

Make plans now for the

**19th Annual Convention
of the**

Association for Behavior Analysis

Wednesday, May 26 - Sunday, May 30, 1993

Downtown Chicago Marriott Hotel

ABA INTERNATIONAL



See the following inside:

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

Notes from the Editor

All behavior analysts owe Steve Graf a debt of gratitude for his service these many years as the editor of the *ABA Newsletter*. Not only did Steve carry out his editorial responsibilities reliably, he carried them out very well. I confess that I am concerned about doing as good a job as Steve has done. Thank you, Steve, for a job well done.

At the outset of my stint as the new *Newsletter* editor, it was clear that I could count on the assistance of some individuals with valuable repertoires of relevant behaviors.

I want to thank Shery Chamberlain, Bill Redmon, and Judy Favell for their help and support; Steve Graf has kindly given me some very useful advice.

In my view, a newsletter belongs to the members of the organization that publishes it. Consistent with that view, I urge you to send me anything that you judge may be appropriate for publication in the *Newsletter*. Please be advised that this is no guarantee that everything submitted will be published, but I believe that it is better to have more, rather than less from which to select (my selectionist model). I hope you will bear with me as I feel my way along.

P.A. Lamal

The ABA Newsletter is published 4 times/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. Editor: Peter A. Lamal, Psychology Department, University of North Carolina, Charlotte, NC 28223. Articles and announcements must be received by December 2 for February 22 mailing, by March 2 for May 22 mailing, by June 15 for September 7 mailing, and by September 2 for November 22 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: 616-387-4494. FAX: 616-387-4457. Advertisements must be received by January 2 for February 15 mailing, by April 2 for May 15 mailing, by August 2 for September 15 mailing, and by October 2 for November 15 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 (7-1/2" wide x 10" deep) \$250.00; half page (7-1/2" wide x 4-1/2" deep or 3-3/4" wide by 10" deep) \$175.00; quarter page (3-1/2" 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 Patty DeLoach, 616-387-4494. FAX: 616-387-4457.

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Come to Chicago for the...

19th Annual ABA Convention
Wednesday, May 26, 1993
through
Sunday, May 30, 1993
Downtown Chicago Marriott

Maria / Susan

A Message from ABA / International

Dear Colleague:

On the following pages, you will find information on the events of the 19th 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 interests of its members. Advancing the science of behavior and its applications has become an international effort and ABA members represent more than 30 countries.

Membership in ABA signifies 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 represent a full range of research and applications and include:

- | | | |
|---|--|--|
| *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 Analysis of Behavior |
| *Behavioral Gerontology | *Experimental Analysis of Human Behavior | *Verbal Behavior |
| *Behaviorists for Social Action | *Experimental Analysis of Non-human Behavior | |

This Special Convention Edition of the *ABA Newsletter* is being sent to you to inform you of the program events of the upcoming ABA convention and to permit you to 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 purposes. If you have questions about the convention or ABA, please contact us at (616) 387-4494 or 4495.

Bill Redmon
Secretary-Treasurer

Photocopy

ABA

258 Wood Hall
Western Michigan University
Kalamazoo, MI 49008-5052

(616) 387-4494

(616) 387-4495

FAX: (616) 387-4457

E-mail

Convention Registration, Information & Volunteer Desk in the Grand Salon, Downtown Chicago Marriott

Wednesday, May 26 • 8AM to 6PM

Thursday, May 27 • 7AM to 5PM

Friday, May 28 • 8AM to 4PM

Saturday, May 29 • 8AM to 4PM

Sunday, May 30 • 8AM to 1PM

Cooperative Book Exhibit, Booth Exhibits,
Free take-one Display and Product Sales

ABA '93 Convention Program Overview

WEDNESDAY, MAY 26

Morning, Afternoon, and Evening

ABA Preconvention Workshops

(Descriptions and registration materials in this Newsletter)

The Behavior Analysis Society of Illinois Annual Meeting

Society for Quantitative Analysis of Behavior (SQAB)

presents a series of papers on "Reinforcement, Choice, Economics, and Addiction"

Evening

Welcome (Back) to Illinois Poster Session and Social sponsored by the Behavioral Analysis Society of Illinois, the Chicago Association for Behavior Analysis, and Malcolm X College

THURSDAY, MAY 27

Morning

ABA Preconvention Workshops

Business Meetings (Special Interest Groups, Chapters, etc.)

International Development Committee Welcome Session and Meeting

Newcomers Session • An Introduction to ABA

Afternoon

Opening Address • *The Variable Operant*

Allen Neuringer, Reed College, Portland, OR

Addresses, Panels, Poster Sessions, Symposia Begin

Evening

ABA Expo • Social Hour with Displays by ABA Groups, Graduate Training Programs, and International Behavior Analysis

FRIDAY, MAY 28

Morning

Annual Breakfast sponsored by the Professional Development Committee (ticket required)

Business Meetings (Special Interest Groups, Chapters, etc.)

Addresses, Panels, Poster Sessions, Symposia

Afternoon

The Presidential Scholar Session • *A Special Symposium*

Featuring--

Donald M. Baer, University of Kansas-Lawrence

Todd R. Risley, University of Alaska-Anchorage

Montrose Wolf, University of Kansas-Lawrence

Annual ABA Business Meeting

SATURDAY, MAY 29

Morning

Business Meetings (Special Interest Groups, Chapters, etc.)

Addresses, Panels, Poster Sessions, Symposia

Afternoon

Presidential Address • *Windows on the 21st Century*

Sigrid S. Glenn, University of North Texas, Denton

Evening

ABA Social • Music and Dancing (cash bar available)

MONDAY, MAY 30

Morning

Business Meetings (Special Interest Groups, Chapters, etc.)

Addresses, Panels, Poster Sessions, Symposia

Afternoon

Closing Symposium • *Behavior Analysis: Relations Among Basic and Applied Sciences and the Treatment of Problem Behavior*

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

Behavioral Detection Theory as an Applied Analytical Tool,

Dianne C. McCarthy (University of Auckland, New Zealand)

Conditions that Establish and Eliminate Stimulus Control, Paul E. Touchette (University of California, Irvine)

Exposure and Response Prevention of Binge-Eating in the Treatment of Bulimia Nervosa, Lisa J. Shaw (Emory University)

The Importance of Basic Animal Research for Applied Behavior Analysis, W. David Pierce, W. Frank Epling (University of Alberta, Canada)

Kate / Susan
photo came to change

Plan to Attend ABA '93!

Convention Hotel (see pages 12-13)

Downtown Chicago Marriott, 540 North Michigan Ave, Chicago, Illinois 60611. For reservation information only: 312-836-6128. For other hotel information: 312-836-0100.

Room rates at the Downtown Chicago Marriott for the 1993 ABA Convention are: Singles (1 person, 1 bed), \$82.00; Doubles (2 persons, 1 bed), \$82.00; Doubles (2 persons, 2 beds), \$82.00. Room rates exclude Illinois and City room tax of 12.4%. Reservations must be received by the Marriott Hotel by April 27, 1993 for the convention room rates to apply. Check-in is 4:00PM; check-out is 12 Noon.

Roommate service (see page 10)

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

Convention Mailings

The 1993 Convention Program Book will be mailed to all 1993 ABA members, convention registrants and presenters on March 1.

Membership Dues (see pages 14-16)

Annual membership dues are \$80 for Full or Affiliate members, \$30 for Student or Emeritus members, \$25 for Chapter/Adjunct members, \$120 for Supporting members, and \$220 for Sustaining members. All membership categories receive a new member or early payment discount.

Registration Fees (see pages 28-29)

To attend the entire convention, the registration fees for 1993 ABA members are: \$54 if paid during advance registration (\$74 if paid after the advance registration deadline-April 25, 1993 postmark) for Affiliate, Full, Supporting, or Sustaining members; \$30 during advance (\$40 after deadline) for Emeritus or Student members; \$100 during advance (\$120 after deadline) for Chapter/Adjunct members.

One day registration fees for 1993 ABA members are: \$25/day if paid during advance registration (\$35/day if paid after the advance registration deadline) for Affiliate, Emeritus, Full, Student, Supporting, or Sustaining members; \$40/day during advance (\$50/day after deadline) for Chapter-Adjunct members.

The fees for nonmembers is \$200 if paid during advance registration (\$220 if paid after the advance registration deadline) for full registration, and \$60/day if paid during advance registration (\$70/day after deadline) for one-day registration.

Workshops (see pages 17-28,30)

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 I Continuing Education Credits for Psychologists. The APA Approved Sponsor (ABA) maintains responsibility for the program.

For a 3-hour workshop, the registration fee for 1993 ABA members is \$35 during advance registration (\$50 if paid after the advance registration deadline).

For a 6-hour workshop, the registration fee for 1993 ABA members is \$70 during advance registration (\$85 if paid after the advance registration deadline).

For ABA nonmembers, the fees for a three 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 deadline.

95
33

Travel (see page 36)

Conventions in America, ABA's official travel agent, will find you the lowest airfare to Chicago on any airline! Call 1-800-535-1492 (or FAX to 619-587-3566) and ask for Group #673 to make your airline reservations for ABA '93.

**WEDNESDAY, MAY 26, 1993
THROUGH
SUNDAY, MAY 30, 1993**

Susan - talk to
Mike

Special Emphasis on . . .

Integrating Applied, Basic, and Conceptual Work in Behavior Analysis

The Special Theme for the 1993 ABA Convention will consist of sessions which explore the continuing interplay in behavior analysis involving research on basic behavioral processes, problem-centered (applied) research, and behavioral technology and engineering in natural settings.

A sample of these events is listed below.

Integrating Applied, Basic, and Conceptual Work in Behavior Analysis #1

Chair and Discussant: Joel Greenspoon

*Behavioral Momentum: Laboratory Research and
Educational Applications*, John A. Nevin

*Research for a Behavioral Definition of Attention Deficit
Hyperactivity Disorder: Children's Matching Perfor-
mance on a Video Game*, J. B. Schweitzer, D. T.
Cerutti, L. L. Coehn, A. J. Abramowitz

Basic and Applied Research: Bifurcation or Continuum?
J. M. Johnston

Integrating Applied, Basic, and Conceptual Work in Behavior Analysis #2

Chair and Discussant: Cloyd Hyten

*Component-Composite Relations in Establishing Behavior
and Making it Fluent*, Kent R. Johnson

*Extensions and Limitations of Matching Theory in
Educational Settings*, Nancy A. Neef, F. Charles Mace

*Applying Behavior-Analytic Theory to Normal Child
Development*, Henry D. Schlinger, Jr.

Integrating Applied, Basic, and Conceptual Work in Behavior Analysis #3

Chair and Discussant: Janet Ellis

*Animal Modeling of Behavior Disorder Collaborations
between Basic and Applied Researchers*, F. Charles
Mace

*Verbal Behavior: An Opportunity for the Synthesis of
Conceptual, Experimental, and Applied Behavior
Analysis*, Mark L. Sundberg

*Basic and Applied Research on Stimulus Equivalence and
Brain Dysfunction*, Gina Green

Opening Address

The Variable Operant

Allen Neuringer
Reed College, Portland, OR

Recent experimental analyses contribute to our understanding of each member of the three-term contingency -- discriminative stimulus, response, and reinforcement. Dr. Neuringer will describe current research concerning variability, an important dimension of the operant response. Operant variability is controlled by discriminative stimuli and reinforcing consequences, but is not necessarily controlled by "memory of responses past." Experimental analyses suggest applications in education, alcoholism, aging and learning, and Attention Deficit Hyperactivity Disorder.

EABH-SIG Student Paper Awards

New Perspectives on the Analysis of Human Behavior: Winners of the 9th Annual EABH-SIG Student Paper Contest

Four student papers were selected for recognition in the 1993 Student Paper Competition sponsored by the Experimental Analysis of Human Behavior Special Interest Group (EAHB-SIG). Awards were recommended by peer reviewers who are established members of the EAHB-SIG and selected outside experts. The following winners will present summaries of their work at the awards symposium at the ABA Convention in Chicago:

Say-Do Correspondence: A Verbal Operant Analysis, Kathleen M. Dougherty, Auburn University (J.M. Johnston, sponsor)

Thematic Match-to-Sample: Teaching Children Conditional Discriminations without Verbal Instructions, Jan Jackson, University of North Carolina at Wilmington (Carol Pilgrim, sponsor)

Compound Stimuli in Emergent Stimulus Relations: Expanding the Scope of Stimulus Equivalence, Michael Markham, University of New Mexico (Michael Dougher, sponsor)

In the Beginning There was a Mand: A Review of Research on Teaching Mands to Individuals with Severely Limited Verbal Repertoires, Nancy C. Brady, University of Kansas (Joseph Spradlin, sponsor)

*See the ABA Program Book for more presentations related
to Integrating Applied, Basic, and Conceptual Work in
Behavior Analysis*

ABA '93 Special Program Events

Presidential Address

Windows on the 21st Century

by

Sigrid S. Glenn, Ph.D.

Chaired by Judith E. Favell, Ph.D.

