

**20th Annual Convention
of the Association for Behavior Analysis**
Thursday, May 26 - Monday, May 30, 1994
Atlanta Hilton and Towers



**ABA INTERNATIONAL
20th ANNIVERSARY**

Inside:

***Preconvention Workshop Listings, Convention and Workshop Registration
Forms, Membership Forms, Convention Highlights, and more!***

Notes from the Editor

The ABA Convention is a potential and actual source of a good deal of positive reinforcement for attendees. For me, and others have told me for them, a strongly reinforcing consequence of convention attendance is the opportunity to visit with friends and colleagues. I have very little, if any, contact with most of these friends and colleagues except at the ABA Convention, and I suspect that is true of most attendees. So let's meet in Hot 'lanta!

Remember the Q & A Corner. If you have a question about ABA, its structure, goals, and operations, send your question to me and we will publish it in the ABA Newsletter along with an answer. This is your organization. Incidentally, unless you request anonymity we will publish your name along with your question.

Peter Lamal

**PLEASE NOTE CHANGES in article and advertisement DEADLINES, and size restrictions on page-portion advertisements!!
THANK YOU!!**

The ABA Newsletter is published 4 times a year by the Association for Behavior Analysis. The ABA Newsletter is ABA's primary means of communicating with its members about association activities and developments. Articles and announcements must be submitted to the Editor for consideration. ABA reserves the right to edit all copy. 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. 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. Editors: Peter A. Lamal, Psychology Department, University of North Carolina, Charlotte, NC 28223.

Articles and announcements must be received by November 30 for February 1 mailing, by February 28 for May 1 mailing, by May 31 for August 1 mailing, and by August 30 for November 1 mailing. Subscriptions: Institutions and nonmember subscription: \$20/year, Single issue \$6. To order, send payment and volume number being ordered to ABA, 258 Wood Hall, Western Michigan University, Kalamazoo, MI 49008-5052. Telephone: 616-337-4494. FAX: 616-337-4457. Advertisements must be received by December 10 for February 1 mailing, by March 15 for May 1 mailing, by June 15 for August 1 mailing, and by September 15 for November 1 mailing. Classified advertisements: \$25 for 25 lines or less and \$1/line for each line over 25. Classified advertisements must be submitted in writing with billing information. Sizes and rates for display advertisements are: full page (7" wide x 10" deep) \$250.00; half page (6-1/2" wide x 4-1/2" deep or 3-1/4" wide x 9-1/2" deep) \$175.00; quarter page (3-1/4" wide x 4-1/2" deep) \$100.00; camera-ready copy required. Advertisers will be charged for any size modifications required on submitted copy. Contact Kathleen "Kae" Marrow, 616-337-4494, FAX 616-337-4457. E-MAIL: Computer@ID76236.1312. Via INTERNET: 76236.F12@COMPUSERVE.COM.

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Moving?

Remember to send your new address and telephone number to ABA, 258 Wood Hall, Western Michigan University, Kalamazoo, MI 49008-5052

A Message from ABA: International

Dear Colleague:

On the following pages, you will find information on the events of the 20th Annual Convention of the Association for Behavior Analysis: International. ABA: International 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: International has about 2400 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.

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

- | | | |
|--|--|---|
| *Autism | *Clinical Behavior Analysis | *Interbehaviorists in ABA |
| *Behavior Analysis & Cultural Design | *Correctional Behavior Analysis | *Organizational Behavior Management |
| *Behavior Analysis League for Accuracy in News, Commentary, & Education | *Development & Behavior Analysis | *Rehabilitation & Independent Living |
| *Behavior Analysts in Education | *Direct Instruction | *Society for the Quantitative Analyses of Behavior |
| *Behavioral Gerontology | *Experimental Analysis of Human Behavior | *Verbal Behavior |
| | *Experimental Analysis of Nonhuman Behavior | *The Trainers Forum |
| | *Behaviorists for Social Action | *Teaching Behavior Analysis |

Approximately 1500 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 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 or ABA, please contact us at (616) 387-4494 or 4495.

Maria Malott
Executive Director

ABA '94 Convention Program Overview

THURSDAY, MAY 26

Morning, Afternoon, and Evening

- ABA Preconvention Workshops
(Description and registration materials in this Newsletter)
- Society for Quantitative Analyses of Behavior (SQAB) Meeting

FRIDAY, MAY 27

Morning

- ABA Preconvention Workshops
- Business Meetings (Special Interest Groups, Chapters, Committees, etc.)
- International Development Committee Welcome Breakfast and Meeting
- Professional Development Committee Preconvention Panel Discussion: An Introduction to ABA: International
- Newcomers Session: An Introduction to Behavior Analysis
- Press Symposium on Facilitated Communication (for Media representatives)
- Press Symposium on Extrinsic Rewards (for Media representatives)

Afternoon

- Addresses, Panels, Poster Sessions, Symposia Begin

Evening

- Business Meetings (Special Interest Groups, Chapters, Committees, etc.)
- ABA Expo: Social Hour with Displays by ABA Groups, Graduate Training Programs, and International Behavior Analysis

SATURDAY, MAY 28

Morning

- Student Breakfast sponsored by the Continuous Learning Group, Morgantown, WV, and ABA's Student Committee (students only, please)
- Annual Breakfast sponsored by the Professional Development Committee (ticket required)
- Business Meetings (Special Interest Groups, Chapters, Committees, etc.)
- Addresses, Panels, Poster Sessions, Symposia (All day)

Afternoon

- The Presidential Scholar Address: Featuring Rodney Brooks, MIT Artificial Intelligence Lab, with a special presentation titled *Building An Embodied Mind*

SUNDAY, MAY 29

Morning

- Student Breakfast sponsored by Aubrey Daniels & Associates, Inc., Tucker GA, and ABA's Student Committee (students only please)
- Business Meetings (Special Interest Groups, Chapters, Committees, etc.)
- Addresses, Panels, Poster Sessions, Symposia (All day)

Afternoon

- Presidential Address: 'Contingency' in Behavior Analysis by Kennon A. Lattal, West Virginia University, Morgantown, WV
- ABA's Annual Awards Ceremony

Evening

- Annual ABA Business Meeting
- ABA Social: Music and Dancing (cash bar available)

MONDAY, MAY 30

Morning

- Student Breakfast sponsored by the Spectrum Center for Educational and Behavioral Development, Berkeley, CA, and ABA's Student Committee (students only please)
- Business Meetings (Special Interest Groups, Chapters, Committees, etc.)
- Addresses, Panels, Poster Sessions, Symposia

Afternoon

- Closing Address and Commentary: *Combating the Epidemic of Gun Violence* by Robert W. Walker, Handgun Control, Inc., Washington DC

Chair: Kennon A. Lattal, West Virginia University,

Discussants: T. V. Joe Layng, Malcom X College
Robert P. Hawkins, West Virginia University
Sigrid S. Glenn, University of North Texas
John A. Nevin, University of New Hampshire

Be There! Atlanta '94!

Convention Hotel (see pages 12-13)

Hilton and Towers, 255 Courtland Street, N.E.
For reservation information only: 1-404-221-6300. For
other hotel information: 1-404-659-2000.

Room rates at the Hilton and Towers for the 1994 ABA Convention are: singles (1 person, 1 bed) \$108, Doubles (2 persons, 1 bed; 2 persons, 2 beds) \$108, triples \$108, and quads \$108. Room rates exclude Georgia and Atlanta room tax of 13%. Reservations must be received by the Hilton and Towers by May 5, 1994, for the convention room rates to apply. Reservations received after the above date will be accepted on a space available basis. Should the room block be filled, additional requests will be confirmed at the hotel's available rate, subject to availability. Check-in is 3:00 p.m.; check out is 11:00 a.m.

Roommate Service (see page 10)

Sponsored by the ABA Student Committee, this free service is available to all convention attendees.

Convention Mailings

The 1994 Convention Program Book will be mailed to all 1994 ABA members, convention registrants and presenters on March 1, 1994.

Workshops (see pages 18-30)

Workshop registration fees are charged in addition to the fees for convention registration. The Association for Behavior Analysis (ABA) is an organization approved by the American Psychological Association to offer Category 1 Continuing Education Credits for Psychologists. The APA approved sponsor (i.e., ABA) maintains responsibility for the program.

For a 3-hour workshop, the registration fee for 1994 ABA members is \$35 during advance registration (\$50 if paid after the advance registration deadline)

For a 6-hour workshop, the registration fee for 1994 ABA members is \$70 during advance registration (\$85 if paid after the advance registration deadline)

For ABA nonmembers, the fees for a 3-hour workshop are \$60 during advance registration and \$75 if paid after the advance registration deadline. The fees for a 6-hour workshop are \$95 during advance registration and \$115 if paid after the advance registration deadline.

Travel (see page 38)

Conventions in America, ABA's official travel agent for the 1994 Atlanta Convention, will find you the lowest airfare to Atlanta! Call 1-800-929-4242 and ask for Group #349 to make your airline reservations for ABA '94.

Registration Fees

| Membership Status | Entire Convention | | One-Day Registration | |
|---|-------------------|---------------|----------------------|---------------|
| | Pre April 25 | Post April 25 | Pre April 25 | Post April 25 |
| Full, Affiliate, Supporting or Sustaining | \$54 | \$74 | \$25 | \$35 |
| Student or Emeritus | \$30 | \$40 | \$25 | \$35 |
| Chapter or Adjunct | \$100 | \$120 | \$40 | \$50 |
| Nonmembers | \$200 | \$220 | \$60 | \$70 |

Membership Dues

| Membership Status | Renewing Member | New Member |
|---------------------|-----------------|------------|
| Full or Affiliate | \$80 | \$45 |
| Student or Emeritus | \$30 | \$19 |
| Chapter or Adjunct | \$25 | \$13 |
| Supporting | \$120 | \$65 |
| Sustaining | \$220 | \$105 |

Presidential Address

'Contingency' in Behavior Analysis

Kennon A. Lattal

Chair: Sigrid Glenn

Sunday, May 29, 4:00 - 4:50 pm

Grand Ballroom

Invited Addresses

The following are just a sample of invited addresses to be presented at the '94 Convention in Atlanta!!

"Studies of drug choice with animal subjects"

William L. Woolverton, University of Mississippi Medical Center, MS.

"Religion and human nature" Nat Schoenfeld, retired, Sun City, AZ (followed by open discussion).

"The behavioral repertoire and the completeness of systems" Robert Lana, Temple University.

"Rules, fitness and culture" William M. Baum, University of New Hampshire.

"Verbal communities: Their role in the analysis and change of human behavior" Bernard Guerin, University of Waikato.

"The power of research on unpopular topics" John Jacobson, New York State Office of Mental Retardation and Developmental Disabilities.

"OBM as a profession: Threats and opportunities" William K. Redmon, Continuous Learning Group.

"The penile plethysmograph: Fact or fiction?" Henry Adams, University of Georgia.

"Behaviorism and cognitivism" J.E.R. Staddon, Duke University.

"Verbal behavior at a nonverbal level" Susan Savage-Rumbaugh, Georgia State University.

"Making a difference with behavior analysis in the education system of the State of Veracruz, Mexico" Wilfredo Salas Martinez, University of Veracruz.

"Another look at Human Competence" Thomas Gilbert.

OBM Award for Outstanding Contributions

William K. Redmon will receive the OBM Award for Outstanding Contributions at the 1994 ABA Convention in Atlanta. The award is sponsored by the OBM Network. Bill is currently a Senior Consultant with The Continuous Learning Group, a management consulting firm in Morgantown, WV. After receiving his doctorate from Western Michigan University in 1981, he was Director of the Professional Master's Clinical Program at West Virginia University until 1986. At WVU Bill began his work in OBM, teaching graduate courses in OBM and consulting in both the private and public sector. In 1986, he took a position at Western Michigan University, where he focused his efforts solely on OBM in the Industrial/Organizational Psychology program. Bill left WMU to join the private sector as a full-time management consultant in 1993.

In his teaching, research, and theoretical work, Bill has addressed a variety of topics, such as the effects of feedback and goal-setting on job performance, rule-governed behavior, organizational culture, entrepreneurship, basic operant research and OBM, SPC and OBM, and the relationship between OBM and the Total Quality Management movement. He has consulted with various public sector and private sector organizations such as General Motors, the Edward Lowe Foundation, Spectrum Center, the City of Kalamazoo, several administrative offices and departments of Western Michigan University, several hospitals in Michigan and West Virginia, and many small businesses in Kalamazoo. Bill has also been the OBM Network's Coordinator, as well as program co-chair of several of the OBM Network's Florida conferences. Since 1988, he has been Associate Editor of the Journal of Organizational Behavior Management.

One of Bill's most significant contributions has been his work as the Consulting Executive Director of ABA. Bill was the first Executive Director of ABA, and he brought an OBM perspective to the organizational side of ABA. He developed a model strategic plan and coordinated ABA Council's efforts to further develop the plan that would enable ABA to reach its goals. He also coordinated the ABA Office functions and was responsible for following up on Council's actions. He provided stability and direction to ABA's efforts from 1989-1993. His leadership has both defined the position of Executive Director and set the example in that role.

After the award presentation, Bill will give an address entitled, "OBM as a Profession: Threats and Opportunities". We invite all ABA members to attend, especially OBM Network members.

**ABA presents:
The Lifetime
Achievement Award**

presented to:
Fred S. Keller, Ph.D.

A featured presentation of the Annual
ABA Awards: Atlanta '94



**17th Annual Meeting
Atlanta, Georgia
May 26-27, 1994**

The Society for the Quantitative Analyses of Behavior (SQAB) is now holding its annual meeting in conjunction with the Association for Behavior Analyses rather than at Harvard. This year's meeting will be held at the Atlanta Hilton beginning May 26th, the day before ABA. Presentations will be given by K. Cheng, M. Davison, E. Fantino, G. Fetterman, R. Grace, R. Kessel, P. Killeen, A. Logue, J. Mazur, J. Nevin, H. Rachlin, J. Richards, W. Roberts, R. Shull, C. Shimp, J. Staddon, and J. Wixted. Topics will include analyses and models of: choice, discrimination, timing, steady-state, and transitional behavior.

For membership, registration, or information contact:
Bill Palya, Program Chair, Department of Psychology
Jacksonville State University
Jacksonville, AL 36265
205-782-5641: 205-782-5680 (fax)
palya@sebac.jsu.edu (e-mail)

**Annual ABA Awards:
Atlanta '94**

Sunday, May 29, 4:50-5:30pm
Grand Ballroom

- ABA Award for Excellence in Behavior Analysis in the Public Service:

John Jacobson, New York State Office of Mental Retardation and Developmental Disabilities

- ABA Award for Effective Presentation of Behavior Analysis in the Mass Media:

**Paul Chance,
Lecturer, Salisbury State University, MD**

- ABA Award for Distinguished Service to Behavior Analysis:

**Philip Himeline,
Temple University, PA**

**Convention Registration, Information
& Volunteer Desk in the Grand Salon,
Atlanta Hilton and Towers**

Thursday, May 26 • 8:00 am to 4:00 pm
Friday, May 27 • 7:00 am to 4:00 pm
Saturday, May 28 • 8:00 am to 4:00 pm
Sunday, May 29 • 8:00 am to 4:00 pm
Monday, May 30 • 8:00 am to 1:00 pm

**Cooperative Book Exhibit
Booth Exhibits
Free Take-One Displays
Product Sales**

Other Events Scheduled for ABA '94...

Complimentary Breakfasts for Student Members

Three complimentary continental breakfasts will be provided for students (with a valid ID). These breakfasts are sponsored by the ABA Student Committee and by the following organizations who will be available to meet with students during the times indicated.

•Saturday, May 28, 7:30-9am•

The Continuous Learning Group
Morgantown, WV

•Sunday, May 29, 7:30-9am•

Aubrey Daniels and Associates, Inc.
Tucker, GA

•Monday, May 30, 7:30-9am•

Spectrum Center for Educational
and Behavioral Development
Berkeley, CA

All breakfasts will be held in the Thomas Jefferson Room

Thanks to the Student Committee and our Sponsors for their support!

Welcome and Introductory Sessions

International Development Committee

Friday, May 27, 7:30 - 9:00am

Dusseldorf Room

This is an open session for everyone, especially for convention registrants from outside the U.S. Please stop by if you have any questions about committee or convention activities. A continental breakfast will be provided.

**Newcomer's Session: An Introduction
to Behavior Analysis**

Friday, May 27, 10:00 - 11:50 am

Cherokee Room

**Professional Development Committee
Preconvention Panel Discussion: An Intro-
duction to ABA: International**

Friday, May 27, 10:00 - 11:50 am

Lisbon Room

ABA EXPO

Friday, May 27

9:00 - 11:00pm

Grand Salon

Informational Displays by ABA
Committees, Chapters, & SIGS
Graduate Training Programs
International associations and programs

The ABA Social

Sunday, May 29

Grand Ballroom

9:00pm - 1:00am

**ABA Dance with
a disc jockey and cash bar**

No ticket required for admission

Free to all convention registrants

ABA '94 Convention Services

§ Placement Services...

are offered to job seekers and employers. Registration is required. Vitae, resumes, and job listings are available for review throughout the convention and interviews may be scheduled at the Placement Desk in the Grand Salon of the Hilton and Towers. To register, please complete and submit the form included in this *ABA Newsletter*.

§ Press Desk & Media Relations...

are an important part of the convention. ABA will make available a media packet at the Press Desk for all media representatives and presenters. For more information, contact the media relations staff at the Press Desk in the Grand Salon.

§ Transportation to the Convention...

Delta Airlines and Conventions in America have been selected as the official carrier and travel agency for the ABA 1994 Annual Convention in Atlanta. Call Conventions in America for the lowest airfare. Call toll free 1-800-929-4242, ask for Group #349. You will receive free flight insurance of \$100,000, as well as frequent flyer miles. Plus, Conventions in America customers become eligible to win two round trip tickets for world-wide travel (drawings held bimonthly). If you call Delta direct, at 1-800-241-6760, ask for File #M0477.

