served by the problem behavior, b) conduct a matching analysis in order to determine which therapist has established personal stimulus control with the client, c) use the data compiled from the analysis outlined above, in order to develop an individually tailored behavioral curriculum, d) maximize the effectiveness of a behavioral program by incorporating the use of prompts, teaching scripts, and effective teaching practices into the program, e) develop appropriate measurement tools in order to collect relevant data and monitor client progress, and f) develop a generalization and maintenance plan to transfer treatment and maintain gains into the natural environment.

Activities: 1) Introduction to the working assumptions of the Interpersonal Treatment Model. 2) Case study to demonstrate the use of assessment instruments and treatment interventions. 3) Demonstrating the use of a flowchart designed to facilitate program development by responding to a specific case scenario presented by a workshop participant. 4) Discussion.

Target Audience: Rehabilitation therapists, teachers and clinical supervisors of staff working with clients who present behavioral issues.

Academic Level: Introductory

Workshop Fee: \$50 for ABA members, \$65 for all others.

Workshop # 4

Friday, 1:30 PM - 4:30 PM

Environmental Design for Effective Intervention with Toddlers with Autism

TERESA DALY (Emory Autism Resource Center - Atlanta, GA), Susan Hawkins and Toni Thomas (Emory University School of Medicine - Atlanta, GA)

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: 1) Participants will be able to identify environmental manipulations that promote language, self help, and social skills in toddlers with autism. 2) Participants will be provided with supervised practice of strategies to promote skill development in toddlers with autism. 3) Participants will 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" with them to facilitate real-life application of materials covered in the workshop.

Academic Level: Introductory/Intermediate

Workshop Fee: \$50 for ABA members, \$65 for all others.

Workshop # 5

Friday, 1:30 PM - 4:30 PM

Teaching Language to Autistic and Developmentally Disabled Children

MARK L. SUNDBERG and James W. Partington (Behavior Analysts, Inc. - Danville, CA)

Description: Emphasis will be placed on identifying methods to enhance and utilize motivational variables (establishing operations) to teach language in both structured teaching sessions and in on-going activities including playtime. Methods of data collection and tracking will also be presented, along with techniques for coordinating the on-going decision making necessary for effective language intervention. Issues such as facilitated communication, sign language, symbol boards, and disruptive behavior will also be discussed.

Objectives: In this workshop participants will learn how to use the basic concepts from Skinner's analysis of verbal behavior (i.e., mands, tacts and intraverbals) to assess and provide language skills training for autistic and developmentally disabled children. In addition, participants will learn how to establish a language based environment which can be implemented across both home and school settings.

Activities: Practice procedures for teaching verbal behavior and transfer of stimulus control. Practice the assessment of defective verbal repertoires.

Target Audience: This workshop would be appropriate for behavior analysts, students, teachers of autistic children and classroom instructional aids, as well as parents and in-home workers.

Academic Level: Introductory

Workshop Fee: \$75 for ABA members, \$90 for all others.

Workshop # 6

Friday, 1:30 PM - 4:30 PM

Reading Recovery in New Zealand

BONNY LE GRICE (Christchurch College of Education - Christchurch, New Zealand)

Description: This workshop is designed to explain the components of the reading recovery programme: familiar reading, preparation for new reading, word attack skills, making and breaking words, reading new material, ensuring comprehension, written expression.

Objectives: 1) To teach the components of the reading recovery programme. 2) To demonstrate methods of increasing and maintaining reading improvements. 3) To provide strategies to increase the level of transfer to the regular class setting.

Activities: Demonstrate the use of the materials: assessment, stories at different levels, running records, packets of letters, children's own writing. Demonstrate how to plan the teaching session. Planning a teaching session. Demonstrate the use of probes and fluency building. Developing probes and making phase changes. Explain content and frequency of communication with class teachers.

Target Audience: Psychologists and teachers teaching and doing research with children with reading delays.

Academic Level: Intermediate

Workshop Fee: \$80 for ABA members, \$95 for all others.

Workshop # 7

Friday, 1:30 PM - 4:30 PM

A Practical Approach to Determining Function of Behavior in Educational Settings

RONNIE DETRICH and KARI BARTLEBAUGH (Spectrum Center for Educational and Behavioral Development - Berkeley, CA)

Description: Historically, in school settings interventions have been designed by arranging powerful "arbitrary" consequences for engaging in constructive behavior and we have been relatively successful at addressing a myriad of social and academic problems. Recently, the assessment of function has received considerable attention as another method for determining the elements of an intervention package and has often resulted in different strategies than have typically been employed in educational settings. This workshop will describe how this methodology is an extension of the analysis of the operant. A distinction will be made between a function based intervention and a topography based intervention. There are two basic strategies for determining function: 1) analog based assessment and 2) descriptive analysis. This workshop will emphasize descriptive analysis as the primary strategy for applied behavior analysts working in school settings.

Objectives: 1) Participants will be able to describe the relation between an operant analysis and the assessment of function. 2) Participants will be able to use specific assessment strategies and describe the circumstances when each strategy is helpful for identifying important variables. 3) Participants will be able to interact with data derived from an assessment and generate possible functions of behavior and develop interventions related to that function. 4) Participants will be able to develop an assessment plan for a student they are currently serving.

Activities: 1) Didactic lecture to establish basic logic of model. 2) Interact with sample data to determine relation between contextual and consequence variables and behavior of concern.

3) Opportunities will be provided to practice using various assessment methods. 4) Assessment plans will be developed for students that the participants are currently serving. 5) Participants will develop interventions based on function of behavior from sample data.

Target Audience: Individuals working in educational settings who are involved in developing intervention strategies for students. Specifically, school psychologists, teachers, and individuals who consult with individuals in these educational settings.

Academic Level: Introductory/Intermediate

Workshop Fee: \$75 for ABA members, \$90 for all others.

Workshop # 8

Friday, 1:30 PM - 4:30 PM

Create a WEB Page

LESLIE BURKETT (University of North Texas - Denton, TX),
Brendan Tompkins (Analysis & Technology, Inc. - Orlando, FL)

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, distributing the response cost and eliminating bureaucratic organization. The user-friendly 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, commercials, and bulleted lists with links to more of the same. 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 hands-on training, 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 and create their own first WEB Page, including attractive headings, a bulleted list, graphics, and links to documents and URL's, and 4) describe a strategy for setting up a WEB Page on the Internet and establishing links to and from other sites.

Activities: Participants will: 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) receive step-by-step hands-on instruction on the process of adding

HTML codes to a document to create a WEB Page, 4) create and code a WEB Page as a member of a design team, 5) view their team's WEB Page as it would appear on the Internet, and 6) receive handouts on all the information presented, plus a tutorial disk on "How to Create WEB Pages."