Saturday, May 29 • Grand Salon I • 5:00PM

OBM Lifetime Achievement Award

The OBM Network will present its 1993 Award for Lifetime Achievement to Dale M. Brethower of Western Michigan University in recognition of his efforts in the diffusion of organizational behavior management. After the presentation, Dr. Brethower will give an address entitled "*Behaviorists in the 21st Century: Analyzing Individual, Group, and Organizational Performance.*"

International Committee Symposium

International Diffusion of Behavior Analysis: Japan and Thailand

Chair: Maria E. Malott, Malott & Associates

First International Conference of Behavior Analysis in Japan, Masaya Sato, Naoko Sugiyama, Keio University

Political-Social Activities of Thai University Students during the Last Five Decades, Anukul Jintarax, Khon Kaen University

State of Education in Thailand and Japan, Deborah Shanley, Medgar Evers College

The Art of Listening and Cross-Cultural Exchange, Mary Boyle, State University of New York-New Paltz

Informal Conversations with Thais and Japanese, Margaret Lloyd, Kenneth Lloyd, Central Washington University

Trouble in Paradise: The Japanese-Rail Mass Firings, Joseph Morrow, California State University

Society for the Quantitative Analysis of Behavior

Since 1977, the Society for the Quantitative Analysis of Behavior (SQAB) has conducted an annual symposium at Harvard University and has published the proceedings of this symposium in a series of volumes. We are pleased to welcome SQAB to ABA! SQAB will hold a pre-convention meeting on Wednesday, May 26, from 9:00AM to 6:00PM in Salon I, and on Thursday, May 27, from 9:00AM to 1:00PM in Salon D, both at the Downtown Chicago Marriott. The topic of the meeting will be "Reinforcement, Choice, Economics, and Addiction." On May 26, papers will include presentations of basic research on choice theory and behavioral economics that may provide insights into addictive behavior, with related papers by addiction researchers. The session will continue on May 27. Sessions are open to all ABA and SQAB members. (Membership in SQAB is open to all who are interested in the development of quantitative analyses or models of behavior; dues are \$5.00.) For information, contact John A. Nevin, Department of Psychology, University of New Hampshire, Durham, NH 03824-3567.

Special Demonstration

How To Train Trainers

Marian Breland Bailey
Henderson State University

Robert E. Bailey
Eclectic Science Productions

Members of the audience will have the opportunity to shape the behavior of animals and people, using techniques that can be easily reproduced in various training settings. The techniques are suitable for teaching new applied behavior analysts, honing the skills of experienced practitioners, and arranging effective, engaging demonstrations of behavior principles in secondary and collegiate classrooms.

**Check the
1993 ABA Program Book
for more!**

(in the mail March 1st)

Other Events Scheduled for ABA '93...

Complimentary Breakfasts for Student Members

Twice during the convention, complimentary continental breakfasts (coffee, tea, rolls) 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.

Laura
Saturday, May 29
7:30-9:00am

Sponsored by
Spectrum Center for Educational &
Behavioral Development, Berkeley, CA

Sunday, May 30
7:30-9:00am

Sponsored by
Aubrey Daniels & Associates
Tucker, GA

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

Welcome and Introductory Sessions Thursday, May 27 Grand Salon I

International Development Committee
8:00-10:00 AM

This is an open session 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 the Association for
Behavior Analysis

10:00 - 11:50 AM

An overview of ABA, the principles of
behavior analysis, and the convention by
Jon S. Bailey, E. Scott Geller, Jack Michael

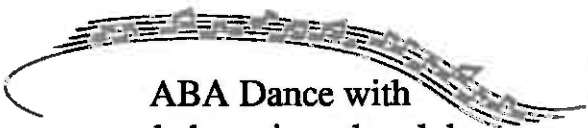
ABA EXPO

Thursday, May 27
8:30-10:30PM
Grand Salon II

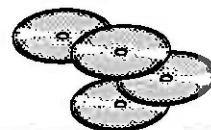
Informational displays by
ABA Committees, Chapters, and SIGs
Graduate training programs
International associations and programs

THE ABA SOCIAL

Saturday, May 29
Grand Salon I
9:00 PM-1:00 AM


ABA Dance with
recorded music and cash bar

No ticket required for admission
Free to all convention registrants



Kate - update

ABA '93 Convention Services

II Placement Services...

are offered to job seekers and employers. Registration is required. Vitaes, 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 Downtown Chicago Marriott. To register, please complete and submit the form included in this *Newsletter*.

II 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.

II Transportation to the Convention...

American Airlines and Conventions in America have been selected as the official carrier and travel agency for the ABA 1993 Annual Convention in Chicago. Call Conventions in America for the lowest fares on any airline, including American. Call toll free 1-800-929-4242, ask for Group #673. You will receive free flight insurance of \$100,000. Plus, Conventions in America customers become eligible to win two round-trip tickets for worldwide travel (drawings held bi-monthly). If you call American direct (800-433-1790), ask for Starfile #S1253T5.

II Transportation from O'Hare Airport to the Downtown Chicago Marriott...

located on the lower level of each terminal, taxis are available from 6am to 1am. A ride from O'Hare to downtown Chicago takes about 50 minutes and costs \$23-25; a shared-ride program allows visitors to be charged a flat rate of \$12. Chicago Transit Authority's (CTA) rapid transit train between downtown and O'Hare takes about 35 minutes. The terminal is located under Terminal 4. Trains run every 5-10 minutes days and evenings, and every 30 minutes from 1AM-5AM. All trains go downtown. Fare is \$1.50 one-way. Continental Air Transport provides bus service to and from downtown Chicago. For information, call (312) 454-7799.

II Transportation from Midway Airport to the Downtown Chicago Marriott...

Taxis are available from the main terminal. A ride to downtown Chicago takes about 20 minutes and costs \$15-17. Chicago Transit Authority's (CTA) weekday rush hour bus service from Midway to downtown is provided by the #99M Midway Express bus. Call the CTA at (312) 836-7000 for information. Continental Air Transport provides bus service to and from downtown Chicago (\$9.50 one-way, \$17.50 round trip). The information/reservation booth is located in Concourse A. For information, call (312) 454-7800.

II Driving to the Convention...

The Chicago Marriott is located at 540 N. Michigan Ave., between Grand and Ohio. Valet parking at the hotel is about \$19.00 a day. There are many self-park lots near the hotel; rates in these lots are around \$5.00 a day.

Chicago Cubs
Wrigley Field
1060 West Addison Street

Tickets by phone (prior to day of game) call TicketMaster at 312-559-1212. Phone orders can be charged to Visa, MasterCard, or American Express.

Chicago White Sox
Comiskey Park
333 West 35th Street

Tickets by phone (prior to day of game) call TicketMaster at 312-559-1212. Phone orders can be charged to Visa, MasterCard, or American Express.

Kate - update

ABA '93 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 1993 ABA Convention, please fill out the application below and send it to ABA, 258 Wood Hall, Western Michigan University, Kalamazoo, MI 49008-5052.

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:

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

Kate - update - Sue has.

ABA '93 Convention Roommate Matching Service

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 1, 1993. You will receive the list of potential roommates around April 1, 1993. Please make copies of this form and distribute it to anyone who may be interested in participating.

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

Return this form to arrive by March 1, 1993, 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 '93 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 '93 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 by potential employers; we recommend that it be typed. The registration fee is \$15.00 by advance registration, and \$20.00 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 Golden Gate Ballroom. 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 '93 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 \$25.00 by advance registration, and \$35.00 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.

Call Hilton & get one!

Return this form to

The Downtown Chicago Marriott

Attn: Reservation Department, 540 North Michigan Avenue
Chicago, Illinois 60611

Official Reservation Request

Association for Behavior Analysis 19th Annual Convention, May 25-31, 1993

Please reserve accommodations at the Downtown Chicago Marriott for:

Name: _____
Company Name: _____
Address: _____
City: _____ State: _____ Zip: _____
Sharing With: _____
Arrival Date: _____ 6 PM or Guaranteed*
Departure Date: _____ Hour: _____ AM/PM

Note: Check-in time is 4:00PM. Check-out time is 12Noon.

Please check requested accommodation.

- | | |
|--|--|
| <input type="checkbox"/> Single (1 person, 1 bed), \$82.00 | <input type="checkbox"/> No Smoking Requested |
| <input type="checkbox"/> Double (2 persons, 1 bed), \$82.00 | <input type="checkbox"/> Handicapped Accommodations |
| <input type="checkbox"/> Double (2 persons, 2 beds), \$82.00 | <i>(Rooms subject to 12.4% Illinois and City room tax)</i> |

Reservations or changes must be received no later than April 27, 1993. Reservations received after the above date will be accepted on a space availability basis, at prevailing hotel rates. Reservations requests must be accompanied by a deposit equal to first night's room and tax. Deposits can be placed by check, money order, or by a major credit card. You may cancel your reservations up to 24 hours prior to arrival without penalty and receive a total refund on a deposit.

Guarantee Method: _____

Credit Card Type: _____

Number: _____ Expires: _____

Samples of Chicago Restaurants & Entertainment

Inside the Hotel...

Spacious guest rooms decorated in restful hues of rose and mauve, offer individual climate control, AM/FM radio alarm, color TV with free HBO, CNN, and ESPN and pay movies. King and queen bedded rooms or doubles provide Marriott's tradition of comfort. Some guest rooms are equipped with handicapped facilities as well. The hotel's concierge floors provide the additional amenities of a bathroom phone, complimentary breakfast in the private concierge lounge, and an evening honor bar with snacks.

The Chicago Marriott has a complete Health Club...from the indoor swimming pool to the four outdoor platform tennis courts and nine-hole putting green, there's always a way to relax!

For a casual breakfast, lunch, or dinner, Allie's Bakery emphasizes friendly service and traditional favorites from 6:30 AM until 12 Midnight. Allie's own fresh-baked rolls, bread, and delicious pastries add something special to every meal.

For more formal gourmet dining, J.W.'s features the finest in continental cuisine. Popular among Chicagoans and hotel guests, J.W.'s serves as an ideal meeting place for lunch or dinner.

The three hotel lounges range from the quiet to the more lively. Resembling a posh private club, the Fourth Edition, with its cozy fireplace, has a quiet, intimate atmosphere. While The Lobby Bar has a light, open feeling with piano entertainment. For a lively, convivial evening, the Upper Avenue features nightly dancing and entertainment.

Important Numbers in Chicago

Chicago Office of Tourism's Visitor Information
(312) 280-5747

Hotel / Motel Association of Illinois
(312) 236-3473

Chicago Weather
(312) 976-1212

Outside the Hotel...

The Chicago Marriott Downtown, strategically located in the heart of Chicago's "Magnificent Mile," offers exceptional facilities.

Architecture and art are part of Chicago's charm, and a self-conducted walking tour is a relaxing way to see the city and break away from business. The Chicago Marriott Downtown is surrounded by many of Chicago's most famous sights and points of interest.

Step out onto the "Magnificent Mile" and embark on a Chicago shopping spree. World-famous Marshall Fields, at State Street Mall; Watertown Place, with its glistening indoor waterfall and inviting shops; and a potpourri of the fine stores abound. Neighboring Rush Street's popular cabarets and boutiques and Oak Street's art galleries are other close-by favorites.

In addition, symphony, theater, professional hockey, baseball, football, and basketball all provide exceptional entertainment nearby. Another worthwhile excursion is a boat cruise through Chicago's river locks or on Lake Michigan (seasonal), ideal for family entertainment.

Special Attractions

The Cuneo Museum and Gardens welcomes you. The mansion was designed in 1914 by architect Benjamin Marshall for Samuel Insull, founder of Commonwealth Edison. Hours: 10 AM. to 6 PM. Last museum tour is at 5 PM. Closed Monday. For reservations call 708-362-2071 or 3042.

FIELD MUSEUM, on Lake Shore Dr., step into every corner of the world. Be an explorer at the Field Museum... Hours: Open daily 9 AM to 5 PM. General admission: \$4.00 adults, \$2.50 children 3-17, seniors, students with I.D.

ADLER PLANETARIUM, 13300 S. Lake Shore Dr., find the answer to life's big questions at The Adler Planetarium. Hours: 9:30 AM to 4:30 PM. Admission to exhibits is free. Sky Show: \$4.00 for adults \$2.00 children 6-17, seniors and students with I.D.

SHEDD AQUARIUM 1200 S. Lake Shore Dr., is the largest indoor aquarium in the world! Open daily 9AM to 6PM Aquarium & Oceanarium Admission: \$7.00 Adults (12 to 64) \$5.00 children (3-11) and Senior Citizens (65+) Children 3 and under, free.

For reservations call:

(312) 836-6128

Hotel Reservation Form in this Newsletter

For Convention Information call:

(616) 387-4494 or 4495

Convention registration form in this Newsletter

The Association for Behavior Analysis

was founded in 1974 to promote the conceptual, experimental, and applied analysis 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 interests of the members.

Membership

in ABA signifies 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 psychology. 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

Sue has

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

☐ \$45.00 ☐ \$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 |

Please place a check in the box next to the ABA Special Interest Groups of which you are a member.

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

CONTINUING EDUCATION PROGRAM

Program Bulletin *

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 the application of behavior analysis to societal problems. While ABA does not require participation in the continuing education program for Association membership, involvement in the program is encouraged. The Continuing Education Program is designed to meet the academic needs of self-improvement and to provide continuing academic training 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 Downtown Chicago Marriott.

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 Downtown Chicago Marriott.

Room assignments for the workshops will be made at the convention. Please check your workshop ticket for the room assignment.

Workshops are subject to cancellation due to low enrollment. Registrations must be postmarked no later than April 25, 1993, 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 (616-387-4494 or 4495) 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 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 also are paying your membership dues or registering 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: Patty DeLoach, 258 Wood Hall, Western Michigan University, Kalamazoo, MI 49008-5052. Questions? Call 616-387-4494 or 4495 (Monday-Friday, 8AM-4PM).