Alamo, ABA's official car rental company, offers guaranteed rates and frequent flyer credits when you fly with Delta, United, Hawaiian, Alaska, and USAir. Rates are as follows: Economy (\$26/day, \$109/week); Compact (\$29/day, \$129/week); Midsize (\$33/day, \$149/week); Fullsize (\$38/day, \$179/week); Luxury (\$40/day, \$209/week). Their direct number is 1-800-732-3232, ID#375370, Rate Code GR. Also check Rate Code 7G for added discounts.

§ Transportation to and from the Hartsfield Atlanta International Airport to the Hilton and Towers...

and around town is available through MARTA. MARTA provides direct rapid rail or bus service to downtown and major activity centers for \$1.25 per person, with free transfers. The MARTA station at the airport is located between baggage areas. For schedule information, call (404) 848-5000.

§ Driving to the Convention...

The Hilton and Towers is located at 255 Courtland Street, N.E. Valet parking at the hotel is \$9/day (rate subject to change). Self-parking is approximately \$8/day.

Important Numbers in Atlanta

Atlanta Industry, Trade & Tourism Information
(404) 656-3546

Georgia Hospitality and Travel Association
(404) 873-4482

Atlanta Weather & Time
(404) 222-2040

Atlanta Braves

Atlanta Fulton County Stadium

Tickets by phone; call TicketMaster at (800) 326-4000 or (404) 249-6400. Phone orders can be charged to Visa, MasterCard, or American Express.

ABA '94 Convention Volunteers Needed!

Volunteers are needed at the Convention to help out at the Volunteer Desk, the Press Desk, the Exhibits Booths, and to hand out and collect evaluations at the Paper Sessions and the Preconvention Workshops.

Being an ABA Volunteer is a rewarding experience in itself, but ABA will provide convention registration, membership, workshop admission, and other compensation to volunteers depending on the number of hours worked.

If you are interested in being a Volunteer at the 1994 ABA Convention, please fill out the application below and send it to: Susan Goeters, Association for Behavior Analysis, 258 Wood Hall, Western Michigan University, Kalamazoo, MI 49008

Name: _____

Address: _____

Telephone # and Best Time to Contact: _____

of Hours You Can Work: _____

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

| | | | | | |
|------------------|----------------------------------|------------------------------------|----------------|----------------------------------|------------------------------------|
| Thursday, May 26 | <input type="checkbox"/> Morning | <input type="checkbox"/> Afternoon | Sunday, May 29 | <input type="checkbox"/> Morning | <input type="checkbox"/> Afternoon |
| Friday, May 27 | <input type="checkbox"/> Morning | <input type="checkbox"/> Afternoon | Monday, May 30 | <input type="checkbox"/> Morning | <input type="checkbox"/> Afternoon |
| Saturday, May 28 | <input type="checkbox"/> Morning | <input type="checkbox"/> Afternoon | | | |

ABA '94 Convention Roommate Matching Services

A Service provided by the ABA Student Committee

Use this form to request names of possible roommates

The Convention Roommate Service will provide participants with a list containing names, addresses, and telephone numbers of other potential convention attendees who would like to share a room at the convention. The participants are responsible for contacting others on the list and making their own arrangements (e.g., hotel reservations).

The service is free and available to all. If you would like to have your name put on a list and distributed to others needing roommates, please complete and return the bottom portion of this page along with a self-addressed, stamped, business size envelope by March 30, 1994. You will receive the list of potential roommates around April 15, 1994. Please make copies of this form and distribute it to anyone who may be interested in participating. **LATE ENTRY'S WILL STILL BE PROCESSED.**

REMEMBER TO INCLUDE A SELF-ADDRESSED, STAMPED, BUSINESS SIZE ENVELOPE

Return this form to arrive by March 30, 1994, to April Miller, University of Southern Mississippi, Southern Station, Box 5115, Hattiesburg, MS 39406-5115.

Name: _____

Address: _____

Telephone # and Best Time to Contact: _____

Expected date of arrival at the convention _____ Expected date of departure _____

Gender: ☐ Female ☐ Male

Do you smoke? ☐ Yes ☐ No

Please list any other information that may be appropriate:

ABA '94 Placement Service

The convention Placement Service is an ideal way to obtain information about applicants and positions available. Rooms are available for immediate interviews. Applicant credentials are on file and available for review. For additional information, call the ABA office (616-387-4494). At the Convention, stop by the Placement Service Desk in the Grand Salon.

Applicants

A summary of your qualifications and interests are posted for quick review by potential employers. Employers may then request a copy of your vita or resume for review. To register for the '94 ABA Placement Service, send 25 copies of your vita or resume, and only the following information on a 7 inch wide by 5 inch long card:

1. Most recent degree received (include date, conferring institution, and degree program).
2. Geographic restrictions/preferences.
3. Date available for employment.
4. Type of position sought.
5. Experience.
6. Pertinent information about the type of position desired.

The card will be posted for review for potential employers; we recommend that it be typed. The registration fee is \$15 by advance registration, and \$20 for on-site registration. Use the Convention Registration Form in this packet for Advance Registration. You may register during the Convention at the Placement Service Desk in the Grand Salon. Remember to bring the materials as specified above if you choose to register on site.

Employers

A summary of your positions available are posted for quick review by potential applicants. Applicants may then request a copy of the complete job description for review. To register for the '94 ABA Placement Service, send 10 copies of the complete job description, and only the following information on a 7 inch wide by 5 inch long card:

1. Degree required.
2. Geographic location of position.
3. Starting date.
4. Position title.
5. Experience required/preferred.
6. Pertinent information about the position.

The registration fee is \$25 by advance registration, and \$35 for on-site registration. Use the Convention Registration Form in this packet for Advanced Registration. You may register during the Convention at the Placement Service Desk in the Grand Salon. Remember to bring the materials as specified above if you choose to register on site.

Official Reservation Request

Association for Behavior Analysis: International

20th Annual Convention, May 26-30, 1994

Please reserve accommodations at the Atlanta Hilton and Towers for:

Name: _____

Company Name: _____

Street Address: _____

City: _____ State/Province: _____

Country: _____ Postal Code: _____

Sharing accommodations with (Name): _____

Arrival Date: _____ 6 PM or Guaranteed*

Departure Date: _____ Hour: _____ AM or PM

H Honors: _____

Note: Check-in time is 3:00PM. Check-out time is 11AM.

Please check requested accommodations.

Rooms at the Hilton:

- ☐ Single (1 person, 1 bed): \$108
- ☐ Double (2 persons, 1 bed): \$108
- ☐ Twin (2 persons, 2 beds): \$108
- ☐ Triple (3 persons, 2 beds): \$108
- ☐ Quad (4 persons, 2 beds): \$108

Rooms at the Towers:

- ☐ Single (1 person: 1 bed): \$128
- ☐ Double (2 persons: 1 bed): \$128
- * Floors 26, 27 and 28 include a
luxury lounge, continental breakfast,
honor bar and hot hors d'oeuvres

Special Requests:

- ☐ No Smoking Rooms
- ☐ Handicapped

Rooms subject to Georgia and Atlanta room tax

Reservations or changes must be received no later than May 5, 1994. Reservations received after the above date will be accepted on a space availability basis. Should the room block be filled, additional requests will be confirmed at the hotels available rate, subject to availability. For hotel reservations call 1-404-221-6300.

* Unless guaranteed by a major credit card, the reservation will be held until 6PM. American Express, MasterCard, Visa, Diner's Club, and Carte Blanche accepted.

Guarantee Method: _____

Credit Card: _____

Name as it appears on the card: _____

Number: _____ Expiration Date: _____

Tower guests please go to 27th floor to check in. If a room is not available at the rate requested, reservations will be made at the next available rate. If the Towers is requested and not available, your reservation will be confirmed in a deluxe room in the main hotel.

Return this form to:

The Atlanta Hilton and Towers
ATTN: Reservation Department
255 Courtland Street, N.E.
Atlanta GA 30303

Atlanta Restaurants & Entertainment

Inside the hotel...

Nikolai's Roof

A four-star restaurant, serving classic French cuisine and old-world Russian specialties. Nightly seatings. Appropriate dress and reservations required.

Trader Vic's...

Features Polynesian specialties cooked in traditional wood-burning Chinese ovens, continental and fresh seafood dishes and delectably exotic drinks.

Cafe de la Paix...

Offers sumptuous breakfast and gourmet luncheon buffets daily and a Sunday Champagne Brunch. The *Coffee House* is just the place for quick meals.

Casablanca...

The bar combines a touch of nostalgia with a thoroughly modern spirit of celebration. You can play a game of pool or watch big-screen television.

Health and Fitness...

The Atlanta Hilton & Towers offers fully-equipped exercise and weight rooms, whirlpools, saunas, and showers. You can swim, play tennis on outdoor lighted courts, or run on the outdoor running track.

Take a break from convention and visit the...

ATLANTA BOTANICAL GARDENS

The Garden is open Tuesday - Sunday
from 9 a.m. until 6 p.m.

Admission is \$4.50 for adults
Seniors, College Students (with valid school ID) and
children ages 6 - 12: \$2.25
Children under age 6 are FREE

The Garden is in downtown Atlanta on Piedmont Avenue. Ride the MARTA to save time and money. Call (404) 876-5858 for more information.

Outside the hotel...

Zoo Atlanta...

Spend a day at Zoo Atlanta in Grant Park. Elephants, gorillas, monkeys, flamingos, orangutangs, "lions and tigers and bears...oh, my!"

Shopping...

The revitalized Underground Atlanta in the midst of Downtown's convention action offers a multitude of shopping options. The six-square-block complex offers boutiques featuring selections from coffee beans to fine apparel; "outdoor" vendors offer even more products from their street carts and unique stores.

World of Coca-Cola...

A shrine to the world's most celebrated soft-drink. Taste some experimental new flavors, relive the fifties in the old-fashioned soda fountain. Make reservations ahead to avoid a first come, first serve wait.

The New Georgia Railroad...

Departs from the 1869 Georgia Freight Depot for candlelit dinners aboard vintage railcars. Bring your own alcohol, as it is not sold on board. Reservations required.

The Martin Luther King Jr. National Historic District...

Visit the great civil rights leader's birthplace, The Ebenezer Baptist Church, Martin's tomb, and the King Center for Nonviolent Social Change.

Nightlife...

Johnny's Hideaway: Dance and swing to the oldies in this "hole-in-the-wall" on Roswell Road.

Dante's and Otto's: For the Jazz aficionados in the group.

Blues Harbor and Dr. Rib: Nothing but blues!

* Special thanks to the Atlanta Hilton and Towers informational brochure and the October, 1993, issue of the *Physicians' Travel and Meeting Guide*.

ABA Membership

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

- ◆ **Sustaining and Supporting Members** are eligible to vote on ABA business matters and to participate in the Nomination 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** 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 Masters degree in Applied or Experimental Analysis of Behavior or contributions to the field behavior analysis; send vita and course records when requesting this status for the first time.
- ◆ **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 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 this status for the first time.
- ◆ **Chapter/Adjunct Members** are members of an ABA-Affiliated National, Regional, State or Local Chapter. **Benefits:** Subscription 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 or renewal.
- ◆ **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.



Membership Form

An International Organization
258 Wood Hall, Western Michigan University, Kalamazoo, MI 49008-5052
Telephone: 616-387-4494. FAX: 616-387-4457

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. See descriptions on preceding page.

Please type or print clearly

| |
|--|
| NAME (Last name, first name, middle name) |
| PREFERRED MAILING ADDRESS Where do you want to receive your mailings from ABA? |
| CITY, STATE, COUNTRY, POSTAL ZIP CODE |
| WORK TELEPHONE # (please include area and/or country codes) |
| HOME TELEPHONE # (please include area and/or country codes) |
| FAX# (please include area and/or country codes) |
| E-MAIL: System (e.g., Bitnet): _____ |
| ID#: |

Method of Payment

Make check payable through a U.S. bank, in U.S. dollars, to Association for Behavior Analysis
or charge to your ☐ American Express ☐ Mastercard ☐ Visa

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

Print your name as it appears on your American Express, Mastercard, or Visa card: _____

Card Number: _____

Exp. Date: _____

Signature: _____

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.

MEMBERSHIP RENEWAL DUES

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 |
| Supporting | <input type="checkbox"/> \$120.00 | <input type="checkbox"/> \$320.00 |
| Full | <input type="checkbox"/> \$80.00 | <input type="checkbox"/> \$200.00 |
| Affiliate | <input type="checkbox"/> \$80.00 | <input type="checkbox"/> \$200.00 |
| Emeritus | <input type="checkbox"/> \$30.00 | <input type="checkbox"/> \$70.00 |
| Student | <input type="checkbox"/> \$30.00 | |
| Chapter-Adjunct | <input type="checkbox"/> \$25.00 | <input type="checkbox"/> \$55.00 |
| Special Student Transition Rate | <input type="checkbox"/> \$45.00 | <input type="checkbox"/> \$165.00 |

(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 \$45. Send vita, and evidence of graduation (official transcript or letter from advisor) with form. You may take advantage of this special rate only once.)

NEW MEMBERSHIP 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"/> \$505.00 |
| Supporting | <input type="checkbox"/> \$65.00 | <input type="checkbox"/> \$265.00 |
| Full | <input type="checkbox"/> \$45.00 | <input type="checkbox"/> \$165.00 |
| Affiliate | <input type="checkbox"/> \$45.00 | <input type="checkbox"/> \$165.00 |
| Emeritus | <input type="checkbox"/> \$19.00 | <input type="checkbox"/> \$59.00 |
| Student | <input type="checkbox"/> \$19.00 | |
| Chapter-Adjunct | <input type="checkbox"/> \$13.00 | <input type="checkbox"/> \$43.00 |

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: _____

Complete back of this form

PERMANENT MAILING ADDRESS

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

DEGREE HELD

List the most recent degree received:

Year Received: _____

Degree Received: _____

Conferring Institution: _____

POSITION TITLE

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

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

PRIMARY ACTIVITY

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

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

PRIMARY DISCIPLINE

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

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

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

- | | | |
|--|---|---|
| <input type="checkbox"/> Alabama ABA | <input type="checkbox"/> Florida ABA | <input type="checkbox"/> New York State ABA |
| <input type="checkbox"/> Assn for Behavior Analysis & Therapy/Southern California | <input type="checkbox"/> Georgia ABA | <input type="checkbox"/> North Carolina ABA |
| <input type="checkbox"/> Behavior Analysis Assn of Michigan | <input type="checkbox"/> German Assn for Behavioral Medicine & Modification | <input type="checkbox"/> Northern California ABA |
| <input type="checkbox"/> Behavior Analysis in Ireland | <input type="checkbox"/> Italian Assn for Behavior Analysis & Modification | <input type="checkbox"/> Northwestern Assn for Behavior Analysis |
| <input type="checkbox"/> Behavior Analysis Society of Illinois | <input type="checkbox"/> Japanese ABA | <input type="checkbox"/> Norwegian ABA |
| <input type="checkbox"/> Belgium Assn for the Study of Behavior Modification & Therapy | <input type="checkbox"/> Latin American Assn for Behavior Analysis & Modification | <input type="checkbox"/> Peruvian Society of Analysis & Behavior Modification |
| <input type="checkbox"/> Berkshire Assn for Behavior Analysis & Therapy | <input type="checkbox"/> Minnesota ABA | <input type="checkbox"/> Scientific Assn for Behavior Modification, Canada |
| <input type="checkbox"/> Chicago Area ABA | <input type="checkbox"/> Mississippi Assn for Behavior Analysis | <input type="checkbox"/> Southeastern ABA |
| <input type="checkbox"/> Delaware Valley ABA | <input type="checkbox"/> New England Society of Behavior Analysis & Therapy | <input type="checkbox"/> Texas ABA |
| <input type="checkbox"/> Experimental Analysis of Behavior Group of Great Britain | | <input type="checkbox"/> Tri-State ABA |
| | | <input type="checkbox"/> Uruguayan Assn of Behavior Analysis & Modification |

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

- | | | |
|--|--|--|
| <input type="checkbox"/> Autism | <input type="checkbox"/> Behaviorists for Social Action | <input type="checkbox"/> Organizational Behavior Management Network |
| <input type="checkbox"/> BALANCE | <input type="checkbox"/> Clinical Behavior Analysis | <input type="checkbox"/> Rehabilitation & Independent Living |
| <input type="checkbox"/> Behavior Analysis & Cultural Design | <input type="checkbox"/> Computer Users | <input type="checkbox"/> Society for the Quantitative Analyses of Behavior |
| <input type="checkbox"/> Behavior & Development | <input type="checkbox"/> Direct Instruction | <input type="checkbox"/> Teaching Behavior Analysis |
| <input type="checkbox"/> Behavior Analysis in Corrections | <input type="checkbox"/> Exper. Analysis of Human Behavior | <input type="checkbox"/> The Trainer's Forum |
| <input type="checkbox"/> Behavior Analysis in Education | <input type="checkbox"/> Exper. Anal. of Nonhuman Behavior | <input type="checkbox"/> Verbal Behavior |
| <input type="checkbox"/> Behavioral Gerontology | <input type="checkbox"/> Interbehaviorists in ABA | |
| | <input type="checkbox"/> JABA Users Group | |

Continuing Education Program

The Association for Behavior Analysis (ABA) is an organization approved by the American Psychological Association to offer continuing education for psychologists. One of the primary objectives of ABA is to provide educational opportunities for members and other professionals to review recent research, to discuss current theoretical issues, and to learn new methods of application of behavior analysis to societal problems. While ABA does not require participation in the continuing education program for Association membership, involvement in the program is encouraged. The Continuing Education Program is designed to meet the academic needs of self-improvement and to provide continuing academic training as required by many licensing associations and specialty boards. The record of these continuing education credits, which are not equivalent to university credit hours, will be maintained by ABA. The Continuing Education Program consists of the Workshops listed on the following pages.