Target Audience: Anyone with information to organize and share on-line. 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 for ABA members, \$70 for all others.

Workshop # 9

Friday, 1:30 PM - 4:30 PM

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

BOBBY NEWMAN (Queens College and the Graduate Center/CUNY and Association in Manhattan for Autistic Children - New York, NY), Lori Reeve (Senior Life Management - Floral Park, NY)

Description: The topic of this workshop will be personal fitness training as practiced by the behavior analyst.

Objectives: Workshop attendees will learn how to become certified and practice as personal trainers. They will learn how to apply behavior analysis to the field of personal training, including how to set up programs, encourage adherence, shaping and chaining of exercise execution, contingency contracts, and self-management systems. They will learn this through a combination of lecture, discussion, and practical demonstrations.

Activities: We will construct task analyses for exercises and prepare contingency contracts, and will learn how to prompt clients through exercises.

Target Audience: The target audiences are intermediate to experienced behavior analysts with an interest in personal fitness training.

Academic Level: Intermediate

Workshop Fee: \$60 for ABA members, \$75 for all others.

Workshop # 10

Friday, 2:00 PM - 8:00 PM

Introduction to Standard Celeration Charting

OGDEN R. LINDSLEY (Behavior Research Company - Lawrence, KS), Angela Boone (Malcolm X College - Chicago, IL), Elizabeth Haughton (Haughton Learning Center - Napa, CA), Hollind Kevo (Morningside Academy - Seattle, WA), Michael Maloney (Quinte Learning Center - Belleville, ONT)

Description: How to Read and Chart Standard Celeration Charts.

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

Activities: Morning: Paced choral reading (Point-See-Say) at 60 per minute of frequencies, celerations, turns, jumps, bounces, and outlier probabilities from Standard Celeration chart practice sheets. Afternoon: Each participant charts from tables of daily, weekly, monthly and yearly frequencies at 10 dots per minute. Coaches assist the instant a participant hesitates. Participants are given materials and shown how to continue daily charting practice on their own to reach fluency above 30 dots correct per minute.

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

Academic Level: Introductory

Workshop Fee: \$130 for ABA members, \$145 for all others.

Workshop # 11

Friday, 2:00 PM - 8:00 PM

Techniques of Conceptual Analysis

PETER HARZEM (Auburn University - Auburn, AL)

Description: One of the products of several movements in the philosophy of science in this century has been the emergence of techniques that may be used in untangling conceptual and theoretical assertions and disagreements. These techniques are independent of any philosophical or empirical/theoretical position that may be held by a scholar. They are neutral in such matters as are, for example, word-counts as regards the assertions being made in an article, the words of which are being counted. From time to time, discussions that develop in behavior analysis about the perspectives of other 'psychologies,' and issues such as how behaviorally to analyze phenomena such as 'love' (as was the case in recent exchanges in the behavior analysis net) seem unnecessarily muddled: the issues can be effectively clarified by the use of such techniques, without determining any doctrinaire answers to them. The proposed workshop is intended to provide some basic training in these techniques of conceptual analysis and their proper use in examining theoretical positions and assertions derived from empirical evidence.

Objectives: To develop in participants sound skills for 1) examining conceptual statements; 2) making clear and supportable (i.e. non-dogmatic) assertions; 3) formulating research questions that can be answered by empirical evidence (many confusions arise from formulating questions for which there cannot be direct, empirically-determined answers); and 4) recognizing the answer that fully fits the question.

Activities: The participants will practice: 1) Distinguishing empirical and conceptual statements; 2) Relating the usage of words and phrases to the contexts in which they occur; 3) Using the skills learned in the workshop to examine selections from influential articles and books by eminent behavior analysts and other psychologists.

Target Audience: Post-M.A./M.S. graduate students and new PhDs. However, anyone who is not familiar with the techniques described but interested in them may benefit.

Academic Level: Intermediate/Advanced

Workshop Fee: \$110 for ABA members, \$125 for all others.

Workshop # 12

Friday, 2:00 PM - 8:00 PM

Conducting Fluency Research: Topics, Tools, and Designs

CARL BINDER (Precision Teaching and Management Systems, Inc. - Newton, MA), Kent Johnson (Morningside Academy - Seattle, WA), Harold Kunzelmann and Ogden Lindsley (Behavior Research Co. - Lawrence, KS)

Description: With the growing interest in formal research about behavioral fluency and its effects, there is a need for those with experience in this field to share experimental questions, methods, and designs. This workshop will provide background information as a context for designing and conducting fluency research and offer an opportunity to design experiments in collaboration with experts in the field. Key areas for research include assessment of the effects of building behavior frequencies on retention and maintenance of behavior, endurance or resistance to distraction, and application or transfer.

Objectives: As a result of the workshop, participants will be able to: 1) Identify topics and questions for fluency research; 2) Specify independent variables and behaviors for study; 3) Design experimental procedures; 4) Select appropriate behavior frequency measures and experimental designs; and 4) Use the Standard Celeration Chart and associated analysis methods.

Activities: Morning: 1) Each speaker will present 30-45 minutes on a topic related to experimental questions, designs, procedures, examples, and measures; 2) Questions, answers, and group discussion; 3) Depending on who has completed research by then, we will include a few young researchers to present their research projects. Afternoon: 1) Cracker barrel session in which each speaker will be at a table to discuss a given topic for 4 rounds of 30 minutes each; 2) At the beginning of each round, participants select a table/topic and engage in a group discussion aimed at identifying research questions and generating ideas for specific research projects. Conclusion: Group discussion and sharing of new ideas, methods and designs.

Target Audience: Students, professors, and others interested in using free operant procedures for conducting basic or applied research about behavioral fluency, its empirical definition and effects.

Academic Level: Intermediate/Advanced

Workshop Fee: \$115 for ABA members, \$130 for all others.

Workshop # 13

Friday, 2:00 PM - 8:00 PM

A Dozen Common Teaching Mistakes and What To Do Instead

WILLIAM L. HEWARD (Ohio State University - Columbus, OH), Patricia M. Barbetta (Florida International University - Miami, FL), Teresa A. Grossi (University of Toledo - Toledo, OH)

Description: This workshop will focus on 12 teaching mistakes committed frequently by teachers at all grade levels and across curriculum areas. Each mistake and the recommended alternatives (i.e., "What To Do Instead") will be presented in a three-part format. First, the mistake and examples of its occurrence will be presented and/or demonstrated with the audience (e.g., Mistake #3 - Asking students, "Do you understand?"). Second, logical and empirical rationale will be offered for why teachers should eliminate or greatly reduce the frequency with which they commit the mistake. Third, one or more classroom-tested and empirically-supported alternative strategies will be presented, demonstrated, and/or practiced by participants.