Registrations must be postmarked by April 25, 1993 to be eligible for Advance Registration fees

WORKSHOP #1

Wednesday, May 26, 9:00AM-4:00PM Illinois Room
This is a six-hour workshop; a break is scheduled for Noon-1:00pm.

How to Numerically Summarize Magnitude of Effects Across Published Behavior Analysis Studies: Megacharting

Ogden R. Lindsley, Ph.D., Behavior Research Company,
Lawrence, KS

Jesus Rosales, University of Kansas, Lawrence

Description

Daily frequency monitoring has proven highly successful in Applied Behavior Analysis and in Precision Teaching. Standard Celeration Charts and Chart Stat™ were developed to easily monitor frequency growth, changes in growth, exceptional days, and unexpected outcomes. Standard charting has proven to be powerful for summarizing effects of treatment procedures across published studies. Approximately 80% of the published cases are in frequencies or can be easily converted from number, percent, duration, or latency to frequencies.

Objective

1. To introduce Standard Celeration Megacharting of effects across published applied behavior analysis articles.
2. To provide participants with the basis for megacharting on their own.

Activities

1. Charting previously published frequencies using yearly Standard Celeration Charts. Further practice by the participants on daily, weekly, monthly and yearly Standard Celeration Charts.
2. Using a scale reader to read numbers from published graphs.
3. Converting number, percent, duration and latency to standard frequencies.
4. Computing and charting record floors and ceilings.
5. Drawing and projecting accelerations and decelerations (gradual frequency growth and decline) using a celeration focuser.
6. Measuring the size of accelerations and decelerations (gradual frequency growth and decline) by eye and with a celeration finder.
7. Contrasting the abrupt jumps with the gradual turns in celerations.
8. Measuring the size of jumps and turns.
9. Making calendar synchronized and treatment event synchronized celeration collections.
10. Interpreting and describing megacharts of effects across published studies.

Target Audience: We target university based graduate students, instructors, and assistant professors, who need quality research publications. Most do not yet have animal or human labs or grant funds. Using merely the methods introduced in this workshop along with library journals and copy machines they can make significant contributions to the field of Applied Behavior Analysis. Numerical quantified summaries of our research literature have yet to be made.

Continuing Education Credit: 6 hours

Academic Level: Intermediate (some knowledge of the subject matter required)

Registration Fee: 1993 ABA members—\$70.00 during advance registration (\$85.00 after the advance registration deadline). ABA Nonmembers—\$95.00 during advance registration (\$115.00 after the advance registration deadline).

Materials Fee: \$35.00

WORKSHOP #2

Wednesday, May 26, 9:00AM-4:00PM Indiana Room
This is a six-hour workshop; a break is scheduled for Noon-1:00pm.

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

Richard W. Malott, Ph.D., Western Michigan University,
Kalamazoo, MI

Description

Behavior analysis often seems simplistic in its treatment of the behavior of verbal human beings. For instance, people work or fail to work toward the distant goal of a college degree. How can we understand this in terms of something so simple as the rat's pressing a lever and immediately getting a drop of water? Lacking a plausible behavioral analysis, many clients, parents, teachers, staff, students, and professionals opt for cognitive or mentalistic analyses. This workshop provides a radical-behavioral alternative, by introducing the concepts of rule-governed behavior, direct-acting and indirect-acting contingencies, analog contingencies, rules that are hard and easy to follow, the myth of delayed gratification, the three-contingency model of performance management, the performance management model of cultural change, and contingency diagraming. 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 participants should understand and agree with 75% of the theoretical analysis presented; this will involve an analysis of direct and indirect-acting behavioral contingencies. *continues*

These contingencies will include natural contingencies, performance-management contingencies, and theoretical contingencies. (In a six-hour workshop, participants will not achieve fluency with this complex verbal repertoire. But the participants will acquire a sufficient repertoire and sufficient additional resources to independently achieve fluency.) The format is a combined workbook/workshop format, with a minimum of lecturing.

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

Continuing Education Credit: 6 hours

Academic Level: Intermediate (some knowledge of the subject matter required)

Registration Fee: 1993 ABA members—\$70.00 during advance registration (\$85.00 after the advance registration deadline). ABA Nonmembers—\$95.00 during advance registration (\$115.00 after the advance registration deadline).

Materials Fee: \$10.00

WORKSHOP #5

Wednesday, May 26, 9:00AM-4:00PM Iowa Room
This is a six-hour workshop; a break is scheduled for Noon-1:00pm.

Motivational Milieu Therapy

Henck P.J.G. van Bilsen, Deputy Director, Institute for Child & Adolescent Psychology, Rotterdam, the Netherlands and Training Consultant, National AIDS Counseling & Training Unit, London, England

Description

Motivational Milieu Therapy is a therapeutic approach based on Motivational Interviewing and Applied Behavior Analysis. It is a method that is applicable in situations when groups of clients who are not motivated to change, make use of the services of an agency. For example:

- heroin addicts attending a methadone clinic on a daily basis are often not motivated to change;
- young delinquents attending a day center or a special school often are not motivated to work on their problems;
- unmotivated clients in a residential facility create problems for staff and other residents;
- drop-in centers, advice centers, and needle exchange programs often receive clients who are not motivated to work on their problems.

At present, we see more and more needle exchange programs, methadone clinics, drop-in centers. In these agencies, clients come to receive some "goods." The intention of the agency is often that in addition to receiving the "goods" clients become motivated for change.

Creating a motivational milieu for these clients is possible. I have been involved in setting up Motivational Milieus in a

variety of settings (methadone clinics, needle exchange programs, residential facilities, drop-in centers, prisons, and schools) and in several countries (United Kingdom, Belgium, and the Netherlands).

Creating a motivational milieu needs the careful application of motivational interviewing techniques and techniques adopted from applied behavior analysis. Such a motivational milieu works on the basis that clients will attend the milieu, not because they want to change, but for non-therapeutic reasons (coffee is available, they will go to prison if they don't, etc.). It is a milieu that is created to establish and increase the client's motivation for change.

Objectives

To give participants an introduction to MMT. After the workshop, participants will be able to decide whether an MMT program would be applicable for the needs of their agency. Participants will be able to develop a plan for setting up a MMT.

Activities

The workshop is skills oriented. Exercises and role plays form the core of the workshop. Short lectures and demonstration videotapes are used to introduce the basic principle of Motivational Interviewing and Applied Behavior Analysis.

References

- van Bilsen, H. P. J. G. & van Ernst, A. J. (1986). Heroin addiction and Motivational Milieu Therapy. *International Journal of Addictions*, 21 (6), 707-714.
- van Bilsen, H. P. J. G., van Ernst, A. J. (1989). Motivating drug users. In G. Gennet (Ed.), *Treating drug abuse*. London: Routledge.
- van Bilsen, H. P. J. G. & Whitehead, B. (1991). Motivating self-control. *Druglink* (Feb).
- van Bilsen, H. P. J. G. (1991). Motivational interviewing with particular emphasis on heroin dependent clients. In W. R. Miller & S. Rollnick (Eds.), *Motivational interviewing: Preparing people to change addictive behaviors*. New York: Guilford Press.

Target Audience: Anyone confronted with situations in which they encounter unmotivated clients and wants to DO something about it!

Continuing Education Credits: 6 hours

Academic Level: Intermediate (some knowledge of the subject matter required)

Registration Fee: 1993 ABA members—\$70.00 during advance registration (\$85.00 after the advance registration deadline). ABA Nonmembers—\$95.00 during advance registration (\$115.00 after the advance registration deadline).

Materials Fee: \$5.00

WORKSHOP #4

Wednesday, May 26, 1:00-4:00PM

Michigan Room

This is a three-hour workshop.

The Picture Exchange Communication System: Application with Young Children with Autism

Andrew S. Bondy, Ph.D., The Delaware Autistic Program,
Newark, DE

Lori A. Frost, M.S., CCC/SLP, The Devereux Foundation,
New Jersey Center for Autism

Description

The Picture Exchange Communication System (PECS) is an initial language training package that is used to teach young children with autism an effective means of communicating. Since 1987, we have addressed numerous audiences at ABA and other organizations on the theoretical and clinical issues related to the PECS training package. We have described the theoretical and practical advantages of early training on PECS as compared with other communication training programs (or modalities) with children who demonstrate a history of difficulty in the acquisition of speech. PECS is a unique training program in that it does not require lengthy prerequisite training, and in that it promotes communication in a social context that the child initiates. PECS's efficacy results from the use of procedures that incorporate autistic children's general lack of sensitivity to socially-mediated reinforcers. We believe that it is crucial to rapidly establish the essence of communication for a child, namely, approaching a communicative partner and interacting in a manner that effectively results in that partner doing something for the child. This sequence establishes a mand repertoire. PECS continues with establishing other verbal operants with a careful analysis of necessary stimulus control. Procedures associated with teaching these operants will be presented in a manner consistent with Skinner's analysis, presented in *Verbal Behavior* (1957).

Besides the rapid acquisition of this system (i.e., most children learn a single exchange during their first day of training), most children taught with PECS begin to speak. Outcome studies with children in Delaware have indicated that 60% of students on PECS for more than one year speak independently with an additional 15-20% talking while using pictures. The great majority of students started on PECS (who also were not severely retarded) acquire functional speech within two years. We also will present data regarding the relationship between acquiring skills within PECS and the frequency and severity of a variety of common behavior management targets. Finally, issues pertaining to staff and parent training will be addressed.

Objectives

1. To provide an historical and theoretical overview of language training programs used with young children with autism.

2. To provide a detailed description of the Picture-Exchange Communication System and its relationship to verbal behavior using Skinner's (1957) description of verbal operants.
3. To teach the participants via detailed verbal descriptions, training protocols, and video training tapes the procedural details and instructional techniques related to a behavior analytic orientation involved in implementing PECS with young children with autism.

Activities

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

Target Audience: Participants will be those involved with students with severe communication deficits who desire to learn how to implement a unique communication training package for use with these children. Participants should have a general knowledge of Skinner's description of verbal behavior and instructional technology related to an applied behavior analytic approach.

Continuing Education Credits: 3 hours

Academic Level: Introductory (little knowledge of the subject matter required)

Registration Fee: 1993 ABA members—\$35.00 during advance registration (\$50.00 after the advance registration deadline). ABA Nonmembers—\$60.00 during advance registration (\$75.00 after the advance registration deadline).

Materials Fee: \$6.00

WORKSHOP #5

Wednesday, May 26, 1:00-4:00PM

Michigan State Room

This is a three-hour workshop.

A Paradigmatic Behavioral Approach to Understanding and Treating Panic Disorder

Georg H. Eifert, Ph.D., West Virginia University,
Morgantown, WV

Description

During the last decade, significant contributions have been made toward an improved understanding, assessment, and treatment of panic disorder. This workshop will present an integrative model of panic disorder that is helpful for both clinical researchers and practitioners alike in organizing findings from diverse areas of important clinical and basic research. The paradigmatic behavioral model serves three functions which will be explained in the workshop and illustrated by demonstrations and case examples:

continues

(1) *Explanation.* The paradigmatic behavioral model focuses on and relates conditioning, developmental, biological, and personality factors as well as the effects of early and recent life events. The model organizes and integrates these factors in a systematic way to explain both the etiology and maintenance of panic disorder.

(2) *Assessment.* The model guides the practitioner in the assessment of panic disorder. Specifically, workshop participants will be introduced to structured clinical interviews such as the Anxiety Disorders Interview Schedule-Revised (ADIS-R), questionnaires, and a hyperventilation provocation test. It will be demonstrated how these assessment tools can be used to examine the various aspects of the model.

(3) *Treatment.* The model guides the practitioner in designing effective clinical interventions for panic disorder. Based on a model-guided assessment of the factors responsible for the origin and maintenance of panic disorder, the practitioner can devise and implement a comprehensive treatment plan. Specifically, participants will be introduced to a recently developed treatment manual for panic disorder and brief video excerpts will be shown to demonstrate the major aspects of treatment. Examples will be given as to how treatment manuals can be used more effectively when assessments and case formulations are guided by an integrative conceptual model and a functional analysis of the individual's problem.

Continuing Education Credits: 3 hours

Academic Level: Introductory (little knowledge of the subject matter required)

Registration Fee: 1993 ABA members—\$35.00 during advance registration (\$50.00 after the advance registration deadline). ABA Nonmembers—\$60.00 during advance registration (\$75.00 after the advance registration deadline).

Materials Fee : \$5.00

WORKSHOP #6

Wednesday, May 26, 1:00-4:00PM

Minnesota Room

This is a three-hour workshop.

Positive Staff Management

Martin T. Ivancic, Ph.D., Western Carolina Center, Butler, NC
R.M. Schell, Ph.D., Whitten Center, Clinton, SC

Description and Objectives

This workshop emphasizes a positive management approach in human services in order to maximize staff performance and client benefit. Participants will be able to: (1) identify the major behavioral principles that guide everyday management practices; (2) provide examples of these principles at work; (3) provide positive verbal and written performance feedback; and (4) share the information provided with their service agency. During this workshop participants will: (1) review the roles of positive reinforcement, negative reinforcement, punishment, and conditioned stimuli in

management practice; (2) generate examples from participants' work settings of the principles of behavior in action; (3) develop a positive reinforcement log of staff performance; and (4) exchange ideas for reinforcing staff performance.