If you advance register, a packet will be prepared for you and may be picked up at Advance Registration in the Grand Salon of the Hilton and Towers.

You may also pay membership dues and register on-site for workshops and the convention at the Registration Desk in the Grand Salon of the Hilton and Towers.

Workshops are subject to cancellation due to low enrollment. Registrations must be postmarked no later than April 25, 1994, for registrants to be eligible for advance registration fees. Registrations may be mailed after the deadline. If you are registering after the deadline, you must use the late payment fees. After the deadline, please call the ABA office at (616) 387-4494 to determine if the workshop will be held before sending payment.

Workshop Registration Instructions

1. Review workshop offerings on the pages that follow.
2. Make selections on the Workshop Registration Form (on the page following the workshop descriptions).
3. Calculate total fees for all workshops selected (workshop registration fee plus materials fee). Enter total on the Workshop Registration Form and on the Convention Registration Form in the space provided.
4. Include workshop fees in convention registration payment.
5. If you are also paying membership dues or registration for the Convention, please mail the membership and/or registration forms and payment in the same envelope with your workshop registration form and payment. (Payment for all items may be made on one check or credit card charge).
6. All payments must be made in U.S. funds.

Mail all forms and payment to: Association for Behavior Analysis, Attn: Susan Goeters, 258 Wood Hall, Western Michigan University, Kalamazoo, MI 49008-5052. Questions? Call (616) 387-4494 (Monday-Friday, 9 a.m.-5 p.m.).

Registrations must be postmarked by April 25, 1994 to be eligible for Advance Registration fees.

WORKSHOP #1

Thursday, May 26, 9:00am - 4:00pm **Douglas**

This is a six hour workshop: a break scheduled for 12:00-1:00pm.

Doing Research with the 7G Operant Behavior Computer System

William R. Hutchison, Chief Scientist, BehavHeuristics, Inc.,
College Park, MD and Boulder, CO

Description: The workshop is to train behavior analytic researchers to use the Seventh Generation (7G) system, a software system which enables a computer to learn complex operant behavior. The system has been developed (and presented at ABA) over the past 10 years and is the basis for a successful software company, BehavHeuristics, Inc. (BHI). The core of the system can be classified as a "neural network," but additional elements are present to permit the kinds of stimulus control and sequential learning needed for complex behavior. The software runs on 386 or faster PCs with 8MB RAM and Windows, but Macintosh and UNIX workstations may be supported by the time of the workshop. In mid-1993 BHI and the Cambridge Center for Behavioral Studies launched a long-term research project to train the system to perform a growing repertoire of social and verbal behavior, with both theoretical and applied objectives. The researchers participate in an electronic conference to share results and ideas, as well as to resolve intellectual property issues.

Objectives: Participants should be able to:

(1). Describe the functional characteristics of the 7G system and its relationship to neural networks. (2). Train the 7G system using existing computer-based training (CBT) programs authored by 7G researchers. (3). Write simple CBT programs using the authoring system provided. (4). Save and restore trained 7G "agents". (5). Use the 7G electronic conferencing system.

Activities: Lecture and discussion, but most time will be spent operating the system (running existing CBT programs, writing and running new programs). We encourage as many participants as possible to bring laptop or desktop computers, or to rent a computer locally for the day (we will arrange this if there is interest).

Workshop participants should have a good understanding of basic behavioral concepts and some familiarity with Skinner's approach to verbal behavior (because it is a major content area of research). This workshop should be of interest to theorists interested in computer modeling of behavior, but preference will be given, if necessary, to behavior analysts planning to join the 7G research project. Serious researchers may join the project and receive a free software license by describing their research interests compatible with the project and agreeing to share their results and ideas with other project participants

through the electronic conference. Before the workshop, enrollees should read several papers to be provided and indicate whether they will have a computer for the workshop.

Academic Level: Intermediate

Materials Fee: \$10

WORKSHOP #2

Thursday, May 26, 9:00am - 4:00pm **Paulding**

This is a six hour workshop: a break scheduled for 12:00-1:00pm.

Introduction to Standard Celeration Charting for Experimental and Applied Behavior Analysts

Ogden R. Lindsley, Behavior Research Company
John O. Cooper, Ohio State University
Anne DesJardins, Cache Valley Learning Center
Claudia E. McDade, Jacksonville State University
Jesus Rosales, University of Kansas

Description of Topic: How to make and read Standard Celeration Charts.

Daily frequency monitoring has proven highly successful in Applied Behavior Analysis, Precision Teaching, and Organizational Performance Management. Standard Celeration Charts were developed to easily monitor frequency growth, changes in growth, variance, outliers, and to project outcomes. Standard charting has proven to be powerful for summarizing performance effects across workers, departments, and published studies. Approximately 80% of collected data and published cases are in frequencies or can be easily converted from number, percent, duration, or latency to frequencies.

Objectives: (1) Hands-on charting of laboratory, clinical, educational, and industrial performance frequencies on Standard Celeration Charts. (Best if participants bring their own frequency data to chart). (2) Directly seeing frequencies, celerations, celeration differences, turns, jumps, bounces, and outlier probabilities on Standard Celeration Charts. Further practice by the participants on their own should produce fluency.

Activities: 1. Charting performance frequencies on daily, weekly, monthly and yearly Standard Celeration Charts. 2. Converting number, percent, duration, and latency to standard frequencies. 3. Computing and charting record floors and ceilings. 4. Drawing and projecting accelerations and

continued on next page

decelerations (gradual frequency growth and decline) using a celeration focuser. 5. Measuring the size of accelerations and decelerations (gradual frequency growth and decline) by eye and with a celeration finder. 6. Contrasting the abrupt jumps with the gradual turns in celerations. 7. Measuring the size of jumps and turns. 8. Measuring the size of frequency bounce (variance). 9. Estimating chance probabilities of outliers (statistical process control). 10. Making calendar synchronized and treatment synchronized collections.

Target Audience: Graduate students, faculty, researchers, and consultants who have read and heard about Standard Celeration Charting, but have had no opportunity to learn how. Here is your opportunity! Bring your own frequencies to chart!

Academic level: Introductory.

Materials Fee: \$35.00

WORKSHOP #3

Thursday, May 26, 9:00am - 4:00pm Clayton

This is a six hour workshop: a break scheduled for 12:00-1:00pm.

Selecting Behavior Therapies to Enhance the Coping Skills of Persons with Severe Behavioral and Emotional Disorders: A Multimodal Functional Diagnostic-Intervention Model

William I. Gardner, Ph.D., University of Wisconsin-Madison
Debbie R. Ford, M. S., Department of Psychology, Bethesda Lutheran Home, Watertown, WI

Description: A major assumption of the Multimodal Functional Approach is that most aberrant behaviors, regardless of their severity, are functional in that these reflect contemporary psychological and biomedical features of the person as these interact in a physical and social environmental context. The role of diagnosis is that of identifying the instigating and maintaining factors contributing to the aberrant symptoms or symptom clusters. What the person does represents his/her attempt to cope with these conditions. Interventions of a psychosocial nature are directed toward enhancing the coping skills as a means of increasing the personal competency of the person.

Diagnostic formulations designed to understand a person's aberrant symptoms follow a two-step process that in turn is followed by diagnostically-based interventions formulations:

STEP ONE: The initial diagnostic task involves the identification of the current external and internal stimulus conditions of a biomedical, psychological, or socioenvironmental nature that contribute either directly or indirectly to the instigation of the aberrant symptom. These conditions include those that reside in the external psychosocial and physical environments as well as a variety of characteristics of the person. These client characteristics of both a transitory or more enduring nature include physical/sensory factors such as drug effects, chronic pain, and neurological impairments, affective states such as anger, anxiety, dysphoria, and chronic sadness, and cognitive variables such as provocative covert ruminations and paranoid ideation. Also of interest are those deficit skills areas such as social, communication, self-management, and related problem solving and coping skills that, due to their low strength or absence, contribute to the person's vulnerability to engage in inappropriate responding under these various conditions of instigation. To emphasize, it is recognized in this diagnostic formulation process that some personal features by their presence (e.g., anxiety level, excessive verbal ruminations) and others by their absence or low strength (deficit coping skills) may be of significance in understanding a person's symptom expression.

STEP TWO: Following this initial step of lodging the symptoms in a context of instigating personal and environmental conditions, hypotheses are developed regarding the functionality of the symptoms. Given the instigating stimulus conditions, assessment seeks to determine the purpose or function being served by the symptoms (e.g., terminates aversive demands, modulates pain, decreases unpleasant internal distress, insures physical contact and other social feedback).

STEP THREE: These diagnostic hunches about both active (present) and passive (absent) factors derived from the individualized assessment form the basis for formulation of diagnostically-based interventions addressing each of the presumed contributing influences. Major program efforts are focused (a) on removing or minimizing biomedical and psychosocial factors presumed to be involved in instigating the symptoms and (b) on teaching prosocial coping skills as well as increasing the personal motivation to use these newly acquired skills as adaptive functional replacements for the maladaptive symptoms. This skill enhancement program focus is especially pertinent for persons with highly impoverished repertoires of coping behaviors. In this personal context, symptoms may represent highly effective and efficient functional behaviors and must be replaced by equally effective and efficient functionally equivalent coping skills if the symptoms are to be minimized or eliminated.

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Workshop #3 continued

In sum, functional diagnostics directs interventions at those person-specific factors that are presumed to contribute to the instigation and recurrence of aberrant symptoms. To insure durability of intervention gains, an integrated biopsychosocial intervention plan is designed to change those biomedical and psychological features of the person to the extent that these treatment effects are maintained following treatment withdrawal. In view of the widespread skill deficits that contribute to aberrant responding, an educative or rehabilitative approach guides the behavior therapy component of this treatment plan. As new skills are acquired, the personal competency of the person in coping with conditions previously producing aberrant behaviors is enhanced.

The workshop is addressed to the professional with basic training in behavior analysis and with clinical experience in working with persons presenting behavioral and emotional difficulties. Participants will obtain experiences in the diagnostic-intervention formulation process through completing two case studies during the course of the workshop. (Illustrations of the worksheets used in this process are attached.) On completion of the workshop, the participant will be skillful in articulating and using the Multimodal Functional Model.

Academic level: Intermediate

Materials fee: Two dollars

WORKSHOP #4

Thursday, May 26, 9:00am - 4:00pm Gwinnett

This is a six hour workshop: a break scheduled for 12:00-1:00pm.

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

Richard W. Malott, Western Michigan University

Description: Behavior analysis often seems simplistic in its treatment of the behavior of verbal human beings. For instance, people work or fail to work toward the distant goal of a college degree. How can we understand this in terms of something so simple as the rat'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.

Objective: 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 achieve fluency.)

Activities: The format is a combined workbook/seminar format, with a minimum of lecturing.

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

Academic Level: Intermediate

Materials fees: \$10.00

WORKSHOP #5

Thursday, May 26, 9:00am - 4:00pm DeKalb

This is a six hour workshop: a break scheduled for 12:00-1:00pm.

Behavioral Diagnostics: Assessing, Designing and Writing Functional Behavioral Assessments/Intervention

Ennio Cipani, PhD, Steve Taylor, M.S., California School of Professional Psychology - Fresno and Cipani & Associates

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 interventive plan for clients referred for behavioral

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Workshop #5 continued

consultation and evaluation. Participants will be trained on the Cipani Behavioral Diagnostic System. Activities include using the program forms to diagnosis a presented case study. The following skills will be taught to participants:

- ability to contrast differences between a traditional diagnostic system and a behavioral diagnostic system
- ability to delineate characteristics of a behavioral diagnostic approach
- ability to collect relevant data through interview, observation and hypothesis testing
- ability to identify four environmental functions a behavior may serve and use such as a basis for diagnosis
- ability to identify antecedent behavior relationships
- ability to identify alternative-replacement behavior
- ability to write a functional assessment report
- ability to identify a functional treatment, given diagnosis
- ability to identify current, effective non-aversive strategies

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 practicum will find the manual useful as a way to develop report writing skills of the behavioral assessment and treatment plans.

Academic Level: General and intermediate, through practical "hands on" considerations being presented. Understanding of basic behavioral principles necessary,

Materials Fees: The Cipani Behavioral Diagnostic System Manual: (\$25/person), Program Forms Booklet \$8, Total \$33.

WORKSHOP #6

Thursday, May 26, 9:00am - 12:00pm Cobb Room

This is a three hour workshop.

Improved Oral Presentations

Ned Carter, Dept. of Occupational Medicine University Hospital, Uppsala, Sweden

Berit Scott, Dept. of Clinical Psychology, Uppsala University, Uppsala, Sweden

Richard Laitinen, Experimental Education Unit, University of Washington, Seattle, Washington

Orjan Swahn, Child Habilitation Unit, Uppsala, Sweden

Description: The objectives of this workshop are to improve the quality of the participants oral presentations and the confidence of the participants in giving them. Participants will

be expected to give a 10-15 minute oral presentation on a topic of their choice. The workshop will combine lectures and demonstrations with small group sessions designed to assist participants in the following areas: disposition, timing, dealing with questions, voice level and fluency, eye contact, posture and gestures, effective use of transparencies and slides, and enthusiasm.

To allow instructors time to review your visual aids, early registration is requested.

Academic level: Introductory

Materials fee: \$ 5.00

WORKSHOP #7

Thursday, May 26, 9:00am - 12:00pm Walton

This is a three hour workshop.

Integrated Approaches to Toothbrushing: Behavioral Alternatives to Sedation.

Fred Kemp, Ph.D., Quixote Consulting (private practice), Tahlequah, OK

Objectives:

(1) To provide a detailed description of IATB and its relationship to present practices.

(2) To teach participants, via verbal description, videotaped example, demonstrations, role play, and question and answer, the procedural details, instructional techniques, and the actual behaviors involved in implementing IATB.

Activities:

Persons with developmental disabilities often have inadequate oral hygiene. Bad teeth, as everyone knows, can compromise a person's quality of life and constitute a particularly negative setting event. This is particularly true for more severely/profoundly involved individuals, who cannot be expected to provide adequate oral care on their own; and for those who exhibit physical resistance to having their teeth brushed.

Everyone who has ever been to the dentist knows how hard it is to sit quietly, without moving, while a stranger pokes sharp instruments into your mouth. Is it any wonder clients resist? But even minimal resistance under such circumstances is dangerous. When clients do resist, dental professionals often must resort to sedation. The risks of sedation are well known, and there are increasing calls for more positive, safer

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Workshop #7 continued

alternatives to sedation.

Integrated Approaches to Toothbrushing (IATB) provides such an alternative. IATB is a comprehensive, field-tested, interdisciplinary program designed to address oral hygiene training, taking an explicitly "active treatment" point of view.

Why toothbrushing? It occurs frequently; it's highly personal and intimate; it's a "precision" behavior; and progress can be evaluated externally, by reference to a variety of indices of oral hygiene. Toothbrushing is inherently individualized, is community-referenced and age-appropriate, and is independent of residential placement.

This workshop will provide participants with an overview of IATB: pre-brushing interventions (identifying reinforcers; analyzing setting events; educational activities; involving the client; providing choices; training coping & tolerance skills; introducing rules; utilizing team resources); interventions during brushing (dealing with uncooperative and resistant clients — the concept of "protective control"; increasing specific skills [brushing, flossing]; cycles of assisted and independent brushing; massed trials); and post-brushing interventions (immediate and delayed reinforcers; generalization to other health/hygiene goals).

Overall, IATB exemplifies the use of applied behavior analysis in an attempt, often successful, to change the affective valence of an experience that is, almost by definition, unpleasant, intrusive, restrictive, aversive, and adversarial into an experience that is, as much as possible, supportive, protective, interactive, and positive. If this can be accomplished even partially, both staff and clients will benefit in significant ways.

Target audience: Community and institutional direct care and supervisory staff who have responsibility for toothbrushing; professionals assisting such staff.

Academic Level: Introductory

Materials Fee: None

WORKSHOP #8

Thursday, May 26, 1:00 - 4:00pm

Cherokee

This is a three hour workshop.

Teaching Language to Autistic and Developmentally Disabled Children.

Mark L. Sundberg, Ph.D., James W. Partington, Ph.D., Behavior Analysts, Inc.

Description: 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. A major 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 ongoing decision making necessary for effective language intervention. Issues such as facilitated communication, sign language, symbol boards, and disruptive behavior will also be discussed. 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

Materials fee: \$ 20.00

WORKSHOP #9

Thursday, May 26, 1:00 - 4:00pm

Henry

This is a three hour workshop.

Incidental Teaching 101: Developing Competencies in Basic Techniques

Gail G. McGee, Michael J. Morrier, Toni C. Thomas, Heidi Jacobs, Melanie Regnier, Emory University School of Medicine

Description: Incidental teaching is increasingly recognized as a developmentally appropriate teaching method that offers benefits for children with and without disabilities, yet it is also frequently misunderstood or oversimplified. Further, modifications of the incidental teaching procedures first described by Hart and Risley (1982) are frequently needed to obtain responses from children with severe disabilities. This workshop will provide participants with an in-depth overview of the incidental teaching procedure as well as specific hands-on experiences designed to develop the competencies needed to deliver effective teaching episodes. In addition, modifications for insuring success with severely disabled students will be highlighted through videotaped examples of incidental teaching with children with autism. Objectives are to prepare participants to use incidental teaching techniques through a series of exercises that will promote competencies in: 1) precision timing; 2) assessing interest; 3) setting up the

continued on next page

Workshop #9 continued

environment; 4) integration of procedural components. Common errors and factors that compromise procedural effectiveness will also be targeted. The workshop will be conducted through a combination of multimedia presentation, vignettes, and exercises and role plays with performance feedback. Participants will be provided with supervised performance feedback and extensive written materials. The target audience for this workshop includes teachers, early intervention workers, and other professionals working with children with disabilities. However, the content and skills are also appropriate for those working directly with typically developing young children.