Objectives: After completing the workshop, participants would be able to (a) recognize teaching mistakes in the lessons they plan and deliver, and (b) incorporate several of the "What To Do Instead" strategies and tactics into their own teaching.

Activities: *Morning:* 1) Each speaker will present 30-45 minutes on a topic related to experimental questions, designs, procedures, examples, and measures; 2) Questions, answers, and group discussion; 3) Depending on who has completed research by then, we will include a few young researchers to present their research projects. *Afternoon:* 1) Cracker barrel session in which each speaker will be at a table to discuss a given topic for 4 rounds of 30 minutes each; 2) At the beginning of each round, participants select a table/topic and engage in a group discussion aimed at identifying research questions and generating ideas for specific research projects. *Conclusion:* Group discussion and sharing of new ideas, methods and designs.

Target Audience: Teachers and those who are preparing to become teachers of all types of learners at all levels (preschool, elementary, secondary, higher education).

Academic Level: Introductory

Workshop Fee: \$115 for ABA members, \$130 for all others.

Workshop # 14

Friday, 2:00 PM - 8:00 PM

New Developments In Instructional Design

GUY BRUCE and John Eshleman (Precision Learning Systems - Monmouth, IL)

Description: This workshop will teach the instructional design process used by Precision Learning Systems to create computer-based teaching activities that build fluent performance. 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 in small teams 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. Instructors will be assigned as coaches to each team.

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: Introductory/Intermediate

Workshop Fee: \$105 for ABA members, \$120 for all others.

Workshop # 15

Friday, 2:00 PM - 8:00 PM

The C-BAD System: Assessing, Diagnosing and Prescribing Behavioral Intervention

ENNIO CIPANI (California School of Professional Psychology and Cipani and Associates - Fresno, CA)

Description: The current proposal will present a behavioral assessment-diagnostic-prescriptive model to use in treating individuals with severe behavior or learning problems. The workshop will focus on a specific set of procedures for the

professional to utilize in assessing and subsequently designing a behavioral intervention plan for clients referred for behavioral consultation and evaluation. Participants will be trained on the C-BAD System.

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 Report Writing Manual to diagnose a presented case study.

Target Audience: All professionals working with children, adolescents and adults with special needs 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: Introductory/Intermediate

Workshop Fee: \$131 for ABA members, \$146 for all others.

Workshop # 16

Friday, 2:00 PM - 8:00 PM

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

RICHARD MALOTT (Western Michigan University - Kalamazoo, MI)

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's 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, and 6) 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 for ABA members, \$120 for all others.

Workshop # 17

Friday, 5:00 PM - 8:00 PM

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

JACK WILLIAMS (University of Waterloo - Waterloo, ONT, Canada)

Description: Radical Behaviorism and the Counseling Process

Objectives: 1) To show the relationships between behavior analysis and current counseling approaches, 2) To show how practices may be integrated, modified, and supplemented by a radical behavioral analysis, and 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 see how counseling practices may fit with this perspective.

Academic Level: Introductory to Intermediate

Workshop Fee: \$53 for ABA members, \$68 for all others.

Workshop # 18

Friday, 5:00 PM - 8:00 PM

Treatment of Habit Disorders with a Simplified Habit Reversal Procedure

RAYMOND G. MILTENBERGER (North Dakota State University - Fargo, ND), Joel R. Wagaman (University of Kansas - Lawrence, KS)

Description: In this workshop participants will learn how to use a simplified Habit Reversal approach for the treatment of habit disorders (tics, stuttering, nervous habits, and related disorders). Research has shown the multi-component Habit Reversal procedure to be one of the most effective methods for the treatment of habit disorders. The focus of the workshop will be teaching participants the simplified Habit Reversal approach. Each treatment component will be presented in detail and instructors will role-play case examples. Voluntary role-playing by participants will be used, depending on the time available and participant interest. Discussion will address such topics as assessment of treatment outcome, compliance with treatment, treatment acceptability, and long-term maintenance. Habit disorders discussed will include: Various types of tics (motor and vocal), Tourette's disorder, stuttering, and habit behaviors such as nail biting, thumb sucking, skin or nail picking, trichotillomania (hair pulling), bruxism, and rumination (chronic regurgitation).

Objectives: The workshop will provide participants with information and practice needed to effectively use the simplified habit reversal approach for the treatment of a wide range of habit disorders.

Activities: Workshop activities will include: 1) The presentation of research on a simplified habit reversal approach, 2) Presentations of the simplified habit reversal techniques (including case examples and volunteer role-playing), 3) Discussion of assessment, treatment compliance, treatment acceptability, and maintenance, 4) Discussion of limitations of the procedure, and 5) Discussion of questions and/or clinical case examples from the participants.

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

Academic Level: All

Workshop Fee: \$50 for ABA members, \$65 for all others.

Workshop # 19

Friday, 5:00 PM - 8:00 PM

Current Data Collection and Analysis Technologies For the Behavioral Psychologist

TOM SHARPE (University of Nebraska - Lincoln, NE)

Description: The workshop will provide hands-on application of a sophisticated software package designed to collect and analyze

behavioral data when complex configurations of behavior are present, when behavior rates are high and of low duration, when the behaviors of interest are highly interactive, and when multiple behavioral occurrences of interest overlap in time or are emitted simultaneously. 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 a) generate a time-based behavioral record using inclusive overlapping category systems, b) perform traditional and sequential analyses and interpret z-score transformations, and c) create and edit graphic representations of select data segments.

Activities: Activities include a) review of traditional recording methods highlighting their inherent challenges when dealing with complex behavioral configurations and highly interactive settings, b) introduction to, and hands on application of, a computer-based package which overcomes those challenges, and (c) detailed demonstration of data collection features, discrete and sequential analysis capabilities, and alternative graphic representations using a video-based education research illustration.

Target Audience: Masters and Doctoral level behavioral psychologists in training and practicing professionals interested in technological applications to a behavioral systems approach to data collection and analysis. Workshop activities should be of particular interest to those working in highly interactive educational and clinical settings.

Academic Level: Introductory to Intermediate

Workshop Fee: \$125 for ABA members, \$140 for all others.