Target Audience: This workshop is designed for people working in human service agencies who rely on staff to provide the mission of the agency to the clients they serve. The target audience would include managers and professionals in human service settings as well as agency directors seeking a behavioral approach to staff management emphasizing positive reinforcement.

Continuing Education Credits: 3 hours

Academic Level: Introductory (little knowledge of the subject matter required)

Registration Fee: 1993 ABA members—\$35.00 during advance registration (\$50.00 after the advance registration deadline). ABA Nonmembers—\$60.00 during advance registration (\$75.00 after the advance registration deadline).

Materials Fee : \$6.00

WORKSHOP #7

Wednesday, May 26, 1:00-4:00PM

Wisconsin Room

This is a three-hour workshop.

How to Use Statistical Process Control Methodologies for Applied Behavior Analysis: Evaluating Baseline Stability, Identifying Special Causes of Variation, Monitoring Treatment Outcomes On-Line, and Making Data-Based Clinical Decisions

Al Pfadt, Ph.D., Behavioral Assessment & Research Unit, New York State Institute for Basic Research in Developmental Disabilities, Staten Island

Description

Statistical process control (SPC) methodologies 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." Recently, 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,

continues

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. They also provide objective criteria that are more precise and replicable across investigators than are the subjective impressions which guide an unaided visual analysis of similar data.

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 finally use of control charts to make clinical decisions, such as "setting a new process aim" as part of a changing criterion design.

Continuing Education Credits: 3 hours

Academic Level: Introductory (little knowledge of the subject matter required)

Registration Fee: 1993 ABA members—\$35.00 during advance registration (\$50.00 after the advance registration deadline). ABA Nonmembers—\$60.00 during advance registration (\$75.00 after the advance registration deadline).

Materials Fee : \$10.00

WORKSHOP #2

Wednesday, May 26, 1:00-4:00PM

Ohio State Room

This is a three-hour workshop.

Recent Issues Associated with the Statistical Analysis of Behavioral Data

Bradley Huitema, Ph.D., Western Michigan University,
Kalamazoo

Description and Objectives

The purposes of the workshop are (1) to provide an updated view of the issues surrounding the statistical analysis of data obtained in the typical behavioral study, (2) to demon-

strate the weaknesses of frequently recommended analyses, and (3) to introduce relatively straightforward methods of analysis that can be carried out with conventional software and recently developed tables. Lecture, demonstrations of software, and exercises with published data sets will be included.

Target Audience: This workshop is designed for applied researchers and academics interested in the current status of statistical approaches to the analysis of conventional behavioral experiments.

Continuing Education Credits: 3 hours

Academic Level: Intermediate (some knowledge of the subject matter required)

Registration Fee: 1993 ABA members—\$35.00 during advance registration (\$50.00 after the advance registration deadline). ABA Nonmembers—\$60.00 during advance registration (\$75.00 after the advance registration deadline).

Materials Fee : \$5.00

WORKSHOP #9A

Wednesday, May 26, 1:00-4:00PM

Purdue Room

This is a three-hour workshop. Note: You may register for 8A or 8B or Both 8A and 8B.

Introduction to HyperCard as a Research or Instructional Tool

William F. Potter, B.A., Western Michigan University, Kalamazoo
Matthew A. Mason, Ph.D., Center for Entrepreneurial Studies,
Morgantown, WV

Description and Objectives

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, cards, backgrounds, buttons and fields; (4) teach participants how to create graphics and how to import graphics into a HyperCard stack; and (5) investigate and demonstrate some of the possible research applications of HyperCard (including its use for computer assisted instructional materials). 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: Behavior analysts who are interested in using HyperCard for research (with humans), or in developing instructional material on the Macintosh. Participants do not need to be familiar with HyperCard, but some familiarity with Macintosh computers would be useful.

Continuing Education Credits: 3 hours

Academic Level: Introductory (little knowledge of the subject matter required)

continues

Registration Fee: 1993 ABA members—\$35.00 during advance registration (\$50.00 after the advance registration deadline). ABA Nonmembers—\$60.00 during advance registration (\$75.00 after the advance registration deadline).

Materials Fee : \$20.00

WORKSHOP #10

Wednesday, May 26, 5:30-8:30PM **Purdue Room**
This is a three-hour workshop. Note: You may register for 8A or 8B or Both 8A and 8B.

An Introduction to HyperCard, a Macintosh Programming Application, for Research or Instructional (CAI) Purposes

William F. Potter, B.A., Western Michigan University, Kalamazoo
Matthew A. Mason, Center for Entrepreneurial Studies, Morgantown, WV

Description and Objectives

The purpose of this workshop is to (1) acquaint the user with the basics of HyperCard structures and theory of operation (nearly object-oriented programming); (2) teach participants the HyperCard message hierarchy (message sending made simple!); (3) teach participants the nature of scripting (writing programs) and examine HyperTalk programming language (very English like); (4) present examples of both research and CAI programs and examine the structure of those programs. Note: Computers will be provided; depending on enrollment, participants should expect 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 be engaged in an exercise where each group at a computer develops 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 the nature of stacks, backgrounds, cards, buttons, and fields. No knowledge of HyperTalk is required.

Continuing Education Credits: 3 hours

Academic Level: Intermediate (some knowledge of the subject matter required)

Registration Fee: 1993 ABA members—\$35.00 during advance registration (\$50.00 after the advance registration deadline). ABA Nonmembers—\$60.00 during advance registration (\$75.00 after the advance registration deadline).

Materials Fee : \$20.00

WORKSHOP #10

Wednesday, May 26, 5:30-8:30PM **Ohio State Room**
This is a three-hour workshop.

Multiple Behavioral Effects of Environmental Variables

Jack Michael, Ph.D., Western Michigan University, Kalamazoo

Description

The controlling relations between environmental events and behavior can be classified into several main types, and a single event (for example, an approving smile, or a verbal warning) typically functions as more than one of these types. (Skinner discusses this issue in detail in Chapter 14 of *Science and Human Behavior*, 1953; it is also an essential aspect of the material on multiple variables in Chapters 9, 10, and 11 of *Verbal Behavior*, 1957.) A behavioral relation can be called *evocative* when a change in the environment produces an immediate change in the magnitude, latency, or frequency of a type of behavior, but a change which persists only as long as the new condition of the environment persists. Common respondent evocative effects are the elicitation of smooth muscle and gland responses by unconditioned and conditioned stimuli. The best known operant evocative relation is the effect of a discriminative stimulus on the frequency of the type of response that has been reinforced in its presence. Less well-known operant evocative relations are the effects of unlearned and learned motivative variables (establishing operations) on the frequency of behavior that has been reinforced appropriately to those motivative relations.

A relation can be called *function-altering* when an environmental event causes a relatively permanent alteration in a functional relation between environment and behavior. Said another way, a function-altering effect occurs when an environmental event alters the organism's repertoire (without necessarily producing any immediate change in behavior) so that the organism will respond differently in the future under similar conditions. The effect of an unconditioned stimulus in conditioning the organism with respect to a previously neutral stimulus, and the similar effect of a conditioned stimulus in higher order conditioning are well known respondent function-altering relations. Operant function-altering relations are the effects of unconditioned and conditioned reinforcers and punishers on the future frequency of the behavior that immediately preceded those reinforcers and punishers, as well as the extinction effects of the nonoccurrence of the reinforcer or punisher.

All evocative and functional-altering effects will be reviewed and presented at the beginning of the workshop in an organized tabular arrangement. This will include a detailed treatment of the effects of several kinds of learned and unlearned motivative variables, as well as the better known operant and respondent relations. Scenarios will then be presented involving multiple effects, and the participants will be asked to identify and describe each of the various functional relations.

continues

Objectives

Participants should be able to examine a situation involving an environmental behavior-change procedure or event, and identify in behavioral terms all possible behavioral effects at work in that situation.

Activities

Discussion, and especially a form of problem solving in which a complex situation is analyzed in terms of its multiple behavioral components.

Target Audience: Graduate students and professionals, teaching and/or applying behavioral concepts.

Continuing Education Credits: 3 hours

Academic Level: Intermediate (some knowledge of the subject matter required)

Registration Fee: 1993 ABA members—\$35.00 during advance registration (\$50.00 after the advance registration deadline). ABA Nonmembers—\$60.00 during advance registration (\$75.00 after the advance registration deadline).

Materials Fee: \$10.00

WORKSHOP #11

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

Northwestern Room

This is a three-hour workshop.

Developing and Providing Services for Profoundly Multiply Handicapped Clients

Rodney E. Realon, M.A., Psychologist

Jim Phillips, Ph.D., Director of Psychology

Douglas Irvin, B.S., Psychologist

Rhett Hartley, M.A., Psychologist

Murdoch Center, Butner, NC

Description

Deciding what services to provide to profoundly multiply handicapped clients 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 share some of the research that we have conducted as well as problems that we have encountered and their solutions.

Objectives and Activities

Specifically, our workshop will provide a brief review of the literature covering research with this population; cover how to treat behavior problems such as hand mouthing, self-injury, meal refusal and rumination; how to do preference assessments which include 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. We will also describe Project Alpine at Murdoch Center in North Carolina, a comprehensive program for applying state of the art technology with profoundly multiply handicapped clients. Most of this technology will be reviewed during the workshop. Participants will be given an outline of the areas covered, a bibliography of research conducted with this population, a computer disk of the two software programs, and the opportunity to discuss issues related to this population.

Target Audience: This workshop is designed for all disciplines who work with profoundly retarded, multiply handicapped clients.

Continuing Education Credits: 3 hours

Academic Level: Introductory/Intermediate (little/some knowledge of the subject matter required)

Registration Fee: 1993 ABA members—\$35.00 during advance registration (\$50.00 after the advance registration deadline). ABA Nonmembers—\$60.00 during advance registration (\$75.00 after the advance registration deadline).

Materials Fee: \$10.00

WORKSHOP #12

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

Minnesota Room

This is a three-hour workshop.

Functional Analysis in Clinical Practice

Peter Sturmey, Ph.D., Chief Psychologist, Abilene State School, Abilene, TX

Description

The workshop will review the applications of functional analysis to clinical practice in a wide range of different topics. The workshop will review the epistemological basis of functional analysis; provide a review of the research literature in this area, review the methods and processes issues, and highlight areas for future objectives.

Objectives

Participants should be able to (a) describe the knowledge base of functional analysis and contrast functional and structural approaches to clinical practice; (b) describe the general principles of behavioral assessment and their applications to specific methodologies such as interview, direct observation, and psychometric methods; (c) describe issues in the process of developing a functional analysis, testing it, and translating it into a treatment package; (d) describe issues and limitations in applying functional analysis in clinical treatment.

Activities

The workshop will involve short lectures, small group exercises based around case material, and discussion. *continues*

Target Audience: The workshop is designed for persons involved in routine clinical practice using, or wishing to use functional analysis; doctoral students; and, researchers attempting to influence practice in this area.

Continuing Education Credits: 3 hours

Academic Level: Intermediate (some knowledge of the subject matter required)

Registration Fee: 1993 ABA members—\$35.00 during advance registration (\$50.00 after the advance registration deadline). ABA Nonmembers—\$60.00 during advance registration (\$75.00 after the advance registration deadline).

Materials Fee: None

WORKSHOP #13

Wednesday, May 26, 5:30-8:30PM Michigan State Room
This is a three-hour workshop.

A Behavioral Approach to Running Meetings for 10 to 50 Participants

Tom Welsh, Ph.D., Florida State University, Tallahassee

Description and Objectives

This workshop will present a time-tested approach to running group meetings where active participation is encouraged and productivity and efficiency are essential. Workshop participants will analyze common problems with group meetings and learn a number of key structural changes that can be made to amplify natural contingencies for productive meeting behaviors.

Activities

The workshop will be conducted using a format that demonstrates these elements and will include a speculative analysis of the functional behavioral components. Bring a list of your most important gripes about the meetings you attend.

Target Audience: Anyone who has to attend meetings and would like insight on how to make them more productive and democratic.

Continuing Education Credits: 3 hours

Academic Level: Intermediate (some knowledge of the subject matter required)

Registration Fee: 1993 ABA members—\$35.00 during advance registration (\$50.00 after the advance registration deadline). ABA Nonmembers—\$60.00 during advance registration (\$75.00 after the advance registration deadline).

Materials Fee: \$1.00

Workshop and Convention registrations must be postmarked by April 25, 1993 to be eligible for advance registration rates. To be eligible for Member rates, ABA membership dues must be paid for 1993.

WORKSHOP #14

Continues

Wednesday, May 26, 1:00-4:00PM Northwestern Room
Thursday, May 27, 8:00-11:00AM Northwestern Room
This is a six-hour workshop; the first half is on Wednesday and the second half is on Thursday. Both parts must be attended.