Academic Level: Introductory

Materials Fee: \$3.00

WORKSHOP #10

Thursday, May 26, 5:00 - 8:30

Cobb

This is a three and one-half hour workshop.

Introduction to HyperCard, a Macintosh Programming Application, as a Research or Instructional Tool.

Bill Potter, M.A., Western Michigan University & The Continuous Learning Group

Matthew A. Mason, Ph.D., Western Psychiatric Institute and M-squared Consulting

Description: The purpose of this workshop is to: 1. Acquaint the novice computer user with HyperCard; 2. Teach participants how to navigate through HyperCard applications; 3. Teach participants the nature of, and how to create stacks, backgrounds, cards, buttons and fields; 4. Teach participants how to create graphics and how to import graphics into a HyperCard stack; 5. Investigate and demonstrate some of the possible research and instructional applications of HyperCard. During this workshop, participants will follow the instructors' presentations using both a workbook and a Macintosh computer with a HyperCard application developed for this workshop. Note: computers will be provided; depending on enrollment, participants should expect 2-4 people per computer.

Target Audience: people interested in using Macintosh computers for research(with humans) or for computer assisted instruction. Participants do not have to be familiar with HyperCard, but some familiarity with Macintosh computer would be useful.

Academic Level: Introductory

Materials fee: \$20

WORKSHOP #11

Thursday, May 26, 5:30 - 8:30pm

Clayton

This is a three hour workshop.

Project Alpine: Databased Systems for Increasing the Effectiveness of Behavior Analysis Among People with Profound Physical and Mental Handicaps

Rodney E. Realon, Murdoch Center

Description: Deciding what services to provide to individuals who have multiple handicaps is a challenge for all disciplines due to the many physical, sensory, and cognitive limitations that are encountered. Our experience over the years has shown that many activities and programs can be developed to assist these clients attain greater independence.

This workshop will focus on Project Alpine at Murdoch Center in North Carolina. This project is a comprehensive program for applying state of the art technology with individuals who are profoundly multiply handicapped. I will review a variety of systems that have been developed as part of a centerwide effort to evaluate the types of services provided to individuals with profound physical and mental disabilities. Presented first will be a proposed model for service delivery. This model will review the complex nature of services that are required in order to provide and evaluate client progress. Secondly, I will provide a historical review of services with this population. Third, I will review data collection systems that we have developed and that are used to conduct structural and functional analyses. Databased cases will be reviewed on: how to treat behavior problems such as hand mouthing, self-injury, meal refusal and rumination; how to do preference assessments which includes a newly developed measurement and computer analysis system; how to do structural analyses and utilize a computer program that has been designed to permit quick analysis of data along several dimensions such as time of day, material availability, and engagement; how to teach leisure skills using electronic devices; how to manage living environments; and how to get involved in developing trends and innovations.

This workshop is designed for all disciplines who work with individuals who have profound physical and mental disabili-

continued on next page

Workshop #11 continued

ties. Participants will be given an outline of the areas covered, a bibliography of research conducted with this population, information on how to obtain computer programs described in this workshop, and the opportunity to discuss issues related to this population.

Academic Level: Intermediate

Materials Fee: \$10.00

WORKSHOP #12

Thursday, May 26, 5:30 - 8:30pm

Douglas

This is a three hour workshop.

How to Develop, Produce, and Use SAFMEDS in Education and Training

Stephen Graf, Ph.D., Youngstown State University

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

Objectives:

- Participants should be able to develop sets of SAFMEDS for content areas in which they teach or train which conform to the rules provided and explained in the workshop.
- They should be able to produce SAFMEDS masters from the Macintosh-based templates for Microsoft Word or Publish It Easy! provided to them as part of their materials.
- They should be able to reproduce sets of SAFMEDS for students or trainees.
- They should be able to implement use of SAFMEDS in various settings, structuring practice timings to interface smoothly within classroom or training sessions
- They should be able to monitor and assist progress of students with basic charting techniques and learning picture technology.

Activities:

- Practice with conversion of different types of information to SAFMEDS
- Demonstration of using the templates provided to produce SAFMEDS masters on the Macintosh to be printed as decks on

card stock

- Discussion of alternatives for making the SAFMEDS available to students, clients, or trainees
- Demonstration of how to run timings with small or large groups
- Practice in use of Standard Celeration Charts to monitor SAFMEDS daily
- Discussion of how to incorporate SAFMEDS into larger patterns of learning

Target Audience: Participants in this workshop should already have competent subject matter repertoires, but be interested in promoting fluent verbal behavior in specialty areas for students, clients or employees they teach or train.

Academic level: Advanced

Materials fee: \$20

WORKSHOP #13

Thursday, May 26, 5:30 - 8:30pm

Paulding

This is a three hour workshop.

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

John Crosbie, West Virginia University

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 non-parametric 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. 4. Perform and interpret three types of ITSA: TMS (Glass, Willson, & Gottman, 1975), ITSE (Gottman, 1981), and

continued on next page

Workshop #13 continued

ITSACORR (Crosbie, in press).

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

Materials Fee: \$15

References

- Crosbie, J. (in press). Interrupted time-series analysis with brief single-subject data. *Journal of Consulting and Clinical Psychology*.
- Glass, G. V., Willson, V. L., & Gottman, J. M. (1975). *Design and analysis of time-series experiments*. Boulder, CO: University of Colorado Press.
- Gottman, J. M. (1981). *Time-series analysis: A comprehensive introduction for social scientists*. Cambridge, England: Cambridge University Press.

WORKSHOP #14

Thursday, May 26, 5:30 - 8:30pm **Gwinnet**
This is a three hour workshop.

Enhancing Cognitive Behavioral Treatments with Functional Analytic Psychotherapy

Robert J. Kohlenberg, Department of Psychology, University of Washington, Seattle

Description: Two people sitting in an office are talking to each other. One is a client. He/she has problems that occur in daily life and is unhappy. The client is an outpatient who voluntarily comes to the therapy session and pays for the time of the therapist. The other person, the therapist, not only doesn't observe the client outside of the one or two fifty minute, weekly therapy sessions, but also has no control over the contingencies that are present in the client's daily life. The therapist's task is to help the client by acting in ways (mainly talking) that favorably affect daily life behavior. This situation, known as outpatient, adult, psychotherapy is the most common form of treatment administered by psychologists. For better or for worse, this model is widely accepted by therapists and

clients alike. Correspondingly, behavior and cognitive therapy has developed within the parameters and limitations of this setting.

Radical behaviorism, however, has minimally, if at all, influenced current treatment methods for adult outpatients. This workshop will introduce a system of outpatient, adult treatment known as Functional Analytic Psychotherapy which is based on radical behaviorism (Kohlenberg, R. J. & Tsai, M., 1991) A conceptual framework will be developed that will help the therapist to use the therapeutic interaction in the change process. Particular attention will be given to the use of the approach for enhancing cognitive-behavior therapy. The topics to be covered are 1) The implications of using—within the environmental constraints of the therapy setting—reinforcement, specification of clinically relevant behaviors, and arrangement for generalization 2) A system for classifying client responses based on Verbal Behavior 3) Latent Content: the subtle meanings of verbal behavior 4) Implications for enhancing cognitive-behavior therapy 5) A radical behavioral approach to the importance of being emotional and remembering. Three important client behaviors and five therapist rules will be discussed. Audio tapes and transcripts of clinical sessions will be used to illustrate the methods and give participants training in the discrimination of relevant client behaviors that are the focus of the treatment system.

Academic level: Introductory

Materials Fee : - None

WORKSHOP #15

Thursday, May 26, 5:30 - 8:30pm **Cherokee**
This is a three hour workshop.

Reducing Behavior Problems with Functional Communication Training

V. Mark Durand, Ph.D., The Albany Center for the Study of Development and Behavioral Disabilities, State University of New York at Albany

Description: This presentation will introduce participants to a communicative approach for responding to challenging behaviors such as aggression, self-injurious behavior, tantrums, and stereotyped behavior that are sometimes displayed by people with severe and multiple disabilities. The orientation will be to look at these behaviors as rational and reasonable reactions by our students to their environments. Participants will be introduced to assessing the function of problem behavior using functional analyses and such instruments as the Motivation Assessment Scale, and how to use this information to select effective reinforcers and teach alternative behaviors.

continued on next page

Workshop #15 continued

Highlighted will be how to teach functionally equivalent communication (Functional Communication Training) to individuals as a way of reducing their challenging behaviors. Featured will be our work with assistive devices to help students to communicate those needs and desires they are currently obtaining through their challenging behavior.

Objectives: Participants should come away from the workshop knowing (1) how to assess the function of a problem behavior, (2) how to select alternative communication strategies for replacing the problem behavior, and (3) how to teach communication skills to students with limited repertoires.

Target Audience: People who are directly responsible for the care of people who display problem behaviors, including teachers, psychologists, special educators, speech therapists, and family members.

Academic Level: Intermediate

Materials Fee: None

Recommended Readings:

Durand, V.M. (1990). *Severe behavior problems: A functional communication training approach*. New York: Guilford Press.

Durand, V.M., & Crimmins, D.B. (1992). *The Motivation Assessment Scale (MAS) administration guide*. Topeka, KS: Monaco and Associates.

WORKSHOP #16

Thursday, May 26, 5:30 - 8:30pm **Walton**
This is a three hour workshop.

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

Eric V. Larsson, Ph.D., Paul Thinesen, M.A., REM Consulting & Services, Inc., Edina, 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.

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. (7) Providing popular workshops to various populations.

Activities: Participants 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

Materials Fee: \$4.50

WORKSHOP #17

Thursday, May 26, 5:30 - 8:30pm **Henry**
This is a three hour workshop.

Incidental Teaching 102: Programming for Use with Toddlers and Preschoolers with and without Disabilities and Their Families.

Gail G. McGee, Michael J. Morrier, Toni C. Thomas, Heidi Jacobs, Melanie Regnier, Emory University School of Medicine

Description: An upward-extension of Incidental Teaching 101, this workshop will provide participants with experiences designed to target relevant activities for implementing incidental teaching in their own programs or practices with children, toddlers, and families. The workshop will provide timely skills in redefining practice to include incidental teaching techniques that are appropriate for programs coming into compliance with IDEA, or those programs serving children with disabilities and normally developing children in a mixed group. Research-based applications of incidental teaching procedures designed to increase such skills as eye contact, social responsivity,

Workshop #17 continued

language and peer interactions will be demonstrated.

Objectives: to provide participants with exercises designed to: 1) task analyze their practices for activities appropriate for incidental teaching; 2) target goals and learning objectives for clients; 3) develop an incidental teaching plan for their practice with toddlers, families, or preschoolers; and 4) gain knowledge of incidental teaching applications across a variety of language, social and self-care skills relevant to young children with disabilities and their families. The workshop format will include a combination of presentation, exercises, break-out groups and discussion. Break-out groups will focus directly on one client group (toddlers, families, or preschoolers). Extensive "how-to" materials designed for use with children and families will be provided to all participants. The target audience for this workshop includes those participants who have completed Incidental Teaching 101, or who have prior training in basic incidental teaching techniques. The workshop is appropriate for professionals who work directly with families or young children as well as professionals who supervise a program designed to build language, social and self-help skills for toddlers, preschoolers, or families.

Academic Level: Intermediate

Materials Fee: \$3.00

WORKSHOP #18

Friday, May 27, 9:00am - 12:00pm

Clayton

This is a three hour workshop.

How to Provide In-Home Behavioral Consultation to Parents of Developmentally Disabled Individuals: Tricks of the Trade

James W. Partington, Ph.D., Behavior Analysts, Inc.

Description: The purpose of this workshop is to provide attendees with a set of techniques which will improve their effectiveness as in-home behavioral consultants. Training in behavior analysis has been found to be a necessary, but not a sufficient condition for delivering effective consultation services. It is crucial that the consultants learn how to assess parental motivation and concerns regarding the impact of their offspring's behavior upon the family in order to correctly identify the initial goals of the intervention. The initial interventions must be structured to provide parents with reinforcement in the form of successful outcomes which are important to the parents. Consultants must be able to model the appropriate interventions, and be able to teach parents and others involved with the client how to implement the programs

consistently. Parents must then be taught how to utilize their observational skills and behavior analysis skills to address novel behavioral concerns such that they will be able to identify effective strategies for working to change new behaviors after the consultant has terminated involvement in the case. In order to be effective in conducting these interventions, it is crucial that the specialist be aware of the subtle social contingencies involved in the consultative process: A little Dale Carnegie goes a long way. A variety of case histories will be presented with an analysis of the techniques implemented during the intervention.

Academic level: Introductory

Materials Fee: \$5.00

WORKSHOP #19

Friday, May 26, 9:00am - 12:00pm

Walton

This is a three hour workshop.

Home-based Training in Play and Communication for Children with Disabilities

Kathleen Dyer, Ph.D., Bancroft, Inc., Haddonfield, NJ
Karin Lifter, Ph.D., Northeastern University, Boston, MA
Stephen R. Anderson, Ph.D., Susan Forgeron, MA, Barbara O'Malley Cannon, M.Ed., The May Center and The May Institute, MA
Kathleen Mancina, Lenexa, KS

Description: There is a growing body of literature suggesting that effective communication intervention for individuals with severe disabilities should be focused in the natural environment, this workshop will teach individuals to use a package designed to teach parents to use naturalistic communication training techniques at home. The package involves teaching parents how to use communication enhancement procedures including a) following the child's lead; b) mand-model; c) time delay; and d) incidental teaching. This workshop is based on studies performed by the workshop leader and colleagues.

Objectives: To enable participants: (1) to understand the importance of communication in the lives of children, and the relationship of appropriate communication to problem behavior, (2) to develop intervention targets for children with disabilities, and (3) to understand how to teach parents to use techniques including: following the child's lead, mand-mode, time delay, and incidental teaching

continued on next page

Workshop #19 continued

Activities:

1. Presentation of background material of the importance of communication in the lives of children with disabilities, particularly as it pertains to problem behavior
2. Presentation of videotape examples of mand- model, time delay, and incidental teaching techniques
3. Presentation of videotape of parent training techniques and sequences

Target audience: Teachers, therapists, speech language pathologists, and administrators of programs serving people with disabilities

Academic level: Intermediate/Advanced

Materials Fee: \$5.00

WORKSHOP #20

Friday, May 27, 9:00am - 12:00pm

Henry

This is a three hour workshop.

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

Ahmos E. Rolider, Ph.D., Caryn Hubbrad, B.A., Proactive Rehabilitation Opportunities
Ron Van Houten, Ph.D., Mount Saint Vincent University

Description: Individuals with developmental handicaps and traumatic head injuries often exhibit behavior problems that interfere with the acquisition of habilitative repertoires. It is sometimes noted that these individuals exhibit these problems more in the presence of some people than in the presence of others. In other words, the presence of some people exerts stimulus control over the occurrence of the problem behaviors. It is also noted that the behavior often occurs more in the presence of some stimuli than others. The general goal of this workshop is to illustrate how severe behavioral problems can be treated through the use of a treatment model that places primary emphasis on the establishment of personal stimulus control in the presence of those stimuli previously associated with the problem behavior. This control is established through the systematic introduction of discriminative and eliciting stimuli in a highly controlled and structured treatment environment. Once interpersonal stimulus control is established, steps are taken to ensure it is maintained in other settings whenever necessary.

The interpersonal treatment model involves the following steps: 1) A comprehensive trigger and functional analysis is administered in order to identify the functions of the problem

behaviors as well as any discriminative or eliciting stimuli (biological, environmental and behavioral) that precede these behaviors. 2) A behavioral curriculum is established based on the results of the functional assessment. 3) The treatment is then initiated in a controlled and highly structured environment in order to establish a new set of interpersonal relationships with the client. 4) Procedures are introduced to promote transfer of treatment gains to natural settings.

Activities: We will walk the participants through each of the model's steps and share our assessment instruments and intervention strategies aimed to treat severe non-compliance, agitation, aggression and sexual disinhibitions. Specific related topics include: a) The Biological Control Check-list b) The Stimulus Control Check-list c) The Diagnostic Functional Intake) How To Assess Personal Stimulus Control e) How To Design and Conduct Behavioral Scripts f) How To Design Reminder Systems g) How To Develop Personal Stimulus Control With Clients h) How To Transfer Treatment gain Into the Natural environments i) Crisis Management for Severe Problem Behaviors.

Target Audience: The following are encouraged to register: Clinical supervisors, University teachers and individuals who work with clients or with direct-line staff working with clients.

Prerequisites: Knowledge of basics of Applied Behavior Analysis

WORKSHOP #21

Friday, May 27, 9:00 - 12:00am

Fulton

This is a three hour workshop.

Advanced HyperCard, a Macintosh Programming Application, as a Research or Instructional Tool.

Bill Potter, M.A., Western Michigan University & The Continuous Learning Group
Matthew A. Mason, Ph.D., Western Psychiatric Institute and M-squared Consulting

Description: The purpose of this workshop is to: 1. Acquaint the user with the basics of HyperCard structures and theory of operation (near object oriented programming); 2. Teach the participants the message hierarchy and message sending; 3. Teach participants the nature of scripting (writing programs) and examine HyperTalk programming language (very English like); 4. Present examples of both research and Computer Assisted Instruction programs and examine the structure of those programs. Note: computers will be provided;

continued on next page

Workshop #21 continued

depending on enrollment, participants should expect between 2-4 people per computer

Activities: Participants will follow the instructors' presentations using both a workbook and a Macintosh computer with a HyperCard application developed for this workshop. The participants will engage in various exercises in which each group at a computer will develop a small HyperCard program.