Workshop # 20

Friday, 5:00 PM - 8:00 PM

Motivating Human Service Staff: Supervisory Strategies For Maximizing Work Effort and Work Enjoyment

DENNIS REID (Louisiana State University Medical Center),
MARSHA B. PARSONS (Carolina Behavior Analysis and
Support Center, Ltd. - Morganton, NC)

Description: The topic of the workshop is strategies for supervisors in human service settings to use to motivate their staff. Practical procedures will be described based on organizational behavior management research and application for assisting supervisors in ensuring their staff: a) work diligently and proficiently, and b) enjoy their day-to-day job responsibilities. Supervisory procedures will be described for presenting staff job responsibilities in easily understandable terms, training important work skills to staff in a quick and enjoyable manner, monitoring staff work performance in ways

staff find acceptable, improving inadequate and maintaining adequate job performance through diagnostic and positive feedback, and increasing good things and decreasing bad things in staffs' work environment. Finally, self-motivational strategies for supervisors will be described to help supervisors themselves routinely work hard and enjoy their work.

Objectives: As a result of this workshop attendees will demonstrate skills to: 1) Define job expectations in terms of observable work behaviors, 2) Describe at least 3 components of a staff-acceptable monitoring system, 3) Describe 5 steps for efficient, effective and enjoyable staff training, 4) Describe an 8-step procedure for providing performance-change feedback that staff find acceptable, 5) Describe at least 3 strategies for increasing good things in staffs' work environment, 6) Describe at least 3 strategies for decreasing bad things in staffs' work environment, and 7) Describe at least 3 strategies for supervisory self-motivation.

Activities: Instructor verbal presentation, simulated modeling, distribution of written examples, and video illustrations using overhead transparencies and projector slides; audience simulated practice and role-playing.

Target Audience: Supervisors in human service settings, clinicians who rely on direct support personnel to implement clinical treatment procedures.

Academic Level: Introductory

Workshop Fee: \$50 for ABA members, \$65 for all others.

Workshop # 21

Friday, 5:00 PM - 8:00 PM

Statistical Analysis of Applied Behavioral Data: Why, When, and How

JOHN CROSBIE (West Virginia University - Morgantown, WV)

Description: One of the enduring problems for applied behavior analysts is how to assess change with their data. Assessing change is less difficult with data obtained in the animal lab over extended periods under conditions of tight experimental control. With typical applied behavioral data, however, there is generally more variability, and only a small number of observations. With such data, visual inference is unreliable and lenient, and statistical procedures are frequently difficult to use or inappropriate. The purpose of this workshop is to describe the difficulties inherent in analyzing brief single-subject data, and how a new interrupted time-series analysis procedure (ITSACORR) can overcome many of these difficulties.

Objectives: At the end of the workshop, participants will be able to: 1) Describe why visual inference is unreliable and lenient with typical applied behavioral data, 2) Describe why parametric statistical procedures such as ANOVA and nonparametric procedures such as the binomial test cannot control Type I error with single-subject data, 3) Describe how interrupted time-series analysis (ITSA) tackles these problems, and 4) Perform and interpret three types of ITSA: TMS (Glass, Willson, & Gottman,

1975), ITSE (Gottman, 1981), and ITSACORR (Crosbie, 1993, 1995).

Activities: In the first two hours there will be a lecture on the main theoretical points, interspersed with exercises performed by participants. During the final hour various computer programs will be demonstrated with published, invented, and participants' data (if time permits). ITSACORR can be purchased for \$99 after the workshop.

Target Audience: This workshop is designed for behavioral researchers, academics, and graduate students who want to improve their data analytic skills with time-series data.

Academic Level: Intermediate

Workshop Fee: \$65 for ABA members, \$80 for all others.

Workshop # 22

Saturday, 9:00 AM - 12:00 PM

The Picture Exchange Communication System for Children and Adults

LORI FROST (Pyramid Educational Consultants, Inc. - Cherry Hill, NJ), Andrew Bondy (Delaware Autistic Program - Newark, DE)

Description: The Picture Exchange Communication System (PECS) is an initial language training package that is used to rapidly teach communication skills to those with limited functional speech. Initially, PECS was used to teach young children with autism an effective means of communicating. During the past few years, PECS has been increasingly introduced as a functional communication system with individuals with social/communication deficits of all ages. PECS is a unique training program that does not require lengthy prerequisite training, and that promotes communication in a social context that the user initiates. Rather than building to spontaneity, as promoted by many other systems, PECS begins with spontaneous actions. The sequence of PECS training incorporates an individual's lack of sensitivity to socially-mediated reinforcers. It begins by teaching a pure mand repertoire and goes on to teach intraverbals, tacts, and mixed functions in accordance with Skinner's (1957) analysis of verbal behavior.

Objectives: 1) To provide an historical and theoretical overview of language training programs used with nonverbal individuals. 2) To provide a detailed description of the Picture Exchange Communication System and its relationship to verbal behavior using Skinner's (1957) description of verbal operants. 3) To teach participants the procedural details and instructional techniques related to a behavior analytic orientation involved in implementing PECS with young children with autism. 4) To teach implementation strategies associated with PECS for adolescents and adults with autism and related developmental disabilities.

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

Target Audience: Participants will be those involved with students/clients with severe communication deficits who desire to learn how to implement a unique communication training package.

Academic Level: Introductory/Intermediate

Workshop Fee: \$60 for ABA members, \$75 for all others.

Workshop # 23

Saturday, 9:00 AM - 12:00 PM

How to Develop, Produce, and Use SAFMEDS

STEPHEN GRAF (Youngstown State University - Youngstown, OH)

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

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

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

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

Academic Level: Introductory

Workshop Fee: \$70 for ABA members, \$85 for all others.

Workshop # 24

Saturday, 9:00 AM - 12:00 PM

Incidental Teaching of Social and Academic Skills in an Inclusive Preschool

GAIL G. McGEE, Sharon T. Hynes, Carolyn R. Parsons, Julia C. Whitney, Christopher A. Zelski and Susan E. Hawkins (Emory University School of Medicine - Atlanta, GA)

Description: This workshop will provide participants with experiences designed to target relevant activities for implementing incidental teaching of academic and social skills in their own programs or practices with children. The workshop will provide timely skills in redefining practice to include incidental teaching techniques that are appropriate for programs serving children with disabilities and normally developing children in a mixed setting. Research-based applications of incidental teaching procedures designed to increase such skills as eye contact, social responsivity, peer interactions, and academic skills to include early reading and math skills.

Objectives: Objectives are to provide participants with exercises designed to: 1) task analyze their practices for social and academic activities appropriate for incidental teaching; 2) target goals and learning objectives for clients; 3) develop an incidental teaching plan for their practice with preschoolers; 4) gain knowledge of incidental teaching applications across a variety of social and academic skills relevant to young children with disabilities.