Engineering Learning Environments for Success

Vicci Tucci, M.A., Tucci Educational Services,
La Selva Beach, CA

Dan Hursh, Ph.D., West Virginia University, Morgantown, WV
Deborah Lamson-Loschiavo, M.A., Early Education Program,
Eugene, OR

Marita Della Rosa, M.A., Salinas City School District, Salinas, CA
Joanne Royce, B.S., Monterey Office of Education, Salinas, CA

Description

Skinner's (1957) analysis of verbal and nonverbal behavior has contributed significantly to enhancing the process of repertoire development. By making all parts of the learning environment conspicuous, the process of teaching can be further expedited and student achievement can be accelerated. Skinner (1968) proposes that teachers must become adept at arranging and rearranging contrived reinforcement contingencies until the natural contingencies take over. The process of repertoire development for all learners involves many complex sets of instructional activities. The process begins with a thoughtful analysis of the structure of the subject matter and the stimulus patterns that have the most likelihood of generality (Engelmann & Carnine, 1982). Once the verbal and/or nonverbal relations are identified, the teacher can begin to establish new repertoires and keep the repertoires in strength until the natural contingencies maintain the strength of the repertoires.

Objectives

Participants will be able to: (a) tailor the conditions of learning environments to meet the instructional requirements of all learners; and (b) arrange and rearrange certain parts of the learning environment to develop Competent Learner Repertoires (Tucci, 1986) and bring about mastery of subject matter at an accelerated pace.

Activities

In this workshop, the parts of the learning environment that can be engineered to bring about the required instructional conditions will be explained. The instructors will illustrate the parts of the learning environment required to develop and strengthen repertoires. Workshop participants will practice answering questions that will guide them in designing well engineered learning environments. The following questions are examples of questions that will be used to formulate programming: (a) What repertoires are to be developed? (b) Are there any available response forms? (c) What stimuli have value for the learners? (d) What contingencies are required to develop the repertoires? and (e) How can the required reinforcement contingencies be efficiently scheduled?

continues

References

- Engelmann, S., & Carnine, D. (1982). *Theory of instruction: Principles and application*. New York: Irvington Press.
- Skinner, B. F. (1957). *Verbal behavior*. New York: Appleton-Century-Crofts.
- Skinner, B. F. (1968). *The technology of teaching*. New York: Appleton-Century-Crofts.
- Tucci, V. (1986). An analysis of a competent learner. Paper presented at the annual convention of the Northern California Association for Behavior Analysis, San Mateo, CA.

Continuing Education Credit: 6 hours

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

Registration Fee: 1993 ABA members—\$70.00 during advance registration (\$85.00 after the advance registration deadline). ABA Nonmembers—\$95.00 during advance registration (\$115.00 after the advance registration deadline).

Materials Fee: \$10.00

WORKSHOP #15

Thursday, May 27, 8:00-11:00AM

Iowa Room

This is a three-hour workshop.

Delay-Reduction Theory

Edmund Fantino, Ph.D., University of California, San Diego

Description and Activities

I have been requested to provide a workshop in which we discuss the theoretical and mathematical underpinnings of delay-reduction theory (DRT). In particular, I will attempt to clarify why DRT has evolved through several changes in formulae and relate the changes to behavior. We will also consider the relation of DRT to other contemporary theories of choice and conditioned reinforcement as well as to other theories emphasizing temporal context. We will cover applications of DRT to areas such as foraging and self-control.

Target Audience: The primary purpose of the workshop would be to clarify the role of DRT for graduate students, faculty and other researchers who have an interest in DRT but have not found publications on DRT sufficiently clear to have become comfortable with it either in the laboratory or in the classroom.

Continuing Education Credits: 3 hours

Academic Level: Intermediate (some knowledge of the subject matter required)

Registration Fee: 1993 ABA members—\$35.00 during advance registration (\$50.00 after the advance registration deadline). ABA Nonmembers—\$60.00 during advance registration (\$75.00 after the advance registration deadline).

Materials Fee: None

WORKSHOP #16

Invited

Thursday, May 27, 8:00-11:00AM

Ohio State Room

This is a three-hour workshop.

A Training in Direct Instruction for Developmentally Delayed Preschool Children

Deborah Lamson-Loschiavo, M.A., Early Education Program, Eugene, OR

Description

The Early Education Program serves developmentally delayed preschool children using a Direct Instruction approach. Children are grouped homogeneously and provided direct instruction across a three hour day. Careful attention is paid to insure the children generalize their new acquired skills to expanded activities such as art, fine motor and large group activities.

A theme-based curriculum, derived from the principles of Direct Instruction, and now in its third year of development, insures that new information is introduced using carefully selected and sequenced concept examples. Correction procedures and cumulative review are built in.

This workshop is intended to provide an introduction to the basic components of direct instruction with preschoolers. Strategies for grouping children, teaching group responding, and delivering a lesson will be explained and demonstrated with the aid of videotapes. Techniques used to teach and review concepts will be discussed along with correction procedures.

Instructional delivery techniques for large groups will be shown with special attention given to utilizing the "teachable" moment. Specific teacher behavior will be demonstrated that is aimed at insuring that each child's individual goals are addressed across the school day; during less structured times such as arrival/departure, transitions, established routines, semi-directed activities and non-directed activities.

Behavior management will be addressed only within the context of instruction. Materials will include one unit of the curriculum, a schedule of groups, and a lesson plan for delivering direct instruction in small groups and suggested large group activities.

Objectives

1. Participants will be able to teach preschool children how to respond to group directions.
2. Participants will be able to use a technique that will increase the communications of preschoolers.
3. Participants will take with them information about a direct instruction curriculum for preschoolers as well as a suggested schedule and lesson plan.

Activities

1. A description of the Early Education Program; a copy of one unit of the Curriculum, a suggested schedule, and a lesson plan;

continues

2. Opportunities to learn to mastery a format for teaching group direction following;
3. Opportunities to learn a specific strategy for increasing the frequency of communication of preschoolers.

Continuing Education Credits: 3 hours

Academic Level: Introductory (little knowledge of the subject matter required)

Registration Fee: 1993 ABA members—\$35.00 during advance registration (\$50.00 after the advance registration deadline). ABA Nonmembers—\$60.00 during advance registration (\$75.00 after the advance registration deadline).

Materials Fee : \$5.00

WORKSHOP #17

Thursday, May 27, 8:00-11:00AM

Indiana Room

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.,
Danville, CA

Description and Objectives

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 consultation process: A little Dale Carnegie goes a long way.

Activities

A variety of case histories will be presented with an analysis of the techniques implemented during the intervention.

Continuing Education Credits: 3 hours

Academic Level: Introductory (little knowledge of the subject matter required)

Registration Fee: 1993 ABA members—\$35.00 during advance registration (\$50.00 after the advance registration deadline). ABA Nonmembers—\$60.00 during advance registration (\$75.00 after the advance registration deadline).

Materials Fee : \$5.00

WORKSHOP #18

Thursday, May 27, 8:00-11:00AM

Purdue Room

This is a three-hour workshop.

Stimulus Equivalence Made Relatively Easy

Richard R. Saunders, Ph.D. Senior Scientist Parsons Research
Center University of Kansas

Gina Green, Ph.D., Associate Scientist, E. K. Shriver Center
for Mental Retardation, Inc., Waltham, MA & Director of
Research, New England Center for Autism, Southborough, MA

Description and Objective

Our objective is to provide participants with an in-depth understanding of important stimulus control issues relevant to research on stimulus equivalence. The information gained from participation in the workshop should be useful in designing experiments and interpreting results.

Activities

We will provide a brief overview of the Sidman stimulus equivalence analysis (Sidman et al., 1982; Sidman & Tailby, 1982); review the three match-to-sample training paradigms most often used to establish the conditional relations necessary for conducting tests for equivalence; describe the essential tests that are used with each training paradigm; discuss why each test is administered; and discuss what various outcomes may indicate. Following this introduction, we will discuss several procedural variations from published studies. These variations have produced patterns of responding that appear to either support or negate a conclusion that equivalence relations emerged. We will demonstrate how a different analysis of the data, however, can lead to the opposite conclusion, or possibly to no unequivocal conclusion. Parallels to the interpretation of data from research on functional classes, sequence classes, and contingency classes will be drawn. We will present our conclusions from the research on stimulus equivalence, and pose questions that we believe await more definitive analyses. Participants will receive a current bibliography, schematics of the paradigms, and tables of trial types for basic experiments with these paradigms.

Target Audience: This workshop is intended for individuals interested in stimulus equivalence, either as students, teachers, advisors, researchers, or reviewers.

Continuing Education Credits: 3 hours

continues

Academic Level: Intermediate (some knowledge of the subject matter required)

Registration Fee: 1993 ABA members—\$35.00 during advance registration (\$50.00 after the advance registration deadline). ABA Nonmembers—\$60.00 during advance registration (\$75.00 after the advance registration deadline).

Materials Fee : \$5.00

WORKSHOP #18

Thursday, May 27, 8:00-11:00AM

Illinois Room

This is a three-hour workshop.

Radical Behaviorism and the Counseling Process

Jack Williams, Ph.D., University of Waterloo, Waterloo, Ontario, Canada

Description

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

Objectives

1. To illustrate the relationships between behavior analysis and current counseling approaches.
2. To show how counseling practices may be integrated, modified, and supplemented by a radical behavioral analysis.
3. To provide experiences in using some of these perspectives and methods in order to facilitate their establishment in participants' repertoires.

Activities

Activities will include presentation, discussion, exercises, note taking in supplied structured workbook, and review of handouts.

Continuing Education Credits: 3 hours

Academic Level: Introductory (little knowledge of the subject matter required)

Registration Fee: 1993 ABA members—\$35.00 during advance registration (\$50.00 after the advance registration deadline). ABA Nonmembers—\$60.00 during advance registration (\$75.00 after the advance registration deadline).

Materials Fee : \$3.00

Workshop Registration Form on page 32

Update

Information about Registering for the ABA 1993 Convention and Workshops

WORKSHOPS may be attended without registering for the convention.

REGISTRATION FEES listed on the Workshop and Convention Registration forms for ABA Membership Categories apply only to those who have paid their 1993 ABA 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, 1993 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 so doing, please include all forms in one envelope and all payments on one check (personal, business, or traveller's, money order, or credit card payment (*no postal money orders*)).

CANCELLATIONS and REFUNDS. Registrants may cancel convention registration and tickets for workshops or other events and request refunds before May 15, 1993. A handling fee of \$10.00 will be deducted from all refunds.

After May 10, 1993, only workshops or 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 19th Annual ABA Convention in Chicago (e.g., membership, registration, lodging, transportation, meals, etc.) are the responsibility of the presenter or registrant.

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



ABA '93 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: 616-387-4494. FAX: 616-387-4457

W
Program
Booklet

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

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

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Convention Name Badge

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

Print your affiliation (where your work or go to school)--limited to 35 characters

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: _____

For office use only

Membership Status: _____

Amount of Payment: _____

Date Received: _____

CONVENTION REGISTRATION

A discount is available for early payment of all registration fees. If your registration will be postmarked by April 25, 1993, 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.

Registration for the Entire Convention

(Thursday 5/27-Sunday 5/30). Choose your membership category from the list below and fill in the appropriate amount.

Category	Before	After
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 days attending:

- ☐ Thursday 5/27 ☐ Friday 5/28
☐ Saturday 5/29 ☐ Sunday 5/28

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

Category	Before	After
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

Registration for Relatives, \$1.00 ea. \$ _____
Name (for badge): _____

SPECIAL EVENTS & MATERIALS

Professional Development Breakfast / \$15 ea.	\$ _____
ABA T-Shirts (white) with Chicago Logo	
Adult Sizes: M L XL / \$10 ea.	\$ _____
Adult Sizes: XXL XXXL / \$12 ea.	\$ _____
Youth Sizes: S M L / \$8 ea.	\$ _____
ABA Sweatshirts (gray) with Chicago Logo	
Adult Sizes: L XL XXL / \$20 ea.	\$ _____
ABA Mug (white) with Chicago Logo / \$5 ea.	\$ _____
1993 Convention Proceedings / \$12.50 ea.	\$ _____
Donation to Support Student Presenter	
Registrations for ABA '94 Convention	\$ _____
Placement Service-Applicants / \$15 ea.	\$ _____
Placement Service-Employers / \$25 ea. position	\$ _____
Workshop fee total from back of this page	\$ _____

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

Progen Bull

ABA '93 WORKSHOP REGISTRATION FORM

Association for Behavior Analysis

Preconvention Workshops, May 26 & 27, 1993

Downtown Chicago Marriott, Illinois

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; Registration for overlapping workshops will *not* be processed. 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

WEDNESDAY, MAY 26

- #1. 9:00AM-4:00PM. Megacharting. Lindsley & Rosales. Advance Registration Fee: 1993 ABA members, \$105; All others, \$130
- #2. 9:00AM-4:00PM. Rule-Governed Behavior, Self-Management, & Performance Management. Malott. Advance Registration Fee: 1993 ABA members, \$80; All others, \$105
- #3. 9:00AM-4:00PM. Motivational Milieu Therapy. van Bilsen. Registration Fee: 1993 ABA members, \$75; All others, \$100
- #4. 1:00-4:00PM. The Picture Exchange Communication System. Bondy & Frost. Advance Registration Fee: 1993 ABA members, \$41; All others, \$66
- #5. 1:00-4:00PM. A Paradigmatic Behavioral Approach to Understanding and Treating Panic Disorder. Eifert. Advance Registration Fee: 1993 ABA members, \$40; All others, \$65
- #6. 1:00-4:00PM. Positive Staff Management. Ivancic & Schell. Advance Registration Fee: 1993 ABA members, \$41; All others, \$66
- #7. 1:00-4:00PM. How to Use Statistical Process Control Methodologies for Applied Behavior Analysis. Pfadt. Advance Registration Fee: 1993 ABA members, \$45; All others, \$70
- #8. 1:00-4:00PM. Recent Issues Associated with the Statistical Analysis of Behavioral Data. Huitema. Advance Registration Fee: 1993 ABA members, \$40; All others, \$65
- #9A. 1:00-4:00PM. Introduction to HyperCard as a Research or Instructional Tool. Potter & Mason. Advance Registration Fee: 1993 ABA members, \$55; All others, \$80
- #9B. 5:30-8:30PM. Introduction to HyperCard for Research or Instructional (CAI) Purposes. Potter & Mason. Advance Registration Fee: 1993 ABA members, \$55; All others, \$80
- #10. 5:30-8:30PM. Multiple Behavioral Effects of Environmental Variables. Michael. Advance Registration Fee: 1993 ABA members, \$40; All others, \$65
- #11. 5:30-8:30PM. Developing and Providing Services for Profoundly Multiply Handicapped Clients. Realon, Phillips, Irvin, & Hartley. Advance Registration Fee: 1993 ABA members, \$45; All others, \$70