Target audience: Behavior Analysts who are interested in using HyperCard for research (with humans) or to develop instructional material on the Macintosh. Participants should be familiar with the basics of HyperCard, including navigation through HyperCard applications, and should know the nature and components of stacks, backgrounds, cards, buttons and fields. No knowledge of HyperTalk is required.

Academic level: Intermediate (some knowledge of the subject matter is required).

Materials fee: \$20

WORKSHOP #22

Friday, May 27, 9:00am - 12:00pm **Gwinnett**

This is a three hour workshop.

Radical Behaviorism and the Counselling Process

Jack Williams, University of Waterloo

Description: This workshop will relate elements of the radical behavioral viewpoint to various standard practices, strategies, and concepts that are part of contemporary counselling/psychotherapy. The aim is to help provide attendees who are interested and/or familiar with radical behaviorism with the ability to begin using this perspective when working with clients. It will also be of interest to those with a counselling background who wish to explore how some of their approaches are related to this perspective.

The workshop will consist of three components: a review of pertinent features of the radical behavioral viewpoint, the relationship of these features to counselling/psychotherapeutic practices and strategies, and experiential exercises to facilitate acquisition of this perspective.

Objectives: (1) To show the relationships between behavior analysis and current counselling approaches. (2) To show how practices may be integrated, modified, and supplemented by a

radical behavioral analysis. (3) To provide beginning practical experience in using some of these perspectives and methods.

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

Academic level: Introductory to Intermediate

Material fee: \$2.00

WORKSHOP #23

Friday, May 27, 9:00am - 12:00pm **Paulding**

This is a three hour workshop.

How to Use Statistical Process Control Methods for Applied Behavior Analysis

Al Pfadt, Ph.D., NY State Institute for Basic Research in Developmental Disabilities, Staten Island, NY

Description: Statistical process control (SPC) methods include a number of simple mathematical procedures and problem-solving techniques with powerful applications in industrial manufacturing operations. Perhaps the most widely known involves the use of "control charts" to graphically display measures of location (central tendency) and dispersion (variability) which are obtained by monitoring the output of a work process. These "running records" are then analyzed using statistically-based decision rules which function as judgmental aids. Control charts help to distinguish abnormal patterns of variation (due to "assignable causes") from "common causes" of variation, which are features of how the system normally functions when no extraneous influences are present. Their use is associated with the management philosophy of Dr. W. Edwards Deming, who is regarded as the father of the third wave of the industrial revolution. A special issue of the Journal of Applied Behavior Analysis (Fall, 1992) considered how the principles of SPC can be extended to analyze performance problems in a variety of contexts, including clinical settings as well as business organizations. The logic of a control chart analysis is similar to that which guides a visual inspection of a time series in applied behavior analysis (ABA). Departures from steady state functioning are investigated to detect changes in controlling variables. However, use of the scaling factors provided by control charts makes it possible to detect reliable treatment effects ("signals") that might be obscured by the "noisy" baselines obtained in many applied settings. Control limits also provide objective criteria that are more precise and replicable across investigators than are the subjective impressions which guide the unaided visual analysis of similar data.

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Objective: This workshop will provide participants with a practical, working knowledge of SPC data analytic techniques that are consistent with the goals of applied behavior analysis.

Activities: Introductory level reading materials will be provided to explain basic terminology and procedures, with specific applications that cover the following topics: selecting appropriate control charts for the different types of data obtained in applied settings; using control charts to analyze baseline stability and to detect the presence of assignable causes of variation; constructing cause and effect diagrams to identify factors contributing to this variability; how to use SPC data analytic procedures on line to monitor treatment outcomes; and, use of control charts to make clinical decisions, such as "setting a new process aim" as part of a changing criterion design.

Target Audience: Clinicians and administrators working in applied settings who are interested in learning about the data analytic procedures that provide the empirical foundation for total quality management.

Academic level: Introductory

Materials fee: \$10

Workshop Registration Form on page 32

Workshop and Convention Registration Forms must be postmarked by April 25, 1994, to be eligible for advance registration rates.

To be eligible for member rates, ABA membership dues must be paid for 1994.

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REGISTRATION FEES listed on the Workshop and Convention Registration forms for ABA Membership Categories apply only to those who have paid their 1994 membership dues. All others must use the nonmember fees. You may pay membership dues (new or renewing) at the same time you are registering for workshops or the convention (and pay the member registration rates).

ADVANCE REGISTRATION for workshops and convention fees must be postmarked April 25, 1994, to be eligible for early registration discounts.

REGISTRATION for RELATIVES. If family members are attending the convention only to see your presentation, include a note with your registration listing their names. Please add \$1.00 to your registration/membership payment for each person listed. Name badges will be prepared and placed in your advance registration packet for each family member listed.

MEMBERSHIP AND REGISTRATION FORMS are included in this Newsletter. In all cases, **one person per form...** you may make as many copies of each of the forms as needed.

MEMBERSHIP DUES may be paid with registration fees. When doing so, please include all forms in one envelope and all payments on one check (personal, business, or traveller's, money order, or credit card payment: *postal money orders will not be accepted*).

CANCELLATIONS and REFUNDS. Registrants may cancel convention registration and tickets for workshops or other events and request funds before May 10, 1994. A handling fee of \$10 will be deducted from all funds.

After May 10, 1994, only workshops and other events cancelled by ABA are eligible for a refund. Handling fees will not be deducted from events cancelled by ABA.

ALL COSTS associated with attending the 20th Annual ABA Convention in Atlanta (e.g., membership, registration, lodging, transportation, meals, etc.) are the responsibility of the presenter or registrant.

CALL THE ABA OFFICE (616-387-4495 or 4494) if you have questions about membership dues, workshop or convention registration.



ABA '94 Convention Registration Form

Association for Behavior Analysis: An International Organization

Mail form and payment to: 258 Wood Hall, Western Michigan University, Kalamazoo, MI 49008-5052 Telephone: 616-387-4495. FAX: 616-387-4457

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NAME (Last name, first name, middle name)

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Print your name as you wish it typed on your name badge-- limited to 35 characters

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CONVENTION REGISTRATION

A Discount is available for early payment of all registration fees. If your registration is postmarked before April 25, 1994, send the amount listed in the "Before" column; after the deadline, use the "After" column. You may register for the entire convention or for just one day. Please Note: Discounts that are not taken will be considered donations to ABA unless a written request is submitted.

Registration for the Entire Convention

(Thursday 5/26-Monday 5/30). Choose your membership category from the list below and fill in the appropriate amount. \$ _____

| Category | Before 4/25 | After 4/25 |
|---|-----------------------------------|-----------------------------------|
| Sustaining, Supporting, Full, Affiliate | <input type="checkbox"/> \$54.00 | <input type="checkbox"/> \$74.00 |
| Emeritus and Student | <input type="checkbox"/> \$30.00 | <input type="checkbox"/> \$40.00 |
| Chapter-Adjunct | <input type="checkbox"/> \$100.00 | <input type="checkbox"/> \$120.00 |
| Nonmember | <input type="checkbox"/> \$200.00 | <input type="checkbox"/> \$220.00 |

OR

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

☐ Friday 5/27 ☐ Saturday 5/28
☐ Sunday 5/29 ☐ Monday 5/30

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

| Category | Before 4/25 | After 4/25 |
|------------------------------|----------------------------------|----------------------------------|
| Sustaining, Supporting, Full | <input type="checkbox"/> \$25.00 | <input type="checkbox"/> \$35.00 |
| Affiliate, Emeritus, Student | <input type="checkbox"/> \$25.00 | <input type="checkbox"/> \$35.00 |
| Chapter-Adjunct | <input type="checkbox"/> \$40.00 | <input type="checkbox"/> \$50.00 |
| Nonmember | <input type="checkbox"/> \$60.00 | <input type="checkbox"/> \$70.00 |

SPECIAL EVENTS & MATERIALS

Professional Development Breakfast / \$ 16 ea \$ _____

Long-sleeved T's (ash) with Atlanta Logo
Adult Sizes: L XL XXL / \$ 20 ea. \$ _____

Short-sleeved T's (ash) with Atlanta Logo
Adult Sizes: L XL XXL XXXL / \$12 ea \$ _____
Youth Sizes (white): S M L / \$ 8 ea. \$ _____

ABA Painter Hats
One Size Fits All / \$ 5 ea. \$ _____
20th Anniversary Mug / \$5 ea. \$ _____

Donation to Support Student Presenter \$ _____
Registrations for ABA '94 Convention \$ _____
Placement Service \$ _____
Applicants / \$20 ea. \$ _____
Employers / \$35 ea. position \$ _____

Total Registration Payment Enclosed
(US funds only) \$ _____

ABA '94 WORKSHOP REGISTRATION FORM

Association for Behavior Analysis

Preconvention Workshops, May 26 & 27, 1994

Atlanta Hilton and Towers, Atlanta, GA

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.

Fees Listed Below Include Registration and Materials Fees

THURSDAY, MAY 26

#1. 9:00am - 4:00pm. Doing Research. Hutchison. Advance Registration Fee: 1994 ABA Members, \$80; All others, \$105

#2. 9:00am - 4:00pm. Introduction to Standard Celeration. Lindsley, Cooper, DesJardins, McDade, and Rosales. Advance Registration Fee: 1994 ABA Members, \$105; All others, \$130

#3. 9:00am - 4:00pm. Selecting Behavior Therapies. Gardner & Ford. Advance Registration Fee: 1994 ABA Members, \$72; All others, \$97

#4. 9:00am - 4:00pm. Rule-Governed Behavior. Malott. Advance Registration Fee: 1994 ABA Members, \$80; All others, \$105

#5. 9:00am - 4:00pm. Behavioral Diagnostics. Cipani & Taylor. Advance Registration Fee: 1994 ABA Members, \$103; All others, \$128

#6. 9:00am - 12:00 pm. Improved Oral Presentations. Carter, Scott, Laitinen, & Swahn. Advance Registration Fee: 1994 ABA Members, \$40; All others, \$65

#7. 9:00am - 12:00pm. Integrated Approaches. Kemp. Advance Registration Fee: 1994 ABA Members, \$35; All others, \$60

#8. 1:00 - 4:00pm. Teaching Language. Sundberg & Partington. Advance Registration Fee: 1994 ABA Members, \$55; All others, \$80

#9. 1:00 - 4:00pm. Incidental Teaching 101. McGee, Morrier, Thomas, Jacobs, & Regnier. Advance Registration Fee: 1994 ABA Members, \$38; All others, \$63

#10. 5:00 - 8:30 pm. Introduction to HyperCard. Potter & Mason. Advance Registration Fee: 1994 ABA Members, \$55; All others, \$80

#11. 5:30 - 8:30pm. Project Alpine. Realon. Advance Registration Fee: 1994 ABA Members, \$45; All others, \$70

#12. 5:30 - 8:30pm. How to Develop, Produce, and Use SAFMEDS. Graf. Advance Registration Fee: 1994 ABA Members, \$55; All others, \$80

#13. 5:30 - 8:30pm. Statistical Analysis. Crosbie. Advance Registration Fee: 1994 ABA Members, \$50; All others, \$75

#14. 5:30 - 8:30pm. Enhancing Cognitive Behavioral Treatments. Kohlenberg. Advance Registration Fee: 1994 ABA Members, \$35; All others, \$60

#15. 5:30 - 8:30pm. Reducing Behavior Problems. Durand. Advance Registration Fee: 1994 ABA Members, \$35; All others, \$60

#16. 5:30 - 8:30pm. Behavioral Consultation. Larsson & Thinesen. Advance Registration Fee: 1994 ABA Members, \$39.50; All others, \$64.50

#17. 5:30 - 8:30pm. Incidental Teaching 102. McGee, Morrier, Thomas, Jacobs, & Regnier. Advance Registration Fee: 1994 ABA Members, \$38; All others, \$63

FRIDAY, MAY 27

#18. 9:00am - 12:00pm. How to Provide In-Home Behavioral Consultation. Partington. Advance Registration Fee: 1994 ABA Members, \$40; All others, \$65

#19. 9:00am - 12:00pm. Home-based Training. Dyer, Lifter, Anderson, Forgeron, O'Malley Cannon, & Mancina. Advance Registration Fee: 1994 ABA Members, \$40; All others, \$65

#20. 9:00am - 12:00pm. The Interpersonal Treatment Model. Rolider, Hubbrad, & Van Houten. Advance Registration Fee: 1994 ABA Members, \$35; All others, \$60

#21. 9:00 - 12:00am. Advanced HyperCard. Potter & Mason. Advance Registration Fee: 1994 ABA Members, \$55; All others, \$80

#22. 9:00am - 12:00pm. Radical Behaviorism. Williams. Advance Registration Fee: 1994 ABA Members, \$37; All others, \$62

#23. 9:00am - 12:00pm. How to Use Statistical Process Control. Pfadt. Advance Registration Fee: 1994 ABA Members, \$45; All others, \$70

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

| | |
|---|-----------|
| Workshop # | \$ |
| Workshop # | \$ |
| Workshop # | \$ |
| If paying after April 25, 1994, add \$15 for each workshop. | \$ |
| TOTAL AMOUNT DUE | \$ |

A Message from the President

In a previous piece for the *ABA Newsletter*, I described some of the activities that characterized ABA in 1993. Having, at this writing, served half a term in my current role, I hope I can provide some additional information about how the various parts of ABA contribute to its mission and how we, as individual members, can contribute to that mission.

It seems to me that ABA serves two major functions. First, ABA provides an intellectual and professional focal point for individual behavior analysts around the world; second, ABA is the nexus of organized behavior analysis. The two functions of ABA must support one another if ABA and behavior analysis as a discipline and profession are to thrive. Although members of the Executive Council have a special responsibility for ensuring that the parts of ABA work for the betterment of the whole and for the good of individual members, every member bears some responsibility for making ABA work and strengthening behavior analysis as a discipline.

Most of what we do as behavior analysts we do in our work outside ABA — in the classrooms, the clinics, the laboratories, the institutions, the homes, and the meeting rooms of the world. It is there where people learn what behavior analysis has to offer. There is probably no amount of public relations effort on the part of ABA that will counteract disrespectful or arrogant treatment of others by behavior analysts in the flesh. Like other disempowered minorities, behavior analysts must live down negative stereotypes by being kinder, more hard working, humbler, and more tolerant than other scientists and practitioners are required to be. It's not fair but it is true. A vicious ad-hominem attack on an intellectual giant in a famous scientific journal arouses little comment if the target is B.F. Skinner. If the attacker were the behaviorist, such behavior might be viewed as *prima facie* evidence that behaviorists, one and all, are ridiculous and small-minded.

If one lives daily in a world where one must be kinder, more hard working, humbler, and more tolerant than others in that world in order to advance his or her discipline (and probably his or her own professional opportunities), there must be an oasis somewhere — a fertile place in the desert where nourishment and replenishment is possible. For many behavior analysts, the ABA convention provides such an oasis. That is the reason that ABA is an intellectual and professional focal point for many behavior analysts. At least once a year, one can speak freely in one's own professional language. One can present one's work without pulling any punches, without dragging in irrelevant references, without translating into ordinary language and thereby losing precision and rigor. One can obtain critical feedback that focuses on the adequacy of the design, or the treatment, or the analysis rather than rejection of single-subject methodology or of behavioral techniques, or of behavior analytic conceptual framework.

In order for ABA to remain the intellectual and professional focal point of behavior analysts, the convention must remain

accessible, inviting, stimulating, and open to a maximum amount of participation. This tall order becomes more difficult to fill as the number of convention attendees increases. Most members realize the importance of increasing the number of people for whom ABA provides an oasis. But the downside is that those of us who have been loyal supporters for many years have less and less opportunity to expound at length on subjects near and dear to us. The burden falls on each of us as individuals to find ways to ensure that we get what we need from the convention. The burden falls on ABA council and staff to keep the convention accessible in terms of location, availability of transportation, and manageability of registration and room rates. The program chairs and the council remain responsible for maximizing opportunities for participation.

Another source of intellectual and professional stimulation provided by ABA for its members is *The Behavior Analyst*. The journal, published by the Society for the Advancement of Behavior Analysis (SABA), is received by ABA members as one of the benefits of ABA membership. The journal is the only behavior analytic journal that is dedicated to publishing work on behavior analytic conceptual and professional issues. Thus, ABA members often find it an important publication outlet for their work; and as subscribers, they have convenient access to a large share of the published papers on such issues. The importance to ABA members of *The Behavior Analyst* and of the convention was verified in a recent survey of the membership.

ABA's second function, as the nexus of organized behavior analysis, must be carefully balanced with the first. Although we as individuals may be well served by the ABA convention and the journal, most of us are interested in being part of the continued development of behavior analysis as a discipline and/or profession. The discipline of behavior analysis is a cultural entity that exists only so long as scientists and practitioners are "doing behavior analysis"; but scientific and professional repertoires will not continue to be produced and maintained if the cultural entity fails to survive. Science, particularly late 20th century science, involves highly organized verbal communities that function as cultural units. One function of scientific and professional organizations is to advocate on behalf of the community itself — and in the process to better the opportunities for community members.

ABA's advocacy of behavior analysis involves the efforts of many people. Although it would be desirable to have a professional public relations person working for ABA, current finances do not allow employment of such a professional. The public relations committee, under the chairship of Hank Schlinger, has developed a public relations strategy for the '94 convention. The committee is working with Darlene Davidson (of Aubrey Daniels & Associates), who has volunteered to handle press releases and other pre-convention public relations activities.