Activities: The workshop format will include a combination of presentations, exercises, break-out groups, and discussion. Extensive "how-to" materials designed for use with children will be provided to all participants.

Target Audience: The workshop is appropriate for professionals who work directly with young children, as well as professionals who supervise a program designed to build social and academic skills for preschoolers.

Academic Level: Introductory/Intermediate

Workshop Fee: \$55 for ABA members, \$70 for all others.

Workshop # 25

Saturday, 9:00 AM - 12:00 PM

No Nonsense Guide to Group Home Management

SHIRLEY O'BRIEN, Vicki Pommier, Doris Duan (Community Environments, Inc. - Orlando, FL) and Jose Martinez-Diaz (Department of Health and Rehabilitative Services - Orlando, FL)

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: Introductory-Advanced

Workshop Fee: \$60 for ABA members, \$75 for all others.

Workshop # 26

Saturday, 9:00 AM - 12:00 PM

Resolving Disputes With Mediation Skills

NANCY HUGHES (University of Kansas Psychological Clinic - Lawrence, KS)

Description: How to use mediation skills to intervene in and help resolve disputes between clients, employees, colleagues, family members, or others. Mediation skills are derived from a variety of disciplines, but are behavioral in nature and application. Mediation, one of several alternative dispute resolution methods, is successful in helping people resolve disputes outside the legal system. Progressional mediators work with issues as diverse as domestic relations, human resource problems, and community conflict. The standard 40-hour mediation training is expensive and time consuming for people who do not wish to become professional mediators. Most people can learn basic mediation skills quickly, incorporate them into their behavioral repertoires, and apply the skills informally in professional and private life. The instructor has been a professional mediator since 1982 and is a Practitioner Member of the Academy of Family Mediators. She is a Social Work Specialist in the University of Kansas Department of Psychology.

Objectives: Participants will be able to recognize, describe, and demonstrate the basic mediation skills of reflective listening, content reframing, clarification, focusing, unlinking, conciliation, normalizing, mutualizing, and questioning. Participants will be able to describe the difference between formal mediation and informal dispute intervention using mediation skills.

Activities: Instructor provides an overview of the formal mediation process and basic skills used in each step. Instructor then presents each skill, one at a time. Participants immediately practice each skill in dyads, or as a group by responding orally to examples presented by the instructor. Each participant completes a written set of exercises to reinforce comprehension and to keep as a reference. Participants observe video taped examples of mediation to identify skills used by the mediator.

Target Audience: Anyone who lives or works with other people can benefit from learning basic mediation skills.

Academic Level: Introductory

Workshop Fee: \$60 for ABA members, \$75 for all others.

Workshop # 27

Saturday, 9:00 AM - 12:00 PM

Nonlinear Simulations and Neural Networks

MICHAEL L. COMMONS (Harvard University Medical School - Cambridge, MA)

Description: Hands-on interactive session sponsored by the Development SIG jointly with the Society for Quantitative Analyses of Behavior (SQAB) on Nonlinear Simulations and Neural Networks.

Objectives: To demonstrate a new computer procedure on nonlinear simulations and neural networks.

Activities: Bring your laptops. The programs to be demonstrated will run in DOS or Windows. In addition, there will be some handouts with block diagrams, definitions, actual code, and compiled code. The model may discuss what phenomenon and experiments it explains and predicts and in what domains; problems it solves that occur with other approaches; its relationship to core models; parameters that are free and otherwise, units it uses such as, gates, oscillators, distributions; number of layers and hidden levels; and whether it is tutored or untutored.

Target Audience: Those interested in this most interesting problem area.

Academic Level: Introductory

Workshop Fee: \$50 for ABA members, \$65 for all others.

Workshop # 28

Saturday, 9:00 AM - 12:00 PM

Promoting Student Writing Skills Through Collaborative Group Assignments: Contingencies That Work

NED CARTER (Arbets-Och Miljomedicin - Uppsala, Sweden) and Richard E. Laitinen (University of Memphis - Memphis, TN)

Description: A behavioral analysis of the writing process and controlling contingencies will be presented with focus given to

the engineering of contingencies of composition, audience control, editing, and logical and scientific verbal behavior within a group format. Discussion will cover the areas of forming groups, setting up group-based systems of project development and pacing, peer-based systems of evaluating individual participation, and grading.

Objectives: Participants will learn how to create, develop, implement and monitor collaborative group writing assignments within their subject areas of interest and instruction. Participants will be required to produce from one to three group-based writing assignments for immediate implementation with their students.

Activities: Participants should bring current course syllabi for referencing the development of embedded writing activities. Each participant will complete a syllabus analysis for identifying potential group writing activities.

Target Audience: University or college instructors who desire to improve the individual writing skills of students through the production of collaborative, group products.

Academic Level: Introductory

Workshop Fee: \$55 for ABA members, \$70 for all others.

Workshop # 29

Saturday, 9:00 AM - 12:00 PM

Basics of Establishing a Pet Therapy Practice

KENNON A. LATTAL (West Virginia University - Morgantown, WV)

Description: This workshop is designed to help behavior analysts set up a practice for helping pet owners with behavior problems of their pets using the techniques of behavior analysis.

Objectives: We will address the following: 1) Review the types of pet behavior problems commonly encountered in every day settings. 2) Examine ways of addressing behavior problems of pets. 3) Provide practice in diagnosing problems and designing behavioral interventions for pet behavior problems. 4) Consider practical issues of establishing a behavior-analytically oriented practice for ameliorating behavior problems of pets.

Activities: Activities will include both didactic material and practical experience in the diagnosis and treatment of pet behavior problems.

Target Audience: For people who are familiar with the basic principles and methods of behavior analysis, but without experience in working with pet behavior problems.

Academic Level: Introductory

Workshop Fee: \$65 for ABA members, \$80 for all others.

Workshop # 30

Saturday, 9:00 AM - 12:00 PM

Behavioral Consultation in Developmental Disabilities: Effective Applications in the Real World of Private Practice.

ERIC V. LARSSON and Paul Thinesen (REM Consulting & Services, Inc. - Minneapolis, MN)

Description: This workshop will present the real issues in developing a private practice which delivers effective behavioral solutions to a diverse group of consumers. While the concise research findings presented in JABA and elsewhere are nice models, there are numerous practicalities to be considered in effectively implementing these techniques in the real world. The focus will be on the delivery of services to families, schools, residential programs, day programs, and social-work case managers for individuals with developmental disabilities.