- #12. 5:30-8:30pm. Functional Analysis in Clinical Practice. Sturme. Advance Registration Fee: 1993 ABA members, \$35; All others, \$60

- #13. 5:30-8:30pm. A Behavioral Approach to Running Meetings for 10 to 50 Participants. Welsh. Advance Registration Fee: 1993 ABA members, \$36; All others, \$61

WEDNESDAY, MAY 26, 1:00PM-4:00PM THURSDAY, MAY 27, 8:00AM-11:00AM

- #14. Invited. Engineering Learning Environments for Success. Tucci, Hursh, Lamson-Loschiavo, Della Rosa, & Royce. Advance Registration Fee: 1993 ABA members, \$80; All others, \$105

THURSDAY, MAY 27

- #15. 8:00-11:00am. Delay-Reduction Theory. Fantino. Advance Registration Fee: 1993 ABA members, \$35; All others, \$60
- #16. Invited. 8:00-11:00am. A Training in Direct Instruction for Developmentally Delayed Preschool Children. Lamson-Loschiavo. Advance Registration Fee: 1993 ABA members, \$40; All others, \$65
- #17. 8:00-11:00am. How to Provide In-Home Behavioral Consultation to Parents of Developmentally Disabled Individuals. Partington. Advance Registration Fee: 1993 ABA members, \$40; All others, \$65
- #18. 8:00-11:00am. Stimulus Equivalence Made Relatively Easy. Saunders & Green. Advance Registration Fee: 1993 ABA members, \$40; All others, \$65
- #19. 8:00-11:00am. Radical Behaviorism and the Counseling Process. Williams. Advance Registration Fee: 1993 ABA members, \$38; All others, \$63

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, 1993, add \$15 for each workshop	\$
TOTAL AMOUNT DUE	\$

MESSAGE FROM THE PRESIDENT

Election to an office in ABA is an honor. It is also far from being solely honorary! Long hours are invested; honest work is accomplished. That work continues throughout the year, of course, and the results are taking root and bearing fruit. A few highlights:

The Strategic Plan

A considerable portion of the mid-year Council meeting in October was reserved for a review of ABA's Strategic Plan, a very pleasant task since progress or success was achieved on every organizational goal and performance objective established in the previous three years. As goals have been met, we have added a considerable array of new activities to our Strategic Plan. Many of these have been described elsewhere, and include establishing and activating ABA's Accreditation Board for graduate programs, participating in the Saving Lives Coalition to support the responsible use of animals in basic research, joining the Board of The Accreditation Council on Services for People with Disabilities, and developing the Electronic Bulletin Board.

Membership Involvement Initiative

During discussions of the Strategic Plan, Council particularly focused on reviewing and revitalizing the mission and membership of each of the Boards, Committees, Task Forces, and other identified groups in our organizational structure. I view this addition to the Strategic Plan, entitled the Membership Involvement Initiative, as vital to our continued organizational development for many reasons. In ABA, we have "an embarrassment of talent" as one Council member put it. Steadily over the last months, and intensively during the October meeting, Council has sought opportunities to employ this talent, matching members with the many jobs and functions we need to fill. A few salient examples:

Janet Ellis (University of North Texas) has agreed to serve as Coordinator of the Membership Board. Janet's Board encompasses the following committees: Membership Recruitment and Retention, International Development, and Applications Review.

Jack Marr (Georgia Institute of Technology) was asked to continue in the role of Coordinator of the Education, Public and Professional Affairs Board. His constituent committees include: Public Relations, Professional Development, Awards, and Legislation and Public Policy.

Hank Schlinger (Western New England College) will join **Jon Bailey** as Co-Chair of the Public Relations Committee. Jon will focus on publicity for the convention. Hank will coordinate public and media relations throughout the year.

Carol Pilgrim (University of North Carolina-Wilmington) has agreed to chair the Membership Recruitment and Retention Committee. Carol's group will particularly focus on attracting behavior analysts who are active in other behavioral organizations, yet not members of ABA.

John Lutzker (University of Judaism) has been asked to develop specific recommendations and plans to enhance diversity within the behavior analytic community. In taking on this role, John will be working with ABA's Professional Development Committee and collaborating with the Cambridge Center for Behavioral Studies, represented in this capacity by Barbara Etzel. The need for proactive steps in increasing representation is clear, and the promise of a productive collaboration between behavioral organizations makes this initiative all the better.

Ray Romanczyk (State University of New York-Binghamton) has been appointed to represent ABA on the Board of The Accreditation Council on Services for People with Disabilities. In this role, Ray will join me in attempting to represent a behavior analytic perspective in the development of standards and practices in the disabilities area.

Federation of Behavioral, Psychological, & Cognitive Science

ABA has entered into a trial membership in this important group. The Washington-based Federation is a coalition of scientific societies and university and divisional affiliates. Formed in 1980 in response to cuts in federal research funds, the Federation advocates for the behavioral sciences when legislative or regulatory developments threaten them. It informs legislators and policy makers about matters pertaining to funding, conduct and benefits of scientific research, and informs scientists about developments in Washington which affect them.

As a member of the Federation, ABA will, for example, participate in a series of seminars on Capitol Hill to inform lawmakers about behavioral science and in a variety of other activities designed to foster good working relationships with federal agencies and congressional offices. Jack Marr, ABA's Experimental Representative, attended the first meeting in December, and will report further on its activities in the next *Newsletter*. If ABA's initial trial year with the Federation is as productive in promoting behavioral research as we expect it to be, our commitment (and costs) will increase. I expect the results from this first venture in collaboration with other scientific societies will amply justify the time and money we will invest.

Presidents' Advisory Group on Practice

Over the last year or so, court rulings and changes in laws have raised a number of issues which may effect the practice of behavior analysis. Specific cases in Florida, Texas and California have made it apparent that behavior analysts must become proactive in assuring that we are properly credentialed and enabled to practice our profession. Faced with rapidly changing events and increasing concerns, a meeting was called to analyze events and discuss how to proceed. Members of Council, the Legislation and Public Policy Committee and other members active in their states were asked

continues

to meet, at their own expense two weeks before Christmas. The following members were able to attend: **Jon Bailey** (Florida ABA), **Judith Favell** (ABA President), **Richard Foxx** (ABA Council), **Sigrid Glenn** (ABA President-Elect, Texas ABA), **Edward Morris** (SABA President), **Paula Whang-Ramos** (California ABA), **William Redmon** (ABA Executive Director), **Gerald Shook** (Chair, ABA Legislation & Public Policy Committee), **Richard Tsegaye-Spates** (ABA Legislation & Public Policy Committee), and **Vicci Tucci** (California ABA).

Sequestered in the Orlando Airport from Friday to Sunday in hotel rooms donated by the Au Clair program, this group plowed and picked through the many issues surrounding the practice of behavior analysis. They reviewed the nature and effects of current changes in the licensing laws and considered possible ways of creating more formal credentialing systems for practicing behavior analysts while avoiding the many possible pitfalls that may be created in the process. Finally, the group devised recommendations for State and Regional Chapters of ABA to plan for and respond to initiatives which affect them. A list of recommended next steps will be available soon, with many discussions to follow. I welcome the involvement of all concerned with practice issues; there is much to consider and much to be done. Content aside, I view the response of ABA members to this issue as a heartening demonstration of the burgeoning proactivity of behavior analysts to a problem which will have strategic impact on our profession across the country for years to come.

The Human Capital Initiative (HCI)

This effort, coordinated by the American Psychological Society, has continued to move forward. The HCI plan involves developing a series of written reports highlighting the contributions of basic research to significant problems of the human condition. These reports, designed to frame a research agenda and encourage support for basic research, will be submitted to Congress on behalf of the 65 scientific organizations who are collaborating in the effort. Active participation from ABA has continued throughout the course of this initiative. Celia Wolk Gershenson (representing SEAB), Jack Marr (representing SABA), and Bill Redmon (representing ABA) attended the September meeting in Washington, DC on the first topic report: "Productivity in the Workplace." Our collective influence was enhanced by our representatives preparing a background paper in advance of the meeting, and their subsequent appointment to the committee charged with writing the final report. The final document is nearing completion, with plans underway for beginning the remaining five: Schooling/Literacy, Violence, Substance Abuse and Use, Health and Aging. ABA's Council and our HCI Coordinator, Celia Wolk Gershenson, are in the process of selecting members to contribute to each of these topic areas, both in the writing of our position statement and in participating in the final joint draft prepared for Congress. ABA's involvement in the HCI is a significant example of behavior analytic groups gaining visibility for our research and technology in ways that are likely to have a substantial effect on support for basic behavioral research.

New Special Interest Groups and Chapters

A very Special Interest Group was approved at the mid-year meeting. The Society for the Quantitative Analysis of Behavior (SQAB) will be joining ABA as a SIG. They will further be holding their annual meeting in conjunction with ABA's convention during the day and a half preceding the general convention. (For information on this new SIG and their meeting, see page 7 of this *Newsletter*.)

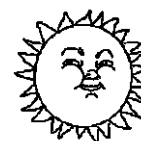
Finally, three new chapters were welcomed to the fold. We warmly greet the Experimental Analysis Behaviour Group of Britain, the Norwegian Association for Behaviour Analysis, and the Alabama Association for Behavior Analysis. If interested, call Patty DeLoach in the ABA office (616-387-4495, M-F, 8-4 EST) to get in touch with the coordinators of each.

Much more to come! See you in Chicago!

Judith E. Favell
President

Susan/

Annual Breakfast



*Sponsored by the Professional
Development Committee*

**A morning social with a
presentation by**

Ellen Reese

(Mount Holyoke College)

**Friday, May 28, 1993
7:30-9:00am**

*Ticket required for admission. Tickets may be ordered by
using the advance registration form in this book or
purchased at the convention on Thursday, May 27, 1993.*

Call for Nominations

Sum Call for Papers -

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.

↓
Now Available from ABA...

Animal Training Video

One of the hits of the 1992 ABA conference in San Francisco was a two-hour panel discussion by four innovative animal trainers, on "the art and science of training." This panel, including audience participation by ABA member Ogden Lindsley, Ph.D., and others, forms the basis of a new video titled, "Supertraining! How Modern Animal Trainers Use Operant Conditioning."

The two-volume, 110-minute program was professionally produced, and is introduced by Karen Pryor, dolphin trainer and author of *Don't Shoot the Dog!*

High points of "Supertraining!" include two rounds of "The Training Game," with ABA members as subjects; training of dolphins, penguins, and sea birds; use of conditioned reinforcers and stimulus control to handle and doctor a dangerous bull elephant; and a live demonstration of a "creative canine," a dog reinforced for inventing its own operants.

The video also includes footage from the San Diego Zoo, where trainers used behavioral techniques to save the life — and the genes — of an endangered diabetic adult baboon. By means of a clicker and favored food items, the animal was shaped to respond to many verbal commands, to accept daily insulin injections through the bars, and to extend an arm and allow blood sampling, voluntarily! "Supertraining!" illustrates the whole process, step by step.

One ABA member's reaction: Who knew the animal trainers were so sophisticated? I use desensitization in my practice all the time, but never like that — I'm inspired!"

The video was designed for classroom use and can be viewed in segments. Early responses from students and staff have been highly favorable. One instructor commented: "Supertraining!" provides my classes with an instant and completely convincing answer to the perennial question, 'But what is operant conditioning good for?'"

The two-tape set costs \$89.95 plus \$4.00 shipping, and can be ordered from ABA. Part of the proceeds will benefit ABA.

Send purchase order or check to:

**Supertraining! Video
Association for Behavior Analysis
258 Wood Hall
Western Michigan University
Kalamazoo, MI 49008-5052**

To order by credit card (American Express, MasterCard, Visa), call (616) 387-4494 or 4495.

Update
**Interested in Day Care Services
at the ABA Convention?**

Read Below and Respond ASAP!!!

Members Ask for Services

The Association has been encouraged by some members over the past few months to consider arranging day-care services for convention attendees in Chicago in 1993. These services can be offered through a private, licensed contractor which provides certified teachers, toys, materials and supplies in a special hotel room equipped for child care.

Costs

If a large number of members make use of child care services, the cost is well below that of baby-sitting services. The typical cost ranges from \$7 to \$11 per hour per child and minimum numbers of hours and children are required before services will be provided. ABA cannot pay for child care; thus, members must pay for services directly. This means we must determine if enrollment will be sufficient to pay for these services in advance.