In another arena, the Legislation and Public Policy

continued on next page

Committee, under Gerry Shook's leadership for the past several years, has worked on state level professional issues. Many of us in several states have benefitted from the advice we received from Shook and the committee. Recently appointed chair, Rick Spates, will continue working with that committee on these issues as well as initiate some efforts aimed at the federal level. Travis Thompson chairs the task force on Research and Public Policy, which has made preliminary plans for developing relations with federal funding agencies. Ed Anderson has developed some "plain English" materials describing results of behavior analytic work in education and, in doing so, has drawn on the expertise of many members working in that area. I have recently asked that group to serve as a President's Advisory Group on Behavior Analysis in Education.

As most of you know, ABA representatives have played and are continuing to play, under the leadership of Celia Gershenson, key roles in the Human Capital Initiative (HCI). ABA is now recognized by leaders in the American Psychological Society as a viable entity with members who are willing to work toward common goals with other disciplinary organizations such as APS. Those leaders are not likely to say that behaviorism is dead after working with many different behavior analysts who have contributed significantly to some of the papers developed in connection with the HCI. Another way that ABA has increased its visibility is by joining the Federation of Behavioral, Psychological, and Cognitive Sciences. Jack Marr, who as council member was a key figure in getting ABA associated with the Federation, served as ABA's representative to the Federation meeting in December '92 and again in December '93. ABA member Kurt Salzinger was speaker at a Public Policy Seminar given by the Federation and his talk will be transcribed and sent to various people on Capitol Hill as well as to members of the Federation and anyone else interested in having a copy.

ABA members have sat on the Board of the American Council on Disabilities for the past 3 years. Judy Favell has faithfully represented ABA at all of the ACD council meetings. She and her colleagues have represented the profession of behavior analysis throughout ACD development of the new ACD Standards.

There is no way to convey in the newsletter the number and depth of the efforts that are ongoing to advocate for behavior analysis at all levels. I firmly believe that every single member of ABA will benefit at some point from these efforts to enhance recognition of and respect for behavior analysis as a discipline and as a profession. The success of ABA's efforts to develop external relations with other organizations and to strengthen the position of behavior analysis among the natural sciences ultimately rests on the behavior of behavior analysts. May your behavior multiply and be fruitful.

On behalf of all Council members, I thank each of you for your contributions to ABA and to behavior analysis. I hope that you will find ABA '94 the most stimulating conference of all and that your professional and personal lives are enriched by your understanding of behavior.

Sigrid Glenn

Annual Breakfast

*Sponsored by the Professional
Development Committee*

A morning social with a
presentation by
Sandra Harris

Dean and Professor of the Graduate School of
Applied and Professional Psychology
Rutgers University

Saturday, May 28, 1994

7:30 - 9:00 am

Ballroom D

*Ticket required for admission. Tickets may be
ordered by using the advanced registration form in this
booklet or they may be purchased at the convention on*

Friday, May 27, 1994.

**ABA
258 Wood Hall
Western Michigan University
Kalamazoo MI 49008-5052**

(616) 387-4494

(616) 387-4495

FAX: (616) 387-4457

E-Mail: Compuserve ID# 76236,1312

Via INTERNET:

76236,1312@COMPUSERVE.COM

ABA '94 Exhibits!

Exhibits provide an excellent opportunity to obtain information about new and existing products and services, including research equipment, textbooks, materials, software. See the Program Book for additions. The 1994 Convention Exhibit hours are:

| | | |
|-----------------|-----------|-----------------|
| Thursday-Sunday | May 26-29 | 8:00AM-4:00PM |
| Monday | May 30 | 8:00 AM-1:00 PM |

Encyclopaedia Britannica North America. 310 South Michigan Avenue, Chicago, IL 60604-4293. The New Encyclopaedia Britannica, Great Books of the Western World plus a complete line of Educational Accessories.

Med Associates, Inc. 719-1/2 North 26 St., Lafayette, IN 47904. MED Associates, Inc. provides test chambers, interface modules, and software for the experimental analysis of behavior, psychopharmacology, neuroscience, and physiology. New products include modular test chambers, mouse test chambers, open field activity monitors, startle reflex monitors, programmable audio generators, and a wide assortment of accessories. Visit our display Friday, Saturday, and Sunday.

Society for the Advancement of Behavior Analysis. 260 Wood Hall, Western Michigan University, Kalamazoo, MI 49008-5052 (Telephone: 616-387-4584). Through leadership, research, publications, and education, SABA seeks to disseminate information about behavior analysis that is useful to the public and beneficial to the community. To illustrate these goals, SABA will display its publications (*Concepts and Principles in Behavior Analysis* by Jack L. Michael and *The Behavior Analyst*) and information about its projects (e.g., the International Science and Engineering Fair for high school students).

Cooperative Book Exhibit and Free-Take-One Display.

Books are sent by publishers to be displayed for review by convention registrants. Order forms and other materials will be available for those who wish to purchase the books.

Abbey Press/One Caring Place. One Hill Drive, St. Meinrad, IN 47577. Featuring *CareNotes* (over 15 million sold) - 8 page self-help booklets that offer a blend of information and inspiration, and aim at helping those who hurt in mind, in body and in spirit.

Authors Cooperative, P.O. Box 53, Boston, MA 02199.
Coercion and Its Fallout. M. Sidman (\$16.95/\$14.95ppd); *A New Learning Environment.* H. Cohen and J. Filipczak (\$16.95/\$14.95ppd); *Tactics of Scientific Research.* M. Sidman (\$18.00/\$16.00ppd); *Radical Behaviorism: The Philosophy and the Science.* M. Chiesa (\$16.95/\$14.95ppd); *Religion and Human Behavior.* W.N. Schoenfeld (\$16.95/\$14.95ppd)

Baywood Publishing Company, Inc., 26 Austin Avenue, P.O. Box 337, Amityville, NY 11701. *Dream Images: A Call to Mental Arms.* Eds., Jayne Gackenbach, Ph.D., and Anees A. Sheikh (\$33.95); *Imagination and Healing.* Ed. Anees A. Sheikh (\$23.95); *Imagination, Cognition, & Personality.* Eds. Jerome L. Singer, Ph.D., and Dr. Kenneth Pope (\$36.00—

Postage 4 issue volume \$4.50 in U.S. & Canada, elsewhere \$9.35; \$102.00—Institutional); *Individual Differences In Imaging.* Allen Richardson (\$26.95); *Organizing Early Experience: Imagination and Cognition in Childhood.* Delmont C. Morrison (\$23.95); *The Psychophysiology of Mental Imagery: Theory, Research and Application.* Eds., Robert G. Kunzendorf, Ph.D., and Anees A. Sheikh (\$26.95). Individual orders must be prepaid by personal check, money order, Mastercard, or Visa.

CMS Software, Post Office Box 1514, Columbia, MD 21044.
Behavior on a Disk and *Psychology on a Disk* brochures

The Groden Center, Inc., 86 Mount Hope Avenue, Providence, RI 02906. *Relaxation: A Comprehensive Manual for Adults, Children, and Children with Special Needs.* Dr. Joseph R. Cantela and Dr. June Groden (\$14.95); *Autism: Strategies for Change.* Dr. Gerald Groden and Dr. M. Grace Baron (\$18.95 paper); *Understanding Challenging Behavior: A Step by Step Behavior Analysis Guide.* (NEW) Dr. Gerald Groden, Dr. June Groden, and Susan Stevenson (\$49.00)

John Wiley & Sons, Inc., 605 Third Avenue, New York, NY 10158-0012. *The Janus Report on Sexual Behavior.* Janus (List \$24.95, Convention \$21.21); *Research Fraud in the Behavioral & Biomedical Sciences.* Miller (List \$34.95; Convention \$29.71); *Exercise Psychology.* Seraganian (List \$49.95; Convention \$42.46); *Handbook of Clinical Behavior Therapy.* 2e, Turner (List \$65.00; Convention \$55.25). 15% discount is valid for a month after convention and does not apply to Journals, Encyclopedias or A.V.

Plenum Publishing Corporation., 233 Spring Street, New York, NY 10013-1578. *Handbook of Behavioral Therapy In Psychiatric Settings.* 1993, Bellack/Hersen (List \$85.00; Convention \$76.50); *Handbook of Effective Psychotherapy.* 1993, Giles (List \$75.00; Convention \$67.50); *Behavioral Interventions With Brain-Injured Children.* 1993, Horton (List \$34.50; Convention \$31.05); *Functional Analytic Psychotherapy.* 1991, Kohlenberg/Tsia (List \$39.50; Convention \$35.55); *Adult Behavior Therapy Casebook.* 1993, Last/Hersen (List \$32.50; Convention \$29.25); *Psychology: A Behavioral Overview.* 1990, Poling et al (List \$34.50; Convention \$31.05); *Comprehensive Handbook of Psychopathology.* 2e, 1993, Sutker/Adams (List \$95.00; Convention \$85.50); *Behavior Analysis and Treatment.* 1993, Van Houten/Axelrod (List \$37.50; Convention \$33.75); *A Practical Guide to Head Injury Rehabilitation.* 1993, Weselowski/Zencius (List \$35.00; Convention \$31.50)

University of Nebraska Press, 901 North 17th Street, P.O. Box 880520, Lincoln, NE 68588-0520. *Nebraska Symposium on Motivation, 1993: Developmental Perspectives on Motivation.* Ed., Janis E. Jacobs (\$35.00 cloth; \$19.95 paper)

ABA Affiliates

Ken Lloyd

There will be a meeting of the representatives from the ABA Affiliates at ABA '94 on **Friday, May 27 from 8:00-8:50 am** in the **Thomas Jefferson Room**. Please plan to attend. Bring your suggestions, questions, and/or comments to the meeting.

ABA Members & Retirement

Ken Lloyd, Howard Sloan, George Endo

Attention Pre-retirement and post-retirement ABA members.

We have scheduled a discussion meeting at ABA '94 on **Saturday, May 28 from 8:00-8:50 am** in the **Lisbon Room** to talk about our continuing and changing roles in our association. Together we should produce some great suggestions, questions, and/or comments. Please plan to attend.

Drake University Reunion

Drake University celebrates 20 years of ABA! Faculty, alumni, and friends meet in the hotel lobby at 7:00 p.m., Saturday, May 28, 1994, for dinner arrangements.

St. Cloud Reunion

St. Cloud State University Alumni

Let's get together in Atlanta!

Friday, May 27

7:00 - 10:00 pm

Walton Room

Cash Bar available

Call for Nominations for 1995 ABA Awards

ABA has established three awards to recognize important contributions to behavior analysis. These include:

Award for the Effective Presentation of Behavior Analysis in the Mass Media—awarded to an individual who writes or produces audio or video information which informs the public about a scientific discovery or important application in behavior analysis and, in doing so, presents an accurate analysis of the principles involved and the effects achieved. The following conditions apply: (1) A single story or production could merit this award, or the award can be presented to an individual who demonstrates a consistently accurate portrayal of behavior analysis through multiple presentations. (2) The information imparted must be for general public consumption and, therefore, cannot be published in a professional journal or newsletter or any other media intended solely for consumption by professionals in the field. (3) The awardee does not have to be a member of ABA.

Award for Distinguished Service to Behavior Analysis. This award is to be given to an individual who has demonstrated a *sustained, valuable* contribution to behavior analysis over a period of years in teaching, research and/or practice. The awardee does not have to be a member of ABA.

Award for Excellence in Behavior Analysis in the Public Service. This award is given to an individual who works in the public or private sector who addresses a socially significant problem using methods directly linked to behavior analysis or which effectively incorporate behavioral principles. This award may be given regardless of the terminology employed or the explanation offered by the person responsible for the application. The awardee does not have to be a member of ABA.

Make nominations by submitting the following information: (1) Name of nominee. (2) Affiliation and address of nominee. (3) Telephone number of nominee. (4) Award for which person is nominated. (5) A rationale for the nomination including a description of the accomplishments of the nominee and an explanation of how these accomplishments meet the criteria for the award selected. (6) The names of persons who could be contacted by the awards committee for more information on the accomplishments of the nominee. (7) Any other information which would help the awards committee in making a decision.

Send nominating information to: **M. Michele Burnette, Chairperson, ABA Awards Committee, Room 258 Wood Hall, Western Michigan University, Kalamazoo, MI 49008-5052. You may fax your nominations to (616) 387-4457.**

NOMINATIONS ARE DUE JUNE 15, 1994.

NEW BOOKS

Kozloff, Martin A. Improving Educational Outcomes for Children with Disabilities: Guidelines and Protocols for Practice. Includes guidelines, methods, and instruments for assessment, program planning, and evaluation. Instruments for collecting quantitative information from caregivers, for collecting information through direct observation, for summarizing children's and caregivers' strengths and needs, for planning programs. From Paul H. Brookes Publishing Co. P.O. Box 10624 Baltimore, MD 21285. Tel. 1-800-638-3775.

La Vigna, Gary W. et al. The Periodic Service Review: A Total Quality Assurance System for Human Services and Education. Incorporates the principles and procedures of both Organizational Behavior Management and Total Quality Management. A concrete and practical management system adaptable to any human service or educational setting. Discusses how to establish goals that lead to improved performance and service delivery, how to provide productive feedback through performance monitoring, and systematic staff training. Available 1994 from Paul H. Brookes Publishing Co. Tel. 1-800-638-3775. Approx. \$35.00.

Carr, Edward G. et al. Communication-Based Intervention for Problem Behavior: A User's Guide for Producing Positive Change. Includes crisis management and functional assessment, the core intervention, additional procedures and programming for generalization and maintenance. Available 1994 from Paul H. Brookes Publishing Co. Tel. 1-800-638-3775. Approx. \$23.00.

Baum, W.M. (1994). Understanding Behaviorism: Science, Behavior, and Culture. New York: HarperCollins.

The book offers an introduction to behaviorism as philosophy at the undergraduate level. It assumes no special background and is meant for any intelligent layperson.

Part I deals with basic philosophical issues: free will and determinism, pragmatism, mentalism, private events and consciousness. Part II illustrates the behavior-analytic approach to traditional problems in psychology: purpose, knowledge, language, thinking and creativity. Part III examines social issues in a behavior-analytic perspective: freedom, responsibility, relationships, management, government, values, cultural evolution, and design of culture.

The author uses the book as a text for a sophomore-level course on behaviorism. It might be useful as a supplementary text in other courses.

Copies may be obtained from HarperCollins representatives or by writing directly to: HarperCollins Publishers, Attn: Mark Paluch, College Marketing, 2nd Floor, 10 East 53rd Street, New York, NY 10022-5299.

New Product

The Observer 3.0 is now available. It comprises the following products: 1) base package for DOS, 2) support packages for handheld computers, 3) observational research kits, 4) video interfacing module. Applications include event recording, coding from videotapes, and analyzing observational data. Version 3.0 comes with context-sensitive online help and printed documentation. For more information contact: Gonja J. J. Hikspoors, Marketing Manager, Noldus Information Technology b.v. P.O. Box 268, 6700 AG Wageningen, The Netherlands; telephone: 31-(0) 8370-97677; fax: 31-(0) 8370-24496; noldus@rcl.wau.nl (e-mail).

At the ABA Expo...

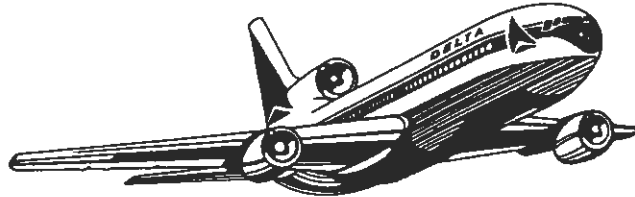
Behavior Analysis Around the World

**A special display describing
research and training
programs from behavior
analysts around the world!**

**Support our international
colleagues and join us for a
fun evening in the...**

**Grand Salon
Friday, May 27
9:00 -11:00 pm**

Sponsored by the International Development Committee



Get there for less!

**Association for Behavior Analysis: International
May 26-30, 1994 - Atlanta, Georgia**

Delta Air Lines is proud to be the official carrier for ABA.

Save 5% on any published domestic fare, some restrictions apply.

Save 10% on unrestricted coach class fares.

Travel between May 23 - June 2, 1994.

For reservations, call **Conventions in America**,
the official travel agency for ABA and receive:

- * Lowest fares on any airline guaranteed at time of booking
- * Chance to win free travel
- * Discounts on Delta Air Lines and Alamo Rent A Car
- * 1,000 bonus frequent flyer miles on Delta with Alamo car rental
- * Free flight insurance of \$100,000
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- * Senior discounts, frequent flyer mileage

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

Reservation hours M-F 6:30am - 5:00pm Pacific Time - 24 hour toll free message center
909 West Laurel St., San Diego, CA 92101-1224

If you call Delta direct at 1-800-241-6760, ask for File #M0477. Alamo direct is 1-800-732-3232, ID #375370, Rate Code GR.


We Love To Fly And It Shows.

Student Committee News

Laura Methot

Western Michigan University

Election time will be quickly upon us. Ballots will be sent out to all current student members in January '94. A brief introduction to each of the candidates for Student Representative-Elect will be included in the election mailing. You may not know the candidates personally, but your participation in the election is important in determining who will formally represent the student membership on the ABA: International Executive Council. We have several hundred student members, but typically receive less than 80 returned ballots. Your vote must be returned to the ABA office in order for it to be counted (look for dates and instructions in the ballot packet).

The student committee is preparing to sponsor a symposium for Convention 94', entitled "Presenting yourself as a behavior analyst in a non-behavioral setting." The topic was prompted by the ongoing debate concerning the pros and cons of softening technical behavioral language when communicating with other audiences. Speakers have been invited to present their experiences and suggestions for successful presentation to non-behavioral people, a lively discussion is anticipated.

Other convention specials for students will include continental breakfasts sponsored by organizational benefactors, the Student Committee Business Meeting, and the committee poster during the Expo evening. Look for specifics of these and other Student Committee convention activities in the Spring '94 Newsletter.