Experimental Analysis of Behaviour Group

The annual Conference of the Experimental Analysis of Behaviour Group will be held at University College, London, March 25th-27th, 1996. Accommodation will be at Ramsey Hall, Maple St., University College London and also at the County Hotel, Upper Woburn Place. Symposia may be convened on the following topics:

Stimulus Equivalence
Assessment and Intervention in Developmental Disabilities
Applications of Behavioural Techniques in Clinical Practice
Issues in Associative Learning
Conceptual Issues in Behaviour Analysis
Behavioural Pharmacology
Verbal Behaviour

Volunteer papers are invited on these topics, or any other in behaviour analysis and learning. Posters on these topics are especially welcome and submissions are invited from undergraduate students. Paper titles and abstracts (150 words maximum) should be submitted before January 31st. Accommodation at Ramsey Hall and The County Hotel can only be guaranteed if booked before January 12th, 1996. All correspondence concerning the academic/presentation aspect of the conference should be sent to:

I. M. Grey, E.A.B.G., School of Psychology
University of Wales, Bangor,
Gwynedd, LL57 2DG United Kingdom.
Fax: (+44) 1248 382599
Tel: (+44) 1248 382629
E-mail: pss064@bangor.ac.uk

Objectives: Participants will be presented with essential information in: 1) identifying the goals of the consultation and developing a contract, 2) Real-world functional assessment of both consumer and provider behavior, 3) Translating research findings into practical intervention packages, 4) Managing treatment compliance and responding to noncompliance, 5) Managing a private practice as a business, 6) Developing and maintaining a clientele, and 7) Providing popular workshops to various populations.

Activities: Attendees will participate in didactic presentations, discussions, and problem-solving sessions.

Target Audience: Participants should have a basic understanding of behavioral terminology for developmental disabilities. The workshop will be suitable for persons with a wide range of experience in behavioral consultation. Students and others with no experience will find much useful information.

Academic Level: Introductory

Workshop Fee: \$55 for ABA members, \$70 for all others.

Cambridge Center for Behavioral Studies Seeks Proposals

The Cambridge Center for Behavioral Studies Seeks to expand its workshop, consultation, research and development offerings in support its mission: *to advance the science of behavior and its application to the solution of practical problems and the promotion of human well being.*

The Center fulfills its mission to advance both basic and applied behavior analysis in part by

- ☐ disseminating information about behavior analysis to people in business, education and the community through workshops and consultation,
- ☐ supporting behavior analytic research and application by publishing journals and monographs.

The Center seeks to expand these programs and invites you to consider submitting proposals for new workshops, self-funded R&D or monographs consistent with the Center's mission. The Center can provide 501(c)(3) institutional affiliation support for individuals seeking external grant support.

For further information and proposal guidelines, please contact Betsy Constantine, Executive Director, Cambridge Center for Behavioral Studies, 675 Massachusetts Avenue, Cambridge, MA 02139. Telephone: 617-491-9020; Fax: 617-491-1072; Internet: 76557.1175@compuserve.com

ABA Membership

ABA has seven categories of membership. A description, the benefits, and the requirements of each category follow:

Sustaining and Supporting Members

Sustaining and Supporting Members are eligible to vote on ABA business matters and to participate in the Nominations and Election of Officers. Through their contributions, Sustaining and Supporting Members help support the involvement of undergraduate and graduate students in behavior analysis science and practice. Benefits: Citation in the *ABA Newsletter* and the *Annual Convention Program Book*, subscriptions to the *ABA Newsletter*, *The Behavior Analyst*, and special convention registration fees. Requirement: Same as Full Members (see below).

Full Members

Full Members are eligible to vote on ABA business matters and to participate in the Nomination and Election of Officers. Full Member dues help support the involvement of undergraduate and graduate students in behavior analysis science and practice. Benefits: Subscriptions to the *ABA Newsletter* and *The Behavior Analyst*, and special convention registration fees. Requirement: The minimum of a Master's degree in Applied or Experimental Analysis of Behavior or contributions to the field of behavior analysis; send vita and course records when requesting this status for the first time.

Affiliate Members

Affiliate status is designed for persons who have an interest in behavior analysis or have completed undergraduate credit, but do not meet the Full Member requirement. Affiliate Member dues help support the involvement of undergraduate and graduate students in behavior analysis science and practice. Benefits: Subscriptions to the *ABA Newsletter* and *The Behavior Analyst*, and reduced convention registration fees. Requirement: Send letter of recommendation from a voting member of ABA.

Emeritus Members

Emeritus Status is designed for persons who are past the age of 65 or who are retired. Benefits: Subscriptions to the *ABA Newsletter* and *The Behavior Analyst*, and reduced convention registration fees. Requirement: Send verification of retirement or age when requesting the status for the first time.

Chapter/Adjunct Members

Chapter/Adjunct Members are members of an ABA-Affiliated National, Regional, State, or Local Chapter. Benefits: Subscriptions to the *ABA Newsletter* and special membership dues and convention registration fees. Requirement: A letter from the Chapter confirming Chapter membership must be sent annually at the time of application of renewal.

Student Members

Student Members are full-time undergraduate or graduate students, residents, or interns. Benefits: Subscriptions to the *ABA Newsletter* and *The Behavior Analyst*, and reduced membership dues and convention registration fees. Requirement: You must send verification of full-time student, intern, or resident status with your application for membership.

How to Become an ABA Member

To become a member of the Association for Behavior Analysis, all you have to do is fill out the ABA '96 Membership Form on the next two pages, tear it out (or photocopy it), place it in an envelope, include payment, and mail it to the ABA office. If you are paying by credit card, you can fax your Membership Form, along with any necessary verification of status, to the ABA office at 616-387-8341. Please, don't forget to fill out and send both sides of the form.

ABA is currently developing a system for updating membership via the World Wide Web! Incidentally, we are also planning to accept convention proposals and registration via the WWW. Here at the main office we are fairly new to the Web, so it will be a year or so before any of this will become a viable option, but we're so excited we decided to tell you ahead of time. Until then, check out the ABA homepage at <http://www.wmich.edu/aba>.

As a member of the Association for Behavior Analysis you probably would like to have quick access to a broad range of information about our field.

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ABA '96 Membership Form

Association for Behavior Analysis

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

Telephone: 616-387-8341. FAX: 616-387-8354

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*.

Personal Information

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 of payment here \$_____

Category	One Year	Three Years
Sustaining	<input type="checkbox"/> \$220.00	<input type="checkbox"/> \$620.00
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Affiliate	<input type="checkbox"/> \$90.00	<input type="checkbox"/> \$210.00
Emeritus	<input type="checkbox"/> \$35.00	<input type="checkbox"/> \$75.00
Student	<input type="checkbox"/> \$35.00	
Chapter-Adjunct	<input type="checkbox"/> \$30.00	<input type="checkbox"/> \$60.00
Special Student Transition	<input type="checkbox"/> \$50.00	<input type="checkbox"/> \$170.00

(If you were a student last year and you have received a graduate degree, you may apply for Full-member status at a special one-year transition rate of \$50. Send vita, and evidence of graduation (official transcript or letter from advisor) with form. You may take advantage of the special rate only once.)