Mail This Form to Indicate your Interest

If you are interested in purchasing child care at the Chicago '93 convention, please complete and return the form at the bottom of this page. You will be contacted by staff for further information.

Clip and send this form by April 1, 1993

Name _____

Daytime Telephone _____

Address _____

I am interested in obtaining child care services at the 1993 ABA convention and would be willing to pay for these services.

Signature _____

Date _____

Return this form to:

**Child Care, ABA '93
Room 258 Wood Hall
Western Michigan University
Kalamazoo, MI 49008-5052**

You may fax the form to: (616) 387-4457

ABA '93 Exhibits!

See

Exhibits provide an excellent opportunity to obtain information about new and existing products and services, including research equipment, textbooks, materials, and software. The 1993 Convention Exhibit hours are:

Thursday-Saturday
Sunday

May 27-29
May 30

8:00 AM-4:00 PM
8:00 AM-1:00 PM

MED ASSOCIATES, INC.

719-1/2 North 26 St., Lafayette, IN 47904. Instrumentation and software solutions for behavioral, physiological, and pharmacological research. New modular test chambers, activity sensors and software, and SmartCtrl™ interface modules. Visit our display at Booth #6 on Thursday, Friday, and Saturday during normal convention hours.

CAMBRIDGE CENTER FOR BEHAVIORAL STUDIES

11 Waterhouse St., Cambridge, MA 02138. Description of all Center programs and activities; sample journals, monographs, and newsletters. Visit our display at Booth #7 on Thursday (10am-3pm), Friday (10am-3pm), and Saturday (10am-Noon).

RESEARCH PRESS PUBLISHERS

PO Box 9177, Champaign, IL 61826. Research Press offers behavioral and cognitive materials for psychologists and educators. Our books and video programs are designed for use in staff training, professional study, college courses, and in-service teacher training. Topic areas include counseling and therapy, developmental disabilities, school psychology and classroom management, parenting and family counseling, relaxation, assertiveness, grief counseling, social skills training, health psychology, and more. Visit us in Booths #10-11.

SOCIETY FOR THE ADVANCEMENT OF BEHAVIOR ANALYSIS

260 Wood Hall, Western Michigan University, Kalamazoo, MI 49008-5052. 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 (e.g., *The Behavior Analyst*) and information about its projects (e.g., the International Science and Engineering Fair for high school students). Visit us in Booth #13!

TEXAS DEPARTMENT OF MENTAL HEALTH AND MENTAL RETARDATION

PO Box 12668, Austin, TX 78711. employment opportunities within the Department's mental retardation system. Behavior Analysts are needed at our state schools at various locations within the state of Texas. Representatives will be present during exhibit hours to discuss opportunities and to provide information. Please visit us in Booth #16!

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. Visit us at Booths #14-15 to review the following materials!

Authors Cooperative, PO Box 53, Boston, MA 02199.

Coercion and its Fallout. M. Sidman (\$16.95/\$14.95ppd); *A New Learning Environment*. H. Cohen (\$16.95/\$14.95ppd); *Tactics of Scientific Research*. M. Sidman (\$18.00/\$16.00ppd)

Behavior Analyst Digest, PO Box 844, Hurricane, WV 25526.

Clinical Resources, 14618 Tyler Foote, Nevada City, CA 95959. Introducing MINDSCOPE! The first interactive laser disc biofeedback system. Please pick up our brochure from the Free-Take-One table. Call us for more information.

CMS Software, PO Box 1514, Columbia, MD 21044-0514.

Behavior on a Disk and *Psychology on a Disk* brochures
Families International, Inc., 11700 West Lake Park Drive, Milwaukee, WI 53224. Publications catalog
Focus International, Inc., 14 Oregon Drive, Huntington Station, NY 11746. *Behavioral Treatment of Autistic Children* brochure

National Education Goals Panel, 1850 M St., Suite 270, Washington, DC 20046. NEGP Brochure; NEGP Newsletter; Executive Summary of 1992 Goals Report; List of NEGP Publications

Pergamon Press, 660 White Plains Road, Tarrytown, NY 10591-5153.

Professional Resource Press, PO Box 15560, Sarasota, FL 34277-1560. *Subliminal Treatment Procedures: A Clinician's Guide*, P.G. Swingle (\$22.70)

Prometheus Books, 700 East Amherst Street, Buffalo, New York 14215-1674. *The Reluctant Alliance: Behaviorism and Humanism*, B. Newman (\$19.95)

See the Program Book for additions to the
Exhibit Booths and
Cooperative Book and Free Take One Exhibits!

Special Convention Travel Arrangements

Association for Behavior Analysis

1993 Annual Meeting

May 26-30 • Chicago, Illinois

ABA has selected **American Airlines and Conventions in America** as the official carrier and travel agency for the 1993 Annual Meeting. **Conventions in America** will guarantee the lowest fares on any airline, including Delta!

To make sure you get the best fare, call **Conventions in America** 1-800-929-4242 - ask for Group #673 and receive:

- Chance to win a free trip for two worldwide
- Free flight insurance of \$100,000
- Seat assignments and advance boarding passes
- Lowest fares on any airline guaranteed at time of booking
- American Airlines AAnytime Fares and PlanAAhead Fares

Win a free trip for two! Conventions in America customers automatically become eligible to win two round-trip airline tickets good for travel worldwide. You must purchase your ticket through Conventions in America to be entered. Drawings held bi-monthly.

Call Conventions in America • 1-800-929-4242 • Group #673

Reservation hours Monday-Friday, 6:30am-6:00pm / Saturday, 8:00am-2:00pm Pacific Time (24 hour toll free message line). You may also FAX your request to (619) 587-3566.

ABA earns credits toward airline tickets based on the number of tickets purchased by Convention attendees. These credits are used for travel to the Fall Council Meeting . . . and that saves ABA money! For example, five of the seven airline tickets for the Fall 1992 Council Meeting were earned from flights scheduled for the 1992 ABA Convention; saving ABA more than \$1,000. If your employer requires you to use a specific travel agency, you can still help ABA save money! Ask your travel agent to call **American Airlines at 1-800-433-1790** and ask for Starfile #S1253T5.

New edition now available!

Background

Susan Goeters, ABA Past Student Representative

In 1987, the ABA Executive Council explored the possibility of publishing a directory on the available graduate training opportunities with a behavior analytic approach. In 1988, the directory on *Graduate Training in Behavior Analysis* was produced and sold by ABA. Two years later, a supplement to this directory was produced. These first publications of the directory emphasized function over form, with production strategies built around reasonable cost and easy editing.

In 1991, the results of a survey sent to all individuals who had purchased the directory indicated that of those who evaluated the directory, 95% of them had used it. Most of those users found the directory useful for reviewing potential graduate schools; however, they indicated that the directory contained too little information. In response to this survey, the student members of the Executive Council solicited from the various Program Coordinators and Sponsors updated information on programs and added details on course descriptions and faculty interests. The Program Coordinators and Sponsors took advantage of this valuable marketing strategy for their department's training program(s) by updating and adding the information needed for a more useful directory.

In 1992, the directory was updated (thanks to the diligent work of the Student Committee), and the directory was given a "face-lift" (thanks to the creative efforts of Shery Chamberlain). Function and form are the new priorities for the 1993 edition of the directory for *Graduate Training in Behavior Analysis*. By publishing and distributing this edition of the directory, it is hoped that the needs of those interested in training programs in behavior analysis will be better served.

To order your copy, send \$10.00 (plus \$2.00 postage/handling) in U.S. funds to: Association for Behavior Analysis, 258 Wood Hall, Western Michigan University, Kalamazoo, MI 49008-5052. (Please, no postal money orders.)

• As with the first edition of this directory, not all training opportunities are represented, but ABA will continue to incorporate new listings as they become available. You can perform a valuable service by encouraging training opportunities not listed to submit their information (there is no charge for the listing). Call the ABA office (616-387-4494 or 4495) for a submission packet.

Directory of Graduate Training Programs in Behavior Analysis

ABA STUDENT NEWS

Hello from your Student Committee. The Student Representatives have been working on projects this year that continue to benefit student members of ABA. Projects include: work on the Directory of Graduate Training Programs, student events at the convention, international student development, and an electronic mail network for students.

One of the concerns of the Student Committee is the lack of active involvement of students in ABA. Students represent a large portion of the total ABA membership, but have a small actual representation. At the Executive Council meeting last May, the Council recommended that we work to increase active student involvement. There are three ways that students can be actively involved in our association.

- Run for the office of Student Representative. The Student Representatives each serve a three year term of office and are very involved with the decision-making process of ABA.
- This year's election is currently taking place, which leads to another way to get involved—to VOTE. Your voice is important. Although you may not know each candidate, please look over their statements and vote for the candidate you feel will help students and our association, then VOTE.
- Student members have been asked to serve on standing ABA committees as voting members of those committees. This represents a big step in the way of representation and contributions by students. If you are interested in serving on a committee, please contact the appropriate committee chair or William K. Redmon, Secretary-Treasurer, Association for Behavior Analysis, 258 Wood Hall, Western Michigan University, Kalamazoo, MI 49008-5052.

The Student Committee is also interested in increasing participation in ABA at the undergraduate level. Word of mouth from other student members of ABA is a great way to recruit new members. Also, remember to consider including undergraduate members to work on presentations or encourage them to present posters of their research for the next convention.

As we gear up for the 1993 ABA Convention, the Student Committee would like to invite all student members of ABA to attend events scheduled during the convention designed for students. Look for student breakfasts, the Student Committee poster at the Expo and Social Hour, and a panel discussion on looking for a job. Also, consider attending the Student Committee Business meeting. The purpose of this meeting is to inform you of the decisions and projects in ABA that affect student members. If you need a roommate for the convention, the Student Committee has organized a roommate service. For more information on the roommate service, see page 12 or call April Miller (phone number at end of article).

If you have any questions or concerns you would like addressed at the ABA Council meetings or otherwise, please contact one of the current student representatives. We would enjoy hearing from you and appreciate your input.

Student Representatives:

April D. Miller, University of Southern Mississippi, (601) 266-5237

Laura Methot, Western Michigan University, (616) 384-2819

Susan Goeters, Society for the Advancement of Behavior Analysis, (616) 387-4584

CORRECTION

North Carolina Association for Behavior Analysis,
Greg Olley, P.O. Box 247, Butler, North Carolina 27509.

Animal Training SIG Organizational Meeting Planned for ABA '93

Modern animal trainers are making extensive use of behavioral principles and processes such as shaping, chaining, desensitization, and conditioned stimuli and reinforcers. At last year's conference in San Francisco, two marine mammal trainers, a dog trainer, and a zoo behaviorist gave a panel presentation that introduced many ABA members to the exciting progress being made in animal behavior management.

This year's convention program will include several presentations by behaviorally oriented animal trainers. Conference attendees from outside ABA may include dog and horse trainers, dolphin trainers, elephant keepers, and wolf behaviorists.

At the invitation of the ABA Council, I am setting up an organizational meeting for possible formation of a Special Interest Group on animal training. This would provide a forum in which academic researchers, clinicians, and practicing trainers could meet to explore common interests. It's fun to hear about what all these imaginative and skilled people are doing; more important, there may be benefits for many other areas of interest. One example: the gentle and highly productive techniques now being used in rare animal husbandry and management might be of special interest to those working with learning disabilities and behavioral problems in children. Self-injurious behavior and aggression are other areas in which animal trainers are using behavioral principles innovatively.

See your ABA Program Book for the time and place; hope to see you there!

Karen Pryor

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International Development *Ydarda*

A MODEL FOR US ALL

In Peru there are no residential programs appropriate for persons with severe to profound retardation and autism. They must live at home with their families without benefit of governmental aid. Thus parents are desperate to learn how to help their children. The Centro de Educacion Especial Ann Sullivan was founded in Lima, Peru for these people.

This center's model program is extended by providing education and technical consultation to students, professionals and families throughout Peru, Latin America and other developing nations.

Program

The program teaches the students to be independent and to integrate into their communities and teaches families to resolve problems and teach their children. Center Services include education, skills training, psychological counseling for students and family members, training families to use behavioral principles and teaching techniques, medical referrals, costs of dental services, transportation, and vocational training for students and families.

Each Center specialist conducts two to three classes of different students each day for four days a week. Fridays are reserved for evaluation of students' progress relative to their individual objectives, changes in programs and preparing activities and materials for the coming week. Thus, students spend only 10 to 16 hours per week in the Center.

Each student and family has individualized objectives, annually revised cooperatively between the staff and parents. Progress towards these selected objectives is constantly evaluated to determine whether the teaching procedures are successful or whether they should be changed.

Training Procedures

Training at the center is based on functional/natural educational procedures that focus on: 1) teaching in the natural or near-natural environment; 2) teaching natural sequences or chains of behaviors rather than isolated stimulus-response pairs; 3) using procedures that enhance generalization and maintenance of the learned behavior; 4) establishing communication links with the students; 5) being friends with the students; 6) using only reinforcers that occur in daily life; and 7) using only positive procedures.

Family Training/Participation Program

This program consists of 90 hours of individual, small group and large group training for each parent, each year. Parents teach their children the same skills with the same procedures used in the Center by the staff. They also receive feedback, in the form of grades every 15 days based on evaluations of their successful participation in the program, as well as their implementation of the procedures they are taught.

International Relationships

Formal agreements are held with the Universidad Peruano Cayetano Heredia (medical school) in Lima and the Schiefelbusch Institute for Research in Life Span Studies at the University of Kansas. Plans with Kansas include developing long distance bidirectional telecommunication and education between Latin America, the USA, Asia and Europe.