Student members have been an important and active group within the ABA:International membership since its inception. Following last year's convention, student members were recruited to participate in standing ABA committees. If you are active on an ABA Committee, let the Student Committee know how you are doing by sending me an e-mail message or a note to the addresses below. Please contact me if you would like more information on committee membership. Committees include Diversity, International, Legislation and Public Policy, and Public Relations, among several others. Being on a committee can be a rewarding experience both for the student and the committee as a whole.

Your communications are welcomed.

Laura Methot
Dept of Psychology
Western Michigan University
Kalamazoo, MI 49008.
E-Mail: 75460.474@Compuserve.com

News Report from Marian and Robert Bailey

[Editor's Note: Marian Breland Bailey and Robert E. Bailey have been working on a research project partially funded by the Society for the Advancement of Behavior Analysis. The purpose of the project is to obtain archival information about the historical development of behavior analysis. To that end the Baileys have been traveling throughout the United States videotaping interviews with individuals who played (and continue to play) important roles in the development of behavior analysis. The following is a report of the Baileys' most recent data gathering trip. A major screening of their video work is scheduled for the ABA meeting this May.]

We're home! After 46 days on the road, videotaping interviews of behavior analysis in action in 14 states. We conducted 56 interviews and taped activities at 5 sites. This brings our total number of interviews to 182 and our sites to 18. We trust this will allay your thirst for numbers. Regrettably, we have missed some important individuals; we hope we can pick these up at a later date. Although this has been probably our last major interviewing trip, we intend to conduct several interviews and tape a number of sites in Arkansas and our neighboring states. Also, we hope to interview a number of individuals at the SEABA meeting in October and clean up a few other odds and ends of interviewing in the Midwest and elsewhere.

Marian has returned to teaching at Henderson State University this fall, and Bob has begun editing the nearly 400 hours of videotape. Bob will continue to use our present amateur editing equipment, because we have not yet located a major benefactor (or benefactors) who would provide the \$15,000 to help us acquire the professional equipment needed. Thus progress in editing will be slow and limited. Some of you have made personal contributions to our research fund, and for these we are grateful. They have helped pay expenses for travel and supplies.

We cannot relate here all the excitement of our trip, but can pass along a few of our experiences. We saw a most exciting demonstration of precision teaching at Claudia McDade's special summer program at Jacksonville State University, Jacksonville, Alabama. The students in her class were "at risk," and were admitted to the University on the condition that they raise their ACT scores. Many of them were from disadvantaged homes and other educationally unfavorable environments. Claudia and her staff were preparing them not only to pass these exams, but also teaching them the skills needed to succeed personally and academically in an academic environment. The students were mastering several required "competencies" through precision teaching. These competencies ranged from arithmetic, writing and interpreting sentences and paragraphs, to finding their way around campus. The most

continued on next page

exciting part of taping these sessions was the intensity and excitement manifested by the students as they labored to master the skills, and their sheer joy at accomplishing their tasks—whistles, cheers, caps in the air, and resounding applause from their peers and teachers. You'll have to see it to believe it.

We spent a delightful evening at Don Cook's home in Boston, helping to decimate his horde of Chinese take-out and a refrigerator full of finger food and beer. We watched a computer being taught to respond appropriately to different stimuli. Its "behavior" was being shaped by the consequences of its responses. There were fifteen of us posing tasks, and suggesting what training approaches would be best to shape the behaviors. This program, coupled with a high speed PC and the right multimedia interfaces, might aid in teaching shaping principles to students. This computer program was being developed by a talented crew at BehavHeuristics, located in Maryland, and headed by Bill Hutchison and Ken Stephens. They have already sold one commercial application to an airline company. This commercial application was based on a pigeon training program. Good luck Bill and Ken, keep'm flying (pigeons and planes)!

At the New England Center for Autism, we watched staff members shaping the behavior of a number of autistic students. One student was learning to count, using computerized programmed instruction. Another student was learning social skills—table manners, conversation. Physical exercise was another part of this program, as was reduction of self-injurious behavior. One advanced student was learning job skills—greeting people and taking money at the cafeteria.

On a sadder note, when we pulled up in front of the Cambridge Center for Behavioral Studies (CCBS) we were greeted by the view of a smoking building. We had scheduled two interviews at the Center that day, and some special taping of some historic teaching machines stored there. Tragically, the machines and many records and other irreplaceable material were lost in that fire, which totally destroyed the building. Our deepest sympathies to Howard Sloane, Sherman Roberts, and the rest of the staff of CCBS. But, life goes on, and so did our interviews. We were able to secure a room at the Charles Hotel for our purpose, but as we finished the first interview, the Charles Hotel caught fire! Everyone was evacuated, and we conducted the second interview at Howard's home, after we checked to make sure a fire extinguisher was available and functional. Superstitious behavior?

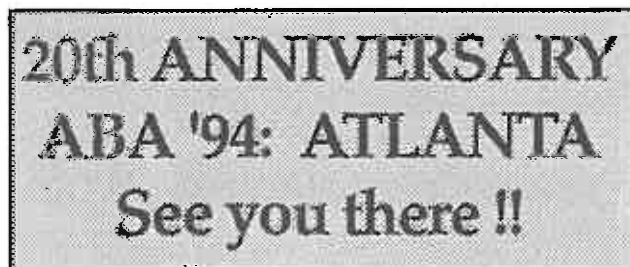
We like to think of ourselves as accomplished travelers, having visited most of the Americas, Asia, and even India, but we still thrill to that quality of Americana that cannot be well defined, only experienced. Our cup of Americana was running over during our interview with Hinelene in late July, on the coast of Maine. Phil and Marian were comfortable, sitting in old wooden rockers, inside a white, two story clapboard house built on a hill above a fishing village on Deer Island. They were seated before a large picture window, overlooking the rugged pine and cliff lined inlet. Bob, as usual, was behind

his camera, wearing his earphones, with his eye glued to the video monitor, and taking notes. The wind-driven cold rain and fast moving low clouds partly obscured our view of the bay, with its small fleet of lobster and fishing boats tossing at anchor.

Less than twenty-four hours before, we had been sweltering as we walked the streets of Boston, carrying the bulky paraphernalia that goes with photography, whether film or on tape. Six months before, we were interviewing Navy dolphin trainers under ironwood trees in Hawaii, also in a heavy rain. And about a year ago, we were in San Diego (in rain, of course) recording how behavioral technology has entered the world of zoo keeping. Leaving southern California, we drove 1,300 miles to northern Washington state, and interviewed Karen Pryor, with snow falling gently outside her living room window. Our video adventure began 18 months ago at the 1992 Association for Behavior Analysis meeting at the high rise Hyatt Regency, amongst the concrete and asphalt covered hills of San Francisco. Coast to coast, border to border, we have experienced the people, and the science, of the greatest nation on earth.

Our enthusiasm for the project continues. We have interviewed some wonderful, brilliant, inspiring teachers, scientists and practitioners. Their stories, and the story of behavior analysis, should have been committed to videotape years ago. Perhaps the stereotype of behavior analysis as a monolithic and closed society would not be so prevalent had the world experienced the words and images of the courtly Fred Keller, or the contagiously enthusiastic Ogden Lindsley, or the irascible and iconoclastic Bill Verplanck. Oh! If every student could see what we have seen and hear what we have heard these last 18 months, our universities might have more young people of integrity, dedicated to science and with the intellectual zeal to want to make the world a better place, and the tools with which to do it.

For the past 18 months we have been gathering the history of behavior analysis. We will quit the data gathering phase of our project in a few months. Not that we will be finished, not by a long shot. There are contributions and people not recognized, and important words not recorded. But, there comes a time when we must assemble what we have, the eloquent words, the detailed and expressive images, and begin to tell the story of those who wanted to make a difference. We have had the privilege of interviewing them. When the time comes to tell their story, pray we can tell it as well as they who have lived it.



Call for Nominations

ABA International Development Award

The ABA International Development Committee (IDC) would like to call for nominations for the International Development Award. Many behavior analysts (outside and inside the US) have shared their vision of Behavior Analysis in many countries besides the United States or their country of residency. We believe this is of major importance for the survival of the field and dissemination of behavior technologies throughout the world, and it should be recognized. The purpose of the IDC Award is to recognize the accomplishments and services conducted by ABA members in any of the following areas:

- Technical assistance and consultation provided to institutions, programs, and other organisms outside of the United States or country of residency.
- Seminars and classes conducted in other countries with the purpose of diffusing knowledge, information, and technology about Behavior Analysis.
- Collaborative research efforts with a program or institution outside the country of residence.
- Internationally recognized writing material and/or text books.

Please nominate a behavior analyst who you think deserves recognition for her/his international contributions. Include with your nomination, a letter of support highlighting the nominee's international contributions.

Only one award will be given each year. The award will be given at the 1994 ABA convention in Atlanta.

CALL FOR NOMINATIONS

INTERNATIONAL DEVELOPMENT AWARD

Name: _____

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Specify briefly why you think this person should receive the award: _____

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Chair ABA International Development Committee
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Department of Psychology
Loyola University Chicago
Chicago, Illinois 60626

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ABOUT THE BOOK AND THE AUTHOR

JACK MICHAEL is professor of psychology at Western Michigan University. He has been teaching for over thirty-five years and specializes in college instructional technology, the technical terminology of behavior analysis, basic theory regarding motivation, and verbal behavior. It was during his first teaching position in Kansas that he became much influenced by B. F. Skinner's *Science and Human Behavior*. In the years to follow, as a result of his association with the rehabilitation psychologist, Lee Meyerson, he began to apply Skinner's behavioral concepts and methods to problems in the areas of mental retardation, mental illness, and physical disability. His current interest in college instructional technology came mainly as a result of his contact with Fred Keller. He has received a number of awards: Master Lecturer from Western Michigan University; Distinguished Faculty Scholar Award; Outstanding Contributions to the Development of Behavior Analysis; Distinguished Teaching Award; Master Lecturer; Distinguished Teaching Award. In over fifty publications and hundreds of presentations, he has worked to define, clarify, and analyze basic and applied behavioral phenomena. *Concepts and Principles of Behavior Analysis* presents a cross section of his work on many issues and provides a strong base for further study of behavior analysis.

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Women's Health Conference

The American Psychological Association's (APA) Committee on Women in Psychology is organizing a national conference on psychology and women's health. Psychosocial and Behavioral Factors in Women's Health: Creating an Agenda for the 21st Century will be held May 12-14, 1994 in Washington, D.C. Conference areas of interest include: sociocultural influences on health; behavioral and psychosocial risk factors; behavioral and psychosocial factors in health promotion; and coping, resilience, health, and illness. For further information contact: Gwendolyn Puryear Keita, APA, 750 First Street, NE, Washington, D.C. 20002-4242, (202) 336-6044, fax (202) 336-6040.

Kurt Salzinger Presents Science and Public Policy Seminar

The September, 1993 issue of *Federation News*, the newsletter of the Federation of Behavioral, Psychological and Cognitive Sciences (of which ABA is a member) reports that ABA member Kurt Salzinger presented the Federation's final 1993 Science and Public Policy Seminar. As the *Federation News* put it, Dr. Salzinger "discussed how the presence or absence of consequences can explain, and ultimately prevent, catastrophes produced by human operators working with machines that insist on human beings acting like them rather than like human beings."

For a copy of the transcript contact the Federation of Behavioral, Psychological and Cognitive Sciences, 750 First Street, NE-Room 5004, Washington, D.C. 20002-4242; TEL (202) 336-5920; federation @ apa.org; FAX (202) 336-5953.

Ineffective Antecedent Control of the Behavior of Behavior Analysts, or "If All Else Fails, Read Some Suggestions."

Ned Carter, Department of Occupational Medicine, University Hospital, Department of Clinical Psychology, Uppsala University, Uppsala, Sweden

Anders Friberg, Department of Clinical Psychology, Uppsala University, Division of Adult Psychiatry, Sandviken, Sweden

Richard Laitinen, Experimental Education Unit, Department of Special Education, University of Washington, Seattle, Washington.

Berit Scott, Department of Clinical Psychology, Uppsala University, Uppsala, Sweden

Örjan Swahn, Department of Clinical Psychology, Uppsala University, Child Habilitation Unit, Uppsala County, Uppsala, Sweden

The model of behavior analysis proposed by Sulzer-Azaroff and Reese (1982) includes communication of results as the final step. They note that a program is not complete until results have been communicated to clients and other consumers, which includes professional colleagues and society at large. Beyond publication in professional journals, behavior analysts frequently present their results to colleagues at the annual ABA meeting either in the form of oral or poster presentations. Following ABA in 1991 we commented upon the visual quality of posters presented and provided suggestions designed to enhance the content (Carter, Scott, & Bolougner, 1991). Our impression at ABA 1992 was that the article had minimal impact upon the posters presented in San Francisco. The article in the ABA *Newsletter* had prompted a response from Paul Chance who suggested a study evaluating the effects of the suggestions upon the visual quality of poster presentations.

Simple suggestions concerning techniques to improve the visual quality of poster presentations had no discernible effect on posters presented at the ABA 1993 meeting in Chicago. The article "Poster Hoc" (Carter, Scott, & Boulougner, 1991) was mailed to a random sample of presenters drawn from four poster sessions. The suggestions covered topics such as text size, use of capitalization, highlighting, use of color, handouts, and use of mailing labels. Observations made at the ABA 1993 meeting showed that the

posters of recipients and nonrecipients did not differ with respect to any of the individual measures. Nonrecipients and recipients were also found to be equivalent on a measure of overall poster quality. Mailing unsolicited suggestions to poster presenters appears to be an ineffective method of influencing the visual quality of ABA poster presentations. However, presenters using more of the suggestions, regardless of whether or not they were mailed the article, were more likely to be judged as giving a better overall impression. Presenters using some type of suggestions when preparing their posters reported that a greater number of attendees had stopped and read their poster.

Method

The article "Poster Hoc" was mailed to a random sample of presenters at four poster sessions at the ABA 1993 meeting in Chicago. The names and addresses of presenters were obtained through ABA. Material was mailed 8 weeks prior to the conference. A participant with multiple presentations was considered to have received "Poster Hoc" for each of her/his presentations. A total of 48 presentations were considered as having received "Poster Hoc". Six recipients did not present posters, which provided an intervention group including 42 presentations. The control group consisted of 35 presenters who did not receive "Poster Hoc" by mail.

Two observers conducted independent evaluations of each poster at two simultaneous poster sessions. A second pair of observers conducted independent evaluations of each poster at the subsequent two simultaneous poster sessions. Observers were not aware of how many or which presenters had been mailed copies of the "Poster Hoc" article. Observers responded to Yes/No statements based on the suggestions made in "Poster Hoc". In addition, observers judged overall visual quality using a 5-point scale (1=poor - 5=great). The mean interobserver agreement scores across all assessments exceeded 90% for each pair of observers.

Following the completion of the observations, an anonymous questionnaire concerning poster presentations was distributed to each presenter. Twenty-three questionnaires were returned, for a return rate of 29%

Results

There were no statistically significant differences between recipients and nonrecipients on any of the individual measures or on the overall assessment of

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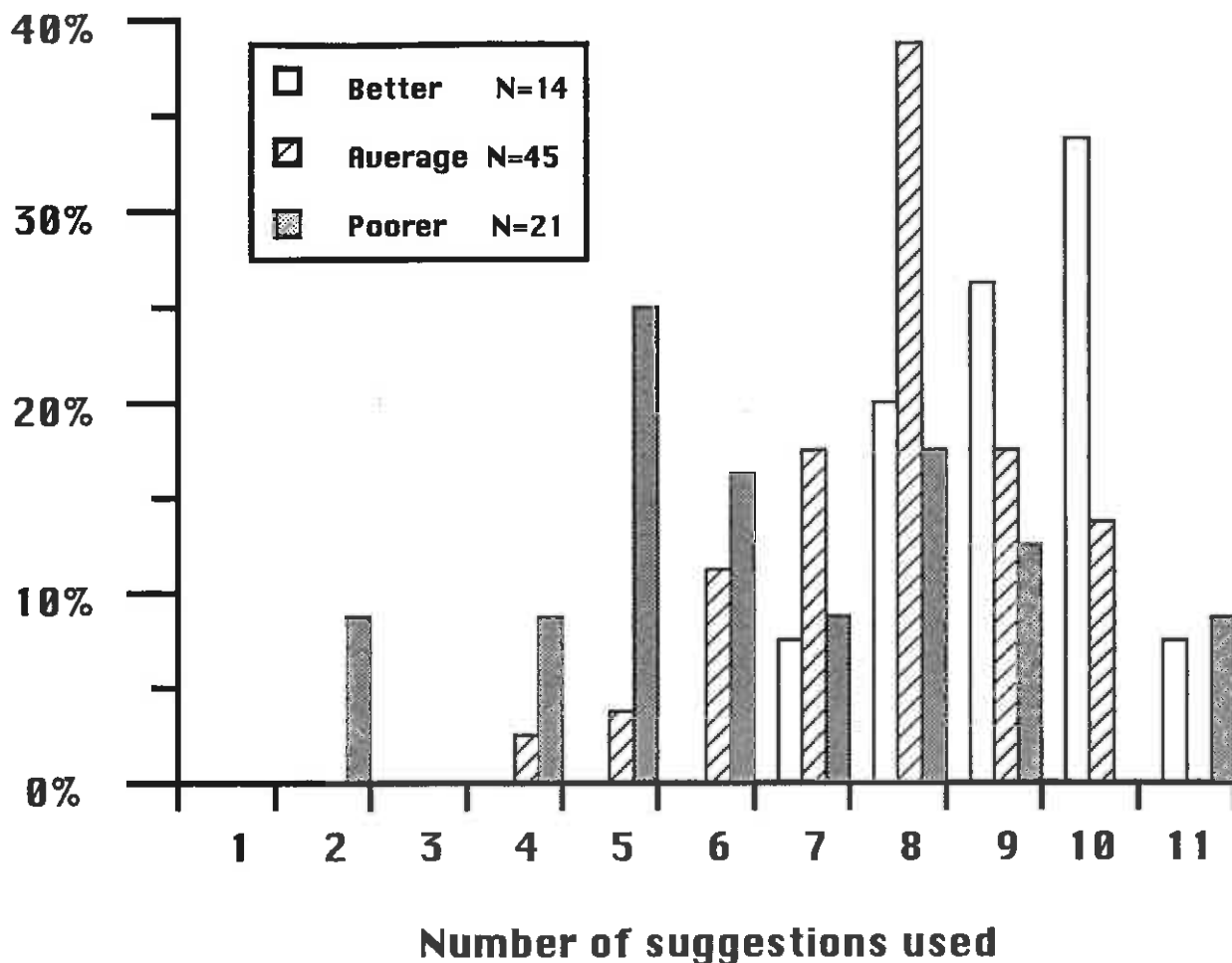


Figure 1. Number of twelve "Poster Hoc" suggestions used* in relation to overall rating. Percentage of poster presenters using a given number of suggestions. *The suggestion concerning length of title was not included in the analysis since the article was mailed after presenters had submitted titles for their presentations.

visual quality. Use of figures was nearly universal, but 65% were judged to be easily interpretable. Presenters were also likely to use title and text size legible at 6 ft, at least one highlighting technique and limited capitalization. Three-fourths of the posters were judged as being understandable in less than one minute. Approximately half of the presenters had handouts present. Only 40% of presenters used color. Sixteen per cent of presenters made use of mailing labels and 6% used ring-binders for presenting complementary material to interested attendees.