New Member Application Dues

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

Category	One Year	Three Years
Sustaining	<input type="checkbox"/> \$105.00	<input type="checkbox"/> \$305.00
Supporting	<input type="checkbox"/> \$65.00	<input type="checkbox"/> \$265.00
Full	<input type="checkbox"/> \$50.00	<input type="checkbox"/> \$170.00
Affiliate	<input type="checkbox"/> \$50.00	<input type="checkbox"/> \$170.00
Emeritus	<input type="checkbox"/> \$24.00	<input type="checkbox"/> \$64.00
Student	<input type="checkbox"/> \$24.00	
Chapter-Adjunct	<input type="checkbox"/> \$18.00	<input type="checkbox"/> \$48.00

Verification of Student Status

This is to certify that _____
is a full-time ☐ student, ☐ intern, ☐ resident in the Department
of _____
at _____

Faculty Signature:

Title:

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.

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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:

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Degree Received:

Conferring Institution:

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

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- ☐ 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 Comportment, 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
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- JABA Users Group
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(Friday 5/24-Tuesday 5/28). Choose your membership category from the list below and fill in the appropriate amount. \$

Category	Before 4/1	After 4/1
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ABA '96 Workshop Registration Form

Association for Behavior Analysis

Preconvention Workshops, May 24 & 25, 1996

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.

Friday, May 24

- #1. 10:00 AM - 1:00 PM: Behavioral Psychotherapy: A Radical Approach, ZLUTNICK, \$50 members, \$65 others.
- #2. 10:00 AM - 1:00 PM: An Introduction to B. F. Skinner's Analysis of Verbal Behavior, SUNDBERG, \$70 members, \$85 others.
- #3. 10:00 AM - 1:00 PM: The Interpersonal Treatment Model: Analysis and Treatment of Severe Behavior Problems, ROLIDER, Van Houten and Eldar, \$50 members, \$65 others.
- #4. 1:30 PM - 4:30 PM: Environmental Design for Effective Intervention with Toddlers with Autism, DALY, Hawkins and Thomas, \$50 members, \$65 others.
- #5. 1:30 PM - 4:30 PM: Teaching Language to Autistic and Developmentally Disabled Children, SUNDBERG and Partington, \$75 members, \$90 others.
- #6. 1:30 PM - 4:30 PM: Reading Recovery in New Zealand, LE GRICE, \$80 members, \$95 others.
- #7. 1:30 PM - 4:30 PM: A Practical Approach to Determining Function of Behavior in Educational Settings, DETRICH and BARTLEBAUGH, \$75 members, \$90 others.
- #8. 1:30 PM - 4:30 PM: Create a WEB Page, BURKETT and Tompkins, \$55 members, \$70 others.
- #9. 1:30 PM - 4:30 PM: The "Other" Type of Conditioning: Behavior Analysis and Personal Fitness Training, NEWMAN and Reeve, \$60 members, \$75 others.
- #10. 2:00 PM - 8:00 PM: Introduction to Standard Celeration Charting, LINDSLEY, Boone, Haughton, Kevo and Maloney, \$130 members, \$145 others.
- #11. 2:00 PM - 8:00 PM: Techniques of Conceptual Analysis, HARZEM, \$110 members, \$125 others.
- #12. 2:00 PM - 8:00 PM: Conducting Fluency Research: Topics, Tools, and Designs, BINDER, Johnson, Kunzelmann and Lindsley, \$115 members, \$130 others.
- #13. 2:00 PM - 8:00 PM: A Dozen Common Teaching Mistakes and What To Do Instead, HEWARD, Barbetta and Grossi, \$115 members, \$130 others.
- #14. 2:00 PM - 8:00 PM: New Developments In Instructional Design, BRUCE and Eshleman, \$105 members, \$120 others.
- #15. 2:00 PM - 8:00 PM: The C-BAD System: Assessing, Diagnosing and Prescribing Behavioral Intervention, CIPANI, \$131 members, \$146 others.
- #16. 2:00 PM - 8:00 PM: Rule-Governed Behavior, Self-Management, and Performance Management, MALOTT, \$105 members, \$120 others.
- #17. 5:00 PM - 8:00 PM: Radical Behaviorism and the Counseling Process: Constructional Bones, Solution-Focused Flesh, WILLIAMS, \$53 members, \$68 others.

- #18. 5:00 PM - 8:00 PM: Treatment of Habit Disorders with a Simplified Habit Reversal Procedure, MILTENBERGER and Wagaman, \$50 members, \$65 others.
- #19. 5:00 PM - 8:00 PM: Current Data Collection and Analysis Technologies For the Behavioral Psychologist, SHARPE, \$125 members, \$140 others.
- #20. 5:00 PM - 8:00 PM: Motivating Human Service Staff: Supervisory Strategies For Maximizing Work Effort and Work Enjoyment, REID and PARSONS, \$50 members, \$65 others.
- #21. 5:00 PM - 8:00 PM: Statistical Analysis of Applied Behavioral Data: Why, When, and How, CROSBIE, \$65 members, \$80 others.

Saturday, May 25

- #22. 9:00 AM - 12:00 PM: The Picture Exchange Communication System for Children and Adults, FROST and Bondy, \$60 members, \$75 others.
- #23. 9:00 AM - 12:00 PM: How to Develop, Produce, and Use SAFMEDS, GRAF, \$70 members, \$85 others.
- #24. 9:00 AM - 12:00 PM: Incidental Teaching of Social and Academic Skills in an Inclusive Preschool, McGEE, Hynes, Parsons, Whitney, Zelski and Hawkins, \$55 members, \$70 others.
- #25. 9:00 AM - 12:00 PM: No Nonsense Guide to Group Home Management, O'BRIEN, Pommier, Duan and Martinez-Diaz, \$60 members, \$75 others.
- #26. 9:00 AM - 12:00 PM: Resolving Disputes With Mediation Skills, HUGHES, \$60 members, \$75 others.
- #27. 9:00 AM - 12:00 PM: Nonlinear Simulations and Neural Networks, COMMONS, \$50 members, \$65 others.
- #28. 9:00 AM - 12:00 PM: Promoting Student Writing Skills Through Collaborative Group Assignments: Contingencies That Work, CARTER and Laitinen, \$55 members, \$70 others.
- #29. 9:00 AM - 12:00 PM: Basics of Establishing a Pet Therapy Practice, LATTAL, \$65 members, \$80 others.
- #30. 9:00 AM - 12:00 PM: Behavioral Consultation in Developmental Disabilities: Effective Applications in the Real World of Private Practice, LARSSON and Thinesen, \$55 members, \$70 others.