Professionals from all over the world come to provide staff education, usually on a one-time basis. However, Dr. Judith LeBlanc, Associate Director for International Development at the Schiefelbusch Institute, spends several months each year teaching and conducting research at the Center. She is also the director of research and training at the Center. Mary H. Aangeenbrug, originally from Kansas, Dr. Stephen Schroeder, Director of the Schiefelbusch Institute and Dr. Andrew Bondy and Lori Frost from the Delaware program for Autism also provide continuing education and assistance in program development. The staff shares the knowledge they gain from these professionals and from their own research with professionals and students in Peru as well as in Brazil, Chile, Argentina, Germany, Japan, and the USA. They also conduct workshops organized by themselves or by the Ministry of Education for Peru and periodically host international symposia.

Through the work of Drs. Fujita and Yamaguchi, Japan hosted representatives of the Center in 1990 to present their family participation and functional/natural training programs to special education professionals. Similarly Brazil, through Dr. Julio de Rosa, hosted representatives on two occasions to teach students in their graduate special education program and professionals in the field. Spain also hosted two representatives to train professionals and they are working on a funded agreement to continue and intensify this training in the future. Representatives of the Ministry of Education in Chile are also working on a project to enable the Center staff to train all special education teachers in Chile in the functional/natural curriculum. This curriculum is dictated by law as the special education curriculum in that country.

The Center also provides education, practicum, and internship experiences for students who come from universities in Peru as well as from other countries. Students from the University of Kansas, for example, have completed practicum experiences and/or conducted thesis research at the center.

Funding

Only a little over half the parents of the Center can afford to pay something for their child's education. Many, however, contribute their time in helping the Center. The average annual cost per student is very low, usually below \$2000. The Peruvian government is unable to provide support because of severe economic problems.

continues

Income thus comes from donations from Peruvian citizens and from individuals and organizations from other countries.

The staff of the Center extends an invitation to all members of the Association for Behavior Analysis to come for a visit. A rich professional experience and an opportunity to use your skills in creative ways awaits you. For more information contact Liliana Mayo, Director, Ann Sullivan Center, Calle Petronila Alvarez, No. 180, 5ta Etapa, San Miguel, Lima, 32, Peru. Telephone 51-14-626810; Fax: 51-14-616991; or Dr. Judith M. LeBlanc, Schiefelbusch Institute for Research in Life Span Studies, 1063 Dole Building, The University of Kansas, Lawrence, Kansas, 66047. Telephone: (913) 864-4295; FAX: (913) 864-5323.



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**Grand Salon
Thursday, May 27, 1993
8:30-10:30 PM**

Sponsored by the International Development Committee

Behaviorology and Social Issues in Colombia

Ruben Ardila¹

National University of Colombia

The experimental analysis of behavior (EAB) began in Colombia in 1970, both as a scientific field and as an applied discipline. In the last decades a large amount of research work has been carried out, mainly in Colombian universities, both also in other institutions (hospitals, research centers, etc.). At the present time, EAB is taught in all the psychology training programs, in educational programs, in some medical schools, and in a limited number of industrial organizations. Some governmental institutions (e.g., the Colombian Institute for Family Welfare, Icfes), also have behaviorally-oriented programs.

At the international level, Colombian psychology is not well-known. Because of that, it is important to point out that the discipline began here in 1947, with the earliest psychology training programs of South America, at the National University of Colombia. The program was founded by Mercedes Rodrigo, (1891-1982), a Spanish psychologist who had emigrated to Colombia because of the Spanish Civil War. She was instrumental in the organization of professional psychology in this country, and founded the Institute of Applied Psychology. Of course, that early psychology training program was centered in other areas of psychology, not in behavior analysis. The main emphasis was on psychometrics, which was the mainstream of psychology at that time (1947).

In Colombia there are at present 17 Faculties (or Departments) of Psychology, situated in the main cities: Bogota, Medellin, Barranquilla, Cali, Manizales, and Bucaramanga. Psychology is a very popular field of study in Colombia. The training lasts 5 years (not 4), is very professionally-oriented, and follows a course of study that is similar to the training of psychologists in some European countries, especially Germany. The training leads to the title of "Psychologist" (not B.A., B.S., M.A., M.S., Ph.D., or Psy.D.). The title allows the holder to work in any area of psychology: basic research, applied research, clinical, educational, industrial/organizational, social, community, criminological, sport, gerontological psychology, etc. We can consider that the general philosophy of the psychology training programs in Colombia is similar to the Boulder model in the U.S., scientific and professional.

In Colombian programs EAB has an important role. The principles and applications of EAB are taught in all psychology faculties. Information is very up-to-date. Research is in process on reinforcement schedules, matching law, context, behavioral pharmacology, and other problems. In the applied fields, clinical psychology is very much influenced by behavior therapy, as previously it was influenced by psychoanalysis. During the decade of the 70's, with the "paradigm clash", EAB was considered controversial, capitalistic,

continues

positivistic, and so forth. Today the situation is different, and we can say that EAB has been integrated into the mainstream of psychology in Colombia.

In the schools of education, medicine, and even anthropology, EAB has had some influence. Probably educators have been more receptive to behavioral principles than other professionals. Medical doctors have begun to understand that the EAB is not limited to work with rats and pigeons, and that it has important implications for health psychology, neurology, pharmacology, and other similar fields.

Research, both basic and applied, is central to Colombian psychology, with a clear emphasis on socially-relevant fields of application. We have work in behavior therapy, community psychology, gerontology, industrial/organizational management, educational and school psychology, biofeedback, health psychology and behavioral medicine, token economies, social design, and other fields. My book *Walden Three* (English translation, 1990), has directed attention to the importance of behavior analysis for the understanding of social issues.

There are many urgent problems that Colombian psychology is facing at the end of the 20th century. Violence, social unrest, family changes, unemployment, changes in child rearing patterns, the role of women, old age, alcoholism and drug abuse, ecology, etc. have important behavioral implications. Psychologists are working in such fields with a clear understanding of the need to use scientific instruments for the solution of such problems.

Some people consider that behaviorology is the next step, that is, the creation of a new scientific discipline (different from psychology) that deals with behavior. The issue has been discussed in this country, and some consider that behaviorology has a decisive role to play in Colombia.

In any case, the experimental approach to psychology is an important part of Colombian psychology, and applications have been very widely used in the country. The next step will be the integration of psychology as a discipline, with the formulation of a unifying paradigm.

¹ Address: Ruben Ardila, Ph.D., Apartado 88/54, Bogota, Colombia

International Development Committee

Welcome Session

Thursday, May 27, 8:00-10:00 AM, Grand Salon I

This is an open session 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

Call for Nominations

ABA INTERNATIONAL DEVELOPMENT AWARD

The ABA International Development Committee (IDC) calls for nominations for the International Development Award. Many behavior analysts (outside and inside the U.S.) 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 organizations outside the United States or country of residency.
- Seminars and classes conducted in other countries with the purpose of diffusing information and technology about Behavior Analysis.
- Collaborative research efforts with a program or institution outside the country of residency.
- Internationally recognized written material and/or textbooks.

Please nominate a behavior analyst who you think deserves recognition for her/his international contributions. Those individuals who are nominated will be asked to send their curricula vita highlighting their international contributions. Only one award will be given each year. The award will be given at the 1993 ABA convention in Chicago.

CALL FOR NOMINATIONS **International Development Award**

Name: _____

Affiliation: _____

Telephone (if known): _____

Address: _____

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

Please send to: Yolanda Suarez-Balcazar, Ph.D., Chair ABA International Development Committee, 6525 North Sheridan, Department of Psychology, Loyola University Chicago, Chicago, IL 60626

*In Response to
Notes from a Radical Behaviorist*

Dear Dick:

I caught your piece, *Religion, Communism, and Performance Management*. Your contingencies seem to involve secondary reinforcers, either positive or negative. What about the role of secondary punishers in religion and communism? My experience with both (Russia, not Cuba) tells me that punishment is a prime contingency.

I had fun reading your thoughts.

Douglas P. Ferraro
Western Michigan University

Dear Doug:

Oops, you're right. I should have pointed out I was dealing only with society's efforts to use thou-shalt rules to support socially appropriate behavior. Thou-shalt-not rules use contingencies of punishment and analogs to those contingencies. I look at thou-shalt-not rules like this:

Ineffective Natural Contingency:

Before (one level of society's well-being)
Behavior (socially inappropriate act)
After (slightly less well-being)

The outcome of the natural contingency is why we want the person not to act inappropriately. But when the natural contingency or the rule describing it fails to control the person's behavior, society provides a supplementary contingency and the rule describing it, for example:

Effective, Indirect-Acting Performance-Management Contingency:

Before (somewhat Christ [Che] like)
Behavior (socially inappropriate act)
After (significantly less Christ [Che] like)

The differences between thou-shalt-not and thou-shalt rules are trivial for natural and performance-management contingencies (i.e., inappropriate behavior changes conditions from fair to worse, whereas appropriate behavior changes conditions from worse to fair). But it took me a few years to figure out the difference at the theoretical level, although it seems obvious now: For thou-shalt contingencies, the statement of a performance management rule acts as an establishing operation; it increases the aversiveness of the theoretical before condition. However, for thou-shalt-not contingencies, the rule acts as what I call an *incentive operation*; it increases the aversiveness of the after condition (the "incentive").

Direct-Acting Theoretical Contingency:

Before (no fear of failing Christ [Che])
Behavior (socially inappropriate act)
After (significant fear of failing Christ [Che])

Thanks for your interest

Dick Malott

**Developmental Disabilities
Services Managers, Inc.**

Summary of the 5th Annual Conference

The 5th Annual Conference of Developmental Disabilities Services Managers, Inc. (DDSM) was held in Charlotte, North Carolina, on October 7-9, 1992. The Conference theme and presentations focused on a variety of topics relating to effective staff training and management in developmental disabilities. Topics included: New Developments in Human Service Management, Community-Based Performance Management, Developments in Accreditation Standards and National Quality Enhancement, Managing for Excellence in the Private Versus Public Sector, Linking Management Research and Practice, Innovation and Risk Taking in Management and Positive Management Practices. The keynote speaker was Dr. Lynn McClannahan from the Princeton Child Development Institute, speaking on "Programming Positive Outcomes for Clients, Staff and Managers." Other speakers included Dennis Reid, Richard Fleming, William Lybarger, Fred Spooner, Robert Crow, Marsha Parsons, Bernie Wagner and Robert Schell. A special feature of the conference was the presentation of two annual awards for contributions in effective staff training and management. The Annual DDSM Award for Outstanding Contributions in Staff Management went to Dr. Lynn McClannahan. The Conference Scholarship, providing expenses for attendance at the conference, for demonstrating effective staff management on a routine basis went to Dolores Mack of Western Carolina Center.

DDSM is dedicated to enhancing the collection and dissemination of information on effective staff training and management in developmental disabilities. DDSM has a strong behavioral orientation and focuses on data based management. The Sixth Annual DDSM Conference is scheduled for October, 1993, in New Orleans. Information regarding DDSM as well as the Sixth Annual Conference can be obtained from Mary Kellar at the DDSM office at P.O. Box 805, Morganton, NC 28655 (704 433-2658).

Train the Trainer Workshops. General Physics Corporation offers courses in the areas of Instructor Training, Job and Task Analysis and Training Design and Development. Many approved for college credit. For information, contact Elaine Mai, Marketing Coordinator, 6700 Alexander Bell Dr., Columbia, MD 21046 (800-727-6677 x2470).

Positions Available

* **BEHAVIOR SPECIALISTS.** Highwatch Neurorehabilitation Center in Center Ossipee, NH has positions available for Behavior Analysts at the Master's level. Responsibilities include the development, implementation, monitoring, documenting and evaluation of behavior programs and the provision of individual client treatment. This is an excellent opportunity for someone interested in research and innovative behavior programming with a challenging population of neurologically impaired clients. Interested applicants please call Sheila Murray at 1-800-338-8970 or send resume to Recruitment, Highwatch, PO Box 99, Center Ossipee, NH 03814. EOE

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Positions Available

Positions Available

* **DOCTORAL STIPENDS IN ABA/DD AT NORTHERN ILLINOIS UNIVERSITY.** Doctoral traineeships are available in special education at Northern Illinois University for students wishing to prepare for eventual research and teaching careers in universities of research centers. Study is in applied behavior analysis and developmental disabilities with fieldwork and course work emphasizing single-subject research, instructional technology, functional analysis, and nonaversive interventions for problem behaviors. Financial support includes tuition, fees, \$12,000/year, travel, and other benefits. For an application and more information, contact Alan C. Repp, Special Education, Graham 239, Northern Illinois University, DeKalb, IL 60115 (815-753-8464).

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Send a letter of interest, Curriculum Vitae, copies of publications, a list of three references to R. Douglas Greer, Ph.D., Chair, Search Committee, Box 223. Review of applications will begin immediately and will continue until the search is successfully concluded.

Teachers College as an institution has long been committed to a policy of equal opportunity in employment. In offering higher education in the discipline areas of education, psychology, and health services, the College is committed to providing expanding employment opportunities to minorities, in its own activities and in society. Candidates whose qualifications and experience are directly relevant to complementary College priorities (e.g. urban and minority concerns) may be considered for a higher rank than advertised.



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