The mean overall assessments classed 21 posters (27%) as poorer than average, 45 posters (59%) as average and 11 posters (14%) as better than average. Although recipients and nonrecipients were equally divided among these three categories, there were differences related to the use of the suggestions. Figure 1 shows that posters judged to be better than average incorporated a greater number of suggestions more frequently than posters judged to be average or

poorer than average.

Eight of the 23 anonymous questionnaire respondents reported that they had made use of some type of instructional guide in preparing their poster. Three of these referred to the "Poster Hoc" article, although they cited the ABA Newsletter as the source. Seven of the 8 who reported using some type of instructional aid estimated that more than 50 people read their posters. Only four of the 15 who say they had not consulted instructions beyond those provided by ABA estimated that 50 people or more had read their posters.

Conclusion

This study indicates that using the suggestions made in the "Poster Hoc" article is associated with judgement of overall presentation quality. Responses from presenters indicate that using some instructional materials increases the number of attendees who read

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a poster. However, mailing suggestions to presenters does not appear to be an effective means of prompting the use of suggestions. Regardless of the reason(s) for the suggestions failing to influence the behavior of recipients, we believe that there should be continued effort to improve the quality of poster presentations at ABA and by behavior analysts presenting in other contexts.

At present, there are no widely accepted or standardized guidelines concerning the structure and format of oral and poster presentations. Such guidelines do exist for material submitted to professional journals, (i.e., Publication Manual of the American Psychology Association, 3rd ed., 1983). Although many of those guidelines for publication are applicable in general, there are aspects of oral and poster presentations which differ and which may require specific guidelines.

One possible explanation for the failure of the suggestions to influence the behavior of the recipients is that the suggestions arrived after many presenters had already completed their preparations. A second possibility is that the presenters were offended by receiving unsolicited suggestions. A third possibility is that there were no explicit consequences for following the suggestions.

Although the use of figures was nearly universal, many of the figures were complicated and better suited for publication. Further, in most posters text dominated with figures playing a minor, supporting role. Although 80% used some highlighting technique, our general impression was that a single method, backdropping, dominated. Borders, bullets, three-dimensional mounting and drop shadows were rare. Handouts which include the address of the presenter are particularly helpful for ABA attendees since the convention program does not include this information.

In the course of recording data, it became obvious that it was impossible to read the complete content of every poster during the 90 minutes allotted each poster session. If an attendee devotes an equal amount of time to each poster, she/he will probably not finish reading the content of any one poster. If we assume that an attendee's time is not distributed equally among the available posters, then factors such as title, appearance and placement at the poster session become relatively important.

Poster content, that is, the research and results being reported, are, of course, essential to a judgement

of overall poster quality. We maintain that good research has the greatest impact when it is effectively communicated to others. In the case of ABA, we contend that "others" includes colleagues involved in other research areas as well as those with special knowledge of and interest in a specific area of research. We continue to believe that small changes in the behavior of poster presenters at ABA can greatly improve the communication of research to colleagues and other consumers.

References

- Carter, N., Scott, B., & Boulogner, A. (1991). Poster Hoc. The ABA Newsletter 14, (4), 13-14.
- Sulzer-Azaroff, B., & Reese, E. P. (1982). Applying behavior analysis: A program for developing professional competence. Fort Worth, TX. Holt, Rinehart and Winston.

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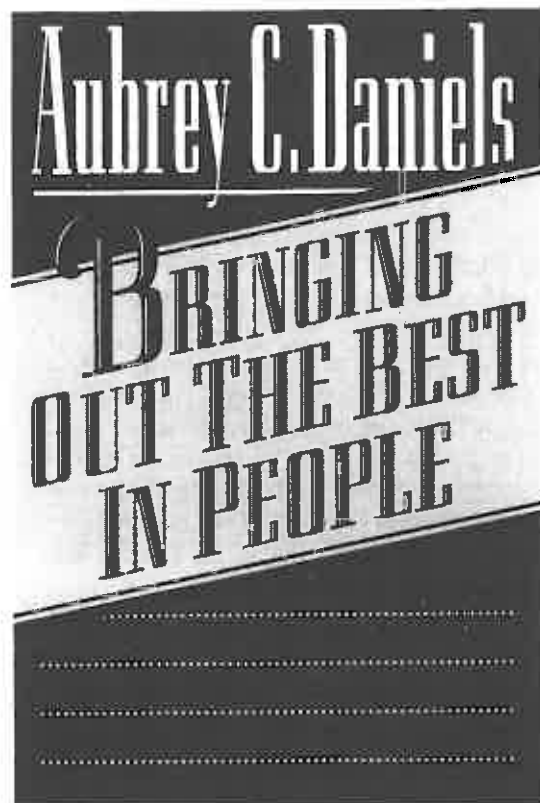
Ken Lloyd & April Miller

We need help. The SABA Board of Directors has requested that we develop a working relationship between ABA members and supporters and the International Science and Engineering Fair. This relationship has yet to be defined. We are especially interested in learning from our members who have had experience with the Science Fair and/or who are acquainted with high school teachers who are working with students who will submit entries to the Fair. We would like to work within the framework of one of the Affiliates initially. Who will help us? How about some members of the Education SIG? Please contact April Miller (University of Southern Mississippi, e-mail: April_miller@bull.cc.usm.edu) or Ken Lloyd (509-925-1530, e-mail: Lloydk@cwu.bitnet). Thanks for your attention to this project.

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*Notes from a Radical Behaviorist...***Why We Fail to Train Expert Behavior Analysts**

Richard W. Malott—Western Michigan University

Here's the most interesting and provocative article I've read in some time: The Role of Deliberate Practice in the Acquisition of Expert Performance (Ericsson, Krampe, Tesch-Römer, 1993, *Psychological Review*, 100, 363-406). The authors document the proposition that to become an expert you need to deliberately practice in your domain for at least 10 years, stabilizing at 20 hours of deliberate practice per week. They show data supporting this in music, sports, and chess. They make similar inferences about science, including psychology.

Though they are cognitivists rather than behaviorists, the authors suggest that we all come into this world as little protoplasmic tabula rasas, right out of equality heaven. They argue that the internationally renowned expert differs from the failure only in the extent that Mom and Dad could ensure that budding expert logged in about 10,000 hours of deliberate practice before achieving adulthood. John Broadus Watson lives! And so does the Protestant ethic: Output is a monotonic function of input, as the authors demonstrate. Hard work pays.

And the work is hard. Their data suggest that deliberate practice requires more effort and has fewer intrinsic reinforcement contingencies than most other professional activities, let alone watching the tube. Deliberate practice isn't listening to lectures about the subject matter, nor reading about it, nor performing it in public, nor watching someone else perform it in public, nor playing around with it just for fun. Deliberate practice is doing it again and again, monitoring your performance closely, evaluating the success of each instance and of each component of each instance, and figuring out how to do it better the next time. Deliberate practice is **deliberate practice**. And to become an expert, you need to start out with about 10,000 hours of this stuff called deliberate practice by the time you hit college, or at least grad. school. And of course you also must log in mucho additional hours in relevant listening, watching, reading, and playing around.

Their data might not meet the rigorous standards of the *Journal of Applied Behavior Analysis*, but they ain't bad, especially if they support your own biases. Their most extensive data are from violinists. By the 20th birthday, the best conservatory violinists and also 50 year-old professional violinists estimate they've put in 10,000 hours of deliberate practice. Good conservatory students estimate 8,000 hours.

And student teachers estimate 4,500 hours. Even with a probable 25% overestimate, that's impressive.

What about the best psychology students (e.g., behavior analysis students), as a representative sample? Huh? How many hours have they invested in the deliberate practice of behavior analysis by the time they're 20? We're not including reading about it, or listening to lectures about it, or even watching videos of it. A few hundred hours of deliberate practice, at best. And by the time they enter grad school? Still in the hundreds. With the MA? A thousand might be generous. (The typical practicum, internship, or research project is so diffuse we should discount it by at least 80%. No? Compare the intensity of an hour's violin practice with the intensity of an hour's typical practicum, most of which is spent hanging out.) What about when the behavior analysts walk off the stage with the new PhD in hand. Maybe they've cumulated 2 or 3,000 hours—that is, the best of them.

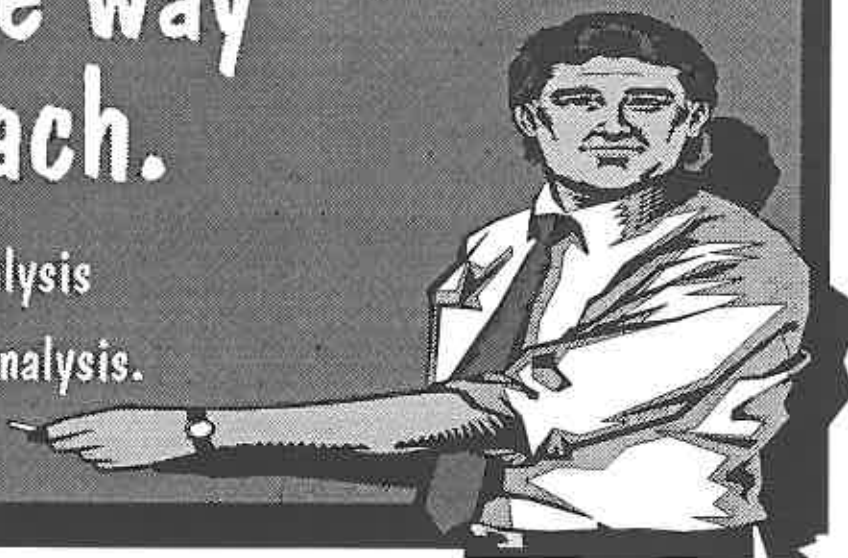
This suggests the level of expertise of the typical professional PhD behavior analyst is more akin to that of the typical amateur pianist (they estimate an accumulated 2,000 hours of deliberate practice by the age of 20). Of course, I'm talking about most university-trained professionals in most fields, not just psychology or behavior analysis. But imagine how sharp we'd all be after 10,000 hours of deliberate practice!

The problem: We don't have the instructional materials to justify 10K hours of deliberate practice. **The long-range solution:** Bust our tails finding out what expert performance consists of and developing those materials that will train it. **The interim solution** (until the real thing comes along): Encourage students to read the book two or three times, to take the course two or three times, to take the course again with a different instructor and book, to practice by grading papers, to take a graduate version of the undergrad. course, and teach a section of the undergrad. course two or three times. In other words, it's very hard to truly master even an introductory text—to be able to say all the definitions of the concepts and principles, to recognize and generate novel examples of those concepts and principles, and to use those concepts and principles in integrated strategic ways. But a fair amount of deliberate practice accumulates through the repetitions and variations on the single text and course that comprise the interim solution. The graduates of the interim solution then become expert enough to help develop the long-range solution—the expert training materials.

To publish a reply to the Notes column in *The ABA Newsletter*, please submit your reply to Peter Lamal, Editor, The ABA Newsletter, Department of Psychology, University of North Carolina, Charlotte, N.C. 28223, with a copy to Richard W. Malott, Department of Psychology, Western Michigan University, Kalamazoo, MI 49008-5052. It helps if you accompany your hard copy to the Editor with a 3.5 in. computer disk containing a file of your reply, ideally in ASCII format.

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Mission

- ☐ Save the world with behavior analysis by teaching the world behavior analysis.

Goals

- ☐ Use behavior analysis to teach behavior analysis.
- ☐ Increase the role ABA plays in promoting the quantity and quality of the teaching of behavior analysis.

Objectives

- ☐ Have a few TBA symposia etc. at ABA each year.
- ☐ Have TBA group poster sessions at ABA.
- ☐ Publish the *TBA News*, quarterly.

- ☐ Provide a clearing house to review and disseminate materials for teaching behavior analysis, e.g.:

- ♦ instructional technologies (e.g., free-writes, information chunking, SAFMEDS, standard celeration charts, human-operant labs., contingency diagrams, learn units).
- ♦ text books
- ♦ videos
- ♦ movies
- ♦ computer simulations
- ♦ computer programs
- ♦ flashcards (SAFMEDS)
- ♦ quizzes
- ♦ curricula
- ♦ course syllabi
- ♦ study objectives
- ♦ lecture outlines

Who Should Join?

Those who teach behavior analysis to:

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- ☐ parents
- ☐ staff & management of
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Join ABA's New TBA SIG
Teaching Behavior Analysis Special Interest Group

POSITION ANNOUNCEMENTS

Senior Behavior Specialist.

Highwatch NeuroRehabilitation Center, nestled atop Green Mountain located, in Effingham Falls, NH, is seeking a Senior Behavior Specialist. Ph.D. or Master's plus 5 years experience. ABA background preferred.

Requirements: The ability to design, implement, and direct programs for clients presenting a variety of behavioral problems. Verbal and written communication skills required to be used in presentations to families, providers, community groups, and professional organizations. Experience in data collection and interested in publishing. Transdisciplinary team participation and training/teaching skills. Competitive salary and comprehensive benefits are offered. Please call or fax resume to: Jim Connors CALL 1-800-359-8041 or FAX 603-539-8888. e.o.e. (thru 12/1)

Psychologists

Position openings occur from time to time for doctoral level psychologists with skills in applied behavior analysis. Licensed in CA or eligible to become licensed within 2 years of hire. Residential treatment facility serving varied population of developmentally disabled clients. Psychological assessment, functional analysis of behavior, develop behavioral treatment programs, train direct-care staff. Applications accepted on continuous basis. Eligible applicants will be notified as positions become available. Competitive salary range plus state civil service benefits. San Francisco Bay/Silicon Valley Area. Write or call Personnel Dept. or Chief Psychologist, Agnews Developmental Center, 3500 Zanker Road, San Jose, CA 95134-2299 (408/432-8500). (thru 12/2)

A Doctoral and Postdoctoral program in research diversity and special education at Purdue University: Doctoral and

Postdoctoral stipends are available from a leadership grant to prepare students who are interested in research and teaching careers. The program combines coursework, teaching experience, and participation in applied research projects, with a specialization in an interest area and in research methods. Interest areas include: attention deficit/hyperactivity, severe physical, mental, behavioral disabilities, community-based assessment, communicative function of behavior, environmental/task antecedents, vocational/transitional issues, co-occurring disorders. Diverse research methods include, single case & group designs, applied behavior analysis, qualitative, observational or experimental methods. For an application or more information, please contact Phillip J. Belfiore or Sydney S. Zentall, Co-directors, Special Education Program, Department of Educational Studies, LAEB, Purdue University, West Lafayette, IN 47907. (317) 494-7332. Purdue University is an Equal Opportunity/Equal Access University. (Thru 12/1)

Training Director

The Autism Services Center, Huntington, WV, offers comprehensive developmental disabilities (DD) services with a specialty in autism. Needs Training Director who knows autism and DD well. Requires at least Master's, preferably Ph.D. Must have 3 years experience in DD plus managerial skills. Salary commensurate with experience. ASC has over 200 employees and approximately 300 clients: only small percent are autistic. We operate six group homes have total of 24 residents. Send handwritten letter and resume to: Ruth C. Sullivan, Ph.D., Director, Autism Services Center, P.O. Box 507, Huntington, WV 25710-0507. (thru 12/1)

Behavioral Pharmacology of

substance use/abuse. Postdoctoral human research positions available in a stimulating and productive environment with excellent clinical and research resources. JOHNS HOPKINS MEDICAL SCHOOL. Develop, implement, and publish human laboratory and/or treatment research related to the behavioral, subjective, and physiological effects of psychoactive drugs. Special interest areas include: drug discrimination, behavioral treatment, performance effects, abuse liability assessment, clinical trials, smoking cessation, opioids, cocaine, anxiolytics/hypnotics, caffeine, nicotine. Research background and experience desired. Minorities encouraged. USPHS stipend levels based on experience. Send vita, letter of interest, and names/phones of 3 references to George E. Bigelow, Ph.D., Roland R. Griffiths, Ph.D., or Maxine L. Stitzer, Ph.D.; BPRU, Behavioral Biology Research Center; 5510 Nathan Shock Drive; Johns Hopkins/Key Medical Center; Baltimore, Maryland 21224-6823. (410) 550-0035. (thru 12/2)

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