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The Psychology Department at the University of Nevada, Reno, has one, and possibly two positions open for the fall se-

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Leonard Green, Paul C. Price, and Merle Hamburger. Prisoner's dilemma and the pigeon: Control by immediate consequences.
T. M. Foster, W. Temple, C. Mackenzie, L. R. DeMello, and A. Poling. Delayed matching-to-sample performance of hens: Effects of sample duration and response requirements during the sample.
L. B. Forzano and A. W. Logue. Self-control and impulsiveness in children and adults: Effects of food preferences.
Esmeralda Lamas and Ricardo Pellón. Food-deprivation effects on punished schedule-induced drinking in rats.
David W. Schaal, Mark A. Miller, and Amy L. Odum. Cocaine's effects on food-reinforced pecking in pigeons depend on food-deprivation level.
Frances K. McSweeney, Jeffrey N. Weatherly, and Samantha Swindell. Within-session changes in key and lever pressing for water during several multiple variable-interval schedules.
Laura S. Campbell and James D. Dougan. Within-session changes in the VI response function: Separating food density from elapsed session time.

— BOOK REVIEW —

Stephanie Stolarz-Fantino and Edmund Fantino. The experimental analysis of reasoning: Gilovich's *How We Know What Isn't So*.

— SEPTEMBER 1995 —

Eric Siegel and Howard Rachlin. Soft commitment: Self-control achieved by response persistence.
Lanny Fields, Donna V. Landon-Jimenez, Dawn M. Buffington, and Barbara J. Adams. Maintained nodal-distance effects in equivalence classes.
Michael Davison and B. Maxwell Jones. A quantitative analysis of extreme choice.
Simon Dymond and Dermot Barnes. A transformation of self-discrimination response functions in accordance with the arbitrarily applicable relations of sameness, more than, and less than.
K. Geoffrey White. Action at a temporal distance: Component transition as the relational basis for successive discrimination.
Steve Reilly and Euan M. Macphail. Discrimination training, partial reinforcement, and increases in intertrial interval all reduce response speed in a continuously reinforced key-pecking task.
Lewis A. Bizo and K. Geoffrey White. Biasing the pacemaker in the behavioral theory of timing.
Frances K. McSweeney, Jeffrey N. Weatherly, and Samantha Swindell. Within-session response rates when reinforcement rate is changed within each session.

— BOOK REVIEW —

J. Grayson Osborne. Reading and writing about research methods in behavior analysis: A personal account of a review of Johnston and Pennypacker's *Strategies and Tactics of Behavioral Research* (2nd ed.) and others.

— NOVEMBER 1995 —

Special Issue on Behavior Economics

Warren K. Bickel, Leonard Green, and Rudy E. Vuchinich. Behavioral economics (Editorial)
Joel Myerson and Leonard Green. Discounting of delayed rewards: Models of individual choice.
Gene M. Heyman and Lawrence Tanz. How to teach a pigeon to maximize overall reinforcement rate.
David A. Case, Paul Nichols, and Edmund Fantino. Pigeons' preference for variable-interval water reinforcement under widely varied water budgets.
R. Don Tustin. Assessing preference for reinforcers using demand curves, work-rate functions, and expansion paths.
Nancy M. Petry and Gene M. Heyman. Behavioral economics of concurrent ethanol-sucrose and sucrose reinforcement in the rat: Effects of altering variable-ratio requirements.
Justin A. English, James K. Rowlett, and William L. Woolverton. Unit-price analysis of opioid consumption by monkeys responding under a progressive-ratio schedule of drug injection.
Steven R. Hursh and Gail Winger. Normalized demand for drugs and other reinforcers.
John A. Nevin. Behavioral economics and behavioral momentum.
Howard Rachlin. Behavioral economics without anomalies.
Peter R. Killeen. Economics, ecologies, and mechanics: The dynamics of responding under conditions of varying motivation.
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Bertram O. Ploog and H. P. Zeigler. Effects of food-pellet size on rate, latency, and topography of autoshaped key pecks and gapes in pigeons.

Tina M. McAdie, T. Mary Foster, and William Temple. Concurrent schedules: Quantifying the aversiveness of noise.

T. Mary Foster, William Temple, Brett Robertson, Vijayan Nair, and Alan Poling. Concurrent-schedule performance in dairy cows: Persistent undermatching.

Deirdra H. Dougherty and John T. Wixted. Detecting a nonevent: Delayed presence-versus-absence discrimination in pigeons.

Raymond C. Pitts and E. F. Malagodi. Effects of reinforcement amount on attack induced under a fixed-interval schedule in pigeons.

Douglas Elliffe and Michael Davison. Closed-economy multiple-schedule performance: Effects of deprivation and session duration.

M. H. L. Hunziker, R. Lisa Saldana, and Allen Neuringer. Behavioral variability in SHR and WKY rats as a function of rearing environment and reinforcement contingency.

Christine E. Hughes, Raymond C. Pitts, and Marc N. Branch. Cocaine and food deprivation: Effects on food-reinforced fixed-ratio performance in pigeons.

James E. Mazur. Procrastination by pigeons: Preference for larger, more delayed work requirements.

Michael R. Markham, Allen E. Butt, and Michael J. Dougher. A computer touch-screen apparatus for training visual discriminations in rats.

SPECIAL ARTICLE

The January 1996 issue of the Journal of the Experimental Analysis of Behavior includes a theoretical paper by **Pauline J. Horne and C. Fergus Lowe** on the acquisition of naming by children. The authors consider naming to be a higher-order behavioral unit that enables a wide range of linguistic and other intellectual competencies to develop. Their ideas are amplified and debated in an accompanying set of 26 commentaries and authors' reply.

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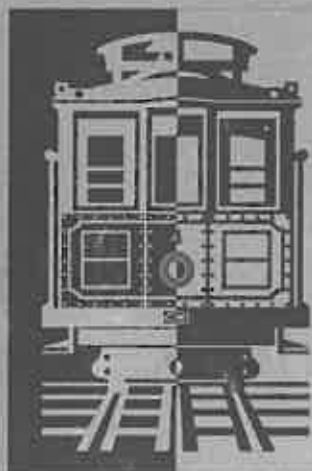
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